

VEDDER ELEMENTARY FAMILY HANDBOOK



2026-2027

Vedder Bears have Kind Hearts and Curious Minds

**Vedder Elementary School
Family Handbook
2026-2027**



45850 Promontory Rd, Chilliwack BC, V2R 5Z5 | 604-858-4759 | vedder.sd33.bc.ca

Office Hours: 7:30am – 3:00pm on school days

Principal: Sharilyn Mordaunt

Vice Principal: Céline Derksent

***Ey Kw'esé e'mí, Ts'elxwéyeqw, Pélolhwx qas te Sémá:th, mestíyeqw te xáxa
témexw, ewólem qas syóys.***

It is good that you are here. We are honoured to work, play and learn on the sacred territory of the Pil'alt, Ts'elxwéyeqw (Chilliwack), and Sémá:th (Sumas) peoples.

School Motto

Lexw'éy th'á:les qas kwethe skw'ókw'eleqws te spáth

Vedder Bears have Kind Hearts and Curious Minds

Bell Schedule

7:50 - 8:05	General Morning Supervision
8:02	<i>Warning Bell</i>
8:05	School Day Starts
8:05 – 9:50	Instructional Time
9:50-10:05	Recess
10:05 -12:05	Instructional Time
12:05-12:50	Lunch (Eat 12:05-12:20, Play 12:20-12:50)
12:50 – 2:10	Instructional Time
2:10	Dismissal
2:10 - 2:25	After School Supervision

The Family Handbook may receive updates throughout the year. Please refer to the Family Handbook posted on our school website for the most recent version.



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Vedder Staff 2026-27

Administrators:

Sharilyn Mordaunt (Principal)
Céline Derksen (Vice Principal / RT)

Custodians:

Tina Beaulieu
Nicole Mihaly

Education Assistants:

Tammy Bernard
Sarah Blair
Lisa Bowen
Amber Boyd
Donna Craig
Chloe Dades
Sharon Davey
Samantha Froese

Classroom Teachers:

Ingrid Carmichael	<i>Kindergarten</i>
Lesley Thornton	<i>Kindergarten</i>
Sarah Morrison	<i>Kindergarten</i>
Andrea Fitzgerald	<i>Kindergarten</i>
Laura Crawford	<i>Kindergarten / Grade 1</i>
Lana Plotnikoff	<i>Grade 1</i>
Amanda Collings	<i>Grade 1</i>
Chandra Cosby	<i>Grade 1</i>
Ashley Bowker*	<i>Grade 1/2 (M, T, alt W)</i>
Nicola Parker*	<i>Grade 1/2 (Th, F, alt W)</i>
Jeannie Klettke	<i>Grade 2</i>
Amy Eising*	<i>Grade 2 (M, T, W)</i>
Anna Portman*	<i>Grade 2 (Th, F)</i>
Lindsay Hurley	<i>Grade 2</i>
Holli Vander Wyk	<i>Grade 2/3</i>
Gina Parkes	<i>Grade 3</i>
Teena Richardson	<i>Grade 3</i>
Greg Irving	<i>Grade 3</i>
Kate Hurley	<i>Grade 3</i>
Renée Murchison	<i>Grade 4</i>
Andy Fast	<i>Grade 4</i>
Paul Wojcik	<i>Grade 4</i>
Joelle Zelter	<i>Grade 4/5</i>
Amanda Cordeiro	<i>Grade 5</i>
Garrison Hodgins	<i>Grade 5</i>
Dawn Monchalin	<i>Grade 5</i>

Administrative Assistants:

Shelley Pilling
Mya LaMarsh

Child and Youth Care Worker:

Dale Andersen

Indigenous Education Assistant:

Charmaine Surman

Margita Jalbert
Lindsay O'Hara
Courtney Orza
Anastasiia Rudush
Trish Sayenchuk
Amanda Sewell
Loie Trill
Monique Welsh

Prep and Learning Support Teachers:

Stephanie Lamb	<i>PE Prep/SBT/Tech cover</i>
Colleen Braun	<i>Music Prep (M, T)</i>
Clarissa Larsen	<i>Music Prep (W, Th, F)</i>
Deb Chand	<i>Teacher Librarian</i>
Jennifer Mallett	<i>Learning Support (LA)</i>
Brad Hagkull (part-time)	<i>Learning Support (LA)</i>
Debbie Cross	<i>Resource Teacher</i>
Céline Derksen	<i>Resource Teacher / VP</i>
Nuri Lawrence	<i>Resource & LA</i>
Julie-Ann Taylor	<i>ELL</i>
Duane Morelli	<i>Counsellor (M,W,Th,F)</i>
Colleen Loddors	<i>Literacy Support</i>
Genevieve Rydell	<i>Preschool-K connection</i>

Supervision Assistants:

Wendy Bahnman
Daljeet Mann
Dallas Horning
Kiara Irons
Laurel McGregor (casual)



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Attendance

It's important to ensure that students arrive safely at school each day. The District uses a student absence reporting system called SafeArrival. SafeArrival reduces the time it takes to verify student attendance, makes it easy for families to report a child's absence, and assists staff in responding to unexplained student absences.

When an absence is not reported in advance and a child is absent, we use SchoolMessenger automated notification system to contact families. The automated system will attempt to call parents/guardians in multiple ways until a reason for the absence is submitted. If the system is unable to reach the designated contacts, school staff will follow up. Reporting a child's absence in advance using SafeArrival will ensure you do not receive these notifications.

Home Communication

Weekly Family Update (from admin)

Families can expect a weekly email from admin. This email will provide an overview of events happening in the week ahead as well as reminders, school priorities, and/or learning support ideas.

Teacher-Parent communication

Teachers communicate regularly with parents/guardians. This may take a variety of forms such as emails, a monthly newsletter, or sharing information through an online educational communication platform. Your child's teacher will inform you as to how they intend to communicate with you.

Response Time

If you have emailed administration or your child's teacher outside of school hours, staff will do their best to respond to you the next school day. For example, if you email on a Friday evening, your child's teacher will do their best to respond on Monday, the next school day. That being said, please understand that the school day is incredibly busy and sometimes urgent matters at school may delay a response. Thank you for your patience and understanding.

Visitors & Volunteers

Visitors

All visitors are required to report to the office, sign in, and wear a red VISITOR badge while on site. We are a "closed campus" for the specific purpose of ensuring the safety and security of our students.

Volunteers

Many of our parents, guardians, and grandparents like to volunteer in our school and on field trips and we welcome your involvement. Volunteers need to have a current Criminal Record Check (CRC), which can be obtained via the link on the school website.



Vedder Bears have Kind Hearts and Curious Minds

Parking

Our parking lot is a very busy place at drop-off and pick-up times. Please be patient, kind, and respectful – young eyes are watching how you handle tough situations.

We have a number of families who make use of the accessible parking spaces. Please only park in these spaces if you have the appropriate decal displayed.

- Where you **CAN** park:
 - Along the fence by the new apartments (by the gym), and back of the school by the hockey court
 - The very back parking area at Ch'íyáqtel Community Centre (across the street from the school).
- Where you **CANNOT** park:
 - VES STAFF parking lot close to Shoppers. This lot is for STAFF ONLY.
 - Bus loop
 - In the drive-thru or drop-off/pick-up lane of the main parking lot, or in the fire lane beside the gym
 - Designated Ch'íyáqtel staff parking spots at Save-On

Drop-off & Pick-up

Drop-off and Pick-up:

- Pull forward as far as possible in the curb-side lane, ideally to the 'Green Line' (the curb that is painted green)
- Have students exit your vehicle on the curb-side of the vehicle whenever possible
- This lane is for QUICK drop-off and pick-up only and not for parking.

Cell Phone Policy

In alignment with SD33 policy, students are not permitted to use cell phones or other devices during the school day. Student cell phones are to be kept in their backpacks and not accessed/used during the day. If necessary, staff may require students to store their devices in a designated area (eg a cell phone locker).

For privacy considerations, unauthorized taking of pictures, videos, or recordings at school or during school activities (including riding the school bus) is strictly prohibited.

Scooters, Bikes, & Other Wheels

Electric bikes and E-scooters

It is illegal for children under the age of 16 to operate electric bikes or e-scooters. As such, electric bikes and e-scooters are NOT allowed to be ridden by any of our students.

Walk Your Wheels

Once students are on school property, they are to Walk Their Wheels. For our students who ride their bikes/scooters/roller blades/etc to school, they need to get off their wheels once they are on school property and walk with their equipment.



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Nut Aware

We are a '**nut aware**' school. In order to protect those who have severe allergies, please avoid sending peanuts and nut-containing products to school.

What "Nut-Aware" Means

- Birthday treats and shared snacks must be nut-free.
- Children are taught never to trade or share food from their lunches.
- If your child does bring food that contains nuts, they will be asked to eat away from their classmates (ie at the office). This alternate space will be cleaned before other students enter it.
- While nut products are discouraged, we cannot **guarantee** a nut-free environment.

Dogs on School Grounds

For the safety and comfort of our students, and for liability reasons, dogs are not allowed on school property between 7:30am and 2:30pm (unless they are certified guide/support dogs).

Lost and Found

Unclaimed items are kept on the clothes racks in the Library hallway. Parents/guardians are welcome to look through the lost and found periodically – you are more than likely to find something your child didn't even know was missing! Before each school break, unclaimed items will be donated to charity.

Field Trips

Permission Forms – All students must have a signed permission form to go on a field trip. These permission forms will be moving to online this year through SD33 QuickPay.

Volunteering – If you are wanting to volunteer for a field trip, you must have a completed Criminal Record Check on file with the District. See the school website for more information.

Reporting Student Learning

Report Cards

Families will receive three formal written reports and two informal reports throughout the year.

- Formal Reports:
 - Fall Learning Update will be sent home Dec 16
 - Spring Learning Update will be sent home March 10
 - June Summary of Learning will be sent home June 24
- Informal Reports:
 - Interim reports will be sent home ahead of Parent/Teacher conferences



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Parent-Teacher Conferences / Early Dismissal

We have two designated times for parent-teacher conferences. As the partnership between home and school is important in student success, all parents/guardians are encouraged to attend.

Parent-Teacher Conference Dates:

- Oct 21 @ 2:30-4:45
- Feb 26 @ 11:10-12:05, 12:50-2:10

Learning Support

Counsellor (Mr. Morelli)

The Counsellor can help students/families in the following ways:

- referral to community and professional services
- a liaison between students, teachers, and parents
- individual counselling of a social or personal nature (signed consent required)

Teachers and/or parents can request a referral for students to see our school counsellor.

School counsellors are not in the role of a therapist. If ongoing counselling is required, that need is to be supported within the community.

Child and Youth Care Worker (Mrs. Andersen)

Under the guidance of our counsellor, the Child and Youth Worker supports students' social, emotional, and behavioural needs. She will provide support and interventions to our students at all levels including in individual, group, and classroom settings.

Learning Assistance Teachers (Mrs. Mallett, Mrs. Lawrence, Mr. Hagkull, Mrs. Ladders)

Our Learning Assistance Team mainly focuses on providing literacy support and intervention for students who are struggling with reading. Depending on the class routine, Learning Assistance may happen as push-in (the LA teacher goes into your child's class and supports within the routines of the class) or as pull-out (the LA teacher takes a group of students to an alternate, quieter location to work on skills and strategies).

Resource Teachers (Mrs. Cross, Mrs. Derksen, Mrs. Lawrence)

Our Resource Teachers support students who have diagnoses such as autism, diabetes, epilepsy, physical/visual/hearing disabilities, among many others. If your child has such a diagnosis, they will have one of our Resource Teachers as their case manager. The case manager will work with families to create a Competency-Based Individual Education Plan (CBIEP) and help ensure that the school team is equipped to implement the supports and strategies outlined in the CBIEP.



Vedder Bears have Kind Hearts and Curious Minds

Vedder Elementary Expectations

"Vedder Bears have kind hearts and curious minds."

Area	Expectations	
 All Spaces and All Times	 Try your best and be ready to learn  Be safe and make wise choices  Be respectful, kind, and include others  Help others and ask for help  Keep hands and feet to yourself	 Listen to supervisors and follow directions the first time  Take care of our school and keep it clean  Cell phones stay in backpacks  Walk your wheels
 Shared Spaces	 Walk quietly and safely on the right side  Work quietly so others can learn  Respect displays and school spaces	
 Gym	 Wear proper gym shoes with non-marking soles  Use equipment safely and respectfully  Follow instructions and participate with your best effort  Keep food/drinks out (except water)	
 Playground	 Take turns and play fairly  Use equipment safely  Line up quickly when called	
 Lunch	 Wash hands before eating  Stay seated during eating time  Clean up before going outside	
 Washrooms	 Use properly and keep clean  Wash and dry hands  Respect privacy  Tell an adult if there is a problem	
 Assemblies	 Enter quietly and sit respectfully  Use good audience manners  Remove hats and hoods	
 Buses & Field Trips	 Stay seated and keep aisles clear  Use quiet, respectful voices  Represent our school with pride and care for the spaces we visit	



Vedder Bears have Kind Hearts and Curious Minds

Vedder Elementary Code of Conduct 2026-2027

Ey Kw'esé e'mí, Ts'elxwéyeqw, Pélolhxw qas te Séamá:th, mestíyeqw te xáxa témexw, ewólem qas syóys. It is good that you are here, we are honoured to work, play and learn on the sacred territory of the Pil'alt, Ts'elxwéyeqw (Chilliwack), and Séamá:th (Sumas) peoples.

We acknowledge the lasting historical and ongoing impacts of the colonized education system for Indigenous families. We strive to honour, acknowledge and recognize the rights and voice of Indigenous families and communities, knowledges and teachings. We are open to working together to support the well-being of students.

Purpose: To provide guidelines for students, staff, and families that align expectations with District values. We respond to incidences and support learning to foster a positive learning environment.

The Chilliwack School District #33 values:

We provide a learning and working environment where these core values are central to all that we do.	 Equity We commit to ensure that everyone receives the required support and experiences they need to be successful and fulfill their potential.	 Kindness We demonstrate caring, compassion and empathy towards everyone in order to create a spirit of connectedness in our community.
 Inclusion We believe that meaningful inclusion is a right and we support all learners to feel safe, supported and connected through programming that promotes diversity and personalization.	 Collaboration We develop strong relationships and achieve the shared goals in our Strategic Plan through a framework of trust and respect.	 Innovation We will continue to be curious, creative and open to new ideas so that we can produce high-quality learning outcomes across the system.

Getting Help

If your child brings home a concern that you have not been notified of, reach out first to the classroom teacher. The teacher will reach out to further supports if needed.



Vedder Bears have Kind Hearts and Curious Minds

Behaviour requiring intervention

- Disrespect and/or disruption of the learning environment
- Unsafe behaviour
- [Bullying](#), online-bullying, or harassment
- [Racism](#) and discrimination
- [Sexualized behaviour](#)
- [Gender-based violence](#) and/or harassment
- Taking or damaging things that aren't yours
- Bringing unsafe items to school
- Not following [dress guidelines](#)

What is Bullying?
*"Bullying is when
someone keeps being
mean to you on purpose,
again and again" (ERASE,
2025)*

[ERASE](#) (Expect Respect & a safe education) provides resources and information for students, staff and families.

Intervention

When a student's behaviour isn't appropriate, intervention may include:

**Intervention is based on:
Age, developmental
stage, seriousness and/or
intention of behaviour &
how often the behaviour
has occurred.**

- Restoration with others and finding a resolution
- Adult support to help teach student(s) to make better choices based on identifying the problem, self-regulation, communication, and conflict resolution.
- An incident(s) may lead to time away from the school environment to allow staff to plan for safety and/or students to reflect on behaviour.

The District assumes no responsibility for the loss, destruction, or theft of any personal items brought to school, stored by the school or to any school related activity by a student (bikes, technology devices, musical instruments, etc).

Syós:ys let'se th'ále lets'emó:t

One heart, one mind, working together for a common purpose

The Chilliwack School District believes in the collective responsibility of creating and maintaining positive learning environments. As staff, parents, students and community partners, we can all support safe and caring schools.



Vedder Bears have Kind Hearts and Curious Minds

School Based Team (SBT) Meetings

School-Based Team Meetings

Planning
Collaboration Growth
Support Community Caring
Teamwork Sharing Partners
Relationships Inclusion
Together

Helpful Information for Parents and Guardians

What is a school-based team?

A school-based team is a core group of staff within a school who meet on a regular basis to problem solve, make suggestions, and plan interventions for students who are struggling with any aspect of their education.

Who attends a school-based team meeting?

In general, the following people attend school-based team meetings:

- Principal and/or vice principal
- Learning assistance teacher and/or resource teacher
- Classroom teacher(s)
- School counsellor
- Student's parents or guardians
- Student (in consultation with the student's parent or guardian)

Parents and guardians may choose to invite a student/family support person or advocate to the meeting. If you are attending your first school-based team meeting, having a supportive friend or family member with you may help you feel more comfortable.

Schools may also invite additional school or district staff members to the meeting to help create a plan to support the student.

How is a student referred for a school-based team meeting?

A school-based team meeting can be requested by a teacher, school counsellor, principal or vice principal, or a student's parent or guardian.

After a meeting has been requested, a member of the school-based team will contact the student's parent or guardian to schedule a time and date for the meeting. Parents and guardians will always be informed if their child is referred for a school-based team meeting.

If you would like to request a school-based team meeting for your child, please contact the school principal or your child's school case manager.

What will happen during a school-based team meeting?

During a school-based team meeting, team members will discuss a student's progress at school. A student's struggles/stretches and strengths will be reviewed.

When areas where a student may be having difficulty have been identified, the team will brainstorm, problem-solve, and recommend strategies and interventions.



Vedder Bears have Kind Hearts and Curious Minds

Competency Based Individual Education Plan (CBIEP)



Chilliwack
School District

CBIEP Development Process

A guide for families

What is a CBIEP? 🌟

A Competency-Based Individual Education Plan (CBIEP) is a *personalized* plan that focuses on your child's **strengths**, **interests**, and **learning goals**. It outlines the supports needed to help your child succeed in school and beyond. The CBIEP is all about celebrating what your child can do and helping them reach their full potential! 🚀

6 Steps in the CBIEP Process

i Gather Information: We collect information about your child's strengths, needs, assessments, and, most importantly, your input as a family. This helps us get a complete picture of your child.

👥 Meet as a Team: We bring together the family, teachers, and specialists to set priorities collaboratively. Your voice is essential!

🎯 Develop Goals: We focus on key areas such as communication, social skills, academics, and independence. Goals are tailored to your child's specific needs and aspirations.

🏠 Implement the Plan: We use supports daily in the classroom and share them with you, so you can reinforce them at home. Consistency is key!

📊 Monitor Progress: Teachers check in and share updates regularly, so you're always in the loop. We celebrate every step forward!

🔄 Review & Update: We review the CBIEP at least once a year (or more often, if needed) to make sure it's still meeting your child's needs. It's a living document that evolves with your child.

How Families Can Be Involved

Your involvement is crucial to the success of the CBIEP! Here's how you can participate:

- 🗣️ Share your child's strengths and needs.
- 📅 Attend meetings and give feedback.
- 📞 Stay in touch with the school.
- 🎉 Celebrate your child's successes.
- 🤝 Together, we help your child grow, learn, and thrive!



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Fair Notice



**Chilliwack
School District**

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,
- 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.