



École Charleswood School

2025 - 2026

HANDBOOK

505 Oakdale Drive
Winnipeg, Manitoba R3R 0Z9
Telephone: 204.889.9332
Fax: 204.896.3860

School Timetable Hours: 8:40 a.m. to 3:30 p.m.

E-mail: charleswood@pembinatrails.ca

Web site: <https://www.pembinatrails.ca/charleswood>

Twitter: @ÉCS505

Peggy Hobson – Principal phobson@pembinatrails.ca

Diane Wiebe – Vice Principal DiWiebe@pembinatrails.ca

ÉCS MISSION STATEMENT

At École Charleswood School, we promote hope, belonging, purpose and meaning to inspire growth and perseverance with our students, motivating each one to connect with their learning and to their place in the community.

SCHOOL COMMUNITY AND EXPECTATIONS

SCHOOL PILLARS

École Charleswood School embeds our strategic plan around our school motto which is to develop students who CONNECT/ CONNECTER, INSPIRE/INSPIRER, and PERSEVERE/PERSÉVÈRE. Increasing students' engagement with the community and their participation in meaningful initiatives fosters a positive sense of belonging. Our Manitoba Education document Mamàhtawisiwin: The Wonder We are Born With – An indigenous Education Policy Framework brings life to our pillars and adds HOPE, PURPOSE, BELONGING and MEANING to our learning community. ÉCS strives to offer students every opportunity to connect to values through these pillars and these teachings.



Connect/Connector: We promote belonging, community, global citizenship and a healthy learning environment - the groundwork for personal growth and development.

Inspire/Inspirer: We seek new experiences to cultivate curiosity, inspire us to try new ways and to realize the true potential for learning.

Persevere/Persévère: We take the risks and the disruptive leaps necessary while staying the course to align new and relevant goals for learning within our rapidly changing world.

ÉCS STAFF

Administration Diane Wiebe – Vice Principal Peggy Hobson – Principal	Office Staff Julie Devigne – Admin Secretary Kara Hewitt – Assistant Admin Secretary Debbie Force – Attendance Secretary	Grade 5 5-1 Eric Paas – FI 5-2 Carmen Schroeder – FI 5-3 Reza Rezaï – FI 5-4 Karen Green – FI
Grade 6 6-1 Danielle Péloquin – FI 6-2 Anna McCarthy – FI 6-3 Kristen MacDonell – FI 6-4 Kim Bleue – E 6-5 Kevin Lyle – E 6-6 Jared Button – E 6-7 Shay Strong – E Steve Suderman – E	Grade 7 7-1 Michael Szckwarek – FI 7-2 Katlaina McMillan – FI 7-3 Kyle Du Val – FI 7-4 Josh Hollins – E 7-5 Jill Connell – E 7-6 Mary Ferguson – E	Grade 8 8-1 Phillip Janzen – FI 8-2 Melanie Deniset – FI 8-3 Olivia Martin – FI 8-4 Jason Smoker – E 8-5 Calvin Yong – E 8-6 Wyatt Anders – E
Student Support Julie Phillips – FI Counsellor Rachel Druwé – FI Resource Cheryl Skura – E Resource Laurie Sylvester – E Resource Ian Martens – Student Support Barb Pettapiece – Counsellor Hilary Fergusson – Literacy Leader	Creative Arts Julie Phillips – Music FI Jared Button – Drama/ELA Jeff Boch – Band Reza Rezaï – Grade 5 Art Mary Ferguson – Grade 7 core, 6,7,8 Art	Industrial Arts & Languages Paige Zentner – Home Economics Matt Doherty – Woods Archie San Juan – Graphics Kelly EisBrenner – French Communication and Culture (FCC)

Physical Education Chris Howell – FI Kirsten Priestley – FI Eric Hamilton – E	Library Staff Amanda Davis – Teacher Librarian Sheryl Ward – Library Technician	Educational Assistants Rachel Berger Joshua Borja Ginette Dyck Jennifer Eberling Danielle Flamand
Educational Assistants Jasmine Georgeson Shawna Pilat Kayla Smith Zach Van Wallegghem Susan Wasylenchuk Adam Kennedy	Custodial Staff Greg Kitchur David Simpkin Patricia Rudko Tracey Berthelette	Clinical Supports Erica Sharanowski – Psychology Kristen Bilenky – Social Work TBA – SLP Jenny Vernon – Occ Therapy Angela Anderson – Physiotherapy
Teacher Candidates Jacklyn Carson USB (Danielle Péloquin) Hannah McRae UofW (Kim Bleue)	Teacher Candidates Jacqueline Mullally UofW (Josh Hollins) Natalie Vergara UofM (Mary Ferguson) Jonah Neufeld UofM (Eric Hamilton) Rachel Lambert UofM (Jeff Boch)	Teacher Candidates Elizabeth Smigiel UofW (Jason Smoker) Wesley Johnson UofM (Calvin Yong)

SCHOOL, PERSONAL and COMMUNITY DEVELOPMENT and FOUNDATIONS OF LEARNING for ADOLESCENTS

The purpose of “**school**” is to promote the development of students who are academically engaged, who are developing positive skills for their future success, who feel they belong within the community, and who know their contributions are valued. With increasing diversity in our neighborhoods, it is critical our community engages in “seeking to understand” each other, intentionally broadening perspectives to enable positive acceptance and the ability to participate in positive teamwork. These opportunities to increase the development of these skills are embedded in our school and in our community, assisting our students in developing skills, resilience, the ability to work though problem solving for their successful transition for school into the employment world.

The last few years have been challenging for many families and for schools. There were many compromising factors. At-home or virtual learning affected the educational learning community as students were not with their teacher every day. This compromised the “**Français milieu**” in French Immersion programming. Research demonstrates there has been an impact on children’s mental health as the world is reacting and responding to global issues.

Regular school attendance, for some students, has been impacted. The world has changed financially, politically, locally, and educationally. Change is difficult for all of us. Our best work in school will be in embracing and responding to the changes positively, with intention, and assisting our students in becoming their best selves to develop the knowledge and skills required for satisfaction and success, currently and in their future. Regular attendance is critical.

The current New York Time Bestseller 2024 “**The Anxious Generation**” by Jonathan Haidt (recommended for all parents) is an excellent resource for these times.

Haidt lists four harms:

1. **Social Deprivation** – children need a lot of time to play with each other, face to face, to foster social development, especially at the time of child and adolescent brain frontal cortices development. Smart phones cause students to socially distance. Students who spend time using social media are more likely to suffer from depression, anxiety, and other disorders. Children need face to face physical play. The healthiest play is outdoors and includes physical risk taking and thrilling adventure. Parents also are distracted by their own smart phones, and this leads to their children feeling ignored and they gravitate to their phones, if available. This perpetuates the increase in negative social issues.
2. **Sleep Deprivation** – in addition to Haidt’s research, this is an older reference from Berkeley (2014): <https://vcresearch.berkeley.edu/news/sleepless-america-documentary-feature-berkeley-research>
The link has many articles outlining the critical importance of sleep. In the book “**The Anxious Generation**” Haidt shares: “Natural sleep patterns shift during puberty. Sleep is vital for good performance in school and life, particularly during puberty when the brain is rewiring itself. Adolescents require more sleep than adults – at least nine hours a night for preteens and eight hours a night for teens. If sleep deprivation goes on long enough, other physiological systems become disturbed leading to weight gain, immune suppression and other health problems.

A review of 36 correlational studies found significant associations between high social media use and poor sleep and also connected to poor mental health outcomes. The sleep disturbances were greatest for those on social media or those surfing the internet, mobile gaming and video streaming when in bed.

As social media use is causing concerns for our children. Having access to screens when in bed are causing sleep deprivation and mental health issues. Limiting access to devices for uninterrupted sleep is critical for adolescents to develop positive sleep hygiene. They need their parents to set these limits.

3. **Attention Fragmentation** – current studies show, when you add it up, the average number of notifications on a adolescent's phone from top social and communication apps amounts to 192 alerts per day. The average adolescent today, who is short on sleep, gets about 11 notifications per waking hour or at least one every 5 minutes. No matter how hard it is for an adult to focus on one "mental road" it is far more difficult for an adolescent who has an immature prefrontal cortex and limited ability to say "no" to "off-ramps". Even when students do not check their phones, the presence of the phone damages their ability to think. It is critically important for schools to go phone-free. Executive functioning refers to a child's growing ability to make plans and then take the steps to execute those plans, in "real life". A phone-based childhood interferes with the development of executive function.
4. **Addiction** – "to be clear, the majority of adolescents using Instagram, TikTok, or playing Fortnite are not addicted but their desires are being hacked and their actions manipulated." The smart phone is the modern-day hypodermic needle delivering digital dopamine constantly for a wired generation. Adolescents say that social media gives them a connection with "friends" but it also increases loneliness and isolation. That connection is not as good as the more natural social interaction it replaced. When access to smart devices is limited, symptoms of withdrawal are anxiety, irritability, insomnia, and dysphoria (opposite euphoria: referring to generalized feeling of discomfort or unease).

When we put these four foundational harms together, we can see a compelling pattern of why mental health, social functioning and schoolwork became so much worse as soon as childhood became "phone-based". The pandemic exacerbated these issues.

To intentionally move forward positively for school to be a positive place for social and academic development, here are references to guide us, to work together as a community and to center on positive adolescent development.

"Be Good People" - We use this site with our students. The site provides a wealth of lessons by grade level (K-12) in positive social development, relationship development and building self-concept. Some of these lessons or experiences are missed in a "phone-based" environment.

[Life Skills - Be Good People Curriculum \(google.com\)](#)

There are many, many resources for students and parents, as well as a guide for educators. Please take time to check it out. There will be relevant information. One period, in our timetable, every 6-day cycle, will be designated for implementing this vast resource with our students (day 4 period 1). Teachers can choose to facilitate classroom meetings at other times when issues arise, using the corresponding "Be Good People" lesson.

School is a critical institution for the development of students' awareness, healthy selves and the development of themselves within the employment sector and as positive influential global citizens. To ensure our students understand their responses affect others, their own health, and their social and academic progress is critical and as well to know their contributions are valued. Here are information links, below, to provide glimpses of context and important factors for parents and caregivers.

[Framework for Learning \(gov.mb.ca\)](#)

https://www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/11752_employability-skills_brochure.pdf

Manitoba Education – Reference Site:

[Education and Early Childhood Learning | Province of Manitoba \(gov.mb.ca\)](#)

The Thinking Classroom:

<https://www.youtube.com/shorts/MjbHZZ1hUxU>

PERSONAL ELECTRONIC DEVICES (PHONES and WATCHES and SMART DEVICES)

Many of our students are provided with smart phones or smart watches, with data plans. Therefore, when in the school, students can access any site “sidestepping” the more limited sites accessible on the school wi-fi. There are so many enriching learning opportunities provided by electronic devices. Unfortunately, our students continue to use phones predominately for social media, which is typically negative/marginalizing in content, directed at or targeting peers. “Doom-scrolling” is the mindless looking at one site after another, without purpose. This activity draws in the adolescent mind, motivating the student to continue this constant stream of unfiltered, unnecessary, marginalizing commentary. This infiltrates our school and interrupts the positive environment we are intentionally working toward. The content has hurt and is continuing to hurt our students. We are moving forward to limit academic interruption and self-concept harm for our students.

Students want to be “in the know” in their social groups. This means they have developed a “need” or a habit to keep up on their phone, with the online posts, chats, and messaging. Some students post; some students view. All are affected by visible negative, unnecessary, marginalizing, victimizing commentary that is prevalent. It surrounds their social world and becomes a negative norm for our students. The students view phone use as the norm; what “everyone” does. The use and the messaging impact the development of a positive self-concept, as well as preventing the development of the social norms of being kind and respectful. This content and this habitual activity are in direct opposition to the positives we intentionally promote at home and at school for our students to develop positive self-concepts, to feel welcome and to feel they belong. As in the handbook introduction, there are many critical reasons to limit access to smart devices at school (staff) to get the most out of the planned academics, and at home (parents) especially when it is time for sleep.

We will facilitate an educational environment for the optimal positive adolescent growth and development.

Manitoba Education and Early Childhood Learning has directed K-8 schools there will be no cell phones (or smart watches, etc.) used by students during school hours, including breaks and lunch. Exceptions will be made for students with medical needs. There is a phone by the office for student use. Also, students can talk to the secretaries, who will call home if needed. Students at the middle school level require a great deal of teaching and guidance re: phone use, internet scrolling and posting, for their own safety and responsibility. Some students are simply not ready for this level of responsibility. We need to work together, as a community, for better habits for a positive life. **To educate, we have implemented a “Media Literacy” course for our grade 6, 7 and 8 students to assist students in making positive choices.** The school has numerous devices for students’ use to enhance the learning environment.

We expect all students to leave their phones and/or smart watches at home. Students who bring a phone to school, (with signed parent permission) will be expected to sign the phone in to their homeroom teacher for the day. The phone will be stored in a locked area for the day and will be returned to the student at the end of the day. These items are expensive, distracting devices, which have caused interruptions to the learning environment and to positive social development. Unauthorized use of such devices will result in the device being confiscated until the end of the school day. If a student does not follow these expectations, after one warning, the device will be taken away and will be returned to parents.

Students telling their teacher they do not have their phone at school and then keeping the device in their school backpack is referred to as the “sneak factor” and will not be tolerated. Actions like this continue to impede the healthier habits we are working to promote and are expected to follow by Manitoba Education and Early Childhood Learning. Our students need to experience a world, without their smart devices, to “think on their feet”, problem solve and be socially present.

Once students in grade 7 and 8, have earned their “**License to Leave**”, they may choose to leave the school grounds at lunch. In the past, students had their smart device with them. We witnessed groups of our students with devices on social media, while in a restaurant or a local business at lunch. It is during lunchtime and in the evenings, the students post or view unacceptable, mean, mindless, marginalizing posts.

To have our students engage positively with each other “in person”, we know their device habits need to change. The first strategy is to limit the times for unfettered posting. **Grade 7 and 8 students will only have access to their smart devices at lunch time with parent permission.** The second strategy is to implement a Media Literacy course. The third is to provide additional times for outside play and to assist parents in promoting healthy habits and routines at home.

Parents are asked to join us in our endeavour and to monitor their child’s social media access/use and their posting or viewing when at home (many strategies have been shared at PAC information evenings on Internet safety and parental controls). Parents are also asked to provide opportunities for students to be involved in independent activities, and to develop positive sleep hygiene habits. These may be difficult changes but necessary work for the health of our students.

Our students need to develop problem solving skills and resiliency, not to depend on a device that takes away so many positives, moments to think, and the ability to engage, in person, with others. As we were mandated to limit phone use last year, we noted an increase in positive student interaction and focus in class. As students began the “sneak factor” and collectively began to keep phones in back packs for lunch access, when an issue arose, our students did not call the school or their parents, they texted each other or posted photos. This was not productive, positive or appropriate social behaviour. Learning how to manage life situations using problem solving skills is what we are working to develop as a community. Thinking about how to proceed, possibly involving a trusted adult, should be the priority when a situation occurs.

ÉCS STAFF PHONE USE

Staff are student role models. There will be specific educational reasons for a staff member to use a phone in the context of a school day. These will be minimal. Two examples would be completing morning and afternoon attendance on a phone using the Edsby app and taking a photo of student work for uploading to Edsby.

ELECTRONIC DEVICES AND ACCEPTABLE USE

Each year, upon registering students and parents sign an Acceptable Use Policy regarding technology. ÉCS has Wi-Fi in addition to the Pembina Trails secure site. Students each have their own username, email, and a large amount of virtual storage space that can be accessed, for learning, on school devices and when at home. When a student uses their device inappropriately and/or against the Provincial Expectations or the Pembina Trails Acceptable Use Policy, the device will be confiscated. If a personal device is taken away from a student, parents will be called and requested to pick up the device at their convenience. **Devices can be searched.** *Using a personal electronic device to photograph people without prior permission is prohibited.* Any search of electronic devices will be limited (where reasonable) to those parts of the device that contain information related to the violation of school rules or policies. According to policy, students and their parents or guardians need to be aware of the diminished expectation of privacy when electronic devices are brought to school and used inappropriately. The Pembina Trails School Division will assume no responsibility in any circumstance for the loss, destruction, damage or theft of any electronic communication device or for any communication costs associated with the unauthorized use of such devices. Students and families are responsible for securing devices and/or locating their lost or stolen items. **The recommendation is that students do not bring personal devices to school.** Should they bring a device, it will be stored by a staff member for the school day. **Phones and smart watches cannot be used during the school day.**

STUDENT OFFICE PHONE

There is one phone accessible to students. They need a phone slip from their teacher to access. Students are expected to come to school knowing after school plans and not to be calling during class time to figure out this information.

PARENT-STUDENT COMMUNICATION DURING SCHOOL

We recognize situations that may develop during the school day that may necessitate parents contacting their children during school hours. **Should a parent need to contact their child during school hours, please call the office 204-889-9332 or send the office a message on Edsby.**

LUNCH HOUR – LICENSE TO LEAVE

Grade 7 and 8 parents have the option to have their children leave the school grounds to go home for lunch. Students in grades 7 and 8 may leave the school grounds for lunch, with parent permission and once they have earned their “Licence to Leave”. Students may then visit a local food establishment or participate in a supervised lunch program at the school (there is a cost to parents for lunch supervision). More information will be provided in September, about the lunch program and the “License to Leave”. Grade 5 and 6 students remain on school grounds for the lunch hour.


Local restaurants and stores benefit from the business of our students and therefore, welcome their patronage. *Polite and respectful behaviour from all students is expected. Students are asked to purchase items from the establishments they visit. They are not to bring in food from home or from another vendor. The businesses ask that students do not bring school bags into their building.* The businesses also expect when a group visits, each person is purchasing something so there is not a large group with only a couple of students purchasing. Individuals in a large group who are not purchasing are asked to wait outside. In this way, staff can also meet the needs of other customers in their business. In offering the open campus as an option for our adolescents with “License to Leave”, respectful behaviour is a given. Leaving the campus at lunch is a privilege. Students who have not followed the expectations of “License to Leave” will be required to stay at school for lunch, or parents will make alternate arrangements for their child during the lunch hour. Students who arrive late after lunch will lose their license to leave privilege for one week, and will be expected to stay at school at lunch for that week.

PARTNERSHIP WITH BUSINESSES

Students will know the businesses' managers by name. Each grade 7 and 8 homeroom class will partner with a local business. Teams of students from that class will regularly check in with their business and bring information back to the student population. If the business is having a special event, the students may volunteer to assist. Engaging in relationships with business teams benefit our students in meaningful ways.

https://www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/11752_employability-skills_brochure.pdf

COMMUNITY AND PARENT COMMUNICATION

Parents please refer this 2-minute video:  [Edsby Communications for Parents.mp4](#). Going forward, parents will expect that urgent and need to know information by Edsby Message (which goes to parents' email). Nice to know information should be separated out and posted in other ways such as Edsby Class Posts, Articles, Journals, etc., or other platforms. We ask for parent assistance with a number of critical issues which are causing negative concerns to be present which are interrupting our positive community environment. A positive environment is so important for students' safety and belonging.

EDSBY

Edsby is a way to communicate and stay connected with your child's progress at school. We believe that better access to information about your own child will empower you to have more engaging conversations at home which will assist your child academically. Edsby keeps everything secure within the confines of our school division, meaning that no one from the outside world is "allowed in". If you would like to learn more about Edsby security, see <https://www.edsby.com/about-privacy-data/?highlight=privacy>. When the time comes, you will be sent information to set up your account. The auto generated password you will be sent may be changed when you sign up. Edsby is found on our website in the top right corner under Sign In>Parent>Edsby. Sign in by entering your Username and Password and clicking Log In. Staff and students just need to click the Microsoft button at the bottom. If you have more than one child attending a Pembina Trails school, you can use the same information to log in and see information for each of your children. Please visit <https://www.edsby.com/how-edsby-helps/parent/> and watch the introductory parent video to learn more about Edsby. Edsby also has a free app for all iOS and Android smart phones. When prompted with a server address: "e.g. xyz" enter "pembinatrails". Enter your Username and Password and click the "Log In" button. Edsby is 'available' in different languages. Information regarding Edsby language support can be found here: <https://www.edsby.com/help/language-settings-and-translating-in-edsby/?highlight=translate>.

PARENTAL GUIDANCE

Sometimes adolescents use racial and sexual comments in their interactions with individuals or groups of students. Whether these degrading / threatening words are intended to be "jokes" or intentionally to "call out" / "put down" another, the comments are unwarranted, unacceptable and will never be tolerated in or around our school. These comments have been overheard (sometimes along with swearing) and are inappropriate on every level. We respond each time we are made aware. This type of mean, marginalizing and bullying behaviour also appears regularly on your child's social media stream, on personal devices, when they access their messaging apps.

Our recommendations are:

- Review and explain the Divisional Standard of Behaviour [Standard of Behaviour Link](#) with your child. Students need to be clear on what is expected of them.
- Limit access to social media apps as the use harms positive self-concept development. (Instagram, SnapChat, TikTok, etc. are used for the distribution of very negative, marginalizing content)
- Do not allow personal mobile devices in your child's bedroom overnight. Sleep is more important. Learn about Parental Controls on devices and be aware of what is occurring on your child's device, if you have supplied one.
- Explain to your child the Pembina Trails School Division has zero tolerance re: the marginalization / bullying of another. Respect and appreciation for the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age or ability is an expectation. Students do not have to like everyone, but they can never be disrespectful to another.
- Talk to your child about their right to safety and share information with them about consent. Our students have a right to a safe and positive environment. They have a right to report any issue without fear of further targeting.

Last year we initiated a "Media Literacy" course. We are planning to develop this for wider distribution this year. During the school year, our Administration and Student Support Team, visit classrooms and review this critical information as well. The facilitation of a positive community is critical.

SCHOOL MESSENGER

There will be a regular communication sent to families using “Messenger” when there is general information to share. We have begun the habit of combining information to send home on Fridays. There are times when more than one message will be sent in a week.

ARRIVAL, DEPARTURE, ATTENDANCE ENTRY IN THE MORNING

Please note office staff do not arrive until 8:00 a.m. Therefore, students who buzz the office, from the main doors on Oakdale Drive (by the flagpole) for entry before this time will not be let in as there is no one in the office. If a staff member is holding a meeting or coaching a team with students prior to school for a specific reason, the staff member will meet the students at a designated door at the predetermined time.

Important – sometimes it is convenient for parents to drop off their child on their way to work in the morning. If this is early (prior to 8:00 a.m.) please know a concerning situation could occur if it is cold outside and no one is in the office to let the student in.

Grade 5 & 6 Students

Students may be dropped off outside as early as 8:20 am; however, they will only be granted access inside the building in case of extreme weather conditions. There is no supervision in place in the school before the beginning of morning classes. Between 8:35 and 8:40 a.m. homeroom teachers will greet students outside their designated entry doors and bring them into the school. Please see the school map at the end of the handbook for grade level entrances. Students continue to be encouraged to use the sanitizing stations located at each entry door upon arrival. Students attending morning sports practices and clubs will be admitted into the building by the supervising teacher, typically at the gym entrance adjacent to Oakdale Drive.

Grade 7 & 8 Students

Grade 7 & 8 students have the option of staying outside or entering the school through their designated doors beginning at 8:20 a.m. Students entering the building are expected to stay in the main hallways chatting quietly (no phones or smart devices) until the 8:35 a.m. bell, after which they can go to their lockers and their classroom. Students are asked not to block guest entry to the building by crowding by the doors.

On days when team practices are scheduled in the gym, grade 7 entry doors (Oakdale Drive closest to Eric Coy Arena) are open at 7:00 a.m. for athletes to enter. Students are allowed to change for their practice and then wait near the entrance of the gym, if the coach is not yet present.

STANDARD OF BEHAVIOUR AND PEMBINA TRAILS POLICIES AND PRACTICES

The [Pembina Trails Standard of Behaviour](#) is the framework that guides student conduct in the Pembina Trails School Division. As stated in the document, the school “will always respond to situations that threaten or violate the physical and emotional safety of those in its care,” (p. 8). Please refer to the document to review the nature of appropriate responses and examples of responses. Also note that section J of the Pembina Trails Registration document requires that parents/guardians declare that they have reviewed the Standard of Behaviour document with their child, as well as the following policies and practices:

- [Technology Acceptable Use Policy \(IJNDC\)](#)
- [Attendance Policy \(JE\)](#)
- [Media Relations and Media Release \(KDD\)](#)
- [Pembina Trails Fair Notice and Practice-Student Threat Assessment Brochure](#)

SCHOOL BUSES

Many of our students travel to and from home on school buses. This time is an extension of the school day. Student behaviour is to be positive and respectful on buses as well as the rest of the school day. Please see: [Standard of Behaviour and Bus Ridership](#).

VISITORS

Any person who does not work at ÉCS or does not attend as a student is considered a visitor. Although you are not a stranger to your child and your child’s friends, you are a stranger to many others. *All visitors, including parents, MUST enter and exit through the front doors and check in at the office.* All guests are asked to enter through the main front doors (entry #1) after 8:00 a.m. by buzzing in and reporting directly to the office for sign in. The school must have a record of all guests in the building through the sign-in, sign out method, in case of emergency exit.

DISMISSAL AT THE END OF THE DAY

Classes at ÉCS end at 3:30 p.m. Students dismissed from school are expected to proceed promptly to their school bus or to home. There is no supervision in place in the school or on school property after 3:30 p.m. except for sports and for designated clubs.

AFTER SCHOOL BUILDING ACCESS FOR ATHLETICS

On game days, Door #2 (Grade 7 doors on Oakdale Dr. closest to Eric Coy Arena) will be unlocked at 3:30 p.m. until the end of the game. Coaches and supervisors will ensure all participants are out of the building and have arrangements to go home prior to their departure. On practice days, Door #2 will be unlocked 15 minutes before the start of practice and will be locked 10 minutes after practice has begun. Practices are typically scheduled at 3:30 p.m., 5:00 p.m., and 6:30 p.m. Students are responsible for making arrangements to be on time for their practice and are not permitted to wait in the school until practice begins without adult supervision. Should a student arrive late for practice after the doors are locked, they will need to communicate with a teammate or coach to have someone come to the door to let them into the gym.

DROPPING OFF AND PICKING UP STUDENTS

Please help ensure the safety of all members of the Charleswood community. Morning and afternoon drop off and pick up at Charleswood are very busy times of the day as many parents drive their children to and from school. Please adhere to the City of Winnipeg signage regarding stopping and parking. Crossing guards will be on duty in the morning, during lunch hour, and after school. The staff parking lot is not to be used for picking up and dropping off students. A safer alternative to contributing to traffic congestion on Oakdale Drive is to drop students off in the Charleswood Bronco's Football Club parking lot or the Safeway Parking Lot where they can safely walk to the school using the sidewalk. Let's keep everyone safe!

Caution: even with all the cautions, adjustments and shared concerns, many parents and community drivers have demonstrated practices that have been unsafe when dropping off children. Please know and consider traffic laws and the safety of our children before someone gets hurt.

EARLY PICK-UP OF STUDENTS

Occasionally parents pick up their children prior to regular dismissal times. Parents must inform the office in advance. Provided we have received a phone call or a message on Edsby from a parent and a meeting spot has been arranged, students will be allowed to sign out at the appropriate time and meet their parent outside. If a person other than a parent will be picking up your child, prior arrangements must be made with the office. *Please do not text or call your child from a cell phone and ask them to meet you (they do not have their phone). Please inform the office and have your child sign out. Do not create a situation where you know where your child is, but the school records show they are still at school.*

2025 – 2026 ÉCS DAILY SCHEDULE

Blocks	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:45 – 8:50	SIGNAL BELL 8:40 a.m. be in HOMEROOM at 8:45 a.m. for ATTENDANCE; OPENING EXERCISES; ANNOUNCEMENTS					
8:50 – 9:40 1						
9:40– 10:10	Go Time On y va					
10:10 – 11:00 2						
11:00 – 11:50 3						
11:50 – 12:50	LUNCH HOUR; SIGNAL BELL 12:50 p.m. to be in PERIOD 4 CLASS at 12:55 p.m. for ATTENDANCE					
12:55 – 1:00	ATTENDANCE and HOMEROOM TIME					
1:00 – 1:50 4						
1:50 – 2:40 5 Grade 5 Recess						
2:40 – 3:30 6						
3:30	DISMISSAL					

ATTENDANCE

Grade 5 – 8 attendance is recorded each half day. Attendance is taken in the morning at 8:45 a.m. in homeroom and after lunch at 12:55 p.m. in period 4 class. Any student arriving after these times must come to the office to receive a late slip.

This will allow the school to provide accurate attendance so parents can be notified of the whereabouts of their child in case of an emergency. If your child is going to be absent from school, we ask that you contact the office through Edsby, email, or voicemail to notify us prior to the event. An automated call from the SafeArrival system is activated for students who are absent after morning and afternoon attendance has been completed informing parents and guardians that their child is not at school.

LATES

We expect students to be in their homeroom for attendance, ready for their first class, and listening to announcements at 8:45 a.m. Being on time is an important independent life skill. It is just as important for students to arrive at school on time and ready for class as it is for parents to arrive on time and ready for work in their place of employment. *Therefore, we require the assistance of parents who are dropping off their children at school to arrive with sufficient time to allow your child to be in class, ready with their supplies prior to the 8:40 a.m. bell. If students are dropped off during opening exercises—the playing of O Canada and the reading of the Land Acknowledgement, or after classes are in session, it is extremely interruptive to the learning environment, as each student needs to buzz in at the front door to be let in by office staff. All doors are locked as a security measure once the entry time has passed.* Thank you for prioritizing your child's learning and supporting the school in its mandate to keep accurate attendance records. Students who are late for their next class during the day create unnecessary interruptions to learning. *Students who are habitually late will make up time after school to complete work. Grade 7 or 8 Students who are late returning after lunch will lose their "License to Leave privileges for one week or more depending on the circumstances.*

EXTENDED STUDENT ABSENCE

Vacations can be an excellent learning experience for children as travel is an education in itself. There are many built-in learning opportunities on vacations, from reading brochures, maps, and guidebooks to budgeting and calculating distances and travel times, not to mention all that children learn from visiting other cities and countries/cultures. Students can gather brochures, maps, tickets, postcards, artifacts, photographs and/or video to present information about their trip. Keeping a journal of experiences and personal reflections supports development of writing skills while away from school. However, parents are often concerned about the schoolwork that their children will miss while on vacation. *As most extended absences are a matter of choice, we appreciate in advance your understanding that teachers will not provide students with individual packages of assignments for vacations.* Current assignment information will be posted on Edsby. As teachers continuously assess and adjust the pace and method of delivery for their students to be successful in learning curricular outcomes it is difficult to gauge what work will be covered during an extended absence. Replication of rich class dialogue and group work that takes place daily at school is not possible. Upon returning from an extended absence, it will be at the discretion of the teacher regarding which assignments need to be completed. It is important for children to take the initiative to check with teachers, peers, and Edsby. While teachers will assist with this, fully re-teaching a topic may not be possible. Parental support with schoolwork at home is integral to children's continued success after returning from an extended absence. To assist us in working with your child, we ask that you notify the homeroom teachers and the office of the dates and circumstances of any absence as far in advance as possible.

ACTIVITY, CLUBS, NUTRITION BREAK

Students participate in *Go Time* or *On y va* from 9:40 – 10:10 a.m. each school day. During this time, students can participate in an array of scheduled choice activities. There is research connecting student engagement to physical activity, healthy decision making, and academic achievement. This activity time allows students to spend time in their school day to be engaged in their choice of clubs, sports, and music options. Students have the option to bring a nutritious snack to have during this time. Homeroom teachers may also communicate other times for a nutrition break. In addition, a number of school clubs are run by teachers during lunch hour and after school. Most recently, ÉCS has offered the following clubs: Dungeons and Dragons, eSports, Gender and Equity Club (GAE), Girls Who Game (GWG), Intramural Sports, Active Living Club (ALC), and Running Club. Membership opportunities are communicated to students via morning and homeroom announcements, community emails, Edsby groups, and through the school website.

MORNING MEETINGS

Several homeroom teachers facilitate morning meetings with their homeroom class. The structure and purpose of the morning meetings is designed to support and develop the social and academic needs of the students. Through participation in morning meetings, students practice seven key social-emotional skills: Cooperation, Communication, Assertion, Responsibility, Empathy, Engagement, and Self-control. Student voice is invited, and the classroom community is strengthened as students participate in a variety of activities during these meetings.

FIELD TRIPS

Field trips are an extension of classroom experiences and an integral part of educational programming. As the field trips are made in conjunction with appropriate grade level curricula, field trips are considered essential for all students. The school and parents share the costs of field trips. *Students who have not had the registration fee paid will be required to have their fees submitted prior to attending. If registration fees are unpaid, the student will remain at school.* Parental permission

and payment for field trips will be provided through Permission Click and will be communicated electronically with parents and guardians of students. Student fees will be used to subsidize specific trips. **Students with medical plans will need to have the required medication with them to participate in an outing off school grounds. Students without necessary medication will remain at school.** Understanding the costs of experiences are increasing. The school team will plan with an awareness of keeping costs down for parents.

Each classroom teacher will plan one educational field trip requiring a bus. Teachers who plan together will have the opportunity to have two bus trips. Community walks or experiences not requiring busing will also be planned. Parents will receive prior information.

ACADEMIC INTEGRITY

Students are expected to demonstrate their learning in a variety of ways. At each grade level, students are taught the importance of academic honesty and how to develop appropriate research skills. When collecting and sharing information in written or presentation forms, students are taught to use their own words. Any portion of writing that is referenced from a source without a citation is considered plagiarism. A second form of academic misconduct is cheating. Cheating usually pertains to forms of summative assessment, such as tests and quizzes. We are all learning about Artificial Intelligence (AI) and we will be communicating expectations of AI use to our students.

Possible consequences of academic misconduct may include:

- redoing the assessment or demonstrating the learning outcome in an alternative way
- calling parents/guardians
- referring the offending student to administration
- assessing a mark of zero on the assignment
- documenting the infraction in the student's file

ASSIGNMENTS AND HOMEWORK

ÉCS Expectations and purposes of homework.

Individual abilities are contributing factors in determining how long a student will spend on any given task. Homework should make authentic use of students' reading and writing skills. Teachers are always working to ensure any homework expected is the most valuable use of time for the student.

Homework should be a meaningful experience, designed to develop independent work habits that will assist students during their years of study. Students need to learn to organize their work and budget their time for daily and long-range assignments. One important aspect of homework in school is to instill in a student the idea that homework doesn't always have to be written.

Homework may be:

- Independent learning; Independent practice - learning by doing
- Practicing with band instrument (expected practice time outlined by Band Director)
- Consolidation/review of work in class
- Completion of class work assignments
- Research
- Studying for a test
- Math practice and revision; learning math facts to memory (10 minutes each night)
- Pleasure Reading (10 minutes each night); French Immersion reference: "Je Lis" (as an example) – to embed Français vocabulary
- Interviews
- Drawing
- Recording
- Projects: creating a board game; creating a collage or diorama, creating a video, etc.

Homework is one method of communication between the home and the school presenting an opportunity for parents to become involved in their child's education.

Not all "homework" has to be completed at home. Homework refers to any work completed outside of lessons. For some students, who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary to complete the task/s at school, sometimes with adult support. "Go Time" or "On y va" is a time for students' choice of activities. It is a time where a student may occasionally choose to catch up on their work.

We believe that students should not be stressed by excessive homework. It is important for our students to have time for family, leisure activities, and community engagements such as sports, music, theater, etc. We understand that we live in a fast-paced society and there is a need for balance. Homework should not overshadow social experiences, outdoor recreation, and creative activities, which are essential for a child's growth.

If a student becomes very behind on their work and this is interfering with their academic success, the teacher will contact home to develop a plan for "catch up". If your child is feeling overwhelmed by assignments or homework, please contact

your child's classroom teacher or administrator to enable us to work together to determine what would work best for the student's learning style.

DRESS CODE

Our focus is on teaching and learning while understanding the adolescent need for self-expression as each student develops a strong self-concept. Establishing a school dress code presents a contentious issue, however, it is important to maintain a set of guidelines for appropriate school attire. Parents are important team members, and the school appreciates your help in guiding your child(ren)'s clothing choices. The ÉCS team expects students to choose clothing that is appropriate for school and respectful to self and others.

Although a change of clothing is not required for Physical Education, students are expected to wear clothing and footwear that will allow them to participate safely in programmed Physical Education activities. The school administration reserves the right to require changes of any manner of dress that is deemed inappropriate for school.

LOST AND FOUND

There are two wooden boxes where lost and found items are placed: in front of the office and in the foyer at the Oakdale Drive entrance to the gym (Door #2). On occasions when parents have access to the building, items will be folded and displayed on tables for students to claim their belongings. Examples of these times are during tri-conferences and weekend athletics tournaments. There will be an announcement via School Messenger to communicate when and where these items may be claimed. After being displayed for a reasonable amount of time, items will be packaged for donation to a local charity.

Please note: Last year, PAC participants took on the task of organizing clothing and other items (water bottles, bike helmets, shoes and boots) for display. Even when students were taken to the display by their teachers or when parents had the opportunity to view the items, it was rare that many items were claimed.

Thousands of dollars of clothing and items were donated to local charities. This is a problem for community awareness. Numerous students are generally not being personally responsible for their own belongings, keeping track of them, looking for items or claiming them. Please ensure your child has their name labelling their items. Perhaps this will help with this issue. **We will be looking for strategies to solve this problem and help parents, as many items go unclaimed resulting in significant loss.**

LOCKERS and BACKPACKS

Each homeroom teacher will assign lockers and locks to students. School locks are to be used by students. Lockers may be assigned to individual students or students may be required to share a locker with a partner, depending on the number of lockers available. Students are responsible for their own items, and the school assumes no responsibility for the loss or damage of personal items. Students should not bring items of value to school.

To better ensure they are not misplaced, personal belongings are to be clearly marked with the student's name and homeroom number. To reduce gathering in hallways, locker use is limited to storing school bags, boots, and outside clothing. **School bags 30 X 30 cm. will fit into lockers. Aim for a height not exceeding 43 cm. Students are not permitted to access their locker during class time, nor are they permitted to carry their backpacks around the school, and, therefore, are expected to plan ahead to have necessary supplies with them as they move from class to class.**

LUNCH PROGRAM

École Charleswood School's Lunch Program offers students the opportunity to stay for lunch in a safe, supervised environment. Registration and cost information for this service is available through the office. ÉCS expects participating students to behave in a manner that promotes everyone's safety and well-being. Therefore, respectful student behaviour towards students and supervisors is mandatory.

Students enrolled in the Lunch Program will eat in designated areas. Lunch program fees are assessed in September and January or February. As all students (except those who go home for lunch) stay for lunch at least some of the time, parents will pay lunch fees.

All grade 5 & 6 students registered in the lunch program must eat in their designated area. All grade 7 & 8 students must register for the lunch program. Students who are not part of the program must make alternate arrangements to eat lunch off campus. Grade 7 & 8 students who are part of the lunch program may opt to leave the school grounds for the lunch hour once they have earned their "License to Leave".

LICENSE TO LEAVE: Grade 7 and Grade 8

Students will check each detail as completed:

- ☐ Participated in the Assembly explaining "License to Leave"
- ☐ Knows at least three employee names at the local businesses

- ☐ Participated in the classroom meeting on Standard of Behaviour when in the community
- ☐ Understands the expectations of being on time
- ☐ Understands the consequences of negative personal mobile device use or negative social media posting
- ☐ Signed the pledge of commitment to be a positive and responsible ÉCS citizen

PLEDGE (Please initial each statement)

_____ I agree to conduct myself in a manner that is consistent with École Charleswood School community's expectations. When I am in the community, my behaviour and actions will reflect these same expectations. I understand I am to acknowledge the business employees by name.

_____ I understand if I present myself in a manner less than positive and respectful, my "License to Leave" privileges will be taken away for a length of time determined by administration.

_____ I understand that if I am late returning after lunch, my "License to Leave" privileges will be revoked for one week. If being late becomes a regular issue, License to Leave privileges will be revoked for a length of time determined by administration.

_____ I understand that if I am late returning after lunch and I have my personal mobile device with me, I will turn it into the office staff to be picked up at the end of the day.

_____ I understand that inappropriate use of mobile devices at lunch will result in a removal of license to leave privileges.

_____ I understand I am not to bring my backpack into the local business venues.

_____ I understand following this pledge gives me the opportunity to leave the school grounds during the lunch hour.

Student signature _____ Parent signature _____

Homeroom Teacher signature _____ Date _____

LUNCH HOUR

The lunch break is one hour and occurs between 11:50 a.m. and 12:50 p.m. During the first half of lunch all students eat in their designated spot. At 12:20 p.m. students participate in outdoor activities until 12:50 p.m. Some students may participate in scheduled lunch hour clubs. Some clubs are 1 hour in duration; in these clubs, students will eat and participate in club activities in a designated area. Other scheduled clubs begin at 12:20 and continue until 12:50 p.m. Students are expected to be in their period 4 class for attendance at 12:55 p.m.

Listed below are lunch hour expectations:

- Students are expected to be kind and respectful to their peers, adults and property; there is zero tolerance for disrespectful behaviour.
- Students bring their own lunch and cutlery. Sharing food is not ever acceptable due to student allergies and sensitivities.
- Failure to comply with the lunch hour rules may result in loss of lunch privileges.
- ÉCS is an **ALLERGY AWARE SCHOOL! Please do not send items containing peanuts, or other items communicated for the current population, that cause health concerns for our students.**

CANTEEN

ÉCS has a canteen that is open during the first 30 minutes of lunch. We are continuously updating the canteen menu following the division's nutrition policy and ensuring that all items are nut free. Canteen items may be purchased with cash only. Please note that the canteen is not equipped to serve full lunches. Students are encouraged to bring a lunch.

NUTRITION GRANT

The Pembina Trails School Division has received a grant to promote nutrition. ÉCS will be hiring a nutrition coordinator. We will be looking at upgrades to our canteen and providing an increase in nutritional items.

TEACHER CANDIDATES

ÉCS works closely with the Universities to assist in the education and mentorship of Teacher Candidates. Teacher Candidates are placed at ÉCS to fulfil their practicum responsibilities and are supervised by a Faculty Advisor. Candidates

may be in their first year or may be in their final certification year. The candidates will be at ÉCS for days of observation and for their teaching blocks throughout the year. This opportunity benefits everyone in our learning community.

HOME AND SCHOOL COMMUNICATION INFORMATION

Communication between home and school is important for the success of students. Our portal, the school website, Edsby and email are all methods by which the school will communicate with you throughout the year. The school website and the Edsby platform provides important and timely information on school activities, important dates, programs, uploaded videos, and community news. The SIGN IN menu located at the top right of the division website provides student access to the division portal where they can access Edsby, OneDrive, Teams, Webmail and Permission Click. In addition, the school website maintains up to date school and athletics calendars. Daily student announcements may also be accessed directly through the ÉCS Portal using a student account login at: <https://smaillpembinatrails.sharepoint.com/sites/Charleswood/SitePages/Home.aspx>. To be more efficient with communication with families, a "Friday Message" will be sent through Messenger.

THE SIX DAY SCHOOL CYCLE

Pembina Trails School Division operates on a six-day cycle which largely impacts early years and middle years levels. Class schedules at ÉCS are also based on this cycle and will vary with each school day. The cycle day is visible at the top right of the school and division web pages. The current school calendar, complete with holidays, breaks, divisional and metro professional development days is available on the divisional website under the Calendar tab located in the blue banner at the top of the screen. Please consult the school's website for information on specific dates relating to activities at ÉCS.

STRONG BEGINNINGS

Strong Beginnings is a Divisional Assessment Initiative. Parents schedule appointment times online for each of their children. Reservations are for 60 minute blocks at the assigned time on either **September 18 or 19, 2025** to meet individually with their homeroom teacher(s). This time is set for teachers to receive initial information on the child's learning styles and to assess each student's current academic levels. Specialist Teachers also plan time to introduce program details to students. Learning objectives will be set at this time and reviewed at tri-conferences. The Strong Beginnings information will provide information for the teacher to program for each child and the class as a whole. Homeroom teachers and specific specialist teachers will schedule appointments. Data will be collected on each individual student to demonstrate growth from year to year.

PROGRESS INFORMATION

Parents will receive information about their child's progress through tri-conferences and progress reporting throughout the year. An online scheduling system is used to reserve tri-conferences times. Reports are released online three times a year. Parents are encouraged to print or save a copy of the report within two weeks of its release as the school no longer provides printed copies. After this time, the system is closed and there is no longer access to reports. Parents who have concerns about their child's progress are encouraged to contact the school to set up a meeting with your child's teacher at any time. Please don't wait until report times.

Tri-Conferences will be held on **November 13, 2025 or November 18, 2025 between 4:00 p.m. and 7:30 p.m.** and will focus on student personal management skills.

Term 1 grade 5 – 8 provincial reports will be available online on **December 18, 2025**.

Term 2 grade 5 – 8 provincial reports will be available on line on **March 27, 2026**.

A Celebration of Learning will be held along with the second Tri-Conferences on **April 23, 2026 between 4:00 p.m. and 7:30 p.m.** and will focus on student academic progress

Term 3 grade 5 – 8 provincial reports will be available online on **June 30, 2026**

BEHAVIOUR

We (school, parents, community) need to focus on the "home-base of school" in continuing to facilitate the development of a positive learning environment embedding the positive details of belonging and knowing contributions are valued. This primary foundation will assist in increasing student engagement and their focused participation in learning, as well as developing positive citizens for future contributions.

Teachers will respond to negative behaviours in the moment. Should a student interrupt teaching and learning after a caution or a warning, they will be referred to the office. Admin will follow up and call parents, if warranted. A parent meeting may be necessary.

ÉCS AWARDS

HONOURS CERTIFICATES

Students in grade 7 and 8 (the grade levels receiving percentage marks) have the possibility of receiving Honours Certificates (Honour Roll 80 – 89% and Honours with Distinction 90 – 100%). Grade 7 students will receive their certificates on the last day of classes. Grade 8 students will receive their certificates at the Grade 8 Farewell in June.

OTHER INFORMATION

ÉCS PARENT ADVISORY COUNCIL (PAC)

The Parent Advisory Council is open to all parents, guardians and interested individuals within the ECS community. The Parent Advisory Council provides parents with the opportunity to be involved in school related issues and educational topics. The Parent Council welcomes you to join them at their regular monthly meetings (**usually** the 1st Wednesday of the month) at 6:30 p.m. The meetings will be in person with a virtual TEAMS link option. The link will be sent home via School Messenger prior to each meeting. The meeting dates for the 2024 – 2025 school year will be **September 10, October 1, November 5, December 3, January 7, February 4, March 4, April 8 and May 6**. PAC has an Edsby Group to communicate upcoming events such as fundraisers and special lunch.

PERMISSION CLICK

Permission click will be used for collection of all fees and may be accessed via the link <https://permissionclick.com/>. This site has been implemented by Pembina Trails School Division to provide a convenient online system for parents to grant permission for their child(ren) to participate in activities and events. There is also an option for online payment. Should families choose a different method of payment, this may be indicated online on the Permission Click app and payment can be sent to the child's teacher (cheque or cash). *Fees for the 2024-2025 school year will be assessed in September* as fees can only be collected during the same school year they are to be used. A new system will be implemented this year.

INFORMATION ABOUT YOUR CHILD

Both parents have the right to information about their child unless there is a court order denying one parent access to this information. A copy of any judicial court order regarding the child must be given to the school if you wish us to comply with the court order. Otherwise, we will share information about a child's progress equally with both parents. Parents who wish to review a child's school file must make an appointment to do so.

HEALTH AND SAFETY

EMERGENCY DRILLS

We are expected to hold ten fire drills, two Lockdown/A.L.I.C.E. drills, and two tornado drills during each school year. The purpose is to help students understand what would be expected of them in an emergency. Respectful behavior and adhering to the evacuation protocols is expected of students during these drills. Follow up conversations in classes after a drill assist students in answering questions, addressing areas of concern and helping align their actions to a given situation. Parents will receive notification prior to each Lockdown/A.L.I.C.E. drill.

COLD WEATHER POLICY

When either the temperature or temperature and wind chill combination is – 27°C or below, students will remain indoors during recess, lunch time and while waiting for the school bus. Regardless of the weather, children should always come dressed to go outdoors. Dressing for the weather is a personal responsibility.

ADMINISTERING MEDICINE TO STUDENTS

Students who require medication (URIS B identification) to be used in emergency situations (Epi-pens, inhalers, insulin, etc.) are required to have that medication on their person during the school day. URIS forms will have been filled out, signed and placed in a file at the school office. If a student's class is going on a field trip or off school grounds and the student does not have their medication the student will not be allowed to attend the outing. Parents will be contacted and asked to bring the medication to the school. If the parent is not able to bring the medication prior to the departure, the student will either be sent home or will stay at the school to complete independent work for the duration of the trip. If prescription and non-prescription medication is received by a school it must have a pharmacy label indicating the name of the medication, the dose, and the time of administration.

IMMUNIZATION CLINICS

Regular immunization clinics are organized by Manitoba Health and are held in the school gymnasium typically twice a year in fall and spring. The first clinic is the initial dose. A follow-up dose is administered during the spring immunization. Occasionally, other immunization clinics are held at school, as was the case for COVID-19 vaccinations. Parent permission is required for student immunizations. Public Health coordinates all clinics and sends out information prior to the date of the clinic. More information on Manitoba Health's School Immunization Program is available online at <https://www.gov.mb.ca/health/publichealth/cdc/div/sip.html>.

THE USE OF PERFUMES AND/OR SCENTED PRODUCTS

Schools today are expected to provide a safe and healthy environment for all staff, students, and visitors. Exposure to perfumes and other scented products can trigger serious health reactions in individuals with asthma, allergies, migraines and/or chemical sensitivities. **All staff, students and visitors are to avoid the use of fragrant products and to replace them with unscented alternatives.**

At ÉCS we are actively working to:

- 1) increase awareness within our schools about the potential impact of fragrance chemicals on the health, well-being, and productivity of those affected.
- 2) ask for cooperation towards a scent-reduced environment.
- 3) provide the steps for responding to scent-related issues.

WHEELS: BICYCLES, SKATEBOARDS, SCOOTERS, ROLLERBLADES & HELMET USE

Bicycle racks are provided for students who choose to ride their bicycle to school. Bicycles are placed at one's own risk. Students should secure their bicycles with a very sturdy lock and should have a record of their bicycle's serial number. The responsibility for the care and security of students' personal belongings, including bicycles, skateboards, scooters and rollerblades, collectively known as "wheels", rests with the students. If brought to school, wheels are to remain in the student's locker and are not to be used inside the school. If a scooter is too large to fit in a student's locker, storage arrangements are to be made prior to the activity with the homeroom teacher. Students bicycling, scootering, skateboarding or rollerblading to and from school and on school property are always expected to wear a helmet.

SNOWBALLS, TACKLING OR PHYSICAL GAMES

Students are expected not to throw snowballs. Games that involve physical contact or tackling are discouraged at school during lunch hour, recess or Go Time. With seasonally frozen ground and the lack of safety equipment (helmets/pads) during lunch hour, students are susceptible to injury should they participate in tackle games. We expect all students to have opportunities to play games and sports that will be safe. Supervisors do their best to monitor situations and remind students of these safety expectations. Students, themselves need to make decisions about the play in which they involve themselves and problem solve with their peers.

STUDENT INJURIES

You will be promptly notified of any serious injury (such as cuts, possible sprains, breaks or concussions) that might require medical attention. If your child has bumped their head, the school personnel will follow the concussion protocol. If you are not able to transport your child to a doctor or to a hospital, we will call an ambulance on your behalf. You are reminded that hospitals require parental consent when treating a child. Please ensure that your 9-digit Manitoba Medical number is on the Student Registration form, as well as an up-to-date list of phone numbers where you can be reached. Any ambulance expenses are covered by the School Division universal insurance.

EMERGENCY SCHOOL CLOSURE

The policy related to the closing of schools due to snowstorms is as follows:

- a) parents have the prerogative to keep their children home if weather conditions are such that the child cannot safely navigate to or from school.
- b) unless otherwise instructed, caretakers shall open and maintain school buildings as a regular day.
- c) the decision to close schools is the responsibility of the Superintendent. If the schools are not open in the morning, CBC and CJOB will be contacted to broadcast the announcements, and the information will be available on Twitter.
- d) where a storm breaks during the school day, schools shall remain open and operational. Students who are already in school shall not be dismissed during the school day because of the inclement weather. Parents must know that they have entrusted their children to teachers, who, acting as parents, will carry out their duties in a responsible way. Principals shall exercise discretion in sending students home at the end of the school day.
- e) if the storm is prolonged and students are unable to return home, children will remain at school until picked up by their parents.

CLUBS, INTRAMURALS, SPORTS TEAMS

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities such as athletics, music, drama and clubs are a valuable component of a well-rounded Middle Years education. Students who participate in extra-curricular activities have a heightened and enriched learning experience that allows them to contribute to school culture and community on many different levels. ÉCS believes that athletic opportunities allow student athletes to develop and grow in areas such as teamwork, critical thinking, responsibility and leadership.

CLUBS

A number of clubs are offered to students outside of class time. Some clubs run for the entire year, while others have a shorter season. For example, Dungeons and Dragons, Esports, Gender and Equity, etc. Students will be provided with information about clubs to encourage the option of participating. Please see information about the lunch hour for more information on lunch hour clubs.

SPORTS Go Celtics!

Please see the ÉCS Athletic Handbook for a complete overview.

Participation in athletics contributes to the overall physical, emotional, social well-being and involvement of students.

SCHOOL CATCHMENT, REGISTRATION, CLASS LISTS

CATCHMENT AREA

For more information on school catchment, please visit the School Locator webpage on the Pembina Trails website located at <https://www.pembinatrails.ca/page/785/school-locator>.

REGISTRATION PROCEDURE

After the start of the year, ÉCS will expect more registrations as our catchment area continues to develop new homes. Families are asked to complete the [online registration form](#). Proof of address will be requested to confirm catchment area. Birth certificate, Manitoba Health card and most recent report from the previous school are to be brought to the school office and will be copied. Families will keep originals. When families are new to the country, they are asked first to go to the International Student Office at 181 Henlow to have their papers approved prior to coming to the school. Once the registration forms are complete, a tour of the school for the family will be arranged. A meeting will be scheduled for the student with a resource teacher. At this meeting the new student will have the opportunity to share information about things they like to do and current reading and math levels will be assessed for best placement in a classroom.

If the student qualifies for Divisional school bus transportation the process will begin to schedule the times for daily school bus pick up and drop off. This process may take a few days. When a child has identified learning support requirements, a meeting will be scheduled with the school team (possibly sending the school team and clinical team) to ensure transition plans are in place prior to entry. Once all the details are in place, in consultation with the grade level team and the student support team, the student will be placed in a classroom, meet their teacher and will start attending ÉCS. Students from the classroom will be chosen to assist their new classmate for the first few days.

CLASS LISTS

At the end of each school year, class lists are created for the next school year. The creation of balanced homerooms is a fundamental component of ensuring a year's growth in learning is achieved and that the diverse needs of our student population are accommodated for throughout the school. The homeroom creation process is a complex one involving the consideration of each individual student's personal needs, peer connections, and academic goals to support the collaborative decisions being made about their placement within a specific homeroom. The following criteria are used to establish balanced homeroom classes:

- Student academic achievement
- Student peer interactions
- Placement of students new to École Charleswood School
- Band/art/drama class size combinations (option choices)
- Equal class sizes for each grade level
- Balanced gender ratio
- Considerations are required for those students that require additional care and supports

We respectfully ask that requests unrelated to the criteria outlined above not be made and that the decision of making student homeroom placement be left to the staff at École Charleswood School. Though considered, such requests hamper our ability to build the best possible learning environments for all students. While no class will be seen to be perfect by everyone, it is essential that the school team be allowed to operate for the benefit of our students and their learning in a balanced learning environment. There are many opportunities for students to socialize within the context of a school day without being in the same homeroom. It is also an opportunity to make new friends as students will likely not be together throughout their educational journey.

Decisions regarding class formation ultimately rest with the school. Parents can assist the process by:

- Helping their children to understand the importance and complexity of class formation.
- Supporting placements that have been made.
- Placing trust in the decisions made by the school, knowing that we have your child's best interest at heart.

Class changes will not be initiated when the class list information is shared at the end of June or at the beginning of September.

APPLICATION TO PRIVATE SCHOOLS

Private school applications may require reference letters from teachers and a copy of a student's current academic standing. We will provide these to the private institution for which families are applying. Reference letters are confidential, and teachers will only send the reference to the private institution. These reference letters will share objective information like what has been shared with parents at the tri-conferences. Academic reports are available online for two weeks following the end of each academic term in December, March, and at the end of June. Copies of these reports can be sent as part of the application process to a private school. Teachers will not submit academic information as part of private school applications prior to these dates.

SCHOOL FEES AND SUPPLIES

SCHOOL FEES

School Fees (\$40) will be collected during the current school year (September) through Permission Click. There is a small fee for Permission Click use. The fees collected are spent on the students in the same school year they are received. Student Fees are for agenda planners, lockers, locks, subsidizing field trips and class programs. If a student has not paid their student fee, they will not participate in field trips.

The supply lists for consumable materials for each grade level and for specific subject areas can be found on the [ÉCS website](#). As many materials are consumable, students may need their supplies replenished during the year. Supplies in good condition should be reused in the following year.

FUNDRAISING

Fundraisers to be initiated during the school year will be communicated on the school calendar and will be posted to our website. PAC may initiate a fundraiser for a specific initiative. A Band Fundraising Campaign may be held during the school year specifically to support a Concert Band trip. Other fundraisers may be planned and communicated for specific special events, depending on the year. The intention of these fundraisers is often to offset costs to parents.

VENDING SERVICES

There is a vending machine located in the gym hallway containing cold drinks for sale. This machine is provided by a licensed vendor. The sale of goods and services for individual profit by students is prohibited.

COMMUNITY

COMMUNITY BUILDING and STUDENT INDEPENDENCE – School and Parent Partnership

Charleswood is an exceptional community, located in the midst of many green spaces in which to grow up. Recently there have been reasons why our children have spent more and more time indoors. Smart devices draw them to virtual experiences, concern about safety in the community and parental worry are present.

Along with the limiting of smart device use (again referencing the suggestions for families in “**The Anxious Generation**”, parents, please ponder this information:

From the “Let Grow Project”, the advice is to give assignments to children to do something they have never done before, on their own. This activity increases children’s sense of competence while increasing parents’ willingness to trust their child and grant them more autonomy. When many families in the neighbourhood give their children more free play and independence, it solves a collective action problem. Parents are less anxious to give their child more unsupervised free play and independence, which children need to overcome normal childhood anxiety and develop into healthy young adults.

Children will take responsibility for their safety when they are responsible for their safety, rather than on the adult guardians hovering over them. When children have the opportunity to be in natural settings, they instinctively explore and spontaneously invent games, problem solving skills and resilience.

These thoughts may present a difference from our current state. As we take steps to **prevent** a “phone-based childhood”, let’s work as a community to increase child thinking and independence.

Things to consider:

- Does your child know your contact information, where you work, or do they currently rely on their phone to access?
- Does your child know what to do if a “situation” occurs, or do they rely on their phone in that moment?
- Are we doing all we can to increase our children’s ability to think and solve problems independently?
- Are we monitoring children’s posting habits or what they are accessing?
- Is your child able to leave home to carry out a task or a chore independently?
- Does your child independently prepare a meal for your family?

Let’s continue this conversation and create a strong partnership. Charleswood is a strong community.

ÉCS MISSION STATEMENT

At École Charleswood, we promote hope, belonging, purpose and meaning to inspire growth and perseverance with our students, motivating each one to connect with their learning and to their place in the community.



SCHOOL FLOOR PLAN

