September 11, 2026

# École Red Bluff/Lhtako Elementary
# **September 2026 Newsletter**

Dahooja Parents/Guardians,

Welcome back from Summer Break!

**PRINCIPAL and VICE PRINCIPAL'S MESSAGE**
We are so excited to be in the office as your administration team for the 2026/2027 school year!
We hope all of our ERBL students have had a great summer and are ready to get back into the classroom!
Throughout our district there is a continued focus on routines and rituals and their positive impact on student learning. Our goal here is learning together in classrooms and beyond, through clear and predictable expectations from all adults. We are here to support parents and guardians to reinforce the importance of regular attendance, respectful behaviour, and personal responsibility. Collaborative and consistent and messages and expectations between home and school build the strongest foundation for students.
Please reach out to us if you have any questions.
Principal- Carlie Coben
Vice Principal- Amanda Younker

**KINDERGARTEN**
Welcome Kindergarten parents to ÉRBL community! We are excited to have your children join our school. Please look for messages from your child's teacher regarding messages around important rituals and routines to help your student be successful at school!

**STUDENT DROP OFF**
Reminder that there is ABSOLUTELY no student drop off or pick up in the staff parking lot. The staff parking lot is also our bus lane and diversities drop off. ALL other pick up and drop off must happen in the parent parking lot!

**SCHOOL SUPPLIES**
Check the school website for any additional information or items teachers may be requesting students bring. If you need support with purchasing supplies, please let the school know.

**LUNCH PROGRAM**
The District lunch program will begin on Monday, September 21, 2026 this year. District lunch program provides nutritional supports for families in need. Please let your child's teacher or the school Principal know if you would like a form to sign your child up to be on the district lunch program.

**BREAKFAST CLUB**
Breakfast Club is available between 7:50am and everything is packed up in the gym by 8:20am. We encourage students to be here at early to get something to eat before it's all gone. No sign up required.

**ÉRBL WEBSITE**
Please check out our new website for everything ÉRBL! You will find our Events Calendar, Announcements, News Stories, Transportation Information, School Supply lists and much more! Please bookmark this page: https://redbluff.sd28.bc.ca/

**POLICIES**
Please see attached, Communication Protocol, Fair Notice Policy, Personal Electronic Devices and our Code of Conduct. Paper copies of all forms are available at the office.

**ALLERGIES**
At this time, ÉRBL is nut aware. There will be certain classrooms that need to be nut free, if your child is in one of these classrooms, you will be notified.

**SCENT FREE ENVIRONMENT**
Reminder that ÉRBL Elementary is a Scent Free environment.

**STUDENT ABSENCE REPORTING:**
If your child is absent from school it is very important that you notify the school. You can contact us by phone 250-747-2634 or
https://redbluff.sd28.bc.ca/absence-late/red

**BEAR AWARE**
This is a good time to have regular conversations with your children about bear and wildlife awareness. Some tips are for kids to walk directly home after-school to check in with you, to walk in groups, make noise and to not eat snacks while walking or riding. Children should not approach any wildlife.

**HEALTH & WELLNESS**
Reminder to parents/guardians to please do a health check of your student before sending them to school if they are feeling unwell. Please stay home to rest and get better before returning!

**TRANSPORTATION**
Please ensure students have their bus passes ready when they are getting on the bus. We are still waiting on replacement passes for some students but if you require one, please call 250-992-8361 or email transportation@sd28.bc.ca to have a replacement card printed.

**PERSONAL ELECTRONIC DEVICES IN SCHOOLS**
The *Provincial Standards for Codes of Conduct Order* has been amended to require Boards of Education to ensure their codes of conduct include statements about restricting the use of personal digital devices to:

- Reduce distractions in classrooms and support focused learning environments
- Foster online safety, and
- Promote provincial consistency.

**Please check our website regularly for all Upcoming Calendar Events, Activities, Meetings, Information and much more!**

https://redbluff.sd28.bc.ca/events/calendar

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# Resources for Teachers and Parents of Grades 5/6/7

As part of Safer Schools Togethers' on-going work through the Ministry of Education and Childcare's *erase* strategy, we are pleased to announce **COMPLIMENTARY student and family sessions** coming up again this school year.

Student sessions on "**Establishing Safe, Caring and Respectful Digital Communities**", as well as "**Establishing Respectful Relationships and Consent in Our Communities"** are for students in grades 5-12. Please note this is a 60 minute session, with different days and times to accommodate different bell schedules. These are for educators to watch with their classes.

**You are welcome to share this email with your schools.**

All our student sessions can be found HERE.

As well, the family sessions are recommended for Parents/Caregivers/Grandparents and youth aged 10 and up. All our sessions can be found HERE – Please note the first session is Tuesday, September 15th.

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ÉRBL
ÉCOLE RED BLUFF LHTAKO

1533 Maple Drive
Quesnel, BC
V2J 7A2
Tel:250-747-2634
Fax: 250-747-5191

# CODE OF CONDUCT

**2025-2026**

The purpose of École Red Bluff Lhtako's code of conduct is to establish and maintain a safe, caring and orderly school that will enable purposeful learning and positive social development for all students

## Expected Behaviours

At École Red Bluff Lhtako (ÉRBL) students are taught expected behaviours following the school beliefs. Students are reminded to show expected behaviours. They learn that when they do unexpected behaviours, it affects how other people feel and think about them and may have negative consequences. While our emphasis is on teaching, encouraging and recognizing appropriate student behaviour, we also have to plan for situations where students do not behave appropriately. It is expected that all students will comply with the rules and regulations of École Red Bluff Lhtako and that school staff, in a kind, firm and judicious manner, will administer intervention and correction. This applies to all situations related to school, including: travel to and from school; in classrooms; in the school building and on school grounds; at school functions and on school buses. If an incident occurs outside of school hours, or off the site that could have a negative impact on students at the school, it may be dealt with by either the classroom teacher, Vice Principal or the Principal.

*We believe*

- *effective discipline is about teaching the students to be kind and caring citizens.*
- *in focusing on ways to fix the problem and taking action to make amends for the incident.*
- *In teaching students ways to face up to their mistakes- that is how we learn*
- *in the importance of working together and involving parents in planning for the success of their children*

**Cooperation** - get along with each other, play safely, share with others, follow the rules, be friendly, be fair, work together, do what adults ask without talking back, help others when needed

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**Acceptance** - appreciate differences in others, look past outer appearance, let others join in with games and activities, seek out new friendships, show people you care, encourage others, let others have a turn

**Respect**- behave in kind ways, treat others the same as you would like to be treated, be polite and use manners, listen to others, care for your belongings, the school and the environment, obey adults in school

**Responsibility**- care for and look after each other, show sportsmanship, think first, stand up when someone is being treated unkindly, use proper talk, do your work to the best of your ability, be a good role model for others, be trustworthy, be reliable, take on a helping role in your classroom, school or community, accept responsibility for your mistakes.

**Unexpected behaviours are those that do not follow the school beliefs**

These are behaviours that interfere with learning of others, interfere with an orderly school, or are unsafe. Teachers have the discretion of dealing with a situation in the classroom before referring the student to the office. At École Red Bluff Lhtako we use MyEd to track individual and school-wide student behaviours. The Principal, Vice Principal, or Teacher in Charge makes a record of the incident, the event and the action taken.

**Minor Behaviours**

* Cheating and lying
* Inappropriate or unsafe behavior
* Non-compliance
* Rudeness
* Disrespecting others
* Swearing
* Teasing
* Inappropriate language
* Pushing and hands-on
* Possession of replica weapons
* Bystander to bullying
* Inappropriate use of computers
* Snowball – rock throwing
* Absenteeism
* Talking out of turn
* Defacing school property
* Dress code violation (no footwear; obscene or inappropriate slogans, gang or hate related; sexist or homophobic; with drug or alcohol references, dangerous or revealing clothing)

*Use of personal electronic devices including, but are not limited to, cell phones, smart watches, tablets, computers, portable game systems).

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**Students are expected to store their personal electronic devices in their backpack or leave them at home for the entire school day. This includes the use of personal electronic devices during recess and/or lunch.**

**The following procedures will be used for violations of these expectations:**

- **1st Time bringing device to class**– The student will hand in their device and it will be stored securely in the office until the end of the day. The student is responsible for collecting their device from the office at the end of the day. We expect students to comply with this request without becoming argumentative or defiant. Students not complying with the request will move into the discipline process. Parents will be contacted.
- **2nd Time bringing device to class**– The student will hand in the device and a parent/guardian may-be asked to pick up the device.
- **3rd Time bringing device to class**– The family, student, Vice Principal and/or Principal will work together to create a device plan which includes the student handing in their device daily, to be stored securely in the vault for a defined period of time.

**Continuing to disregard these Provincial, District and School expectations may result in consequences per the Code of Conduct and may include suspension and/or other disciplinary consequences.**

**Major Behaviours**
For persistent minor behaviours the classroom teacher will have already contacted the student's parent. Major behaviours are referred directly to the Principal, Vice Principal, or Teacher in Charge. In the case of serious offenses the Principal, Vice Principal or Teacher in Charge, will make every effort to have the parents involved with the school before interventions are finalized.

* Persistent minor behavior
* Consistent pattern of defiance or non-compliance
* Vandalism
* Theft
* Threats
* Fighting
* Fieldtrip misbehavior
* Swearing at others
* Off school grounds
* Bullying
* Racism
* Weapons
* Smoking
* Bystander encouraging bullying
* Sexual behaviour
* Drugs/Alcohol
* Harassment
* Acts of retaliation

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* Electronic/web bullying – including sending or forwarding inappropriate text messages or emails

* Behaviour that disrupts the learning of others and is unsafe for that child or others

**Possible actions or consequences could include:**

- **Child Sent to the office** - Meeting with the Principal or Vice Principal where the child will have a problem solving conversation. The Principal or Vice Principal may require that the student complete a problem solving sheet, do a written or verbal apology; including what and why they did it, how the other person may have felt and what they would do next time, or complete community service specific to the infraction. Developing caring behaviours is part of our discipline process. Depending on the incident it may also include confiscation of property.

- **Time-out**: If the situation is appropriate, a student may be assigned a time-out, in or outside of class. A student may be excluded from the school routine with the knowledge of the parent.

- **Lunch Hour/Recess Restriction**: A student's free time may be restricted if they are assigned an in-school suspension, where a student attends classes as usual, but is assigned a time-out during free time periods. A student may also be restricted as a consequence of being unable to behave appropriately without supervision. Time-outs of this type are usually served in or near the office.

- **Parent Contacted**: A student's parents will be contacted by telephone if a type of behaviour or situation is becoming common or persistent for this student. A teacher, Principal, or Vice Principal may contact the parent.

**Or if the incident is more serious:** Fighting, smoking, assault, violence, threats of violence, bullying (physical aggression, social alienation, verbal aggression, intimidation), weapons, alcohol, drugs, vandalism, harassment (intimidation, racial or sexual), disrespect of an adult in the position of authority, etc

- **Sent Home:** When a child's behavior is out of control to the point they are a danger to themselves or others, or they are not complying with adult requests in the building, they may be sent home under their parent's supervision. Upon the student's return they will be expected to meet with the Principal and/or Vice Principal with an idea of how to

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make amends for their behaviour, possibly a formal apology or plan of how to avoid repeating the same behaviour in the future.

- **Restitution** Students, parents and other parties may be invited to participate in mediation or a restorative justice circle to allow all parties to air their feelings and begin to heal the relationships. This develops an understanding of the impact of the offence on the victim and their family. If a student victimizes another student or property damage occurs, the offending student must provide adequate compensation. This requires effort on the part of the offender and discourages further offences.

- **Referral to the School-Based Team:** A student may be referred to the School-Based Team if further intervention by the School Counselor or Youth Care Worker is warranted, or functional assessment of the student's behaviour is necessary to develop an individual behavior plan for the student.

- **Suspension:** A student may be suspended from school for serious incidents as listed above. The Principal and/or Vice Principal may suspend students out of school for definite periods up to ten (10) days according to School District policy #305. In extreme cases, the Principal or Vice Principal may suspend for an indefinite period, with a resulting referral to the District Code of Conduct.

- **Removal**: Under section 177 of the School Act of British Columbia, the Principal, Vice Principal, or designate in charge of the school is authorized to require the removal of any person creating a disturbance or interrupting the proceedings of the school or school function. (including students, former student, parents, or community members)

- **Notification**: Depending on the situation, the Principal, Vice Principal or Teacher In Charge may have the responsibility to advise other parties of serious breaches of the Code of Conduct. For example:
    - Parents of student offender(s)
    - Parents of student victim(s)
    - School District Officials – as required by District Policy
    - Police and/or other agencies – as required by law
    - All Parents – when deemed to be important to reassure members of the school community that the school staff are aware of a serious situation or incident and are taking appropriate action to address it.

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**Considerations:** Each incident be treated on its own merit and will take into consideration

* Age and maturity of student
* Frequency of behaviours
* Severity of incident
* Special needs of students involved

***Bullying is:***

- *When a person is the target, over time, with repeated negative actions.*
- *When one person has more power, so the person being victimized feels that they can't defend themselves*
- *When a person, who is the target, may feel embarrassed, hurt, scared, and/or angry.*
- *Rooted in forms of discrimination such as racism, sexism, homophobia, and rejection of people with disabilities or talents*

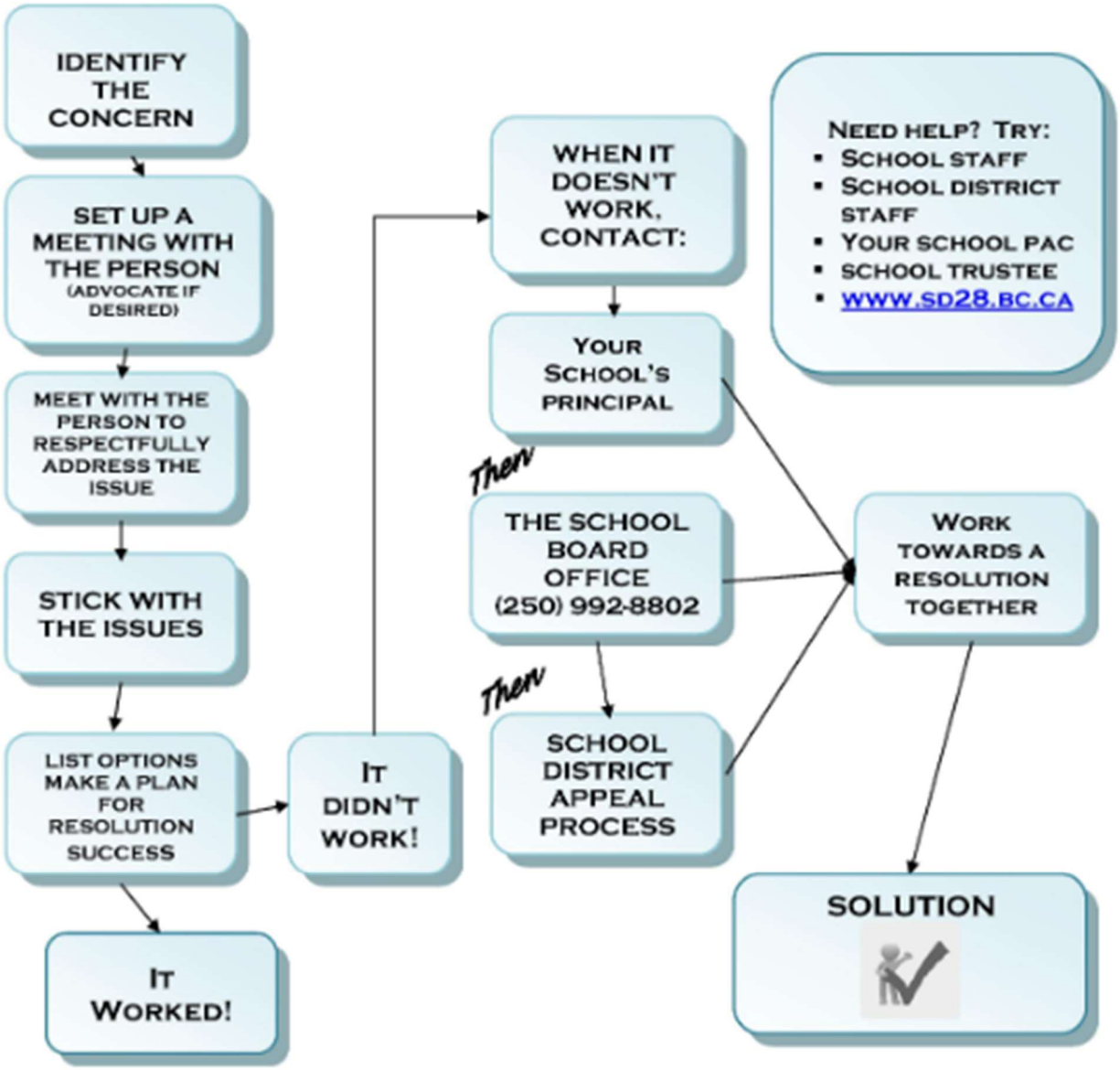
***Acts of bullying may include:***

- *physical aggression (pushing, grabbing, hitting, pinching, spitting, tripping)*
- *social alienation (gossiping, embarrassing others, homophobic or ethnic slurs, excluding others)*
- *verbal aggression (name calling, put-downs, swearing at others, threatening others)*
- *cyber-bullying (emails, chat rooms, text messages), retaliation against someone who has reported bullying*

For a comprehensive definition of Bullying Behaviours see the following link on the School District #28 Website http://www.sd28.bc.ca/district/departments/studentservices/bullying

***École Red Bluff Lhtako promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law — prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, gender identity and expression or sexual orientation.***

# SCHOOL DISTRICT NO. 28 (QUESNEL)
# COMMUNICATION PROTOCOL
# STEPS TO RESOLVING CONFLICT




VANDALISM ALERT! If you suspect/observe vandalism occurring on school grounds or in a school, please call the school.
After hours – phone the local RCMP detachment @ 250 992-9211 [Quesnel] or 250 994-3314 [Wells].

401 North Star Rd
Quesnel, BC V2J 5K2
Phone: 250 992-8802
Fax: 250 992-7652
Website: www.sd28.bc.ca

Amended: May 1, 2006, January 2012, January 2017
Reviewed: April 2021

**SCHOOL DISTRICT No. 28 (QUESNEL)**

# COMMUNICATION PROTOCOL

## *Steps to Resolving Conflict:*

The following guidelines have been developed to support respectful communication when concerns arise. It is expected that every attempt will be made to resolve concerns at the school level; or level closest to the concern.

If at any time, you need advice you can seek assistance/support in this process from:

- School Staff
- School District Office Staff (992-8802)
- School Parent Advisory Council Chairperson
- Trustees (992-8802)
- Web site - www.sd28.bc.ca

## *Finding a Resolution:*

### Identify the Concern

Try to resolve the concern:

- Begin at the school level between the concerned parties.

To help you do this:

- Focus on the student's needs.
- Define the real issue: What is needed and wanted?
- Make an appointment to see the person with whom you have a concern. Set a mutually satisfactory date and time.
- Prepare for the meeting – make notes, plan.
- Bring a support person if you desire, (inform the person with whom you meet).
- Respectfully, address your concern.
- Together, explore possible options and select the best solution.

## *Make a plan for resolution and success:*

- Set up an action plan with times, dates and follow-up.

### Seek Assistance

⇒ If the issue is not resolved, or an action plan is not successful, seek assistance from the Principal after informing the other party of your intent to do so.

⇒ If the issue concerns the Principal and you have not had success through the initial portion of this process, contact a Director of Instruction or the Superintendent of Schools at 992-8802 for assistance or support in resolving the issue.

If the issue remains unresolved after accessing assistance or support from a Director of Instruction or the Superintendent of Schools, contact the School Board using the Appeal Process (Bylaw No. 1). Call the School District Secretary-Treasurer at 992-8802 for information on the appeal process.

## *General Information*

All concerns should be addressed. If you feel that you cannot approach the individual involved, please contact your school principal for assistance.

If you require more information please contact the School District Administration Office at 992-8802. The Quesnel School District believes that this Communications Protocol, developed by the School Board in partnership with the QDPAC, QDTA, QPVPA, CUPE Local 4990, and District Administration, will aid in a respectful and mutually satisfying resolution to problems and concerns.

The Communications Protocol Committee, under the direction of the Board of School Trustees, is committed to improving communications in the District. This is an on-going process and from time to time the established protocol procedures are reviewed. Your comments are welcomed.

SD28 Quesnel
Together we can

Amended: May 1, 2006, January 2012, January 2017
Reviewed: April 2021

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Together we can

# Notice to our Students and Parents/Guardians/Caregivers

Quesnel School District Threat Assessment Protocol

The Quesnel School District and our community partners are committed to having safe, caring and inclusive schools. In the event that a student makes a threat of violence or harm to other students, staff or the school community, the school will initiate the Quesnel School District threat assessment protocol.

*Violence, Threat and Risk Assessment Protocol*

**In the event of a serious threat to the wellbeing of students or staff, A Violence, Threat and Risk Assessment Protocol will be initiated.**

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

**What is the purpose of a threat assessment?**

- to ensure the safety of all students, staff, parents and others
- to ensure a full understanding of the context of the threat
- to understand factors contributing to the threat makers' behaviour
- to be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker
- to promote the emotional and physical safety of all

**What behaviours initiate a VTRA?**

A VTRA will be initiated when behaviours include, but are not limited to, serious violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet website/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats, and fire setting.

**Duty to report**

Staff, parents, students and community members have a duty to report all threat-related behaviours to keep our school community safe.

**VTRA Team**

Our school has a multi-disciplinary threat assessment team. The team includes principal, vice-principal, district staff, school counsellors and police.

**What happens in a student threat assessment?**

After a report, the principal will activate the protocol for initial response. The team is activated and interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

**Can someone refuse to participate in a threat assessment process?**

It is important for all parties to participate. If someone is reluctant to participate for some reason, the threat assessment process will continue in order to keep our school safe.

September 11, 2026

# CHEQ

Childhood Experiences Questionnaire

HUMAN EARLY LEARNING PARTNERSHIP

UBC



The CHEQ is a questionnaire completed by parents and caregivers at the start of the Kindergarten school year. It helps teachers, school administrators and community partners to provide and improve targeted supports for children and families.

**The CHEQ is used to:**

- **Develop district and community-wide programs and policies;**
- **Better understand the early experiences of children and families; and**
- **Improve classroom planning and school programming.**

The CHEQ includes questions about children's experiences with language and numeracy, nutrition and sleep habits, activities at home and in the community, and access to and use of resources and services.

## The CHEQ at a glance

- Completed by parents and caregivers at the beginning of the school year.
- Completed online at school or home.
- Takes approximately 30 minutes to complete.
- Gathers information on children's experiences that are important to their healthy development and well-being. Includes COVID-19 related questions to help us understand the secondary impacts of the pandemic on children and families.
- Information is summarized in individual, classroom, school and district reports.
- Used by schools and communities to provide targeted supports and services to children and their families.



### The CHEQ can be used in schools and districts to:

- Plan for the school year.
- Determine school programming needs.
- Better understand individual children's needs.

### The CHEQ can be used in community to:

- Provide targeted supports and services to children and their families.
- Make decisions about programming and services that families want and need.
- Understand barriers to accessing community health services, recreation activities and childcare.

Version: April 2021 - H20-02241

## The CHEQ asks parents and caregivers about:

### Physical Health & Well-Being
Their child's experiences related to physical health and overall well-being including daily physical activities, routine health care check-ups, nutrition and sleep habits.

### Language & Cognitive
A variety of experiences that influence their child's language development and cognition, including reading, storytelling, engaging in conversation and pretend play, rhyming, using pens and pencils, counting and sorting, painting and more.

### Social & Emotional Experiences
Different social experiences their child may have had before Kindergarten, including playing with other children, sharing and helping others. In addition, parents/caregivers are asked about opportunities their child may have had to talk about their emotions and the emotional experiences of others.

### Early Learning & Care
Their child's experiences in non-parental care arrangements and preschool, as well as challenges faced when looking for care. They are also asked about their child's experience with intervention programs and supports.

### Community & Context
Their perceptions of neighbourhood safety, opportunities for children to play outside in their neighbourhood, social support networks and whether neighbours can be counted on to look after children.

## The Human Early Learning Partnership

The Human Early Learning Partnership (HELP) is a research institute based at the University of British Columbia. For over 20 years HELP has worked in partnership with schools and school districts across British Columbia to gather population-health data related to healthy child development. The CHEQ is one of a family of tools that can be used as part of HELP's child monitoring system. The information collected is shared with schools and communities to support children and their families.

| CHEQ | EDi | MDi |
|---|---|---|
| Childhood Experiences Questionnaire | Early Development Questionnaire | Middle Years Development Questionnaire |
| 2-5 YEARS | 5 YEARS | 9-13 YEARS |
| Parent & Caregiver Questionnaire | Teacher Questionnaire | Student Questionnaire |

**If you have any questions about this project, please contact the CHEQ Project team:**

**604.822.3361**
**cheq@help.ubc.ca**
**earlylearning.ubc.ca**

**CHEQ it Out!**
**earlylearning.ubc.ca/cheq/**

HUMAN EARLY LEARNING PARTNERSHIP

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Version: April 12, 2022 - H20-02241