



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.

2020-21

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MEMBER OF MEDICINE HAT PUBLIC SCHOOL DIVISION

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Medicine Hat, AB T1A 4Y7



Parent and Student Handbook

Dr. Ken Sauer School
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Message from the Principal

Dear Students and Parent/Guardians,

Welcome to Dr. Ken Sauer School! We are a school of about 300 students in our fourth year of operation.

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 instructional 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 honors 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 collaborative skills and creating responsible and independent learners.

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

Our bell times have changed - start time 9:05, dismissal time 3:20.

Mrs. Carla Carrier

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 Eatonia, 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.

August 31, 2020

Dear Parents/Guardians:

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

In Medicine Hat Public School Division, the safety of our children is a top priority. Along with our community partners, we are committed to keeping our schools safe for students and staff. The community partners as members of the Southeast Alberta Regional 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 that 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?

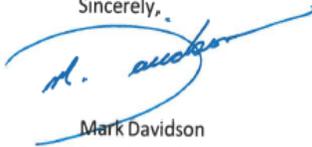
Each school has a multi-disciplinary VTRA team that includes the school administration, school-based counselors and support staff, and may also include division resource staff and community partners (i.e. police, mental health practitioners). It is important for all parties to engage in the VTRA process. 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 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 division, will not accept "no response" to a threat in our schools. We are proud to be able to provide this level of support to our school communities and we are fortunate to have the commitment of our community partners. If there are any questions, please feel free to contact your school administrator, or further information can be found on the division website.

Sincerely,



Mark Davidson
Superintendent

School Background

We are a relatively new school, 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

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 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.

2020-2021 School Year



Month	Dates
August	31 – 1 st day of school
September	07 - No School – Labour Day 18 - No School – Teacher PD 25– Terry Fox Run
October	09 —No school – Teacher PD 12 – No school - Thanksgiving 16 – Picture day 30—Halloween Activities – PM only
November	11—No school – Remembrance Day 12 – Picture retakes 20—No school – Teacher PD
December	11—No school—Teacher PD 18—12:05 dismissal Dec 21 – Jan 4 Christmas Break (inclusive)
January	04—Classes resume 22—No school – Teacher PD
February	15 – 19 –No school—Family Day, Days-in-lieu, Teachers’ Convention
March	19—No School – Teacher PD 29 – April 5 – Easter Break (inclusive)
April	Mar 29-April 5 - Easter Break (inclusive) 06—Classes resume
May	21 – No school – Teacher PD 24—No school Victoria Day
June	25—Last day for students – 12:05 dismissal



Dr. Ken Sauer School Staff

Teaching Faculty

	<i>Position</i>	<i>Phone extension</i>
Carla Carrier	Principal	4202
Jennifer Nicoll	Vice-Principal	4203
Rachel Dale	Classroom Support Teacher	4204
Marsha Johnson/ Christina Konrad	ELP	4217
Krista Bartman	Kindergarten	4215
Hailey Gale	Grade One	4221
Sonia Leahy	Grade One	4220
Shauna Dillman	Grade One/Two	4219
Dorlisa Prior	Grade Two	4216
Mercedes Greeley	Grade Two/Three	4239
Brianne Greenlay	Grade Three	4237
Allyson Hall	Grade Four	4236
Tammy Bryan	Grade Five	4234
Jennifer Haga	Grade Four/Five	4235
Nicole Hall	Grade Six	4232
Tim Johnson	Grade Six	4231
Eric Walker	PE	4209

Support Staff

Hope Schick	Administrative Assistant	4201
Frances Anheliger	Library Technician	4230
Candace Dawe	EA	
Deb Benson	EA	
Shandi Hurlburt	EA	
Nicole Simpson	EA	
Becky Klaiber	PE EA	

Custodial Staff

Warren Osmond	Head Custodian	Tracy Lawson, Brian Chornoby	Custodians
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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.

II. OUR INSTRUCTIONAL PROGRAM

In addition to our foundational beliefs inquiry, integration, cooperative learning and inclusion we are committed to creating 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. Student Competencies

- **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 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.

We will permit students to bring their cellular devices and personal handheld devices from home to use at school during non-instructional times (before school, recess & lunch). Students may not use these devices during instruction. School staff will always maintain the ability to use their discretion to direct the appropriate use of these devices, even during non-instructional times. Students and families should understand that school staff will work with students to promote developmentally appropriate and ethical and responsible use of their personal devices. Therefore, it is reasonable to expect that teachers and school staff will exercise their discretion regarding access to technology during non-instructional times for all grade levels. Parents should expect that students in primary grades may not be granted the same access to their personal

devices that our upper elementary students may enjoy during non-instructional times. It is our aim to support students as they move through elementary school with gaining increased access to their personal devices and to support students' digital citizenship as they make the transition to Junior High School. 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. The school does not provide any secure storage of personal devices. It is expected that all personal devices will be turned off and stored out of site during instruction. Students will be expected to use all technology tools, including cell phones, in a responsible manner as indicated by their teacher(s), school staff 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. All teachers will be using the Google Classroom Platform as one of the ways to support students in engaging in their school work at school and from home.
- 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 with input from the sending teachers 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 9:05 – 3:20
Current Office Hours 8:15 – 3:45

B. Supervision of Students

Staff supervisors are on duty every day at these times:
8:55 – 9:05 AM – prior to instruction
During all scheduled staggered recess and lunch times

C. School Fees

The following fee will continue to be charged in 2020-21
Kindergarten activity fee - \$60

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

If Students will be absent from school, families should report their absence through the safe arrival system. This can be done by downloading the School Messenger mobile app, visiting the School Messenger website or calling the toll-free number. First time users will be prompted to create an account. If you require assistance with this please contact the office.

<p>SchoolMessenger® mobile app</p>  <p>Download on the App Store GET IT ON Google Play</p> <p>Download and install the SchoolMessenger app from the Apple App Store or the Google Play Store.</p> <p>The first time you use the app, select Sign Up to create your account.</p> <p>When you are ready to report your child's absence, select Attendance, then Report an Absence.</p>	<p>SchoolMessenger® website</p>  <p>go.schoolmessenger.ca</p> <p>The first time you use the website, select Sign Up to create your account.</p> <p>When you are ready to report your child's absence, select Attendance, then Report an Absence.</p>	<p>Call toll-free 1-833-219-9070</p>  <p>Call our dedicated toll-free number at: 1-833-219-9070 to report your child's absence.</p> <p>You will be asked to enter the phone number that you have registered with the school.</p> <p>Follow the prompts to report your child's absence.</p>
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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 as a school or district staff development day. Please see the yearly calendar for the most up to date schedule of professional development days.

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

School Council invites all parents/guardians to join our monthly meetings. These monthly meetings occur the second Wednesday of each month at 6:30 pm unless otherwise notified. For up to date School Council information follow us on Facebook at DKSS Parent Council.

Chair – Amanda Kenny
 Vice Chair – Jen Kerlake
 Secretary – Tara Sweet
 Treasurer – Lisa Desroches

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 10 minutes prior to the start of the school day. 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.

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. Due to health and safety guidelines microwaves will not be in operation this year.

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. We will **NOT** be implementing a school policy that limits our ability to go outside due to defined temperature ranges. Instead, **we will plan to go outside for all recesses in the winter** if there is not a weather advisory and if we judge it is safe to do so in exercising our reasoned judgment. Regular outside recess will be cancelled if there is a severe weather advisory 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. Students may not use personal locks on their school lockers. Grade 6 students will be provided with a lock from the school in the spring to assist them with practicing using locks as they make their transition to Junior High School. 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. We believe in supporting students through a restorative approach that seeks to strengthen relationships and community. Students will gain skills in mastery, belonging, independence and generosity through this approach to building resilience and reaching their full potential.

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
- POSITIVELY CONTRIBUTE TO THE SCHOOL COMMUNITY
- 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 share classroom expectations for their room with students. 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 612

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 MHPD Policy 660 will be followed
- understand that the guidelines found in MHPD Policy 612 (below) will be followed

POLICY 612: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

BACKGROUND

Students, staff and school community members within the Division have 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 Division'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 and staff. The Board affirms the rights, as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, of each staff member employed by the Board and each student enrolled in a school operated by the Board. The Board will not discriminate against students or staff as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms.
2. The Board of Trustees recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to 612 P 001 – Student Code of Conduct and schools' codes of conduct.
3. 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 the behaviour occurs within the school building, during the school day or by electronic means. 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.
4. 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:
 - 4.1. be treated fairly, equitably, and with dignity and respect;
 - 4.2. have their confidentiality protected and respected;
 - 4.3. freedom of religion, conscience, expression and association;
 - 4.4. be fully included and represented in an inclusive, positive, and respectful manner;

- 4.5. have equitable access to supports, services and protections;
- 4.6. 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
- 4.7. have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.
5. 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 Division employee.
6. Students are required to abide by the Code of Conduct as described in the Education Act, Board Policy and individual school's Student Code of Conduct.
7. This policy is to be reviewed annually by the Board of Trustees.

N. CHILD CARE

Out of school care is provided by the YMCA of Medicine Hat. Please refer to their website <https://medicinehatymca.ca/Programs/Child-Care/Before-After-School-Program?nolocation=1> for additional information.