

ROLLING HILLS SCHOOL HANDBOOK 2020-2021



Rolling Hills School
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I. EDUCATIONAL PHILOSOPHY

A. Rolling Hills School Mission Statement

Rolling Hills School strives to create an environment of learning, respect, and acceptance that ensures all students set high standards to achieve academic success, as active life-long learners who contribute to society.

We envision a school where...

- students will develop creative expression and individual talents
- everyone is physically and emotionally safe
- everyone takes responsibility for their own actions
- parents, community, and staff encourage and support students
- students will be lifelong learners
- students are technologically literate and globally-minded
- students will communicate effectively and work cooperatively
- students will think critically, solve problems, make informed choices, and strive to achieve academically to their highest potential
- students will demonstrate the rights and responsibilities of good citizenship
- students show respect toward themselves and others regardless of differences

B. Grasslands School Division Key Areas of Action

1: Student Learning

Everything we do in Grasslands supports student learning and achievement. Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs. Grasslands strives for 100% high school completion

2: Inclusive and Healthy Environments


Grasslands strives to create welcoming, caring and respectful learning environments that foster a sense of belonging for all students, staff and community members. In order for this to occur, the social and emotional well-being and the physical safety of people must be thoughtfully and purposefully addressed.

3: School and Community Relationships

Relationships are at the core of our division. In order for students to be successful, relationships at all levels must be fostered, nurtured and valued.

II. SCHOOL OPERATION

A. School Year Calendar

Monthly Calendar							Teacher Days	Student Days	Dates & Details				
August 2020	Sun	Mon	Tue	Wed	Thu	Fri	Sat						25 Staff organizational time/Admin Council - PM 26 - am New Teacher Orientation/Staff organizational Time 26 - pm Staff organizational time 27 Welcome Back & Divisional PLCs 28 Staff organizational time 31 Classes start
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				5	1				
Sept 2020	Sun	Mon	Tue	Wed	Thu	Fri	Sat			7 Labour Day Holiday 21 School-based or interschool PD Day	In Lieu Day for P-T Conferences - no school Semester Two Begins Teachers' Convention - no school Last Day of School Elem/Jr. High Students Last day - Sr. High students & all staff		
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					21	20				
Oct 2020	Sun	Mon	Tue	Wed	Thu	Fri	Sat			5 District Inservice Day 12 Thanksgiving Day	Number of Days Per Semester Sem 1 Operational Instructional Ele/Jr Instructional Sr. Aug 5 1 1 Sept 21 20 20 Oct 21 20 20 Nov 20 17 17 Dec 14 14 14 Jan 20 19 19 Total 101 91 91 Sem 2 Operational Instructional Ele/Jr Instructional Sr. Jan 0 0 0 Feb 19 15 15 Mar 23 22 22 Apr 16 16 16 May 20 19 19 June 19.5 19 20 Total 97.5 91 92 YEAR 198.5 182 183		
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					21	20				
Nov 2020	Sun	Mon	Tue	Wed	Thu	Fri	Sat			11 Remembrance Day 12 Lieu day for Parent-Teacher conferences 13 In Lieu Day for PLCs - no school 30 School-based or interschool PD Day	Number of Days Per Semester Sem 1 Operational Instructional Ele/Jr Instructional Sr. Aug 5 1 1 Sept 21 20 20 Oct 21 20 20 Nov 20 17 17 Dec 14 14 14 Jan 20 19 19 Total 101 91 91 Sem 2 Operational Instructional Ele/Jr Instructional Sr. Jan 0 0 0 Feb 19 15 15 Mar 23 22 22 Apr 16 16 16 May 20 19 19 June 19.5 19 20 Total 97.5 91 92 YEAR 198.5 182 183		
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				20	17				
Dec 2020	Sun	Mon	Tue	Wed	Thu	Fri	Sat			21-31 Christmas Break	AB Ed. & Board Required Instructional Hours Kindergarten - 475 hours per year Grades 1-9 - 960 hours per year in each grade Grades 10-12 - 1000 hours per year in each grade		
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					14	14				
Jan 2021	Sun	Mon	Tue	Wed	Thu	Fri	Sat			1 Christmas Break 4 Classes resume for students 29 District Inservice Day	AB Ed. & Board Required Instructional Hours Kindergarten - 475 hours per year Grades 1-9 - 960 hours per year in each grade Grades 10-12 - 1000 hours per year in each grade		
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					20	19				
Feb 2021	Sun	Mon	Tue	Wed	Thu	Fri	Sat			1 Semester 2 Begins 15 Family Day 16 In Lieu Day for PLCs - no school 17 Lieu day for Parent-Teacher conferences 18-20 ATA Teachers' Convention	AB Ed. & Board Required Instructional Hours Kindergarten - 475 hours per year Grades 1-9 - 960 hours per year in each grade Grades 10-12 - 1000 hours per year in each grade		
7 8 9 10 11 12 13	14 15 16 17 18 19 20	21 22 23 24 25 26 27	28					19	15				
March 2021	Sun	Mon	Tue	Wed	Thu	Fri	Sat			15 School-based or interschool PD Day	AB Ed. & Board Required Instructional Hours Kindergarten - 475 hours per year Grades 1-9 - 960 hours per year in each grade Grades 10-12 - 1000 hours per year in each grade		
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					23	22				
April 2021	Sun	Mon	Tue	Wed	Thu	Fri	Sat			2-9 Easter Break 12 Classes resume for Students	AB Ed. & Board Required Instructional Hours Kindergarten - 475 hours per year Grades 1-9 - 960 hours per year in each grade Grades 10-12 - 1000 hours per year in each grade		
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					16	16				
May 2021	Sun	Mon	Tue	Wed	Thu	Fri	Sat			21 School-based or interschool PD Day 24 Victoria Day	AB Ed. & Board Required Instructional Hours Kindergarten - 475 hours per year Grades 1-9 - 960 hours per year in each grade Grades 10-12 - 1000 hours per year in each grade		
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				20	19				
June 2021	Sun	Mon	Tue	Wed	Thu	Fri	Sat			25 Last day - Elem/Jr High Students 28 Last day - Sr High students & all staff	AB Ed. & Board Required Instructional Hours Kindergarten - 475 hours per year Grades 1-9 - 960 hours per year in each grade Grades 10-12 - 1000 hours per year in each grade		
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					19.5	19				
Total Year							198.5	182	Elem/Jr High				
								183	Sr High				

B. Bell Schedule

Morning Bell:	8:30 a.m.		
Period 1:	8:35—9:10 a.m.	Outside Recess:	12:05—12:35 p.m.
Period 2:	9:10—9:45 a.m.	Transition Time:	12:35—12:40 p.m.
Period 3:	9:45—10:20 a.m.	Period 6:	12:40—1:15 p.m.
Transition Time:	10:20—10:25 a.m.	Period 7:	1:15—1:50 p.m.
Morning Recess:	10:25—10:40 a.m.	Transition Time:	1:50—1:55 p.m.
Period 4:	10:40—11:15 a.m.	Afternoon Recess:	1:55—2:10 p.m.
Period 5:	11:15—11:50 a.m.	Period 8:	2:10—2:45 p.m.
Lunch Break:	11:50 a.m.—12:05 p.m.	Period 9:	2:45—3:22 p.m.
		Afternoon Dismissal:	3:22 p.m.

C. Busing & Transportation

Students living in the country will be transported to school on Grasslands busses. Questions with regard to route and times should be directed to the bus driver. Disciplinary problems are the responsibility of the bus driver. Should parents experience a minor problem regarding busses, their concerns should first be directed to the bus driver. Should this fail to resolve the problem, they should contact the school principal.

It is the responsibility of parents and/or students to inform the bus driver if students will not be on the bus in the morning and/or afternoon.

When picking up children after school, parents **must** park in the designated parking lot beside the school or behind the busses **ON THE SAME SIDE OF THE ROAD AS THE SCHOOL**. Please **do not** park on the south side as children have to cross the road between parked busses, creating a dangerous situation.

D. Volunteers

All persons wishing to volunteer for school related functions **MUST** complete:

- Criminal Record Check with vulnerable sector
- District Principal Approval Form

In addition, persons wishing to transport students using personal vehicles **MUST** also meet the following requirements:

- The driver is in possession of a valid driver's license appropriate to the vehicle
- The driver is over 18 years of age
- The vehicle is appropriately registered
- A minimum of \$1,000,000 liability insurance is carried on the vehicle.
- Volunteer driver must complete and sign the Volunteer Automobile Authorization Form
- Volunteer drivers must obtain an Annual (current school year) Driver's Abstract
- All prospective volunteers will attend an orientation session with the principal to ensure volunteers are suitably qualified for the required service.

E. Opening Exercises

Opening exercises each day will include the Canadian National Anthem and daily announcements.

III. PROGRAM OF STUDIES

The Program of Studies for elementary and junior high are mandated by the Department of Education. Copies of the Program of Studies are available for viewing at the school or at <https://education.alberta.ca/programs-of-study/programs-of-study/>.

IV. STUDENT ASSESSMENT

A. Parent/Teacher Conferences and Report Cards

Report cards will be issued three times a year. *Meet the Teacher* evening will be held during the first month of school. Parent/teacher conferences will be held twice a year as scheduled. Telephone calls and/or conferences may also be requested by either the teacher or parents at any other time during the year.

B. Formative and Summative Assessment

Students will be assessed regularly using Formative Assessments to monitor student progress and needs. Summative Assessments will be used at the end of each unit to evaluate if students have met the outcomes of each unit. Only the results of Summative Assessments will be reported on the Formal Report Card.

C. Grade Nine Graduation Awards

Three awards are presented to grade nine graduates each year: Leadership Award, Top Academic Award, and Citizenship Award. All awards are sponsored by the Rolling Hills Community Club.

1. Rolling Hills Community Club Leadership Award of \$100

This award goes to the grade nine student who best exemplifies the spirit of leadership in activities within the school. The award recipient is selected by an Awards Committee from the Ladies Community Club and will be presented with the award at the grade nine graduation ceremony.

Criteria:

- a). This award will be presented annually to a grade nine graduate of Rolling Hills School

- b). The student must have exhibited one or more of the following qualities:
- displays a positive attitude and is a good role model
 - motivates peers to take responsibility for the school and the community
 - promotes and volunteers for extra-curricular activities e.g. students' union, spirit council, field trip planning and other innovative programs.
- c). Students must submit a resume and a letter giving concrete examples of instances where the student has demonstrated the above qualities.

The deadline for application will be the first Monday in June of each year.

2. *Rolling Hills Community Club Academic award of \$100*

This award is presented annually and goes to the student of Rolling Hills School with the highest academic average for the grade nine year in the four core subjects (math, language arts, science, and social studies).

This award is based strictly on academic achievement so students do not need to apply for this award.

3. *Rolling Hills Community Club Citizenship Award of \$100*

Criteria:

- a). This award will be presented to a grade nine graduate of Rolling Hills School.
- b). The student must have exhibited one or more of the following qualities:
- assisting and helping other students and staff and members of our community
 - demonstrating thoughtfulness and consideration of others
 - demonstrating charitable acts and sharing qualities
 - involvement in community groups, events and activities
- c). Students must submit a resume with two references and a letter giving concrete examples of instances where the student has demonstrated the above qualities.

The deadline for application will be the first Monday in June of each year.

V. STUDENT SUPPORT SERVICES

A. Support services

Grasslands School Division is committed to providing the best possible programs and services to all students. We have an extensive network of professional services available to all students including Family Wellness mentors, Psychologists, Behavior Consultants, Occupational Therapists, Speech Language Pathologists, Physical Therapists and consultants in the areas of literacy and learning and innovation. These professionals are in our schools providing ongoing consultation and support to teachers, administrators and assistants.

Your child/student may see different members of this team in their classrooms at various times working with school based staff. If, at any time, it is felt that support from one of these professionals would be beneficial to your child specifically, you will be contacted by the school to discuss the services recommended.

If you have any questions, please feel free to contact your school's administrator.

VI. HEALTH AND SAFETY PROCEDURES

A. Grasslands School Division Student Conduct - *Policy 905*

The Grasslands School Division Board of Trustees recognizes its responsibility to work with parents, staff and students to ensure that all students and school staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Guidelines

1. Schools' student conduct procedures must address expectations for student behaviour and consequences that are age appropriate and take into consideration individual circumstances.
2. The Board authorizes school personnel to enforce school rules:
 - a) on school property at any time.
 - b) during school hours at any place.
 - c) at school co-curricular or extra-curricular activities at any time and at any place.
 - d) during any recess or lunch periods on or off school board property.
 - e) while traveling to and from school.
 - f) on vehicles used for the transportation of students to and from school and school activities.
 - g) off school property and beyond the hours of school operation if the behaviour or conduct as detrimental effects: the personal safety and well-being of students or staff members, the school climate, or the governance and operation of the school.
3. The Grasslands administrative procedures and school procedures must:
 - a) demonstrate procedural fairness.
 - b) require actions that are act fair, reasonable, and appropriate.
 - c) demonstrate progressive discipline that clearly illustrates interventions and due diligence in meeting the needs of students.

- d) collect evidence based on first-hand information, not second-hand or hearsay.
 - i. interview students separately and do not tell them that what they share is confidential.
 - ii. ensure appropriate steps have been taken to gather evidence.
- e) demonstrate that the process has maintained a balance between the safety of students/teachers and the rights of the student being disciplined.
- f) ensure members of the Student Conduct Committee have not received any details of the case or predetermined consequences before hearing the case.
- g) ensure that for students expelled to distance learning/online learning programs, such programming is educationally appropriate.

4. The Board shall form a Student Conduct Committee to hear recommendations for expulsion; this committee shall consist of three trustees from the Grasslands Board.

5. The Board delegates authority to the Board Student Conduct Committee to hear and decide on expulsions using the procedures outlined in Section(s) 24 and 25 of the School Act or Education Act Section 36 or 37.

B. Appeals Concerning Student Matters- *Policy 910*

The Board recognizes that, in accordance with Section 123 of the School Act, and subsequently Section 42 of the Education Act, parents of a student, or a student who is 16 years of age or older, have/(has) the right to appeal the decision of a Grasslands employee if that decision significantly affects the education of the student.

Guidelines

1. It is expected that an attempt will have been made to resolve the situation through contact with the person who made the decision before proceeding with an appeal.
2. The failure to make a decision is deemed to be a decision that can be appealed.
3. The division appeal processes shall ensure that:
 - a) there is no limitation of any rights provided by law or the right to other appeal processes;
 - b) the individual making the appeal receives the decision in writing without undue delay; and
 - c) the written decision includes information about the next level of appeal where appropriate.
 - d) the person or persons hearing the appeal was(were) not involved in making the decision being appealed.
4. Individuals have the right:
 - a) to retain, at their own initiative and expense, the services of advocates, witnesses and/or legal counsel to represent them during the appeal process;
 - b) to have an interpreter present if required;
 - c) to present information relating to the appeal; and
 - d) to have access to the information used and the rationale for the original decision which is being appealed.

5. Every decision must:
 - a) be directed toward the education interests of the student,
 - b) consider the impact of the decision of the total population of students served, and;
 - c) consider the availability of resources.
6. Appeal procedures shall ensure full opportunity for the parties:
 - a) to add information;
 - b) to discuss the issues; and
 - c) to state their positions and supporting arguments.
7. At any of the various steps in the process, parents/guardians, or the appellant student if over 16, shall have access to view reports and other information about their student or child, that were used to make the decision, pursuant to the policy, regulation governing student records and the Freedom of Information and Protection of Privacy Act.
8. The person or persons hearing the appeal shall inform the appellant of the time, date and location of the appeal hearing.

Procedures

1. The appeal of a decision shall be made in writing, using the form attached to this policy, to the immediate supervisor of the individual who made the decision being appealed, unless otherwise specified in a particular appeal process. For example, to appeal the decision of a principal, the next level of appeal would be the superintendent.
2. The individual who receives the appeal shall attempt to resolve the issue in a satisfactory and timely manner.
3. If able to resolve the dispute, the individual shall confirm, in writing, that the appeal has been discontinued and indicate the resolution achieved.
4. If unable to resolve the dispute, the individual shall make a decision, communicate the decision and the reasons for it, in writing to those making the appeal, and advise them of the next level of appeal.
5. Disputes unresolved at the principal or supervisor level could be appealed to the superintendent.
6. Appeals will be heard by the Board only if the superintendent has not been successful in assisting to resolve the dispute.
7. The Board may choose to appoint an Appeals Committee to deal with an appeal.
 - a) Real or Perceived Bias - The Alberta Court of Appeal has divided “bias” into three different categories:
 - i. an opinion about the subject matter so strong so as to produce fixed and unalterable conclusions;
 - ii. any pecuniary bias, however slight;
 - iii. personal bias, due to association with a party or hostility to a party, to the extent there is a real likelihood of bias or an appearance that justice cannot be done in the circumstances.

- b) Any trustee who believes that he/she may be perceived to be biased based on the above, shall declare himself/herself ineligible to sit on the committee that will deal with that specific appeal.
- c) If the appellant challenges the presence of a trustee on the committee on the basis of perceived bias, and the trustee chooses not to excuse himself/herself, the Board shall decide whether or not the trustee can sit on that committee.

8. The Board or Committee will meet in private after hearing the Appeal, reach a decision and inform the appellant of the decision, in writing, within seven days.

C. Attendance

Compulsory Attendance - Failure to attend regularly and punctually interferes with the learning of the individual and the group; therefore, students will be encouraged to attend regularly and on time. This will, in most instances, require support from parents or guardians. Punitive grading is not an acceptable strategy. In severe cases of unacceptable absences, the student may be referred to the Attendance Board, which can make an order under section 128 of the School Act, or subsequently sections 45-50 of the Education Act. Actions can include:

- i. directing the student to attend school;
- ii. directing the parent of a student to send the student to school;
- iii. directing the student to take an education program, course, or program;
- iv. reporting the matter to a director under the Child, Youth and Family Enhancement Act; Administrative Procedure 905 Student Conduct Page 3 of 14
- v. imposing a monetary penalty not exceeding \$100 per day up to a maximum of \$1000 to be paid to the Crown;

School Attendance Procedure:

Homeroom teachers enter attendance at the start of first period and at the start of sixth period (after lunch). If students are absent and no call has been received from a parent/guardian, the administrative assistant will call home to inquire as to the reason for the absence.

D. Dress Code

Clothing worn to school must be suitable for a learning environment and respectful to students, staff and parents. It is expected that students do not wear swimsuits, halter tops, or clothing that exposes undergarments or does not adequately cover the student. Any clothing that displays vulgar or derogatory images / language, displays alcohol, drug or tobacco content, or displays images or text that may imply any of the stated items are not permitted at school. We do understand that students and parents have varying opinions regarding appropriate attire for school, but it is the job of the school to ensure a learning environment that respects the expectations of all people in the school and community and promotes a positive learning environment for students and staff.

Should a student wear inappropriate clothing they will be asked to turn the article inside out or for the clothing to be removed. Students must dress appropriately for the weather and are expected to wear appropriate footwear at all times while in the school. Emergencies or drills may require students to be outside so students are to be prepared for those. Students are asked to remove muddy footwear when entering the school. Physical Education students are to wear proper gym attire for Phys. Ed. Classes. A separate pair of white soled or non-marking shoes is to be worn in the gym.

E. Student Illness/Accidents at School

Students who become ill or have an accident at school will be made as comfortable as possible. Parents will be called as soon as possible. If the school is unable to contact the parents, the emergency contact number will be used. If a student is seriously ill or injured, parents will be immediately advised to pick up their son or daughter. If time does not permit, the student will be taken directly to the clinic or hospital.

When an accident occurs, the teacher in charge becomes responsible for taking the necessary steps in dealing with the student. Within twenty-four hours of the accident, a written report by the teacher summarizing the details and circumstances of the accident, and signed by the principal will be completed.

F. Emergency Closing

Grasslands' Policy 510 states:

The Grasslands Board of Trustees believes that schools in the division have the responsibility to remain open, if at all possible. The safety of the students shall be the primary criterion to determine whether a school remains open.

Policy

The decision to close schools because of weather or other emergent reasons shall be made by the principal and the superintendent or their designates, after reviewing the details of the situation.

Guidelines

1. School closing decisions will be made for individual schools. In communities with more than one school, the decision to close a specific school will be a collaborative decision coordinated through the Board office.

A decision to close a school will be based on the following:

- a) Power outage; utilities failure (and the expected duration of same)
 - b) Emergent reasons
2. If the school is not safe for occupants, the principal will arrange for students to go to the prearranged emergency evacuation location until transportation home can be arranged.
 3. If the decision is to close a school prior to the school day commencing.
 - a) The principal will notify the transportation supervisor and the radio station as soon as feasible after the decision has been made to close a school (preferably by 7:30 a.m. in cases where the school will not open.)
 - b) Principals will ensure that a plan is implemented to accommodate students and parents who did not hear closure announcements. All commonly used student entrances to the school will be opened by 8:00 a.m., or students will be directed to the emergency evacuation location.
 - c) Principals will ensure that appropriate arrangements are made for any students who do arrive at school to be kept safe until they can return home.
 - d) No student under 12 will be sent from school earlier than usual unless an adult or older sibling is home, or another parent-approved adult takes the student from the school.

- e) When the school is closed for students, staff members will be given specific directions regarding their attendance.
 - f) School closure will normally preclude students participating in school or school - sponsored events that day or evening.
4. If the decision is to close a school during the school day.
- a) The principal will notify the transportation supervisor and the radio station as soon as feasible after the decision has been made to close a school. No student under 12 will be dropped off earlier than usual unless an adult or older sibling is home.
 - b) The principal will coordinate contact with parents to transport students who do not travel by bus. c) Students will remain at the school or the emergency evacuation location until transportation has been arranged.

VII. PARENT INVOLVEMENT

Students benefit greatly when parents are involved in their schooling. While we recognize that all parents cannot come into the school and work with their children, simply listening to them read at home, checking their homework on a regular basis and talking to them about what's happening can prove invaluable.

A. School Council - We have a very active School Council.

The purpose of this council is to:

1. Serve as a liaison between the parents and the school in an advisory capacity;
2. Create a sense of community and spirit of cooperation among teachers, students, parents and the community at large;
3. Consider and advise on school philosophy, policy and programs; and
4. Promote and support various educational activities of the school and the school community.

VIII. STUDENTS' UNION

The students in grades seven, eight, and nine make up the Students' Union. Nominations, speeches, and elections will be held in September to decide officers for the Students' Union. Each junior high student signs up for a position on one of the committees determined by the student body.

The Students' Union sponsors various fundraising activities to help fund their extracurricular athletic and educational activities. They also help fund and organize activities for the entire school population and the community.

IX. FAIR NOTICE LETTER – THREAT ASSESSMENT

Notice to parents and community that Grasslands schools are required to respond, as provided for in local policy, in all cases of students posing a threat to themselves or others.

The safety of our children is a top priority for all of us. Grasslands Public Schools have plans in place for responding to all situations in which students may pose a threat to themselves or others.

The Grasslands policy requires that principals complete formal threat assessments in all cases of students making significant threats to harm themselves or others. This message is intended to provide fair notice to all that, as a school community, we will be responding to all high risk behaviours to ensure we can protect the existing healthy, caring learning environment.

When students' behaviours pose a potential threat to safety or serious harm, the Grasslands Public Schools Violence Risk Threat Assessment (VTRA) Protocol helps Administrators take further steps to protect students' well-being. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or a replica weapon, bomb threats or plans, verbal, written or electronic (internet, text) threats to kill or injure oneself or others or other threats of violence, fire setting.

The VTRA Protocol outlines how a school responds immediately to threatening behaviour. Administrators may first bring together a School VTRA Team. If the situation is serious, the Administrator may also consult with the Superintendent of Schools, and call in members of the community. This community team may include representatives of community agencies who work with us to keep our schools safer such as local police, children's mental health organizations or Human Services. Parents and guardians will be notified as soon as possible in the VTRA process. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Grasslands VTRA Protocol, please contact your local school Administrator.