

Christina Gordon Elementary School 2024-2025

**Christina Gordon School
Family Handbook**

2024-2025

Leadership Team

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Welcome to Christina Gordon School!

We are pleased to welcome your family to another year of learning at Christina Gordon School.

We hope that together we can help our students achieve personal excellence in all aspects of their schooling. We plan on reaching this goal by emphasizing the key roles that are played *by students as learners, parents as partners, teachers as professionals, and the school as a community.*

The purpose of this handbook is to provide you with basic information about school organization and school policies and procedures. Regular, personalized communication will come to you via your child's teacher, and current information for the whole school will be updated frequently via email, our website and Facebook. If you have any questions, concerns or suggestions about any aspect of the school or enrolled programming please do not hesitate to contact us.

We are committed to providing a safe and caring learning environment that strengthens our partnership with families and the community. Welcoming and enhancing a strong partnership can assure success in the upcoming year. We invite your participation and involvement as we work together to support your child/children and "Do What's Best For Kids" this school year.

Our staff is looking forward to assisting you and your child/children throughout the 2024/2025 school year.

We are Part of the FMPSD

Fort McMurray Public School Division is home to 16 schools. We offer a variety of programming for our youngest three-year-old Early Childhood Development Program students to our graduating Grade 12 students.

FMPSD Mission Statement

The Fort McMurray Public School District is a learning community dedicated to educating all students for personal excellence.

FMPSD Goals

Alberta Education has identified four goals for School Boards to focus on:

1. High-Quality Learning Opportunities for All

- 1.1 Schools provide a safe and caring environment.
- 1.2 The education system meets the needs of all K-12 students, society and the economy.
- 1.3 Children and youth at risk have their needs addressed through effective programs and supports.
- 1.4 Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and the economy.

2. Excellence in Student Learning Outcomes

- 2.1 Students demonstrate high standards in learner outcomes
- 2.2 Students are well prepared for lifelong learning.
- 2.3 Students are well prepared for employment.
- 2.4 Students model the characteristics of active citizenship.

3. First Nations, Métis and Inuit Students

- 3.1 First Nations, Métis and Inuit students are well prepared for citizenship, the workplace and post-secondary education and training.
- 3.2 Key learning outcomes for First Nations, Métis and Inuit students to improve.

4. Highly Responsive and Responsible Jurisdiction

- 4.1 The education system at all levels demonstrates effective working relationships.
- 4.2 The education system at all levels demonstrates leadership and continuous improvement.

Treaty Eight Acknowledgement

An important step in reconciliation is the acknowledgment of traditional treaty land and recognition for the people of the territory.

All events, gatherings and meetings at Christina Gordon School will begin with a verbal land acknowledgement.

“CG acknowledges that we are on Treaty 8 territory and we honour and acknowledge all of the First Nations, Métis and Inuit peoples who have lived, travelled and gathered on these lands for thousands of years.”

Christina Gordon School Vision and Mission

Vision

To be a school where kids want to be and where parents want to send their kids.

Mission

Together we are a safe and caring community of active 21st-century learners. We are respectful leaders in our school and our world, who experience success and fun!

Hours of Operation

Christina Gordon Elementary School office is open from 8:00 - 3:30 each day.

The school day runs from 8:35 am until 3:15 pm from Monday to Friday.

Please note that supervision does not start until 8:25 am daily, so please do not drop off your child prior to this time.

Supervision

This year we have moved to a "trickle entry" system in the morning. This means grade level entrance doors will open for students when supervision begins at 8:25am.

Students who arrive between 8:25 and 8:45 can enter right away through their grade level doors. Classes begin at 8:40 although doors will remain accessible until 8:45am. If students arrive after 8:45, please enter through the main office.

Outdoor supervision is provided by staff for ten minutes after school as children leave the school property. It is very important that you do not drop off your child before 8:25am as there is no supervision until then.

Policies and Procedures

Attendance check

To ensure your children's safety, the school will conduct a daily attendance check. The preferred method of contacting the school if your child is going to be late or absent is to email cgabsences@fmprsd.ab.ca with your child's name, grade and homeroom teacher. Please use this email rather than contacting the child's teacher to report absences.

Alternatively, you may call the school at 587 276 2017. This line has an answering machine to take your calls from 3:30 p.m. until 8:00 a.m.

If a student is absent and we have no prior information pertaining to this absence, the school attendance secretary will call home to ensure that your child is safe and accounted for.

Regular Attendance—It's the Law

Regular attendance is strongly linked to student academic success and a student's sense of belonging at school. The School Act reminds parents and students that students are expected to attend school and be punctual every day.

Students are only considered to be excused from attending school if they must be away due to:

- sickness or other unavoidable cause
- the day is recognized as a religious holiday by the religious denomination that the child belongs to
- suspension or expulsion
- an exemption from compulsory attendance granted by the Board for a defined period of time

Leaving school grounds

Students in grades ECDP - 6 are expected to remain on the school grounds during the instructional day so that they can be properly supervised. If special circumstances occur, please make arrangements by phoning the main office. Any students leaving early during regular school hours must check out by calling the office and signing the log sheet in the office. Students will gather their belongings and be released via the main doors and a parent or guardian should come into the building to pick up the child.

Bicycles, skateboards, rollerblades, scooters and sleds

In an effort to promote a healthy lifestyle, students are encouraged to consider alternative methods of arriving to and from school. Prior to considering these alternative modes of transportation, however, it is important that parents help children to understand and obey the safety rules associated with them and to ensure that appropriate safety equipment is worn.

Students who bike, board, blade or scoot to school are expected to remove or dismount their equipment once they arrive on school property and then walk to their assigned doors. This is to prevent possible collisions that may happen in high traffic areas during arrival and dismissal such as the parking lot or playground.

Bicycles and scooters should be parked at the various racks provided around the school. We understand that some scooters may be difficult to lock up; it is suggested that those scooters be left at home. Please note that we cannot store electric scooters or ebikes inside the school. The batteries can be a fire hazard and do not meet the standards set for our building by the Fire Marshall.

All other equipment (helmets, etc.) is to be put away and stored in the student's backpack or designated area. Students are not permitted to use this equipment during school hours unless they are under the direct supervision of a teacher.

Please note: the school will not assume any responsibility for lost or stolen equipment.

Transportation and Parking

Christina Gordon is a community-based school and there is no bus service available for our students (with the exception of Little bus service for students with special needs). Please note that there is limited parking on school grounds, as our west side parking lot is for staff and registered handicapped vehicles only. A visitor lot and a drop-off lane are available in front of the school. Please refrain from driving through or parking in our bus loop.

Cold weather policy

When it is extremely cold, we use the equivalent temperature of -24 degrees Celsius (combined temperature **and** wind chill factor to determine this) or raining very hard, regular recess will occur indoors. Please ensure children are appropriately dressed for the weather so that they will be comfortable when they are outside.

Learn more about going to school in inclement weather at <http://board.fmpsd.ab.ca/HTMLpolicyNew/procedures/AP131.html>

Communication

CG has many ways to communicate with our staff, students, and families. Your child's classroom teacher may use any combination of Google Classroom, Seesaw, Remind,

classroom newsletters, emails, etc., in order to keep you informed of your child's progress and activities in the class. Please ensure to engage in classroom and school communications on a regular basis in order to stay informed and up to date.

Social media

You are invited to connect with us on our school's Facebook page <https://www.facebook.com/ChristinaGordonPublicSchool>, as well as our school's X page: <https://twitter.com/ChristinaGFMPSD> or [@ChristinaGFMPSD](https://twitter.com/ChristinaGFMPSD).

Personal Communication Devices

Fort McMurray Public School Division recognizes the potential benefits of personal mobile devices for communication, information access, and enhanced learning opportunities. However, to ensure a focused and respectful learning environment, the use of these devices during instructional time will be limited. This Administrative Procedure is implemented in response to the Minister of Education, mandating that all school divisions limit student use of personal mobile devices during instructional time as well as access to social media in schools. The Administrative Procedure aims to balance the benefits of technology with the need for minimizing distraction in learning environments, allowing for growth in student well-being, and the protection of personal privacy and academic integrity.

[FMPSD AP 145.](#)

Grievances

Good two-way communication between families and schools is necessary for your child's success. Should you or your child encounter a classroom-related concern, you are encouraged to reach out to the classroom teacher as a point of first contact. Administration may become involved should further problem resolution be required.

It is incumbent upon parents, as outlined in the Education Act (referenced below), to contribute to positive and respectful relationships with school personnel. Therefore, parents are asked to contact the school as a means to resolve issues and refrain from posting negative comments about the school or its employees on social media.

Section 32 of the Education Act states that parents have the responsibility to:

(d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,

(e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,

(f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and

(g) engage in the child's school community.

You may access the Education Act for further reference here:

<https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

CG on the web and Powerschool

You are invited to visit our website. Features include the School Handbook, Info for Parents, and the annual Calendar. Powerschool is also an available resource to maintain regular checks of your student's academic progress.

Consulting services team

As well as curricular consultants for teacher support, Fort McMurray Public Schools provides services from Reading Specialists, Psychologists, Occupational and Physical Therapists, and Social Workers. Instructional and non-instructional supports allow the school to ensure all student needs are supported to ensure student excellence.

Emergency drills

At Christina Gordon School, we do our best to make sure our students and staff learn and work in a safe environment. Emergency plans and practices are needed to ensure the safety of students and staff in the event of an urgent situation. For example, evacuations are necessary in the case of a fire, gas leak, chemical spill, bomb threat, structural damage, flooding, power or utility failure, or an on-site threat. In addition, security alerts are needed for inclement weather, such as tornadoes or severe snowstorms, in the case of an intruder, or due to an environmental threat.

We practice both evacuation procedures and lockdowns to prepare staff and students to respond quickly and appropriately in an emergency.

Emergency plans

In the event of an emergency or other unusual circumstances, parents will be contacted using *SchoolMessenger*, an emergency message system. More information can be found at

<https://www.fmpsdschools.ca/view.php?action=object&id=33277&stream=Homepage+News>

CG School's Emergency Plans are reviewed and updated annually. Copies of these plans are available in the office.

Although our staff will be preparing students for these drills (kindergarten students do several "simulated" drills prior to the actual drill, while older students are reminded of the

expectations), some students can be upset by this experience. If you anticipate that your child will need additional support please contact your child's teacher so that we may work together to prepare them. If you have any questions about these drills please do not hesitate to contact the school office.

Field trips

Field trips, author presentations and workshops and special fine arts performances are an integral part of the curricular program; therefore, it is our hope that all students will participate in these activities.

Parents will be notified of all field trips prior to their occurrence. This notification will indicate the purpose and requirements for the field trip and will include a permission slip to be signed by a parent and returned to the teacher. Students must have a signed permission slip to attend each field trip. Information will also include the name of the First Aid designated for that trip, and the fee for the field trip or special in-school activity will be stated.

The number and cost of field trips varies from class to class so each teacher will provide specific information related to his/her class. No child will be refused the right to participate in these activities due to lack of funds. Please contact the administration if this situation applies to your family.

We are very fortunate in that our Christina Gordon School Fundraising Association funds busing for one field trip per class per year.

Holidays during scheduled instructional time

The school calendar has been organized so as to provide for natural breaks and holidays for students throughout the year. The demands of the curriculum are such that if a child misses a significant period of instruction, it is likely to have an impact on his or her achievement for that year.

While travel provides wonderful opportunities for learning, it is important to understand the educational ramifications of that decision. The purpose of this policy is to provide you with information regarding what the teacher is able to do to support the child's learning and what will be the responsibility of the parent during this absence. Essentially, parents who choose to take their child/children out of school to go on an extended holiday or trip are choosing to homeschool their children for that period of time.

Before making this decision please talk to your child's teacher and consider the following factors:

- Your child's/children's overall achievement and progress to date and the possible effect this absence may have on him/her/them. Remember that it is impossible to replicate all of the learning that will take place in his/her/their absence.

Please keep in mind that teachers are not able to:

- Provide you with a package of school work to be completed while away
- Provide you with a copy of a textbook
- Replicate teacher-led lessons or hands-on experiences
- Provide you with copies of evaluations – tests, quizzes, etc
- Teach your child separately on google meets or zoom meetings.

Upon your child's return to school, it is their responsibility to catch up on any other work that they have missed. This will require additional time and assistance from home. If you decide to withdraw your child from school but are not prepared to home-school them during the absence, then your child will miss the learning that continues in their absence, and this may have an impact on their achievement. Depending on the timing and length of the absence, there may be insufficient information collected to enable the teacher to provide a valid evaluation of your child's progress and achievement during that particular term. This may result in the following comment on the report card: "Insufficient information available to provide a mark".

Ultimately the decision is yours to make. Hopefully, this information will help you to make an informed one.

Homework policy

Homework and home study is intended to reinforce curriculum concepts learned at school. Occasionally homework may be sent home with these criteria in mind:

- Work a student did not complete at school
- A special project requiring more time
- Preparation for assessment tasks (quizzes, unit tests etc.)

If a CG student is in a specialized program such as PEAK, or participates in extracurricular activities, they must ensure all academic expectations have been met in order for them to participate.

Illness

Please do not send an ill child to school. Normally, children who are too ill to go outside during recess times are too ill to be at school. In the event a child becomes ill after arriving at school, the child will rest in the medical room while we attempt to contact the parents so the child may be taken home.

FMPSD follows the recommendations of the Alberta Health Services which state:

Albertans who have respiratory symptoms such as fever, cough, shortness of breath, loss of taste or smell, runny nose or sore throat, and/or have tested positive for any respiratory illness (e.g. COVID-19, influenza) are recommended to stay home until:

- *Their symptoms have improved; AND*
- *They feel well enough to resume normal activities; AND*
- *They are free of fever for 24 hours without the use of fever reducing medication.*

Please visit the following for more information:

(<https://open.alberta.ca/dataset/d7948ab4-3d38-47d8-b793-c7f3f556b124/resource/bae23d48-7d86-43d9-94b3-5102109b12bb/download/hlth-covid-19-general-guidance-2023-03.pdf>)

Please call the front office or email cgabsences@fm-psd.ab.ca by 9am to report a child absent for the day.

Breakfast program

CG offers a grab and go Breakfast Program that students can utilize upon arrival in their classroom hallways. These items all adhere to our Healthy Schools policy, and feature options which include dietary restrictions such as gluten and dairy allergies.

Leader in Me program

Our school proudly offers the Leader in Me program, and the Seven Habits of Highly Effective children are taught in our classrooms and extracurricular programming.

Reggio program

Our school proudly hosts the Reggio-inspired Early Learning program. Early Childhood Development Program (ECDP) and Kindergarten offer the Reggio program, where students are exposed to a style of learning that includes a focus on art, space, sensory materials and exploration through play. This program has an additional cost of \$300 for the school year.

PEAK Basketball Academy

Our school proudly hosts the PEAK basketball program, where students from grades 4-6 are taught the components of the sport, equipping them with skills and confidence. This program requires specific registration and carries an additional fee. For additional information please view the FMPSD PEAK websites at <https://peak.fm-psdschools.ca/>

Diversity and GSA

Our school teaches our students that diversity is a strength. Regardless of color, gender, age, race, religion, or sexuality, all students are taught to be respectful and to celebrate our differences. Opportunities are available for students to participate in multi-cultural and PRIDE activities throughout the year. Christina Gordon also has a GSA for students in grades 5 and 6.

Language Friendly School

Since 2023, CG has been designated a Language Friendly School. As a Language Friendly School we believe that all children have access to a language friendly-learning environment where they feel accepted and valued for who they are. No child is punished for speaking his or her mother tongues in school, we do not require parents to speak another language at home with their children, and we do not allow excursion or

bullying around languages, accents or dialects. We offer language inclusivity through strategies such as small group ELL instruction, a multicultural family night, a DEHR library, and much more.

Lunch program

Our School Fundraising Association organizes a Hot Lunch program. This year, the plan is to have the lunches available on Tuesdays and Thursdays. Ordering for these lunches occurs online, with orders being placed in advance for the following month. The hot lunch program usually starts in October and information is provided to parents in advance by our Fundraising Association. For more information follow the facebook page at: <https://www.facebook.com/groups/119144388791904> or email at cgsfundraising@outlook.com

Peanut and nut-aware school

We have several students who have severe allergies to peanuts and nuts in our school. Please refrain from sending food that contains nuts—such as peanut butter or Nutella sandwiches. While this might pose a minor inconvenience for some people, these products might mean the difference between life and death for those with severe allergies. It is a collective responsibility to ensure we provide a safe environment for everyone. If your child has any serious medical concerns, please let our staff know so that we can have the appropriate measures and procedures in place.

Healthy Schools policy

CG participates in the Healthy Schools program. Its vision is to have healthy kids in healthy schools, and the mission is to inspire and empower school communities to lead, choose, and be healthy by recommending and supporting measurable and sustainable changes.

As a part of this program, we promote daily physical activity, issue healthy challenges throughout the school year, and encourage nutritious eating through “Choose Most Often Foods.”

In keeping with the Healthy Schools program, as well as recognizing that our students have a diverse range of dietary needs, restrictions and allergies, we ask that parents refrain from sending treats containing high-fat or high-sugar for whole-class celebrations such as holidays, birthdays, etc. Items such as these will be put aside and returned home at the end of the day.

Families may, upon coordinating with the classroom teacher, send in healthy treats that are consistent with the Alberta Nutrition Guidelines for Children and Youth.

For more information please see the Alberta Nutrition Guidelines for Children and Youth <https://open.alberta.ca/publications/5906406>

Lunch program expectations

Please provide your child with:

- lunches that do not require microwaving or hot water
- lunch bags that are labelled with your child's name and classroom number
- reusable containers or bags to help support our commitment of reducing garbage and waste
- a plastic bag or containers for leftovers so you can see what your child is or isn't eating

Parents who wish to drop off lunches for their child during the school day are asked to do so prior to 12:30. A trolley is provided at the main entrance where you will place the lunch with your child's name and class. The office will call these students to the office at 12:30 to pick up their lunch.

We are unable to accept lunches delivered by a food delivery service such as Skip the Dishes, DoorDash or any Restaurant/Fast Food delivery.

Positive behaviour plan

The staff of CGS have adopted a school-wide discipline program based on FMPSD's commitment to maintaining a healthy, respectful environment for students, staff members, trustees, parents, volunteers and contractors, which is welcoming, safe and nurturing.

Students are encouraged to follow the WITS program in order to take age-appropriate actions to solve minor peer conflict. This includes:

W - walk away. Students can be proactive and walk away from inappropriate behaviour rather than reactively engaging in conflict.

I - ignore. Students can ignore problematic behaviour if it is isolated.

T - talk it out. Students can try talking issues out with peers by stating why a behaviour is upsetting or hurtful to them and asking that the peer cease their behaviour.

S - seek help. If the behaviour is serious in nature, or if a student has used their WITS and the behavior has continued, students are encouraged to seek help from a trusted adult such as a classroom teacher or EA, outside supervisor, counsellor, administrator, etc.

The Positive Behaviour Interventions and Support Plan (PBIS) is based on a set of expectations school-wide and in the classroom. The methods staff will use to resolve disputes are non-confrontational, supportive and ensures that appropriate support is available for the student. Our staff work collaboratively to continuously refine our plan, but in general terms, it will reflect the following:

- Minor infractions (such as inappropriate language, minor hands-on interactions with other students, etc.) will be addressed first by the classroom teacher.
- A repeat of the above incidents will be communicated to the parent by the classroom teacher.

- Further incidents may result in a referral to the administrative and/or resource team.
- Serious infractions (such as threats, intentional damage to school property or physical fights, etc.) will result in an office referral where the actions will be investigated thoroughly and efficiently, and parents/guardians will be contacted.

Consequences for unacceptable behaviour are meant to be measured, equitable and appropriate, and promote learning and personal growth.

When assigning consequences, teachers or administration will take into account the student's age, maturity, individual circumstances, and frequency of the misconduct. The specific circumstances of the situation, such as antecedents, provocation, etc., are important parts of determining appropriate responses to unacceptable behaviour.

When a student engages in unacceptable behaviour, consequences may include, but are not limited to:

- Restorative practices which are meant to help students reflect on their behaviour and choices, the emotional and physical implications of those choices, and how different choices impact the outcome of a situation. Restorative circles may be used for students to share their experiences, understand hurt caused, offer apologies, work through their feelings and establish a plan for change, etc.
- School-based interventions such as positive behaviour support, behaviour contracts, or counselling may be used
- temporary assignment of a student to an alternate supervised area within the school
- temporary assignment of a student to an alternate learning location
- short term removal of privileges
- While the focus in an elementary school is on remediating behaviour and teaching students positive behaviours, in rare cases (such as severe or chronic inappropriate behaviour), in-school or out-of-school suspension may occur

The School Act, Section 12 states:

A Student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- *Be diligent in pursuing the student's studies;*
- *Attend school regularly and punctually*
- *Cooperate fully with everyone authorized by the board to provide education programs and other services;*
- *Comply with the rules of the school;*
- *Account to the student's teachers for the student's conduct;*
- *Respect the rights of others.*

Review the full policy at <https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

Christina Gordon School's Positive Behaviour Plan is aligned with the Fort McMurray Public Schools Board Policy. You may wish to review other Fort McMurray Public Schools policies and administrative regulations about:

- Safe, Caring and Respectful Learning Environments (AP 20 on Student Conduct - Welcoming Caring Respectful and Safe) available at: <http://board.fm-psd.ab.ca/HTMLpolicyNew/policies/policy20.html>
- Student Suspension and Expulsion (AP 355 Student Discipline) available at <http://board.fm-psd.ab.ca/HTMLpolicyNew/procedures/AP355.html>

Bullying and conflict

Bullying is defined in the School Act as repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying also includes the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.

Bullying can take different forms:

- physical (e.g., pushing, hitting)
- verbal (e.g., name-calling, threats)
- social (e.g., exclusion, rumours)
- electronic (e.g., using technology to harass or threaten)

Conflict occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.

All students are expected to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means. Students are also expected to resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. School staff can help address conflict between students using strategies that may include counselling, mediation, consequences and/or forms of restorative practice.

Bullying vs Mean or Rude

What is the difference?

Bullying is the intention to cause fear, harm or injury to another person. It is continued action(s) against the same person. The receiver of the action is unable to stop the behaviour themselves.

When a person has a "mean moment" they are usually trying to hurt someone, but it does not happen over and over again to the same person.



Examples

- Unwanted, aggressive behaviour such as insults, threats, malicious gossip, physical harm or intimidation
- Occurs repeatedly or chronically
- Targets the same individual
- Recruiting other students to join in or take sides, repeatedly
- Power imbalance

Examples

- One-off teasing or a "joke" that went too far
- Getting your feelings hurt
- Being aggressive during sports or play
- These situations can be worked out by using WITS
- The offender apologizes
- Calling someone a bully because you are upset with them
- Leaving someone out
- Both parties involved in the conflict

School Expectations

- Not every mean or rude comment is bullying. Remember that young children are learning how to navigate social interactions, control impulsiveness and resolve peer conflict. We expect students to use WITS in age-appropriate circumstances, and advocate for themselves if they need help.
- Schools are also bound by privacy laws, and cannot discuss discipline of another child.

"I was just defending myself!"

Self Defence vs Retaliation

What are they?

Self defence is used to escape harm. The intent is not to harm, but to protect yourself in order to get help

Retaliation is used to return harm. The intent is to pay back or get revenge



Examples

- A reasonable degree of force is used to get away
- You have a reasonable fear that harm or injury to yourself exists
- Yelling to make someone stop
- Deflecting a strike
- Pushing out of the way to escape
- An unprovoked attack

Examples

- They did it to me first! (fighting back)
- resuming a conflict after a "cooling off" period
- "Yeah, but they *always...*"
- using threatening words and gestures
- refusing to let someone leave
- initiating a conflict
- inserting yourself into someone else's conflict

School Expectations

- If someone hurts you and you cannot escape or move freely to get help, you can use self-defence.
- If you can walk away and get help, striking back is no longer self-defence.
- On school grounds, with adults available, we expect you to seek help

FOIP is the acronym commonly used for The Freedom of Information and Protection of Privacy Act of Alberta.

This law aims to strike a balance between the public's right to know and an individual's right to privacy, as these rights relate to information held by public-sector bodies in Alberta.

The FOIP Act is provincial legislation that schools, as a public entity, are required to follow. The FOIP Act applies equally to all public bodies so that they can be transparent for the public and protect the privacy of individuals both inside and outside of the organization.

As a parent or guardian of a student, it is important that you understand the basic principles of the FOIP Act. This helps to build and maintain trust between home and school. As public employees, we need to collect, use and disclose information appropriately and protect the privacy of individuals when applicable.

Examples of what FOIP may look like in a school include:

- Using a student's image on public platforms only when permission is given to this school (this is located on registration forms).
- Not sharing phone numbers or addresses of friends, even if it is for parties, etc.
- Not sharing information about a child's academics, rank, program placements, accommodations etc.
- In terms of discipline, schools cannot share behaviour issues, consequences etc., with anyone other than the child's guardians.

For more information:

<https://www.alberta.ca/freedom-of-information-and-protection-of-privacy>

Medication policy

If a student must take oral medication during school hours and a parent or guardian cannot be at the school to administer the medication, the medication must be administered in compliance with Fort McMurray Public Schools' regulation. If possible, parents should request long-lasting, time-release drugs from doctors and have doses scheduled before and after school hours.

When administering medication to students, we follow our Division Administrative Procedure AP 316 <http://board.fmpsd.ab.ca/HTMLpolicyNew/procedures/AP316.html>

Parents must:

- complete an Authorization Form and Student Focused Medication Management Plan (available in the office) to ensure that student medical information is complete and accurate.
- deliver medications to the school in pharmacy-labelled containers.

Students with severe medical conditions, or those on prescribed medication which may affect their performance or safety at school, should notify the administration. A confidential record of student medical conditions is kept on file in the office.

For safety reasons, all medications—with the exception of EpiPens and asthma inhalers—are kept in a locked cabinet in the office. EpiPens and inhalers are to be clearly labelled and carried at all times by students in a safe and readily available manner. The location of the medication must be communicated to the classroom teacher. If desired, an extra EpiPen and/or inhaler may be kept in the classroom.

Payments for field trips, bus passes, lunch, etc.

Payments for school fees, field trips, etc. must be made through Parent Portal unless there are extenuating circumstances, in which case we may accept cash, debit or credit card at the office. Cheques are not accepted under any circumstances. It is recommended that personal money belonging to the student be left at home.

Personal property

Each year our lost and found box fills to overflowing with perfectly good articles of clothing. Please help the school and the students keep track of items by clearly labelling all personal property with the student's name. While students will often bring play items to school we remind you that the school cannot be held liable for their damage or loss. Expensive items or items which have sentimental value are best left at home.

Reporting student progress

Report cards will be issued in January and June of each year. Parent Teacher Interviews will be scheduled twice during the year so teachers and families may communicate about a child's progress in person. Parents may also receive regular updates about their child's progress through methods such as Google Classroom reports, weekly teacher emails, monthly class newsletters, Remind, personal emails, etc.

Please do not hesitate to contact your child's teacher about their progress or welfare if you have concerns. In all cases, the teacher should be your first contact. Please email the teacher or call the school and leave a message for the teacher to call you back or to make an appointment.

School Council and Fundraising Association

Christina Gordon is fortunate to have two vibrant Parent Organizations supporting the school, each in their own way: School Council and School Fundraising Association

Christina Gordon School Council: School councils are legislated under the *Education Act* and are mandatory for all schools in the public education system, including charter schools. They consist of parents, school administration and staff working together to support and enhance student learning. They provide a way for members of the community to consult with and offer advice to principals and school boards.

School councils are a bridge between the school and the community. They focus on what is best for all students in the school, consider the interests of all school

stakeholders, develop, maintain and reflect the culture of the school, and represent the parent voice in the school community.

Christina Gordon Council meets monthly and is open to all parents.

You may review the Alberta School Council Regulations at

https://www.qp.alberta.ca/1266.cfm?page=2019_094.cfm&leg_type=Regs&isbncln=9780779812318

Christina Gordon School Fundraising Association; Many of the school programs and services we have come to expect and enjoy are funded entirely, or in part, by Christina Gordon School Fundraising Association. Utilizing a number of fundraising initiatives throughout the school year, supported by parent volunteers, this group raises funds that support the school in many ways, including sponsoring programs such as DancePlay, purchasing new resources and technology, hosting events to support families such as our year-end BBQ, providing busing for field trips, and much more.

Dates and times of meetings are announced on our school's social media platforms.

School and Field trip volunteers

All parent volunteers at our school require an updated criminal record check on file before you can volunteer at the school. We can provide letters of support to expedite the application. We also ask that a Volunteer Application form be completed. This too is available at the school's Main Office.

Parent volunteers are often needed and required to assist on field trips. As Fort McMurray Public Schools insurance coverage for volunteers on field trips does not include coverage for siblings coming along on buses or at the field trip site, we regret that we cannot accommodate siblings.

Another way to get involved is by volunteering your services to classrooms and the library. Our staff is committed to volunteers, believes in their value and recognizes their service. If you would like further information on how you can get involved, please contact the school office. In keeping with our school policies regarding safety for all people in the school, visitors and volunteers are asked to sign in at the school's office and wear a visitor's badge for the duration of their time in the school.

Volunteers and Visitors in the school

The safety of our students and staff is our number one priority. With the exception of school staff, **all visitors and volunteers in the school MUST, WITHOUT EXCEPTION, check in at the main office and be given a Visitor / Volunteer pass lanyard that must be worn. Anyone in the school without such a pass will be asked to leave immediately or report to the main office.**

Entry to the building for visitors/volunteers must be through the main entrance only.

Other exits and entrances remain locked and are for the use of staff and students only.

Alberta Health Services works together with schools and community agencies to provide a range of coordinated health and support services for school children and their families. Our common goal is to build on the health and education potential of all students. Services include: vision, hearing or dental screening, follow-up of medical conditions, immunizations, speech and language services, rehabilitation services and emotional/behavioural support. If you have any concerns about your child's health, please talk to the principal or contact Healthlink at 811.