



DR. GERALD B. PROBE SCHOOL HANDBOOK 2025-2026

DR. GERALD B.

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Administrators' Message

Dr. Gerald B. Probe School is an exceptional learning community which includes dedicated and talented staff, an active parent community and outstanding students. At the heart of our school is an unwavering commitment to student excellence. The 4 C's (Care, Creativity, Cooperation, and Courage) along with a focus on leadership skills provides a school-wide foundation to develop the whole person and prepare students to become life-ready leaders in the 21st Century. Each year we seek to challenge our students to become powerful thinkers and learners.

It is our desire to work in partnership with parents to provide high quality educational experiences for each student. We invite parents to become active and engaged in their child's education. Through this partnership, we strive to support students to develop a lifelong love of learning and build a strong foundation for future success.

We are honoured to work with your children and look forward to a fantastic year of learning in 2025/2026.

Sincerely,
Chris Harris
Principal

Shea Mellow
Vice Principal



Vision

Dr. Probe School is a community of confident, active learners who are inclusive and kind.

Mission

Dr. Probe School fosters a learning environment where care, creativity, cooperation and courage support students' academic and character development.

4 C's: Care, Creativity, Cooperation & Courage

The community of Dr. Probe hold a very high standard for the school and does an exemplary job of displaying the Four C's: Care, Creativity, Cooperation and Courage. Most recently, staff looked to align the 4 C's with learners who would have the skills necessary for the 21st Century. In doing so, one of the C's, "Concern," was changed to "Creativity."

Gerald B. Probe School Staff

Teaching Staff

Chris Harris	Principal
Shea Mellow	Vice Principal
Jay Merkley	Kindergarten
Kelly Jo Craddock	Grade 1
Crystal Packard	Grade 1
Ellen Probe	Grade 1
Jordan Logan	Grade 2
Misti Rogers-Olson	Grade 2
Bobbie MacKinnon	Grade 2
Jennifer Day	Grade 3
Krista Dixon	Grade 3
Heather Reddekopp	Grade 3
Denise Cunningham	Grade 4
Chris Tuck	Grade 4
Lynda Wilkinson	Grade 4
Adam Campbell	Grade 4
Krystal Wolfram	Grade 4/5
Carly Goruk	Grade 5
Dianne Rajcic	Grade 5
Josh Campbell	Grade 5
Hudson Sheen	Fine Arts
Hillary Hironaka	Fine Arts
Lynda Wilkinson	Learning Support
Kevan Lomness	Teacher Counsellor

Support Staff

Jenny Durling	Administrative Assistant
Mindy Oler	Administrative Support
Angie Smid	Early Learning Educator
Dean Seymour	Head Caretaker
Darren Harker	Caretaker
Brooke McGinnis	Caretaker
Cassidy Yaroslowsky	Learning Commons Facilitator
Dorita Friesen	Speech Language Assistant
Jen Robinson	Student Support Worker

Educational Assistants

Jackie Wiebe	Gail Clark	Cassidy Taylor
Jessica Jansen	Eleanor Vandasselaar	Nikki Coleman
Staci Luchyshin	Nathan Lowrie	Annie Bailes
Sandy Koberinski	Michelle Jarina	Diana Johnson
Andrea Dieser		

School Bell Times



Office Hours: 8:00 am to 4:00 pm Monday to Thursday
8:00 am to 12:15 pm Friday

EARLY ED AM/PM Monday-Thursday	
Morning Class Starts	8:20 am
Morning Class Ends	11:05 am

KINDERGARTEN AM/PM Monday-Thursday, Scheduled Fridays	
Morning Class Starts	8:30 am
Morning Class Ends	11:30 am (11:45 am on Friday)
Afternoon Class Starts	12:30 pm
Afternoon Class Ends	3:30 pm

GRADES 1 – 5	
Warning Bell	8:25 am
Morning Start	8:30 am
Break #1	Recess 10:30-10:50 am / 10:30 am on Fridays Nutrition Break 10:50-11:02 am
Break #2	Recess 1:00-1:20 pm Nutrition Break 1:20-1:32 pm
Dismissal	3:30 pm *11:45 on Friday

Gerald B. Probe, PhD (1939-1989)

Dr. Gerald B. Probe provided leadership in Lethbridge School District for almost two decades. Dr. Probe began his career in Regina before coming to District #51 in 1970 as Director of Personnel. Dr. Probe was subsequently appointed Associate Superintendent of Personnel and Facilities Planning and served one year (1987-88) as Acting Superintendent.

Dr. Probe played a major role in directing public education in Lethbridge. He was responsible for all aspects of staffing and had significant involvement in the planning and construction of new facilities. His main impact, however, came from the consideration and support which he provided to the many individuals who comprised Lethbridge School District 51. Gerry Probe was described as a people person, who was committed to providing the best possible educational opportunities for children.



Gerald B. Probe School Philosophy

Dr. Probe School holds as its first priority the success of its students.

Dr. Probe School seeks to empower its students as independent learners, to develop in each student a sense of positive self-worth, and to help each student develop and practice personal and social responsibility.

Dr. Probe School recognizes the uniqueness of each student and will provide learning opportunities which are designed to enable all students to develop to their personal levels of excellence academically, emotionally, socially, and physically.

Dr. Probe School is a place where students, parents, staff, and community members feel safe, secure, and respected. To create this environment, we will assist each other to develop skills and attitudes in caring, creativity, cooperation, and courage.

Communication among teachers, parents, and the community is essential to the successes of all of Dr. Probe School's partners in education.

Decisions at Dr. Probe School will be based upon the best interests of our students and society and, where appropriate, will be open to the participation of those interested in and affected by those decisions.

Attendance Procedures

Absences

Lethbridge School Division uses an absence reporting system called *SafeArrival*. Parents/Guardians are asked to report their child's absence in advance using any of these 3 convenient methods:

1. Using your mobile device, download and install the **SchoolMessenger app** from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.com>). The first time you use the app, select **Sign Up** to create your account. Then, select **Attendance to Report an Absence**.
2. Use the SafeArrival website, <https://go.schoolmessenger.com>. The first time you use the website, select **Sign Up** to create your account. Then, select **Attendance to Report an Absence**.
3. Call the toll-free number **866-879-1041** to report an absence using the automated phone system.

These options are available 24 hours/day, 7 days a week. Future absences can be reported at any time. Do not call/email the school with absences as absences now need to be entered by the parent/guardian.

In addition, we will use the **SchoolMessenger Communicate** automated notification system to contact parents whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact parents at multiple contact points until a reason is submitted for the absence.

If you report your child's absence in advance using the **SafeArrival** toll-free number, website or mobile app, you will NOT receive these notifications.

Students Going Home before the End of the School Day

Please sign your child out at the office if they leave before the end of the day. They will only be allowed to leave with a person on your child's contact list.

- **For illness:** When a student becomes ill at school and needs to go home, the school contacts the parent/guardian or emergency contact listed on the registration form.
- **For appointments:** Parents/guardians are asked to notify the teacher if a student is to leave for an appointment before dismissal time. They must also be signed out at the office.



Visitor Access and Arrival/Dismissal Procedures

Parent/Visitor Access to the School

Parents and visitors are welcome and encouraged to come into the school. Please ring the buzzer at the NE entrance and sign in and out at the iPad outside of the office. School doors are locked to ensure the safety of our students.

Morning Drop Off

Morning supervision begins at 8:15 am. Please do not drop your child off before this time. When the warning bell rings, students will be welcomed into the school through their grade level entrance doors.

Students who arrive after the bell need to enter through the front door and check in at the office.

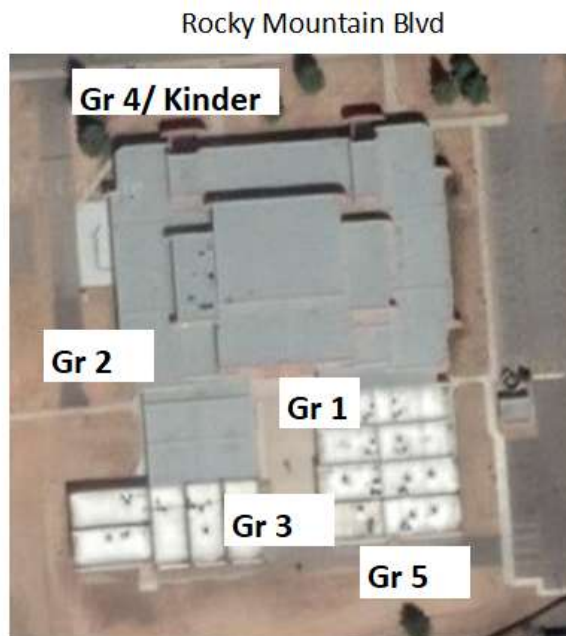
Afternoon Pick Up

At 3:30 pm, students will be dismissed through their grade level entrance door by their teacher. Parents are welcome to receive their child from the teacher there; this practice keeps hallways quiet and conducive to learning.

Parking

Please **do not park in the staff parking lot or in the bus zone** located in front of the school. Parents are encouraged to park along Rocky Mountain Boulevard or in the church parking lot to the east of the school.

Grade Level Entrance Doors



Bussing

Alberta Education has changed the eligibility for transportation to 1 km for kindergarten to grade 5 students (from 2.4 km) for the 2024-2025 school year. Parents/guardians need to register their child for bussing by completing the busing registration form through the Parent Portal in PowerSchool.

If you qualify for bussing, you should receive an email. Once you receive your email, follow these steps to register:

1. Access the Bussing Registration form through the [Parent Portal in PowerSchool](#). Please see the instructions on how to access the form: [INSTRUCTIONS](#).
2. If you do not have access to the Parent Portal, please contact your school for access.
3. If you **do not** intend to have your child transported, please ensure that you answer **NO** to this question, "Will your child be accessing transportation for the 2024/2025 school year?"
4. Once you have completed the registration process you will receive an email approving your registration
5. See the Division website the last week of August to find your bus schedule. [Transportation Information | Lethbridge School Division \(lethsd.ab.ca\)](#)

Note: The new bussing distancing announced by Alberta Education, as part of Budget 2023, takes effect for this upcoming 2024/2025 School Year.

If you have any questions regarding Bussing Registration, contact the Transportation Department at Transportation@lethsd.ab.ca.

Students riding the bus must follow the bus rules and display respectful behavior. Riding the bus is a privilege, not a right, and consequences can be administered, as outlined in the [Student Transportation Handbook](#).

Please advise the school of any transportation arrangements which may be different from a student's regular routine.

Students are requested to be at their stop at least five minutes prior to the bus arrival time. Bus drivers are not required to wait for students who are tardy in arriving at their stop as it alters the bus schedules. The bus will not leave the school until six minutes after students have been dismissed.



School Fees & Supplies

A school bussing and field trip levy fee of \$30 (\$20 for kindergarten) is charged to help cover the costs of supplementary learning opportunities. Fees can be paid online at <https://lethbridge.schoolcashionline.com>.

Additional fees may be associated with specific grade levels or activities (recorder fees, visuals journals, etc.).

Grade level supply lists are available at <http://gpro.lethsd.ab.ca/> . We would appreciate parents labelling school supplies with the child's name prior to sending them to school based on the direction in the supply lists.



Nut Aware

Each year we have students with severe nut allergies. **Please DO NOT send foods with nuts to school.** Every attempt will be made to help ensure the safety of these students. While Gerald B. Probe School is a “nut aware” school, we cannot guarantee that it is nut free.



School Council

We value the hard work and contributions of our School Council members. School Council is a group of parents who work together to enhance the learning experience of all our students. School Council is also a place for parents to have opportunities to be involved in decisions at Dr. Probe. All parents/guardians are welcome to attend one or all meetings; it is a great way to connect with other Probe parents! By attending the regularly scheduled School Council meetings, parents can keep informed of school issues and take an active role in their child's education.

The Executive for the year is elected at the Annual General Meeting which takes place in early September. The minutes from each meeting will be posted on the school website.

Council meetings are not an appropriate forum for airing grievances or complaints. If you have concerns, please make an appointment to speak to your child's teacher (for a classroom related issue) or administrator (for a school related issue).



Student Assessment and Reporting

Report cards are accessed electronically through [PowerSchool](#). Usernames and passwords will be provided at the start of the year from the office to families that have not set up an account.

Student Reporting

We are excited to announce that we will have a new Elementary School Report Card across the Division this year. Here is a link to the development process for the Report Card. [LINK](#)

Parent-Teacher Interviews and Celebrations of Learning will take place October 22 and March 12

Students will receive a report card to outline their academic progress on November 21, March 6, and June 25.

Purpose and Goals

The purpose of the new report card is to better reflect the outcomes of the Programs of Study and provide more clarity for parents regarding the progress of their students. Below, you will find links to the presentations that were shared at School Council Meetings this year.



[Presentation New Curriculum and Reporting.pptx](#)



[Presentation Academic Indicator Legend.pptx](#)



[Presentation Revised Academic Indicators and Legend.pptx](#)



[Presentation Report Card Subject Areas and Grading.pptx](#)

More information and sharing will be provided in the Fall.

Additional conferences with your child's teacher may also be scheduled at other times throughout the year. If you have any questions about how your child is doing, please contact your child's teacher.

School Spaces

Up Sensory Room

This is an inclusive space where students can come to regulate by doing heavy work. “Heavy work” allows students to develop their proprioception (the awareness of where your body is in space, and the vestibular system, the sense of balance). Having students work on their proprioceptive and vestibular systems helps them become aware of how their bodies move and how they can control their movements.

Down Sensory Room

The Down Sensory Room is an inclusive space where students can come to relax and decompress. There is a Snoezelen bench which provides tactile and visual regulation. Bubble tube, music, fiber optic lights, tactile bins, rocker, and sensory projection are just some of the activities children can engage in.

Learning Commons

The Learning Commons is an inclusive, flexible, learner-centered space for collaboration, inquiry, imagination, and play. We are excited to continue to see our Makerspace grow and for students to develop their skills as "makers" both in the Learning Commons and in the classroom. Makerspaces utilize creativity and collaboration for making, learning, exploring, and sharing. Examples are makerspace centers at Dr. Probe include magnetic gears, designing wooden rollercoasters, robotics and working with circuits and conducting electricity.

In the Learning Commons, students are also supported to develop competencies or the knowledge, skills, and attitudes for successful learning, living, and working.

Competencies



All Probe students also have access to digital resources through Destiny Discover, Sora and TumbleBooks. These can be accessed on our [Learning Commons page](#).

Gym

We are fortunate to have a large gym with a large variety of equipment. The gym is used for physical education classes, as well as numerous extra-curricular activities, such as our grade 5 basketball league. A large screen and projector were recently added for assemblies and group presentations.



Movement Stations

Hallways have exercise bikes, an elliptical, trampoline or items for heavy work. One hallway also includes a sensory path. This allows students to have access to movement breaks as needed throughout the day.



Art Room

The art room has tables, sinks, art supplies and is ready to foster creative learning experiences.

Wellness Room

The teacher counsellor works out of this inclusive space for universal, small group, and individual support as well as, provide education around mental health and wellbeing.

Computer Lab

Located within the Learning Commons, our computers are used to develop student skills in keeping with the technology curriculum. All students and their parents must sign an Acceptable Use Agreement at the beginning of the school year and are expected to adhere to acceptable standards of behavior while online. Lethbridge School Division works to offer the best possible ways to allow students access to

email and Internet services to enable students to locate current information resources and exchange messages with students around the world. Three Laptop carts, iPads and a variety of coding and robotics devices are also technology tools available to students.

Music Room

The instruments and materials in the music room facilitate creative expression through performance, listening and composition. Students receive two fine arts lessons a week from a trained music and fine arts teacher.

Student Programs and Services

At Dr. Probe School, we embrace an inclusive approach to education. We create welcoming learning environments that engage students in a breadth of quality learning experiences that develop innovative minds and responsible global citizens. Learning experiences provide meaningful engagement with content and options in how to learn, process, and demonstrate understanding. Environments are flexible and responsive to the strengths and needs of individual students.

It's a Blast

The Lethbridge Community Out of School Association IT'S A BLAST program, is a non-profit organization licensed to provide out of school care for children 6 to 12 years old. Qualified Blast staff offer before and after school care at Dr. Probe School. Programs are also offered over holidays and during the summer. A variety of indoor and outdoor activities occur including board games, Lego, craft projects, play centers, group games, and much more. There is a monthly program fee. If before or after school care is needed, contact the BLAST office at 320-3988.

Breakfast and Lunch

Breakfasts are prepared each morning and available to all students (as needed and those referred) by a food service provider. Lunches are provided by The Lethbridge Food Bank. Food options follow the Canada Food Guide. Dr. Probe has a food permit and our kitchen is inspected regularly. Breakfast Program staff have Food Safe training and follow all food safety protocols.

If breakfast or lunch is needed for your child, please contact the vice principal, office, or your child's teacher.

Literacy Intervention

Literacy Intervention is provided at each grade level. Teachers use data to inform instruction, monitor progress and select appropriate resources. The Learning Support Teacher also provides support and assistance with literacy interventions. One intervention is *Levelled Literacy Intervention*: a powerful, short-term intervention that

provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. *LLI* can turn struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. *LLI* is taught within classrooms and small groups.

Big Brothers Big Sisters In-School Mentoring

The In-School mentoring program provides children and youth with a role model and friend to talk to and share the experiences of growing up. Mentors meet with their mentee for one hour, once a week for the duration of the school year.

Clubs/ Leadership/ Co-Curricular Activities

A variety of clubs, co-curricular activities and leadership opportunities are offered throughout the year.

Speech and Language, Occupational Therapy

Lethbridge School Division employs its own SLPs and OTs. A referral is put in through the Learning Support Teacher for students in Kindergarten to grade 2. Due to the large caseload, students without complex needs are referred to Alberta Health Services.

Learning Support

Our Learning Support Teacher (LST) works collaboratively with classroom teachers and student support services to meet a broad range of learner needs within the school. The LST also oversees the Learning Team process. The team, for each identified student, is a group of individuals, including family members and where appropriate the student, who works collaboratively toward the success of the child and their family. The focus of the Learning Team is on promotion, prevention, and Intervention strategies to support individual learners. The goal is to identify necessary supports and services and ensure they are consistently and effectively implemented within an inclusive school environment.

School Psychologist

A school psychologist is available for consultation regarding programming and supports with learning teams. The psychologist may also provide assessments after universal and targeted support strategies have been utilized.

School Counselling

Our teacher counsellor provides mental health and well-being support to all students. The teacher counsellor consults with families, teachers, and administration to provide proactive mental health supports universally, in targeted groups and individually upon referral. The teacher counsellor also acts as a liaison between home and school regarding counselling issues and coordinates services with outside community agencies when a need is identified.

Health Nurse

All schools within the Chinook Health Region are assigned a health nurse. Our assigned nurse has always been an excellent resource for promoting optimal health for staff, students and families through consultation and collaboration within the school and community. The role involves a variety of activities and responsibilities, including:

- education support/resources
- prevention and control of communicable diseases
- consultation/case conferences/home visits for at-risk families
- liaison/referral to community agencies

Student Support Worker

The Student Support Worker provides wellness support and services to students often through universal programs or targeted individual and small group support.

Human Development

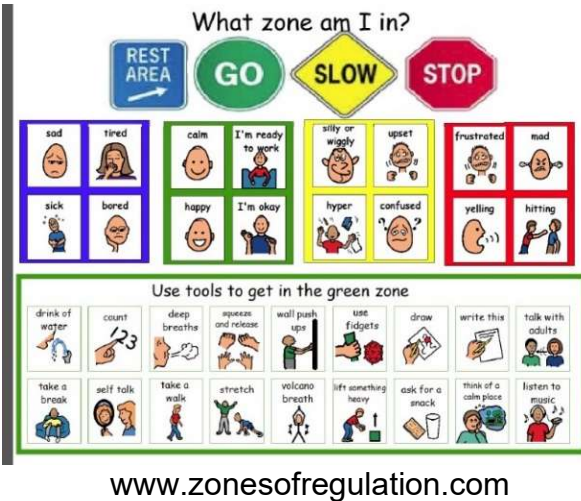
Lethbridge School Division provides training for teachers to deliver a program on Human Growth and Development to students in Grades 4 and 5. A notice will come home to inform parents as to when instruction will occur, and the information covered. Parents must sign a consent form for their child to participate.

Kids in the Know

Kids in the Know is the Canadian Centre for Child Protection's national safety education program. The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and offline. Parents are informed of the content covered before lessons occur and parents have the option to return a letter of exemption if they do not wish for their child to participate.

Student Leadership

Dr. Gerald Probe focuses on student leadership to prepare students to become life-ready leaders. Leadership skills are taught, modelled, and put into practice in daily interactions with others and through more structured authentic leadership opportunities. Inspiring the leader within empowers students with the leadership and life skills they need to thrive in the 21st century.



The Zones of Regulation

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation.

School Code of Conduct and Procedures

Student Rights (Policy 500.1):

- the opportunity to meet the standards of education set by the Minister
- an education program consistent with the requirements of the School Act and the Regulations
- a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging
- be heard by school administrators, teachers, and support staff.

Student Responsibilities:

- be diligent in pursuing their studies
- attend school regularly and punctually
- cooperate fully with everyone authorized by the Board to provide education programs and services
- comply with the rules of the school
- respect the rights of others
- ensure their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- refrain from, report, and not tolerate bullying or bullying behavior directed towards others in the school, whether or not it occurs on school property
- respect and care for personal and public property; and
- be accountable for their own conduct.

Every child has the right to an environment conducive to learning. Therefore, students at Dr. Probe School are expected to exhibit respectful, responsible and safe behaviour. At the start of the year, staff will review school rules with students and practice them. Dr. Probe's 4 C's are taught and reinforced to promote behaviours conducive to learning and ethical citizenship.

We believe all students do well if they can, and that many disruptions or student dysregulation is a result of lagging skills (such as lack of conflict resolution skills) or unsolved problems (student is frustrated by an unsolved problem and is acting out). Collaboratively, staff will support students to self-regulate and work on a plan to focus on skill building, making positive choices or solving a problem.

Minor Offences

For minor offences, staff will support the child to self-regulate, reflect on the incident, plan for restitution (if necessary) and create a positive plan of action going forward. Parents will be notified.

Major Offences

For major offences (behaviour that is unsafe, significantly impacts others, or is ongoing), administration will become involved, and a meeting will take place with the parent(s), staff involved, and the child if age appropriate. We will work collaboratively to create an action plan to support the child for learning and growth to occur. Other services may become involved if needed, such as counselling or community supports.

Major Offences may also result in suspension from class activities and/or school activities. After exhausting all interventions available, students who chose to continue to display inappropriate behaviours may be suspended from school. The length of the suspension is determined by the severity of the incident as well as the number of incidents.

Should a suspension take place, the parent(s) of that student may be required to accompany them to school to determine a course of action before the child returns to the class and/or activity.

Appeals

If a parent or guardian disagrees with a school-based decision which significantly affects the education of his or her child, the School Act makes provisions for appealing that decision. As per District Policy, reference "505.9 Appeals", the first appeal of an employee decision shall normally be made to the employee who made the decision. From there, depending on the nature of the issue, the appeal may be made through the school Principal, to the Superintendent of Schools, to the Board of Trustees. Please refer to policy 505.9 on the district website at www.lethsd.ab.ca for full details.

Appeal Process:

Staff member involved → Principal/Vice-Principal → Associate Superintendent(s) → Superintendent or School District Personnel → Board of Trustees → Alberta Education

Threat/Risk Assessment (Fair Notice of Violence Threat Risk Assessment VTRA)

Our School Division believes in creating safe and caring environments for students and staff. Any incident where a student engages in behaviour which threatens or appears to threaten the safety of others will be investigated. Administrators can implement a Risk Assessment for behaviours that are worrisome including writing or drawings with violent themes, references to or involvement in violent activity at school, or an increased interest in activities that are deemed as dangerous to the safety of others.

A Threat Assessment is implemented when a student threatens to kill or injure others, harm themselves, brings a weapon to school, or makes direct verbal or written violent threats to others. The Threat/Risk Assessment regulations are outlined in Policy 502.1 in the School Division Policy Handbook available at www.lethsd.ab.ca/.

Search and Seizure of School or Personal Property

As per policy 502.1.5, Lethbridge School Division Board believes that enforcement of the Board and/or school rules may, from time to time, require that school administration conduct a search of property and/or the seizure of prohibited or missing items. The Board authorizes school Principals, in connection with the enforcement of district or school rules, to carry out searches of student desks, lockers, clothing and personal property such as knapsacks, book bags or purses.

The physical search of a student is prohibited. Searches of personal property shall be in accordance with the following:

- searches shall be conducted in the presence of an adult witness
- students may be requested to remove outerwear: hats, jackets, footwear
- students may be requested to empty their pockets and contents of any object which may be used to transport, carry or conceal materials

Weapons of any kind will be disposed of or turned over to the police. They will not be returned to the student.

The principal shall provide police access to the property of a student (see Policy 504.8 Involvement with Authorized Agencies) or personal information regarding the student without informing the parent in the following circumstances:

- when the police officer is in pursuit after the commission of an offence
- when the police officer is in possession of a search warrant or subpoena
- when the police officer possesses blanket powers of search as defined by legislation
- the principal is authorized to seize prohibited items

School Records

The *Freedom of Information and Protection of Privacy Act* (FOIPP) governs the kind and use of records kept by schools. In accordance with FOIPP and Lethbridge School Division guidelines, the following procedures concerning student records are in effect at Dr. Probe School:

1. In the case of students transferring to schools within Lethbridge School Division, all student records will be automatically sent to the new school.
2. In the case of students transferring to other school divisions, special procedures are in effect and will be explained prior to the transfer.
3. At any time, a parent/guardian may inspect his/her child's records. However, reports written by psychologists must be reviewed with the writer of the report. All confidential reports are kept in a secured file.
4. Should a parent/guardian wish to discuss the accuracy of any records; an appointment may be made with the principal.
5. If, after examining your child's records, you do not wish to have some information in the records relating to your child, please notify the principal in writing with reasons stated.

Student Medication and Health

If a student becomes ill at school, they will be taken to the sick room and parents will be called to pick them up. If parents cannot be reached, other contacts will be called.

Medication

If the request by a parent/guardian for the administration of medications has been approved by the principal, then the following guidelines shall be implemented for the handling of the medications:

1. All medication, whether prescription or non-prescription, must be brought into the school office by the parent/guardian and signed in at the office by the administrative assistant or administrator.
2. All medication must be brought to school in the original containers in one-unit doses. This will ensure that no school personnel will be responsible for measuring out medication or cutting pills into parts. Liquid medication should be administered using a dropper or medicine spoon to ensure accurate administration.
3. A Medication/Personal Care Request and Authorization form needs to be completed with a doctor's signature. Non-prescription drugs such as acetaminophen (eg. aspirins), cold remedies and inhalants shall not be administered to students without

the written permission of the parent/guardian.

Students with Anaphylactic Allergies

Parents of anaphylactic students, in consultation with their doctor, shall complete Form 504.1.4 Anaphylaxis Emergency Plan at the beginning of each school year. Plans shall be appropriately shared with staff and students.

- It is the responsibility of the anaphylactic student's parents to inform the principal of their child's allergy.
- All staff members must be made aware of the students with severe allergies.
- Information to reduce the risk of exposure to anaphylactic causative agents in classrooms and common areas of the school shall be shared with all staff and students as needed.
- Emergency response training will be provided to all employees who are in direct contact with anaphylactic students on a regular basis, including the use of epinephrine auto-injectors such as Epi-pens.
- It is the obligation of the student's parent/guardian and the student where appropriate, to ensure that the information in the student's allergy plan be kept up to date with the current medications that the pupil is taking.

Students with Asthma

For any students with asthma:

- A response plan shall be in place in the event of a severe asthma attack in the school. Primary responsibility for the management of asthma rests with the student, his/her parents (where appropriate), and/or appropriate medical personnel.
- It is the responsibility of the asthmatic student's parents to inform the school principal of their child's condition and Form 504.1.6 shall be completed in consultation with the parent/guardian for students with a severe asthma condition.
- Student shall self-administer medication using an inhaler as outlined in Form 504.1.6.

Medical Emergency

In the event of an emergency:

- the school calls 9-1-1
- a first aid trained staff member will be present
- parents/guardians are informed as soon as possible

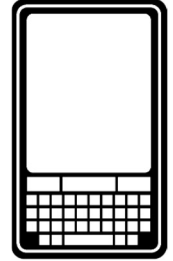
Head Lice Protocol

For the prevention and detection of head lice, we strongly urge parents to conduct weekly detection combing at home. Information about this from Alberta Health Services can be found on our school website. As per Division practice, the school is not responsible to check for head lice, and "alert" letters will not be sent home. Students who have had head lice should return to school when the recommended treatment is completed.

Use of Personal Technology

Personal Mobile Devices

Students are **strongly discouraged** from bringing cell phones to school, as they are welcome to use school phones when necessary. However, we understand that parents/guardians may want to connect with their children after school to be certain they have arrived safely at home or to a caregiver. Therefore, cellphones can be left in backpacks or with the teacher but are not to be used during the school day. If parents/guardians need to contact students during the school day, please email the teacher or call the office if it is emergent.



As announced in June 2024 by the Minister of Education, personal mobile devices (cellphones, smartphones, smartwatches, etc.) will not be permitted to be used during class time. Exceptions for health, medical, or educational reasons may be approved by the principal.

If a student without an exception uses their personal mobile device during the school day, they will be given a verbal reminder. Upon further violations, their device may be confiscated and placed in a secure location for parents to pick up. We appreciate the partnership between parents/guardians, students and staff to support a distraction-free learning environment that promotes wellbeing.

Education will be provided on digital citizenship and responsible use of technology.

Electronics

Students are strongly discouraged from bringing electronics to school.

The school is not responsible for lost, stolen, or damaged cell phones or electronic devices.

School Procedures

Nutrition Breaks

At Dr. Probe School, our school implements what is called a “Balanced Day”. This means that our day is divided into three instructional sections, with two nutrition breaks. Students play for 20 minutes first and then eat afterwards in their classroom. Microwaves are not available for student use.

All students are expected to go outside at recess. If children are too ill to go outside at recess, they are considered too ill to be at school.

Inclement Weather

Students will be expected to remain outside until the bell rings in the morning and during recess breaks. In the event of severely cold weather, students will be permitted to come inside into designated areas. Breaks will be held indoors when the principal or designate judges the weather to be inappropriate for outside recesses. Please ensure children are appropriately dressed before they head off to school.

Student Dress

Students are encouraged to dress appropriately for the prevailing weather conditions (i.e. mittens, boots, warm coats, hats, etc.). Parents/Guardians are urged to ensure children dress appropriately and tastefully for school. Tops with offensive language on T-shirts are considered inappropriate. Also, clothing worn by a younger student may be in good taste but may not be suitable for older students (halter tops, short shorts).

All students take physical education classes and should have appropriate gym footwear available in the school. Footwear which is soiled or wet due to inclement weather will not be worn in the school. Flip flops are not considered safe for the playground.

Bicycle and Scooter Safety

Students riding bicycles and scooters to school must know and practice the safety rules. The following guidelines have been established to prevent accidents and to help the students develop good bicycle riding habits.

- bicycles and scooters are **not to be ridden on the school grounds** during school hours. They must be walked and locked during the day
- riding double on a bicycle or scooter is not safe, and therefore, not permitted
- helmets are required by law for cyclists under 16 years of age

The bicycle and scooter racks on the school grounds are to be used by the students. Bikes and scooters should be placed in the racks and locked until the end of the school day. While every effort is made to provide a secure place for bicycles and scooters during the school day, students should realize that they bring their bicycles to school at their own risk. The school is not responsible for lost or stolen bikes or scooters.

Two-Shoe Rule

Students will be required to have an extra pair of shoes at school that will be always worn inside of the school. This will ensure they have proper footwear for physical education in the gym as well as reducing the amount of sand and mud that is tracked in from shoes worn outside. In case of fire, students are required to always wear shoes during the school day. "Heelies" are a safety concern and should not be worn at school.

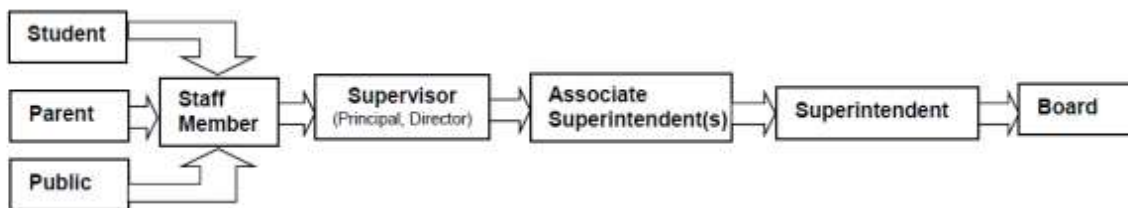
School Communication

School communication will be delivered through monthly school newsletters sent through School Messenger and posted to our website. Reminders and notices that don't make the school newsletter will be sent out through School Messenger. Dr. Probe's Facebook page will also feature events and news of the school that is updated throughout each month.

Please ensure the office has your updated email address and phone number register for School Messenger.

Parent Concerns

Collaboration between parents and teachers is key to supporting students' academic success and overall well-being. Problems and concerns are more effectively resolved when communication occurs early. At Gerald B. Probe School, we encourage everyone to seek first to understand and then to be understood. If you have any concerns about your child, please phone the teacher involved. If a parent/guardian disagrees with a school-based decision, the proper appeal procedure should be followed (District Policy 1003.1):



Emergency Information and Procedures

Sometimes it becomes necessary to close the school without prior notice. This may be due to loss of utilities, snow and icy conditions, student disturbances, or threatening circumstances. If it becomes necessary to close and evacuate the school for any reason, children will continue to be supervised at **Immanuel Lutheran Church** (20 Rocky Mountain Blvd W) until regular dismissal time. In accordance with Lethbridge School Division Policy 364, students may be released at a time other than the normal school dismissal time in the following situations:

- students may be released to a responsible adult for safe transportation home provided a record is kept of the student's and adult's names
- students who normally walk to school may be permitted to walk home provided it has been determined that there is a responsible adult to receive the child
- students may be sent home on the bus only after the principal is satisfied the media have been notified or that parents have been contacted

In case of a disaster emergency **PLEASE DO NOT CALL THE SCHOOL FOR INFORMATION.** Emergency information and directions for the public will be aired on

local radio during an emergency. Please keep the school office informed as to the current emergency contact information for your child. A follow-up message will come from the school through the School Connects/Safe Arrival system after the incident is over.

Fire Drills

To ensure that your child receives proper guidance in coping with emergencies, Gerald B. Probe School conducts regular emergency drills to evacuate the building. Strict adherence to evacuation procedures is a must for everyone in the building. Fire drills are practised at least six times a year to ensure quick, safe evacuation routines. It is important that all children wear appropriate footwear during the school day in case of emergency evacuation.

Lockdown Protocol and Perimeter Secure

Lockdowns are designed to be a preventive, proactive measure to help ensure the safety of our children, staff and parents and are used when there is a threat posed to the occupants of our school. Lockdowns are practised twice each school year. Strict adherence to lockdown procedures is a must for everyone in the building.

“Perimeter Secured” may also be used if there is a threat outside of the school but students are safe to continue normal operations inside the school. In this case, all doors would be locked and monitored, and students would not be allowed outside. An example of a threat in this situation includes a wild animal roaming in the schoolyard.

Custody and Access

Parents are encouraged to share with staff any issues regarding guardianship. The school will not become involved in custody disputes and cannot stray from information provided in Parenting Orders or Custody Agreements. Parents are required to provide the most recent copies of these to the school office. If no Parenting Order or Custody Agreement has been provided, the school must assume that both parents have equal access and must provide it. Parents are strongly encouraged to have formal agreements in place to avoid conflict at home and at the school.