



Green Valley School

2025- 2026
Student Handbook

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WELCOME TO GREEN VALLEY SCHOOL

A warm welcome to all students who have returned and to students who have transferred in from other areas. We wish you all an enjoyable and successful 2025-2026 school year. Your success will depend on how well you work to achieve your goals. Since a positive school culture is essential for learning to take place, we are providing you with this handbook which will set out the guidelines that are necessary for your personal welfare as well as for the common good of the school. We encourage you to get involved in school activities. Green Valley School spirit depends on student enthusiasm. Therefore, your participation will result in a more enjoyable and successful school year.

Mrs. Angela Burtnack-Schinkel – Principal
Mr. Michael Zwaagstra – Vice-Principal

GVS MISSION

STRIVING FOR EXCELLENCE

At Green Valley School all partners in education including parents, students, and staff, strive to create a safe, caring learning environment which promotes academic excellence while validating the uniqueness of the individual as a contributing member of the larger social community.

2025-2026 CALENDAR

2025-2026 CALENDAR

Sep 1	Labour Day (No Classes)	Feb 3	Semester 2 Begins (Gr 9-12)
Sep 2	Admin/PD Day (No Classes)	Feb 4-6	SY Ski Trip (rescheduled date)
Sep 3	Admin/PD Day (No Classes)	Feb 6	SY Report Cards Issued
Sep 3	Meet the Staff	Feb 12	Deadline To Drop Courses
Sep 4	Great Expectations (Gr. 9 Students Only)	Feb 16	Louis Riel Day (No Classes)
Sep 5	First Day of Classes (Gr. 6-12)	Feb 27	HTA Day (No Classes)
Sept 8	Picture Day	Mar 5	Winter Activity Day
Sep 12	Strong Connections (Gr. 6-8)	Mar 13	MY Admin Day/SY PD (No Classes)
Sep 12	Deadline To Drop Courses	Mar 13	Grad Pictures
Sep 15	Strong Connections (Gr. 6-8)	Mar 25	Grade 9 Orientation
Sep 19	Terry Fox Run	Mar 27	Last Day of Classes before Spring Break
Sep 22-26	Food Drive	Mar 30-Apr 3	Spring Break
Sep 30	Truth and Reconciliation Day (No Classes)	Apr 6	First Day of Classes after Break
Oct 3-23	School Fundraiser	Apr 10	Admin/PD Day
Oct 13	Thanksgiving Day (No Classes)	Apr 17	MY/SY Report Cards Issued
Oct 16	Picture Retakes	Apr 20-24	Scholastic Book Fair
Oct 24	MTS PD Day (No Classes)	Apr 23	SY P/T Interviews / MY Learning Expo
Oct 27-31	Spirit Week	May 5-7	Drama Production
Nov 5	Take Our Kid to Work Day (Gr. 9 Only)	May 7	Spring Dance (TBD)
Nov 7	Remembrance Day Service	May 14	Bad Poetry Night
Nov 10	Admin Day (No Classes)	May 15	School of Choice Application Deadline
Nov 11	Remembrance Day (No Classes)	May 18	Victoria Day (No Classes)
Nov 14	SY Report Cards Issued	May 25-29	Gr 12 Provincial ELA Exam
Nov 27	Gr 6-12 Parent/Teacher Interviews	May –	MY Track & Field (TBD)
Nov 28	MY Report Cards Issued	May 29	Mayhem
Dec 10	Middle Years Christmas Concert	Jun 4	Summer Concert
Dec 11	Senior Years Christmas Concert	June 9	Gr 12 Provincial Pre-Calculus Exam
Dec 15-19	Spirit Week	June 10	Gr 12 Provincial Essentials Math Exam
Dec 18-19	SY Ski Trip (rescheduled)	June 11	Gr 12 Provincial Applied Math Exam
Dec 19	Last Day of Classes before Christmas Break	June 11	Athletic Awards Evening
Dec 22-Jan 2	Christmas Break	Jun 16-22	Final Assessment Block (Gr 9-12)
Jan 5	First Day of Classes of 2025	Jun 24	Grad Rehearsal & Farewell
Jan 6-9	Gr 12 Provincial ELA Exams	Jun 25	Graduation / No Classes for Gr 6-8 Students
Jan 20	Gr 12 Provincial Applied Math Exam	Jun 26	Last Day of Classes / MY Awards
Jan 22	Gr 12 Provincial Pre-Calculus Exam	Jun 29	Admin Day (No Classes)
Jan 26-30	Final Assessment Block (Gr 9-12)	Jun 30	Admin Day (No Classes)
Feb 2	MY PD/SY Admin Day (No Classes)	Jun 30	Final Report Cards Issued

****Circumstances may necessitate changes, additions or deletions as the year progresses.****

***Revised Jan 16, 2026**

TEACHING STAFF

Ms. Angela Burtnack-Schinkel	PRINCIPAL
Mr. Michael Zwaagstra	VICE-PRINCIPAL
Mrs. Carrie Dennis	SY LEARNING SUPPORT
Mr. Tony Donkersloot	SY LEARNING COACH
Mr. Uriel Doukler	SY HUMANITIES/CAREER DEVELOPMENT
Mr. Gordon Dueck	SY MATH/SCIENCE
Mrs. Tara Duval	FRENCH
Mrs. Connie Epp	SY ELA
Mr. Noah Froese	GRADE 8
Mrs. Maria Friesen	GRADE 7
Mr. Cam Gerbrandt	SCHOOL COUNSELLOR
Ms Sarah Harder	DIGITAL PICTURES/FILM
Mr. Justin Hart	PHYSICAL EDUCATION
Mr. Kevin Hiebert	SY ELA/DRAMA
Mrs. Lisa Hildebrandt	GRADE 7
Mrs. Nicky Little	GRADE 8
Mrs. Kelly Mikkelsen	GRADE 6
Mr. Vern Neufeld	MUSIC/BAND/CHOIR
Mrs. Rachel Novak	GRADE 6
Mrs. Ashley Penner	SY MATH/SCIENCE
Mr. Dwayne Penner	TECHNICAL EDUCATION
Mrs. Jade Penner	PHYSICAL EDUCATION
Ms. Anasia Persowich	HUMAN ECOLOGY
Mr. Tristan Roberecki	SY HUMANITIES
Mr. Josiah Rogge	PHYSICAL EDUCATION
Ms. Kerri Schroeder	MY LEARNING SUPPORT
Ms Lisa Skelton	GRADE 7
Mr. Chris Thiessen	SY MATH/SCIENCE
Ms. Mersadie Thiessen	GRADE 6
Ms. Margaret Wiens	ART
Mr. Jason Winter	GRADE 8

LEARNING SUPPORT

At Green Valley School our learning support teachers expect to work with each student in each classroom. Their role is to assist teachers in their role of planning and facilitating learning in each classroom for the benefit of every student. This will mean that learning support teachers work with students who need assistance in attaining the basic skills necessary, with students who are working at level and with students who need additional challenges to promote their continued learning. When warranted, the learning support teacher may refer the student to divisional clinicians to administer tests to help diagnose a student's learning ability and skills. The learning support teacher will also assist in adjusting and monitoring programs for students with special needs. The program adjustment will be based on recommendations from teachers and other specialized personnel in order to best accommodate the needs of the particular student.

SCHOOL COUNSELLING

The primary goal of a school counsellor is to help every student be successful at school and reach their potential. They work with whole classes, with small groups, individual students, parents and teachers. They help students with positive learning behaviours (time management, study skills and setting goals, positive social skills (peer relationships, family relationships, managing feelings ,solving conflict, character education, self-esteem) and career development (self-identity, interests and skills, career options).

All students are welcomed and encouraged to visit the counsellor at any time. If circumstances warrant, students may be referred to other professionals for further assistance. Student concerns are kept strictly confidential except in situations of child protection, potential harm, legal action or consultation.

Parents with concerns about their child should feel free to contact their child's classroom teacher or the principals who will see that the best possible care will be given to the student in need. This may include referring the student to the school counsellor.

PHYSICAL EDUCATION

Physical fitness and healthy lifestyles are important to all of us! White soled or non-marking soled runners are required in the gym. Outdoor or regular shoes are not allowed. Jewelry of any kind is not permitted during gym class, intramurals or extra curricular activities.

CONCUSSIONS

From time to time, students experience concussions. Parents are asked to please communicate with the school if their child has a concussion so that we can plan appropriately for their child's return to learn and return to play.

Any documentation, recommendations and/or plans from a doctor regarding restrictions and other measures regarding a child's return to learn and return to play should be shared with the school as well.

SCHOOL ACTIVITIES

ATHLETICS

Intramural Program The school has an active intramural athletic program which includes sports such as volleyball, badminton, basketball, floor hockey, etc. Intramural participation does not only refer to participating in games but a willingness to referee and keep score as required. All students are eligible and encouraged to participate in these programs.

Inter-School Program The school has a very active inter-school athletic program as well. Students must remember that being a member of a school team is an honour and that they represent the school on their outings. Their sportsmanship, or lack of it, characterizes the entire school. The negative actions of one team member can cast a negative image upon the whole team and school. For this reason, it is of utmost importance that we have students on our teams who demonstrate leadership and good sportsmanship. Initially, this is demonstrated in intramural play and later in inter-school play. The school needs players that will characterize our community in a positive light

EXTRA-CURRICULAR ACTIVITIES

Green Valley School offers a variety of activities to provide students with opportunities to develop their interests and to make school experiences more enjoyable. They are encouraged to participate in them and to "get involved". If a student needs help in signing up for an activity, he or she should contact the homeroom teacher

ACADEMIC ELIGIBILITY

Extra-curricular activities are an important part of student life and a valuable opportunity to represent Green Valley School in a variety of events, both in the arts and sports, throughout the division, zone and province. It is the responsibility of students to maintain an acceptable academic standard to retain this privilege. Parents will be contacted when concerns about a student's academic standing arise.

SCHOOL ABSENCE AND EXTRACURRICULAR INVOLVEMENT

A student who misses all or part of a day is not eligible to take part in after-school sports or extracurricular events unless the absence is unavoidable and cleared by the parent with the administration, preferably in advance. Students who are cleared to attend a tournament during the school day are expected to be in school from 9:00 until leaving time, unless they have scheduled spares. Students who do not show up for their classes may lose their clearance to accompany the team or may face team discipline by the coach.

FEES

All SY program/ school fees will be entered on September 15, 2025 after all course changes have been made and **must** be paid by September 29, 2025. MY program/ school fees must be paid by September 26, 2025.

TECHNOLOGY EDUCATION- INDUSTRIAL ARTS/HOME ECONOMICS: Grade 7 and 8 students pay an annual \$30.00 for consumable materials used in the Tech. Ed./Home Ec. Program.

BUILDING CONSTRUCTION: Students are required to pay a \$45.00 course fee.

FOODS & NUTRITION: Students are required to pay a \$45.00 course fee.

TEXTILE ARTS & DESIGN: Students are required to pay a \$20.00 course fee.

ART FEES: Students in Grades 7 & 8 Art are required to pay \$25.00

Grades 9-12 Art are required to pay \$30.00.

These fees will outfit them with supplies needed to meet course requirements.

SPORTS FEES: Basic user fees for sports are set to help cover costs associated with court rentals, referee/official fees, tournament entry fees, and private transportation where applicable. These fees are supplemented from the school's budget and are the minimum required to continue to offer the particular sports programs. Prior to receiving a uniform, payment for the uniform must be made. Sport fees **must** be paid before the first league game. Players that have not paid are ineligible to play.

****PLEASE NOTE:**

Our Grade 10-12 Sports Fees are set to enable GVS athletes/teams to compete at the high level to which they have become accustomed and that we have all come to expect. Programs in other schools use school-wide fundraisers and/or mandatory individual fundraising to offset fees. In consideration of these facts GVS' sport fees are fair, reasonable and compatible with fee structures in other schools. Sports fees may be paid with one cheque or paid online via Parent Portal. Due to rising costs for officials and tournament fees, GVS will no longer be able to offer a \$150.00 cap for athletes.

Sport	User Fee Amount	Uniform Payment
All Grades 7-8 V-Ball & B-Ball	\$30.00	\$30.00
Varsity Soccer	\$40.00	N/A
All Varsity & JV V-Ball & B-Ball	\$150.00	Boys V-Ball - \$80.00 Girls V-Ball - \$100.00 (Long Sleeved) B-Ball - \$100.00 (Top & Bottom)
Junior High Badminton	\$25.00	N/A
Senior High Badminton	\$25.00	\$30.00
Senior Track & Field	\$30.00	N/A
Cross-Country	\$25.00	N/A
Baseball & Fastball	\$40.00	N/A

AWARDS/ GRADUATION

AWARDS - Awards will be presented to students annually for academic performances at the senior years level and for outstanding achievement and participation in other school activities. The various departments will set their own criteria for receipt of these awards. Each teacher who is in charge of an activity will submit recommendations for the awards. All awards will be presented in September (9-11) and at graduation ceremonies (12). In addition, student citizenship, achievement and improvement will be recognized throughout the year.

GRADUATION

Graduation is an event sponsored by Hanover School Division to honour its graduates. For this reason, the school plans the activities of this event. The graduates make the following decisions: elect valedictorian, select theme for the banquet if desired, and select various program arrangements at the banquet.

- Grade 12 students who will have 30 credits or more, and have met all provincial requirements, by **June 19** will be allowed to graduate.
- Graduates will be allowed to invite 3 people (which include parents/guardians). The parents/guardians will receive their invitations from the school. Graduates are responsible for the one other invited guest.
- Graduates are expected to attend graduation rehearsal prior to graduation.
- Individual Grad portraits will be taken by Lifetouch on March 6, 2026 at Green Valley School. Any further portraits are the responsibility of the individual students. The group picture will be taken June 24.
- Graduation will be held on June 24, 2026. Details to follow.
- The Hanover School Division covers all expenses including: diplomas, grad gown rental, banquet and ceremony. Diplomas will be presented by the principal and vice-principal.
- All non-graduate Grade 12 students are invited to attend the ceremony and banquet, with exception to certain circumstances.

STUDENT USE OF PERSONAL DEVICES

PERSONAL ELECTRONICS POLICY

Grades 6 to 8 - In accordance with the Manitoba Education and Early Childhood Learning and for the mental health and wellbeing of our middle years students, **cell phones are no longer permitted** for students in Grades 6 to 8 at Green Valley School during the school day. All GVS students in Grades 6 to 8 are asked to keep their phones and devices at home. If a child accidentally brings a cell phone to school, it will be given to the office for safe keeping for the day.

Grades 9 to 12 - Students in Grades 9 to 12 will be permitted to bring cell phones to school, however cell phones are not permitted within classrooms and are not to be used during class time in other areas (e.g., gym, library, hallway, etc.), unless a student is on spare. Each classroom has a designated "cell hotel" wall hanger where students are invited to place their phones at the start of each class period. If a student opts not to use the cell hotel, their phone must remain on silent and stored away securely, such as in a locker or backpack, and should not be on their person. Students are required to leave their cell phone in the "cell hotel" if they leave the room during class time.

Failure on behalf of the student to comply with this policy will result in the following consequences:

1st Offence - The student will be asked to put their cell phone in their locker or the “cell hotel” in the classroom.

If the student does not comply after the 1st offence:

2nd Offence - the cell phone will be confiscated by a staff member and held in the office until the end of the day.

3rd Offence - The cell phone will be confiscated and held in the office until it is picked up by a parent or guardian.

Any further issues of non-compliance with this policy will require a parent meeting with administration to discuss further appropriate consequences and an individualized plan moving forward.

Students in grades 9-12 are permitted to use personal mobile devices during lunch and spare periods. They are expected to act responsibly and ethically while using their devices, following the school's general expectations for behavior and the divisional policy for online interactions.

Exceptions will be made for medical purposes and in special situations where permission has been granted by the teacher or school administration.

During school outings, field trips or extracurricular events, use of a cell phone is by permission of the supervising academic staff (principal or teacher) or the designated community coach, where no academic staff is present.

Inappropriate use of electronic communication devices or digital cameras during a test or assessment will result in removal of the student from the assessment and the assessment will be considered invalid. A mark of zero may be assigned.

Cameras or devices equipped with cameras must be kept out of sight and not activated in washrooms, change rooms or any other private areas. Use of recording devices to record video, still shots or sound must be done with the express permission of the supervising staff member and with full advance knowledge and permission of any individual or group being recorded. Sharing, distribution or broadcasting of any such material must be done with full permission of every individual being recorded. There is no posting to the internet without verbal consent or permission of parents. Recordings made secretly and/or used maliciously will result in disciplinary action up to and including suspension and/or expulsion and a police report.

HANOVER SCHOOL DIVISION - Use of Information Technologies & Student Responsibilities

Hanover School Division offers employees, students and other authorized users (as determined by the computer department, and school and department administrators) access to a variety of information technology resources, including computer workstations, local area networks, a wide area network and the Internet.

Electronic information research skills are fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources.

Students are responsible for good behaviour on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behaviour and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

Use of the Internet and other computer networks will take place in teacher supervised settings. Before a student is permitted to access the Internet, the student and his or her parent or guardian will be asked to complete and return the form entitled "*Internet Acceptable Use Agreement & Parent Permission Form*".

General Use Guidelines

- Use of the Internet, other computer networks and computer workstations is a privilege, which may be revoked at any time for abusive conduct.
- Access to the Internet will be for educational purposes.
- In addition to the Division's standard consequences for student misbehaviour, any network misuse or illegal activities will result in temporary or permanent cancellation of network privileges, contact with the student's parent(s) or guardian(s) and, if a violation of law has occurred, contact with law enforcement authorities.

The following actions will not be permitted:

- Using abusive language, including hate mail, harassment or discriminatory remarks.
- Accessing inappropriate websites that contain objectionable, offensive or obscene material, including reviewing, downloading, storing or printing files or messages that are obscene, vulgar, sexually explicit or that use language that offends or tends to degrade others.
- Using anything as public without the permission of the author. (All communications and information accessible through the Internet or other computer networks should be assumed to be private property.)
- Deliberately attempting to harm or destroy data of another user, school or Division network, or the Internet, including uploading or creating viruses.
- Using networks and /or Division resources for any illegal activity, including violation of copyright or other laws.
- Using networks for a commercial, political or profit-making enterprise.
- Gaining unauthorized access to resources or entities.
- Using an account owned by another user, with or without their permission.
- Deliberately distributing any material in such a manner that might cause congestion of networks.
- Downloading and/or installing unauthorized software or hardware on school systems.

Students who come across any information that is obscene, vulgar, sexually explicit or offensive should immediately inform a teacher or other adult staff member. Students are responsible for not pursuing this type of information.

When using email and other communication systems, students are expected to abide by school and Division policies and rules, and the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Refrain from any abusive language. Swearing, vulgarities and other similar use of language is not acceptable and will not be tolerated.
- Do not give out any personal information such as home address, telephone number, parent's or guardian's name, etc.
- Do not send fraudulent, intimidating or anonymous messages.
- Do not participate in defamatory attacks on individuals or organizations.

Network storage areas are to be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on Division servers will always be private.

SANCTIONS

- Violations of any of the outlined guidelines may result in a loss of access privileges and, in turn, may necessitate withdrawal from any technology related courses in which a student may be enrolled.
- Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behaviour.
- Individual students and their parent(s)/legal guardian(s) may be held liable for violations of the outlined guidelines.
- When applicable, law enforcement agencies may also be involved.
- ***Students that do not follow the school technology policies, will result in being PERMANENTLY removed from the HSD Network.***

PRINTER USE

- Any printing must be approved by a teacher.
- If your copy did not print as expected, see a teacher before selecting print a second time.
- If permission is granted, printing of personal materials is 10¢ per copy and 25¢ per colour copy.

The following will result in loss of computer privileges:

- Being in the lab without proper clearance or permission note.
- Food or drink in the lab.
- Horseplay or rowdy behaviour.
- Sending messages.
- Loitering – groups of students around a single computer.
- Installation of games or personal software.
- Tampering, of any sort, with the equipment.
- Unauthorized personal use of the printer or scanner.
- Printing documents or pictures without permission.
- Inappropriate use of the Internet: Chatting, Accessing inappropriate sites, unauthorized email.

Being a RESPONSIBLE DIGITAL CITIZEN – THINK BEFORE YOU POST ONLINE

Who might read this?

Could someone misinterpret what I am saying?	T	-	<i>Is it TRUE?</i>
Am I showing a bad side of myself?	H	-	<i>Is it HELPFUL?</i>
Am I revealing too much about myself?	I	-	<i>Is it INSPIRING?</i>
Could someone feel disrespected?	N	-	<i>Is it NECESSARY?</i>
Am I posting in anger?	K	-	<i>Is it KIND</i>

At GVS we strive for ALL students to become DIGITAL CITIZENS that:

- Use technology in a positive and meaningful way
- Apply critical thinking skills
- Responsible and ethical
- Know how to stay safe and manage risk
- Understand rights and responsibilities

- Use technology to participate in educational, cultural and economic activities
- Promote civility and respect
- Use technology to connect with the world outside their schools and communities
- Always refer to the **THINK** acronym before posting

Staff and Students will refer to THE 9 Elements of Digital Citizenship for ongoing lessons and discussions.

BUS DISMISSAL PROCEDURE

The first dismissal will be at 3:40 and buses will depart by 3:45, second dismissal will then be at 3:45 with a departure time of 3:50. Any students who walk or get picked up will get dismissed at 3:45.

SOUTH OAKS

35 - Ron Doerksen
63 - Jerry Esau
15 - Becky Martens
50 - Marge Hiebert
06 - Helen Beaudette
28 - John Enns

GREEN VALLEY

31 - Margaret Doerksen
99 - Hana Falk
14 - Anne Braun
20 - Menno Braun
13 - Ang Fehr (term)
96 - Margaretha Falk

BUS EXPECTATIONS

There are many occasions when our students are transported by bus, including transportation to and from home, extra-curricular events and class learning excursions.

Students are expected to behave in a way that keeps themselves and others safe and allows the bus driver to concentrate on driving.

Please observe the following:

- Sit quietly in your assigned seat
- Remain seated at all times
- Listen to the instructions of the bus driver

Students who do not follow the above expectations, or whose behaviour is deemed inappropriate ,may lose their bus privileges.

POLICIES

GREEN VALLEY SCHOOL ATTENDANCE POLICY

Attendance and Lates - We highly encourage and expect punctual and regular attendance of all our students. Regular and punctual attendance is one of the most significant prerequisites for a positive academic experience.

The purpose of the attendance policy of Green Valley School is to keep absenteeism and late arrival to an absolute minimum in order to maximize instructional time and improve academic performance for all.

When prospective employers ask the school for references, attendance patterns are often as important as academic achievements.

Excused Absences - It may occasionally be unavoidable to miss a class or a day. Absences will be recorded as excused when a parent or guardian has made arrangements in advance with the Administration to excuse a student for a justifiable or unavoidable cause. Excused absences include, but are not limited to the following:

- A parent or guardian calls the school on the day of the absence or sends a written note with the student on his/her return to excuse an illness.
- An outside coach or youth leader who makes arrangements for a group of students to attend a tournament or retreat several days in advance, supplies the school with a complete list of students attending.
- A teacher or staff member takes a student or group of students out of regular classes for a school-related event and supplies the Administration with a complete list of participating students several days in advance.
- A music teacher schedules a music lesson during school hours and provides the school with a schedule of lessons at the beginning of the term.

The following considerations apply to excused absences:

- Parental notes explain but do not excuse sleeping in. Parents who excuse a student from school must ensure that they are under their supervision or under the supervision of a responsible adult.
- In all cases, the student is responsible to catch up on any work missed or tests written in his/her absence.
- Students who miss school due to illness may not participate in extracurricular events that day or evening.
- If scheduling a medical appointment or family trip which does not fall during school breaks or extends a break, advance arrangements should be made with the Administration. Students will be provided with work and must take the responsibility to catch up on any material they miss or tests which were written in their absence.
- Students involved in school-related events which take them from regular classes will be considered to be present for the purpose of the attendance policy.

Inexcusable Absences - An inexcusable absence is an absence that is deemed to be avoidable or unjustifiable, such as skipping, sleeping in, or shopping trips.

If an absence proves to be inexcusable, it will be dealt with in the following manner:

- Students will be required to make up any time missed and all work missed with no changes.
- Any in-class work, including tests, exams, presentations, etc., missed due to an inexcusable absence may result in a 0%.
- Parents/guardians of students with inexcusable absences will be notified.

GVS Attendance Procedure - GVS believes regular attendance is an important aspect of being successful in class. We want the best for our students and will support and work with students when there are attendance concerns; this includes communication with parents. The following is a very brief outline of the various steps taken to address a student's attendance issues, not including parent excused absences.

- 3-absence: The homeroom teacher (K-8) or classroom teachers (9-12) make home phone contact and write a brief summary note into the record in PowerTeacher.
- 5-absence: The school administrator makes home contact via phone or email and records a brief summary note into the record in PowerSchool Admin.
- 6-absence: The homeroom teacher (K-8) or classroom teachers (9-12) make home phone contact and write a brief summary note into the record in PowerTeacher.
- 9-absence: The homeroom teacher (K-8) or classroom teachers (9-12) make home phone contact and write a brief summary note into the record in PowerTeacher.

- 10-absence: The school administrator makes home contact via phone or email and records a brief summary note into the record in PowerSchool Admin. This contact will also request an in-person meeting with the stakeholders (student, parent/guardian, guidance, learning support, school administrator, others as deemed necessary).
- 10-20 absences: After 10 absences, the in-person meeting will result in the development of an Attendance SSP.
- 20-absences: HSD Student Services will become involved. A social worker will be assigned to work with this student. Parent contact from Student Services will also take place.
- 40-absences: HSD will reconnect with the parents and refer the student to MB Education.

Lates - Five-minute class changes give students ample time to find their classrooms. There are no official breaks between classes. Being chronically late to class is unfair to the teacher and the rest of the students in the class. Students who are frequently late are being irresponsible and must work to break bad habits.

A student is on time for a class when they are: seated in the classroom, ready to pay attention, with all books, notebooks, supplies and assignments needed for that class when the buzzer goes or when the teacher is ready to commence the class.

Consequences:

- Teachers may use such disincentives as warnings or reminders, followed by making up lost time during lunch hour.
- Three (3) lates in any given class may result in a detention that must be served at noon. Students must bring work or a book to read during their lunch hour detention. Teachers are responsible for emailing Mr. Zwaagstra for students that will be required to make up time for lates.

Providing Work for Absent Students

At Green Valley School, we recognize the importance of in-person class learning. While teachers may provide students with work that is to be completed at home, most academic learning takes place during the school day. Except for specialized high school courses explicitly designated in the course handbook as online, GVS courses cannot be completed online or by remote learning.

In situations where there is a family emergency (e.g. illness, death in the family, loss of housing, etc.), teachers will make every effort to provide students with any necessary work that they need to remain caught up with their peers. Teachers also have the professional discretion to waive individual assignment or test requirements when presented with extenuating circumstances. Our goal is to ensure that students are not academically penalized when faced with circumstances that are beyond their control.

However, family vacations during the school year do not qualify as extenuating circumstances and are therefore treated differently. If parents/guardians notify the school that they will be away on a family vacation and ask for work in advance, the following guidelines apply:

Middle Years

- Teachers will not provide extended work packages that mirror the work done in class.
- Teachers may, at their discretion, provide students with some worksheets or suggested reading for while students are away.
- There is no requirement for teachers to help students complete, in advance, all the work/assignments that will be done while families are away on vacation.
- Upon the return of the student, teachers will use their professional judgment to assess where students are at in their learning.

Senior Years

- Teachers will not provide extended work packages that mirror the work done in class.
- Students have the option of checking Google Classroom while away on vacation to find out what they are missing.
- Students will be responsible for completing all assignments that they miss while they are away on vacation.
- Students must write any missed unit tests immediately upon their return to school, unless otherwise arranged with the classroom teacher.
- Final exams must be written during the scheduled exam week unless the office has authorized a change of date.

Please let the GVS office know if an extended absence is planned. GVS teachers and administrators are committed to working with families to maximize learning opportunities for all students.

ACADEMIC HONESTY POLICY

In accordance with the Provincial Assessment Policy, GVS expects all students to complete tests, exams and assignments as evidence of their own learning. As such all work must be the student's own work. Cheating and plagiarism will not be tolerated. If a student is found to have cheated or plagiarized it will be dealt with in the following manner:

- Parents will be contacted.
- The incident will be documented in the student's file.
- There will be a loss of privileges at the school for the student. There also may be other disciplinary measures taken, such as detentions.
- The student will redo the work honestly and there will be a deduction of marks for academic dishonesty.

DRESS CODE

At Green Valley School, our standard of dress and expectations regarding appropriate attire are based upon common sense and respect for self and others. Just as the topics within the Health curriculum reflect issues important for maturing children and adolescents (i.e. personal hygiene, physical changes resulting from puberty, and responsible decision-making), so should the expectations for appropriate attire reflect the changes and challenges faced by students.

The intent of the guidelines listed here is to help develop and protect the safety, self-confidence, self-respect and self-esteem of students.

- Clothing and accessories that promote **alcohol, drugs, sex, violence, profanity, gangs, prejudice, sexism, or racism** are not acceptable.
- Shirts or tops must be modest. Sleeveless shirts are acceptable.
- For health and safety reasons, footwear must be worn in school.
- Hats are permitted in all public areas of the school. Classroom procedures will be determined by individual teachers.
- Clothing must be clean.

These guidelines are representative but not exhaustive. Teachers and administrators will make the final determination on what constitutes appropriate attire. Students who come to school dressed inappropriately will be asked to remedy the situation by changing into different attire. If the problem persists, parents will be contacted by the administration.

COLLECTABLES/TRADING

Collectibles such as trading cards do occasionally become an issue at school. We will respond to these issues as they arise.

At GVS we do not:

- Trade collectibles for food
- Take collectibles from others
- Get into fights over collectibles
- Buy or sell personal items.

SUNFLOWER SEEDS - Sunflower seeds are not permitted on school grounds.

HANDS OFF POLICY – At GVS, we wish to maintain an environment that is respectful of everyone. Students are reminded that public displays of affection are exclusionary and awkward for other students and are therefore inappropriate. The hands off policy also includes respecting each other by not pushing and shoving or play fighting.

MEDICATIONS / HEALTH PLANS – We are not legally permitted to provide pills to students (i.e. Tylenol, Aspirin, etc.). Any prescription medications need to be kept in a secure location in the school. All prescriptions should be handed in to the office and necessary documents need to be filled out by parents/guardians. Students with major health issues must complete a health plan and carry the necessary equipment, such as inhalers for Asthma and Epi-pens for allergic reactions.

NOON HOUR POLICY – Lunch hour is 12:30-1:25 for the Senior Years and 12:15–1:10 for the Middle Years.

Grades 6-8 students are not permitted to leave school grounds without their parents/guardians informing the school. Students leaving school property must be accompanied by a parent or guardian. Town students are allowed to go home for lunch provided they do not cause any disruption off of the school yard. Grades 9-12 students may leave the school yard without permission, provided they do not cause a disruption off of the school yard. Students in grades 6-8 must be accompanied by an adult if they are going to a local restaurant for lunch hour. Bus students are not permitted to go to a town student's home during noon hour unless a note is provided by both sets of parents.

PARENT VOLUNTEERS – Green Valley School encourages the parents of our students to get involved and volunteer. Hanover School Division policy states that all volunteers, drivers, and coaches must complete a child abuse registry check. The necessary forms are available in the office. All volunteer drivers must additionally fill out a volunteer driver's form. All of the necessary forms must be completed a minimum of two weeks prior to the event.

DISCIPLINE AND BEHAVIOUR

CARE OF SCHOOL PROPERTY - It is essential that a wholesome respect for public property is fostered. Students who damage or destroy school property shall be required to make complete restitution. Other disciplinary action may be taken to ensure facilities are appropriately maintained. Vandalism will be reported to the RCMP.

CONDUCT TO AND FROM SCHOOL - Students are under the school's authority going to and leaving from school. Therefore, they are subject to school regulations concerning general conduct. This includes adhering to all bus rules as stated by their bus driver.

FIGHTING - Fighting and other aggressive behaviours are subject to disciplinary measures. Fighting will result in school suspension. To avoid any misunderstanding, students must follow a “Hands Off” policy. Play-fighting is not permitted.

INSUBORDINATION - Insubordination is the failure to obey rules as directed by those in authority and is subject to serious disciplinary measures.

RESPECTFUL COMMUNICATION - GVS is a workplace for both staff and students. Students and staff will not use derogatory language towards classmates, other students or staff. Being belligerent towards classmates, other students or staff is not permitted, and could result in detentions or suspensions.

USE OF NICOTINE/TOBACCO/E-CIGARETTES/ALCOHOL/ILICIT DRUGS - The use of nicotine (including vaping)/tobacco/alcohol and/or illicit drugs are not only hazardous to your health, but they also have no place in the school environment. None of these are permitted on school property during school hours or during school-sponsored activities. The use of these items is a major offense and will not only involve communication with parents, but students violating the rules will face suspension from school.

Vape-Free School - GVS recognizes its responsibility to promote a healthy lifestyle and ensure a smoke, tobacco, and vape-free environment for the health and welfare of students, staff, and visitors. Vaping is not permitted in school or on school property.

For any student found vaping or suspected of vaping on school grounds, specifically in the washrooms:

First Offence: Automatic 3-day suspension from school.

Second Offence: Automatic 5-day suspension from school. This may also be followed up with a ticket issued by the RCMP.

Subsequent Offences: Further consequences, including a review by the Superintendent, which may result in additional disciplinary actions.

PROHIBITED ITEMS

Please do not bring the following items to school or they will be confiscated:

- Lighters
- Laser pointers
- Knives of any kind, including pocket knives
- Weapons
- Imitation weapons
- Other items that present a potential danger

Appendix B - Bullying

Section J:

Students

Code:

JFA

Bullying is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, *feelings*, self-esteem, reputation or property; or is intended to create, or should be known to create a *negative school environment* for another person. Bullying evolves throughout childhood. Bullying can be repeated or a single act of targeted aggression and does not need to be physical in

order to be hurtful. Physical bullying may be more present during the elementary school years, while more covert forms such as social and cyber-bullying can take precedence during high school.

The most common types of bullying are:

1. **Verbal Bullying** - name-calling, mocking, sarcasm, hurtful teasing, insults, humiliating spreading rumours, threatening, making negative references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted sexual comments.
2. **Social Bullying** – rolling your eyes or turning away from someone, gossiping and/or spreading rumours, mobbing, scapegoating, excluding others from a group, humiliating others with public gestures or graffiti intended to put others down, setting others up to look foolish, and damaging reputations and friendships.
3. **Physical Bullying** - hitting, poking, kicking, spitting, stealing or damaging property, pinching, chasing, shoving, coercing, destroying or stealing belongings, unwanted sexual touching.
4. **Cyber Bullying** – using cell phones, email, using the internet or text messaging to intimidate, put-down, spread rumours or making fun of someone.
5. **Racial Bullying** - includes treating people badly because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names or telling racist jokes.
6. **Religious Bullying** - includes treating people badly because of their religious background or beliefs, making negative comments about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs in an effort to hurt them.
7. **Sexual Bullying** - includes leaving someone out; treating them badly, or making them feel uncomfortable because of their sex; making sexist comments or jokes; touching, pinching or grabbing someone in a sexual way; making crude comments about someone's sexual behaviour or orientation; or spreading a sexual rumour.
8. **Disability Bullying** - includes leaving someone out or treating them badly because of a disability, making someone feel uncomfortable, or making jokes to hurt someone because of a disability. (Source: <http://www.prevnet.ca/>)

The Effects of Bullying

It is recognized that acts of bullying or the perception of being bullied, may have different and potentially far-reaching effects on victims, bystanders, and perpetrators.

1. Bullying has an emotional impact that makes the victim **feel** upset, lonely, unhappy, isolated, unsafe, frightened or hurt. Victims may also feel that there is something wrong with them, lose their confidence and stay away from school. Victims can also become ill, leading to long-term physical and psychological consequences. Mental health problems associated with bullying tend to last until later in life.
2. Researchers have shown that bullying can lead to depression, anxiety, low self-esteem and physical illness. In extreme cases, bullying can lead to more serious concerns such as violent behaviours, a victim's consideration of suicide, or death.
3. Victims of bullying may withdraw and want to be left alone or away from family, school activities and friends.
4. Victims may experience (but not limited to) shyness, stomachaches, headaches, panic attacks, nightmares, not being able to sleep or sleep too much, and feel tired or exhausted.
5. Victims of bullying or harassment may experience stress and anxiety, which can make learning difficult. Victims who have anxiety or feel stressed out may have difficulty concentrating, remembering things, or staying focused and on task.

Because bullying is foremost a relationship problem, adults must also look for signs of bullying or victimization within the child's relationships.

Emotional & Behavioural Signs of a Student Being Bullied

- Afraid to go to school or other activities
- Appears anxious or fearful
- Low self-esteem and makes negative comments
- Complains of feeling unwell (headaches and stomach aches)
- Lower interest in activities and lower performance at school
- Loses things, needs money, reports being hungry after school
- Injuries, bruising, damaged clothing or articles
- Appears unhappy, irritable
- Trouble sleeping, nightmares
- Threats to hurt themselves or others
- May appear isolated from the peer group

Relationship Signs of a Student Being Bullied

- Parents may be overprotective, restrictive
- Siblings may bully child at home
- Lonely and isolated at school
- Few friends at school or in neighbourhood
- Teachers may be unaware of child's strengths and challenges and therefore unresponsive to needs
- Few opportunities to shine and show talents at home, school or in the community (positive power)

Emotional & Behavioural Signs of Bullying Others

- Aggressive with parents, siblings, pets, and friends
- Low concern for others' feelings
- Bossy and manipulative behaviour
- Unexplained objects or money
- Secretive about possessions and activities
- Holds a positive view of aggression
- Easily frustrated and quick to anger
- Does not recognize the impact of his/her behaviour
- Has friends who bully and are aggressive
- Child has trouble standing up to peer pressure

Relationship Signs of Bullying Others

- Parents may model use of power and aggression by yelling, hitting or rejecting child
- Parents may model use of power and aggression with each other
- Siblings may bully child at home
- Child has friends who bully and are aggressive
- Child has trouble standing up to peer pressure
- Teachers or coaches may model use of power and aggression by yelling, excluding or rejecting
- Few opportunities to shine and show talents at home, school or in the community (positive power)

Dangers for Children and Adolescents Who Are Bullied:

- Depression (low mood, a sense of hopelessness)
- Social anxiety, loneliness, isolation
- Stress related health problems (e.g., headaches, stomach aches)
- Low self esteem

- School absenteeism and academic problems
- Aggressive behaviours
- Contemplating, attempting, or committing suicide

Dangers for Children and Adolescents Who Bully Others

- Not knowing the difference between right and wrong
- Delinquency and substance use
- Academic problems and increased school dropout rate
- Aggression
- Sexual harassment and dating aggression
- Gang involvement and criminal adulthood
- Difficulties in their relationships with others
- Being bullied at the hands of others

(Source: <http://www.prevnet.ca>)

Dealing with Bullying

It is important when staff deal with a bullying situation they focus on the actions of the students. **Bullying is a relationship problem.** To help better deal with bullying situations, staff need to focus on the strengths and challenges of the children involved, their environment, as well as, the child's relationships with their family, peer group, school and even the community.

Addressing Bullying

It is important to make sure that children have a clear and consistent message about what it means to relate to another person in a positive and healthy way. Children need to understand and demonstrate how to be socially responsible and the importance of standing up for themselves, and for others; It is critical that all HSD staff and parents work together to promote healthy relationships.

1. Under the laws of Manitoba, if a teacher / staff member observes, suspects or are made aware of a particular bullying situation, they must immediately bring the situation to the attention of the school principal or vice-principal.
2. If the principal believes that a student has been harmed / negatively affected of the unacceptable bullying behavior, they must notify the parents of the victim, including the nature of the unacceptable behavior, the nature of the harm caused, and the steps taken to protect their child's safety.
3. For reasons of privacy, the principal will not disclose the name of any identifying or personal information about the bully or any bystanders, except in so far as to comply with the Public Schools Amendment Act, subsection 3.
4. **It is absolutely critical that teachers / staff take bullying seriously, intervening early when necessary and encouraging healthy relationship skills.** Unfortunately, research tells us that the bullying behaviour children experience or adopt within peer relationships at school will carry over to other relationships as they move through adolescence and into adulthood.
5. Any HSD staff member who becomes aware of a bullying situation must intervene immediately.

Bullying occurs where teachers, parents and other authority figures are less present. In the majority of cases, bullying stops within 10 seconds when peers intervene (bullying stops 57 percent of the time in 10 seconds or less - Canadian Red Cross, 2013).

6. There is a correlation between increasing adult supervision and decreased bullying. Bullies stop when adults are around or when someone speaks up and takes action to reduce or stop the bullying. School principals are responsible for ensuring that students are properly supervised by staff.
7. Schools are to have a highly visible adult presence before, during, and after school. Whether victims are the ones being hurt, or the ones being aggressive towards others, children may find talking to

adults about bullying difficult. **Adult intervention is the key to bullying prevention; parents and educators alike need to be aware of the behaviors and emotional signs that children are being victimized or are using power aggressively.**

8. Staffs need to be aware that students are most vulnerable to bullying during transitions from early years to middle school, and from middle school to senior years schools.
9. Bullying can happen wherever children gather. Unfortunately the majority of bullying occurs when children are at school, with an increasing amount of cyber-bullying taking place after school hours. This makes a student's teacher one of the first lines of defense from bullying.
10. Teachers influence how students develop social skills, empathy, social responsibility and citizenship. Relationship skills are just as essential as knowing how to read and write. Teachers are responsible for helping students engage in healthy relationships at school by teaching children how to recognize and manage their emotions, how to make decisions and how to behave ethically and responsibly. Teachers are responsible for helping develop good people.
11. Staff are responsible for intervening and documenting all bullying incidents that they become aware of. The school principal is responsible for the collection of all bullying incident data, communicating with parents on all bullying situations, as well as, reporting all bullying incidents to the superintendents at the end of each school year.

If the Bullying Behavior is Criminal

If law enforcement action is necessary due to the actions of the bully (i.e. a bully takes another student's money by use or threatened use of force. (This legally constitutes a robbery.)

However, because the action may also be a direct result of bullying behavior and not just a criminal act, the administration, in consultation with the RCMP/Police and parents, may engage in a consultation before affecting an arrest.

Cyberbullying

With today's use of technology by students, bullying, harassing, humiliating, intimidating and/or threatening others can occur 24 hours a day. Unfortunately for students who are victims of cyberbullying, there is no safe zone. Cyberbullying allows a bully to anonymously hide behind their technology and avoid directly witnessing the hurt and pain their actions may cause.

Cyberbullying allows bystanders to support bullying behaviors by receiving messages and/or forwarding these messages to others without considering themselves as being part of the bullying situation. Forwarding hurtful messages or content can be witnessed by thousands of others "instantly". Once such digital messages are posted, they are extremely difficult to delete. Social media can be extremely challenging to deal with when "Liking" a message or passing it on tells the person who is cyberbullying that his or her behavior is okay, and makes it easier for that person to become more aggressive and vicious.

Examples of Cyberbullying (but not limited to):

- Sending mean and sometimes threatening emails or text messages.
- Spreading gossip, secrets or rumours about another person that will damage that person's reputation.
- Breaking into an email account and sending hurtful materials to others under an assumed identity.
- Creating blogs or websites that have stories, cartoons, pictures or jokes ridiculing others.
- Creating polling websites where visitors are asked to rate individuals' attributes in a negative manner.
- Taking an embarrassing photo of someone with a digital camera and emailing that photo to others.
- Engaging someone in instant messaging, tricking them into revealing personal information and then forwarding that information to others.
- Using someone else's password in order to change their profile to reflect sexual, racist and other content that may offend others.

- Posting false or hurtful messages on online bulletin boards or in chat rooms.
- Deliberately excluding others from instant messaging and email contact lists.

Addressing Cyberbullying

1. Any staff member who becomes aware of a cyberbullying situation must immediately report the incident to the principal.
2. Principals are responsible for making sure the incident is addressed immediately, accessing the necessary school, divisional and police support needed to deal with the situation. Although cyberbullying generally occurs after school hours and off campus, cyberbullying can create **a negative school environment** for the victim, which allows for the principal to address the situation and impose disciplinary consequences as required.
3. Principals once made aware of and addressing a bullying (and cyberbullying) situation, are to document the incident, contact the parents of everyone involved, and keep a detailed record of the incident.
4. At the end of the first term and at year end, principals are required to submit a bullying incident report to the superintendents.

To respond to actions that contravene this policy, Hanover School Division and its school principals shall reference:

Legal References: The Public Schools Act – Manitoba
 The Education Administration Act – Manitoba
 The Public Schools Amendment Act – Manitoba

Policy References: Respectful Workplace Policy – AE

Policy:	Appendix B - Bullying	Adopted:	Revised:		
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PROCEDURES

THE LIBRARY - Students are offered a variety of educational resources for information and interest. Students may sign out up to three books for one cycle. Books may be renewed to extend this time. Students are responsible to pay for lost or damaged books. The library is open from 8:30-4:00.

BICYCLES - All bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The school is not responsible for damage or theft of bicycles or their parts while they are parked in the racks.

RESTROOMS -Students are expected to use restrooms outside of regularly scheduled class times. If there are circumstances to the contrary, the school should be notified. Do not loiter in or around the restrooms.

LOCKERS (6-12) - Lockers are assigned to most students in grades 6-12. Each student will receive a lock free of charge. If the lock is lost, the student will be charged a \$10.00 replacement fee. If a lock is damaged, the student responsible will be required to pay the cost of a replacement lock. All grade 6-12 students must use a school-issued lock on their lockers at all times. Lockers should be handled with care and kept neat and tidy at all times. They are the property of Hanover School Division. Gross misuses or damage to the lockers may be charged against the students caution fee. Teachers and administration may inspect lockers at their discretion.

SCHOOL CANCELLATIONS - Throughout the year, there may be times when school will be called off because of inclement weather or some emergency. School closing announcements will be made over Radio Station - CHSM – 1250 and Mix 96.7 beginning at 7:00 a.m. School closings can also be found on the Hanover School Division

website: <http://www.hsd.ca/> As well HSD will use the School Connects automated phone calls to notify parents of school closures.

EMERGENCY DRILLS - Periodic fire, tornado and lockdown drills will be held during the school year. Students are expected to observe necessary rules during all emergency drills. Teachers will instruct students in the procedures for each of these drills. It is the responsibility of each student to become familiar with procedures of each of these drills and follow all instructions of the supervising teachers. Students should also familiarize themselves with the exit routes from the various parts of the building as posted on diagrams in the various areas. Students should remain in direct supervision of the teacher at all times in each of the emergency drills.

MEDICATION- Hanover School Division has established medically approved guidelines for the administration of medication in schools that ensure the safety of students. Before any medication is given out by the school, there is a form that needs to be completed by parents. Any prescription medication that students are taking during the school day must be stored in our designated area.

COMMUNICATION - We believe that communication between parents and school/teachers is one of the most important aspects of creating a learning environment that is essential for students.

Keep up with what is happening in our school!

- Daily announcements (emailed daily)
- School website (www.gvs.hsd.ca)
- Parent Portal and Student Portal
- School emails
- Facebook (GrnValleySchool)
- Monthly newsletter
- Notes in backpacks

Attendance:

- Please call us to let us know if your child is not coming to school that day: due to illness, appointments, or other reasons.
- If they will be gone for an extended time, such as a family holiday, we ask that you inform the school and their teacher(s) ahead of time.
- Office hours: 8:00am - 4:15pm

Lines of Communication:

- If you have a concern with an issue in a particular classroom, please phone, write a note or send an email to the respective teacher. Oftentimes this will help sort things out. If a teacher has a concern, they will do the same.
- Regardless of the level on the following outline, the communication process remains the same:
 - A. Start at the source
 - B. Clarify your concern
 - C. Discuss the concern with the other person
 - D. Resolve the concern (review after a set period of time)
 - E. If the concern cannot be resolved, consult the next level
 - F. If necessary, a mediator can be arranged

Level 1	Student
Level 2	Parents/ Teachers
Level 3	School Based Administration
Level 4	Divisional Senior Administration
Level 5	Trustee(s)
Level 6	Provincial Government

Regardless of the concern, remember the best overall interest of the child is our primary focus. Parents and school staff members may disagree about what is the best way to resolve an issue. Please remember that the school staff has a responsibility to look after the best interests of all children. The needs of the many may be different than the needs of a particular child. The most important consideration is to help parents and the school staff work together in the best interest of the students.