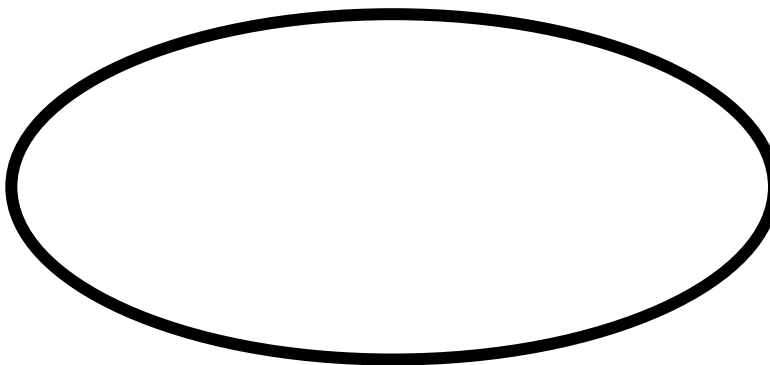


This agenda belongs to:

Name:  
First and Last



Grade: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

*Please return to the school if lost! Note: The front cover is sensitive to extreme heat. Do not leave in direct sunlight.*

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### *Our Namesake - St. Charles*

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*"If we wish to make any progress in the service of God we must begin every day of our life with new eagerness. We must keep ourselves in the presence of God as much as possible and have no other view or end in all our actions but the divine honor."*

*Saint Charles Borromeo is a Patron Saint of:*  
*Catechists*  
*Catechumens*  
*Seminarians*

**School Mission:** The mission of St. Charles Catholic School is to provide a Catholic education that inspires students to grow in faith, knowledge, and respect, following Jesus' example, to live with kindness and in service to others.



*Hands and Hearts for Christ*

Have a Blessed 2025/20206 School Year

Laurie Bonanni-McGee - Principal

Erin Pruski- Assistant Principal

# St. Charles Catholic Elementary School

## Handbook 2025-2026



**St. Charles**  
CATHOLIC ELEMENTARY SCHOOL

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*St. Charles Catholic Elementary School*

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10423 172 Ave. NW | Edmonton, Alberta | T5X 4X4

Phone: 780.456.5222

Website: [www.stcharles.ecsd.net](http://www.stcharles.ecsd.net)

*Office Hours: 7:30 am - 3:00 pm*

# ECSD SCHOOL CALENDAR 2025-2026



First Day of Operation  
**August 28, 2025**

First Day of Instruction

**September 2, 2025**

Last Day of Instruction

**June 23, 2026**

Last Day of Operation

**June 24, 2026**

| July 2025    |    |    |    |    |    |    | August 2025   |    |    |    |    |    |    | September 2025 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|----------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  | S             | M  | T  | W  | T  | F  | S  | S              | M  | T  | W  | T  | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |               |    |    |    |    | 1  | 2  |                | 1  | 2  | 3  | 4  | 5  | 6  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 | 3             | 4  | 5  | 6  | 7  | 8  | 9  | 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 | 10            | 11 | 12 | 13 | 14 | 15 | 16 | 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 | 17            | 18 | 19 | 20 | 21 | 22 | 23 | 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 27           | 28 | 29 | 30 | 31 |    |    | 24            | 25 | 26 | 27 | 28 | 29 | 30 | 28             | 29 | 30 |    |    |    |    |
|              |    |    |    |    |    |    | 31            |    |    |    |    |    |    |                |    |    |    |    |    |    |
| October 2025 |    |    |    |    |    |    | November 2025 |    |    |    |    |    |    | December 2025  |    |    |    |    |    |    |
| S            | M  | T  | W  | T  | F  | S  | S             | M  | T  | W  | T  | F  | S  | S              | M  | T  | W  | T  | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |               |    |    |    |    |    | 1  |                | 1  | 2  | 3  | 4  | 5  | 6  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 | 2             | 3  | 4  | 5  | 6  | 7  | 8  | 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 | 9             | 10 | 11 | 12 | 13 | 14 | 15 | 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 | 16            | 17 | 18 | 19 | 20 | 21 | 22 | 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 26           | 27 | 28 | 29 | 30 | 31 |    | 23            | 24 | 25 | 26 | 27 | 28 | 29 | 28             | 29 | 30 | 31 |    |    |    |
|              |    |    |    |    |    |    | 30            |    |    |    |    |    |    |                |    |    |    |    |    |    |
| January 2026 |    |    |    |    |    |    | February 2026 |    |    |    |    |    |    | March 2026     |    |    |    |    |    |    |
| S            | M  | T  | W  | T  | F  | S  | S             | M  | T  | W  | T  | F  | S  | S              | M  | T  | W  | T  | F  | S  |
|              |    |    |    | 1  | 2  | 3  | 1             | 2  | 3  | 4  | 5  | 6  | 7  | 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 | 8             | 9  | 10 | 11 | 12 | 13 | 14 | 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 | 15            | 16 | 17 | 18 | 19 | 20 | 21 | 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 | 22            | 23 | 24 | 25 | 26 | 27 | 28 | 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |               |    |    |    |    |    |    | 29             | 30 | 31 |    |    |    |    |
| April 2026   |    |    |    |    |    |    | May 2026      |    |    |    |    |    |    | June 2026      |    |    |    |    |    |    |
| S            | M  | T  | W  | T  | F  | S  | S             | M  | T  | W  | T  | F  | S  | S              | M  | T  | W  | T  | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |               |    |    |    |    | 1  | 2  |                | 1  | 2  | 3  | 4  | 5  | 6  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 | 3             | 4  | 5  | 6  | 7  | 8  | 9  | 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 | 10            | 11 | 12 | 13 | 14 | 15 | 16 | 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 | 17            | 18 | 19 | 20 | 21 | 22 | 23 | 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 26           | 27 | 28 | 29 | 30 |    |    | 24            | 25 | 26 | 27 | 28 | 29 | 30 | 28             | 29 | 30 |    |    |    |    |
|              |    |    |    |    |    |    | 31            |    |    |    |    |    |    |                |    |    |    |    |    |    |

- Non-instructional day
- Non-operational day
- Cancellation of early dismissal
- Early dismissal
- Statutory Holiday - Office/School Closed
- Named Holiday - Office/School Closed

|                            |                 |
|----------------------------|-----------------|
| Labour Day                 | Sept 1          |
| Truth & Reconciliation Day | Sept 30         |
| Thanksgiving Day           | Oct 13          |
| Remembrance Day/Fall Brk   | Nov 10-12       |
| Christmas Vacation         | Dec 22 to Jan 2 |
| Family Day                 | Feb 16          |
| Faith Development Day/PD   | Feb 25          |
| Teachers' Convention       | Feb 26-27       |
| Spring Break               | Mar 30 to Apr 6 |
| Good Friday                | Apr 3           |
| Easter Monday              | Apr 6           |
| Victoria Day Weekend       | May 15-18       |

| MONTH        | Operational Days | Instructional Days |
|--------------|------------------|--------------------|
| August       | 2                | 0                  |
| September    | 20               | 20                 |
| October      | 22               | 22                 |
| November     | 17               | 17                 |
| December     | 15               | 15                 |
| January      | 20               | 20                 |
| February     | 19               | 16                 |
| March        | 20               | 20                 |
| April        | 18               | 18                 |
| May          | 19               | 19                 |
| June         | 18               | 17                 |
| <b>Total</b> | <b>190</b>       | <b>184</b>         |

ecsd.net

FEBRUARY 2025

*\*Dates are subject to change*

Check our website [www.stcharles.ecsd.net](http://www.stcharles.ecsd.net)

*regularly for the most current dates.*

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## *St. Charles Catholic Elementary School - HOURS OF OPERATION*

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| Elementary (Grades 1, 2, 3, 4, 5, 6) |            |                    |                     |           |
|--------------------------------------|------------|--------------------|---------------------|-----------|
|                                      | First Bell | Morning Recess     | Lunch and Recess    | Dismissal |
| <b>Mon/Tue/Wed/Fri</b>               | 8:00 am    | 9:45 am - 10:00 am | 11:45 am - 12:20 pm | 2:43 pm   |
| <b>Thursday</b>                      | 8:00 am    | 9:45 am - 10:00 am |                     | 11:26 am  |

| Kindergarten AM<br><i>No Class Thursdays</i> |            | Kindergarten PM<br><i>No Class Thursdays</i> |            |
|----------------------------------------------|------------|----------------------------------------------|------------|
| 8:00 am                                      | First Bell | 11:31 pm                                     | First Bell |
| 11:12 am                                     | Dismissal  | 2:43 pm                                      | Dismissal  |

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### *Important Dates:*

*October 9 - School PD Day (No Classes)*

*October 17- Kindergarten Full Day*

*November 20- Demonstration of Learning*

*January 29- School PD Day (No Classes)*

*March 5- Demonstration of Learning*

*June 12- Kindergarten Full Day*

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# *St. Charles Catholic Elementary School - STUDENT CODE of CONDUCT*

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## **St. Charles Student Code of Conduct is Based on the Following:**

- Edmonton Catholic School Division's Administrative Procedures:
  - Student Code of Conduct, AP 351
  - Commitment to Inclusive Communities in Edmonton Catholic Schools, AP160
  - Student Responsibility, AP 350
  - Standard of Student Dress, AP 349
- The Province of Alberta Education Act (Section 31)
- Alberta Human Rights Act, Section 4

We affirm that the rights set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms are afforded to all students and staff members within St. Charles Catholic Elementary. We affirm that pursuant to the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

This Student Code of Conduct Policy has been developed by the school community and was based on input from the students, parents and school staff. It is included in the student agenda as communication to all members of the school community each year. It will be reviewed and adapted as necessary on an annual basis by members of the school community.

## **Statement of Purpose**

It is the responsibility of all school community members (staff, students and parents) to ensure a welcoming, caring, respectful, inclusive and safe learning environment that respects diversity and fosters a sense of belonging for all. The goodness, dignity, and worth of all are recognized and all are held accountable for their actions.

The purpose of our Student Code of Conduct Policy is to assist students in learning how to address disputes issues, develop empathy and become good citizens both within and outside of the school community. We aim to have students know their responsibilities and understand student conduct expectations and consequences.

The statements of what is acceptable and unacceptable behaviour by students apply whether the behaviours occur outside of the school building or school hours or where the unacceptable behaviour takes place electronically, provided the behaviour has an impact on the school or individuals in the school.

## **We All Belong Here**

Our school is committed to providing an inclusive, welcoming, caring, respectful, and safe Catholic learning environment that promotes the well-being of all students. As part of this commitment, Edmonton Catholic Schools has Administrative Procedure 172, which outlines how to report incidents of racism and discrimination.

Belonging means everyone is welcome at our school. We treat our friends, classmates, teachers, and school staff with kindness and respect. Sometimes, people say things that make us feel like we don't belong. If this happens to you, talk with your family, your teacher, or a trusted adult at your school.

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## *Responsibilities of Students*

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## **In accordance with the School Act, students shall:**

- Be diligent in pursuing their 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 his/her teachers for his/her conduct
- Respect the rights of others

| Expected Student Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Unacceptable Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Make sure your conduct contributes to a welcoming, caring, respectful, tolerant and safe learning environment that respects diversity and fosters a sense of belonging of others</li> <li>• Contribute positively, to the best of your ability, to the realization of a Catholic Christian school community</li> <li>• Act in ways that honour and appropriately represent you and your school</li> <li>• Be ready to learn and actively engage in and diligently pursue your education</li> <li>• Attend school regularly and punctually</li> <li>• Be responsible and accountable for your own learning, behaviour and conduct at all times</li> <li>• Become good citizens both within and outside of the school community</li> <li>• Know and comply with the rules of the classroom and school</li> <li>• Respect yourself, others, school property and the rights of all in the school</li> <li>• Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school</li> <li>• Refrain from discrimination of any kind on any of the below prohibited grounds.</li> <li>• Refrain from, report, and not tolerate bullying, or bullying behaviour directed to others in the school.</li> </ul> | <p>The consequence of unacceptable behaviour considers the student's age, maturity, and specific circumstances of the situation and ensures that support is provided for the students engaged in inappropriate behaviour as well as those who are affected by inappropriate behaviour. As members of a Christ-centered learning community, the actions of all focus on service to one another with emphasis on growth and transformation rather than restitution and expediency. Students have the opportunity for growth and for choice with the understanding that there are logical consequences that follow their actions to ensure the welfare and security of the entire community.</p> <p>Unacceptable behaviour includes, but is not limited to, the following and whether or not they occur within the school building, during the school day or by electronic means:</p> <ul style="list-style-type: none"> <li>• Behaviours that interfere with the learning of others and, or the school environment or that create unsafe conditions</li> <li>• Defiance or disobedience</li> <li>• Swearing or offensive body language</li> <li>• Acts of bullying*, harassment, racism, or intimidation</li> <li>• Physical violence or verbal abuse</li> <li>• Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern</li> <li>• Illegal activity such as: <ul style="list-style-type: none"> <li>• Theft or damage to property,</li> <li>• Possession of, use or distribution of illegal or restricted substances</li> <li>• Possession or use of weapons</li> </ul> </li> </ul> |

*\*\*It is important to note that, according to Alberta's Education Act, while school staff are not able to control what students do outside of school... students will be held accountable for conduct that occurs outside of the school building, or school day, or electronically if the conduct negatively affects a member of the school or interferes with the school environment.*

## *Preventative, Supportive and Corrective Interventions*

Teachers will create classroom behaviour plans with their students and review the School Code of Conduct Policy each year. Consequences will be clearly laid out and shared with the students. In every instance, the child will be asked to take responsibility for his/her behaviour and be accountable for it. Interventions may include:

- Reflection time (either verbal or written)
- Meditation/ Breathing strategies
- Loss of privileges
- Clean, repair or replacement of damaged property
- Consultation with parents

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## *Continuum of Supports*

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Where possible, preventative procedures are in place to redirect inappropriate behaviours.

Intentional instruction in self-regulation and social and emotional skills may be taught. Intervention with specialized support may be accessed.

Outside services are requested if a situation is beyond our scope.

In circumstances where students are impacted by the behaviour of others the administration is committed to listening to students' concerns and strategizing methods for personal empowerment.

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## *Reporting Bullying*

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*Bullying: targeted, 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 individuals in the school community, including psychological harm or harm to an individual's reputation.*

### Levels of Intervention

#### Level 1:

The classroom teacher, employing a variety of classroom management strategies, will initially address inappropriate student behaviour in the classroom. All misconduct will be documented, and parents will be notified by telephone, email or written note when required. The supervising staff member will address incidents occurring outside of class hours and report to the classroom teacher or administration, as warranted. At this stage the student and teacher will review the Student Conduct Policy and put in supportive or corrective interventions.

#### Level 2:

Behaviors that move to this level of intervention involve the School Administration and include but is not exclusive of:

- A repeated violation of general expectations and classroom rules
- Disruptive behaviour including foul, offensive or abusive language
- Disrespect of school property
- Physical aggression

At level 2, the students will complete an "Action Plan" which will go home for parent signature and Administration will discuss the issue with the parents. If necessary, the student moves to Level 3.

#### Level 3:

This level of intervention is considered major. A severe breach of conduct will be dealt with in accordance with section 31 of the Education Act and may result in a suspension of one to five days and/or recommendation for expulsion from the school or Division. An official letter is sent to the parents and remains in the student's file. The Administration, student, teacher and parents will conference before the student is readmitted to the school.

These behaviors include but are not limited to:

- Behaviour continues as repeated interventions have not been successful
- Intentional physical violence

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## *Responsibilities of Staff Members*

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Staff members are responsible for:

- Fostering a positive, safe and caring learning environment
- Being role models, demonstrating respect for students, staff and parents
- Maintaining direct and open communication with students, staff and parents
- Establishing and maintaining classroom discipline, routines and expectations
- Discussing and implementing school wide expectations and protocols

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## *Responsibilities of Parents/ Guardians*

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- Ensuring their children come to school ready to learn, having sufficient sleep and a healthy breakfast
- Ensuring children attend regularly and are punctual
- Maintaining direct, open and positive communication with the staff, their children and other parents
- Providing a supportive learning environment in the home by assisting with home reading and subject review routines
- Reviewing the School Behaviour Plan and ensuring compliance
- Supporting their child by attending the Demonstration of Learning

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## *Standards of Student Dress*

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### Philosophy

*In Edmonton Catholic Schools, students are expected to dress in a manner that honors the dignity of the human person, who was created in the image of God, and that supports an inclusive, welcoming, caring, respectful, safe, and Catholic learning environment that promotes the well-being of all. Each school in the Division will have a **Standards of Student Dress** for their community. Understanding that it is not possible to list all the specific types of acceptable and unacceptable student dress, the purpose of establishing **Standards of Student Dress** is to empower students to make appropriate choices.*

*Students are expected to dress in a manner which is appropriate for the school day or for any school sponsored event. All students shall come to school dressed in a comfortable manner that allows them to be authentically who they are, while also meeting the standards in this document.*

*Students who do not meet the **Standards of Student Dress** will be required by the school principal or their designate to meet the standards before participating in school activities. Schools will facilitate the enabling of students to meet the standards in such situations whenever possible.*

*Student dress must maintain personal safety and the safety of the school community. Students are not permitted to wear articles of clothing, jewellery or accessories that indicate or suggest membership in or affiliation with any group or organization that does not support a welcoming, caring, respectful, safe, and Catholic learning environment that respects diversity and fosters a sense of belonging.*

## **Students at St. Charles Catholic Elementary must wear:**

- A top or the equivalent (t-shirt, sweatshirt, polo, tank top) with fabric in the front, back, and sides under the arms
- Bottoms or the equivalent (jeans, leggings, sweatpants, skirts, dresses, shorts)
- Shoes

## **Students at St. Charles Catholic Elementary may wear, if they are in alignment with this standard's philosophy:**

- Headwear that is specifically required for religious observance (i.e. hijab, yarmulke, turban) or for medical reasons in consultation with the principal.
- Hats and other headwear must allow the face to be visible to staff and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff. Hats and other non-religious/non-medical headwear will need to be removed during prayers, liturgies, Mass, school celebrations and while singing the National Anthem
- Clothing with logos or text on it that is positive in nature, respectful, or implies or encourages a healthy lifestyle/choice for children and youth

## **Students at St. Charles Catholic Elementary may not wear:**

- Articles of clothing that discriminate based on age, religion, gender, gender identity/expression, body type, race, ability, and socio-economic status
- Articles of clothing with words or text that depict or imply hate, violence, profanity, drugs/drug use, alcohol/alcohol use, sexual activity, or criminal activity
- Articles of clothing that are transparent/see-through

## **Students who have not met the standard, as outlined above, will be addressed in the following manner:**

- At the first possible opportunity for a private conversation, the staff member who has identified the issue will speak to the student about the concern in a manner that respects their privacy and dignity. Care will be taken to avoid "shaming" or statements of bias.
- The student will be presented with options to bring them into closer alignment with the standard for the remainder of the school day such as:
  - Wearing another article of their own clothing which they have at school that is in alignment with the standard.
  - Contacting a parent or guardian to bring in an article of clothing that is in alignment with the standard.
  - Borrowing an article of clothing from a friend that is in alignment with the standard.
- Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure

