

Ross Glen School Handbook



2024-2025

Ross Glen Elementary School

48 Ross Glen Road SE

Medicine Hat, AB

T1B 3A8

<https://rossglen.mhpsd.ca/>

Principal: Ms. N. Mastel

Updated: June 30, 2024

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Introduction

Message from the Principal

Welcome back to another exciting and promising school year at Ross Glen School. As we embark on this journey together, I am filled with enthusiasm and anticipation for the opportunities and accomplishments that lie ahead.

I extend a warm welcome to our returning students, families, and staff members. Your continued commitment to excellence plays a vital role in making our school a thriving and vibrant community. To our new students and families, we are thrilled to have you join the Ross Glen School family. We are confident that you will quickly become an integral part of our community, bringing fresh perspectives and unique talents.

At Ross Glen School, we are dedicated to fostering an environment that promotes academic excellence, character development, and a passion for lifelong learning. Our dedicated team of educators is committed to providing a supportive and challenging educational experience for each student. We believe in cultivating a love for learning that goes beyond the classroom, preparing our students to become responsible, compassionate, and informed individuals.

This year, we are excited to introduce new programs and initiatives that will enhance the overall educational experience for our students. From innovative teaching methods to academy programs, we strive to create a well-rounded educational environment that caters to the diverse needs and interests of our student body.

Communication is key to a successful partnership between the school, students, and families. We encourage open lines of communication and invite you to actively engage with us throughout the school year by attending school events, participating in parent-teacher conferences, and staying informed through our regular communications through Edsby.

As we navigate the challenges and celebrate the triumphs of the coming year, let us remember that we are all part of a supportive community that values collaboration, respect, and a shared commitment to excellence. Together, we can create an enriching and fulfilling educational experience for every student at Ross Glen School.

I am looking forward to a fantastic school year filled with growth, achievements, and memorable moments. Thank you for your continued support, and let's make this year the best one yet!

Warm regards,



Ms. Natosha Mastel

Principal of Ross Glen School

Fair Notice



August 31, 2024

Dear Parents/Guardians:

Re: Fair Notice and Process, Student Assessment of Risk to Others (ARTO)

In Medicine Hat Public School Division, the safety of our children is a top priority. Along with our community partners, we are committed to keeping our schools safe for students and staff. The community partners as members of the Southeast Alberta Regional Assessment of Risk to Others (ARTO) committee have developed a plan for responding to all situations in which students may be posing a threat to themselves or others, which includes that all staff must report all threat related behaviours.

What is the purpose of an Assessment of Risk to Others (ARTO) Process?

The Assessment of Risk to Others (ARTO) Process is designed to be proactive in developing intervention/safety plans that address the emotional and physical safety of those involved; to ensure a full understanding of the context of the threat; and to begin to understand the factors that contribute to the threat-maker's behaviour.

What behaviours warrant an Assessment of Risk to Others (ARTO) Process to be initiated?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture. Every threat must be taken seriously, thoroughly investigated and a response and follow through completed.

What is an Assessment of Risk to Others (ARTO) Team?

Each school has a multi-disciplinary ARTO team that includes the school administration, school-based counselors and support staff, and may also include division resource staff and community partners (i.e. police, mental health practitioners). It is important for all parties to engage in the ARTO process. If for some reason there is reluctance to participate in the process, by the threat-maker or the parent/guardian, the process will still continue to ensure a safe and caring learning environment for all.

What happens in an Assessment of Risk to Others (ARTO)?

The ARTO process begins when threat making behaviours are reported. The ARTO process is then activated. Interviews will be held with the student(s), the threat-maker, parents, and staff to determine the level of risk and develop an appropriate response to the incident. An intervention plan will be developed and follow up meetings will occur, as deemed necessary, to ensure that interventions are supporting all those involved.

This letter is intended to serve our community with fair notice that we, as a school division, will not accept "no response" to a threat in our schools. We are proud to be able to provide this level of support to our school communities and we are fortunate to have the commitment of our community partners. If there are any questions, please feel free to contact your school administrator, or further information can be found on the division website.

Sincerely,

Tracy Hensel
Superintendent

The model presented reflects the thinking and work of J. Kevin Cameron, Executive Director of the Center for Trauma Informed Practices www.ctipractices.com.

School Mission Statement

Ross Glen School is an elementary school from Early Learning and Kindergarten through to grade 6. Ross Glen School focuses on supporting learning for all students through a holistic approach to promoting creative and critical thinking, academic achievement, social commitment, athletic participation, fine arts and cultural development, and responsible utilization of technology. Ross Glen's vision is ***"Creating responsible citizenship through holistic development."*** As an ELP - grade 6 elementary school, we offer numerous extra-curricular activities and opportunities for students to explore potential interests and expand their horizons for life-long learning, as well as to further strengthen the connections and model positive relationships within the school's learning community.

2024-2025 MHPSD Calendar

Medicine Hat Public School Division 2024-2025 School Year Calendar



August 2024	September 2024	October 2024	November 2024
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 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	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 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
December 2024	January 2025	February 2025	March 2025
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 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	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April 2025	May 2025	June 2025	July 2025
Su M Tu W Th F Sa 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	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 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	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

	Operational Days	Instructional Days
August	4	0
September	20	19
October	22	21
November	20	19
December	15	14
January	18	17
Total Semester 1	99	90
	Operational Days	Instructional Days
January/February	19	17
March	21	20
April	16	16
May	21	20
June	20	19
Total Semester 2	97	92
196 Operational Days		
182 Instructional Days		

- Division Wide Professional Development (PD) Day - No School for Students (February 20,21 is Teacher's Convention)
- National Truth & Reconciliation Day: Instructional day focused on learning about indigenous culture and truth & reconciliation
- Holidays - No School
- Student start & end days (January 30th - Start of Second Semester)
- Professional Development (PD) Day
No School for ELP - Gr. 9 ONLY
- Professional Development (PD) Day
No School for Gr. 10 - 12 ONLY

Instructional Program

Staffing for 2024-2025 School Year

ELP: Mrs. Parker

Kindergarten: Mrs. Parker

Play and Learn: Mrs. Tumback

Grade 1/2: Mrs. Brudevold and Mrs. Pfeifer

Grade 2/3: Miss Fedorak, and Ms. Appell

Grade 4/5: Mr. Tschritter and Mrs. Mandel

Grade 5/6: Ms. Barnes and Miss McDougall

Athletic Academy: Mr. Hyde

Apple Facilitator: Mr. Hyde

Administrative Assistant: Miss Foster

Library: Mrs. Woolridge

Custodian Team: Mrs. Campbell, Mr. Liptak and Mr. Riegel

Educational Assistants: Mrs. Tumback, Miss Sulz, Mrs. Cottrell, Mrs. Henders, Mrs. McNaughton, Mrs. Anderson

Success Coach: Taylor Bartram

FSLW: Jenna Schlaht

Classroom Support Teacher: Mrs. Gale

Vice-Principal: Mrs. Henderson

Principal: Ms. Mastel

Academy Information

The Athletics Academy is designed to foster physical fitness, teamwork, and a love for sports among our students. Students in grade 4-6 enrolled in the Athletic Academy will receive increased skill development in various sports as this academy aims to provide a structured and enjoyable platform for our young athletes to develop their skills and passion for various sports.

Key highlights of the Athletic Academy include:

- **Diverse Sports Activities:** Our program will encompass a wide range of sports activities, ensuring a well-rounded athletic education for students. From traditional sports like volleyball, basketball, and track and field to more specialized activities, we aim to cater to diverse interests.
 - Multi-sport participation allows individuals to develop a diverse set of skills. Each sport emphasizes specific techniques, movements, and strategies, contributing to a broader athletic skill set. This can lead to enhanced agility, coordination, and motor skills.
 - Multi-sport participation prevents burnout. Intensive specialization in a single sport can lead to burnout, especially in young athletes. Exposure to

- different sports helps maintain enthusiasm and a love for physical activity, reducing the risk of boredom and fatigue associated with a singular focus.
- Benefits of Cross-Training include the skills acquired in one sport often complement and enhance performance in others. For example, the agility developed in soccer may benefit a basketball player, and the endurance gained in cross-country running can support a swimmer.
 - Exposure to multiple sports allows individuals to discover their true passions and talents. Trying different activities helps identify strengths and interests that may not be apparent when focusing exclusively on one sport.
 - **Alternative Environments:** As skills in various sports is the focus of our academy, in addition to our school gym and field, various locations throughout Medicine Hat will be used.
 - **Holistic Development:** The Academy is not just about sports skills; it's about fostering a holistic approach to personal growth. Students will learn the importance of discipline, time management, and perseverance. Athletes will also participate in sports psychology lessons and nutrition programming. Through teamwork, leadership opportunities, and ethical sportsmanship, we hope to instill values that will serve our students well in all aspects of life.
 - **Inclusive Environment:** The Athletic Academy is open to students of all skill levels who demonstrate an innate passion toward athletic pursuits. Whether your child is a seasoned athlete or just beginning to explore sports, they will find a supportive and encouraging environment to thrive in.
 - **Regular Sessions:** The Academy will run on two afternoons a week, ensuring a consistent and dedicated time for our student athletes to participate in these enriching activities.
 - **Parental Involvement:** We encourage parents to be actively involved in their child's athletic journey. Regular updates will be provided to ensure a collaborative and supportive community.

Classroom Support Teacher

Ross Glen is fortunate to have a Classroom Support Teacher (CST). Mrs. Gale possesses a wealth of experience in teaching, Individual Support Plan creation, positive behaviour supports, and specialized programming. She is an excellent resource for connecting our teachers, families, and students with both school-based and external service providers.

The CST role focuses on three core priorities to enhance the student learning experience:

1. **Literacy & Numeracy Support:** Working closely with our teachers, the CST is able to support quality Numeracy and Literacy instruction both in and outside the classroom. Through reading assessments, programming decisions are made to ensure appropriate skills are targeted to meet the needs of all students.

2. Differentiated Instruction: The CST serves as a support to our classroom teachers in the creation of Individual Support Plans. This can involve adaptations to student programming to promote greater academic success, or to achieve a just right state for learning. Crestwood staff and families have received training in working through a Collaborative Response Model with children. The CST collaborates with the school administration and teachers to implement this model.

3. Learner Data: Universal screening assessments are implemented throughout the school division to gain a better awareness of student understanding in literacy and numeracy. The CST is directly involved with supporting teachers in implementation of the assessments, as well as organizing and inferring the data. This information helps guide instructional decision-making at the classroom and school levels.

We recognize that learning is an individualized experience and that for each student there should be a warm, personal relationship between the teacher and the student. We try to have each student feel that s/he is respected and cared for. We believe that the child must know that we really care.

Family School Liaison Worker

Ross Glen School is lucky to have an FSLW to support our students' social and emotional needs in an inclusive educational system. It is through nurturing positive and productive relationships that we can support student learning and success through a strengths-based approach. Working together as a team, we can provide a responsive network of support for each student at their own individual level.

The goals of the FSLW are to:

- Facilitate a relationship between school and family
- Connect with parents and identify family needs
- Help to remove barriers to attendance
- Support parents to provide a stable and healthy environment for their families
- Encourage a consistent continuum of service and care
- Connect families to outside agencies Identify barriers to accessing services
- Assistance navigating systems in the community
- Provide One-on-One and Group supports for students
- Being a safe person for students to talk to, visible in the school community
- Supportive counselling to build social, emotional, and behavioural capacity and improve self-regulation

"HUG Program"

The HUG program is a Capacity Building in Schools Initiative is an integrated, multidisciplinary team approach to providing promotion, prevention, and early intervention addiction and mental health services to children, youth, and their families within a school-based setting. The key goals of the HUG Program are building

relationships, positive communications, and innovative programming to aid in the physical and emotional well-being of our students. These projects are universal and are designed for all students. The project team provides mental health and wellness promotion, and prevention supports designed to build strengths in children, youth, and their families.

Maintaining a Safe and Caring School Environment

Code of Conduct

To establish and maintain a welcoming, caring, respectful, and safe learning environment, this Code of Conduct sets expectations and consequences for student behaviour while at school, at school-sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment within the school.

Informed by the Education Act and MHPSD Policy, our Code of Conduct aims to create a harmonious and effective school climate. We must follow certain guidelines for a school to run smoothly, effectively and pleasantly for all concerned. Consideration and respect for each other are of prime importance in the classroom, the hallways, the playground, the school bus, and during school-sponsored activities.

Definitions of Behaviour:

Rude - Inadvertently saying or doing something that hurts someone else.

Mean - purposefully saying or doing something that hurts someone else

Bullying – The Education Act defines bullying as “**repeated and hostile or demeaning** behaviour by an individual in the school community where the behaviour is **intended to cause harm, fear, or distress** to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”

Discrimination – The denial of individual rights and freedoms in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

Harassment – Any behaviour that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect and is demeaning and/or humiliating to another person or class of persons. Harassment may include but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behaviour that is sexual in nature. Such

behaviour may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behaviour does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

The Role of the Student

As defined by the Education Act, a student, as a partner in education, has the responsibility to:

- attend school regularly and punctually
- be ready to learn and actively engage in and diligently pursue the student's education
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- respect the rights of others in the school
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means
- comply with the rules of the school and the policies of the board
- co-operate with everyone authorized by the board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct
- positively contribute to the student's school and community

At Ross Glen School, we teach the expectations for behaviour in various locations using our ROSGO Behaviour Matrix.

	Learning Space (I can...)	Active Spaces (I can...)	Bathroom (I can...)	Lunch Time (I can...)	Hallway (I can...)
R espect	- attentively listen to others - allow others to learn - respect the learning time of others - be considerate of the classroom space and learning needs of others	- follow directions - use equipment properly - solve problems with my words instead of my body - be considerate of people and property	- keep the environment clean - respect privacy of others - respect the classrooms by the bathrooms by limiting noise	- remain in my space - maintain appropriate voice levels - follow expectations of the supervisor - properly store electronics - use table etiquette manners - be considerate	- remain silent - stay in my line - use my appropriate door - share the space with others/travel or work quietly - look with my eyes and not my hands
O pen-hearted	- use kind words - appreciate unique qualities - help others when they need it - make choices that are thoughtful of others	- show good sportsmanship and cooperation - include everyone - always help others (ex: when they are hurt)	- wait my turn - keep the space clean for others	- use kind words - appreciate unique qualities - accept others' food choices	- be mindful of others - learning/care about the learning needs of the whole school - touch things that belong to me
S afety	- keep personal space and classroom organized and clean - maintain personal space - stay with my class - use classroom materials appropriately - use walking feet	- stay with the group - stick to the plan - maintain personal space (keep hands and feet to myself) - play safely - use the equipment properly as intended - dress appropriately for the weather and the activity	- maintain personal space - wash my hands - use bathroom materials wisely - keep my feet on the floor - wipe up after myself - wait my turn - use proper hygiene by flushing the toilet and washing my hands	- remain in my space - keep my personal space clean and organized - be considerate of others' allergies - eat my own lunch - wash my hands - ask to leave the room	- walk to my destination - follow arrows (walk on right side) - open/close the door fully
G rowth Mindset	- set goals for my learning - work to reach my goals - try and then ask for help when needed - persevere through challenges - recognize my improvement - be open to new challenges and new ways of learning things	- try new and different activities - try my best - win and lose with grace	- develop independence - develop personal hygiene - learn to use the bathroom correctly - report accidents to an adult	- have appropriate social interactions/visit quietly - willing to learn about new food choices	- use self-control - focus on myself - work independently - model positive behaviour
O wnership	- complete my work to the best of my ability - be accountable for my actions - take care of my belongings - control my voice level - ask 3 before me - own my mistakes - be responsible for my own participation	- control my volume - control my actions - control my words - be responsible for my own actions and words	- attend to my task (use toilet, wash hands and return to activity) - avoid distractions - use the bathroom quickly and quietly (efficiently)	- take pride in my space - clean up after myself - control my volume - control my actions - control my words - use my eating time wisely - eat my healthy food first - get ready for what's next	- control my volume - control my actions - control my words - control my body - use time wisely - use the hallway with purpose - keep my belongings organized - stay on task

The Role of the Parent/Guardian

As defined by the Education Act, A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:

- act as the primary guide and decision-maker with respect to the child's education
- take an active role in the child's educational success, including assisting the child in complying with section 31
- ensure that the child attends school regularly,
- ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment
- co-operate and collaborate with school staff to support the delivery of supports and services to the child
- encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school,
- engage in the child's school community

Incorporating student expectations into behaviours requires effort and support from students, staff, parents, and guardians. It will have successes and challenges over the

school year, ultimately leading to student behaviour that promotes learning. Parents or guardians may approach this topic in a variety of ways.

Here are some suggestions:

- Talk to your child about the Code of Conduct and what is expected at school.
- Discuss the consequences your child will face, both at home and at school, for inappropriate behaviour.
- Ensure that you and your child fully understand the classroom expectations of your child's class. Expectations are created by the teacher and students of every grade at the beginning of the school year.
- Many factors affect a student's ability to function at their best (lack of sleep, poor nutrition, family-related stress, etc). Please inform your child's teacher of any issues at home that may affect student performance at school so we can work to offer extra support as needed and as possible.
- If you have concerns, please begin by addressing these with your child's teacher and then the administration if the issue has not been resolved.

Digital Citizenship

Ross Glen Elementary School believes in supporting students to navigate the digital world responsibly, ethically, and safely. Digital citizenship encompasses a range of skills and behaviours, such as respecting others' privacy, understanding web etiquette, practicing digital security, avoiding cyberbullying, and being critical consumers of digital information. Creating a positive online environment where students can express themselves, collaborate, and learn from each other is key to learning in our digital world. Students will not use technology such as computers, cameras, cell phones, tablets, and other digital equipment for illegal, unethical, immoral, or inappropriate purposes. Students are encouraged to refrain from having cell phones or any personal device at school. If the devices are brought to school, they must be kept in their locker, backpack or cubby between 8:15 and 2:40. The administration must approve any special considerations. Refer to Ross Glen Elementary School Personal Mobile Device, Social Media and WiFi Guidelines.

Resolution of Problems and Consequences

Occasionally, students will have difficulty exhibiting responsible behaviour and meeting school expectations. This will require interventions such as problem-solving with staff, an administrator, or other appropriate school personnel and may include conferences with the student (and in some cases with the parent or guardian) to establish logical consequences such as:

- Withdrawal of privileges
- Assignment of a related nature
- Community service in the school

The following results of unacceptable behaviour will take into account the severity and magnitude of the incident(s) and the student's age, maturity, and individual circumstances:

- The issuing of an incident report
- Withdrawal of a student from the classroom, playground, school or extra-curricular programs via an in-school suspension
- A behaviour plan developed with the consultation of parents or guardians, teachers, admin and support personnel
- Suspension of up to five days
- Expulsion from school
- Involvement of police authorities

The end goal of problem-resolution efforts will be for all students, staff, and parents and guardians to:

- Provide a break in programming to allow staff planning time to develop strategies to be proactive and reduce the challenges
- Enjoy the benefits of a safe, friendly, and productive workspace
- Grow as learners and as ethical citizens
- Appreciate the differences in approaches and individuals
- Grow in how we deal with these differences
- Understand we have roles to play in our own learning, behaviour, and attitudes
- Accept that there will be constructive consequences and that these consequences are designed to help us grow as learners and as people.
- Understand that the guidelines found in MHPSD Policy Section 600 will be followed (Policy 612: Welcoming, Caring, Respectful and safe Learning Environments)

Additional Information

Accidents

The staff offers only minimum first-aid treatment in case of injury. We always attempt to contact the parents if the personnel consider the injury or illness serious. School personnel cannot take a child to a doctor unless it is an absolute emergency. Please ensure you have completed the "emergency information" on the registration form and that as information changes, you call the school to keep us updated. Staff must complete an accident report form for each accident that they are involved.

Administration & Storage of Medication

Under certain circumstances, your child may require medication administered during school hours. We need a copy of the prescription, including instructions for administration. Please come in and complete a form from the office. This must be completed before any medication can be given. When students require medication to be at school for medical conditions, the "Medication Administration" form must be completed at the beginning of the school year and updated yearly.

Allergies

Ross Glen is an allergy-aware and nut-sensitive building. This means that we ask our community to be aware that some allergies can be life-threatening and that as a community we need to take precautions to ensure that all students are safe at school. Please do not pack food that include nuts.

All Weather Recess

It is important for kids to get active and get outside in all kinds of weather. Healthy kids and healthy brains are developed from playing outdoors!

At Ross Glen School, along with support from our School Council, we would like to get our students (and staff) outside to move 3 times a day, if it's safe to do so and we are not under a weather advisory. We will use our reasoned judgment along with up to date weather information to determine if it is appropriate for our students to go outside. Our students enjoy being outside in all types of weather; whether it is sunny and nice, cloudy, windy, raining, snowing and even when it gets a little colder outside. There are many advantages for children who get outside to experience opportunities for outside adventure, such as developing physical literacy skills through outdoor play, developing communication and relationship skills and getting fresh air. Researched benefits of getting outside are:

- increased positive mood
- decreased anxiety
- improved attention
- increased empathy and cooperation
- increased physical activity

We want to make sure that our students, and staff, are well-prepared to go outside as often as possible to reduce the number of indoor recesses that our students experience throughout the year. As such, we will NOT be implementing a school policy that limits our ability to go outside due to defined temperature ranges. Instead, we will plan to go outside for all recesses, year round, if there is not a weather advisory and if we judge it is safe to do so in exercising our reasoned judgment. When temperatures get colder, we may use our discretion to shorten recess, allowing students to get outside and get some fresh air while being mindful of the temperature. When we need to issue an inside recess, if possible we will offer students the option to join the polar bear club for outside recess. We have found that when colder weather persists, and students are inside for several days, their ability to focus and complete academic work suffers. We want to avoid this and support the overall well-being that occurs from being outdoors.

Please ensure that your child(ren) is prepared to go outside every day and that they have appropriate clothing for the forecasted weather. If we deem a student does not have appropriate clothing for safe enjoyment of the outdoors, we will keep the student indoors and remind his/her family to send their child to school with appropriate outdoor

attire. Please contact the school office should you need support in obtaining appropriate winter wear for your child and we will do our best to help you.

Arrival At School

Students should not arrive at school earlier than 8:10am because supervision is not provided earlier than this time. Should parents wish their student to arrive at school earlier than 8:10 am, arrangements must be made for them to attend the available Child Supervision Program - YMCA. Visit [Ross Glen School](#) website for more information.

All grade levels have assigned entrance and exit doors to support a transition:

Kindergarten: front doors near bike racks

Grade 2/3: doors on the side of the portable

Grade 1/2 and 4/5T: Doors on tarmac area closest to the portable

Grade 4/5M, 5/6B and 5/6M: Door on tarmac closest to the playground

Late students: Front doors (if students arrive after 8:20am)

School Hours

Kindergarten to grade 6 students can enter the school at 8:10

Welcome Bell at 8:15

Classes start at 8:20

Kindergarten 8:20-11:00 Play and Learn from 11:00-2:40

ELP 12:00-2:40

Grades 1-6 8:20-2:40- morning recess 10:00-10:15, lunch/recess 11:45-12:15, afternoon recess 1:15-1:30

Lunch

Students are responsible for their utensils. Microwaves are not available. "Hot Lunch" and "Spirit Day Lunch" are available throughout the year as a source of fundraising for our school and our School Council. Hot lunch comes from various outlets in the city as planned by the school or School Council. We use an online system for purchasing. Please refer to the website <https://sd76.schoolcashonline.com>. Register and create your profile. Please note that, unfortunately, we are unable to accommodate late orders.

Attendance (MHPSD Policy 606)

Students shall attend school regularly and punctually as required by the Education Act and as mandated under the authority of the Board of Trustees.

GUIDELINES

1. Except for independent students, responsibility for advising the school when a student shall be absent or late and the reason for the absence or lateness shall rest with the parent/guardian.
2. Each school principal shall be responsible for establishing school attendance procedures with respect to the relevant administrative procedure.
3. The Superintendent or designate shall provide oversight with respect to students referred to the provincial Attendance Board.

Ross Glen School supports positive attendance through a comprehensive approach grounded in prevention and intervention. The focus on attendance issues will be in a supportive context. The supportive context is grounded in the collaborative model which includes the school, Division supports, students and their families, and outside agencies.

Attendance Process:

1. When your child is absent from school, please report the absence through Edsby or call the school 403-529-2960.
2. If your child misses a certain percentage of school/days of school, your child's teacher will contact the parent.
3. If attendance issues are not resolved, the classroom teacher will phone home to set up a meeting between parents and the school to create an "Attendance Support Plan." This will be followed by an attendance letter from the principal.
4. If attendance issues are not resolved, an administrator will contact parents to set up a meeting to revisit and revise the Student Attendance Support Plan. This will be followed by a letter home.
5. If attendance issues are not resolved, the MHPSD Attendance Officer will be contacted by the school. The attendance officer will work with the school to support the school in contacting OSAR (Office of Student Attendance and Re-Engagement) at Alberta Education. Attendance Support Plan will be evaluated and modified one last time.

Bus and Bus Safety

Several students are bussed to Ross Glen School. Although we have very few behavioural problems on the bus, occasionally problems do arise. Students and parents are reminded that students are responsible to the bus driver while they are transported to and from home. Should problems arise, we request parental involvement to help us solve them. Students may be suspended from riding the school bus for a period of time

for misbehaviour and may result in loss of bus privileges for the remainder of the school year. In order for students to have a safe and enjoyable ride to and from school, we hope they will follow the rules on the bus.

Bicycles & Scooter Safety

Bicycle racks are provided for those who ride their bicycles to school. All bicycles must be placed in the racks. It is strongly suggested that they be locked. Students are not allowed in the bike racks once their bicycles have been parked. Also, students are requested not to leave bicycles overnight at the school, as we cannot guarantee their security. All students who are cycling, skateboarding, rollerblading, etc. **must** wear a helmet when they come on school property as required by the Safety Guidelines for Alberta Schools. Students are to walk their bikes on the back tarmac and front sidewalks when arriving and leaving school.

Cards and Other Trading Items

We ask that students please leave cards (ex. Pokémon) and trading items at home, as trading is not allowed in school. Additionally, items of value should not be brought to school as they could become lost, stolen, or damaged. The school is not responsible for damaged or lost items.

Cell Phone & Electronic Device Guidelines

To minimize disruptions to learning, students are encouraged to refrain from bringing cell phones to school. Phones are available in every classroom and the office for students use during school hours with teacher/admin permission. Cell phone use guidelines are as follows:

- a) Students are asked to keep cell phones and personal electronic items at home. If there is a necessary exception (for example medical reasons), please contact Administration. Should you need to contact your child during the school day, please contact the school office at 403-529-2960.
- b) Students who choose to bring a personal device (a cell phone or ear buds, for example) to school will not have access to it between the hours of 8:15 am and 2:40 pm. If brought to school, students are required to keep their personal mobile devices in their backpack, locker, or cubby space. **If devices are brought to school, Ross Glen School and its staff maintain no responsibility for lost, stolen, or damaged items brought to school.
- c) Consequences: If or when a student is not following through with our cell phone policy, the following consequences will be considered:
 - Student will be given warnings and/or support
 - Personal Mobile Device is taken to the office (secured in the office) and the student can pick it up at the end of the day

- Personal Mobile Device is taken to the office (secured in the office) and a parent/guardian will be called to pick this item up
- Parent/Guardian meeting is held to discuss the matter
- Suspension of student if technology use is inappropriate

Students are responsible for their electronic devices and are expected to use technology in an appropriate manner which will be monitored by the classroom teacher. In addition, staff will support students to ensure that they understand the internet acceptable use agreement as outlined by the MHPSD.

Dress Code Policy

Clothing, including footwear, needs to be appropriate and secure for activities that may take place in the classroom and gym. Clothing should not contain profane or offensive language or pictures.

Lost and Found

The Lost and Found box is located in the grade 4-6 bootroom (tarmac door closest to the playground). Periodically we arrange all articles in the hall for pupil inspection. At various times during the year, items are donated to a charity. We encourage you to label lunch kits (please include last names) and items worn or brought to school by your child. Parents are invited to visit the school and claim lost items at any time.

Parking Facilities

For the safety of YOUR children, students are not to be picked up or dropped off in either staff parking lot. Vehicles should not be parked in the staff parking lots or within five meters of the crosswalks. Parents and guardians are asked to observe parking spots reserved for persons with disabilities.

Safety Patrol

An important part of the school safety program is the AMA School Safety Patrol. Safety patrols are organized for the safety and welfare of the students. The Safety Patrols receive training on rules and techniques for helping students cross busy streets safely. We ask parents to encourage their children to obey all patrols and remind their children to only cross at crosswalks. Grades 5 and 6 students are invited to work on the school patrol team.

School Assessment Plan

Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review the information communicated to you about your child.

Reporting Terms:

TERMS	DATES	COMMUNICATION TYPE & DATE
Term 1	September 3, 2024 – December 2, 2024	Report Cards released on December 6, 2024 in Edsby <u>Goal-setting Conferences:</u> Wednesday, October 16 from 3-6 Thursday, October 17 from 3-6 Early Years Evaluation Report (Kindergarten students only)
Term 2	December 3, 2024 - March 24, 2025	Report Cards released on March 28, 2025 in Edsby <u>Student-Led Conferences:</u> Wednesday, March 26 from 3-6 Thursday, March 27 from 3-6
Term 3	March 25, 2025 - June 25 2025	Final Report Card released by June 26 in Edsby

School Communication Plan

As a school, our primary source of communication will be Edsby and the school website. This is kept up to date with new events added to the calendar as they arise. Please check Edsby and the website frequently to stay connected. As well, we have a school Facebook and Instagram page, that will highlight activities that take place at our school.

EDSBY- All students and families will be sent an email through Edsby prompting you to Activate an Edsby account. You will be prompted to create a password. Your username will be your email. The website for our division is mhpsd.edsby.com. If you are experiencing difficulties, please contact the office for support. Be sure to sign up for this as it follows your child all the way thru to grade 12. This is how you access their report card. Edsby is also used to excuse your child when they are sick, going for an appointment, arriving late, leaving early, etc.

Please follow Ross Glen on Social Media

[Ross Glen School Facebook Page](#)

[Ross Glen Instagram Page](#)

School Cash Online

All money for school events will be collected through School Cash Online. We do not accept cash, cheques, or credit cards at the school.

Here's how to register:

Step 1: Go to this website: <https://sd76.schoolcashonline.com/>

Step 2: Register by selecting “Get started now” and follow the steps (you must have a student ID# - this will be on your Before/After statement or phone the office, LEGAL last name and date of birth to register your student).

Step 3: After you receive the confirmation email, please select the “click here” option, sign in and add each of your children to your household account.

If you need help setting this up, please contact the office.

School Volunteers

Volunteers are welcome at Ross Glen School and are an important component of the educational programming. We appreciate the time and effort of Ross Glen family members and community volunteers. If you are interested in volunteering, you will need to sign a Confidentiality Form and you may require a criminal record check. Please contact your child’s teacher or school administration for further information. If you are volunteering to support a classroom activity or field trip, please find alternate care for younger siblings.

Ross Glen School Council offers various opportunities throughout the year to be involved with school events. Please watch the school communications and your child(ren)’s EDSBY for volunteer roles.

To help facilitate a safe learning environment it is important to know who is in the building at all times. Our school doors remain locked during the school day and all visitors must sign in through the office. Please remember to sign in and out of the building, using the binder in the main entrance, if you are serving in a volunteer role.

Emergency Protocols

Please see the following 2 pages for information for families for Emergency Protocols.

EMERGENCY PROTOCOLS

INFORMATION FOR FAMILIES



LOCK DOWN

- There is an immediate **THREAT OF VIOLENCE** to students and staff **INSIDE** the school building. Examples can include: an active shooter, armed intruder or hostile incident inside the building.
- The main objective of a Lock Down is to keep the maximum number of people safe by getting them behind locked doors.
- In a Lock Down, doors/windows are secured and lights are turned off, phones are silenced; everyone remains quiet and out of sight.
- No one is allowed in or out of the school or their secured area.
- A Lock Down remains in effect until the **ALL CLEAR** is issued **AND** doors are unlocked by the incident commander and/or police.

In the event of a Lock Down it may not be possible to communicate with families until after the incident has ended, to ensure effective police response. Families will be notified as soon as it is safe to do so, through School Messenger (phone, text, email), school websites and social media with timely updates and detailed instructions on how to proceed. Once the ALL CLEAR has been issued students and staff will be transported to a reunification centre and released to their parent or an authorized adult through a controlled Student Release process (see below).



HOLD AND SECURE

- There is a **THREAT** or **POTENTIAL THREAT OF VIOLENCE** in close proximity to, or in the general vicinity of the school. Examples can include: a crime in progress, police pursuit or search in the same neighbourhood as the school.
- As a precaution all exterior doors to the school are locked and a notification strobe is activated on the outside of the building.
- The school operates as normal, inside the building. Any outdoor activities, field trips, etc. are cancelled.
- As the incident is occurring outside, access to and from the school is restricted and carefully monitored until the incident commander issues the **ALL CLEAR**.

Once the protocol has been initiated, families will be notified as soon as it is safe to do so. Emergency information will be sent out through School Messenger (phone, text, email), school websites and social media; timely updates will be provided. If an emergency situation persists past dismissal time the incident commander may choose to do a modified or controlled Student Release (see below).



SHELTER IN PLACE

- When it is safer to be **INSIDE** the school than outside and there is no threat of violence. Examples can include: dangerous goods spill, medical situation inside the school and hallways need to be clear for emergency responders, wildlife on the playground, tornado, etc.
- When this occurs, students/staff will be moved to safer spaces; students may remain in a classroom or move to another space.
- Access to and from the school may be restricted depending on the nature of the emergency.
- The protocol will continue until the incident commander issues the **ALL CLEAR**.

COMMUNICATION: Once the protocol has been initiated, families will be notified as necessary. Emergency information may be sent out through one or more of the following mediums: School Messenger (phone, text, email), school websites and social media; timely updates will be provided as necessary. There are some situations where it is not necessary for the school to communicate with families (medical emergency, etc.) If the emergency situation persists past dismissal time the incident commander may choose to do a modified or controlled Student Release (see below).



EVACUATION

- There is possible danger **INSIDE** the school. Examples can include: fire, gas leak, building damage, etc.
- Students will be escorted by staff to a safe location outside.
- No one will re-enter the school until the incident commander issues the **ALL CLEAR**.
- As needed, students/staff may be relocated to an off-site evacuation centre.

Once the protocol has been initiated, families will be notified as soon as it is safe to do so. Information on where the evacuation centre is located, and the process for picking up students will be sent out through School Messenger (phone, text, email), school websites and on social media; timely updates will be provided. If the emergency situation persists past dismissal time the incident commander may choose to do modified or controlled Student Release (see below).

STUDENT RELEASE

A controlled student release team will be in place, as needed, to coordinate and direct the safe reunification of students with their parents or an authorized adult. In the event of a controlled student release, parents will be permitted to sign their child out from the school or evacuation centre after showing photo identification. Parents must follow due process to ensure the safety of all students and staff. Students that are 18yrs old and over can sign themselves out.

FAMILIES DO & DO NOT

DO KEEP CALM AND ONLY ACCESS EMERGENCY INFORMATION FROM YOUR SCHOOL, EMERGENCY OFFICIALS, AND SCHOOL/MHPSD BASED SOCIAL MEDIA PAGES. REST ASSURED THAT SCHOOL AND EMERGENCY OFFICIALS ARE DOING EVERYTHING TO ENSURE CHILD AND STAFF SAFETY.

DO WATCH FOR LIVE UPDATES VIA SCHOOL MESSENGER (PHONE/TEXT/EMAIL), SCHOOL WEBSITES AND SOCIAL MEDIA.

DO NOT CALL OR TEXT YOUR CHILD DURING AN EMERGENCY SITUATION. CALLS AND TEXTS DURING AN EMERGENCY CAN BE DISRUPTIVE, CAUSE PANIC, AND PUT PEOPLE AT A HIGHER RISK BY DISCLOSING THEIR LOCATION OR DRAWING ATTENTION TO THEM.

DO NOT CALL THE SCHOOL AS PHONE LINES NEED TO STAY OPEN FOR EMERGENCY COMMUNICATIONS.

DO NOT COME TO THE SCHOOL. PUBLIC INTERFERENCE MAKES IT DIFFICULT FOR EMERGENCY OFFICIALS TO RESPOND TO THE SITUATION AND CREATES ADDITIONAL RISKS FOR EVERYONE INVOLVED.

EMERGENCY DRILLS

- Schools are required to conduct practice drills several times throughout the school year
- Practice drills can occur at any time
- There will be no official information provided regarding these drills from the division level
- Schools are not required to communicate about drills, but may choose to do so at their discretion



mhpsd.ca
403.528.6700