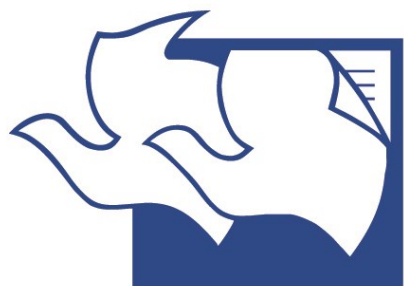


*Estote fideles*

*Be faithful*



**Saint Charles  
Catholic School**

[www.stccs.ca](http://www.stccs.ca)

# **Admissions Information 2025-2026**



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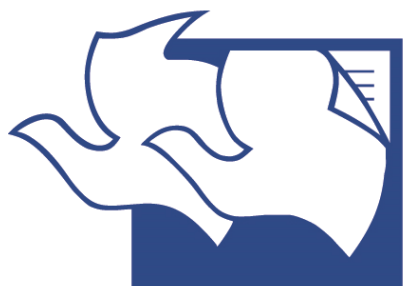
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# Saint Charles Catholic School

## *Welcome!*

This booklet outlines some key features of our school and details the admission process.

For further information, please contact us at:

**School Office:** Phone 204-837-1520  
331 St. Charles Street • Winnipeg MB • R3K 1T6

**General Inquiries:** [sec@stccs.ca](mailto:sec@stccs.ca)

**Website:** [www.stccs.ca](http://www.stccs.ca)

**Principal:** Mrs. Aneta Prettie [aprettie@stccs.ca](mailto:aprettie@stccs.ca)

**Vice Principal:** Mr. Justin Vechina [jvechina@stccs.ca](mailto:jvechina@stccs.ca)

## Mission Statement

*Educating children in an exclusive, faith-based community: a journey of academic excellence and formation in Christ.*







# Letter from the Principal

Dear Parents and Guardians,

Thank you for considering St. Charles Catholic School.

Founded in 1906 by the Missionary Oblate Sisters, St. Charles continues to build on the traditions of the past while incorporating current best practices to achieve 21st century goals. As an independent school owned by the parishes of St. Charles, St. Paul the Apostle, Our Lady of Perpetual Help, St. Ann's, and Saint John XXIII, St. Charles Catholic School is a co-educational early and middle years school, offering grades K-8.

Our primary goal is to provide quality Catholic education to families, one that is both intellectually challenging and faith-filled. St. Charles Catholic School welcomes all children who can benefit from our mission; our student body is comprised of students from many different backgrounds and faiths. To better serve the needs of our students, we have a staff devoted to excellence and who offer a variety of enrichment activities.

Since 2000, we have offered a full-day Kindergarten program. By having the curriculum spread over a full day, our students learn in a relaxed, supportive and experiential learning environment. This increased time has also enabled our students to experience enriched Music, French, and PE programs. Our students leave Kindergarten with enhanced grade one entrance literacy skills.

St. Charles Catholic School is proud of its accomplishments. As members of the greater community, our SCCS students have been recognized for their generosity of time and talents by volunteering at Chemin Neuf, St. Charles Parish, St. Paul the Apostle Parish, Our Lady of Perpetual Help Parish, Saint John XXIII Parish, Sisters of Charity, Welcome Home, House of Peace, and Heritage Lodge. Annually, we raise funds for Terry Fox, the Missionary Holy Childhood Association, Siloam Mission, Winnipeg Harvest and other local charities.

Our ongoing goal is to continue to focus on the school's Catholic faith dimension and to provide our students with a well-rounded education. Foremost, our focus is to provide students with a safe environment where they can learn and grow in a caring community and become community leaders.

I look forward to meeting with each of you. Please contact the office at 204.837.1520 to arrange an appointment.

Sincerely,



Mrs. Aneta Prettie, Principal

# 1. FAQs

## 1.1 How do we apply?

### ADMISSIONS CONSIDERATIONS:

St. Charles has a long history of providing a rigorous academic program. Candidates who are successful in our program are those who are independent learners who love to learn and who have a committed family supporting their efforts.

The application process for all Grade 1 - 8 students will involve reviewing student progress reports from previous schools for academic standing, learning independence and educator comments regarding conduct and effort.

Clergy recommendations are a significant part of the application process. In the acceptance process, families will be reviewed for their involvement in religious organizations. Families who are active in their Catholic parish will be given priority.

### PROCESS:

All inquiries for admission and registration will be processed through the school administration office.

The application process begins with submitting all required materials as indicated on the registration form. **A \$125.00 non-refundable registration fee will be required. Please note that certain grades fill quickly.**

SCCS Application Packages will be available to families at the November Kindergarten Open House and may be submitted that same evening. All grade levels are welcome to submit applications at this time.

Once these materials are received, interviews will be arranged with the Principal. This is an informal interview. For both parents and the child, this child-friendly approach is a great way to get to know your child's readiness for Kindergarten.

Interviews for new applicants will be scheduled starting in January. Families are encouraged to submit the completed application documents as soon as possible in order to schedule an interview.

**Please note that applications will not be considered complete until all required documentation is accounted for and the interviews completed.**

Applications are accepted at other times throughout the year at the discretion of the school Administration. Students who have been accepted to St. Charles Catholic School will receive notification by mail and email.

*In accordance with Manitoba Education recommendations, the age of acceptance to Kindergarten is 5 years of age on or before December 31st of the year the child begins Kindergarten.*

# 1. FAQs (continued)

## 1.2 Do we have to be Catholic to attend St. Charles?

St. Charles welcomes students of all faiths. All students will be expected to participate in the entire educational program of the School, including the religious education program and religious activities.

## 1.3 Where do students go when they graduate?

Our students choose to attend and are accepted at a variety of schools. In the past, those who wished to continue with a Catholic education have chosen to attend St. Paul's High School, St. Mary's Academy, St. Maurice High School and St. Boniface Diocesan High School. Students who chose to enroll in one of the local public high schools have attended Sturgeon Heights, Westwood, Oak Park and John Taylor. Regardless of which high school our students have chosen, they have been well prepared.

## 1.4 What can I do if I cannot afford the tuition?

St. Charles Catholic School believes that every child should have the option of benefiting from a Catholic education. Thanks to our bursary program, supported by each of our five parishes, we welcome families from all circumstances. Families who may require financial assistance are invited to complete a bursary application.

## 1.5 Do the students wear uniforms?

All students are required to wear uniforms. The school uniform consists of a long or short-sleeved crested white oxford shirt with the school logo, tucked fully into navy uniform bottoms. Navy bottoms include your choice of uniform: pants, shorts, skirt, jumper, or skort. Navy toppers include your choice of crested: cardigan, vest, sweater, or hooded jacket. Navy knee-high socks or navy tights should be worn with skirts, skorts, or jumpers. Mandatory gym uniform (grades 4-8 only): SCCS crested navy t-shirt and shorts; white or navy socks; and non-marking/non-scuff gym shoes. Mandatory uniform pieces that can be purchased elsewhere: navy socks, knee-highs or tights; dark non-marking/non-scuff shoes; white camisoles or undershirts; and non-marking/non-scuff gym shoes.

### **Students at St. Charles Catholic School wear a school uniform to support:**

- True Academic Focus ● Less Peer Pressure ● Strong School Spirit & Pride
- A Sense of Community ● Cost and Time Savings for SCCS Families

The school schedules a uniform fitting each spring. All families new to St. Charles will be notified of the date and will have an opportunity to try uniform pieces on for sizing. Uniforms may be ordered online at all other times during the year.

## 1.6 Are there opportunities for parents to become more involved?

Essential to the success of St. Charles Catholic School is the active involvement of parents and guardians. Throughout the year, we need families to support our community events and fundraising programs (both mandatory and voluntary). We endeavour to match the school's volunteer needs with the interests, skills and schedules of our families. Further information on our volunteer programs can be obtained by contacting the school office at 204-837-1520.



### **1.7 Does St. Charles Catholic School support students with allergies?**

Some students have severe allergies that can result in anaphylactic reactions. The most common is the nut allergy. For this reason our community members are not to bring any foods containing nut products into the school. Teachers will inform students and parents of other health concerns as needed. Extensive allergy policy and procedures are reviewed yearly with all of the staff. Photos of students with allergies are also posted in appropriate locations in the school. All staff are First Aid/CPR/URIS trained and qualified.

### **1.8 What is St. Charles Catholic School's policy regarding class sizes?**

One of the advantages of being an independent school is that self-governance allows SCCS the opportunity to make decisions regarding matters such as class size. Each year, the Board of Directors together with the school Administration and teaching staff review each grade level. Our primary focus reflects our Mission Statement, which is to provide an excellent education which nurtures our children while helping them achieve their full God-given gifts. The key factor in determining class size is the overall class composition: gender, age, independence, needs and grade level. Based on composition, some classes may warrant an Education Assistant as a support or be combined with the next grade level to balance class sizes.





## 2. Why an “All-Day” Kindergarten?

Kindergarten is designed to be a socializing, and school-readiness experience for children. It is also an important step in laying down a sound basis for future school success.

The all day format at St. Charles Catholic School allows the ½ day provincial Kindergarten curriculum to be taught at a more controlled and enjoyable pace. By removing the 2 ½ hour time constraint both teacher and students have time to explore their Kindergarten fundamentals in a more relaxed environment.

The increased time has also enabled us to expand the amount of Music, French, Physical Education and other extra school experiences offered to our students. The result has been a Kindergarten classroom of learners who enjoy the initial school experience and have enhanced grade one entrance literacy skills.

The initial few days of the year see students attending on an alternate day basis. This provides time, in a smaller group, for children to acclimatize to the Kindergarten environment and learn the daily routine. Every effort is made to keep the home informed of their child’s adaptation to Kindergarten.

While the concept of an all-day Kindergarten is not a new one for Manitoba schools, it has been a feature at St. Charles since 2000. Our data indicates that our students adapt well to the program and benefit from the extended hours. Thanks to our Kid Writing program, the UFLI program, and the Guided Reading program, the majority of our students graduate from Kindergarten above grade level. Socially, our students adjust easily to being in a classroom setting for the longer hours as the program is carefully timetabled to support young children’s abilities. Our children are very fortunate to receive the services of teachers who specialize in French, Music and Physical Education. By the time the students enter Grade 1, they know the teachers, the building, the expectations and many of the older students.



### 3. Why Offer Enrichment Arts Programs?

St. Charles is dedicated to developing successful learners who strive to achieve their God-given talents and are motivated to excel in all areas of development. For decades, research has been conducted on the correlation between pedagogy, formal arts training and brain development. In many of the studies, researchers specifically looked at the role the arts play in brain development and subsequently in achieving learning outcomes, especially with regard to math and language arts.

The following excerpts have been culled from a variety of sources. For more details, please refer to the studies indicated or to the Music Educators National Conference website.

#### 1. Language skills:

- a. From *Journal of Research in Music Education*, Summer 1998, Vol. 46, No. 2, pp. 239-247.

The purpose of this study was to examine the effects of a pullout string program (30 minutes twice a week) on student achievement in writing, reading, mathematics, and citizenship. The results revealed a significant difference in favour of the string students' achievement in reading and citizenship, with no significant difference between the two matched groups in writing and mathematics.

- b. *Nature*, May 23, 1996, Vol. 381, pp. 234.

In Rhode Island, researchers studied eight public school first grade classes. Half of the classes became "test arts" groups, receiving ongoing music and visual arts training. In Kindergarten, this group had lagged behind in scholastic performance. After seven months, the students were given a standardized test. The "test arts" group had caught up to their fellow students in reading and surpassed their classmates in math by 22 percent. In the second year of the project, the arts students widened this margin even further.

- c. *Cerebral Cortex*, Volume 19, Number 3, 16 March 2009, pp. 712-723(12).

After as little as 6 months of musical training, children showed enhanced reading and pitch discrimination abilities in speech.

#### 2. Science and Math:

- a. From *Neurological Research*, February 28, 1997.

A research team exploring the link between music and intelligence reports that music training - specifically piano instruction - is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills necessary for learning math, engineering and science. The experiment included four groups of preschoolers: one group received private piano/keyboard lessons; a second group received singing lessons; a third group received private computer lessons; and a fourth group received no training. Those children who received piano/keyboard training performed 34% higher on tests measuring spatial-temporal ability than the others.

- b. *Neurological Research*, March 15, 1999.

Students who were exposed to the music-based math lessons scored a full 100% higher on fractions tests than those who learned in the conventional manner.



### 3. Why Offer Enrichment Arts Programs? (continued)

#### 2. Science and Math (continued):

- c. Dr. Eugenia Costa-Giomi, *"The McGill Piano Project: Effects of three years of piano instruction on children's cognitive abilities, academic achievement, and self-esteem,"* presented at the meeting of the Music Educators National Conference, Phoenix, AZ, April, 1998.  
Pattern recognition and mental representation scores improved significantly for students given piano instruction over a three-year period.

#### 3. Pull-Out Programs:

- a. Six studies in the last five decades have been conducted to investigate the academic effects of removing students from the regular elementary classroom for string instruction. All six studies show that student math and reading achievement test scores are not affected by classroom pull-out.

#### 4. Music:

- a. *"The Comparative Academic Abilities of Students in Education and in Other Areas of a Multi-focus University,"* Peter H. Wood, ERIC Document No. ED327480.  
Music majors have the highest rate of admittance to medical school, higher than any other subject area including biochemistry, chemistry and physics.

#### 5. Miscellaneous:

- a. Arts education leads to cognitive and basic skills development (Medeja 1978) (Milley 1984).
- b. High school music students have been shown to hold higher grade point averages (GPA) than non-musicians in the same school (Horne 1983).
- c. Learning to play a musical instrument helps students to develop faster physically, mentally, emotionally and socially (Mueller 1984).
- d. Kindergarten basic skills achievement increases when music and other arts are added to the curriculum (Minicucci 1981).
- e. Music and arts enriched curriculum can be a factor in raising IQ scores for second graders (Mathison 1977).



## 4. Why Offer Enrichment Physical Education Programs?

Similar to our commitment to developing the whole child through the arts, St. Charles is committed to providing an excellent physical education program for all students. The underlying belief is that physical activity has an equally important role in developing children's abilities, be they physical, intellectual, emotional and social.

Over the past few decades, significant research has been conducted regarding the correlation between physical activity in schools and:

- Cognitive functioning (information processing)
- Memory
- Concentration
- Behaviour
- Academic achievement

For more information on this topic, please review:

- a. *Brain Boost: Sport and Physical Activity Enhance Children's Learning* (May, 2010) by Dr. Karen Martin.

This document is a review of studies from 1979-2010 on this topic.

- b. *Physically Active Play and Cognition: An Academic Matter?* by Jacob Sattelmair and John J. Ratey. *American Journal of PLAY*, Winter 2009 pp. 365 – 374.

This article discusses the impact traditional classroom PE methods have had on student achievement in academics as well as the social, emotional and health benefits.

- c. *Physical education, school physical activity, school sports and academic performance* by François Trudeau and Roy J Shephard. *International Journal of Behavioral Nutrition and Physical Activity* 2008, 5:10.

This study reviewed how an increase in students' free play time (PA) and/or their scheduled (curriculum-based) PE time affected their academic achievements in other subject areas, including student concentration, memory and behaviour and overall intellectual performance.





## 5. Why Offer Formal Extra-Curricular Activities?

*The Effects of Extracurricular Activities on the Academic Performance of Junior High Students.* Research Journal. Lansing, MI: Undergraduate Research Community. Vol. 5. Fujita, Kimiko (2006).

Taken from <http://kon.org/urc/v5/fujita.html>

Numerous studies have been conducted concerning the relationship between extracurricular activities and academic performance. Total extracurricular activity participation (TEAP), or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism” (Broh, 2002, para. 8). Guest and Schneider (2003), in looking at the previous research on this subject said, “Researchers have found positive associations between extracurricular participation and academic achievement” (para. 2). Although researchers agree that extracurricular activities do, in fact, influence academic performance, the specific effect that various activities produce is debated. One study, conducted by the National Educational Longitudinal Study, found that “participation in some activities improves achievement, while participation in others diminishes achievement” (Broh, 2002, para. 1).

Many extracurricular activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to academic subjects (Marsh & Kleitman, 2002, para. 9). “A number of studies revealed that students participating in extracurricular activities did better academically than students who did not participate” (Marsh & Kleitman, 2002, para. 7). Researchers have particularly studied the relationship between extracurricular activities and academic performance in adolescents. One study found that “adolescents who participated in extracurricular activities reported higher grades, more positive attitudes toward school, and higher academic aspirations” (Darling, Caldwell, & Smith, 2005, para. 1). Darling, Caldwell, and Smith (2005) conducted a longitudinal study concerning extracurricular activities and their effect on various aspects of development, including academic performance. A survey containing a list of twenty different extracurricular activities was distributed to students; they were asked to check which extracurricular activities they participated in that year. Demographic questions, such as their favorite activity, gender, and ethnicity were asked in order to take the social factors and influences into account when calculating the results. The students were also asked what their academic goals were and their grade point average. The results showed that the students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in extracurricular activities at all (Para. 23-35).





## **6. Enrichment / Specialty Programs**

### **6.1 K-2 Learn-to-Skate**

Students in Grades K-2 are bussed to a neighbourhood rink for 10 sessions of skating lessons. As part of their PE curriculum, students are taught the basics of skating and rink safety through a variety of drills and activities. Students are grouped on the ice into small groups and are taught according to their skill level. More advanced students will be given more advanced drills which may include hockey readiness skills.

### **6.2 Gr. 6-8 Hockey Skills Program**

Vigier Hockey and St. Charles Catholic School are offering students in Grades 6-8 registration in a Hockey Skills Program. The 16-week program runs once a week at the Keith Bodley Arena and provides a consistent and convenient opportunity for students to hone their skills with minimal conflicts to their school commitments. Students are bussed to and from during the school day. This program is all-inclusive: new and experienced players are welcome, regardless of skill level. This program's emphasis is on a structured curriculum, safety, and inclusivity which allows for an enriched experience for students looking to grow their passion for hockey and enhance their skill.

### **6.3 UFLI/Guided Reading Program**

From Kindergarten through Grade 2, students develop reading skills in small groups facilitated by the teacher. Students are grouped according to ability and can flow between groups throughout the year as their skills advance. There are 40 levels of guided reading ability possible.

### **6.4 Cursive Handwriting**

Students are taught cursive handwriting in Grade 3 and are expected to develop this skill through Grade 8.

### **6.5 K-5 Music & Choir**

Our music specialist uses the Orff approach to teach music in our K-5 classes. The Orff approach is a method of teaching children about music that engages their mind and body through a mixture of singing, movement, listening activities, and the use of pitched and non-pitched instruments. Special attention is given to xylophone, recorder and ukulele skills. Students work on developing music reading and writing skills, deepening their understanding of beat and rhythm concepts, and exploring music language to express their musical ideas. In choir, students are taught how to sing as part of an ensemble through engaging vocal exercises and performance repertoire. Lessons focus on the progression and enhancement of: music language, performance skills, creative expression, analysis and communication, as well as, knowledge of the arts in culture and society. Our choirs participate in school events/concerts, School Masses, the Winnipeg Music Festival, and at a variety of community events.

### **6.6 Gr. 6-8 Band & Choir**

Students in Grades 6-8 continue to develop and explore their vocal abilities in weekly choir classes. They build on previous skills and concepts in order to sing and perform a more complex choral repertoire. Band begins in Grade 6 and continues until Grade 8. Skills like posture, note reading, and finger-placement are taught to students playing woodwind and brass instruments. Students learn to work on ensemble skills such as following conducting and listening to each other while playing. Our bands perform at school events/concerts, and the Optimist Festival.

## **6. Enrichment / Specialty Programs (continued)**

### **6.7 Strings Enrichment Program**

Students in Grade 6-8 who have an interest in learning and developing their string education, whether it be on the violin, cello, viola, or double bass, will have the opportunity to join our String Ambassadors Club, a string instrument-based Enrichment program offered on a weekly basis during lunch hour.

### **6.8 French Program**

Basic French is taught to all students in K-8. French specialists teach this program which is thematic based and provides a basic repertoire of vocabulary, an appreciation of culture and introduction to basic grammar.

### **6.9 Holy Childhood Association (HCA) | Pontifical Mission Societies**

Each fall, all of the students are enrolled in the Holy Childhood Association. As members, they are encouraged to pray for children in other parts of the world, and to support children who are in need of assistance. The HCA focuses on a specific region each year. The students organize several fundraising and educational activities to support the annual focus of the HCA.

### **6.10 Totally Unbelievable Speakers Club (T.U.S.C.)**

Created by Toastmasters International, this club prepares children for public speaking. As part of the ELA program, students in Grades 3-5, prepare and deliver speeches, evaluate speeches, present impromptu speeches and organize meetings according to Robert's Rules of Order.

### **6.11 Intramurals and Extra-Curricular Physical Education**

Students are invited to participate in one of many forms of an organized intramural program offered during lunch hour. Some highlights of this past year have been the K-2 Super Sonic Soccer league, the 3-8 cooperative games and sport intramurals. Students may also participate in intramural badminton, floor hockey, flag football, basketball and soccer.

Grades 7-8 students are provided with leadership opportunities as coaches, referees, scorekeepers and overall organizers. Throughout the year, students also participate in a variety of sports activities during Spring Camp (Gr. 5-6), and Winter Camp (Gr. 7-8).

### **6.12 Competitive Sports**

St. Charles is a member of the Manitoba Catholic Schools Athletics Association. As such, we compete against other Independent Schools in the city. Competitive sports include: Cross Country, Basketball, Badminton, Volleyball, and Track and Field.

### **6.13 Clubs**

St. Charles offers a wide variety of clubs for our students, including crafts, drama, choir, leadership, instrumental, running, walking, basketball, violin, chess, and cooking. The clubs meet during lunch hours before school or after school.

## 6. Enrichment / Specialty Programs (continued)

### 6.14 Private Music Lessons

Private lessons are available in voice, guitar, drums, piano, violin and woodwinds. Teachers are highly skilled as performers and teachers. Lessons are scheduled through the Private Music Lesson Coordinator and occur during school hours.

### 6.15 Other Enrichment Opportunities

Students have many other opportunities to “get involved” with activities throughout the year, including being a part of the annual school musical, Altar Serving, and Student Leadership Ambassadors.

### 6.16 Rome Trip

All students in Grades 7 and 8 are invited to participate in a Rome Tour which occurs over Spring Break on alternate years. This trip is aligned with the current MB Social Studies curriculum and explores our roots as Catholics as well as giving vibrancy to our faith. It allows us to visit the homeland of our school patron, St. Charles Borromeo, and enables students to further develop their leadership skills. More information will be provided throughout the year. The next scheduled tour is March 2025.

### 6.17 Middle Years Structure (Grades 7 & 8)

We believe that school programming should reflect and support the Middle Years students’ growth and development, by offering programming that is different from that of the younger grade levels. In our Middle Years program, students rotate among teaching-area specialists, participate in Advisory Groups, take a leadership role in the school, attend overnight camp, and represent the school through a variety of interscholastic events.

**Advisory Groups** – Students in Grades 7 and 8 are assigned to a particular staff member. Throughout the year, groups will meet to discuss topics of common interest and to work together on Project 11.

**Homerooms** – Students meet with their homeroom teacher each morning for prayer morning announcements and attendance.

**Enrichment** - Students participate in 3 enrichment courses each year. Enrichment course options change from year to year. Options have included: Song Lab, Coding, Cooking, STEM, Healthy Active Living, Cheer, Art Exploration, Outdoor Education, Hockey, and Drama.





## 7. Fundraising

Fundraising is a large component of any Not-For-Profit organization. This is particularly true for the Independent Schools across Manitoba.

The Manitoba Education Grant allocates approximately 50% of the cost of educating students in independent schools, which does not provide any provisions for capital development. Therefore, fundraising has become an important component of any independent school's operating budget. It ensures that the organization can balance its budget, improve its facilities and keep tuition costs affordable. Furthermore, the volunteerism involved in fundraising is an important aspect of any Christian society. It provides both the children and their families with a sense of community as we work together for the common benefit of our school.

All families of St Charles are required to assist in fundraising efforts. At a minimum, families are expected to:

- sell annual raffle tickets,
- sell a minimum of 4 boxes of chocolates in the fall,
- volunteer for a minimum of 20 hours with other fundraising events.

Being part of a small community, the school is greatly dependent on the support of its families. Each family's efforts in fundraising go a long way to ensure that St. Charles can meet its goals, while developing a strong faith based education and community spirit. We understand, however, that for some, fundraising is difficult as time is an issue. Families who choose to opt out of fundraising may instead submit a cheque at the beginning of the school year.





## 8. Before and After School Program (BASC)

St. Charles Catholic School is pleased to offer the option of Before and After School Care for our students in Kindergarten to Grade 6. Our program runs Monday through Friday, 7:00 - 8:30 a.m. and 3:30 - 6:00 p.m., including early dismissals. On most in-service days we are open the full day from 7:00 a.m. - 6:00 p.m. We also offer a Breakfast Program at 8:00 a.m. Monday to Friday for a nominal fee.

Our program is structured and taught by an experienced staff. The following are some of the activities we may offer throughout the year:

- Dance – Hip Hop
- Daily Arts and Crafts
- Jiu Jitsu (Martial Arts)
- Multi-cultural Cooking Workshops
- Quiet reading and homework time
- Theatre and Improv Games
- Art Classes
- Seasonal Craft Workshops
- Outdoor Activities
- Curling
- Acting
- Lego Workshops
- Golf
- Tennis
- Cooking Class
- Cheer / Pom / Baton

Being part of a school program enables us to have access to the school gymnasium and computer lab as well. On days where students require full care, the program may also go on field trips to the YMCA, The Forks, the Planetarium, etc.

### Summer Camp

Since 2014, SCCS has offered a Summer Camp program. Any SCCS student that was enrolled in SCCS in the prior school year has the opportunity to attend a variety of summer camp programs that include trips to the Zoo, the Forks, Assiniboine Park, waterparks and to the YMCA.



# 9. Meal Programs

## 9.1 Cafeteria

St. Charles students eat in the cafeteria with teacher supervision. All of the following programs are optional and involve a nominal fee. Each month, meal order forms are posted on the school website and copies are available in the front foyer of the school. Eating in the cafeteria is a privilege and students are expected to maintain appropriate behaviour throughout the lunch period.

## 9.2 Breakfast Program

A breakfast program is available for students in our cafeteria beginning at 8:00 a.m. Monday to Friday. Students have menu options they can order from.

## 9.3 Wexford Street Project

Wexford Street Project offers a hot lunch program to students of all grades. Those who wish to order milk only, on a daily basis, may also do so through the Wexford Street Project order forms. Forms are available on our school website and copies are available in the front foyer of the school.

## 9.4 Parent Council Lunch Program

Parent volunteers organize a hot lunch for students every Wednesday. Food items, pizza, Subway, Booster Juice, hot dogs alternate each week from October to May.

## 9.5 Dinner Program

Wexford Street Project also prepares hot dinner meals “to go” or to eat at the school for those students participating in Before and After School Care Program (BASC).





# 10. Methods of Payment

## 10.1 Tuition

### 1. Early Payment - Full

### 2. Two Equal Payments

- Cheques to be dated September 1<sup>st</sup> and February 1<sup>st</sup>
- Subject to a \$40.00 Administration fee added to first payment

### 3. Ten Monthly Payments (Automatic Debit or Post-dated Cheques)

- Subject to a \$60.00 administration fee added to first payment
- Cheques dated September 1<sup>st</sup> through June 1<sup>st</sup>

**ALL PAYMENT ARRANGEMENTS MUST BE MADE NO LATER THAN SEPTEMBER 1<sup>ST</sup>.**

A \$50.00 charge will apply to NSF payments. If payments are NSF, subsequent payments will only be accepted by cash, certified cheque or money order.





# 11. Tuition Fee Schedule (2024-2025 Rates)\*

## 11.1 2024-2025 Fees:

<b>Tuition:</b> Kindergarten	\$ 3570.00
Grade 1 – Grade 8	\$ 3170.00

A portion of your annual tuition may be claimed as a charitable donation.

<b>New Student Registration Fee</b> (non-refundable)	\$ 125.00
<b>Building Improvement Fund</b> First Child	\$ 200.00
Second Child	\$ 150.00
Third & Each Additional Child	\$ 100.00
<b>Manitoba Catholic Schools Association</b> (Per Child)	\$ 60.00
<b>Technology Charge</b> <i>Maximum of \$150.00 per family</i>	\$ 100.00
<b>Grades K-2 Skating Program</b>	\$ 250.00

## 11.2 Family Tuition Credits:

Family Tuition Credit is deducted on the Family invoice.

Second Child Credit	\$ 250.00
Third & Each Additional Child Credit	\$ 1000.00

## 11.3 Optional Fees:

### a. Before and After School Care (as required)

Before <b>or</b> After School	\$ 7.00/day
Before <b>and</b> After School	\$ 11.00/day
Early Dismissal (After school only)	\$ 10.00/day
Early Dismissal (Before and After)	\$ 14.00/day
In-service Days	\$ 24.00/day

### b. Private Music Lessons - PML:

Fees based on number of student lessons, to be confirmed with PML instructor.

***\*ALL PRICES SUBJECT TO CHANGE***





## Saint Charles Catholic School

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