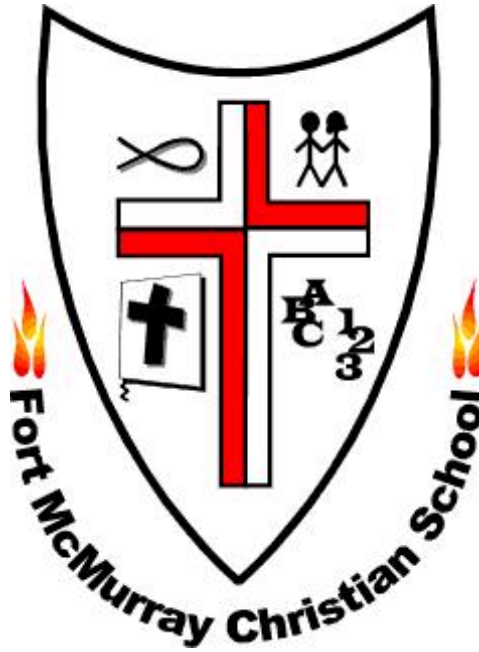


Fort McMurray Christian School

2011-2012

Parent Handbook



Grades ECDP-8

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A. 2011-2012 SCHOOL CALENDAR

MONTH	
August	29 – Students First Day 30 - FMCS Family Pot Luck Dinner 6:00 pm
September	5 – No School - Labor Day 6 – Kindergarten First Day 7 – ECDP First Day 13- School Council Meeting 16 – Terry Fox School Day Run 27 – Meet the Teacher Night
October	5- Lifetouch Picture Day 10 – No School Thanksgiving 14 - Progress reports go home 19, 20, 21 – No School – Christian Teacher’s Convention 28 – No School - Teachers’ Institute
November	10-11 No School Remembrance Day Long Weekend 15 – Fall Society Meeting 18 - Report cards to go home 25- No School in lieu of Parent/Teacher Interviews
December	16 -Last Day of Classes before Christmas holidays
January	3 – Classes resume 27 – No School - District PD Day
February	20 – No School - Family Day 27/28 No School - PD Christian Perspective 29-May 2 – No School – ATA Teachers’ Convention
March	16 – Report Cards to go home 20-21 – Student Led Conferences 6-9 pm 23- No School in Lieu of Conferences
April	6-13- No School Easter Break 24 - Art and Culture Night
May	3- Spring Society Meeting 18-21 May long Weekend – Victoria Day
June	2- Giggles and Gala 25– Kindergarten Last Day 28 –Students Last Day, Closing Assembly 10-2:00

B. SCHOOL DAY SCHEDULE

	ECDP	Kindergarten	Grade 1-8
Classes begin	1:00 p.m.	Mon.-Thurs.8:50 – 12:00 a.m. In session every 2 nd . Fri. - dates are below	8:50 a.m First Bell 8:55 a.m. Start
Recess			10:45-11:00 a.m.
Lunch Mon-Thurs.			12:20-12:40 p.m.
Lunch Recess M-Th			12:40-1:00
Dismissal			
• Mon-Thurs.	3:30p.m.	12:00 p.m.	3:30 p.m.
• Friday	No School	12:40 every 2 nd . Fri.	12:40 p.m.

Parents/Guardians please note:

Because of early dismissal on Fridays, students only need a morning snack.

Friday Kindergarten Schedule

2011-12	
September 9, 2011	8:50-12:30
September 16	No School
September 23	8:50-12:30
September 30	No School
October 7	8:50-12:30
October 14	No School
October 21	No School
October 28	No School
November 4	No School
November 11	No School
November 18	8:15-12:30
November 25	No School
December 2	No School
December 9	8:50-12:30
December 16	No School
January 6, 2012	8:50-12:30
January 13	No School
January 20	8:50-12:30
January 27	No School
February 3	No School
February 10	8:50-12:30
February 17	No School
February 24	8:50-12:30
March 2	No School
March 9	No School
March 16	8:50-12:30
March 23	No School
March 30	No School
April 6	No School
April 13	No School
April 20	8:50-12:30
April 27	No School
May 4	8:50-12:30
May 11	No School
May 18	No School
May 25	8:50-12:30
June 1	No School
June 8	8:50-12:30
June 15	No School
June 22	8:50-12:30

MONDAY JUNE 25 KINDERGARTEN LAST DAY

C. STAFF

Mrs. Jackman.....	ECDP and Kindergarten
Miss Warren.....	Grade 1
Mrs VandenPol.....	Grade 2
Mrs. Mywaart/Dunham.....	Grade 3
Ms. Fifield.....	Grade 4
Mr. VandenPol.....	Grade 5/6
Mrs. Hamilton.....	Grade 7-8
Mrs. Krismer.....	Resource/ Learning Coach
Ms. Steiestol.....	French Grades 1-6 Music ECDP & Kindergarten
Mrs. Fradette.....	E.A.
Mrs. Krischner.....	E A
Mrs. Barrett.....	E A
Mrs. Hlushak.....	Secretary
Mr. Champion.....	Principal

D. F.M.C.S. SOCIETY ORGANIZATION

1. Society Executive of FMCS

The Constitution of the F.M.C.S. states that the affairs of our Society shall be managed by Society Executive elected by the membership. This Society Executive consists of committed Christians who understand Christian education and are sensitive to the needs of the community.

The membership meets with the Society Executive twice a year to accept reports, elect new Society Executive members, approve new budget proposals and discuss matters pertaining to the school.

Special meetings may be called to deal with specific issues.

Members:

Mr. Marek Kiejko- Chairman

Mrs. Clementine Osah – Treasurer

Mrs. Reina VanGenderen - Secretary

Mr Carlos Rivera

Mrs. Lois Ann Emberley

Mrs. Allison Peyton

Mrs. Amanda Kingston

Mr. Joe Champion (Advisor)

2. Committees Of The Board

2.1 Finance Committee

The Finance Committee is composed of the Board Treasurer, and two other members. The Principal is an ad hoc member who attends as requested. This committee is responsible for overseeing the finances of the school. Each year it prepares a budget proposal for approval by the membership.

(Society Executive Representative – Mr. James Knelsen, Mrs. Sheila Hlushak & Mr. Champion)

2.2 Building/Maintenance Committee

The Building Committee is responsible for the maintenance of our building. One Board member serves as the chair of the committee and membership of the committee should include other parents of the society.

2.3 Promotion Committee

The Promotion Committee is responsible for promoting our school both within the school community and to the larger community outside of our school. Membership should include one Society Executive member and other parents of the society.

Promotion Committee (Mrs. Sheila Hlushak, a Society Executive Representative is needed – and an additional staff member is needed.

- a. Promotes FMCS in area churches through a newsletter and special events

b. Attempts to increase membership in the FMCS Society through its promotional effort

2.4 Future Planning Committee

Planning for future expansion. Vacant and must be filled.

2.5 School Council: First meeting scheduled for September 2011. Our Chairperson is Heather Carlson.

. Our operating procedures and more information can be found on the website at:

http://www.fortmcmurraychristianschool.ca/committees/school_council/

2.7 Other Committees

The Society Executive may institute or dissolve committees as it deems necessary or as directed by the association. Other committees currently working for the Society Executive are Future Planning Committee.

E. VISION DOCUMENT

1. Acknowledgements

Appreciation is extended to parents, staff, Board members, Education Committee members, and Society members connected with Fort McMurray Christian School for their input into this vision document. Thank you to Dr. Tena Siebenga-Valstar for her contributions to, and editing of the Education Vision Document. The Fort McMurray Christian School Society wished to express thanks to the Covenant Christian School Society members for their valuable help in the process of formulating this agreement and vision document.

2. Society History

The Fort McMurray Christian School (FMCS) is in the sixteenth year of operation. The founding members who shared a vision of Christian education were convinced that not only their children, but also the growing community of Fort McMurray would benefit from this type of education. Having been aware of other successful Christian schools operating within the province, this group took a step of faith and established a parent governed school society opening the school in 1993. Fort McMurray Christian School has grown from a single classroom offering grades one through four, to a school that now offers Kindergarten through grade eight employing 6 FTE teachers.

Securing facility space has been a challenge for the school. In 2004 Fort McMurray Christian School was able to sign a five-year lease with the YMCA to rent five classrooms in the Birchwood facilities. This not only gives the school stability and accessibility to the community but also provides other benefits that come with the traditional school setting.

At present Fort McMurray Christian School is the only non-denominational Alberta Education approved Christian School in Fort McMurray. In September of 2006 FMCS became an alternative program under the auspices of Fort McMurray Public School District.

3. Foundational Statements

3.1. Biblical Foundations

As followers of Jesus Christ, living in this world, we declare with joy and trust: Our world belongs to God! This includes the world of education and on that basis we affirm the following principles related to our Christian faith and the role of education.

3.1.1 Scriptures: We affirm that the Bible is the God-breathed Word of Truth, fully reliable in leading us to know God and have life in Jesus Christ. Its infallibility tells of God's mighty acts, reveals His will and His plan of salvation.

Creation: We affirm that in the beginning God - Father, Son and Spirit - called this world into being out of nothing and gave it shape and order. God continues to direct all that happens in His world.

Sin: We affirm that people's disobedience to God has broken the relationship between God and us. Looking for life without God, we find only death, leaving us blind to our place in the world and to the meaning of life.

Redemption: We affirm that Jesus Christ, the eternal Word made flesh, conquered sin through His death and resurrection. Being both God and man, Jesus is the only mediator between God and His people. He alone paid the debt of sin; there is no other Saviour. It is in Jesus Christ, through the work of the Holy Spirit, that all areas of life, including education, are redeemed and restored. Therefore, it is only in Jesus Christ that we are able to discover the meaning and purpose of life.

3.1.2 True knowledge of God, of ourselves and of all of creation, is made possible only by a true faith in Jesus Christ, and finds its source in the Word of God, through the direction of the Holy Spirit.

3.1.3 Our Purpose is to acknowledge that the rule of Jesus Christ covers the whole universe, including the world, and recognize that to follow the Lord is to serve Him everywhere, including the field of education.

3.2. Vision and Mission

The vision of Fort McMurray Christian School is to achieve standing and qualification commensurate with the Alberta learning curriculum requirements on the platform of a Christian perspective in all subjects and aspects of the life of the school, thus reflecting a Christian world and life view held by members of the Fort McMurray Christian School Society.

The Mission Statement of Fort McMurray Christian School:

- To provide students with an education based on Scripture, the Christian perspective is integrated into every aspect of study.
- To acknowledge the Lordship of Christ and to develop the students' understanding of their own relationship to God as well as their relationship to others and creation.
- To provide an education which allows children to reach their potential academically, spiritually, emotionally, socially and physically.
- To direct students in development of Christ-like character.
- To prepare students to be of service in the community.

3.3 Distinguishing Features of Fort McMurray Christian School

On the foundation of the Bible we affirm the following distinguishing features of Fort McMurray Christian School: the curriculum, the students, the staff, the atmosphere, the Christian community and prayer. Recognizing the distinctiveness of each of these features, Fort McMurray Christian School seeks to grow in its understanding of how to fully express ourselves as Christ's followers and then to walk in that understanding in each of these areas.

3.3.1 The Curriculum: Recognizing that the primary task of the Christian school is to guide students into a deeper understanding of God's creation and its history, Fort McMurray Christian School will provide a curriculum based on the guidelines that Biblical principles are relevant to all areas of study, and that faith directed learning leads to purposeful response. (Also see section 7 of vision document.)

3.3.2 Students: Each student is unique; someone wonderfully made by our Lord. FMCS provides an educational program which deepens students understanding of God's world and at the same time strives to recognize the uniqueness of each student. In the process of educating the whole child, we endeavor to embrace students as they are in their development, and encourage them to develop to their full potential using the gifts with which they have been blessed. Our ultimate goal for the students is to give glory to God and to serve others. (Also see section 5.4 of vision document.)

3.3.3 Staff: Professional Christian educators and support staff are entrusted by parents with the responsibility of instructing and nurturing students. Staff reflect the conduct portrayed in the Word of God through their life styles. Teachers are not only responsible for integrating a Christian perspective in the curriculum, but in all aspects of education. The specific roles and responsibilities of principal, teachers and support staff are outlined in Section 5.2 of the vision document.

3.3.4. Atmosphere The school's atmosphere gives praise and honor to God and reflects the presence of the Spirit working in and among God's people. God's presence is evident in the school through what is seen, heard and felt. The décor of the hallways and classrooms reflect FMCS's focus. (Also see section 8 of vision document.)

3.3.5. The Christian Community partners with Fort McMurray Christian School in the responsibility of nurturing children. Since Christian education plays an important role in the growth of the Kingdom of God, the wider Christian community and supporting churches, as well as parents of students support the Christian School. (Also see section 5.3 and 5.5 of vision document.)

3.3.6 Prayer: The staff, students, Society and membership affirm the centrality of our relationship with God in every aspect of the school through the avenue of prayer.

4. Alternative School Program Agreement Summary

The Fort McMurray Christian School vision document is an integral component of the agreement between the Fort McMurray Christian School and the Fort McMurray Public School District in which the Fort McMurray Christian School becomes an Alternative Program of the Fort McMurray Public School District. The purpose of the Fort McMurray Christian School Vision Document is to encapsulate the integrity of the Christian education offered by FMCS under the FMPSD. No part of the vision document may be changed unless initiated by FMCS and mutually agreed upon by both parties. Variances in the interpretation of the vision document will be resolved as per Article 11 and 12 in the governing agreement.

5. Operations

5.1 Fort McMurray Christian School Society Executive

Fort McMurray Public School District acknowledges the vital role of the Fort McMurray Christian School Society Executive to ensure that the integrity and intent of the FMCS Alternative Program are maintained. The Society Executive will demonstrate leadership in maintaining the vision and mission of FMCS in the following ways:

- provide input to the principal into the Fort McMurray School's policies in harmony with the *School Act* and Alberta Education's policies, Fort McMurray Public School District's policies, and in accordance with the Society's policies.
- have significant input into hiring the principal and provide advice to the principal as per governing agreement (section 3.7).
- promote Christian education in the Fort McMurray community. Society members, parents, school staff and students will promote the school in local churches and through local media. Organizations such as Prairie Association of Christian Schools (PACS) and Christian Schools International (CSI) will also partner in the promotion of Christian Education.
- develop a process for monitoring the implementation of the *FMCS Education Vision Document* and provide recommendations to the principal, Fort McMurray Public School District Board and the Society members.
- provide assistance to the principal on implementing the FMCS Alternative Program enrollment procedures.
- develop strategies to ensure regular communication between staff, parents, Fort McMurray Public School District Board, Fort McMurray Public School District Staff and other Society members in order to foster a sense of unity.
- devise ways and means for obtaining the Society's funds necessary for the operation of the FMCS Alternative Program, and determine how these funds shall be distributed.
- hold bonds, securities and monies, land, or borrow monies with or without securities and raise monies for carrying out the objectives of the Society. The Executive shall have the power to invest the monetary assets of the Society in the same manner and in the same securities as licensed insurers are granted under the Canada and British Insurers' Act.
- appoint out of its own number, with or without the addition of Society members, such Committees as it deems advisable for the performance of its duties. The appointment of Standing Committees shall be made annually by the Chairman of the Executive.
- have significant input into plans for growth and expansion of the Christian alternate program within FMPSD.
- in general, exercise all such powers and do all such acts and things as are requisite to promote the purposes of the Society.

5.2 Staff

Professional Christian educators and support staff are entrusted by parents with the responsibility of providing a secure Christian environment for the instruction and nurturing of students. Staff members reflect the conduct portrayed in the Word of God through their life styles.

5.2.1 All current and future teaching, support, custodial and administrative staff in the FMCS Alternative Program shall support, in writing, the FMCS Education Vision Document and demonstrate a continuing commitment to implement and carry out the goals and strategies of the FMCS Education Vision Document. A written indication of this support will be a prerequisite for employment at the school.

5.2.2 All current and future teaching, support, custodial and administrative staff in the FMCS Alternative Program shall be members, in good standing, of the Fort McMurray Christian School Society.

5.2.3 Recognizing the vital role of the principal both in maintaining the vision of FMCS and in setting direction for the school, the Society Executive will provide significant input into the appointment of a new principal when this becomes necessary. The Superintendent of Schools will set an interview panel with representation from both FMPSD and the Society. The Society will have at least two (2) members. The candidate recommended to the Superintendent of Schools will be acceptable to both Society members and FMPSD.

5.2.4 The principal's role and responsibility:

- The principal/administrator is an Alberta certificated teacher who will fulfill the responsibilities outlined in the School Act section 20.
- The principal/administrator will be able to articulate the philosophy and basis on which the school was established and maintained.
- The principal/administrator is responsible for the implementation of the mission statement in the school's daily operation.
- The principal/administrator is responsible that the school policies are consistent with the schools' mission statement.
- The principal, upon selection of a candidate, in conjunction with Fort McMurray Public School District Human Resources, and Board policy, recommends for appointment all staff members.
- Additionally, the principal supports and is responsible to see that all staff are included in ongoing evaluations designed to strengthen the school's ability to accomplish its mission and vision.

5.2.5 The Teachers

The roles and responsibilities of teachers:

- Teachers are certificated by Alberta Education and will fulfill the duties outlined in the School Act Section 18.
- Teachers demonstrate an understanding of the impact of the Bible on what is being taught.
- Teachers demonstrate the integral part devotions and prayer play both in the school day and in school meetings.
- Teachers create and maintain a positive learning environment in the classrooms and in the school; an atmosphere which encourages students to reach their academic and personal potential.
- Teachers demonstrate the Fruit of the Spirit (Galatians 5:22).
- Teachers demonstrate a desire for life long learning.
- Teachers are involved in professional development, which enables them to develop in their teaching practice so that it is consistent with the school's vision.
- Teachers' regularly evaluated teaching practice will include their compliance with the school's mission and purpose.
- Teachers will be members of the Christian Educators Associations of the Prairie Association of Christian Schools.

5.2.6 The Support Staff

Support staff are qualified for their respective jobs and fulfil their duties accordingly.

Support staff give testimony of their relationship with their Lord and live accordingly.

5.3 Parents

Parents are primarily responsible for the education of the children whom

God has entrusted to them. All parents who wish that their children receive a Christ-centered education are eligible to apply for enrolment.

5.3.1 Parents will receive information on the basic Christian principles, as described in the FMCS Education Vision Document, as well as the FMCS Alternative Program fees that will be required.

5.3.2 Parents seeking enrollment in the alternative program for their children will sign an agreement indicating their support for the FMCS Education Vision Document and indicate a genuine desire to have their children educated in accordance with it.

5.3.3 A minimum of one parent or guardian, who enrolls their children in FMCS Alternative Program, are asked to:

- complete and sign an "Application for Enrollment" (Attachment B) and participate in an interview with the school administration and a representative of the Society Executive.
- sign, along with their children, a "Partnership Agreement" (Attachment C) to indicate their support of the FMCS Education Vision Document and commitment to fully cooperate with staff and students in implementing the FMCS Education Vision Document.
- make full payment of the FMCS Alternative Program fees at the time of registration or, if not able, to contact the school administration to make other financial arrangements, and be a member in good standing in the Society.

- contribute their expertise and efforts so that all children can benefit from the program offered at the FMCS Alternative Program.
- These items are further defined in 10.2.

5.3.4 Parents may serve on the School council and the Society Executive to advise the principal on matters pertaining to the school.

5.4 Students

Recognizing the God-created uniqueness of each child, FMCS encourages each child to reach their potential in service to God and others.

5.4.1 Fort McMurray Christian School provides a setting and program for students to grow academically.

- Teachers will assess student's knowledge of the Creator and the world around them as they study the curriculum in light of the Bible.
- Students have opportunities to share their understanding of their relationship with God.
- Teachers will assess students and their ability to understand the Christian story of God's plan of salvation and redemption.
- Students can tell biblical stories resulting from Bible being taught as a core subject..

5.4.2 Fort McMurray Christian School provides a program where students can grow spiritually.

- Students are given opportunities to participate in a setting where devotions are a natural part of life.
- Students are encouraged to respond in meaningful ways to express their relationship with Jesus Christ.
- God's Word is not only visible, but also used in classrooms, offices and hallways.
- Bible is taught as a core subject.
- Bible verses are memorized by students.
- Students will make choices, which are consistent with what is taught in and from the Bible.
- Students attend regularly scheduled assemblies which have a Biblical focus.

5.4.3 Fort McMurray Christian School provides a program where students can grow emotionally and socially.

- Fort McMurray Christian School provides a safe environment for healthy emotional development.
- Teachers assess students in the ways they exhibit Christ-like character through their attitude.
- Teachers assess students in the ways they are expected to exhibit Christ-like character in their interactions with others.

5.4.4 Fort McMurray Christian School provides a program where students can grow in their appreciation of their physical bodies realizing that they are temples of the Holy Spirit.

- Students' dress will be modest as per dress code (article 9).
- Students will make appropriate healthy choices in their daily lives.
- Students will display love and respect for themselves and one another.

5.4.5. Fort McMurray Christian School provides a program where students are to grow in their understanding and demonstration of what it means to be a servant.

- Opportunities and activities are provided where students can be of service to others.

5.5 Greater Community

5.5.1 All community members, who endorse the FMCS Vision Document and meet the requirements for Society membership, may become members of the Fort McMurray Christian School Society.

5.5.2 Parents and Society members are encouraged to contribute their expertise and efforts so that all children can benefit from the program offered by the FMCS Alternative Program.

5.5.3 Parents and Society members may support those financial endeavors approved by the FMCS Executive.

5.6 School Calendar

A school calendar incorporates the requirements of Alberta Education, Fort McMurray Public School Board and the Fort McMurray Christian School. The calendar includes days for professional development from a Christian perspective to ensure the integrity of the Christian Alternative program of FMPSD.

6. Facilities

The Society will continue to supply the school building and Fort McMurray Public School District will lease the building. Details will be specified in the Lease Agreement which will be agreed upon by both parties.

7. Curriculum

Fort McMurray Christian School will provide a curriculum taught from a Christian perspective.

7.1 Biblical principles are evident in all subject areas, so that:

- There is evidence that the Christian perspective has been incorporated into the curriculum based on the Alberta Education Program of Studies.
- Staff schedule time to work together to ensure that the school's program reflects the Christian perspective.
- Program plans and evaluation will reveal the integration of a Christian perspective.
- Year plans will give evidence that biblical principles are incorporated.
- Thematic statements for each course of study and unit will include this focus.
- At least one of the learning goals for students in each unit will give evidence of a Christian perspective.
- PACS will regularly evaluate F.M.C.S. to insure the integration of Christian perspective in curriculum.
- In order to meet the Christian perspective outcomes and to assist teachers in this task, resources from Prairie Association of Christian Schools, Christian Schools International and Christian Schools Canada are updated and regularly utilized.

7.2 Professional development is provided for staff in order to gain greater understanding of biblical perspective implementation.

The most valuable assets of Christian education are the staff who are equipped to teach from a Christian perspective. The Society Executive requires specialized professional development programs, specific to Christian education, not available within the public education system. Additionally, a portion of the time allocated for professional development will be used for professional development which supports the unique mission of the Christian alternate program.

7.3 Faith directed learning leads to purposeful response.

- Teachers will develop expectations for age appropriate qualities and attitudes of students.
- Students are equipped at each level with the relevant skills and the discernment needed to serve as responsible Christian citizens in our society.
- Teachers will evaluate students on relevant aspects of their faith directed response on a regular basis.

8. Code of Conduct

8.1 The human relationships will give evidence of striving for Christ-like character.

- Members of the school community work together to achieve the vision and mission of the school.
- Members of the school community seek reconciliation in conflict situations.
- Teaching staff work collaboratively.
- Teachers show love and respect for students and their parents or guardians.
- Students display the Fruit of the Spirit in their classroom and school community (Galatians 5:22).
- Students take responsibility for their own actions.

8.2 Fort McMurray Christian School Staff Code of Conduct And Lifestyle

Introduction

The Fort McMurray Christian School exists to educate students in the light of the Lord's revelation in Scripture and creation so that they may rejoice in who they are and serve their Creator and their neighbors with all their talents. The school also sees itself as a witness to the meaning of an integrated faith life in its relationship with the community in which it exists. Our aim as a school is to be a "community of learning" in which every staff member, including teachers, administrators and all support staff serve as suitable and consistent role models for our students. For that reason we expect the conduct of every employee to be compatible with our statements of faith and our mission.

As a condition of employment, every teacher and staff member voluntarily agrees to the following statement of lifestyle and conduct as an expression of the privileges and responsibilities of working in a Christian academic community.

Staff Conduct and Lifestyle

As a teacher or other employee of the Fort McMurray Christian School who on a regular or casual basis interacts with students, I recognize the importance of my work and lifestyle as a role model of the values taught in their school. To accomplish this I will:

1. make myself familiar with the goals and mission of the school, and agree to conduct myself in ways which promote the goals and mission;
2. respect my co-workers and deal with them in ways that reflect Christian ethical standards, including the avoidance of gossip and second-hand criticism and any other behavior which may unjustly damage their professional and personal reputation.
3. abstain from practices which this school's Christian community finds unacceptable because they are seen to be in conflict with scripture and this community's standards for the role models of its children and young people, including but not limited to:
 - a. the profession and practices of non-Christian beliefs,
 - b. profane, abusive and blasphemous language.
 - c. abuse of alcohol and other legal drugs and the use of illegal drugs
 - d. theft, fraud, or any other criminal activity,
 - e. racial, religious or ethnic prejudice or membership in organizations that promote it,
 - f. sexual activity of a promiscuous, extra-martial or homosexual nature,
 - g. violent or abusive behavior of sexual and gender harassment.

I understand that while the school community recognizes that all Christians have failings, it rightly calls me to live up to the expectations outlined above. I expect that allegations of failure to do so will be dealt with in a caring and loving manner which has forgiveness and reconciliation as its primary focus.

However, I also understand that unrepentant or persistent continuance in unacceptable behaviors or lifestyles constitutes grounds for dismissal from the school's employment.

9. Dress Code

Fort McMurray Christian School Dress Code Policy

Background

As was evident in our 2005 survey, feelings about clothing run high, even among Christians. In a Christian school, few issues generate more debates than the dress code. In part this is due to the fact that the Bible, while it does give general principles about how one should dress, does not give specific details. This means that any dress code will have certain arbitrary elements to it. On the other hand, the alternative (not having a code) results in dress which may violate Biblical principles and/or is offensive to some. It was God; after all, who replaced the clothing designed by Adam and Eve with one of His own design. It should also be noted that while there is no such thing as a "Christian" dress code, there are certain Christian principles that should undergird what a Christian school adopts.

The goal of the FMCS Dress Code is to help create an atmosphere, which is conducive to education. This means that students come to school prepared to work effectively with their classmates. They should appear well groomed and in properly fitted clothing that is appropriate to the situation. They should dress modestly so as not to call

attention to themselves. Our standards for dress and grooming are in keeping with the high Christian ideals, which we seek to establish in those who attend our school. The code does not attempt to embrace every conceivable situation in the realm of dress but is meant to provide a reasonable standard for parents, faculty and students. The Scriptural support for a dress code may be found in 1Timothy 2:9,10; 1Timothy 4:12; 1Peter 3:3,4; and 1Corinthians 6:19-20.

Principles

1. The Bible directs us to dress modestly, and live not for ourselves but for others. Modesty refers not only to avoiding that which is sensual but also to avoiding that which calls attention to oneself.
2. The Bible teaches that we should recognize and honor the God-ordained distinctions between male and female.
3. Clothing should be appropriate for promoting the goal of academic excellence. It should therefore be comfortable for the wearer and appropriate for their daily activities. Clothing should not be a distraction for others.
4. Good stewardship requires that clothing be practical and affordable.
5. Parents, students and teachers will easily interpret a good dress code.

Student Code

6. All aspects of dress should be neat, clean, and modest. Styles of hair, clothing, makeup and jewelry should be such as are age-appropriate and generally acceptable to the majority of Christian believers. No offensive printing or offensive pictures are allowed.
7. Tops must fit properly with a modest, well-fitting neckline. Sheer material must have proper undergarments. Tank Tops, Tube Tops, Spaghetti Straps, or bare midriffs are not allowed as outerwear.
8. Pants should fit so that undergarments or bare skin are not evident. Shirts with tails are to be tucked in.
9. Dresses, skirts and shorts must be no shorter than the point reached by the extended fingers when one's arm is at one's side.
10. Students are required to have two pairs of shoes; inside shoes for the classroom and gym and outside shoes/boots for outside recess breaks.
11. Outdoor coats and hats are not to be worn inside the building during the school day. Students are to wear suitable clothing for the weather.

Exceptions

12. Students may be asked to dress more formally for certain public events such as field trips, concerts, ministry groups, game day for sports teams, etc.
13. Students are permitted to dress more casually for sporting events, retreats, etc.
14. Students are encouraged to dress appropriately for School Spirit days (Hawaiian Day, Western Day, etc.)
15. If room temperature dictates, teachers may indicate an acceptable change.

Accountability

16. Parents are to ensure that their children understand and abide by the Dress Code.
17. Teachers, who are to check during attendance that students are dressed properly, have the right to warn students who are not following the Dress Code (or the spirit of the Code). They are to take appropriate disciplinary measures including, informing the principal of those who are not, and in the case of serious offenses, removing students from the classroom until appropriate clothing is provided. Students wearing clothes deemed unacceptable will be asked to phone home for a change of clothes.
18. The Principal will ensure that this policy is distributed to parents, students and teachers and take appropriate disciplinary measures for repeat offenders.
19. The Board will review this policy annually.

Approved by Fort McMurray Christian School: August 25, 2005

10. School Policies

10.1 Fees

FMCS Society shall collect fees to cover the extra costs of the FMCS Alternative Program as well as fees related to the facilities required for the alternative program. The alternative program fees may be used for, but not limited to, materials for Christian instructional classes, chapels, retreats, guest speakers, supplies, materials, fee assistance, fees and dues (Prairie Association of Christian Schools, Christian Schools International, Association of Independent Schools and Colleges of Alberta, Christian Educators Association), staff and administration costs, building maintenance, building capital, capital reserve, transportation costs, transition costs, or Society fees.

A portion of the alternative program fees will be used to provide specialized professional development, focused on the mission of the Christian Alternative program which would not be available within the public school system .

The yearly fee schedule will be reviewed by the Society executive and endorsed by the Society on an annual basis.

Parents will make full payment of the FMCS Alternative Program fees at the time of registration or, if not able, to contact the school administration to make other financial arrangements.

10.2 Admission Policy

Parents who seek enrollment in the alternative program for their children will be required to sign an agreement indicating their support for the *FMCS Education Vision Document* and a genuine desire to have their children educated in accordance with it. Parents will be expected to contribute their expertise and efforts so that all children can benefit from the program offered at the FMCS Alternative Program.

A minimum of **one** parent or guardian, who enrolls their children in FMCS Alternative Program, shall be required to:

- complete and sign an “Application for Enrollment” (Attachment B) and participate in an interview with the school administration and a representative of the Society Executive. Parents are acknowledging their agreement with and understanding of the purpose and program offered at the FMCS Alternative Program
- sign, along with their children, a “Partnership Agreement” (Attachment C) to indicate their support of the FMCS Education Vision Document and commit fully to cooperate with staff and students in implementing the FMCS Education Vision Document
- make full payment of the FMCS Alternative Program fees at the time of registration or, if not able, to contact the school administration to make other financial arrangements.
- be a member in good standing in the Society.

Children of Society members, in good standing as of June 30, 2006, will be given priority in acceptance. The FMCS Alternative Program will accept new students whose parents have completed the steps outlined above provided there are sufficient resources and facilities to accommodate new students.

Measured growth of the student population is needed to ensure the continued integrity of the FMCS Alternative Program. Classroom student population will be consistent with that recommended by the provincial class size guidelines in as much as the budget allows.

In accordance with the School Act, non-residents of Fort McMurray Public School District are welcome in the FMCS Alternative Program. If the FMCS Program is over-subscribed, first priority will be given to siblings of FMCS Society member families. Second priority will be given to children of Society members of more than one year i.e. long time Society members who are enrolling their first child. Third priority is to those transferring from another Christian School or Christian Alternative program. Then enrollment will be open to others. Applications will be accepted according to the date in which they are received.

11 Annual Review

11.1 Fort McMurray Public School District acknowledges the important role of the Society Executive in helping ensure that the integrity and intent of the FMCS Alternative Program are maintained. The Society Executive will demonstrate leadership in maintaining the vision and mission of FMCS.

11.2 Fort McMurray Public School District and FMCS Society Executive will jointly develop a FMCS Alternative Program Monitoring plan by January 1, 2007 so both parties can be assured that the FMCS Alternative Program is implementing the FMCS Education Vision Document and following the Alberta Programs of Study. (Attachment G)

F. SCHOOL COMMUNITY

1. Parents At F.M.C.S. (Also refer to 5.3 of the Vision Document)

1.1 Parental Encouragement

Parents attitude toward education and teachers will greatly influence the attitude of children. Parents are encouraged to help their children enjoy and profit from their learning experience by:

- showing interest in what they did at school each day,
- supporting the work being done at the school,
- training them to pray for their fellow students, teachers, and the school as a whole,
- regularly attending school functions and meetings,
- showing respect and honour for the staff and the school. Your attitude towards teachers will greatly influence your child's attitude.
- ensuring that children attend school and arrive on time.

2. Students At F.M.C.S. (Also refer to 5.4 of the Vision Document)

2.1 Student Responsibility

We believe that each child must come to see their responsibility as students. Each student's task is to prepare himself to serve God and his fellow human beings. It is vital that each student accepts the necessity of being equipped for this life of service. One of our major goals is the development of responsible students. Teachers are here to instruct, guide, direct, and discipline. Students must also learn to respond obediently to God and those in authority. We view these years of schooling as the student's God given task for this period of his life.

2.2 Student Participation

A student's education is not relegated solely to the classroom. All students are expected to glorify God by their willingness to participate enthusiastically and fulfil their commitments in the activities in which they are involved, both in and out of the classroom. As a part of the school community, students are expected to joyfully share their time and talents.

3. Staff at F.M.C.S (Also refer to 5.2.5 of the Vision Document)

Teachers at FMCS are committed Christians who have been called to a life of service of nurturing the children the Lord sends to the school. They are concerned with the intellectual, spiritual, emotional, and physical development of each student.

Teachers have particular areas of expertise that contribute to the benefit of the school. Regular staff meetings, devotions, and informal discussions bring teachers together.

Teachers come from different church backgrounds, yet by emphasizing the centrality of Christ they are able to function as one. While staff will change over the years, we trust we will continue to have a group of dedicated educators prepared to wrestle with the centrality of Christ in every area of the educational program. Our staff is fully qualified, with all teachers certificated to teach within the province of Alberta.

G. FINANCIAL INFORMATION

1. Financial Information

1.1 Required Fees:

Initial Application Fee (non-refundable): \$50.00/family
 Material fee for ECDP and Kindergarten only \$65.00/student

1.2 Instructional Fees

Tuition fees at Fort McMurray Christian School are based on the number of children enrolled. The Society Executive of FMCS sets the rates for the following year, and parents will be informed of applicable rates.

The rates for 2011-2012 are:

GRADES 1-8 (Tuition fees are calculated on the number of children registered in grades 1-8 in each family)

Monthly Instructional Fees

If registered prior to September 30	*If registered after September 30
1 Child----- \$265.00	1 Child-----\$305.00
2 Children ----- \$355.00	2 Children ----- \$405.00
3 Children ----- \$400.00	3 Children ----- \$455.00

*Note: Instructional Fees increase 15% if student(s) are registered after September 30. This in part compensates for lack of Government funding because the student is registered after Sept 30th.

As indicated in the registration materials at least 1 parent per family is required to pay;

- Membership fee \$100.00 on or prior to September 1.
- Instructional Fees - in 10 monthly cheques postdated for the first of each month.

Add an additional \$100.00 to your monthly rate if you do not want to participate in fundraising activities.

This increased rate is called our Enhanced Tuition Option.

ECDP and KINDERGARTEN

Although there will be no tuition fee for students in Kindergarten a \$65.00 supply fee is levied. Having a year or two without tuition costs gives families an opportunity to experience Fort McMurray Christian School as well as organize their finances in preparation for tuition fees beginning in grade one. Gifts to the school are greatly appreciated as these help offset the costs of Christian education.

REGISTRATION FEE

The registration fee is \$50.00 per family due upon registration. This fee is non-refundable. There is no registration fee for returning students

1.3 Financial Aid

Information on financial aid is available at the office upon request. An application is available.

1.4 Related School Fees

1.4.1 Student Photos

All students are able to purchase individual student photos in the fall. This year our picture day is Oct. 5, 2011

1.4.2 Books and Supplies

In most cases, class textbooks are furnished for all students. Students are responsible for all books issued to them. These books are numbered and teachers will keep a careful check on their condition. Damaged and lost textbooks must be paid for before final report cards will be issued.

Students are responsible to acquire most of their own supplies. A list of required school supplies is made available. (See Appendix SUPPLIES) Student/parents are also expected to monitor these supplies - replenishing them when necessary.

1.4.3 Bussing

Within the public school district our school is considered a choice school. Parents who wish to have their children ride the bus to school may do so if room is available. The fee for this is \$400 per child with no family rate available. A bus pass will be issued to students upon receipt of payment and should be secured to clothing or backpacks. In the event of a lost bus pass, there will be a replacement charge of five dollars. Please contact the school office for additional information or to make arrangements for payment.

1.4.4 Other

From time to time students may be asked to pay for certain extras, which are not included in the school fees. We remain intent on ensuring that these extras are minimized. However, special events and certain activities within classes, may require that costs are passed along to students. We encourage parents to discuss these matters with us if there are any questions.

H. OPERATIONAL POLICIES

1. Disciplining Toward Discipleship

1.1 Behavior

The Bible provides our foundational view of each student: a unique individual bearing the image of God and yet a sinful human needing salvation through Jesus Christ. Hebrews 12:5-11 challenges us to see discipline as one aspect of discipleship. Discipline is not punishment or the imposition of rules; rather it is correcting, encouraging and focusing on the development of self-disciplined Disciples of Christ. As students are challenged with the implication of discipleship they must personally strive to do right and to reject wrong. Our expectation is that as they grow in obedient response to God's direction for their lives we will see evidence in:

- supportive concern for others,
- obedience to, and respect for, teachers and other adults in authority,
- stewardly use of time and talents,
- willingness to admit wrong doing and seeking reconciliation,
- respect for the property of others,
- modesty in grooming, dress and speech,
- stewardly care and use of school resources and property.

Commitments to right behaviours and more importantly, to the claims of Christ on their lives, become the challenge for the students in our school. Students, as well as parents, must realize the responsibility of each student demonstrating continued commitment through conduct and effort. They must accept that it is a privilege to be in this school and with this privilege comes the responsibility of positive response to the tasks of "student hood" in the school.

We accept that the students need to be guided in a framework of increasing freedom and responsibility, toward self-discipline and self-motivation. We do not desire to make long lists of rules; however, there are some actions which are clearly unacceptable at school or at school-related activities.

- belittling or bullying (emotional or physical) of others created in His image,
- using blasphemous or vulgar language,
- defiance and willful disobedience,
- smoking, drinking and use of illegal drugs,
- lying or cheating
- the use of any electronic equipment such as but not limited to: Walkmans, Gameboys, cell phones, iPods, MP3 players, etc.,

1.2 Discipline Procedure

Hebrews 12:11

“At the time, discipline isn’t much fun. It always feels like it’s going against the grain. Later, of course, it pays off handsomely; for it’s the well-trained who find themselves mature in their relationship with God.” (The Message). With all discipline, the aim is for students to see their error, admit the need to change their behaviour and realize the necessity of the restoration of community. Students who struggle may be placed on a discipline process. Each increase indicates the severity of the problem. At any point in the discipline process, a student’s school privileges are suspended.. The home and school work together to support students who are in difficulty. Parents will be kept informed.

Parents are encouraged to read and become familiar with the Problem Solving Flow Chart as this is the model that FMCS uses to find resolution in situations that arise.

Problem Solving Flow Chart

Fort McMurray Christian School follows the principles of Matthew 18:15-20 in dealing with situations that happen at school.

Staff and students will follow the following procedure when students are on the playground. This indicates the steps a supervisor will follow and what a student can expect. Should a serious offence occur the supervisor may deem it necessary to send the student directly to the Principal.

PLEASE REVIEW THIS CHART

Step 1: If someone does or says something to you that bothers you, say “I DON’T LIKE THAT, PLEASE STOP.”

Step 2: If the person keeps on doing it, WALK AWAY.

Step 3: Issue a warning – “I WILL GO TO GET HELP FROM A TEACHER.”

Step 4: If the person still won’t stop, TELL AN ADULT.

The adult will ask you if you tried steps 1, 2, and 3 and try to find out what the problem is.

If you are ANGRY, he or she will help you stop and calm down, think about it, talk to the person you’re mad at. (Use the steps for dealing with anger.) Students may be asked to have a brief time out at this point. The adult may give a choice depending on severity.

Steps For Dealing with Anger:

1. Stop and count to 10
2. Think about how the other person feels
3. Think of ways to compromise
4. Trust God for the results

If you are sent to the office, the Principal or Administrator will listen to both sides of the problem and try to help you solve it. This will be recorded at the office. Parental contact will occur, appropriate consequences deemed necessary will be followed and recorded.

1.3 Attendance

As part of their responsibility, regular and punctual attendance is expected of all students.

Unless excused for illness or medical/dental appointments, students must attend each day that school is in session. By law, the school is not permitted to approve of “extended holidays”. Parents should also consider the extra student and teacher work which absences may cause. Students who are consistently absent may find it difficult to successfully complete the year. Parents should be in close contact with teachers to determine what is required to keep up. Students should, of course, be kept home, when necessary.

When a student is absent, the parent is requested to inform the school before classes begin. Attendance will be taken at the beginning of the day and for the afternoon session. Students who need to leave during the day are expected to bring a note or have a parent contact the office before leaving the building. Parents, who come to pick-up one student, should not pull another student (sibling) from their class just for convenience. In situations where

students and or parents fail to take their responsibility seriously, and a student has repeated unexplained absences, enrollment may be in jeopardy.

When a student is absent a teacher will provide the work missed upon the student's arrival back to class. It is the student's responsibility to complete work in a timely manner.

We understand that sometime school absences are unavoidable. While the impact of absences will vary depending on the student and the length of time away, when students are absent from school, they miss valuable learning experiences that are crucial to the developing and the knowledge and skills they need for their grade level. The teacher will provide assistance to your child to help them catch up on the concepts and work missed after the absence. However, this will not be as effective as being in the classroom at the time the concepts are taught and participating in a related learning activities. It will not be possible in many cases for teachers to provide packages of work before the absence or separate evaluation for students missing school, as classroom instruction is necessary to complete most assigned work. Please let us know well in advance of any planned absences, so we may provide assistance where possible.

A **child check** program is in place to ensure your child's safety. Parents will be contacted at home when a telephone call or note has not been received by staff explaining the absence. In an effort to protect the safety of your child parents are to return the call should a Child Check message be left on an answering machine.

1.4 Effort

Fort McMurray Christian School expects all students to strive to use their God given gifts and abilities in all activities at school. At times there are reasons why a student may be inattentive or fail to complete homework and parents should inform the teacher of these circumstances. Continual lack of effort, however, is not acceptable.

2. Injury and Illness

In the event of an accident or illness, the school will phone a parent. If the school is unable to contact the parent at home or at work, we will then attempt to contact the alternate person listed as an emergency contact. In extreme cases, a student may be taken directly to Northern Lights Regional Hospital emergency, but ordinarily will be kept at school until the parent arrives.

3. Class Size

Background

Class size has been the subject of much research in the last few years. The majority of literature seems to indicate that smaller class size, especially during the early years, results in beneficial outcomes for the students even as they progress through high school. There is, however, some literature that does challenge these findings.

Several schools within the Christian School system have set suggested limits. One of the issues that needs to be factored into defining the appropriate class size is the make up of the class itself. For example, a special needs student will require more of the teacher's time and therefore without extra adult support (e.g. a learning assistance aide) the teacher should have a smaller class size. If there are a number of students who have social difficulty, the challenges will grow significantly.

Class Size in our Christian School

God created the child in His own image. The child though sinful in nature, is redeemed by Christ and is therefore a "response-able" person. The school is a place to nurture the child, helping him to respond as a total person to His Creator in many ways (spiritually, cognitively, emotionally, socially, physically, aesthetically). The child develops through specific stages at his/her own rate and as the maturing takes place, the child is encouraged to develop his talents and strengths so he can serve God on this earth to his fullest extent.

Recommendation

Keeping in mind these basic principles in Christian education, classes of twenty-five students are recommended in the intermediate grades and twenty-three students in the primary grades. The intermediate recommendation is slightly larger due to the increased independence of the students at this age, although there will still be a wide range of academic ability.

Guidelines:

1. Grade combinations are considered necessary at this stage of our school's development. Combination grades upper limits on classroom size are recommended as follows
2. Grades 1/2: 20 students
Grades 3 - 6: 24 students
Junior High: 22 students
3. When the above limits are reached, the course of action may be as follows:
 - a. Part time or full time teacher aide or part-time teacher may be hired as circumstances warrant or dictate.
 - b. When a classroom has the potential enrolment of 35 students, the class must be split and another full-time teacher hired.
 - c. In extreme cases, it may be appropriate to put students on a waiting list.

As a general guideline, the following upper limits on classroom size are recommended:

- a. ECDP: 20 students
- b. Kindergarten: 24 students
- c. Grade 1: 23 students
- d. Grade 2-6: 25 students
- e. Grade 7-8: 28 students

4. Field Trip

During the year there will be a variety of field trips planned for students. Trips may include swimming, skating, skiing or hiking. These activities may not be viewed as extra-curricular outings, but as an integral part of the learning experience. All students are expected to take part.

The Society Executive of FMCS affirms the education value of well-planned and supervised curricular and extra-curricular field trips. The purpose of these trips should be to enhance educational experiences and to form an integral part of the total education of the participants. We encourage teachers to plan field trips for groups of students, whether it be for athletic, cultural, musical, linguistic or other educational reasons. These experiences enrich the curriculum and provide opportunities for young people to develop their spiritual, intellectual, social and physical capabilities. Such trips will supplement the curriculum of our school.

In utilizing time from the instructional day, the Society Executive, staff and parents must be assured the activities undertaken

- I are, or can be directly related to the objectives and tasks our Christian school is expected to perform in a school year;
- II fit into the context of classroom work and are more appropriately undertaken in out-of-school time;
- III have been planned to achieve specific educational aims.

I. STUDENT LIFE AND REGULATIONS

1. Student Evaluation

We recognize that evaluation is much more than grading of tests or assignments; rather, it is an on-going process of determining the progress of students toward our goal of Christ-centeredness in thought, action and word. Classroom interactions and responses while not "marked", are essential in our ongoing evaluation of students. Reporting periods are 4 times a year. Evaluation is a complex process necessitating parents and teachers sharing observations and concerns. Parents are expected to attend parent/teacher conferences that are scheduled twice a year.

2. Homework And Assignments

Homework is an integral part of the school program. Assigned homework focuses on projects, unfinished class work and additional practice where necessary. In order for students to achieve grades appropriate for their ability level, they will need to spend time each night doing homework. Students may have to spend additional time on homework to pass subjects they find particularly difficult. (When necessary, students will be required to spend specified time after school completing tasks. Teachers regularly check student assignments and, where necessary, will expect incomplete or carelessly done assignments to be redone.

As a guideline the following is given:

- † Division I no more than 20 minutes per night, five nights per week. At this level, homework will ordinarily be reading and math practice, or work not completed in class.
- † Division II no more than 30 minutes per night, five nights per week, for grades four and five students-up to 40 minutes per night for grade 6 students. At this level, homework will be ordinarily be work not completed during class time; test preparation, or project work.
- † Division III no more than 60 minutes per night, five nights per week; at this level, homework will ordinarily be work not completed during class time, test preparation, or project work.
- † **If the student is consistently spending more time than these guidelines suggest a dialogue needs to happen with teachers and administration.**

3. Lost And Found

Students should have their names on all articles taken to school. Properly labeled articles are generally returned to students when lost. A general lost and found is kept near the back student entrance. Clothing left in the lost and found will periodically be on display for students to claim, after which it will be turned over to a charitable organization.

4. Student Cell Phone Use

If a student has a cell phone at school, it must be turned off during school hours, and if it needs to be used, it is only used after school, outside the school building. All students have access to the office phone should it be deemed warranted, so the need of cell phones is limited.

If the students' phone is seen being used, or rings, during school hours, it will be taken away. The student will receive back from administration at the end of the day, and will be reminded of school rules of no cell phones during school hours. If this happens a second time, the cell phone will be kept by administration until the parents of the student can meet with administration and pick it up.

5. Supervision

Students are not expected to arrive before 8:40 a.m. as there is no outside supervision before school begins.

Supervision is provided during recess, lunch time and pick up after school. A bus monitor will be on duty before and after school.

6. Inclement Weather And Indoor Recess

Students are expected to dress appropriately for weather conditions at all times. When the temperature drops below -20°C (including wind chill factor) or during inclement weather, students will remain in their classrooms. During fair-weather, students are to remain outside upon their arrival at school.

On outside days, all students who, because of illness, are to remain inside during recesses must have a note from the parent with them. This note must be renewed daily. Students should bring a book to read or seat work to do.

It is advisable to send a change of clothes during wet/muddy weather for younger students. These should be stored in their lockers.

7. Visitors To F.M.C.S.

Parents are welcome to visit the school. All visitors to the school or volunteers in the school are expected to sign a confidentiality form in keeping with Personal Information and Privacy Act (PIPA). Before visiting the classroom for any reason, parents are requested to call the school. This will enable the office to schedule their visit so that it does not interfere with the learning of the students.

7.1

Visitors are required to sign-in at the office and wear a visitors badge when in the school.

Parents who bring lunches for their children during instructional time should leave lunches at the office with the student's name on them. Parents are not permitted to bring lunches to the classroom during instructional time as these unnecessary interruptions cause a loss of valuable time.

7.2 Inside Pick –up Procedures

To try and alleviate the congestion problem in the hallways at dismissal, we ask that parents wait for their children either in their vehicles or at least refrain from entering the hallways where students lockers are located. A few parent volunteers will be helping the K/ECDP children prepare for home on a daily basis. All other K/ECDP parents can wait for their children to be brought to them at the front entry to the building.


8. Traffic Control

Students using bicycles must walk their bikes while on school property. Students who bring bicycles to school are asked to lock them in the area provided near the students' entrance of the building. Students are strongly discouraged from riding skateboards or wearing rollerblades to school. Students are expected to wear helmets. Students are not allowed to ride bikes, skateboards or roller blades during the recess breaks.

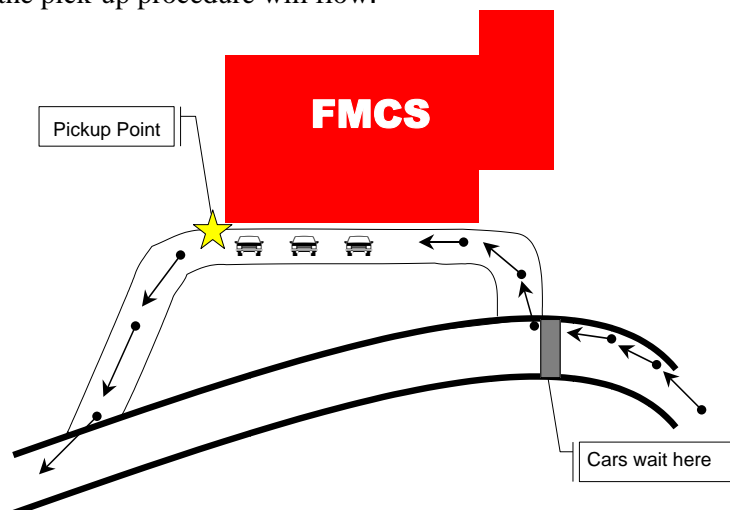
AFTERNOON OUTSIDE PICK-UP PROCEDURES

For the safety and concern of the students, both from a parent and teacher standpoint, we have implemented a safe way to pick up children from school.

Pick-up Procedures:

- Parents will stay in their cars as they pull around in front of the school and stop at the corner of the YMCA building facing the YMCA gate. We will have a sign posted to let you know exactly where this spot will be. There will be room for approximately 3 - 4 cars in a line and the remaining cars will assemble on the street in a line beginning at the entrance to the parking lot (please note below the flow of traffic).
- As children in the line are put in their car (marked by ) , you will pull up in line to receive your child. There will be a teacher(s) to help the procedure run smoothly. **This procedure continues only to work if parents do not get out to pick up their child.** It will make loading the children from school much safer and faster for everyone. If you DO want to get out of your car, you are more than welcome to park in a designated area (either in the parking lot or the designated spaces in front of the school) and walk to get your child.

Below is a diagram of how the pick-up procedure will flow.



9. Parking

Parents and visitors are asked to please be careful not to park in the crosswalk in front of the school. Also staff parking lots are not to be used to drop off or pick up students unless the student or students are accompanied by an adult entering or leaving the school.

10. Bussing of students to and from school

Please ensure your student is at the designated bus stop 5 minutes before the time of pickup in the morning. A scheduled time will be sent home when school begins. For afternoon pickup students are to line up in front of the YMCA entrance and wait for directions from the bus monitor. Some busses are waiting for students upon dismissal so it is important that students proceed directly to the front of the school when classes are dismissed. If a student misses a bus then it is the parents' responsibility to arrange a ride for the child home.

11. Life-Threatening Allergies Protocol

- In an effort to provide a safe and secure environment for all students the following procedure is being initiated by Fort McMurray Christian School to address life-threatening allergies in our school.
- Parents are expected to bring any life-threatening allergies to the attention of the school administration when the child is registered or as soon as it is discovered.
- The parents of allergic children are responsible for ensuring that sufficient quantities of Epi-pens or other emergency medications are available at the school for the child's use, and any such medications are not expired. Parent shall also provide the school with a current photograph to facilitate identification of the child, and a child's specific emergency procedure.
- The parents of allergic children are also responsible for ensuring that their child knows the products that may place them at risk, and how to avoid them. The child should also be familiar with symptoms of anaphylactic shock and how to get attention from staff.
- The school shall ensure that the medication supplied by the parents are readily available and labeled with each child's name, classroom, and homeroom teacher.
- All staff will be trained each year in emergency procedures for dealing with anaphylactic shock.
- Student's snacks and lunches are monitored by teachers daily.
- Reminders are sent home to parents via school and class newsletters concerning avoiding sending nuts and other known allergens to school for parties and special events.

12. Leaving School Grounds

ECDP -8 students may not leave the school property until they are dismissed or excused. If students need to leave school grounds during the day an adult must accompany them.

13. Monthly Newsletter

An important means of communicating with parents is our monthly newsletter. The first full week of the month, parents should expect their youngest child to bring home this valuable source of information. Through this newsletter, parents are made aware of what is and will be happening at the school. The newsletter is also available on our web page at www.fortmcmurraychristianschool.ca by the 15th of each month. Parents wishing their newsletter e-mailed to them instead of a paper copy may do so by informing the office.

14. Gym Facilities

We share the gym with the Y.M.C.A. and have access to it Monday - Friday (11:00-12:00) and Tuesday and Thursday afternoons from 1:00-3:30. Arrangements will be made with the Y.M.C.A. for use of the gym on alternate mornings during the year for assembly time.

15. Special Programs And Activities

Assembly

Assemblies are held twice per month. This is a valuable time when students and teachers (and even parents) as a community, fellowship together through song, action and prayer. Some week's assemblies involve our own students, while at other times outside speakers are brought in. Parents are encouraged to attend.

J. CURRICULUM (Also refer to 7 in the Vision Document)

1. Introduction

Each school has a particular perspective or view of life that will determine the educational program of that school. The curriculum of our school is based on our belief that Scripture provides the perspective for all learning.

As we teach in all subject areas, our students learn about God, what He has created, and how He sustains His creation. Through all subjects taught, students are shown the responsibility of people in relating to both Creator and creation. The Bible tells us that Christ is Truth and in Him we have freedom and responsibility to seek for truth in all areas of life. Since “life in its entirety is religion” we do not separate any area or subject into “sacred-secular”, but examine every fragment of life from a Biblical framework.

2. Conceptual Statements

2.1 Bible

To present the Bible as the story of God’s acts and words, written so that his people might know God and themselves, accept His gift of salvation, and live lives of joyful service and obedience.

To teach the Bible not as a history book, a theological treatise, or a rule book, but as the divinely inspired and infallible Word of God, each part of which has a particular purpose and fits into the overall purpose of the Bible.

To help students make an informed commitment to Christ as Savior and Lord and to live out that commitment through love, obedience, and service in ways appropriate for their spiritual maturity.

To immerse students in the stories and other writings in the Bible so that they may grow in knowledge, wisdom, sensitivity, and creativity

The teaching of the Bible as a subject must be distinguished from the broad general way in which the Bible integrates the Christian world view that shapes the school’s entire curriculum.

(The Story of God and His People: The House of Israel (2nd edition)).

2.2 Language Arts

We view language as a gift with which God has equipped us to express ourselves in response to our Creator and the creation. The effective use of language, both written and oral, enables us to serve God and man in this life. As a sinner, man uses language in a disobedient way and in our school we must challenge students with the need for correct, God-glorifying, use of language.

2.3 Social Studies

The ultimate goal of the Social Studies curriculum in Alberta is to create responsible citizens. As Christians, it is our goal to also become responsible followers of Jesus, interacting with our world and making decisions that would demonstrate to others love, compassion, and a desire for peace. The focus of Social Studies within our Christian school is to assist us in acquiring knowledge, skills, and attitudes needed to be informed and contributing members in an increasingly secular society. Learning about the well-being, growth, and vitality of diverse groups in the world, will help us to build the foundations of active and responsible citizenship.

2.4 Mathematics

In Genesis 1, we read of God’s amazing power to create the world and all that is in it. In doing so, God created theories, formulas, and rules that bind our being. God is a God of order, and this is truly evident in our studies of mathematics. As humans, we are curious in nature, we are also called by God to be active in all aspects of life that are glorifying Him. Human’s abilities to use these numbers concepts and mathematics in general have been marred by sin. We believe that God created mathematics and it is our goal as Christian teachers to point our students to see the order and consistency in this system, thus giving glory to God. Therefore we are called to be active learners who have individual interests, abilities, and needs. Mathematics is a common human activity, increasing in

importance in a rapidly advancing technological society. Mathematics also provides students with the ability to accommodate to changing conditions, gain new knowledge, and problem solve in a variety of situations.

2.5 Science

Through science, students are given the opportunity to learn more about God and His amazing creating. Students are naturally curious and through science are able to explore and investigate the world around them asking questions such as “how does this reveal God?” As Christians, it is important to remember that science has limitations and that many revelations that have yet to be answered through metaphysics. Students engage in the process of inquiry and problem solving in which they develop both knowledge and skills. The challenge is to have students observe God’s creation and formulate their own awareness of God as Creator and response to creation.

Ps. 104:24

2.6 Music

Music is a gift given by God. It enters a realm of expression that is impossible with any other means. Throughout God’s Word we read how *good it is to praise the Lord and make music to (His) name* (Psalm 92:1-4). By teaching music we are teaching a form of worship. Each musical skill we learn and each song we sing glorifies God. It is God who gave us this gift of music, it is God who created us with a voice, and it is our privilege to use that very same gift to praise His name!

2.7 Physical Education

The aim of physical education is to equip individuals with the necessary skills, knowledge and attitudes to lead a life-long healthy active lifestyle. It is our responsibility to take care of the bodies given to us by God and to use them in service to Him. The care of the physical body is a moral responsibility and part of our service to God. Physical education enables individuals to develop strategies to overcome challenges, work in cooperation with others and practice decision making. Physical education must incorporate decisions and actions pertaining to health, fitness, Christian work and leisure.

2.8 French

The primary goal for French language learning in Alberta schools is to have students communicate and interact in two or more languages. As the program develops, students are increasingly able to understand, speak, read and write the language.

At Fort McMurray Christian School, the Christian perspective is fused with the same language objectives. Our students not only learn a respect for cultural and linguistic diversity but they also learn that they belong to the local, national, and international Family of God. The thread of being Christian unites them. Point 5 of our mission statement reads, "To prepare students to be of service in the community." French Christian education at FMCS fulfills this mandate by encouraging in our students, responsibility and active roles as world citizens. As well, a second language can only enhance our students' effectiveness and God's work in a range of professions including missions, social work, government work, journalism, business, education, banking and management.

3. On-Line Curriculum Information For Parents

Check out Alberta Learning's website: www.learning.gov.ab.ca

And follow the following links:

- A. Provincial achievement tests - grade 3 and 6
- B. Sample achievement test questions
- C. Curriculum expectations by subject (Curriculum Handbook for Parents)
- D. Alberta Learning general information

K. STUDENT PLACEMENT

1. Introduction

F.M.C.S. recognizes the responsibility of parents in the training of children (Deut. 6:4, Prov. 22:6). Although parents remain responsible and accountable while students are enrolled in the school, they do accept the mandate of the leadership of the school in ensuring that Christ centered training of students takes place. The educational administrators and teachers have been given responsibility for the school's involvement in the evaluation of the child's development. It is recognized that there will be times when assessments from teachers and administrators differ from the perceptions of parents.

2. Entrance From Outside F.M.C.S.

2.1. Entry into Early Childhood Development Program (ECDP)

A student may begin school in September if he/she has or will turn 4 on or before March 1 of that school year. Exceptions will not be made.

2.2 Entry into Kindergarten

A student may begin school in September if he/she has or will turn 5 on or before March 1 of that school year. Exceptions will not be made.

2.3 Entry into Grade 1

A student may begin school in September if he/she has or will turn 6 on or before March 1 of that school year. Exceptions will not be made.

2.4 Transfer from other schools

Students transferring from other schools will usually be placed in the grade that their last school recommends according to their age level. Where deemed necessary, students may be tested for alternate placement. Please note: All students who are admitted to FMCS are admitted on probationary terms. No student will be permitted to attend FMCS until all Admission Procedures have been met.

3. Student Movement And Placement In F.M.C.S.

3.1 Year to Year

The academic year begins September August 29, 2011 and ends on June 28. Students' progress and placement for the following year are reviewed in the third term and are based on the growth and development of the student's academics, socialization, and spiritual growth. from one grade to the next after working through the year's objectives.

Evaluation of student achievement is ongoing and determines the progress of a child toward the learning objectives of F.M.C.S. Evaluation is much more than tests and quizzes; day to day observations are vital in evaluating growth of students.

Report cards are issued three times a year. The report evaluates knowledge and skill development, work habits and attitudes, as well as indicates achievement levels when appropriate. Evaluation is a complex process and it is important that teachers communicate with parents about the child's progress.

3.2 Individual Personal Plans

Students with learning special needs, physical weaknesses, learning disabilities or ESL challenges will have the year's program adjusted to meet their needs. Individual Program Plans (I.P.P.'s) may be written for these students. Teachers, in conjunction with the Learning Assistance Coordinator, Administration, and parents, determine the need and implementation of an Individual Program Plan

L. ORGANIZATIONS

Association of Independent Schools and Colleges of Alberta (AISCA)

Our school is part of AISCA. This association is an umbrella organization for independent school groups and individual schools. It acts as a voice and as a liaison for the members between schools, the government, and other educational institutions. The office is located in Edmonton under the direction of Mr. Duane Plantinga.

Governmental Relations

The government lays out a basic core curriculum and determines the standards of teacher certification. Within our task of training all to be disciples of Christ, we continue to work with the government in the field of education. In the past, we have had a positive relationship with government officials and owe much to the work of AISCA.

Through the School Act our school is considered an alternative program of the Fort McMurray Public School Board and thereby permits us to operate from a Biblical framework as per our agreement with FMPSD.

PCCE (Prairie Centre for Christian Education)

Our school is a member of the PCCE which is an organization of Christian school communities in Alberta, Saskatchewan and Manitoba sharing the Biblical vision that affirms the creating, sustaining and redeeming activity of the Triune God in the individual, in the community and in all creation. It provides our school with many services in curriculum, school leadership, government relations, financial stewardship, community building, promotion and ancillary services.

Other Affiliations (CSI and CSC)

There is cooperation with other Christian schools in curriculum development, workshops, sharing of expertise and experience. Each year F.M.C.S. teachers join with other Christian teachers in conventions and workshops.

The school seeks to establish closer relationships with the churches of this community. While no church should have a controlling voice in our school, we feel there is much to be gained from mutual sharing and cooperation.

Christian Schools International (CSI)

This organization is based in Grand Rapids Michigan and provides direction to Christian Schools world wide. We are a member of this organization and purchase a variety of resource materials () from them.

Christian Schools Canada (CSC)

An organization of the 3 Christian school associations in Canada; PACS, SCSBC (British Columbia) and OACS (Ontario and east)

Throughout the year we celebrate our students and their work in newsletters and the yearbook. We will publish a directory of student names, grades and addresses by the end of September for distributing to Society members.