

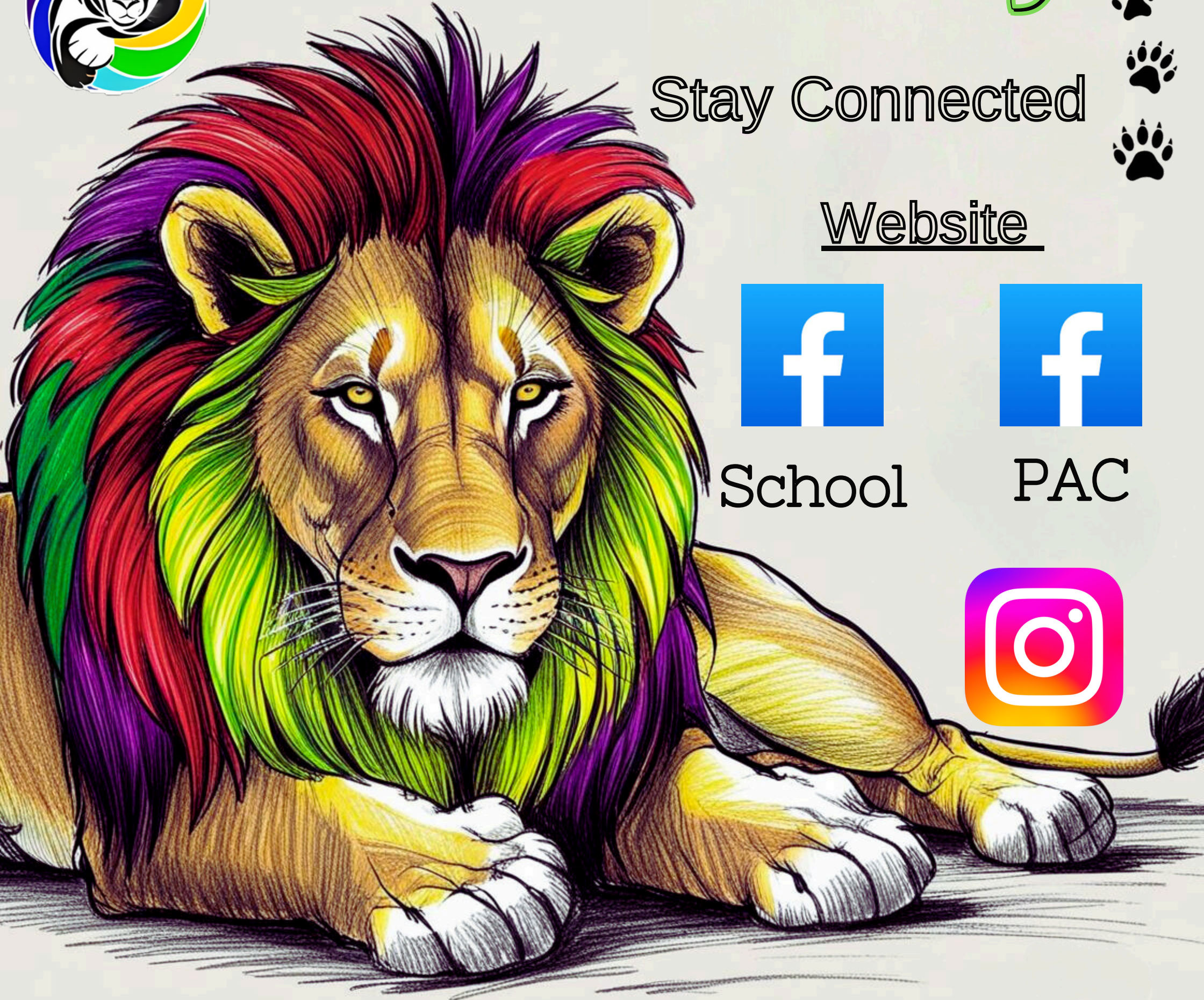


Take Home Friday



Stay Connected

Website



School

PAC






Leary Integrated Arts & Technology WEEK AT A GLANCE



Week at a Glance

One School, One Book Starts This Week

Monday, Feb. 3	8:35-9:00: Weekly Assembly <ul style="list-style-type: none"> PA announcement at 8:30 to load gym 9:00-10:00: Julie and therapy dog Buck (sign up in staff room) 12:10: Leary 1 (3/4s) Tripleball Practice
Tuesday, Feb. 4	12:10: Leary 2 (4/5s) Tripleball Practice 2:30: Leary 1 (3/4s) Tripleball Game Vs Strathcona (@Strathcona) 2:40: Leary 2 (4/5s) Tripleball Game Vs St. Mary's (@ Leary) 7:00: Grade 5 Parent/Caregiver Planning Meeting for Year-End Celebration <ul style="list-style-type: none"> Midtown Starbucks All parents/caregivers of Grade 5 students encouraged to attend
Wednesday, Feb. 5	12:05: Choir Grades 2-5 12:10: Leary 1 (3/4s) Tripleball Practice
Thursday, Feb. 6	12:05: Band 12:10: Leary 2 (4/5s) Tripleball Practice
Friday, Feb. 7 	<p style="text-align: center;"><i>PAC Treat Day-Bubble Tea</i></p> <h1 style="text-align: center;">THANKS PAC</h1>

Monthly PAWsitives Focus - We Can Do Hard Things

Message: This month, we are encouraging students to embrace challenges with a growth mindset, reminding them that "We can do hard things" by persevering, learning from mistakes, and believing in their ability to grow.

Video Links to Watch at Home:

- [I Can Do Hard Things](#)
- [Growth Mindset](#)
- [Persevering](#)
- [Kindness](#) (Pink Shirt Day)



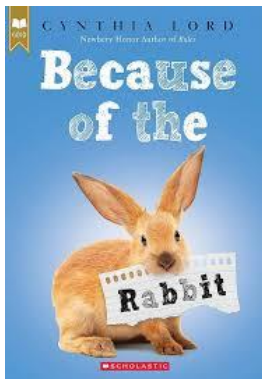
ONE SCHOOL, ONE BOOK

PROGRAM BENEFITS

Reading a book together brings the added joy of building and expanding a sense of community among students, parents, teachers, and staff. Below, you'll find the features that distinguish Read to Them's family literacy programs.



One School, One Book program allows students to celebrate and explore the novel with their classmates. This essential strategy reinforces reading instruction, increases parental involvement, bridges the home-school connection, and builds a true community of readers.



Our One School One Book this year is **“Because of the Rabbit”** by Cynthia Lord.

Every family in our school will receive a copy of this year's novel to share, read, and keep. The novel will be brought home by the eldest child in your family. Monday to Thursday, your child will be expected to read a chapter or be read to (please see chapters in the calendar behind). On Fridays, there will be a trivia question at school for them to solve. No reading takes place on the weekend.

If your child is too young to read, **“Read to Them.”** The **Read to Them** program shows the wide array of benefits that come from reading aloud together. A child's positive relationship with literacy provides the basis for a lifetime of learning. This school-wide reading program supports reading together at home and learning together at school by providing children with the necessary tools, resources, and guidance to create a culture of literacy in their community.

Here's how it works:

- A question will be posted on the bulletin board outside the library. Students can write down their answer (don't forget to include their name and class) on a piece of paper.
- They can then drop their answer into Enter to Win bin outside the library.
- At the end of the day, we will announce two lucky winners, who will get to collect a prize from the library before dismissal!



This fun challenge helps students dive deeper into the details of their book, while making reading a rewarding experience! Happy reading, and we can't wait to see your answers!

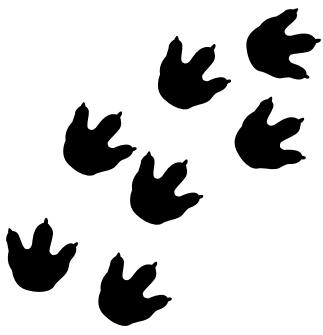
Ms. Reneta Tse
Teacher Librarian

february 2025

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3 Chapters 1	4 Chapters 2	5 Chapters 3	6 Chapters 4	7 Trivia questions	8
9	10 Chapters 5	11 Chapters 6	12 Chapters 7	13 Chapters 8	14 Trivia questions	15
16	17 Chapters 9	18 Chapters 10	19 Chapters 11	20 Chapters 12	21 Trivia questions	22
23	24 Chapters 13	25 Chapters 14	26 Chapters 15	27 Chapters 16	28 Trivia questions	

march 2025

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3 Chapters 17	4 Chapters 18	5 Chapters 19	6	7 Trivia questions	8
9	10	11	12	13	14	15
16	17 Spring Break	18	19	20	21	22
23	24 Spring Break	25	26	27	28	29
30	31 School reopens					



READY, SET Explore!



Your local school is hosting an open house for preschoolers and their parents! **Ready, Set, Explore** is a series of fun and informative events focusing on early childhood learning.

Ready, Set, Explore is a great opportunity to connect with your preschooler's future neighborhood school. **Ready, Set, Explore** events can include interactive play activities for children and their parents, a time to meet and connect with school staff, school tours, visits to the school library and other activities that support preschool aged children's learning.

Please note: Dates and times are subject to change, please contact the school prior to attending.

School	Ready Set Learn	Time
Bernard	February 26	11:00-12:00
Central	May 23	1:00-2:00
Cheam	April 24	10:30-12:00
Cultus Lake	April 8	12:45-1:45
East Chilliwack	February 24	9:00-10:00
Evans	April 10	9:30-11:00
Greendale	February 25	10:30-11:30
Leary IAT	February 11	8:45-9:45
Little Mountain	February 12	8:45-11:50
McCawton	May 23	12:45-1:45
Promontory	May 27	8:45-11:30
Robertson	TBD	TBD
Rosedale	April 7	9:00-11:00
Sardis	February 7	1:00-2:00
Stito's	May 2	9:15-10:45
Strathcona	TBD	TBD
Tyson	February 21	9:00-10:00
Unsworth	January 30	9:00-11:00
Vedder	May 28	8:30-11:30
Watson	February 19	10:30-11:30
Yarrow	TBD	TBD

Syós:ys lets'e th'ále, lets'emó:t
 ~One heart, one mind, working together for a common purpose.~



**Chilliwack
School District**



**Leary Integrated
Arts & Technology**

CLASS OF

2025



Tue, Feb 4 at 7 PM

Coordinators Meeting

Midtown Starbucks · Chilliwack

ALL GRADE 5 PARENTS WELCOME

We will be discussing some changes to the Grade 5 grad plans, upcoming fundraisers, and budget.

FEBRUARY 13TH

**ICE CREAM SALE!
FOR GRADE 5 FUNDRAISING
AT LUNCH\AFTER SCHOOL!**

FLAVOURS:

\$2

Vanilla
Chocolate Swirl
Strawberry Swirl
*Non-Dairy Option

CASH ONLY!





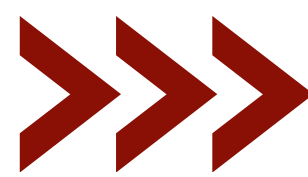
Free Winter Program for Families!

Learn about healthy eating, physical activity, and building long-lasting habits as a family in Generation Health Community. This 10-week program for families with children ages 8 to 12 is FUN and interactive!

Delivered through YMCA BC starting February 2025 on Tuesday, Wednesday, Thursday, and Friday evenings.

Families who join this program will receive a complimentary YMCA membership.

**Register
today!**



gv.ymca.ca/generation-health-community
generationhealth@bc.ymca.ca

“Unfolding Conversations”

Here's their

Are a big deal to young people, and it impacts their mental health

Caring Connected Relationships



DON'T SAY...

I'm gross and no one likes me.



That's not true! I like you and think you're great!



SAY...

I'm gross and no one likes me.



It must be hard not to feel good about yourself. I'm sorry that you are having a hard time. I hope you know I care and I'm here if you want to talk.



DON'T SAY...

I don't know what's wrong with me.



There is nothing wrong with you. You're fine.



SAY...

I don't know what's wrong with me.



What's been going on for you lately? It's okay to not be okay sometimes.



We asked young people...

“How would you like adults to talk to you about your mental health?”

familysmart.ca

The following are their words put into an

“Unfolding Conversation”

I can't do this anymore.

It's never going to be different.

I'm too messed up, I don't want to do it anymore.

DON'T SAY...

Don't be so dramatic.

You are too young and have no idea what hard is.



I can't do this anymore.

It's never going to be different.

I'm too messed up, I don't want to do it anymore.

SAY...

It sounds like you have been dealing with a lot, that must be very intense for you.

You're not alone, maybe there is someone we can talk to?



You have no idea what it's like for me to go to school every day.

DON'T SAY...

You better get used to it because that's how life is.



You have no idea what it's like for me to go to school every day.

SAY...

You're right. I don't know how hard it is. What is it like for you when you go to school?



FamilySmart™ Practice Tool



PRACTITIONERS | PHYSICIANS | FRONT LINE STAFF

what it is...

“This is a tool about foster youth and youth without caring adults, created by MJ Ziemann, a young adult who grew up in Foster Care. It provides information that may help in creating caring connections between youth and practioners, physicians and front line staff to support their critical role in supporting the mental wellness of youth who are accessing services on their own.”

how to use it...

“Use this tool to enhance your understanding of what it sounds like, looks like and feels like to be a youth struggling with their mental health and having no caring adults in their lives. Consider this information when you connect with these youth, knowing that what you say and do has a big impact on the youth seeking help.”

why it's important...

“It's important because youth in care and without caring adults have unique experiences that impacts their lives which also impacts their needs. Many of these youth have experienced trauma and various forms of instability, and often enter the mental health system with extra challenges.”

Foster Youth and Youth Without Caring Adults

WHO IS FAMILYSMART™?

FamilySmart™ is Together-Centred®, placing importance on families, young people and service providers seeing and treating each other as assets in order to work well together for child and youth mental wellness. FamilySmart™ also recognizes the importance of the experiences of youth in foster care and youth without caring adults in the aims to improve the child and youth mental health system. This is why compassion driven tools, like this one, are essential in understanding and helping us.

RELATIONAL PERMANENCY?

Relational permanency “involves creating strong, long-lasting connections” and this can look different for each of us. Whether that be a mother, father, auntie or uncle figure, a mentor or teacher. We each identify with a different relational need that defines what relational permanency means to us. It's important to understand that many of us lack relational permanency and don't have this vital need met. This leaves us vulnerable in our daily lives, beyond the short interactions we have with practitioners, because we lack this type of ongoing support.

WHY CARE?

We often do not have people who advocate for us like other young people who often have family or caring adults who can advocate for their mental health and services. We are vulnerable because we are young and often on our own.

When we are not treated holistically, we often repeatedly return to emergency rooms, doctor's offices or other clinicians with recurring problems that are never resolved. For example, when we are just treated with medication rather than receiving help with core issues, it is ineffective and serves to disadvantage us as a population.

We believe practitioners genuinely care for the people they see and want the best for them. Showing interest in us, and knowing about our unique needs makes a big difference to us.

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Foster Youth and Youth Without Caring Adults

DON'T SAY

When taking a trauma history, don't simply bring up situations of abuse without follow up as I may not have adequate support in my life to cope with going home alone with resurfacing memories.

Don't judge me or diagnose me based on my foster care or family history.

Don't question why I have mental health struggles because I may appear to be high functioning. For example, if I go to school or have a job it doesn't mean I'm not significantly struggling and deserving of help.

Don't think or say I'm just attention seeking or needy.

Don't say that you just don't know how to help me or I'm hopeless.

Don't make promises you can't keep.

Don't dismiss my concerns and focus on what you think the problem(s) is/are.

Don't make statements that reflect societal stigma, like it's our fault we are in care or don't have supportive relationships, or that we are delinquents.

SCENARIO

A foster youth enters the emergency room because they are feeling suicidal. The psychiatrist interviews them and their first questions are: “What was your abuse, what happened to you, why don't you have family etc.”. The young person withdraws from the conversation and has a flat affect. Because the young person is not responding, the interview ends abruptly with a prescription of Seroquel and they are discharged without follow up. — A likely outcome of this interaction is the foster youth is now triggered by questions about trauma and is discharged without support which could either lead to increasing suicidal ideation/attempts, recurring trips back to emergency, or a grave ending for that foster youth.

TAKING A TRAUMA SENSITIVE HISTORY AND ENSURING FOLLOW UP SUPPORT IS IN PLACE IS CRUCIAL FOR A FOSTER YOUTH DUE TO THEIR UNIQUE CIRCUMSTANCES AND LACK OF RELATIONAL PERMANENCY.

FamilySmart™ Practice Tool



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FamilySmart.ca

Foster Youth and Youth Without Caring Adults

SAY

Empathize with my situation as a foster youth or someone without a caring adult in my life. Even if you can't say you've had the exact same experience as me, connect with me by finding points of commonality in how I may be feeling.

Express your care and concern, as it may be the only place that I receive that. Tell me I matter, that you want to help and I am important.

Tell me what you have the power to do or not do to help in my situation.

Affirm my strength in seeking help and support.

Make validating statements about my experiences and struggles with mental health as it is a crucial determinant in the experience of my care.

Acknowledge that I have my foster care or family experiences while also acknowledging that I'm a unique person separate from them.

Ask me or point out what my strengths are.

Find ways to go deeper into the core causes of my mental health struggles by asking me more open questions about my life and experiences. For example, what does that look like for you in your life?

SCENARIO

A foster youth enters the emergency room because they are feeling suicidal. The psychiatrist interviews them and first asks about where the suicidal inclinations are coming from and what their life looks like on a daily basis. The psychiatrist validates the difficulty and pain that comes with being a foster youth and the experience of having suicidal thoughts. When taking a history, the psychiatrist is careful with phrasing and how questions are asked and ensures follow up if the conversation triggers the young person negatively. For example, if asking about abuse, they are not pushing the young person to answer but rather allowing them to feel in control of their story telling. The psychiatrist also tells the young person what they can and will do to advocate for and help them. A likely outcome is that the youth will feel heard, validated and cared for.

SHOWING COMPASSION AND EMPATHY CAN ITSELF DICTATE AND CHANGE OUR ENTIRE EXPERIENCE OF CARE BECAUSE WE DON'T FEEL TURNED AWAY AND INVALIDATED..



Chilliwack
School District



CHWK
COMMUNITY SERVICES

ANGER CPR

Gain awareness of the emotional roots to anger, the difference between anger and aggression, and the steps that take us from frustrated to furious or adaptation. Discover useable ideas about taming tantrums and minimizing meltdowns, yours, and your child's.



**REGISTER
NOW**

3 PART SERIES WEDNESDAYS
FEBRUARY 5, 12, 19
9:30 - 11:30AM

Chilliwack Secondary School CSS –
Neighborhood Learning Centre NLC
46361 Yale Rd, Chilliwack

