



2272 Windsor St.  
Abbotsford, B.C. V2T 6M1  
604-850-7029,  
fax: 604-850-7028



*Principal:* Mr. Glen Hildebrand  
*Vice-Principal:* Mr. Michael Hendricks

**OnlineMarks**  
**Checkmymark.com**

Student marks are available online at [www.checkmymark.com](http://www.checkmymark.com). In order to access your child's marks, you will need to login with a

**USER TYPE:**  
Select "Student/Parent"

**SCHOOL:**  
"Abbotsford Traditional Secondary"

**LAST NAME:**  
Student's Last Name

**PASSWORD:**  
The Password is randomly generated and teachers will provide each student with their unique password. For Login help or password resets, please contact Mr. Macphail [Andrew\\_macphail@sd.34.bc.ca](mailto:Andrew_macphail@sd.34.bc.ca) or the classroom teacher

**Office Staff:**  
Mrs. Hartley local: 1002

**Counselor:**  
Mr. Colin Abernethy local: 1107

**One-to-One program:**  
Andrew Macphail local: 1120

All teacher e-mail addresses can be found on our website [www.atss.ca](http://www.atss.ca)

## Principal's Message

Our first semester is nearly finished. Today, Friday, our teachers are having an X Support Block for those students who have fallen behind and are missing some tests or assignments. This will be a great opportunity for them to catch up. Our semester end will be on Jan. 24 so all assignments etc. must be completed by that time. Jan. 27 to the 31<sup>st</sup> is our Final Exam week. Please check the accompanying schedule for which exams your son or daughter writes. We would ask that students only attend to write their exams during exam week as there will be minimal supervision available. Please arrange to pick up or drop off your child just before or just after their exams.

Currently underway is our Musical Theater production of "Annie", the much loved play of a young Depression-Era orphan who endears herself to the forceful Billionaire, Mr. Warbucks. Evening performances will be Friday and Saturday beginning at 7:30 pm. Our Producer, Mr. Gasser and Musical Director, Mrs. Wade along with our students have been tirelessly preparing for these performances. They have just completed their matinees for district students and have performed marvelously. This show is a must see for the whole family. Tickets are available at the school during school hours or at the door. I encourage you all to come out and support our musical theater production.

As part of our "Keys for Successful Living" series for our Gr. 12's, they have a wonderful opportunity to meet with a Royal Bank manager this Friday and discuss finances and planning for their post-secondary years. This is a great information piece with opportunities for interaction with a professional career person.

Mon. Feb. 3 begins a brand new semester. Course timetables for second semester will be issued to students this Friday. Please review with your son or daughter and plan for changes together. Students wishing to make changes for their second semester courses must make an appointment with our Counselor, Mr. Abernethy for the week of exams. They will be given the opportunity to make changes into the first week of second semester classes.

You may have noticed that we have activated the auto-dialer to make a phone call home if your son or daughter have missed one or more classes the previous day with no contact prior with you as a parent or guardian. If you are aware that your son or daughter is away with your permission, please contact our office to let us know. This will help us keep an accurate record of your son or daughter's absence. Also occasionally it may call when your child has been in school but late to a class or absent in the class. Please let us know if this is the case and we can follow up and adjust our attendance records if needed. This is a helpful tool to enable us to keep better communication with you as a parent regarding your child's attendance.

We will have a couple of second semester teacher changes. We want to wish Mrs. Dhillon all the best as Mr. Hill, whom she replaced temporarily, will be returning for the second semester and we welcome him back. We want to thank her for all she has contributed to ATSS and our students this past semester. We also want to wish all the best to Mrs. Smoes who will be away for her maternity leave starting this next week and hope for a safe and healthy delivery of her new child. We also want to welcome back Mrs. Peters, who was with us last year, who will be returning to take her place.

Please encourage your son or daughter to prepare adequately for their upcoming exams.

Sincerely,

Glen Hildebrand, Principal, ATSS



**Faculty:**

Dept Heads:	Local
Colin Abernethy	1107
Ken Laity	5107
Andrew Macphail	1120/1114
Rebecca Toews	3134
Tracy Wedel	3140
Pam VanKleeck	3237/3256

**Teaching Staff**

Don Barden ringer :2244	1103
Elizabeth Cousar	3141
Brock Currie	3252
Bruce Cuthbertson	3236
Reena Dhillon	3137
Jim Domke	5164/5107
Shawn Fedyna	3251
Grant Gasser	1114/1116
Carlton Haak	3250
James Hill	3137
Kim Hunt	5107
Steve Kauffman	3238
Sharon Kehoe	5171
Sandy Lane	3248
Frank Muermann	3138
Michelle Myers	3235
Val Neufeldt	3137
Tamara O'Brien	5173
Elizabeth Smoes	3136
Olga Ulyasheva	3240
Janet Wade	1121

**Learning Assistance**

Phyllis Collins	3135
Heidi Ens	3135
Karen Hiebert	3135
Denise Silzer	3135

**Library**

Laurie Salter	3152
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**Cafeteria**

Bonnie Hughes	5169
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**International Rep**

Christine	1110
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**Youth Worker**

Darlene Rayburn	3255
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**Community Support**

Jeven Randhawa	1110
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Emails can be sent to all staff under:

[first\\_last@sd34.bc.ca](mailto:first_last@sd34.bc.ca)

*(Simply use that teacher's name)*

*Remember: We are on the web!*

Follow us on Twitter @abbytians

Check out our website: <http://www.atss.ca>



## ATSS Calendar

Jan. 24	Term 2 Ends/Collaboration Day #9
Jan. 27-31	In school/Provincial Exams
Feb. 3	Semester 2 Begins
Feb. 7	Report Cards Issued
Feb. 10	Family Day
Feb. 14	Collaboration Day #10
Feb. 21	Non-Instructional Day #4
Mar. 7	Collaboration Day #11
Mar. 12-13	1-hour Early Dismissal Days
Mar. 14	Last day before Days-in-Lieu/Spring Vacation
Mar. 17-28	Spring Vacation
Mar. 31	School re-opens after Spring Vacation
Apr. 4	Collaboration Day #12
Apr. 18	Good Friday
Apr. 21	Easter Monday
Apr. 11	Term 3 Ends
Apr. 25	Report Cards Issued/Collaboration Day #13
May 8	Parent-Teacher Interviews
May 9	Non-Instructional Day #5
May 16	Collaboration Day #14
May 19	Victoria Day
May 30	Collaboration Day #15
June 2	Non-Instructional Day #6
June 13	Term 4 Ends/Collaboration Day #16
June 18-24	In-School/Provincial Exams
June 27	Report Cards Issued Year-End Closing (non-instructional)





### ATSS Exam Schedule January 2014

#### ATSS SCHOOL PROVINCIAL EXAMS - JANUARY 2014

Mon. January 27	Tues. Jan. 28	Wed. Jan 29	Thurs. Jan. 30	Fri. Jan. 31
<b>8:30 am - 11:30 am</b>	<b>8:30 am - 11:30 am</b>	<b>8:30 am - 11:30 am</b>	<b>8:30 am - 11:30 am</b>	<b>8:30 am - 11:30 am</b>
<b>PROVINCIAL</b>	must stay 'til 10:00 am	must stay 'til 10:00 am	must stay 'til 10:00 am	must stay 'til 10:00 am
<b>English 12</b>	<b>English 10</b>	<b>Science 10</b>	<b>Math 10 FMP</b>	
	<b>Communications 12</b>		<b>Math 10 A&amp;W</b>	
<b>SCHOOL</b>				
English 9	Social Studies 9	Science 9	Chemistry 12	
English 11	Meth 11 A&W	Calculus 12	French 11	
	Meth 11 Foundations	Physics 11	Intro. Spanish 11	
	Meth 11 Pre-Calculus			
	Physics 12			
<b>NOON- 3:00 pm</b>	<b>NOON- 3:00 pm</b>	<b>NOON- 3:00 pm</b>	<b>NOON- 3:00 pm</b>	<b>NOON- 3:00 pm</b>
<b>PROVINCIAL</b>	must stay 'til 1:30 pm	must stay 'til 1:30 pm	must stay 'til 1:30 pm	must stay 'til 1:30 pm
<b>Social Studies 11</b>				
<b>SCHOOL</b>				
Social Studies 10	Math 12 Pre-Calculus	Chemistry 11	Conflicts	
History 12	Biology 11	Biology 12		
Modern Languages 9	Math 9			
French 9				

Please see ATSS website [www.atss.ca](http://www.atss.ca)



### **Schedule for Semester 2 Student Timetable Changes & 2014-2015 Course Planning Assembly Dates**

#### **Semester 2 Course Change Dates**

Friday, January 17: S 2 Timetables are distributed to students in HR

#### **Students Make Appointments at Office Outside of Class Time**

Monday, January 20: Grade 12's

Tuesday, January 21: Grade 11's

Wednesday, January 22: Grade 10's

Thursday, January 23: Grade 9's

#### **Students Have Appointment with Counselor to Make Course Change**

Monday, January 27: Grade 12's

Tuesday, January 28: Grade 11's

Wednesday, January 29: Grade 10's

Thursday, January 30: Grade 9's

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#### **Course Planning Dates for 2014-2015**

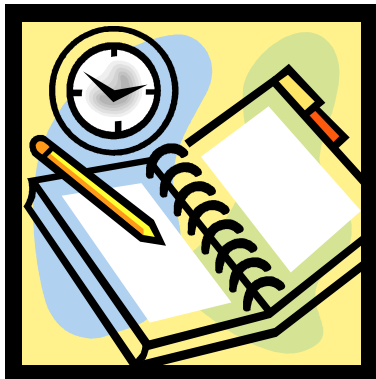
**Thursday, February 15:** Course Calendar and Student Course Planning Forms go live online on our Student Services Site under Course Planning.

**\*Monday, February 24:** Grade 8 Course Planning Assembly at ATMS

**\*Tues/Thur, February 25/27:** Grade 10 Course Planning in Planning 10

**\*Friday, February 28:** Grade 9 & 11 Course Planning Assemblies in Gym

\* These Assemblies will take place during the school day and times will be announced soon. More details to follow.



### REMINDER FOR STUDENT ABSENCES

Please contact the ATSS office when your child is absent or late.

Phone: 604-850-7029

Thank you.

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#### Community Events and Information

Please check the district website at  
<http://www.sd34.bc.ca/>



For further information please visit the following  
websites:

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Please check Abbyconnect page for New  
Information:

(Flyers in Abbyconnect in "For Families" folder)

1. a. Literacy Matters day  
b. Literacy Matters Abbotsford's pancake breakfast for all families  
c. Literacy Matters Abbotsford's 3rd annual reading challenge
2. **Lost & Found for district pick up**  
The Abbotsford Pathfinders (Girl Guides of Canada) are collecting gently used clothing and shoes for an ongoing Big Brothers clothing drive Fundraiser. If you would like your schools Lost & Found items picked up at any time throughout the year please contact: Stefanie Donneck @ 604-853-9974 or email [doughnut@shaw.ca](mailto:doughnut@shaw.ca) or [Joanne\\_styran@sd34.bc.ca](mailto:Joanne_styran@sd34.bc.ca) Thank you for your support!
3. **AYC – Winter activities**
4. **Abby Roller Hockey League**
5. **Pro-D Days in the Park**
6. **Ball Hockey for youth (Flyer in Abbyconnect)**



### **The Abbotsford Traditional Secondary Musical Theatre Program presents:**

## **ANNIE**

**School Matinees run on  
Wednesday, January 15  
& Thursday, January 16 from  
11:30-1:30**

#### **What Is the Story of *Annie*?**

*Annie* tells the story of the little orphan, the unflappable optimist whose charm endears her to everyone she meets. Through fortunate circumstance and a little mischief, Annie ends up being chosen as a houseguest of the Depression-era billionaire, Oliver Warbucks, for the Christmas holidays. Unlike the other children at Miss Hannigan's orphanage, Annie believes that her parents are still alive and will one day return for her. When Mr. Warbucks offers to adopt her, she instead asks the most powerful man in America to help find her real mom and dad. He agrees and, with a \$50,000 reward, attracts the attention of con artists Rooster, Lily, and the wicked Miss Hannigan who plot to kidnap Annie and take the reward. In the end, this classic family musical has a happy ending for Annie, Daddy Warbucks, and the whole gang, leaving you with a renewed appreciation for the bonds of friendship and family.

#### **What Is *Annie* Like?**

Set in New York City around Christmas 1933, the show mixes fictional characters like Annie and Warbucks with real-life historical figures – like President Franklin Delano Roosevelt – and

events. The Tony-winning musical features classic and instantly recognizable tunes including "Tomorrow," "It's a Hard Knock Life" and "Easy Street."

#### **Is *Annie* Good for Kids?**

*Annie* is the perfect Broadway musical for the whole family. Children will find the show funny and silly, while adults enjoy the jokes on a different level, and everyone goes home feeling good about the bonds of friends and family.

\* Two posters will be mailed to your school. We hope you would consider posting these somewhere visible to help us promote our production.

**School Matinees - \$5 per seat - students  
& teachers**

**January 16 & 17, 2014 @ 11:30AM  
(Approx. 120 minutes in length)  
at the Abbotsford Arts Centre**

**For seat reservations contact:**

**Lisa Hartley 604-850-7029  
(8:30am-2:30pm)**

**Reserve your seats now - our shows fill quickly  
Teachers must arrange their own bus  
transportation - book early!**



### Free Parent Education Group



### How Did We Get Here?

The Journey Through:  
Fetal Alcohol Spectrum and Related Disorders

Understanding ... Management ... Support

January 13 - March 3, 2014

Once per week, Monday, 6:30pm-9:00pm

(February 10th class changed to Tuesday February 11th)

Abbotsford, B.C

Contact to register or for more information,  
Leona Fountain 604-852-2686 ext. 246

Light Snack Provided

Presented by:



Space is limited ... Register today!

Abbotsford: 604.852.2186 | Chilliwack: 604.874.8700 | Mission: 604.870.9536 | [www.fvcdc.org](http://www.fvcdc.org)

## Guiding Our Youth... It Takes A Village

An event to showcase local organizations  
who work with the South Asian youth.

Appetizers and door prizes provided!



Date: Thursday, January 16, 2014

Time: 4:00pm—7:00pm

Location: SACRO Location

#5—32700 George Ferguson Way

Please RSVP to Alison, Community Coordinator for Youth Gang Prevention  
604.309.8643 or [Alison.Gutrath@Abbotsfordcommunityservices.com](mailto:Alison.Gutrath@Abbotsfordcommunityservices.com)

The South Asian Community Resource Office is one of over 80 programs offered at Abbotsford Community Services.



» Trending

# The Gap Year Advantage

When Jeanine was half way through her final year of high school she did what all her classmates in the advanced program were doing: she applied to several universities for admission. She was a very good student and the expectation was that she would make the transition smoothly into a BSc or BA. The only problem was that Jeanine had no idea what she wanted to study. University was becoming a very complicated, and expensive, opportunity to grow up and find herself rather than an educational path to a future career. Fortunately, by graduation, Jeanine's parents put the brakes on their daughter's university plans. They decided it was better she delay post-secondary education until she was more sure of what she wanted to study.







### » Trending

It was a smart move on their part and a gift to their daughter. Results from a study I led of 100 young people in their late 20s, in five different regions of Canada with very different economic opportunities, showed that riding into university or college after high school can have some very real and harmful consequences. For young adults like Jeanine, a gap year can prevent perilous problems that accompany an aimless wander through the corridors of higher education.

The research included young people in their later 20s, reasoning that by that point most had been out of high school for at least a decade, enough time to figure out their career paths. Participants for the study came from economic zones like the economically depressed and de-industrializing cities of southern Ontario, the economic boom towns of the prairies (we interviewed recent newcomers who'd come looking for work and young people who had grown up in the boom economy), east coast cities that produce the migrant workers for western Canada, and Atlantic Canada's rural regions with their small socially cohesive communities.

#### Three Career Search Strategies

When my research team interviewed those 100 twenty-somethings we found three different patterns to how young people transition from high school into a stable career path: navigators, explorers, and drifters. The advantages and disadvantages of each career search strategy tell us a lot about why gap years are a good thing for young people to consider.

#### Navigators:

- ▶ The good news for anxious parents is that many young people still leave high school with clear learning objectives. They think to themselves, "I want to be an engineer," "nurse" or "animator." They base their decision on their experience and often select a career path from a reasonably narrow pool of choices. Usually they knew someone doing the kind of job they want to do and there is a well-defined program at a post-secondary institution.
- ▶ The bad news is that navigators often make bad choices and suffer the consequences. Navigators frequently discovered by the second year of their post-secondary program that they'd made the wrong decision. What they thought they would be doing wasn't really what people did when employed full time in their chosen profession, or the topic they enjoyed studying for one period a day in high school is actually boring or much more difficult than they expected when studied at university. Committed and already in debt, most navigators persisted with their programs and got their degree. Some failed and had to contend with poor marks that pulled down their GPAs when they went looking for a graduate program to enroll in. Still others became severely depressed, or finished university or college just to please their parents and then failed to pursue the career they were trained to do. A couple of years post-degree with no job experience or motivation to get started on a career that they'd foreclosed on early tumbled navigators into patterns of permanent under-employment.

#### Explorers:

- ▶ The good news is that explorers use their time after high school to sample numerous career paths. They actively seek new opportunities for training and put themselves into places where they can grow and meet new people. They show a great deal of personal agency, traveling, or working summer jobs, doing volunteer work, and taking courses at university and college that allow them to experiment with new skills and broaden their interests. Explorers enjoy the advantage of encountering new career paths that they likely didn't know existed when they were

in high school. They also are responsive to a globalized labour market where shifting job opportunities are requiring young people to adapt to the hundreds of new job titles emerging every year. For example, among the study's participants were artists who design fake teeth, golf pros in small towns capitalizing on an aging population, green builders, and stay-at-home dads, all career paths none of the participants had anticipated when they were 18.

- ▶ The bad news is that explorers can become overwhelmed with the choices they generate, rack up huge debt while looking for new options, and appear to both their parents and future employers to lack commitment and focus. Their resumes read like a game of hopscotch, and though they have a myriad of different skills, if their exploring goes on too long, they lose their competitive advantage to the navigators who come along after them who appear to have a deeper sense of purpose.

#### Drifters:

- ▶ The good news is that most drifters eventually do just fine even if they drive their parents crazy. Drifters do, however, tend to languish a bit too long on their parents' couches but they are easy-going about their futures and tend to enjoy their period of prolonged adolescence. The interesting thing about drifters, however, is that they are the most open to serendipity. When they travel aimlessly through South-East Asia on money they earned working at Tim Hortons for a few months, they are the ones who get interested in diving and eventually certify for a career as an underwater welder that few would ever have chosen fresh out of a high school chemistry class. Drifters can, if encouraged to get off their parents' couches a little sooner, become the people in our communities that make them interesting places to live. They eventually open small businesses to follow a passion, build their own homes, work in retail where training is not required, and become parents. They also go back to school when they're ready and often do quite well as mature students.
- ▶ The bad news is that drifters are also at risk of being left too long to do nothing. They are more likely to become depressed, develop an addiction, or lose their confidence and avoid post-secondary education altogether. When they are encouraged to fend for themselves, however, the results are usually quite inspiring.

#### A Gap Year Benefits Career Decision-making

Navigators, explorers and drifters all benefit from a gap year. This comes as a surprise to many parents who worry that their children will not go on to post-secondary education if given a year to consider their choices. Based on my research, nothing could be further from the truth. Few young people choose to stop training if they have the ability to pursue a degree. For navigators, the gap year gives them the opportunity to discover new career choices or get an insider's look at their chosen career before investing too heavily. For explorers, the gap year is the ideal way to experience new people and places without making their resume look awful. And for drifters, a structured gap year can help them develop the intrinsic motivation to learn rather than letting themselves being pushed dumbly into post-secondary education to please others.

It's still uncommon, however, for young people in Canada and the United States to take a year to consider new career paths. In one study, less than 3% of young people reported taking a gap year.<sup>1</sup> While parents worry that their child will not return to school or become disadvantaged when looking for

<sup>1</sup>Hango, D. & de Broecker, P. (2007). Education-to-labour market pathways of Canadian youth: Findings to the Youth in Transition Study. Ottawa, ON: Statistics Canada. Catalogue no. 85-995-MIE2007054



### » Trending

work later, that same study found that 80% of young people had found employment in their mid-twenties and that there was no difference in the rate of engagement in the workforce between youth who had taken a gap year and those who had gone straight to post-secondary education.

#### The Best Advice: Help Young People Take the First Step

A gap year, like any uncertain path to an uncertain end, should begin with a first step. If an entire year is too much to plan, encourage a high school graduate to at least consider his or her options. The best advice I heard from research participants was to make a decision, any decision. One's first step towards a career is very seldom one's last. Career paths change. A well-planned first month or two can make a gap year count.

Formal gap year programs can also be useful, especially if they reassure the hesitant adolescent (and his or her parents) that a year beyond the classroom can still be productive. But there are other ways a gap year can be structured, too, which also help a young person gain career-related knowledge and experience. Volunteering? Travel? Paid employment? Even something as simple as working as a secretary in the offices where the youth hopes one day to work as a professional is going to provide a great deal of information on what different professionals do day-to-day. Likewise, a travel opportunity to stay with a distant relative somewhere else in the country (or even better, overseas) is going to open up a period for self-reflection and hopefully expose an adolescent to new career opportunities.

The advantages of the gap year are numerous. With a little help financially from her parents, and income from a summer job, Jeanise travelled and worked in western Canada for a year, then came back east and decided she'd attend university in a new program on sustainability at a local university. She's not sure if that choice will be her final one, but for now she gets to pursue some interesting courses and she's happy with her decision. Her parents are happy too, convinced that their daughter will finish her degree in a field of study that is close to what she wants to do long term. To my mind, that's not a bad return on investment for a child's future.

#### Tips for School Counselors

If you are a school counselor, you may want to offer young people the option of a gap year even as they consider post-secondary programs to apply for.

- ▶ Encourage young people who are about to graduate to be open to changing their minds about their career paths. Remind them that the program they start may not be the program they complete.
- ▶ Help parents see the benefits of a gap year and other less conventional career search strategies. The more they understand the perils of forcing on a career early and the potential benefits of a gap year, the more likely they are to influence a young person's choices.
- ▶ Help navigators consider more career paths.
- ▶ Help explorers find meaningful activities that will give them opportunities to experience new career choices.
- ▶ Support drifters in any way possible to take initiative and put themselves in places where they are most likely to have the chance encounters that will help them discover a career path.
- ▶ Most important of all, encourage young people to take the time they need before committing to a post-secondary education. ♦♦♦

**Michael Ungar, Ph.D.** is a Professor of Social Work at Dalhousie University and Scientific Director of the Resilience Research Centre. He has published over 100 peer-reviewed articles and chapters and 11 books on the topic of resilience, including *We Generation: Assessing Socially Responsible Risk and Top Skills For Their Own Good: how Risk and Responsibility Help Teens Thrive*. In 2012, he was awarded the Canadian Association of Social Workers National Award for Distinguished Service.

\* Mount Allison has ranked #1 more than any other university

# Mount Allison UNIVERSITY

## # UNDERGRADUATE UNIVERSITY

Maclean's magazine

admissions@mta.ca | (506) 364-2269  
www.mta.ca/guidance

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