

ey kw'ese xwe' í mékw'ewát

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

**Cultus Lake Swílhcha
Community School
Family Handbook
2026/27**

Cultus Lake Swil̓hcha Community School

71 Sunnyside Ave

Chilliwack, B.C. V2R 5B5

Phone: 604-858-6266

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

SCHEDULE

7:40 – 7:55 a.m.	Morning Supervision
7:55 a.m.	Welcome bell
8:00 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
2:05 p.m.	Dismissal
2:05 – 2:20 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 Swilhcha 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 during our Monday Morning Gatherings 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

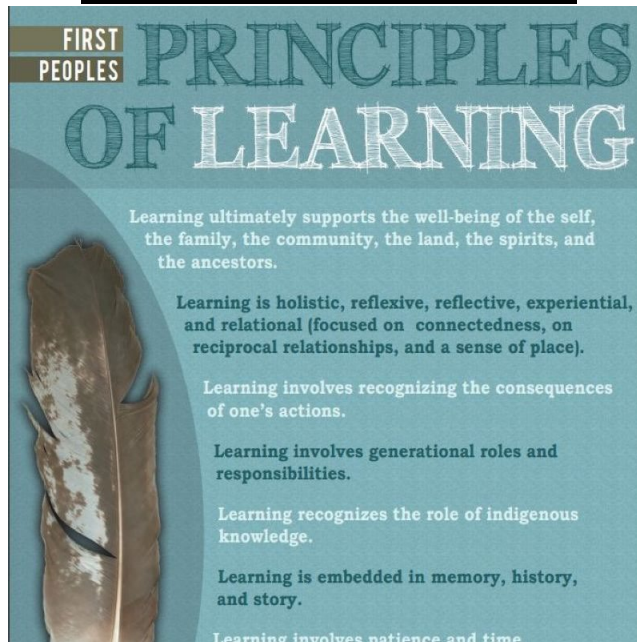
Place – all learners belong in this place

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 Swilhcha Community School

CODE OF CONDUCT

***Insert Code of Conduct Visual here**

Purpose As a learning community at Cultus Lake Swilhcha 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 <i>Navigator Matrix</i>. A detailed view of Cultus Lake Swilhcha 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	Unacceptable Conduct Behaviour and acts that interfere with the learning of others and create unsafe conditions are considered unacceptable. <i>All behaviours are not listed in the Code, but those cited are examples.</i> Examples of unacceptable conduct: <table border="1"> <tr> <td>Vandalism</td><td>Theft</td></tr> <tr> <td>Weapons</td><td>Insolence/defiance</td></tr> <tr> <td>Illegal Substances</td><td>Harassment/racism</td></tr> <tr> <td>Lying/cheating</td><td>Violence</td></tr> <tr> <td>Intimidation</td><td>Threats</td></tr> <tr> <td>Bullying (verbal/physical/online/cyber)</td><td></td></tr> </table> Discrimination of the following will not be tolerated: <table border="1"> <tr> <td>Race</td><td>Ancestry</td></tr> <tr> <td>Colour</td><td>Age</td></tr> <tr> <td>Ability</td><td>Religion</td></tr> <tr> <td>Gender identity/expression</td><td>Family status</td></tr> <tr> <td>Sexual orientation</td><td>Marital Status</td></tr> </table> 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:	Vandalism	Theft	Weapons	Insolence/defiance	Illegal Substances	Harassment/racism	Lying/cheating	Violence	Intimidation	Threats	Bullying (verbal/physical/online/cyber)		Race	Ancestry	Colour	Age	Ability	Religion	Gender identity/expression	Family status	Sexual orientation	Marital Status
Vandalism	Theft																						
Weapons	Insolence/defiance																						
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increasing responsibility and self-regulation will be evident. All staff, students and parents at CLSCS will work together to help each other navigate to their fullest potential. Acceptable Behaviour • 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 Cedar Stars for positive behaviour: • Recognition by staff, peers, the school community • A feeling of self-respect, pride, confidence	1. Problem solving conversation 2. Problem solving assignments 3. Restorative circles 4. Counselling 5. Referral to School Based Team 6. Contracts / school service 7. Suspension (in school/out of school) Notification and Communication At Cultus Lake Swilhcha Community School, we share a responsibility to protect every teacher's right to teach and every student's right to learn. 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. 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).
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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

Problem Solving

Students at Cultus Lake Swilhcha 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

Outdoor Learning



We are very privileged to work and play on the **traditional, unceded, ancestral** territory of the Thé:wali people. The setting we have at Cultus Lake Swilhcha 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.**

