



Parent & Student Handbook

Please be sure to visit our website which will contain the most up to date information and the full handbook.

NOTE: The handbook will be under construction as we go through the year, but the most up to date changes will be on the website.

2017-2018

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MEMBER OF MEDICINE HAT PUBLIC SCHOOL DIVISION

601 – 1 Avenue SW

Medicine Hat, AB T1A 4Y7



Parent and Student Handbook

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Message from the Principal

Dear Students and Parent/Guardians,

Welcome to Dr. Ken Sauer School! What an exciting opportunity for staff, students and families to be a part of the opening of a new school. Construction has been progressing rapidly over the past 13 months in order to complete the beautiful building that will house our developing community over the many school years to come. By the time we open we anticipate that we will have approximately 250 students with nearly 20 adults working in the facility.

As a school we are committed to Alberta Education's Ministerial Order (#001/2013) which seeks to develop students who are engaged thinkers and ethical citizens with an entrepreneurial spirit. To do this, we believe that inclusion, inquiry, integration and cooperative learning are essential pillars to be established in our learning environment.

Our planning is designed to create learning experiences that acknowledge our students as capable thinkers who have a voice in their learning. This means that instructional planning honours the diverse needs of our students as we try to plan for each child's success. You will see that we value learning as a life-long process that involves students, parents and staff as active learners. Lessons/Projects are thoughtfully designed to focus on curricular outcomes that are communicated clearly, with many opportunities for strategic feedback and assessment. This places reflection as one of the key elements of a growth based approach to learning.

Within our classrooms you will see a blend of individual, small and large group instruction that take place within and across curricular/subject areas. Students will be supported in gaining independence, through opportunities to engage both their critical and creative thinking capacities, along with building collaborative skills as they work with a variety of students.

We believe that learning is best achieved in an environment based on respectful, open and meaningful relationships; this is foundational in creating an effective learning space. True partnerships between and among staff, students, parents and community members are integral to supporting students' academic learning, fostering citizenship skills and creating independent learners.

Students and parents are encouraged to read the information thoroughly. This handbook serves as an important information tool for you throughout the school year. A copy of this will be available on our school website as well. If you have questions about anything in our handbook, please contact your child's teacher or school administration.

Mr. Jason Peters

Dr. Ken Sauer



Dr. Ken Sauer is a dedicated volunteer whose longstanding contributions to the City of Medicine Hat and the province as a whole include leadership in a range of areas from education and municipal government to sports, recreation and community development. Dr. Sauer is a recipient of the Order of Canada and the Alberta Order of Excellence. He is also a former Superintendent and a former City of Medicine Hat Alderman and just this year was inducted into Medicine Hat's Sports Hall of Fame.

Dr. Sauer was born in Fox Valley, Saskatchewan on January 5, 1932. Ken's early years were spent helping out on the family farm, attending a one-room school with his four siblings. Ken was particularly hard working at school and reveled in any opportunity to learn.

In 1950, Ken graduated from high school and was ready to embark on his chosen career as a teacher. He completed teachers' college in Moose Jaw in 1951 and then returned to his educational roots in a one-room school in Linacre, Saskatchewan. Over the next 17 years, Ken would move on to teach high school in the Saskatchewan communities of Eatonville, Kindersley and Saskatoon.

Ken earned a Bachelor of Arts Degree in Physical Education and a Bachelor of Education Degree, followed by a Master of Education Degree in Educational Administration. Along the way, Ken also found time to marry Valerie Tronstad. They settled down and began raising a family that would grow to include two sons and two daughters. Despite his demanding schedule, Ken found time to contribute to numerous community development initiatives and served as a reserve officer with the Army Cadets program.

Ken made his way through the school ranks to the position of vice principal and was then tempted away from Saskatoon by an opening for a principal at Lethbridge Collegiate. He and Valerie were excited by the possibilities the position had to offer and moved their young family to southern Alberta in 1971. Ken's remarkable energy, focus and organizational skills allowed him to fulfill his new duties as principal while earning a Doctor of Education Degree from the University of Montana. In 1974, the newly-minted Dr. Sauer found an opportunity to put his growing expertise to work as Superintendent of Schools for Medicine Hat School District #76. Ken retired from his Superintendent duties in 1988 and went on to work as an executive in the cable TV and business sectors. Although he has eased up somewhat in his volunteering commitments and now describes his community involvement largely as being a "background" advisor, his fellow Medicine Hat residents continue to turn to him as a central source of wisdom, strength and enthusiasm.



Medicine Hat School District No. 76

601 – 1st Avenue S.W., Medicine Hat, Alberta T1A 4Y7 Phone: (403) 528-6700 Fax: (403) 529-5339

September 1, 2017

Dear Parents/Guardians:

Re: Fair Notice and Process, Student Violence Threat Risk Assessment (VTRA)

In Medicine Hat School District 76, 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 Violence Threat Risk Assessment (VTRA) committee have developed a plan for responding to all situations in which students may be posing a threat to themselves or others, which includes all staff must report all threat related behaviours.

What is the purpose of a Violence Threat Risk Assessment (VTRA)?

The Violence Threat Risk Assessment (VTRA) 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 a Violence Threat Risk Assessment (VTRA) 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 a Violence Threat Risk Assessment (VTRA) Team?

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

What happens in a Violence Threat Risk Assessment (VTRA)?

The process of a VTRA begins when threat making behaviours are reported. The VTRA protocol 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 district, 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 district website.

Sincerely,

Mark Davidson
Superintendent

The model presented reflects the thinking and work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response www.cctatr.com.

School Background

Although we are a relatively new facility, we are one built on a foundation of respect and positive relationships. We appreciate individual differences and believe that all students can reach their full potential. Parents, students, staff and community members work together to create a dynamic learning environment that fosters personal growth and excellence. Our school's design fosters collaboration and relationships. The open flow encourages students and classes to spill out into areas and to work together. Our Activity Spaces, Learning Commons, Gathering Area, Amphitheatre and numerous Breakout spaces were all designed with this intent. State of the art technology is available to students and staff as we work to develop the skills needed to be successful in the future and to foster innovation. We are also a place of partnerships. We seek opportunities to work with our community to create unique learning opportunities.

School Philosophy

Dr. Ken Sauer School seeks to be a school that incorporates Alberta Education's Inspiring Education vision. As a school we are committed to Inclusion, Inquiry, Integration and Cooperative Learning. Throughout the upcoming school year we will work together to develop our school goals and vision statement. School staff, students and parents will be given opportunities to provide input and feedback as we engage in this collaborative process.

School Division Priorities

Medicine Hat Public School Division continues to strive for excellence in public education. To this end, our Board of Trustees and Superintendent have identified the following four universal goals for schools across our system:

- 1) Providing **Optimal Learning Environments** to all learners, whatever their need or community.
- 2) Approaching all people with an **Inclusive Mindset**; seeking to ensure that all are engaged in the life of the school community in a manner that fully meets their needs.
- 3) Fostering a **Culture of Wellness** that acknowledges that learning happens best when the physical and emotional needs of the learner are met.
- 4) Developing **Leadership** skills among all members of the school community through the provision of opportunity, mentorship, development and support.

2017-2018 School Year



Month	Dates
September	5—1 st Day of School 28—Terry Fox Run 29—River Flats Run – gr. 4-6 may participate
October	2—Catalogue Fundraiser starts 4—Grand Opening – 1:30 5—No school – Teacher PD 6—No school – Teacher PD 9—No school – Thanksgiving 12—Picture Day 20—Catalogue Fundraiser over 31—Halloween Parties – PM only
November	6—Picture retakes 10—No school—Teacher PD 1 st Report Card – TBA (early December) 22 – Student Led Conferences 5:00 – 7:30 PM 23 – Student Led Conferences 3:30 – 6:00 PM
December	8—No school—Teacher PD 22—12:30 dismissal 23 – Jan 7 Christmas Break (inclusive)
January	8—Classes begin
February	16—No school—Teacher PD 19 – 23 –No school—Family Day, Days-in-lieu, Teachers’ Convention
March	16—No School – Teacher PD 23 – 2 nd Report Card 27 – Student Led Conferences 5:00 – 7:30 PM 28 – Student Led Conferences 3:30 – 6:00 PM 30 – April 8 – Easter Break
April	9—Classes begin 20—No school – Teacher PD
May	10—Gr. 6 ELA part A PAT 18—No school – Teacher PD 21—No school Victoria Day
June	12—Gr. 6 Math A PAT 13—Gr. 6 Math B PAT 14—Gr. 6 ELA PAT 18—Gr. 6 Science PAT 19—Gr. 6 Social Studies PAT 28—Last day for students – 12:30 dismissal

Dr. Ken Sauer School Staff – as of September 2017

Teaching Faculty

Jason Peters	Principal
Carla Carrier	Vice-Principal
Hailey Gale	Early Learning Program
Jennifer Nicoll	Classroom Support Teacher / Kindergarten
Kaylie Klaiber	Kindergarten/PE
Krista Bartman	Grade One
Nichole Shaw	Grade One/Two
Braydon Gordon	Grade Two (until return of Brianne Greenlay)
Brianne Greenlay	Grade Two (will return in December from leave)
Dorlisa Prior	Grade Two/Three
Catherine Donner	Grade Three
Mercedes Greeley	Grade Three
Rachel Dale	Grade Four
Allyson Hall	Grade Four
Tammy Bryan	Grade Five
Claire Colistro	Grade Four/Five
Nicole Hall	Grade Six

Educational Assistants

Sherry Arguin	
Penny Corbitt	
Candace Dawe	
Dawn Jakubowsky	
Amity McBride	
Michelle Nolan	
Shandi Hurlbert	Early Literacy
Jerrid Sauer	Phys. Ed Specialist

Support Staff

Hope Schick	Administrative Assistant
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Out of School Care Program

Bev Wright	Program Director
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Custodial Staff

Brian Wilkins	Head Custodian
Karen MacMillan	Custodian
Ashley Sjolie	Custodian

I. INTRODUCTION

A. School Mission Statement

Dr. Ken Sauer School provides an instructional program that delivers on the mandate and vision of Inspiring Education. We do this within a safe and caring environment that promotes Inclusion, Inquiry, Integration and Cooperative Learning. We will work to develop learners who can work well independently and with others as they problem solve, create and care for one another. We look forward to engaging our students, their families and our community in creating a vibrant learning environment that provides a supportive culture for all students, parents/guardians and staff.

B. Principles, Values and Beliefs

As a Medicine Hat Public School Division school, we support the Principles, Values and Beliefs as outlined in the District's Educational Plan. In addition, our school values:

- Inquiry based learning through cross-curricular projects.
- Student and staff collaboration and cooperative learning.
- Inclusive education practices.
- Assessment practices that focus on feedback for learning.
- The implementation of the Ministerial Order.

II. OUR INSTRUCTIONAL PROGRAM

As our new school opens, we welcome all of our new students from ELP to grade 6 and their families. We will work with our school community throughout the school year to further establish our school mission and vision. We are excited about the opportunity to build upon our foundational beliefs and create an environment that allows students to feel safe and cared for, celebrates differences and encourages growth. Authentic learning opportunities matched with purposeful reflection will empower and drive our growth as a community of learners.

A. The Ministerial Order and the 8 Competencies

The Ministerial Order of May 2013, challenges schools and school districts to prepare students for the 21st Century. This order outlined 8 competencies which students need to develop over time. A competency is an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context. By incorporating a Project Based Learning approach, we trust that our students will develop these important life skills and knowledge:

- **Critical Thinking** involves using reasoning and criteria to conceptualize, evaluate or synthesize ideas. Students reflect on their thinking to improve it. They challenge assumptions behind thoughts, beliefs or actions. Students value honesty, fairness and open-mindedness.
- **Problem Solving** involves selecting strategies and resources to move from what is known to what is sought. Students analyze situations, create plans of action and implement solutions. They evaluate alternatives and their consequences. Students approach challenges with creativity, flexibility, and determination.

- **Managing Information** involves organizing and using information for specific purposes. Students access, interpret, evaluate and share information from a variety of digital and non-digital sources. They are ethical and effective in how they use and share information. Students value reliability, validity and integrity of information.
- **Creativity and Innovation** involves generating and applying ideas to create something of value. Students recognize opportunities to apply ideas in new ways. They are open to and play with ideas, take risks and adapt to changing conditions. Students demonstrate optimism, initiative and ingenuity.
- **Communication** involves sharing ideas through oral, written or non-verbal media. Students engage in formal and informal exchanges with others. They consider how culture, context and experience impact messaging. Students demonstrate respect, empathy and responsibility when communicating with others.
- **Collaboration** involves working with others to achieve a common goal. Students participate, exchange ideas and share responsibilities. They respect competing views and nurture positive relationships. Students are adaptable, willing to compromise and value the contributions of others.
- **Cultural and Global Citizenship** involves actively engaging with cultural, environmental, political or economic systems. Students acknowledge First Nations, Métis, Inuit, Francophone or other perspectives when taking action on local or global issues. They advocate for the dignity and well-being of individuals and communities. Students value equity and diversity, and believe in their capacity to make a difference.
- **Personal Growth and Well-Being** involves managing emotional, intellectual, physical, social and spiritual aspects of living. Students set learning, career or wellness goals and work toward them. They draw upon their strengths to develop interests, skills and talents. Students are reflective, resourceful and optimistic and they strive for personal excellence.

B. Acceptable Use of Technology and Digital Citizenship

We believe that technology can be a powerful tool for learning. It can be used to research and to collaborate; it can be engaging, motivating and purposeful. Teachers at our school will integrate technology into much of the work that we do to support curricular outcomes across subject areas.

Students will be expected to model ethical digital citizenship by following standards of acceptable use as outlined by both our school and our school district. These expectations are in place whether it is a school owned piece of technology or a device brought from home; whether it is hardware, software or the network. Students not able to follow these guidelines may lose privileges and access.

Classrooms may permit students to bring devices from home to use at school, but students and families must be aware that expensive pieces of personal property (technology or otherwise) are the responsibility of the student and the school does not assume any risk involved in bringing these devices to the building.

Cellular Phones - Students will be expected to use all technology tools, including cell phones, in a responsible manner as indicated by their teacher(s) or school administration. Phone calls and text messages to and from cell phones during class time are not permitted.

Parents, if you need to contact your child, please call the office and we will get the message to your child. Please refrain from texting your child during school time.

C. Communication

Communication may be the most important element in our educational community. To help facilitate this we utilize the following:

- 1) **Phone:** Parents are encouraged to contact the school, the staff directly, or set up an appointment. Staff will not be called out of class except for emergencies. Please leave a message with the office and your call will be returned.
- 2) **Newsletter:** An electronic newsletter will be distributed at the beginning of each month. It will contain information about what is happening and what will be happening at the school in that particular month. A copy of the newsletter may be accessed from our school's homepage at drkensauer.mhpsd.ca. Some hard copies will be available in the office. Please be sure to sign up for the newsletter on our website.
- 3) **Special Communication:** From time to time special memos or emails will be sent home providing additional information. Please take the time to read them and respond when necessary. Extra notes will be kept at the office.
- 4) **Assessing & Reporting Student Progress:** Parents will be kept informed of the academic progress and behaviour through the student agenda, regular reporting, phone calls home and through scheduled conferences. Parent and teacher conferences may be arranged by the school or by parents, at any time, to discuss student progress or behaviour. Three reports cards are issued during the year (November, mid-March and year-end). These reports are intended to make parents aware of their child's progress at school. Additionally, Student Led Conferences will be scheduled for all students and parents/guardians in November and in March. These conferences are designed to allow the student to demonstrate their knowledge for their parents/guardians and to develop mutually agreed-upon strategies that can be implemented both at home and at school to encourage student success.
- 5) **Homework and Assignment Completion:** A majority of work will be done throughout the school day. However, there may be times where background work or a particular assignment has some out of school work expectations. When this

occurs, we expect students to be responsible for recording their homework in their student agenda (in early grades, with the assistance of their teacher). Sometimes, teachers may set due dates and deadlines with expectations that students complete their work. Students who have not completed homework or have outstanding assignments for the week may need to complete their work before or after school, lunchtime, make-up or tutorial sessions or during another scheduled time. When students are away, they will be given make-up opportunities for all missed summative assessments without penalty. This may include before or after school or lunchtime, make-up or tutorial sessions.

- 6) **Web Page:** Our school web page can be found at drkensauer.mhpsd.ca. Our site includes weekly event calendars, classroom activities, photos, school highlights and information about our school.

D. FOIP Release Form

As a result of changes in copyright and various other legislations, including the Freedom of Information and Protection of Privacy Act (FOIP), schools are required to have permission from parents before any of the children's work or photographic images can be displayed outside of school. This would include any of the following:

- Record, photograph and tape (audio, video, still) your child
- Display images of your child or child's work on the School Website
- Publicly display any of your child's works, and
- Reproduce any of your child's work for nonprofit, educational purposes

It would also be understood that the production(s)/work(s) may be shown at educational displays during open house, in-service sessions and other school related activities at school or school board sites or at school or school board sponsored displays in the community, on the internet, or included in educational or promotional materials.

This consent is to be noted on your Dr. Ken Sauer Registration Form and is valid for the school year. **In the event that, during the school year, you wish to revoke or change your consent, please advise your child's principal in writing.**

If you have any questions or concerns regarding the collection, use and/or disclosure of your child's personal information please contact the school.

E. Learning Commons

Our Learning Commons is more than an addition to the classroom curriculum; it is truly a dynamic learning environment. This open concept area houses all the resources used in the classrooms. Since we rarely use textbooks, the literature and information materials become the basis of the students' research. In each classroom you will see many library books being used as the vehicle for learning their core curriculum. The goal of each student is to learn how to find these books, make wise choices as to which

materials are better, and then how to locate them within our library. You can even locate our materials from your home computer through the Shortgrass library site.

This space will be available for large and small group usage. There is a teaching space available, collaborative work spaces and many soft seating options. Our reading nook and soft seat areas will invite student use and the open space concept will draw students in.

Since our resources are well used and frequently returned, we invite your help in keeping our library collection ready for use. If you would like to spend an hour or more putting books away that children have returned, your help would be really valued.

Another way your family can share in the library program is to encourage your own students to become habitual readers. When they come home with library books, check out their choices. Communicate with your classroom teacher about their personal favorites, desires and reading needs. Read with your students. Form a consistent time and place for their daily reading. We'd love to share new titles and book series that you may enjoy as a family read-a-loud.

Books do get damaged or lost. We expect students to be responsible for these situations and repay the replacement costs of these materials. As a family, your help is appreciated in forming habits that will build respect and responsibility for our library materials. We have a three week due date for books. This means the readers can bring them back earlier (which is often the case for picture book readers) or if the novel is rather long, the students can renew them for several more weeks.

F. Classroom Organization and Class Lists

Class lists are determined by the school and are based on student needs, teacher strengths, and enrollment factors. Each class grouping is comprised of children with various abilities, talents, interests, strengths and needs. The rich mix of children fosters an inclusive learning environment and creates an atmosphere which nurtures the development of all children. Should any change be necessary, we ask your support in helping children accept the change and understand that it is made in the best interests of all of the children in the school. We will communicate this information as early as possible.

III. GENERAL INFORMATION

A. School Hours

Monday to Friday	8:50 – 12:00	Lunch 12:00-12:40	12:44 – 3:05
Current Office Hours:	8:15 – 3:45		

B. Supervision of Students

Staff supervisors are on duty every day at these times:

8:35 – 8:50	10:15 – 10:30 (recess)
12:00 – 12:44	3:05 – 3:20 (bus only)

C. School Fees

Parents will not be charged the \$100 basic fee for 2017/18. All outstanding fees from prior years are still considered owing; therefore, please contact the office for payment.

The following fee will continue to be charged in 2017/18:

Kindergarten activity fee - \$60

Only Dr. Ken Sauer School supplied clips may be used on our lockers. Towards the end of the year, our Grade Six students will be given school supplied locks to prepare for middle/junior high school. There will be a \$10 charge for any lost or damaged lock.

D. Pupil Enrollment Information

Please make sure that ALL information (on the registration forms) is provided and accurate. It is extremely important that the school has up to date information regarding home and emergency contacts. In the event of an emergency or student illness, the school must be able to contact the parents. Should you have a change of residence, home phone number, or work number the school needs to be notified immediately.

E. Student Absences, lates, leaving school early

Parents - please call the school at 403-528-6577 any time before 9:00 a.m. when your child(ren) will not be in attendance. From time to time, families will request that their child stay inside because of an illness. Generally, if a student is too ill to go outside at recess they are likely to be too ill to be at school (there are obviously some exceptions).

If for any reason it is necessary to leave school early, we request that students:

- Bring a note from parents requesting the early dismissal
- Show the note or agenda note to the teacher.
- Students must sign out at the General Office prior to leaving the building.

Late arrivals interrupt the learning environment and daily procedures, and a student arriving late misses a valuable portion of the school day. A student who is late must report to the general office and must enter the building by the main (front) entrance. Only the front entrance remains unlocked during the school day.

For students with patterns of being late or chronically absent, the classroom teacher will notify parents and they will collaboratively come up with a plan to address the situation. If this plan is not effective, a meeting with administration, parents, teachers and students may be arranged to discuss possible solutions.

F. Lost and Found

Lost and found articles will be placed in a box in our Gathering Space. Students and parents are welcome to check the box for missing items. Students are not always sure of their belongings. You can help them by labeling everything your child brings to school.

G. Staff Professional Development

One Friday per month, except for in September and June is designated as a school or district staff development day. We will have one additional staff PD day on Thursday, October 5 to host a PD event at the school. Students will not have classes on those these days. Teachers will work on collaborative projects and have meetings.

H. Transportation

Schools of Choice -The Board continues to support the ability of parents and students to attend the school of their choice, subject to space and resources available at the receiving school. Please visit our School District website to see the most up-to-date transportation maps. <http://www.mhpsd.ca/schools/transportation>

Students not residing within our boundary area, may still be eligible to receive transportation if there is a route in the area and room on the bus. It should be noted that students in the bussing areas receive first priority.

I. School Council

This will be updated once we have our organizational meeting.

J. Field Trips

Field trips are among the most memorable of school experiences. They enhance the curriculum and extend classroom learning. Parents will be notified of all field trips prior to their occurrence, indicating the purpose, the curricular component it addresses, cost, and other requirements for the field trip. Parents are required to submit the consent form and associated fees to the school prior to field trip, otherwise students may not be permitted on the field trip. (Students unable to afford the field trip may have their fees waived). To facilitate field trips within the community, a standard permission form covering all excursions is filed in the office.

K. First Aid

If a child is injured at school, First Aid will be administered by staff members to the best of their abilities. Please make sure you have completed the "emergency information" on the registration form. As a rule, if we are aware that a child has bumped their head, we

will try to make a call home to make the family aware. If a more serious accident occurs, an Ambulance may be called and when a parent or guardian cannot be reached, a staff member will accompany the student to the nearest clinic or hospital.

Where exemption from recess or physical education activities is required for a student, a medical certificate is required from your doctor if the exemption exceeds 3 days. For exemption of 3 days or less, a note from a parent/guardian is required.

L. Emergency Procedures

In the unlikely event of an emergency in the school staff and students are trained in emergency response procedures. These procedures cover fire alarms, natural disasters (i.e., tornadoes), and intruders in the school (security alert procedures). In the event that the school must be evacuated, our receiving site is Unity Lutheran Church. Parents would receive notification through a phone fan out.

M. Pets at School

Many parents like to walk their dogs when they come to pick up their children. Please note the following:

1. Pets are not permitted in the school at any time without prior admin approval.
2. Parents who come with pets during drop off and pick up are asked to be mindful that many children and adults are uncomfortable with or even scared of both smaller and larger dogs. If you come to school with a dog, please find a meeting or drop off spot at a location away from school entrances.
3. All dogs must be on a leash while on school grounds.

N. Allergy Aware Facility

Food allergies are more and more prevalent. For some, a food allergy is so severe that simply being around the food or making unintentional contact can trigger a life-threatening reaction. We have a significant number of students that have a severe allergy and therefore we are a "NUT SENSITIVE" environment. Please ensure that no nut products are sent in school lunches or snacks. Please read the ingredients carefully, should a student bring a nut product to school, Dr. Ken Sauer School will provide a replacement snack for students along with a note reminding families about allergies. Once we are able to acclimatize to our new environment, this policy will be reviewed, but always with the express goal of making the school environment a safe place for all of our students.

O. Parking and Student Pick-up/Drop-off

Parking is available on either side of the street on Terrace Drive and 11th Avenue with the exception of the bus loading zone adjacent to the school on 11th Avenue. Parking is **not** allowed in the Staff Parking Lot, except for parents needing wheelchair accessible spaces, or in the school bus zone. Please be respectful of our neighbours and not park in front of their driveways or make illegal u-turns in front of the school.

IV. STUDENT SPECIFIC GENERAL INFORMATION

A. Arrival/Departure from School, Hallways and Entrances

Students entering the school should remove outdoor footwear to protect the floors and assist in keeping them clean. Outdoor footwear can be stored in the boot room entrance (closest to the playground) located in the same wing as your child(s) classroom.

We wish to provide a welcoming, safe and caring environment for our students when they arrive at school in the morning. Students may arrive at school 15 minutes prior to the start of the school day – **8:35**. Playground supervision will begin and classroom doors will be opened up at this time to allow students to access their lockers and drop off belongings in the classroom. Students will be encouraged to take advantage of the extra recess and spend this time prior to the start of the school day in the playground.

At the end of the day we ask that parents who arrive before the final bell rings, wait in the Gathering Space at the entrance. Due to our increased enrollment, we have classrooms using some of our open areas and noise in the hallway or parents outside the door can be distracting and disrupt the learning that is taking place. Once the bell rings, parents are welcome to go to their child's classroom and assist with packing up and/or greeting the teacher.

After school hours, students not in the Out of School Care Program are asked to return to their home or to alternative care that the family has arranged. Playground areas at Dr. Ken Sauer School are designated for our Out of School Care Program until 5:45 PM each school day. Supervision for students not in the program is not provided.

B. Lunch Time – The servery, Gathering Area, Activity Spaces and Hot Lunch

Students will eat lunch in either their classrooms or in one of our open public areas. If your child normally goes home for lunch you are welcome to continue this practice. To ensure student safety, students must remain on school property during the lunch hour unless we received written parent permission to leave the grounds.

Students are responsible for their own forks and spoons. Multiple microwaves are available but as they must serve many students we encourage you to limit your use of this service. You can appreciate the time and labour it takes to heat up a large number of items.

School Council may decide to organize a hot lunch service. Food would come from various outlets in the city. Payment and menu choices will need to be received prior to the date, but organizers will communicate this in an appropriate manner. All payments will be made through School Cash On-line.

C. Extra-Curricular Activities

Our school will offer a variety of extra-curricular activities that will be determined by staff skill and student interest. Please watch for notes being sent home, posters in the school and information on our website. As we develop these activities, we will add them to our next year's handbook in greater detail.

D. Cold and Inclement Weather – Inside Recess

We believe that recess for elementary school students is a time to provide a break from regular school routines and a chance to get some exercise and fresh air. It is expected that children will be dressed warmly enough to be outside for 15 minutes. When the temperature is colder than approximately -23 Celsius, or if the wind-chill factor creates an equally cold situation, or if there is a storm with extreme wind conditions, regular outside recess is cancelled and students are allowed to remain indoors under their teachers' supervision.

District schools are generally not closed during periods of cold weather, heavy snowfall, or rain. It can be expected that unless weather conditions become extremely severe, all schools will remain open. Any notice of school closures will be made known through television or radio announcements.

Please ensure that your child is dressed for the weather we are experiencing; this includes: coats, hats, mittens, scarves, boots, and ski-pants. Also, parents are reminded to pick their children up PROMPTLY after the dismissal bell. With the wind chill sometimes dipping into the -30's, it is not safe for students to wait outdoors for extended periods of time.

E. Bicycles and Personal Property

The safekeeping of personal property rests with our students. Students are encouraged to leave toys and electronic devices (that are not being used for a specific academic purpose) at home (see our Electronic Device Guidelines). The school will not be responsible for lost, broken or stolen personal items.

The bicycle rack area is out-of-bounds except when parking or picking up bicycles. All bicycles must be locked and must not be ridden on the playground or in the parking lot areas. We cannot assume financial responsibility for damaged or stolen bicycles, but we will make every effort to assist students in recovering their property as the need arises. As per legal requirements, students must wear bicycle safety helmets. Skateboards, scooters, and in-line skates are great ways to stay fit and travel to school, however, we expect that they are not used on school property.

Students are discouraged from bringing large sums of money or other valuables to school. If an item is valuable, it is safest at home.

We request that all lunch kits and all outer clothing items, including footwear, be identified with your child's name. We encourage students to stuff their mittens, hats and scarves into their coat sleeves so they do not get lost. We have several lost and found boxes in the school and encourage children to Look in them if they have misplaced an item. Unclaimed items from the lost and found are donated three times a year (December, March and June) to a recognized charity.

F. Dress Code

The intent of the Dress Policy is that students dress in a manner that demonstrates self-respect and respect for others. We expect students to understand that similar to the work place, there is a distinction between casual clothing for wearing at home and appropriate clothing for school.

All clothing must show respect for self and others:

- Clothes should be clean and in good repair -free of holes, tears and slashes.
- Slogans on clothing are positive and appropriate for the school setting (appropriateness to be determined by school staff).
- Appropriate non-scuffing indoor footwear is worn at all times.
- Head covers or other head accessories are to be worn for medical or religious reasons only.
- Underclothing must be covered.
- Hats and jackets are outside wear, and are not to be worn in the building.

Fair and reasonable judgment will be shown in the implementation and administration of this policy. We ask for your cooperation in respecting the Dress Policy. The final determination about the appropriateness of student dress lies with the staff of the school. When a staff member identifies that a student may be inappropriately dressed or groomed, the student will be directed to the office to discuss any changes that might be required so that the student may return to class. If necessary, school t-shirts will be supplied for the day to students whose attire is inappropriate. Parents will be contacted to bring in appropriate attire.

G. Footwear

Boot racks will be located at two of the entrances/exits in the school. Outdoor footwear should be left in the racks in the wing near the classroom. All students must have an extra pair of shoes for indoor use. These shoes must have non-marking soles. All footwear should be marked with your child's full name. The school cannot assume responsibility for lost footwear, but will make every effort to assist students in recovering their property. We ask that all visitors coming into the school respect our effort to keep the floors clean for our students and remove their dirty shoes at the door. Shoes with wheels in the sole are not allowed in the school.

H. Lockers & Locks

Personal belongings, for students, are stored in a locker that will be assigned to them by their homeroom teacher. Individual lockers will be issued with the expectation that students are responsible for appropriate care and maintenance. Lockers are the property of Dr. Ken Sauer School and an administrator or board agent, without notice, may search them at any time.

I. MAINTAINING A SAFE, CARING AND WELCOMING ENVIRONMENT – CODE OF CONDUCT

We believe the goal of discipline is to work toward self-discipline. This is achieved by learning to follow guidelines, living up to established expectations, and reaching reasonable resolutions using problem-solving strategies. These skills assist students throughout their schooling years and adult life.

The goal of our Code of Conduct is to create a harmonious and effective school climate. In order for a school to run smoothly, effectively and pleasantly for all concerned, we are all expected to follow certain guidelines. Consideration and respect for each other are of prime importance in the classroom, the hallways, on the playground, on the school bus and during school sponsored activities.

J. General Student Expectations

Expectations will be communicated to students at the start of the school year and will be reinforced throughout the year. These expectations include:

- RESPECT FOR SELF AND OTHERS
- RESPECT FOR YOURS AND OTHER'S PROPERTY
- BEING RESPONSIBLE FOR YOUR OWN ACTIONS
- WORKING HARD, TOGETHER
- RESOLVING DIFFERENCES THROUGH PROBLEM SOLVING STRATEGIES

What this looks like:

- students will show kindness, courtesy and respect for both students and adults
- students will demonstrate respect for other students and the learning environment by not being disruptive
- students will respect their property, the school's and others'
- students will attend regularly and parents will notify the school in the event of an absence or appointments
- students will be punctual for class
- movement and noise levels in the hallways must be at an acceptable level
- students produce the highest quality work that they can

K. Classroom Expectations

Each teacher will post classroom expectations in their room. Students will be expected to meet the expectations of their teacher. While these may vary slightly from classroom to classroom, it will be generally true that students will be expected to:

- Work hard, together
- Allow all to do their best
- Show respect

What this looks like:

- Students using their time and resources effectively
- Encouraging others to meet and exceed criteria and expectations
- Showing respect includes moving from task to task quietly and quickly
- Being an active learner
- Being a team player
- Being a thinker
- Conforming to the guidelines found in MHPSD Policy 601

Instruction is delivered in the overall atmosphere of firm, but fair, discipline. Good manners are modeled and mutual respect is expected. Praise is given when due and encouragement is given to persevere. Students learn skills such as how to listen, make good decisions, follow directions, apologize, ignore distractions, and share. Throughout the year, the same skills are modeled and consistently reinforced.

L. The Role of the Parent/Guardian

Incorporating student expectations into student behaviours requires effort and support from the students, staff, and parents/guardians. It is a process, which will have successes and "failures" over the school year, but which will ultimately lead to student behaviour that promotes learning. Parents/Guardians will approach this topic in a variety of ways. Here are some suggestions.

1. Talk to your child about the Code of Conduct/Code of Cooperation and what behaviour is expected at school. Discuss the consequences your child will face, both at home and at school, for inappropriate behaviour.
2. Ensure that you and your child fully understand the classroom expectations specific to your child's class. Expectations are drawn up by the teacher and students of every class at the beginning of the school year.
3. Many things affect a student's ability to function at their best (lack of sleep, hunger, too many extra-curricular activities). Please inform your child's teacher of any issues at home that may possibly affect student performance at school.
4. Take the time to provide feedback to the teachers and staff relating to your experiences while volunteering in the school. Teachers value your input on the students' strengths and weaknesses related to expected behaviour.
5. If you have concerns, please begin by addressing these with your child's teacher.

M. Resolution of Problems

From time to time, students will have difficulty exhibiting responsible behavior and meeting school expectations. Although the goal will be to follow a restorative process where the student will be provided the opportunity to make amends, there will require interventions such as:

1. Problem solving with staff, administration, or other appropriate school personnel and may include conferences with student and/or student and parent establish logical consequences such as:
 - 2) withdrawal of privileges
 - 3) written assignment of a related nature
 - 4) community service in the school
 - 5) detentions

Serious problems and/or continued inappropriate behavior may result in:

- the issuing of an incident report which will be entered into events tracking
- withdrawal of a student from classroom, playground, school or extra-curricular program, in-school suspension
- a behavior plan being developed with the consultation of parents, teachers, admin and support personnel
- suspension of up to five days
- expulsion from school

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

- enjoy the benefits of a safe, caring, welcoming and productive work space
- grow as learners and as people, recognizing when we have impacted others
- appreciate the differences in approaches and individuals
- grow in how we deal with these differences
- understand that we have roles in our learning, behavior 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 660 will be followed
- understand that the guidelines found in MHPSD Policy 621 (below) will be followed

V. Policy 621

**MEDICINE HAT PUBLIC SCHOOL DIVISION
WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS**

BACKGROUND

Every school community member within the Division has the right to learn and work in schools that promote equality of opportunity, dignity and respect.

POLICY

The Board of Trustees is committed to providing a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. The Board of Trustees is further committed to protecting all students from harassment and discrimination during the District's school-related activities. All those involved with the Division including trustees, employees, students, parents, volunteers, contractors, and visitors must share in the responsibility for eliminating bullying, harassment and discriminatory behaviours, and expects allegations of such behaviours to be investigated in a timely and respectful manner.

GUIDELINES

1. The Board of Trustees acknowledges its responsibility to ensure welcoming, caring, respectful, and safe learning environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to 621 P 001 Student Code of Conduct and schools' codes of conduct
2. The Board of Trustees expects all trustees, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behaviour not only at Division schools, but also at any school-related activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. This policy also covers threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community, including aggressive behaviours such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings.
3. In an atmosphere of mutual respect and appreciation for individual differences. ALL staff, students and families, in accordance with the Canadian Charter of Rights and Freedoms, specifically Sections 2 and 15, have the right to:
 - a. be treated fairly, equitably, and with dignity and respect;
 - b. have their confidentiality protected and respected;
 - c. freedom of religion, conscience, expression and association;
 - d. be fully included and represented in an inclusive, positive, and respectful manner;
 - e. have equitable access to supports, services and protections;
 - f. have avenues of recourse, without fear of reprisal, available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence; and
 - g. have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

4. The Board of Trustees expects all Incidents of threats, bullying, harassment, violence or intimidation regardless of the Identity of the alleged harasser or offender, to be reported to a responsible adult who is a District employee.
5. Students are required to abide by the Code of Conduct as described in the School Act, Board Policy and individual school's Student Code of Conduct
6. This policy is to be reviewed annually by the Board of Trustees.

Approved and Adopted: March 29, 2016

REFERENCES

Alberta School Act

Alberta Human Rights Act

Alberta Teachers Association

Declaration of Rights and Responsibilities

Canadian Charter of Rights and Freedoms

United Nations Convention on the Rights of the Child

District Policy 207 -District Council of School Councils

VI. CHILD CARE

The registration fee for Out of School Care is \$10.00 per child, per program. This will help offset the costs of craft supplies etc. throughout the year. This is a one-time payment and is over and above the hourly "costs" of the program. Out of school care programming is available for students in Kindergarten to Grade 6. Depending on usage, kindergarten student spaces may be restricted.

Students in the program must be both signed in and signed out by an approved contact.

a. **Before School Care Program**

We offer a Before School Care program which will run from **7:05 am until 8:35 am**

Fee Structure - \$2.50 per ½ hour, billed on the ½ hour, except for those arriving early.

Drop off between 7:05 am & 7:34 am = \$7.50

Drop off between 7:35 am & 8:04 am = \$5.00

Drop off between 8:05 am & 8:35 am = \$2.50

Registration fee of \$10 per student.

If your child is at the school before 8:35 am they will be required to check into the program and you will be billed accordingly. Outside supervision will begin at 8:35 am.

b. **After School Care Program**

We offer an After School Care program which will run from **3:05 - 5:45 pm**. All children must be picked up by 5:45 pm.

Fee Structure - \$2.50 per ½ hour, billed on the ½ hour.

Pick up between 3:05 pm & 3:34 pm = \$2.50

Pick up between 3:35 pm & 4:04 pm = \$5.00

Pick up between 4:05 pm & 4:34 pm = \$7.50

Pick up between 4:35 pm & 5:04 pm = \$10.00

Pick up between 5:05 pm & 5:34 pm = \$12.50

Pick up between 5:35 pm & 5:45 pm = \$14.00

Registration fee of \$10 per student.

**students repeatedly picked up after 5:45 pm will not be able to access the program.*

c. Both Programs

1) Fee Payment

Parents will be billed on the first of each month for the previous month's service. We expect payments be made by the 10th of each month.

Note: The program must be self-supporting (financially), as we do not have funding to cover it. **Prices are subject to change.**

2) Student Activities

Students will be supervised and provided with the opportunity to participate in such activities as reading, computers, homework, gymnasium free time, board games, art, etc.

3) Student Expectations

We hold the same expectations of the students as if they were attending regular classes. They will:

- act in a reasonable and respectful manner.
- remain on the school property at all times unless they are given permission otherwise.
- remain in the designated areas unless given permission by the supervisor.
- report their leaving (at pick up time) to the supervisor. Parents will be expected to come into the school to pick up their child(ren).
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After school hours, students not in the Out of School Care Program are asked to return to their home or to alternative care that the family has arranged. Playground areas at Dr. Ken Sauer School are designated for our Out of School Care Program until 5:45 PM each school day. Supervision for students not in the program is not provided. Students that repeatedly are hanging out after school will be enrolled in the Out of School Care Program and billed accordingly.