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*Welcome to all, it's good that we are
all here.*

Cultus Lake Community School

Family Handbook 2023/2024

Cultus Lake Community School

71 Sunnyside Ave
Chilliwack, B.C. V2R 5B5
Phone: 604-858-6266

<http://cultuslake.sd33.bc.ca>



SCHEDULE

7:39 – 7:54 a.m	Morning Supervision
7:54 a.m.	Warning bell
7:59 a.m.	Classes Begin
10:15 – 10:30	Recess
11:50 – 12:05	Eating Time
12:05 -12:35	Play Time
12:35 p.m.	Classes Resume
1:55 p.m.	Dismissal
1:55 – 2:10 p.m.	Afternoon Supervision



Values of our Learning Community

Our school community is built on the foundation of the following five values:

Kindness – we show caring, compassion and empathy towards everyone

Equity – everyone receives the support and experiences they need to be successful

Collaboration – we build strong relationships based on trust and respect

Innovation – we are curious, creative and open to new ideas

Inclusion – all learners feel safe, supported, and connected in our diverse community

At Cultus Lake Community School, the word 'inclusion', means that all members of our community have a place at our school. From the moment a person walks through our door, they feel welcomed. They see themselves represented in the titles of the books in our library, by the artwork on our bulletin boards, by the information we share in our assemblies and by the feeling of belonging they get when walking throughout our school.

5 P's of Inclusion:

Presume Competence – all learners can learn in this community

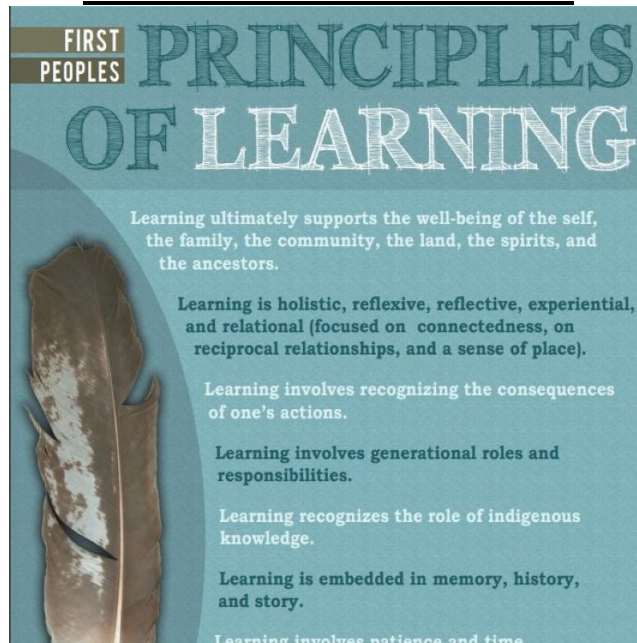
Place – all learners belong in this place

Proximity and **Participation** – all learners are interacting and engaged in the lesson

Purpose – the community is meaningful for all learners

Planned for – lessons are designed so that all learners have access into them

Truth and Reconciliation



*Our goal is an equitable and inclusive school community where **all** students, families and staff thrive.*

Cultus Lake Community School

CODE OF CONDUCT

Purpose

As a learning community at Cultus Lake Community School, we provide a nurturing environment for students to achieve high standards and to become respectful, responsible, resourceful members of society. Our Code of Conduct takes into account the rights, freedoms and responsibilities of both individuals and the school community and clarifies behavior expectations that are acceptable and unacceptable. The Code of Conduct is established to maintain a safe, caring and orderly environment for purposeful learning for all students. Students are responsible for respecting the rights and dignity of others in a learning environment free from discrimination as set out in the B.C. Human Rights' Code.

Expectations of Behaviour

Our Code of Conduct is designed to teach children to make choices that positively impact themselves and our school community. This code of conduct is structured within our *Navigator Matrix*.

A detailed view of Cultus Lake Community School's matrix is included on the following page.

Expectations apply to behaviour at school, during school organized or sponsored activities, and behavior beyond these times (including on-line bullying) that negatively impacts the safe & respectful learning environment of the school and/or students.

It is understood that as students become older and more mature, expectations of increasing responsibility and self-regulation will be evident.

All staff, students and parents at CLCS will work together to help each other navigate to their fullest potential.

Unacceptable Conduct

Behaviour and acts that interfere with the learning of others and create unsafe conditions are considered unacceptable. *All behaviours are not listed in the Code, but those cited are examples.*

Examples of unacceptable conduct:

Vandalism	Theft
Weapons	Insolence/defiance
Illegal Substances	Harassment/racism
Lying/cheating	Violence
Intimidation	Threats
Bullying (verbal/physical/online/cyber)	

Discrimination of the following will not be tolerated:

Race	Ancestry
Colour	Age
Ability	Religion
Gender identity/expression	Family status
Sexual orientation	Marital Status

Consequences of Unacceptable Behaviour

If a student chooses harmful actions to themselves or the school community, there will be progressive discipline and/or consequences. Considerations are given to the severity of the incident, the frequency of the incidents, and the age/maturity of the student.

Considerations may apply to students with diverse abilities when determining appropriate responses.

Disciplinary action, whenever possible, is preventative, restorative, and focused on learning. As often as possible, students are encouraged to participate in the development of meaningful consequences using:

1. Problem solving conversation
2. Problem solving assignments
3. Restorative circles
4. Counselling
5. Referral to School Based Team
6. Contracts / school service

<p>Acceptable Behaviour</p> <ul style="list-style-type: none"> • Respect self and others • Respect the property of others and school • Attend school regularly and on time • Inform an adult of unsafe behaviour • Work hard to do your best • Follow school rules/expectations <p>Navigator Notes for positive behaviour:</p> <ul style="list-style-type: none"> • Recognition by staff, peers, the school community • A feeling of self-respect, pride, confidence 	<p>7. Suspension (in school/out of school)</p> <p>Notification and Communication</p> <p>At Cultus Lake Community School, we share a responsibility to protect every teacher's right to teach and every student's right to learn.</p> <p>The classroom teacher handles most issues arising from classroom behaviour. Issues are referred to the office if they are major offences or chronic behaviour problems.</p> <p>In the event that there is a concern for the safety of students or staff, school personnel have a responsibility to inform other parties of a serious breach of conduct (e.g., parents, school district personnel, police and/or other agencies).</p>
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Is it Conflict or is it Bullying?

Conflict	Bullying
Equal power or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not seeking power or attention	Threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little to no emotional reaction from the individual(s) doing the bullying
Not trying to get something	Attempt to gain material things or power
Remorse – will take responsibility	No remorse – blames victim
Effort to solve problem	No effort to solve problem

Cultus Lake Community School

CODE OF CONDUCT PROCESS

Respect Yourself, Respect Others, and Respect this Place.

Problem Solving

Students at Cultus Lake Community School are encouraged to solve problems independently using the following strategies:

Conflict

When you are having a conflict with someone,
use your **Walk, Talk, and Squawk**

Walk away
Talk it out
Squawk seek help from an adult

Bullying

If you think it is bullying, do your **“BEST”**

Blank (face and voice)
Eye contact (longer than usual)
Silence (wait, stay calm)
Tell them what you want (e.g., “I want you to leave me alone.”)

Go through BEST 3 times, then walk away.
Make sure you report it to school staff

Actions:

Action plans are intended to improve the student's ability to self-reflect on the incident, own the behavior and apply problem-solving strategies in the future. Our staff is committed to using the strategies and principles of restorative practice. We respond to difficulties using the following guiding principles:

- ▶ Action plans will depend on the severity and frequency of the inappropriate behaviour as well as the age and maturity of the student.
- ▶ Consistent and fair responses to inappropriate behaviour are a priority.
- ▶ As often as possible, students will be involved in problem-solving discussions with other students and staff members in order to fix their mistakes and restore their sense of self.
- ▶ Disciplinary action will be preventative and restorative whenever possible, rather than punitive.
- ▶ The school will respond seriously to behaviour or communication that discriminates against race, age, colour, ancestry, place of origin, religion, marital or family status, ability, sex, gender identity/expression or sexual orientation.

At times, students are unable to solve problems on their own in appropriate ways, or the problems are beyond the student's problem solving abilities. On these occasions, staff members become involved in the following ways:

Level 1 Inappropriate Behaviours

For poor decisions or inappropriate behaviours that are of a minor level (e.g., classroom disruptions, minor arguing), staff will:

- ▶ Help the student to identify:
 - the poor decision or inappropriate behaviour
 - what they need to do to meet behavioural expectations
 - how their actions affect other people
 - the intent of their decision or behaviour
- ▶ Have students apologize when suitable or appropriate
- ▶ Consider a restoration such as a warning, a time out, or a loss of privilege.

Level 2 Inappropriate Behaviours

For inappropriate behaviours that are more serious or are repeats (e.g., repeated classroom disruptions, frequent arguing, continuous refusal to listen to adults, physical contact), staff will:

- ▶ Respond as in Level 1
- ▶ Engage in restorative practice to rebuild relationships within the school community.
- ▶ Apply action plans such as a longer time out, extensive loss of privileges, or an alternate learning environment

Level 2 behaviours are recorded on a behaviour support form and tracked through Paradigm. These may require parental involvement and communication by email, phone or a meeting.

Level 3 Inappropriate Behaviours

For non-compliant, violent, or serious behaviours (e.g., threats, harassment, overt defiance, physical aggression), or for continuous repetition of level 1 and 2 inappropriate behaviours, staff will:

- ▶ Respond as in Level 1 and Level 2
- ▶ The principal will involve the parents by phone or setting up a meeting
- ▶ Action plans at this level may include restricted privileges, repair and replacement of equipment (or pay for damages), school community service, in-school suspension, or out-of-school suspension

Level 3 behaviours are communicated to the parents and all involved staff. These incidents are recorded and tracked as in Level 2.

Notification

School officials may have a responsibility to advise other parties of serious breaches of code of conduct (parents, school district officials, police and/or other agencies)



Positive Behaviour Matrix

	Be Responsible	Be Respectful	Be Resourceful
Classroom	<ul style="list-style-type: none"> • follow classroom rules • be on time • focus during lessons 	<ul style="list-style-type: none"> • be a good listener • use your manners • speak with respect • it's OK to be different 	<ul style="list-style-type: none"> • have a positive attitude • do your best - always • walk - talk - squawk • use agenda book daily
Playground	<ul style="list-style-type: none"> • follow playground rules • play safely • take care of & return equipment 	<ul style="list-style-type: none"> • listen to staff • keep hands and feet to yourself • be a good sport 	<ul style="list-style-type: none"> • walk - talk - squawk • share and cooperate • use garbage and recycling cans
Hallways	<ul style="list-style-type: none"> • walk on the right hand side • go straight to where you need to 	<ul style="list-style-type: none"> • be silent when walking *use whisper voice when working in hallway • look but don't touch displays • use window for office errands 	<ul style="list-style-type: none"> • tell and adult about accidents
Washrooms	<ul style="list-style-type: none"> • do your business, flush, and leave • wash your hands with soap 	<ul style="list-style-type: none"> • respect others' privacy • use whisper voices 	<ul style="list-style-type: none"> • keep washrooms tidy • tell an adult about accidents
Lunch	<ul style="list-style-type: none"> • sit while you eat • clean up when finished • make healthy choices 	<ul style="list-style-type: none"> • listen to monitors • use your table manners 	<ul style="list-style-type: none"> • eat your food - save leftovers • share with others in need • use garbage and recycling cans
Assemblies	<ul style="list-style-type: none"> • follow assembly routine 	<ul style="list-style-type: none"> • be a good listener • sing "Oh Canada" with pride • clap respectfully 	<ul style="list-style-type: none"> • sit with kids who help you to stay regulated

Before and After School	<ul style="list-style-type: none"> • cross bus lane and street safely • line up to come inside 	<ul style="list-style-type: none"> • listen to staff • keep hands and feet to yourself • be ready at desk by second bell 	<ul style="list-style-type: none"> • walk - talk - squawk • take all belongings with you • keep playground clean
	<ul style="list-style-type: none"> • follow breakfast club routine • make after school plans early 		
Bus	<ul style="list-style-type: none"> • be on time • follow bus rules 	<ul style="list-style-type: none"> • listen to bus driver • use inside voices 	<ul style="list-style-type: none"> • sit where you can behave • take all belongings with you • use garbage cans
	<ul style="list-style-type: none"> • follow bus line up routines 	<ul style="list-style-type: none"> • keep hands and feet to yourself 	

Outdoor Learning



We are very privileged to work and play on the **traditional, unceded, ancestral** territory of the Sto:lo people. The setting we have at Cultus Lake Community School lends itself easily to outdoor teaching and learning. Outdoor learning allows students to learn in a different way and in a different place. As well, this practice also includes many other benefits. When natural outdoor environments are integrated into teaching and learning, they can foster students' cognitive, social, and physical development. **In particular, research shows that outdoor education decreases sedentary behaviours and encourages students to be more physically active, improves their attention and motivation, and reduces stress levels.**

Cultus Lake Community School Calendar of Events 2023/2024

September	
Tues. Sept. 5	First Day – 9:59 Dismissal
Wed. Sept. 6	First Full Day
Thurs. Sept. 21	Emergency Drills #1 (Fire Drill) – 10:30
Thurs. Sept. 21	Welcome Back BBQ
Tues. Sept. 26	PAC Meeting
Wed. Sept. 27	Green Acres Field Trip (Grades 1 to 5)
Fri. Sept 29	Orange Shirt Day
October	
Mon. Oct. 2	Truth and Reconciliation Day – no school
Thurs. Oct. 5	Terry Fox Run
Fri. Oct. 6	Non-Instructional Day # 1 (District)
Mon. Oct. 9	Thanksgiving Day
Mon. Oct. 16	Photo Day
Wed. Oct. 18	Communicating Student Learning with Families
Thurs. Oct. 19	Early Dismissal #1 (10:59)
Fri. Oct. 20	Non-Instructional Day #2 (Provincial)
Tues. Oct. 24	PAC Meeting
Fri. Oct. 27	PAC Halloween Event
Tues. Oct. 31	Halloween Parade - Orange & Black or Costumes
November	
Wed. Nov. 1	School Hike #1 (Vedder Mtn. Waterfall)
Thurs. Nov. 9	Remembrance Day Assembly 10:45
Fri. Nov. 10	Non-Instructional Day #3 (Pro-d)
Mon. Nov. 13	Remembrance Day (no school, statutory holiday)
Fri. Nov. 17	Individual Photo Retake Day
Fri. Nov. 24	Non-Instructional Day #4 (Assessment and Evaluation #1)
Tues. Nov 28	PAC Meeting
December	
Fri. Dec. 1	Deck the Halls
Tues. Dec. 19	School Skating
Wed. Dec. 20	Report Cards go home
Thurs. Dec. 21	Christmas Concert at 6:30 (students at school by 6:00)
Fri. Dec. 22	Pancake Breakfast
Dec. 22 – Jan. 7	Christmas Holidays
January	
Mon. Jan. 8	School re-opens
Thurs. Jan. 18	Cultural Centre – CSOPA presents: <i>Disney's Descendants</i>
Mon. Jan 22	One School One Book
February	
Tues. Feb. 6	PAC Executive Mtg

Wed. Feb. 14	Jump Rope for Heart
Fri. Feb. 16	Non-Instructional Day #6 (District)
Mon. Feb 19	Family Day- No School
Wed. Feb. 21	Pink Shirt Day
March	
Fri. March 1	Early Dismissal #2
Fri. March 8	PAC Night Out Fundraiser
Tues. March 12	PAC Meeting
Thurs. March 14	Term 2 Report Cards Issued
Fri. March 15	Last Day before Spring Break
Mar 18 to Apr. 1	Spring Break
April	
Mon. Apr. 1	Easter Monday – no school
Fri. April 19	School Hike #2 (Maple Bay)
Thurs. April 25	Volunteer Tea @ 9:30
Fri. April 26	Non-Instructional Day #7 (Pro-D)
May	
Thurs. May 2	Cultus Lake Cross Country Run
Fri. May 10	Spring Fling
Tues. May 14	PAC Meeting
Fri. May 17	Non-Instructional Day #8 (Pro-D)
Mon. May 20	Victoria Day (statutory holiday)
Fri. May 24	School Hike #3 (7 Sisters)
Fri. May 31	Non-Instructional Day #9 (Pro-D)
June	
	Waterslides (Date to be confirmed)
Wed. June 12	Kinderfair
Fri. June 14	Sports Day
Tues. June 18	Kindergarten Celebration
Thurs. June 20	District Track and Field Meet
Thurs. June 20	PAC AGM
Fri. June 21	Indigenous Peoples Day
Tues. June 25	Beach Day
Wed. June 26	Grade 5 Celebration
Thurs. June 27	Last Full Day for Students/ Year End Assembly 8:30 – 9:30 Early Dismissal @10:59 (Early Dismissal #3)

Common programs and integrated services shall provide information to those who receive or are affected by their services. This is referred to as **Fair Notice** that such a multi-agency program/initiative exists. The Chilliwack School District is committed to providing a safe and inclusive environment for all staff, clients, students and community members, and as such, is a member of the Chilliwack Community Violence Threat Risk Assessment (VTRA or ARTO) Protocol.

WHAT IS A VIOLENCE THREAT RISK ASSESSMENT (VTRA) PROTOCOL?

The protocol is designed to enhance communication between all partners. It is incumbent upon the partners to share necessary and appropriate information that may initiate or facilitate the Assessment of Risk to Others (ARTO) process. It is a trauma-informed and equity-inclusion guided practice that utilizes and Assessment of Risk to Others (ARTO) process to:

- To ensure the safety of all individuals,
- Begin to understand the factors that contribute to the Individual of Concern's (IOC's) threatening or high-risk behaviour,
- View the Individual of Concern (IOC) as in need of intervention and support rather than discipline.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the Individual of Concern (IOC). It may include disciplinary action but will include appropriate supports to aid in the Individual of Concern (IOC) in developing and using more appropriate strategies,
- Promotes the emotional and physical safety of all.

It is NOT a Disciplinary tool or response.

WHAT IS A THREAT?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written drawn, posted on the Internet, or made by gesture. Threats must be taken seriously, investigated, and responded to appropriately.

DUTY TO REPORT?

Often when we hear in the media about a violent incident, we learn that the Individual of Concern had made threats in advance of acting violently. To keep our communities safe, staff community members, students, and parents all need to act responsibly and report all threat-related behaviours and high-risk activities. This report can be made to any community partner of the Chilliwack VTRA/ARTO Protocol.

When a report of a threat is received by any member of this protocol, and upon screening it is determined the threshold for the "Categories of Action" is met, the Chilliwack VTRA/ARTO Protocol will be activated.

“Categories for Action” may include, but are not limited to:

- Serious violence or violence with intent to kill,
- Violence with intent to do serious bodily harm,
- Verbal/written threats to kill others (“clear, direct and plausible”),
- Verbal/written threats to do serious bodily harm (“clear, direct and plausible”),
- Social Media/Technology generated threats to harm/kill others,
- Possession of weapons (including replicas),
- Bomb threats (making and/or detonating explosive devices),
- Fire setting,
- Sexual intimidation or assault,
- Ongoing pervasive and targeted bullying and/or harassment,
- Gang related intimidation and violence,
- Hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual and gender diversity,
- Suicidal ideation or attempts as related to “Fluidity” or “Conspiracy to Two or More”.

CAN I REFUSE TO PARTICIPATE?

It is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process, by either the Individual of Concern or parent/guardian, the threat assessment will continue in order to ensure and restore a safe and inclusive environment for all.