

École Charlie Killam School

Student Handbook 2025/26



"Achieving Success Together! Réussir Ensemble!"

Principal: Andrea Gutmann

Assistant Principal: Donna Elashuk

Assistant Principal: Sabrina Heydorn

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Land Acknowledgement

We acknowledge that we are on Treaty 6 territory, a traditional meeting ground, gathering place, and traveling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

Principal Message

It is with great excitement and gratitude that I continue in my role as Principal of École Charlie Killam School. Each year brings new opportunities to strengthen our shared sense of community, uphold academic integrity, and celebrate excellence in all areas of student life.

At ÉCKS, we believe a school is more than a building—it is a community. “Our House” is a place where students, staff, and families come together to learn, grow, and support one another. We are committed to creating a welcoming environment where every individual feels valued, respected, and inspired to contribute. This strong sense of belonging is the foundation of the lifelong connections and memories our students carry forward.

Academic integrity remains at the core of our mission. We strive to cultivate a learning environment that challenges students while nurturing curiosity, creativity, and critical thinking. By setting high standards and fostering responsibility, we prepare our students to thrive as lifelong learners and responsible global citizens. We are especially proud of our exceptional French Immersion and Late French Immersion programs, which provide students with the opportunity to gain not only a second language but also a deeper appreciation for culture, diversity, and global perspectives.

Athletics are another cornerstone of our school community. Our programs reflect the values of teamwork, discipline, and perseverance. Whether on the court, field, or track, students are encouraged to embrace competition with integrity, pursue personal growth, and represent ÉCKS with pride. Athletic excellence here is not just about winning, but about building resilience and character that extend far beyond the game.

As we look ahead, I am committed to ensuring open communication and strong partnerships between our school and families. Together, we will continue to create a safe, inclusive, and enriching environment where every student can reach their fullest potential.

It is truly an honour to serve École Charlie Killam School, and I look forward to another year of growth, achievement, and community.

Here's to a successful and inspiring year ahead!

Warm regards,
Andrea Gutmann
Principal

Bell Schedule

2025/26 Bell Schedule

First Bell	8:30 am
Cougar Time	8:36 am - 8:56 am
Period 1	8:56 am - 9:36 am
Period 2	9:36 am - 10:16 am
Break	10:16 am -10:31 am
Period 3	10:33 am - 11:13 am
Period 4	11:13 am - 11:53 am
Lunch/Recess	11:53 am - 12:13 pm
Lunch/Recess	12:13 pm - 12:33 pm
Period 5	12:37 pm - 1:17 pm
Period 6	1:17 pm - 1:57 pm
PM Recess	1:57 pm - 2:05 pm
Period 7	2:07 pm - 2:47 pm
Period 8	2:47 pm - 3:27 pm

School Fees

Students are charged general school fees as per our school division administration procedure. All fees are subject to review and revision by the Battle River School Division #31 Board of Education. Students will be charged additional fees for option classes, projects and activities. All fees are outlined on our ÉCKS website under Families in “Fee Schedule”. If there is difficulty in paying fees, please speak to the ÉCKS Principal to discuss support.

School Calendar

Battle River School Division

2025-2026 School Calendar - Approved by BRSD Board January 23, 2025

August 2025						
Su	M	Tu	W	Th	F	Sa
	3	4	5	6	7	1
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

First and Last Day of School for Students

Non-Instructional Planning Day (No School for Students)

Professional Learning (No School for Students)

Staff Meeting/Div PD/Collaboration (TBD) (No School for Students)

Truth and Reconciliation Day (Schools Closed)

Day-In-Lieu of Parent/Teacher Interviews (Schools Closed)

Holidays (Schools Closed)

Start of Semester 2

Teachers' Convention (Schools Closed)

Last Operational Day (No School for Students)



School Mission and Vision

Our House

In Our House, we collaborate to create a safe, welcoming and inclusive community, where students, parents, and teachers build meaningful relationships and connections, empowering all to excel and grow together.

Cougar Code & Guiding Principles

The ÉCKS Behaviour Matrix serves to outline the positive behaviours and attitudes that we encourage all ÉCKS students to embody. This visual serves to help support students in making positive decisions, be active participants in our positive learning environment, and understand expectations in a variety of school community settings.

<div>  <div> The Cougar Code Achieving Success Together! ~ Réussir Ensemble </div>  </div>						
R espectful Actions		O nly Safe Behaviours		A lways Do Your Best		R esponsible Choices
Classroom Basics		Body Basics		Manners		Tech Basics
Be Prepared		Stay in your Space		Greet People		No Cells between the Bells
Ask Questions & Participate		Look, Listen, Think		Please, Thank You, Excuse Me		Backpack or Locker
Respect Teacher & Staff Expectations		Keep your Hands to Yourself		Wait your Turn		No Pictures/Videos of Others
Respect Learning of Others and Belongings		Walk		Respect, Don't Expect		Honest & Responsible Use
Hallways	Classroom	Outside/Commons	Office	Bus	Bathroom/Changeroom	Assemblies
Share space	Be on time	Include others	Be patient	Sit in assigned seat	Go, Flush, Wash, Leave	Participate appropriately
Stay right	Include others	Return equipment	Communicate what you need	Stay seated	No food	Be Patient at Entrance/Exit
Keep locker clean	Keep space tidy	Respect others' space		Use appropriate volume		
		Throw away your garbage		Scan bus pass		

The foundation of this restorative discipline approach is the belief that individuals are responsible for their behaviour. The best approach to discipline at school is in supporting students to make positive decisions. When poor choices are made, students are assisted in rectifying the situation by going through a restorative process which includes:

- an **awareness** of the problem,
- **acknowledgement** of the harm,
- **atonement** for the harm caused, and
- a plan of **action** to make better choices in the future.

Through this process, students gain the understanding that they are accountable for their actions. The level of expectation for student behaviour increases as they mature and move through the grades. Consequences for actions will consider the age of the student, the student's level of cognition, as well as the severity and frequency of misbehaviour. Disciplinary action is preventative whenever possible and restorative otherwise. Whenever possible, students are included in the determination of appropriate consequences for their actions.

This approach will:

1. establish and maintain safe, caring, and orderly environments for purposeful learning,
2. establish and maintain appropriate balances among individuals
3. clarify expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location, and

behaviour beyond these times when it affects the safe, caring and orderly environment of the school

- This would include social media posts, text messages, or any communication by or about students or staff that have a negative effect on the school community

Students are expected to:

1. Respect self, others and the school
2. Help to make the school a safe, welcoming and orderly place
3. Inform an adult, in a timely manner, of disrespectful behaviour
4. Engage in purposeful learning activities
5. Act in a manner that brings credit to the school

Any time students are referred to the office they will work through a restorative process designed to help students explain the incident and be held accountable for the part they played. Students are given time to think about what they've done, how their actions affected others, and to assist in determining an acceptable consequence in an attempt to restore. The appropriate consequence for actions will take into consideration the age, cognitive function, and maturity of the student as well as the severity of the behaviour. The aim is to help students understand the effects of their choices so they can make better choices in the future.

Incidents resulting in students meeting with administration will be documented in PowerSchool as a way to track behaviour. These processes will improve communication, assist in data collection, and improve overall outcomes.

Possible consequences for first-occurrence/non-severe behaviour:

- Review of class expectations & Cougar Code
- Reparation of damage (clean vandalism, replace items)
- Meaningful apology to affected persons (spoken or written)
- Student/Teacher conference
- Parent notification

Possible consequences for repeated/moderately-severe behaviour:


- Meeting with administration
- Parent Notification/Meeting
- Loss of privileges
- Counselling (social skills group or Zones group)
- Group discussion (with involved parties)
- Action Plan developed for moving forward

Possible consequences for recurrent/severe behaviour:


- Meeting with Administration, Student, and Family
- School-based team meeting - develop a behaviour action plan or behaviour support plan
- Counselling
- Loss of privileges
- Schedule changes, recess plan
- Suspension
- Worrisome Behavior or VTRA as outlined in BRSD Policies/Admin Procedures
- School Resource Officer involvement when severity dictates

Cell Phone Policy


As per BRSD's Administrative Procedure 135, ECKS has a No Cells Between the Bells Policy.




Personal Mobile Devices & Social Media In Schools



A personal mobile device or PMD that can be used to communicate or connect to the internet such as a phone, smartwatch, laptop, or tablet.





STORAGE

PMD's must be stored in a locked locker or in a backpack.

MEDICAL & EDUCATIONAL NEEDS

Students may access PMD's for medical or health reasons (as confirmed by a physician) or for educational support as approved by school administration.

SOCIAL MEDIA

All schools will have restricted access to Social Media platforms on school networks.

To maintain a focused and engaging learning environment, we ask that students keep their cellphones put away during the school day from first bell to last bell. If you need to use your phone, please talk to your teacher so we can find a solution that works for you.

CONTACT

In event of an emergency, parents and caregivers are able to contact their child through the school office.

As in previous years, if students need to contact home we direct them to go to the office to call during our break times.

Dress Code

Students are expected to dress in a manner that is appropriate for a school, a learning environment, and a workplace. It is at the teacher's discretion if hats are permitted to be worn in specific instructional areas. Clean shoes should be worn at all times and clothing or other items with inappropriate slogans, logos, or graphics are not acceptable. Specific classroom environments may also require a specific dress code to abide by safety protocol such as Options and Physical Education.

Attendance/Late Policy & Absence Reporting

Regular student attendance and student achievement are closely related. Students are encouraged to consistently attend all their classes. Absences, regardless of the reason, are detrimental to student progress. Communication between the home and the school is fundamentally important. An unexcused absence is defined as an absence during which neither the parents nor the teachers know of the whereabouts of the student.

Responsibilities

Pursuant to Part 1 of the School Act, regular attendance of students under the age of sixteen is compulsory. The following parties will share responsibilities for student attendance:

Students

- Students will maintain regular class attendance.
- Students, in conjunction with caregivers, will give teachers advance notice about absences whenever possible.
- Students will be responsible for completing any required work missed during any absence.

Parents or Guardians

- Parents and guardians will be expected to encourage their children to maintain regular school attendance.
- The onus is on the parent/guardian to advise the school of a child's/ward's absence by telephoning the school prior to, or the morning of, the absence.

Teachers

- Maintenance of accurate and timely student attendance records.
- Contacting parents/guardians when concerned about absences.
- Providing to staff a listing of students involved in any field trip(s) or extracurricular activities; such as notification to be supplied at least one day prior to the activity(ies).

Administrators

- The establishment and execution of appropriate communications, verbal and written between the school and the home regarding attendance and attendance problems

Procedures

1. School Messenger will report all student lates and absences to parents/guardians twice daily, in the morning and the afternoon.
2. Parents/Guardians will be contacted by the subject teacher regarding chronic student lates and absences throughout the semester/year.
3. If the attendance does not improve, a letter of concern will be sent to parents/guardians of students who exhibit poor attendance.
4. Excessive absenteeism will be referred to the appropriate grade level administrator. Parents/Guardians will be contacted when a student's absenteeism is negatively impacting their academic achievement reiterating the importance of attendance and requesting a meeting with the parent/guardians to develop an action plan to improve attendance.
5. A letter from ÉCKS will be sent to parents/guardians of the student who exhibits poor attendance.
6. If none of the preceding strategies work to improve the student's attendance, the school will be required to report the attendance issue to the Assistant Superintendent – Learning to determine next steps.

PowerSchool & Real Time Reporting

Students and families can find information on attendance, assessment, schedules, and marks through Powerschool. ÉCKS is a real time reporting school which means marks will be updated frequently as assignments and assessment are completed. If you require a paper copy of a report card please contact the office as we can provide this to you. Our powerschool link can be found on the website or

<https://brsd.powerschool.com/public/home.html>

Breakfast/Nutrition Program

In coordination with community partners and BRSD, École Charlie Killam School students have access to various nutrition offerings. This may include fruit, grab and go snacks, and lunches as needed.

Hot lunches are provided for purchase occasionally throughout the year. Information to order and pay for Hot Lunch offerings is done through school communication.

Locks & Lockers

All students are provided with access to an assigned locker for the school year. Locks are included on supply lists and are the responsibility of the student to provide.

School Supports

ÉCKS offers in house resources for our students to support their social and emotional well being. This includes our Mental Health Capacity Building Team which offers classroom programming on a variety of topics and small group support. Our Student Wellness Facilitators offer small groups and 1-to-1 support for students. Our SWF support does require a referral and permission form completed.

Student Assessment

Battle River School Division (BRSD) establishes and implements student assessment and evaluation in accordance with the expectations of Alberta Education and with the needs of students attending schools in the Division. BRSD believes that both high-quality teaching and optimum student learning depend upon ongoing assessment that is both formative and summative. Therefore, BRSD expects all assessments to provide accurate information about student achievement in relation to the learner outcomes in the Alberta Education Programs of Study. Student learning and growth are promoted through assessment, evaluation, and reporting of student achievement and positive, thoughtful and meaningful experiences.