

September 2025

PAC MEETING MINUTES



Stitó:s Lá:lém Totí:lt Elementary / Middle School

Thursday, Sept. 18th @ 6:30 pm in the Foods Room

General Inquires Email: slt-pac@sd33.bc.ca

For Fundraising Inquiries - Email: slt-pacfund@sd33.bc.ca

If you want to reach out to someone specific, please add their name to the subject line

Please join our FB Group: <https://www.facebook.com/groups/stitospac>

Attendance:

Brian Leong (Chair,) Esther Maloney (Vice chair,) Jacqui White (Secretary,) Stacey Gould (DPAC Representative,) Melissa Hill (Fundraising Coordinator,) Amanda Esau (Popcorn Coordinator,) Mike Partington, Katrina Molenaar

Meeting called to order at 7:02pm, followed by territorial acknowledgments, a welcome to attendees and introductions. Motion to approve the minutes from the June 2025 meeting was motioned by Jacqui and seconded by Mike. None opposed, motion carries. Motion to adopt the agenda made by Brian and seconded by Mike. None opposed, motion carries.

Principal Report: Jason Kemp

Population update: We currently have 963 students in 40 divisions. We have roughly 104 staff members.

Physical Space: there is no physical space for any extra classes

Staffing: we welcomed approximately 7 new teachers to Stitó:s this school year.

Sports Teams: for middle school we have – boys' soccer, volleyball, and cross country. For elementary school we have – soccer and cross country

Meet the Teacher Night: Was very successful! It is approximated that 50% of Stitó:s families participated. PAC presence was appreciated with our info table and bake sale.

School Growth Plan: Is a dynamic document which undergoes consistent revision. Once the newest revision is available it will be brought to the PAC and posted to the school website. The four areas of focus will be: literacy, numeracy, transitions, and wellbeing.

Code of Conduct: There are no new changes, but pertinent policies have been added to the document. School-wide expectations were reviewed, focusing on SPATH—Safety, Positive attitude, Achieving your best, Thoughtful, Honest—toward others, yourself, and the community. Developed over three years, the program had a soft launch last year and is now fully implemented. The attached document outlines SPATH, disciplinary steps, and rewards for students demonstrating excellence in the classroom and community. Also attached is the Code of Conduct and VTRA protocol.

Chair/Vice Chair report: Brian Leong

Welcome: Last year, we discussed our goals for this year: improving a sense of community within the school and better communication, as well as enhancing school spirit, fundraising, and advocacy.

C&B's and Bylaws:

Please review our C&B's and code of ethics. Brian would like the Members to specifically focus on Section 2 purposes of the council as well as Please focus on Section 2 of the constitution – purpose of the council; as well as Section 10 of the Bylaws – conduct

PAC Meetings: The meeting structure is changing to improve efficiency. The goal is to have agendas posted 7 days in advance via email, the PAC Facebook group, and the school website (Parent Info → P.A.C. Meeting Minutes). We ask Parent and Teachers to submit agenda items 14 days before the meeting. While time constraints may prevent some requests from being added to the proposed agenda immediately, they will be included in the next agenda. We acknowledge that amendments can still be proposed at the meeting but must be voted and passed on to be discussed that night.

Communication: Brian is asking for respectful discussion with all things PAC related. Please ask for clarification if needed.

Future dates for PAC Meetings: Meetings will take place on the last Thursday of every month, except for in June. The meetings will start at 6:30pm. The PAC does not have meetings in either December or March. PAC meeting dates are as follows:

- October 30, 2025
- November 28, 2025
- January 29, 2026
- February 26, 2026
- April 30, 2026
- May 28, 2026
- June 11, 2026

Treasurer Report: Melissa Hill / Brian Leong

Discussion: A general donation and Quickpay donations to the PAC were discussed. Income from Mabel's labels was discussed. Popcorn supplies for the entire year have been purchased. We have paid our Munch a Lunch Annual Fee – there is the need to clarify which line item this is paid for by. There is the request to not take the fee out of any fundraising profit. A sign was also purchased for marketing and outreach. **\$7850 is the fundraising goal for this year!** A more detailed financial report is available upon request.

*Clarification point: The line item called “credit card fees” will be used to track fees this year so it is easier to calculate each fundraisers profit. The annual fee for Munch a Lunch has been paid from the line item “Munch a Lunch Annual Fee.”

Bank Signatory: Two people are no longer able to be signatories due to requirements from Envision Bank. With no other options, it was discussed how Melissa Hill already has a signatory account set up with Envision Bank. It was further discussed for her to continue in this position even though she is not an Executive Member. Jacqui made a motion for the present PAC Executives to appoint Melissa Hill as a bank signatory for the 2025/2026. Stacey seconded. No one opposed, motion carried.

Fundraising Report

Current and In Progress: The Great Little Coupon book for Chilliwack, Abbotsford, and PAC Meeting Minutes. September 18, 2025

Mission fundraiser is already underway. September 26, 2025, is currently the last day to order. It was requested for the last day of order to be pushed back to October 15, 2025. Melissa will message the GLB representative for later final submission deadline.

Meet the Teachers Night Bake / Popcorn Sales: Bake sale profit: \$843.47. Popcorn sales: \$91.00

Art cards for Kids: The design pages have already been handed out to the teachers. Each student completes a drawing, and this drawing can be placed on various items, like greeting cards, Christmas ornaments, a plaque, puzzles, notebooks and the new item of playing cards. The goal is to have the drawings done by the middle of October. Delivery is aimed to be for middle to late November.

Popcorn: dates have been picked and approved by Admin up until December. Munch a Lunch is now open for ordering. Ordering will close two days prior to the popcorn date by 11:00 am. If your child is missing their popcorn bag it is important to go down to the popcorn station on the day of popping. Please do not message the PAC after the day the popcorn is due on. If you have any questions or concerns regarding popcorn, please contact Amanda E's You can also reach out to Brian or Esther as well.

Popcorn dates:

- Wednesday October 8, 2025
- Wednesday October 22, 2025
- Wednesday November 5, 2025
- Wednesday November 19, 2025
- Wednesday Dec. 3, 2025

Upcoming Fundraising Ideas: Neufeld Farms, Purdy's Chocolates for Christmas, Bake Sale for the Christmas Concert (if requested by the school,) and Popcorn! There will be more to come in the new year.

DPAC Report

District PAC has not had a meeting yet so there is little to report. PAC 101 seminar took place. Unfortunately, notice was minimal and no one from Stitó:s PAC was able to go. Stacey will find out what the next steps are for the advocacy letters the DPAC wrote last year (the anti-bullying and EA letter.) DPAC now has their own website. While still in early development, it will be an excellent tool for DPAC to disseminate their information. They will be able to post their presentations for parents to watch whenever it is convenient. A request has been made for a list of DPAC resources for our PAC to be able to easily disseminate. DPAC meeting is next week on September 25, 2025. Please reach out to Stacey with any questions or concerns.

New Business

Transmountain Pipeline Grant: It is acknowledged that the Pipeline Topic can be polarizing. \

However, it is asked that we steer away from that conversation and focus on the fact that they have a \$5000 grant that will help the students of Stitó:s. Last year we used the grant for communication materials which overall helps the school community. For the grant submission this year we would love to hear input from the Admin., Executive PAC Members, Parents and Teachers for the grant submission idea. We can apply under the community wellbeing area of focus. We need to demonstrate our ability to do one or more of the following with our application for this grant:

- Enhance wellbeing and/or quality of life of individuals, families, and communities
- Benefit the community and not solely its members interests
- Help ensure equitable access to community services

The deadline is December 31, 2025. Stacy has also graciously offered any other school in the district to reach out to her as she is happy to help with their applications.

New and Different Grants to apply for: Parents, Admin, PAC members, and Teachers—we need your help! The provincially provided Student and Family Affordability Fund, which supported families with school supplies, activity fees, clothing, etc. was discontinued for 2025/26. This is a loss of about \$30,000 for our students! Our PAC will be seeking community support through grants offered by WestJet and Red Cross. Do you know of any other grants or funding opportunities we could apply for? Please let us know!

Discussion

Student Agendas: Student Agenda were only available for purchase by the teachers that requested them. Grades three to five are available for purchase. Half of the Grade Six classes are available for purchase. Grades 7 and 8 will not be using the agendas.

Supervision Assistant Position: Is available, for 5 days a week, 1 hour a day. Please apply online at: <https://makeafuture.applytoeducation.com>
Scroll down to the bottom of the page for current job openings, under support staff click view all. You will find the posting there to apply to.

Meeting Adjourned: 7:30pm

Next Meeting: Oct. 30, 2025, at 6:30pm

Encl: Code of Conduct, SPATH, & VTRA Protocol

Stitó:s Lá:lém Totí:lt Elementary Middle School

CODE OF CONDUCT

We respectfully acknowledge that we learn and grow on the unceded traditional territory of the Pilalt, Sema:th, and Ts'elxwéyeqw Peoples.

Purpose

At Stitó:s, we are committed to fostering a learning environment that is safe, respectful, inclusive, and supportive. This Code of Conduct outlines clear behavioural expectations and reflects our shared responsibility to uphold a positive school culture. Grounded in the principles of inclusion, equity, student well-being, and restorative practice, it aligns with the BC K–12 Education Plan's vision of creating welcoming, caring, and nurturing learning environments for all members of our school community – students, staff, and families. This Code of Conduct is developed in accordance with School District 33's AP 321: Student Code of Conduct and informed by the following policies and frameworks:

- SD33 Policy 310: Student Expectations, Rights and Responsibilities
- SD33 Policy 313: Safe Schools
- Administrative Procedure 302: Student Behaviour Support
- BC Human Rights Code
- Safe, Caring and Orderly Schools
- Positive Behaviour Interventions and Supports (PBIS)

These policies affirm the rights of all students to learn free from harm, discrimination, or disruption, and guide our approach to behaviour, relationships, and student support.

This Code of Conduct will be taught, modelled and reinforced through school-wide instruction, assemblies, and classroom activities. It will be reviewed annually with input from students, staff, and families (PAC).

Student Rights and Responsibilities

As outlined in SD33 Policy 310, students have the right to:

- Be treated with dignity and respect
- Learn in an environment that is inclusive and free from discrimination or harassment
- Receive guidance and support when facing challenges
- Express themselves safely and with respect

And the responsibility to:

- Attend school regularly
- Respect the rights of others
- Follow school and classroom expectations
- Contribute positively to the school community
- Learn from mistakes and work to make things right

Respect for Others – Language, Identity, and Dignity

Every person deserves to feel safe and accepted at school in accordance with BC Human Rights Code, SD33 Policy 310, and SD33 Policy 313.

- Racist, homophobic, sexist, ableist, or otherwise discriminatory language is not acceptable.
- This includes slurs, jokes, or insults targeting someone's identity, background, or culture.
- Students will be supported in learning why it's harmful and how to repair trust.
- Repeated or serious violations will result in formal consequences and a restorative process.

Protection from Retaliation

All members of our school community have the right to report unsafe or harmful behaviour without fear of retaliation. The school will take all reasonable steps to prevent retaliation against anyone who brings forward a concern or participates in resolving a conflict. Any allegations of retaliation will be taken seriously and addressed following district and provincial guidelines.

The Stitó:s Code of Conduct applies to all students:

- While at school or on school property

- During travel to and from school
- At school-organized or district events, including field trips, sports events, and dances
- During online interactions that affect the school environment

Important Guidelines and Clarifications

Staff Directions All students must respectfully follow directions given by school staff, including teachers, EAs, office staff, administrators, and lunch supervisors.

Respecting adult guidance supports a safe and caring environment.

Respectful Language Students must use respectful language. Swearing, shouting, and disrespectful or violent language is not acceptable.

Hands-Off/Feet-Off Physical contact is not allowed at school—even between friends. This includes rough play, play fighting, pushing, grabbing, kicking, or public displays of affection (PDA). Fighting, physical aggression, or threatening behaviour will result in consequences and depending on the severity may involve other district-level processes.

Bullying and Unkind Behaviour Everyone has the right to feel safe, accepted, and respected at school. Bullying, whether it happens in person, online, or through rumours is not acceptable. This includes name-calling, threats, exclusion, or repeated unkind behaviour. We expect all students to treat one another with kindness and to support each other. If you see bullying or unkind behaviour, tell a trusted adult, support the person being targeted, or speak up if it feels safe. Our school uses restorative practices to help repair harm and build a respectful, caring community. Serious or ongoing bullying will lead to further support or consequences as necessary.

Student Dress Guidelines In alignment with SD33 Policy 311, students are expected to wear clothing that is appropriate, respectful, and safe for a school learning environment.

- Clothing should allow full and safe participation in classroom and physical activities.
- Clothes must not display offensive language, promote drugs, alcohol, or violence, or include discriminatory messages.
- Hats and hoodies are allowed but must be removed when requested for safety or learning purposes.

Substances Smoking, vaping, drugs, and alcohol are not allowed at school or in the surrounding area at any time. Items will be confiscated; parents will be contacted and appropriate consequences will be applied. (SD33 Policy 314 – Student Substance Use)

Searches and Student Safety In line with AP 308 – Student Search and Seizure:

- Staff may search student belongings or lockers if there is reason to believe that school rules have been broken or someone's safety may be at risk.

- Lockers are school property and may be opened by staff when needed.
- All searches are done respectfully, with at least two adults present, and students will be included in the process whenever possible.
- In serious situations, the school may contact district officials or the RCMP to ensure student safety.

Dangerous Items and Weapons The following are **not allowed** at school, on the bus, or at school events:

- Firearms (real, toys or replicas)
 - Knives
 - Pepper/Bear spray or other chemical substances
 - Lighters or matches
 - Any object intended to cause harm, intimidate, or threaten
- If a student brings a dangerous item or weapon, the school will respond seriously. This may include disciplinary action, suspension, or contact with the RCMP. (AP 315 – Weapons)

Mobile Devices (SD33 AP 318 – Student Cell Phone And Digital Device Use)

- Phones and personal devices must be turned in to teachers at the beginning of the day and will be returned at dismissal.
- Devices may only be used during class when permitted by a teacher.
- Photos, videos, or recordings at school are not allowed unless with teacher permission for assignments. (AP 481 – Audio/Video Recording, Photography and Live Streaming)
- Students are not permitted to use Social Media during the school day.

Computer & Internet Use

- Use school devices for learning only
- Do not access or share inappropriate content
- Cyberbullying and misuse of devices will be taken seriously and may result in the loss of technology use for a period of time
- Follow the Acceptable Use Agreement at all times

Backpacks

- Keep backpacks in your locker during the school day.
- Do not carry backpacks between classes.
- This helps keep hallways safe, clear, and calm.
- It also protects personal belongings from being lost or stolen.

Pop, Slurpees, and Energy Drinks

- Not permitted at school
- Will be confiscated and returned at the end of the day
- Stit6:s is a closed campus - students may not leave school to buy drinks/snacks

Bicycles, Skateboards, Scooters, and Rollerblades

- Helmets are required to and from school
- Walk your wheels on school grounds
- Store in designated areas (bikes locked; boards/scooters in racks)
- E-bikes and e-scooters are not allowed for students under age 16 (see provincial guidelines: e-bikes and e-scooters)

Respecting Property

- Take care of school property and the belongings of others
- Report accidental damage immediately
- Deliberate damage or vandalism will result in consequences and restitution

Selling Goods at School

- Students are not permitted to sell or trade items (snacks, clothing, tech, etc.)
- Only school-organized, staff-led fundraisers are allowed

Plagiarism and Academic Honesty

- Do your own thinking and learning
- Plagiarism and cheating may result in the assignment having to be redone with support as needed – taking accountability for learning is part of the process

Celebrating Positive Behaviour - We recognize students who demonstrate leadership through kindness, safety, and responsibility.

- Classroom and school-wide shout-outs/Spá:th Tickets
- Leadership opportunities
- Recognition in assemblies
- Positive notes or calls home

Our School-Wide Expectations

S*afety*

P*ositive Attitude*

A*chieving Your Best*

T*houghtful*

H*onest*



*Towards others
Towards yourself
Towards your community*



Our Expectations in Practice

S Safety	P Positive Attitude	A Achieving Your Best	T Thoughtful	H Honest
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I can...

Assemblies	- walk - wait my turn - use the stairs on the bleachers	- be respectful when others are talking - clap when appropriate	actively listen to the message	- look at the speaker - remove my hat or hood during O' Canada	
Playground	- make safe choices - listen and respond politely to others (staff, students & guests)	- take turns - share and cooperate - respond to the whistle	- use garbage cans - model respectful behaviour and language - play fairly - be kind	- include others - use problem solving strategies	- be responsible with and return equipment - play by the rules
Hallways / Stairs	- walk on the right-hand side - be aware of others	respect and listen to adults	go directly to where I need to go	- use an inside voice - use appropriate language - use garbage cans	- use designated stairwell - go to closest washroom - stay outside
Buses	- follow the bus rules - use bus line up routines - stay on the property once I get to school	- thank the bus driver - be aware and look after others	- use an inside voice - take all my belongings with me	- listen to the bus driver - respect others by not filming	use garbage cans
Washrooms	- report accidents / vandalism - wash hands with soap		- put toilet paper in the toilet only - leave it clean for the next person	- respect others' privacy - line up single file when waiting for the sink - use a quiet voice	- use the closest washroom - only use the supplies I need
Outdoor Learning	- follow my teacher's safety rules - stay on the trails	be willing to try new things	- persevere with outdoor tasks - be prepared with proper footwear and clothing	- allow others to pass on the trails, stay to the right - leave no trace - be a good neighbour (appropriate language and voice level) - respect nature	
Learning Spaces	- keep food or drinks out of these spaces - use equipment appropriately - wear proper clothing (including footwear)	- cooperate - include others - be kind	- take learning risks - be thankful	- clean up - use inside voice - help others	report accidents
Lunch	- sit while I eat - listen to monitors	clean up when finished	- use manners - respect others food choices / custom / restrictions	use inside voice	sort my garbage and recycling
Turf Field	- come when whistle blows - sit or stand in dugout	cheer respectfully	participate in activities	- water only - respect the turf - wipe feet before going on field	- use garbage cans - play by the rules
Office	- sit quietly - use designated door to enter / exit	use a quiet voice	wait my turn	be polite	get my teacher's permission before going to the office



Restorative and Supportive Practices When behaviour does not meet expectations, we focus on teaching and repairing relationships. We use strategies such as:

- One-on-one conversations
- Restorative meetings or guided conflict resolution
- Reflection activities or behaviour support plans
- Collaboration with counsellors and other school and district supports

When school expectations are not met, staff may need to communicate with others to ensure safety, support, and understanding. This may include:

- Parents, guardians, or caregivers of the students involved.
- School district staff, as outlined by district policies.
- RCMP or other community agencies, when needed.
- The broader school community, when it is important to provide reassurance and maintain a safe, caring environment

Disciplinary Responses consider:

- The severity and frequency of the behaviour
- The student's age and needs
- Opportunities for learning and making things right
- Protection of others' safety and rights

Levels of Progressive Intervention

Level	Type of Behaviour	Examples	Progressive Response
Level 1	Minor missteps (teachable moments)	Off-task, unkind comment, lateness, forgetfulness	Redirection, reteaching, reminder of expectations
Level 2	Repeated/moderate behaviour	Repeated disruption, refusal to follow directions, tech misuse	Restorative chat, behaviour reflection, contact home, minor consequence
Level 3	Ongoing/serious issues	Defiance, unsafe hands, property damage, inappropriate language	Referral to admin, collaborative plan, problem-solving conference, in-school or out of school suspension as appropriate
Level 4	Significant/unsafe behaviour	Bullying, hate speech, threats, physical aggression, discriminatory remarks	Admin involvement, safety plan, family meeting, restorative plan, in-school or out of school suspension as appropriate
Level 5	Extreme/repeated high-risk issues	Repeated serious incidents, harm to others, weapons, harassment	Suspension, re-entry plan, counselling, District notification when appropriate



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 an 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.
- Promote 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.