



# **SD33 Long Range Facilities Plan (LRFP)**

2021-2025

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## Acknowledgement

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The Chilliwack School District is located in the heart of the Stó:lō (People of the River) territory. Surrounded by the Ts'elxweyeqw, Pilalt and Sema:th communities, the Stó:lō refer to this as Solh Te'mexw (our world).

We honour and acknowledge our history, live in the present and look to the future to guide all teaching and learning.



It is with this vision:

**Syos:ys lets'e th'ale, lets'emo:t**

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

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Stó:lō Shxweli elders teach that Halq'eméyelem language learning will advance knowledge and understanding of Stó:lō history and heritage.

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# Executive Summary

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The Chilliwack School District staff is pleased to present its 2021-2025 Long Range Facilities Plan. The Long-Range Facilities Plan (LRFP) is a Board of Education driven document that provides a framework for facilities planning and investment decisions to support the District's annual review of its Capital Plan and proposed capital projects.

The Ministry of Education expects each Board of Education to have a Long-Range Facilities Plan (LRFP) in place that lays out various management strategies regarding its inventory of capital assets - primarily to support changes in student enrolment and educational programming goals. Although a current LRFP is not required to be included as part of a Capital Plan submission, the Ministry may request a school district to reference relevant sections of the LRFP to help inform its capital plan review process.

The LRFP serves to establish and re-enforce a set of principles aligned to the Strategic Plan and around which the District adheres and makes decisions related to the enhancement, alteration, re-purposing, and/or building of facilities.

The main challenges the School District is facing, which are outlined in this LRFP, include:

- Rapidly growing enrolment (enrolment growth of 350-500 students/year);
- Lack of available land due to land designations (Agricultural), environmental constraints (floodplain, mountains), and strong competition from developers; and
- Transportation and traffic challenges.

The main recommendations of the LRFP are as follows:

- Acquire land for a minimum of 4 new schools (three elementary and one middle school);
- Construct a minimum of 4 new schools (three elementary and one middle school, each of 500-650 students each);
- Add a minimum of 7 additions to existing schools, ranging in size from 250 students to 400 student additions (4 elementary, 2 middle, and one secondary addition); and
- Continue to look for available properties adjacent to existing schools for future additions or location of portables.





## Purpose and Process of the LRFP

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The Chilliwack School District (SD33) Long Range Facility Plan (LRFP) will form the basis of the School District's Capital investment decisions for supporting a long-term vision for the District. The LRFP takes into consideration the following elements:

- Enrolment projections;
- Educational program requirements and trends;
- Operating capacities;
- Current conditions of existing facilities;
- The need for funding of capital projects; and
- Other long-term planning considerations.

The LRFP is 'fluid', meaning that this current version represents a 'snapshot in time'. The LRFP will be adjusted and revised as things like student enrolment, funding opportunities, District and Provincial directions and initiatives, and so on, change.

The LRFP takes into consideration education program requirements and trends, capacity utilization, seismic vulnerability and risk factor of school buildings and current condition of existing facilities. In addition, it refers to current land use and anticipated changes, future housing developments, enrolment projections, community demographics, local community and economic development strategies, and other long-term planning considerations.

The LRFP supports the Capital Plan by providing a comprehensive rationale for specific capital projects that are proposed. In addition, the LRFP provides a district-wide framework for other key local decisions such as analysis of capacity utilization of surrounding schools, location of district programs and maintenance priorities.

The LRFP aligns with the District Strategic Plan. The Strategic Plan was revised in 2021. A copy can be found in the Appendix.

## Consultation and Approval Process

The following steps were followed to create the Long Range Facilities Plan (LRFP) during the 2021/2022 school year:

- Established an internal working group made up of school district executive team (Jun)
- Data and information gathered by the working group regarding the current circumstances of School District No. 33, Agricultural Land Reserve (ALR) documentation, enrollment projections and City of Chilliwack planning documents (Mar – Sep)
- Developed the Draft LRFP, including options and recommendations for facilities. (Jul – Oct)
- Presented the Draft LRFP to the Board of Education for feedback. (Nov 9)
- Shared the Draft LRFP with partner groups and the Ministry Capital Division for feedback and suggestions. (Nov 10 – Dec 10)
- Posted the Draft LRFP on the School District website, with on-line feedback provisions, to provide the school community, parents and the general public with an opportunity to review the plan and provide comments or feedback. (Nov 10 – Dec 10)
- Presented the Draft LRFP and feedback to Board of Education for consideration (Jan 11)
- The working group reviewed Board of Education and community feedback and prepared the final LRFP. (Jan 12 – 31)
- Final LRFP received and approved by the Board of Education. (March 8)

The LRFP will be reviewed on a yearly basis and will be updated when significant changes occur within the District.



Photo: Courtesy of SD33





A.

# Overview of the School District

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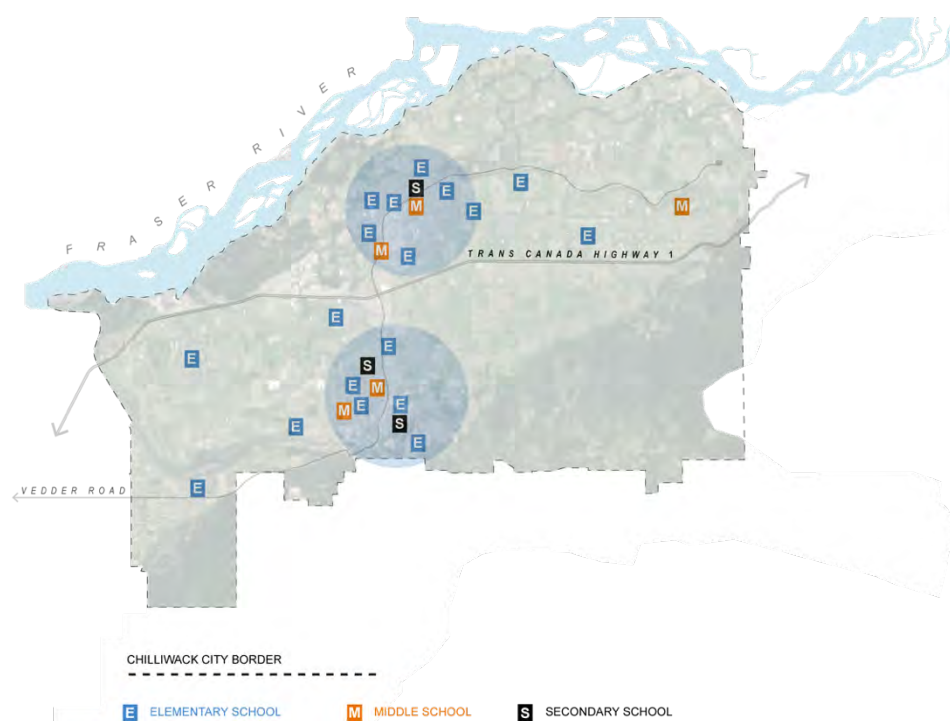
# The School District

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Chilliwack School District No. 33 is located at the eastern end of the Fraser Valley within S'olh Temexw, the traditional territory of the Stó:lō people. Chilliwack School District covers approximately 1,825 square kilometers including Chilliwack, Sardis, Vedder, and the surrounding areas of Yarrow, Cultus Lake, Rosedale and Greendale.

SD33 has 36 sites:

- 19 elementary (Kindergarten to Grade 5)
- 4 middle (Grade 6 – 8)
- 4 secondary (Grade 9-12)
- 2 K-8 sites (Rosedale Traditional Community School and Stitó:s Lá:lém Totí:lt Elementary School)
- 2 Alternate Education facilities
- District administration office
- Learning Services building
- Facilities and Technology building
- Transportation building
- An east side property where former elementary school used to reside (former Rosedale site)





The Chilliwack School District serves a current population of 90,000 people, which is projected to grow to 130,000 by the year 2040. The City of Chilliwack has seen significant growth in new families moving to the region which has resulted in growth in the population of school aged (K-12) students.

The School District has a current 2021 enrolment of approximately 14,235 students, which is projected to grow to close to 17,500 by 2030.

The School District is committed to the middle school philosophy: In Chilliwack, we believe that all young adolescent learners will succeed through developmentally appropriate educational experiences. Our middle schools are committed to high quality instruction through a variety of meaningful learning experiences, creating strong connections within a safe and inclusive community and providing access to the diverse needs of young adolescents.

School		Capacity	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
A.D. Rundle Middle	Middle	450	453	450	450	445	450	465	478	485	487	487	495	507	510
Bernard Elementary	Elementary	364	274	272	268	285	295	295	298	315	315	316	319	330	333
Central Elementary Community School	Elementary	268	230	233	233	242	245	256	265	275	275	270	289	301	305
Cheam Elementary	Elementary	111	252	255	255	256	267	268	269	275	280	280	287	297	299
Chilliwack Middle	Middle	525	652	670	676	677	687	710	715	720	725	736	740	752	755
Chilliwack Secondary	Secondary	1,200	1662	1540	1560	1600	1603	1615	1625	1635	1665	1665	1670	1670	1675
Cultus Lake Community School	Elementary	180	181	187	180	185	190	190	195	199	201	207	208	217	220
East Chilliwack Elementary	Elementary	226	286	330	350	393	405	417	429	423	435	439	441	452	455
Evans Elementary	Elementary	226	220	250	260	298	320	327	344	350	351	346	347	357	360
F.G. Leary Fine Arts Elementary	Elementary	318	247	252	246	252	267	271	274	279	279	289	294	306	315
G.W. Graham Secondary	Secondary	900	1456	1400	1407	1453	1458	1489	1500	1515	1522	1540	1560	1570	1575
Greendale Elementary Community School	Elementary	158	163	164	157	154	163	173	177	180	190	195	197	204	215
Little Mountain Elementary	Elementary	383	311	334	340	360	360	365	365	373	370	373	373	377	388
McCammon Traditional Elementary	Elementary	429	239	250	243	249	250	258	268	272	288	290	295	302	315
Mount Slesse Middle	Middle	650	965	970	765	772	797	808	834	856	867	881	870	880	870
Promontory Heights Elementary Community School	Elementary	501	590	615	620	650	670	689	720	721	722	725	733	730	735
Robertson Elementary	Elementary	268	271	300	313	312	318	320	320	322	322	327	325	330	340
Rosedale Traditional Community School	Elem/Middle	553	498	517	520	530	561	575	590	600	615	621	625	630	635
Sardis Elementary	Elementary	337	421	462	476	489	480	520	540	542	544	545	550	550	555
Sardis Secondary	Secondary	1,200	1401	1415	1435	1440	1475	1520	1550	1578	1591	1605	1610	1625	1630
Strathcona Elementary	Elementary	406	328	322	322	320	326	335	340	355	355	356	358	365	370
Tyson Elementary	Elementary	268	220	240	261	270	293	308	318	323	326	328	330	337	337
Unsworth Elementary	Elementary	383	425	442	450	500	525	550	575	575	585	590	590	590	595
Vedder Elementary	Elementary	360	374	385	420	435	440	450	470	480	485	500	515	520	525
Vedder Middle	Middle	600	931	951	710	730	720	740	752	760	770	780	790	795	815
Watson Elementary	Elementary	452	424	445	478	500	570	598	600	610	612	616	618	620	625
Yarrow Elementary Community School	Elementary	348	276	285	305	320	355	355	367	369	369	378	380	386	390
Stitos School (Open Sep 2022) - K to 5	Elementary	300			229	234	244	260	270	300	300	300	300	300	300
Stitos School (Open Sep 2022) - 6 to 8	Middle	600			500	560	579	600	635	650	670	675	670	685	690
Imagine High (Open Sep 2021) - 9 to 12	Secondary	700		300	375	400	460	505	517	542	575	609	646	620	650
<b>Total</b>		<b>13664</b>	<b>13750</b>	<b>14235</b>	<b>14805</b>	<b>15311</b>	<b>15774</b>	<b>16231</b>	<b>16600</b>	<b>16880</b>	<b>17090</b>	<b>17269</b>	<b>17425</b>	<b>17605</b>	<b>17782</b>

# Financial Background

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## Funding

The current provincial funding model allocates funding to districts based mainly on student population. In school districts experiencing enrolment growth, this translates to increased funding from year to year.

While increased growth in enrolment provides increases in funding, it can also result in significant costs beyond the expected teaching and support staff. For example, the cost of creating additional classroom space is not funded by government, and school districts must use their own operating funds to acquire and maintain portable classrooms until capital funding is available for new space construction.

Also, School Districts are often required to cost share new school space projects. For example, the new Stitó:s School required \$5.0 million of School District funding. This funding was taken from the operating funds the District receives.

Almost 10% percent (9.8%) of the District operating budget is allocated to building operations and maintenance. The efficient maintenance and use of educational facilities reduces non-instructional operating costs, which would in effect protect funding for educational programs in the school district.

## Cost of Operating New Schools

The Ministry of Education provides funding for land acquisition and construction of new schools; however, additional funding is not provided for operating the new schools.

When new schools are opened, the School District will incur additional costs in areas such as principal and vice-principal administration time, office support staff, custodians, facility operations, as well as maintenance supplies and expenses.

## Site Acquisition

The School District continues to look for new sites for schools as the city expands. The District works closely with the City of Chilliwack and the Fraser Valley Regional District to determine a School Site Acquisition Charge which is levied on all new housing development within the school district boundaries. The rate is determined by looking at the cost of future site or acreage needs of the School District over a 10-year period and dividing a percentage of that cost over the number of projected housing starts over the same period. The residual funds needed for any site acquisition would come from the Ministry. This rate was last reviewed and updated in 2019.

The School District has moved to working with real estate professionals to acquire future school sites.



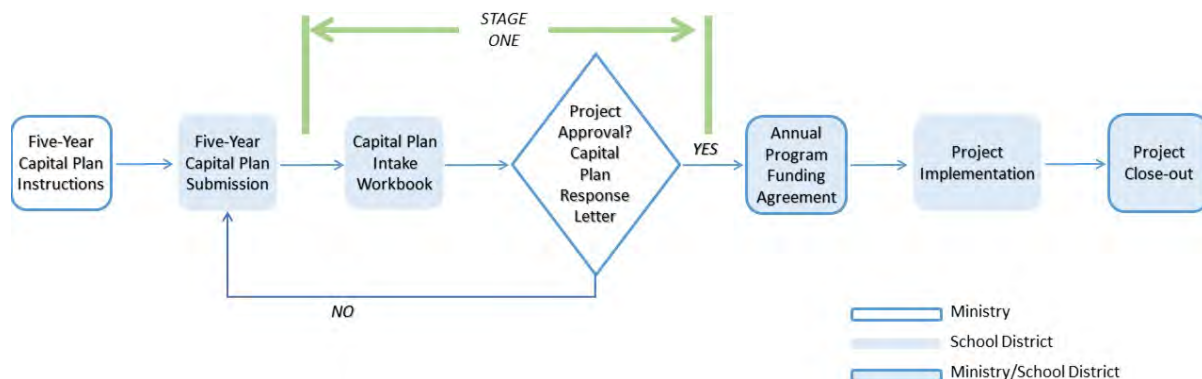
## Capital Plan Process

The capital plan submissions from Boards of Education are used by the Ministry of Education to determine which priority capital projects may be included in the Ministry's capital plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

Project requests will follow an approval process dependent on the capital program the project is associated with, as follows:

### One-Stage Approval Process

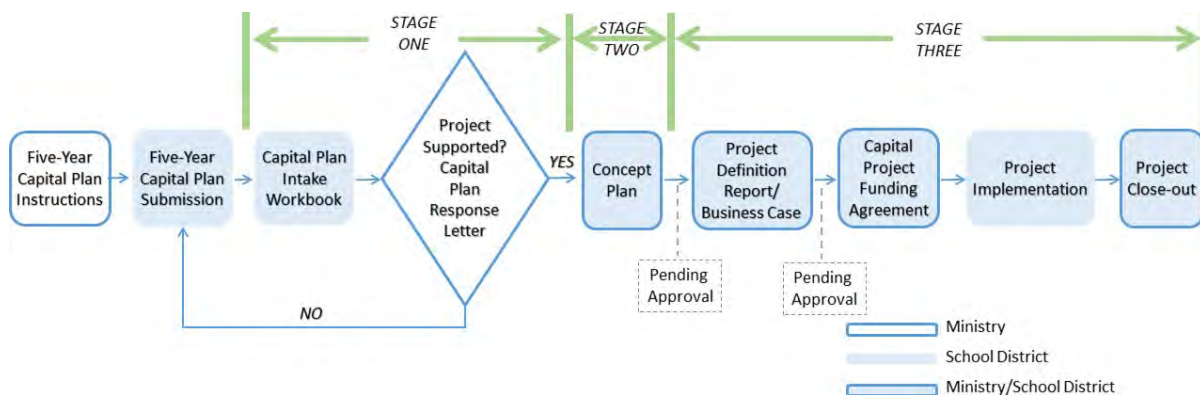
All requests made for a Minor Capital Program project (School Enhancement program (SEP), Carbon Neutral Capital program (CNCP), Bus Acquisition Program (BUS), Playground Equipment Program (PEP), Building Envelope Program (BEP)) will undergo a one-stage approval process. Ministry support for a qualifying project request is based on the information provided by school districts under the appropriate tabs in the Capital Plan Intake Spreadsheet.



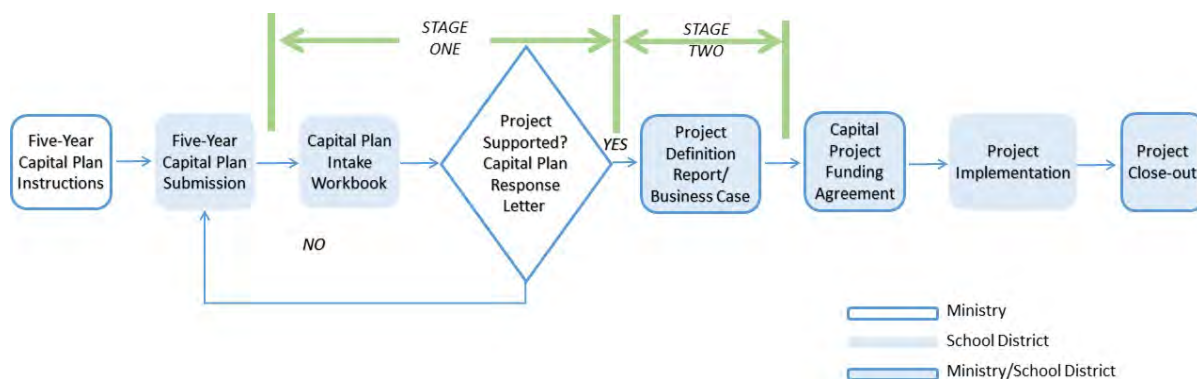
**Figure 1-1** - One-Stage Capital Project Approval Process for SEP, CNCP, BUS, PEP, BEP

### Three-Stage Approval Process

All requests for a Major Capital Program project (Seismic Mitigation project (SMP), Expansion program (EXP), Replacement program (REP)), will undergo a more extensive three-stage process. Initial Ministry support for a qualifying project request is based on the preliminary information provided in a Project Request Fact Sheet for Expansion and Replacement projects; a Seismic Project Request Fact Sheet for SMP projects; a Rural Demolition Project Request Fact Sheet for Rural Demolition Projects (RDP).



**Figure 1-2 – Three-Stage Capital Project Approval Process for SMP, EXP, REP.**



**Figure 1-3 Two-Stage Capital Submission Process for RDP**

Under all processes, a board of education is responsible for using its local funds to cover the initial costs for any planning work and reports required to determine a proposed scope and preliminary cost estimates for a requested capital project.

*\*The above information is from the Ministry of Education's 2022/2023 Capital Plan Instructions.*

## Capital Plan Submission June 2021

Requests for capital projects were submitted to the Ministry of Education via the annual Capital Plan Submission in June 2021. A summary of this submission can be found on page 34.





## B. Unique Challenges and Opportunities

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## The Unique Challenges and Opportunities of SD33

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While all School Districts in BC share certain commonalities, it is important to identify what unique challenges each of them may face, as these challenges may influence Capital Project asks, costs and associated risks.

This report identifies 5 themes which, directly and indirectly, are affecting SD33's Facilities and the Capital Plan Submission requests.

These themes are listed in no particular order.

- A. Enrollment growth
- B. Land Designation
- C. Flood Plain
- D. Transportation
- E. Technology + Innovative Programs
- F. Collaboration + Community



*Photo: Courtesy of SD33. Interior of Chilliwack Secondary School library.*



## A: Enrolment Growth

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SD33 has seen rapid growth over the past decade, with the District growing with an average of 350+ students a year (the size of a small elementary school). The School District has a current 2021 enrolment of approximately 14,235 students, which is projected to grow to close to 17,500 by 2030. Due to this growth, SD33 has one of the highest number of portables per student capita in all of BC.

The City of Chilliwack Profile (2020) notes that Chilliwack has a population of 91,797, with a five year growth rate of 7.5% (2018 statistic). This is a greater growth rate than neighbouring communities. The median age in the City of Chilliwack is 41.3, with almost 80% of people under the age of 59. Chilliwack also has a significantly higher percentage of children up to 19 years of age at 26.5%, compared to the BC average of 22%.

An examination of the demographic trends for the Fraser Valley and specifically for Chilliwack point towards increasing population growth with accompanying school-aged children. New subdivisions are being built in many corners of the district, and many are providing affordable alternatives to Vancouver and the immediate suburbs. The Chilliwack City 2040 Official Community Plan establishes a set of community objectives for ensuring adequate and affordable housing to “meet current and future house needs: provide a growth capacity for 25,000 additional dwellings to meet anticipated population increase between 2013 and 2040”.

The district is divided into two geographical regions by Highway 1. The south side schools are seeing more rapid increases in demand for the seats in the schools than the north side schools. The area to the south of the highway remains of significant interest as steep growth in property developments and construction development continue at a steady rate.



Photos: Courtesy of SD33



Typically, most schools report an out of catchment enrollment base of approximately 35%. The Board of Education supports students attending their catchment area schools all while maximizing students' and parents' ability to choose a school of their choice which best meets the student's educational needs, subject to the availability of space, programs and resources as determined by the school district. The District does not bus students from south to north or vice versa given the geographical locations of some of the schools, especially in the periphery of the district.

This growth brings with it several challenges and opportunities to consider for both existing as well as new facilities:

- Provide adequate spaces within schools for all students without having to rely on portables to deal with growth;
- Provide new sites in areas where population growth is taking place;
- A growing diversity of students; and
- Challenge to continue to find land to build expansions and new schools on, and in many cases, there is now a challenge to find adequate land to house all the required portables.

## Portables

Due to the lack of available and suitable land for new school sites, the District has been focusing mainly on expanding its existing facilities. The District is however running out of available space on existing sites to make space for many more portables or expansions. On many of its sites, portables have displaced hard surface play areas, and the next step would be to take over field space, which in many cases is not possible as fields are shared with the community through the City of Chilliwack.

The table below shows the following:

- There are currently 95 portables in the district;
- Of the 32 school sites in the district, 56% have one or more portables on it; and
- 15 of the sites (47%) have maxed out their space and are no longer able to accommodate more portables.



Photo: Courtesy of SD33

Asset/Facility	Current portables on site	Space for additional portables	Anticipated additional portables	Shared field with the City
AD Rundle		6	2 - 2022/23	Yes
ADR Cohort (Integrated Arts & Technology)		0	N/A	No
Bernard Elementary	1 (YMCA daycare)	0	N/A	No
Central Elementary		2	< 5 years	Yes
Chance (Kwiyeqel South)	4	4	0	No
Cheam Elementary	8	0	N/A	No
Chilliwack Middle (CMS)	4	1	?	Yes
Chilliwack Secondary (CSS)		4	?	Yes
Cultus Lake Elementary	2	3		No
East Chilliwack Elementary	5	0	N/A	No
Ed Centre (Kwiyeqel Secondary)	4	0	N/A	No
Evans Elementary	1	2	?	No
F.G. Leary Elementary		2	2 - 2022/23	Yes
G.W. Graham Secondary (GWG)	11	0	N/A	Yes
Greendale Elementary		0	N/A	No
Imagine High		0	N/A	No
Little Mountain Elementary		2	?	No
McCammon Elementary		0	N/A	No
Mt Slesse Middle (MSMS)	11	0	0	No
Promontory Elementary	5	0	N/A	No
Robertson Elementary	2	2	?	No
Rosedale Traditional (RTS)		4	2 < 3 years	Yes
Sardis Elementary	6	1	1 < 2 years	Yes
Sardis Secondary (SSS)	13	0	N/A	Yes
Stito:s (Southside)		2	> 5 years	Yes
Strathcona Elementary		0	N/A	Yes
Tyson Elementary	2	0	N/A	No
Unsworth Elementary		2	> 5 years	No
Vedder Elementary	3	0	> 5 years	No
Vedder Middle (VMS)	12	2	> 10 years	Yes
Watson Elementary	2	2	< 3 years	No
Yarrow Elementary		2	> 5 years	No
Total no. of portables on sites in the School District		95		



## Current capital projects

SD33 continues to actively work on adding new spaces to its inventory. Current capital projects underway include:



### Stitó:s Lá:lém Totí:lt (2022)

Stitó:s Lá:lém Totí:lt Elementary Middle School is currently under construction and expected to be occupied in September 2022. It will be an Elementary/Middle school with space for 930 students. The budget of \$56.25 million is made up of \$47.5 million from the Ministry of Education, \$5.0 million from the Chilliwack School District, and \$3.75 million from the City of Chilliwack.

### Imagine High Integrated Arts and Technology (2021)

The Imagine High Integrated Arts and Technology Secondary School project involves the addition of a gymnasium and renovation to the former UFV site on Yale Road. It has space for 600 students and has a budget of \$17.8 million. It opened its doors in September 2021.



### G.W. Graham Secondary Addition (2022)

The addition to GW Graham Secondary School is currently under construction. It will add space for an additional 450 students and has a budget of \$23.9 million. It is expected to be occupied in September 2022.

### Vedder Elementary Addition (2022)

The addition to Vedder Elementary School is currently under construction. It will add space for an additional 240 students and has a budget of \$12.3 million. It is expected to be occupied in September 2022.



### Summary

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In order to successfully handle the continued enrolment growth in the District, the following should be considered when designing new schools and undertaking additions and renovations:

- Continue to plan for additional permanent school space, in the form of additions and new schools;
- Look at ways to maximize existing sites by adding two storey additions to traditionally one storey schools, or by considering higher density replacement buildings for older and poorly planned facilities;
- Engage in conversations with the local First Nations on long term leases of land for new schools;
- Investigate the way the District approaches land acquisition; and
- Investigate school site developments on smaller lots: build more vertical schools (3-4 stories or even higher), develop school sites without play fields.



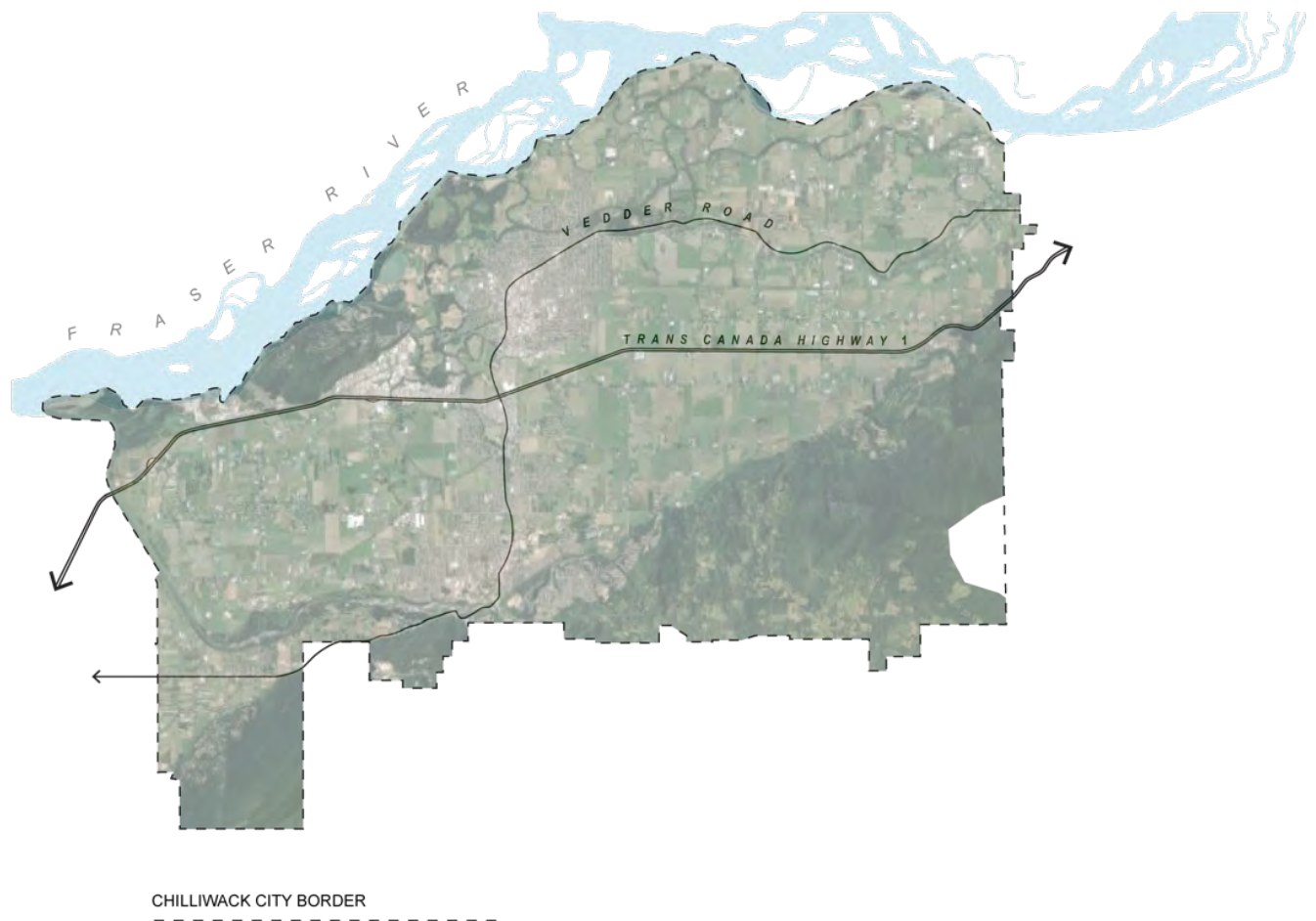
*Addition to G.W. Graham Secondary under construction. Photo: Courtesy of StudioHuB architects.*



## B. Land Designation

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The Chilliwack School District encompasses a large geographical area; however, it is important to note that due to a large number of environmental constraints and land designation policies, only a relatively small percentage of this area qualifies as suitable land for both schools as well as housing. This makes the acquisition of land for new school sites a challenge in the Chilliwack area. A new school site requires between 5 and 20 acres, depending on the type of school. Most of the land in Chilliwack that would be suitable for a school is either in the Agricultural Land Reserve or owned by local First Nations. As well, government funding for land acquisition requires school districts to demonstrate a current need for more school space, rather than allowing school districts to plan ahead by acquiring land for future needs. For these reasons, most of the Chilliwack School District's current school space projects are for additions to existing schools.



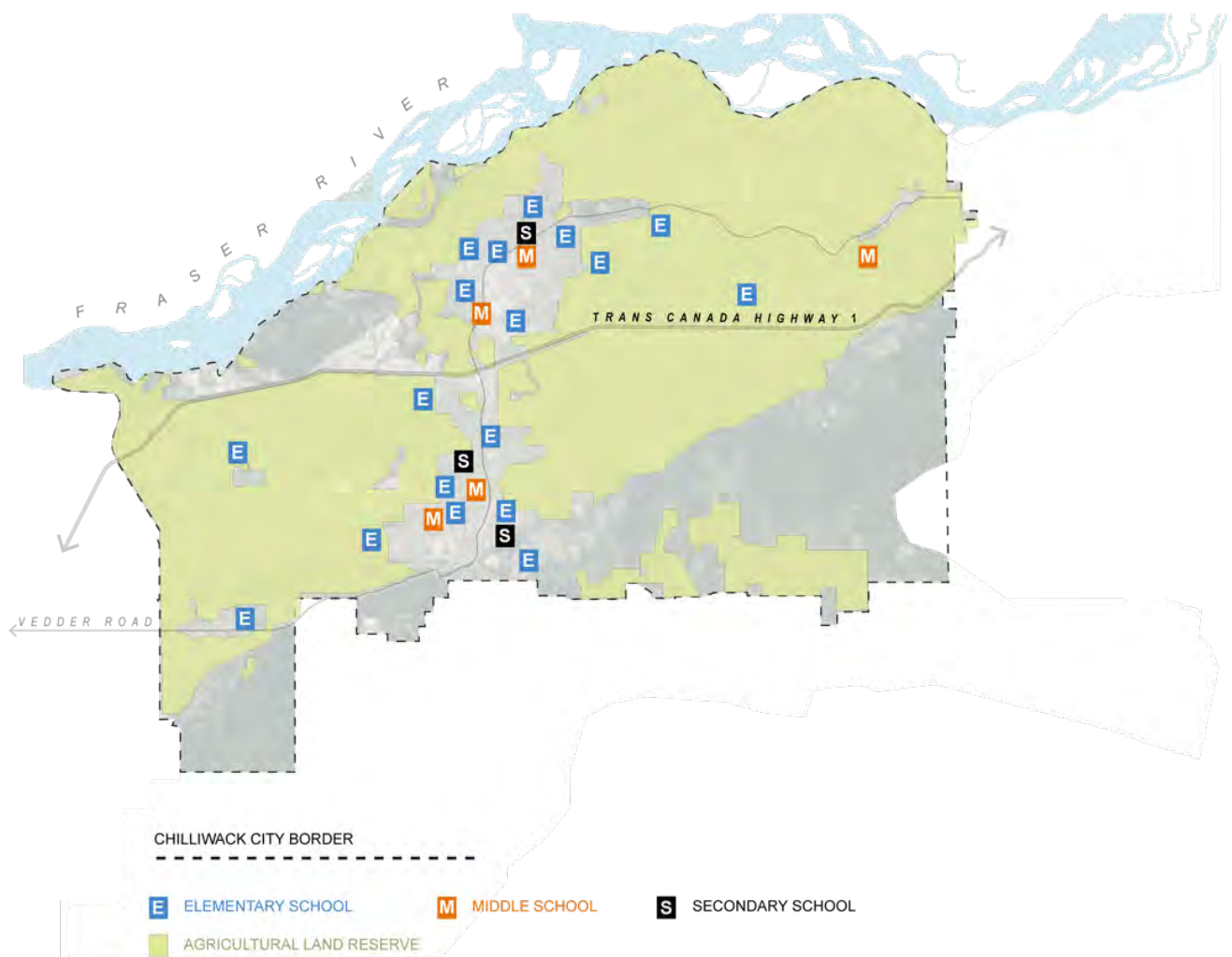
*Aerial overview of SD33 boundary and district topography and use.*



Factors that heavily influence the availability of suitable land in Chilliwack include:

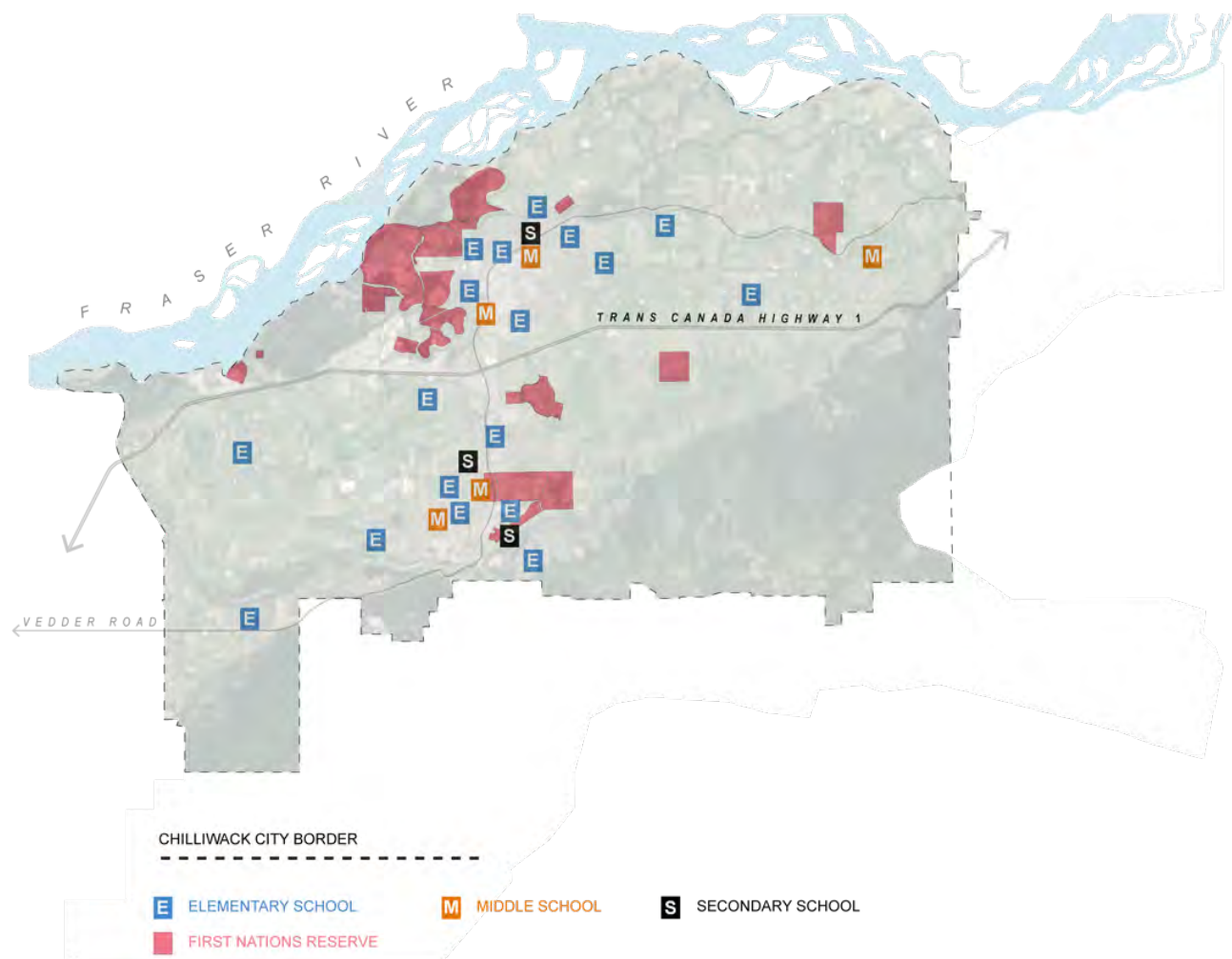
**Agricultural Land Reserve (ALR):** This is a provincial zone in which agriculture is recognized as the priority use, which means farming is encouraged and non-agricultural uses are restricted.

- Several existing SD33 school sites are designated as ALR land, prohibiting any future development, additions, and in some cases even the placement of portables;
- As the majority of land within the SD33 boundaries is designated as ALR, it has become increasingly rare to find suitable new school sites;
- ALR spans diagonally from NE corner to SW corner (see attached map); and
- Further information on the ALR and its effect on SD33 existing and future school sites can be found in the Appendix.



*Overview of SD33 boundary with all existing schools and ALR land designation.*

**Land owned by local First Nations:** A large portion of the buildable land that is not in the floodplain and not part of the ALR, is owner by local First Nations. The School District has built up a strong collaborative bond with the local First Nations over the years and is currently exploring the potential of signing long-term (99-year) leases to develop schools on First Nations land.



*Overview of SD33 boundary with local First Nations Communities indicated*

**Mountain ranges at South:** Steep mountains make up the South border of the District. These mountains are not suitable for any construction.

**City connections:** The city services (sewer, water, storm) are concentrated in the urban areas. When (re-) developing any sites outside of these urban cores, the School District will often be required to:

- Pay for service connections that are far away; or
- Allow for on-site solutions such as on-site storm water detention

These requirements will be outlined in PDRs for new sites or re-developments of existing sites, and may be more costly than what would typically be seen in other jurisdictions.



*Photo: Courtesy of Chilliwack Tourism*



*Photo: Courtesy of SD33*

## Summary

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In order to facilitate successful future site development for the School District, the following should be considered when designing new schools and undertaking additions and renovations:

- Suitable sites for new schools are almost impossible to find without paying premiums or going through more extreme measures such as expropriation;
- Site development costs will often be high due to floodplain requirements and municipal service connections; and
- SD33 will be looking at the potential to partner with local First Nations for long term leases of land for potential school sites.



## C. Environmental Constraints

### Sustainability, climate change and floodplains

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#### Sustainability

For new schools, additions and renovations, as well as mechanical and building envelope upgrades, the School District typically reviews information on existing systems and explores the opportunities allowed for within the Ministry of Education (MoE) guidelines.

For a number of years, capital projects were expected to target Leadership in Energy and Environmental Design (LEED) Gold certification (or equivalent). In recent years, the focus of the MoE has shifted to emphasize first and foremost Green House Gas (GHG) emission reductions. For a typical Project Definition Report (PDR) for a new school, the options considered, as well as modelled through an energy model, consist of:

- LEED Gold option as the Base Building
- Minimum 50% GHG emission reductions (within a maximum 3% additional construction budget)
- And the third option of an all-electrical building (achieving even higher GHG emission reductions), or a hybrid between any of the options

After careful consideration of the business case presented in the PDR, the MoE will make the final decision if the building will be LEED Gold equivalent, or if further energy and GHG emission reductions will be approved.

For renovation and addition projects, the School District carefully reviews the existing building systems age and energy performance to see if updates would improve the efficiency of the building. Where opportunities present themselves to upgrade the existing systems to a higher efficient system, this is considered and implemented. Systems include heat plants, lighting, building envelope, etc.

#### The impact of climate change

The past year (2021) has shown us what the effects of climate change can be on our educational facilities: this year has brought heat waves, drought, floods, wildfires and snow and ice storms.

The effects of climate change will continue to impact the design and construction of schools into the future.

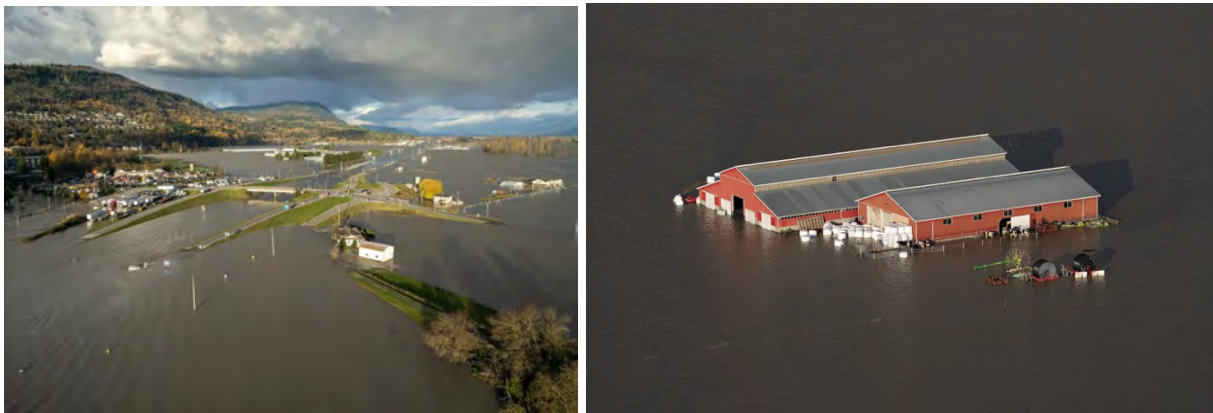
The approaches above have allowed the School District to continue to improve the energy efficiency of both existing and new facilities, increase emission reductions and mitigate the impacts of climate change. The School District will continue to follow the MoE guidelines and initiatives as they change and evolve.

## Floodplain

The Chilliwack School District land borders onto the Fraser River and has multiple rivers within or affecting its boundaries, including the Chilliwack River and the Nooksack River.

In November 2021, an 'Atmospheric River' weather event brought an extraordinary amount of rainfall to the region in a very short time span, causing extensive flooding, cutting the City of Chilliwack off from the Lower Mainland, and damaging agricultural businesses, homes, and critical infrastructure. Flooding was caused by local rivers breaching dykes.

Scientists believe that the changes to our climate will mean that we will see more frequent extreme weather events such as this one. This event has shown how prone the region is to flooding, and why floodplain restrictions are needed.



*News images from the recent November 2021 floods, showing extensive flooding of the highway and surrounding areas, in the Chilliwack and Abbotsford regions.*

Floodplain restrictions are in place for most of the Chilliwack area. In 2004, City of Chilliwack Bylaw 4519 was adopted. This bylaw serves to designate land as Floodplain and make provisions in relation to flood control, flood hazard management and development of land that is subject to flooding or erosion.

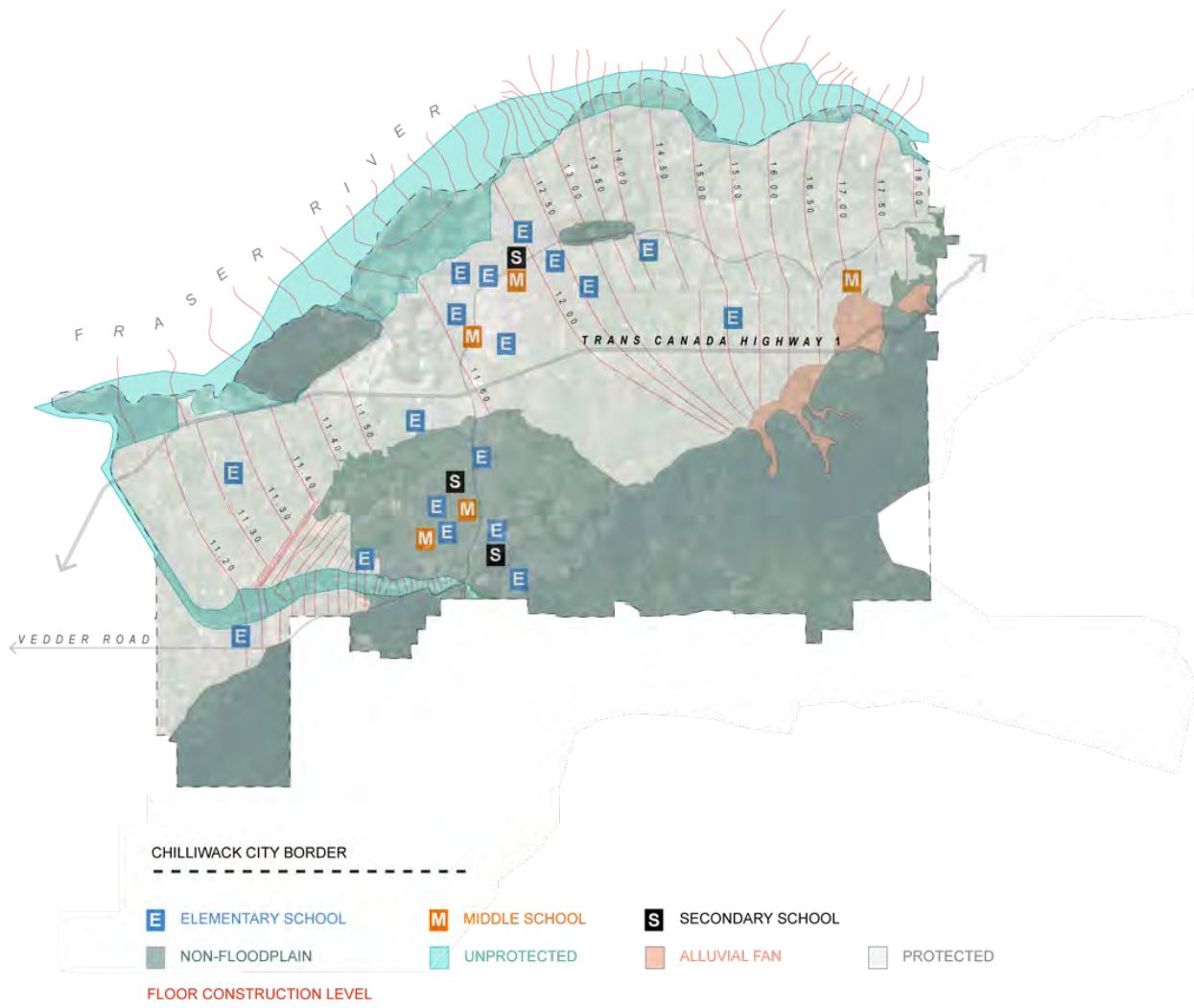
Some of the main items included in this bylaw are:

- Setbacks from bodies of water, where construction is restricted
- Elevation requirements for areas protected by a standard dyke
- Specialized flood Protection Requirements in Yarrow and Greendale
- Specialized flood Protection Requirements North and East of Shefford Slough, South of Cartmell Road and West of Young Road
- Flood Protection Requirements for Areas Not Protected by a Standard Dike
- Flood Protection Requirements on an Alluvial Fan; and
- Flood Protection Requirements in Debris Flow Hazard Areas

In many cases, these restrictions do not outright prohibit construction, but rather dictate the build-up of sites for new development and/or a minimum elevation above floodplain levels for habitable spaces. Exemptions are included for agricultural and industrial uses.

See the map below for floodplain land designations within the School District:

- Unprotected floodplain at north end of the District at the Fraser River
- Mountain ranges to the south are designated as non-floodplain (but also impossible to build on)
- Majority of the District falls into the 'protected' floodplain category where minimum floodplain construction levels must be met. For many existing school sites, the floodplain construction levels are 1-2+ metres higher than the current grades, requiring significant site build-up and other architectural solutions to connect main floor levels to the surrounding site



Overview of SD33 boundary with floodplain designations and flood construction levels.



Looking at the map, we can see that more than half of the current school sites are affected by these requirements. For new schools, replacement schools and additions to schools that fall within these floodplain areas, there are a few options on how to deal with floodplain requirements:

1. Meet the floodplain clearance requirements by building up the site/land itself: this can mean a site buildup of over 10 feet, with consequences for connections to adjacent roadways, and connections to services.
2. Meet the floodplain clearance requirements by locating non-habitable space on the ground level of the building and locating all habitable space (teaching and staff spaces) on the upper floors: this can mean for example locating storage or parking below a building on the ground level.
3. Ask for dispensation from the floodplain requirements: the City of Chilliwack allows school district projects to be located below floodplain clearance levels, providing the school district clears the City in writing of any responsibilities with regards to flooding.

It should be noted that the risks and benefits for each option may vary considerably by site and project, and that therefore for each unique project the risks and benefits should be investigated.

## Summary

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In order to facilitate successful future site development for the School District, the following should be considered when designing new schools and undertaking additions and renovations:

- For new projects, follow the MoE guidelines with respect to energy efficiency and GHG emission reductions.
- For renovation and addition projects, review opportunities to upgrade the existing systems to a higher efficient system.
- For each new project, carefully study the site and determine if there are floodplain requirements. Do this early, in the PRFS and PDR stages of the project, as related costs as well as risks may be significant.
- For each unique project that is located within the floodplain, the School District should investigate all potential opportunities and weigh the risks and benefits when deciding to meet Flood Clearance Levels or ask for dispensation;
- For sites within the floodplain, site development costs will often be higher than average due to unique floodplain requirements.

## D. Transportation

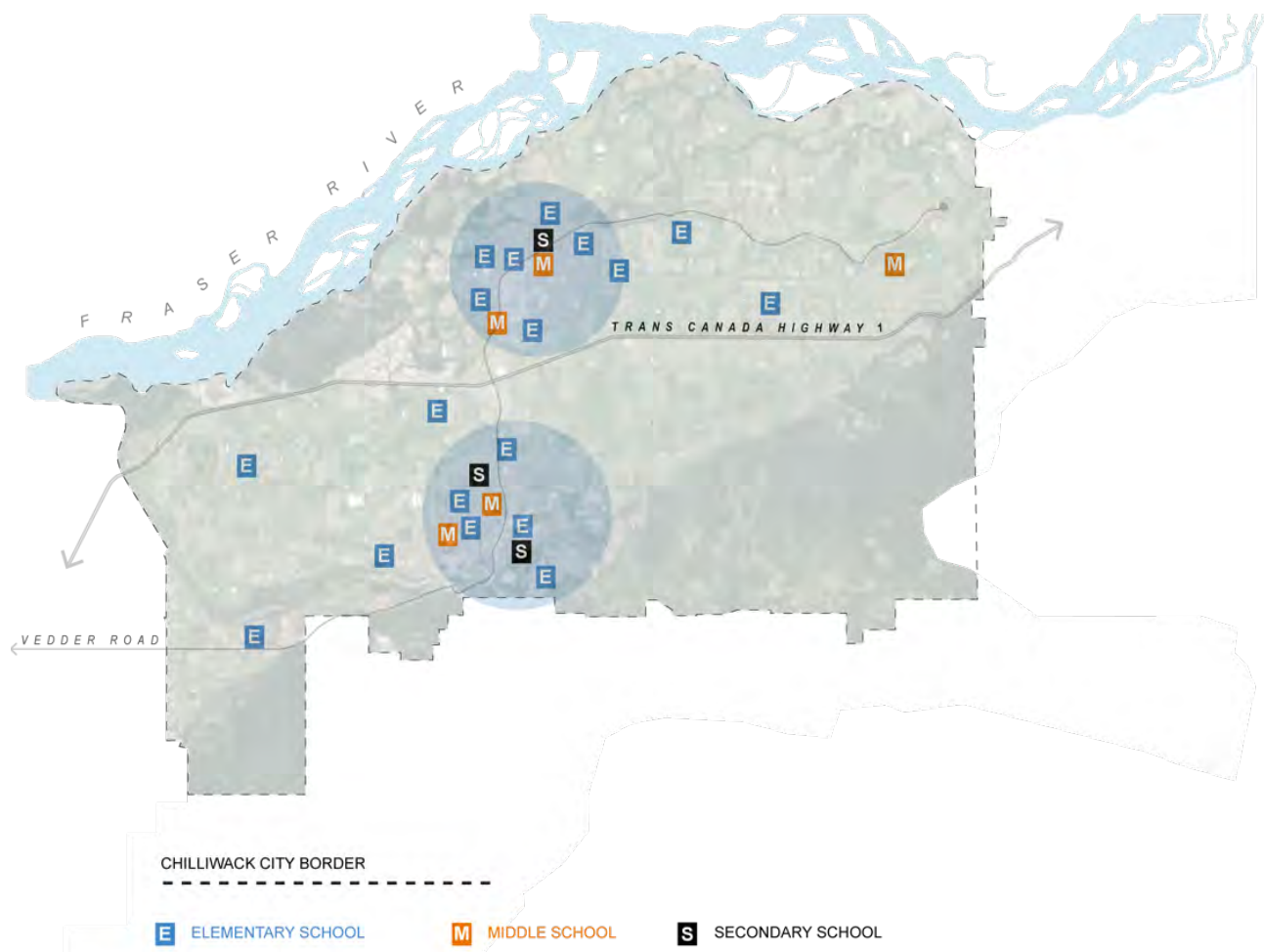
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The challenges of finding suitable land for new schools, combined with the majority of development in the City being clustered around two centres, has had a profound impact on transportation of students within the School District. It has been challenging to provide new schools in the same location as where development and population growth occurs. Instead, the School District has had to rely on seizing opportunities for new sites wherever possible within the City. This has the following impacts:

- SD33 has experienced rising transportation costs due to students residing further away from (catchment) schools;
- Many sites have a much larger number of students on site than the buildings and site were originally designed for: portables are placed to make up the seat shortfall. Having overcrowded sites leads to traffic congestions getting in and out of the sites;
- School sites are clustered in a relatively small geographical area. They rely on the same arterial streets, adding to general congestion throughout the City at start and end times of the school day;
- School sites require large areas for bus drop off and pick up as well as large parking areas, as most transportation within the city happens by means of vehicles; and
- Schools located in proximity to arterial streets and areas of traffic congestion may be more prone to student safety concerns while walking or cycling to school, noise pollution and air pollution.



Photo: Courtesy of SD33



*SD33 boundary with existing school locations, showing the clustering of sites within the two town centres.*

## Summary

- Where sites cannot be provided in the strategically required locations, this will result in increase of vehicular traffic as well as bussing to the site (and in turn in increased cost);
- New sites and re-developed sites will typically require a relatively large area for bus pick up and drop off, which may be at the expense of outdoor play and learning areas; and
- With new sites and expansions on existing sites within the existing core locations, traffic congestion will continue to increase.



## E. Technology + Innovative Programs

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The School District has been a strong leader in implementing Innovative Programs and Technology in its facilities. It offers a wide variety of innovative programs, including:

- Integrated Arts and Technology (IAT) K-12 program: This is a choice stream offered at three sites;
- Early and Late French Immersion;
- Career Programs: Programs designed to provide opportunities for students to explore their individual talents, skills and interests, connect these attributes to their career/transition plan, and apply what they have learned in a hands-on, professional learning environment. Career programs include: ITA Youth trades program, and the Work experience program;
- BAA courses: Board/Authority Authorized Courses are offered by schools to respond to the local needs of the schools and their communities while providing choice and flexibility for students. BAA courses are authorized by Boards/Authorities according to requirements set by the Ministry of Education. BAA courses include: Culinary Arts Leadership program, Trades & Technology (Automotive, Welding, Electrical, etc), sessions in Applied Psychology, Music Composition, Sustainable Vegetable production, and Business Education classes; and
- Distributed Learning, including Hybrid classes.



Photos: Courtesy of SD33



The use of technology permeates everything we do, from how we interact socially to how we learn. When we think about our facilities, we consider technology beyond the use of computers or devices. Thinking about technology and how it will change how we look at learning in the near and distant future will help us design flexible and resilient facilities that can stand the test of time.

Similarly, designing flexible, multi-use facilities will allow new programs to find a home, from spaces to build robots, to spaces to take trade training courses, or learn new skills. These spaces need to easily convert or adapt, have ample power supply, and have durable surfaces. Sometimes these specialty learning spaces can be augmented by providing covered outdoor spaces, which during COVID-19 have proven extremely valuable as they allow outdoor education with good ventilation.



## Summary

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In order to continue to implement Technology and Innovative Programs, the following should be considered when designing new schools and undertaking additions and renovations:

- Update existing facilities with the latest technology infrastructure;
- Provide covered outdoor spaces for learning where possible;
- Provide flexible, adaptable, multi-use spaces for innovative (trade) programs;
- Provide modern technologies for flexible and multi-functioning spaces, and design spaces that can change when the technology changes
  - Moveable walls, writeable walls etc.
  - Flexible teaching and projection walls
  - High density of Wireless Access Points (WAPs); and
- Using new construction technologies to create inspirational learning spaces, and build new spaces that can teach students about construction, physics, and arts by using the building as a teaching tool:
  - Use of innovative mass timber products such as Cross-laminated Timber (CLT)
  - Incorporate highly visible sustainable initiatives such as photovoltaics, raingardens, and energy dashboards.

## F. Collaboration + Community

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Collaboration is an integral part of the SD33 District, it happens everywhere on many levels, and this is reflected in the School District's Vision and Motto:

### Vision

Syós:ys lets'e th'ále, lets'emó:t

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

### Motto

*Partners in Learning: Students, parents/guardians/caregivers, staff, First Nations, community members and organizations are important members of our education community and partners in learning with the Board of Education. Together we strive to create a culture of mutual respect that supports engagement and collaboration to achieve the shared goals outlined in our District Strategic Plan. Collectively, we aim to meet the present needs of our students and our community, while remaining flexible to anticipate and respond well to future priorities.*

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The Vision and Motto speak to both collaboration within the District, as well as partnerships with the community.

SD33 currently enjoys close relationships with many community partners and organizations, some of which co-locate in the School District's facilities. These partnerships ensure that resources are shared, and facilities and sites are being used to their maximum potential.

The District wants to ensure that they are providing positive pathways for students through these partnerships, while adhering to the conditions about co-locating organizations within schools as established by the Ministry. The Ministry makes clear that these co-location arrangements can only be supported if there is surplus space. This means that as some schools reach and exceed capacity, it may become necessary to recapture space that is leased out or otherwise shared with community agencies.



## Inclusive and Equitable Spaces

Another important part of Collaboration + Community is to create inclusive and equitable spaces for all those that come to teach, learn and visit the School District's facilities.

The School District emphasizes this goal through its core values of: Equity, Kindness, Inclusion, Collaboration, and Innovation.

To promote Equity and Inclusion, we have prioritized gender-neutral washroom options in our facility planning. These inclusive washrooms provide benefits for students & staff; for both physical and social-emotional health. By utilizing this building design, these spaces are not only more open, inclusive, and easier to supervise; they affirm individuals' genders, assists in "de-binarizing" our schools, and celebrate diversity. Providing non-stigmatized options helps to establish a culture and the conditions that meets the needs of everyone.

**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.

*Image: Courtesy of SD33*

## ● **Neighborhood Learning Centres (NLC)**

SD33 Community Partnerships include but are not limited to:

- Big Brothers Big Sisters of the Fraser Valley
- Chilliwack Community Services
- Chilliwack Healthier Communities
- Chilliwack Youth Health Centre
- Fraser Valley Aboriginal Children and Family Services Society
- Ministry of Children and Family Development
- Pacific Community Resources Society
- Rosedale Traditional Community School Society
- United Way
- Yarrow Community School Society
- YMCA
- Chilliwack Bowls of Hope
- RCMP
- Private preschool programs

Ministry supported programs are not subject to the same requirement as they fall within the broader responsibilities of the District. Therefore, Strong Start BC and Ready Set Learn, are co-located on several campuses, and would continue on those campuses.

## ● **Child Care – Before/After School Care and Preschool**

SD33 is the largest provider of childcare space in the City of Chilliwack. It would like to expand the space available for childcare but is restricted by its lack of surplus space. Childcare is currently located in the following locations:

- Cultus Lake Day Care – Cultus Lake Community School
- Country Kids Childcare Center – Rosedale Traditional Community School
- Central Elementary Community School
  - Central Gateway Preschool
  - Central Sockeye Preschool
- Promontory Heights Elementary Community School Association
  - Panther Pen Before and After School Care
  - Hummingbird Child Care Center Before and After School Care
- Yarrow Community School
  - Puddle Jumpers Daycare
  - Jelly Beans Preschool
  - The Dog House After School Care
- Little Mountain Childcare Center – Before and After School Care @ McCammon Elementary
- Little Valley 123 Childcare Center – After School Care @ Evans Elementary & Preschool @ Little Mountain Elementary
- YMCA
  - North Side Preschool – Bernard Elementary
  - Kids Club – Little Mountain Elementary & Leary Integrated Arts & Technology Elementary

## ● Community Schools

Our community schools offer several programs for both youth and adults within their school community. Rental spaces are available within the schools, such as multi-purpose rooms, classrooms, and meeting rooms. The community schools house a variety of preschools, daycares, and before & after school care. Community Schools and Programs include:

- Central Community School
  - Downtown Family Place
  - Chilliwack Learning Community Society
  - Sto:lo Nation and Aboriginal Children and Youth Mental Health
  - Early Learning Hub
  - Seamless Day Pilot
- Cultus Lake Community School
  - Adult and Senior Programs
    - Variety of sports programs
  - Spring Break Camp
  - Dance Classes
  - Home Alone Course
- Greendale Community School
  - Family Game Nights
  - Dance Classes
  - Soccer programs
  - Karate
  - Science Classes
- Promontory Community School
  - Private Piano lessons (all ages)
  - Meeting Spaces
  - Dance Classes (all ages)
  - Youth Programs
    - Spring Break Camps
    - Art Classes
    - Cooking Classes
  - Adult Programs
    - Pickle Ball
    - Zumba Classes
    - Yoga Classes
- Rosedale Traditional Community School
  - Youth Programs
    - Drop-In Sports
    - Floor Hockey
    - Cooking Classes
    - Science Classes
  - Adult Programs
    - Tai Chi
    - Yoga
    - Woman's Self Defense Classes
- Yarrow Community School
  - Babysitters Course
  - Fall Tots Soccer League
  - Adults Floor Hockey
  - Kids Floor Hockey
  - Adult Fitness Classes
  - Pickle Ball
  - Kids Community Choir
  - Sew Fun – Sewing classes





## Rentals

The School District makes available our sites to the community for after hours rentals. For rental sites, clients can typically book the gyms, however depending on the site, changerooms, libraries, multi-purpose rooms and the parking lots may also be rented. The school will send in their unavailable dates at the beginning of June. Some of the regular renters include Girl Guides/ Scouts Canada, Illusions Gymnastics, Zumba classes, Karate, Chilliwack FC, TransCanada Basketball, and multiple churches. The City of Chilliwack books out all our field use.

Rental Sites (not including community schools):

- A.D Rundle
- Bernard Elementary
- Chilliwack Middle
- Chilliwack Secondary
- GW Graham
- Little Mountain Elementary
- McCammon Elementary
- Mount Slesse Middle
- Sardis Elementary
- Sardis Secondary
- Strathcona Elementary
- Unsworth Elementary
- Vedder Elementary
- Vedder Middle
- Watson Elementary

## Summary

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In order to facilitate successful collaborations, both within the schools, as well as with the broader community, the following should be considered when designing new schools and undertaking additions and renovations:

- Provide inclusive and equitable spaces, including universally accessible facilities as well as sites, including the implementation of Sexual Orientation and Gender Identity (SOGI) principles such as non-gendered washroom facilities;
- Carefully consider the use of Neighbourhood Learning Centre (NLC) space;
- Further enhance the relationship with community partner agencies and families;
- Continue the strong relationship with the City with regards to shared use of facilities and sites;
- Continue to strengthen the relationships with the local First Nations, and design spaces that will facilitate teaching with the First People's Principles of Learning in mind;
- Provide a strong continuity of connections between elementary, middle, and high school; and
- A continuation of a cultural shift towards collective responsibility within the District to encourage active participation to facilitate change.



C.

## Recommendations

# Capital Plan Recommendations

The Capital Plan Recommendations for the next 5 years include:

- Acquire land for a minimum of 4 new schools (three elementary and one middle school);
- Construct a minimum of 4 new schools (three elementary and one middle school, each of 500-650 students each);
- Add a minimum of 7 additions to existing schools, ranging in size from 250 students to 400 student additions; and
- Continue to look for available properties adjacent to existing schools for future additions or location of portables.

## Five Year Capital Plan Summary Capital Plan Year: 2022/23

District Priority	Project Title	Total
<b>Seismic Mitigation Program (SEM):</b>		
n/a	no submission	\$ -
<b>Site Acquisitions:</b>		
1	Land Purchase for New South Side Elementary	\$ 12,000,000
2	Land Purchase for New Promontory Middle	\$ 18,000,000
3	Land Purchase for New Promontory Elementary	\$ 12,000,000
4	Land Purchase for New East Side Elementary	\$ 10,000,000
5	Land Purchase for School Expansions	\$ 3,000,000
<b>New Schools:</b>		
4	New East Side Chilliwack Elementary +500 *	\$ 35,000,000
2	New South Side Elementary +500	\$ 35,000,000
3	New Promontory Middle +650	\$ 55,000,000
4	New Promontory Elementary +500	\$ 35,000,000
<b>Additions:</b>		
1	Cheam Elementary Addition +300	\$ 17,500,000
2	Sardis Secondary Addition +400 & Gymnasium *	\$ 33,500,000
3	Vedder Middle School Addition +300	\$ 20,000,000
4	Sardis Elementary Addition +250	\$ 15,000,000
5	Watson Elementary Addition +250	\$ 15,000,000
6	Cultus Lake Elementary Addition +250	\$ 15,000,000
7	AD Rundle Middle School Addition +250	\$ 15,000,000
<b>School Replacement Program (REP):</b>		
n/a	no submission	\$ -

\* Projects in process but not yet approved



## Additional Recommendations

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### Enrolment

- Look at ways to maximize existing sites by adding two storey additions to traditionally one storey schools, or by considering higher density replacement buildings for older and poorly planned facilities;
- Engage in conversations with the local First Nations on long term leases of land for new schools;
- Investigate the way the School District approaches land acquisition; and
- Investigate school site developments on smaller lots: build more vertical schools (3-4 stories or even higher), develop school sites without play fields.

### Land Designation

- Suitable sites for new schools are almost impossible to find without paying premiums or going through more extreme measures such as expropriation;
- Site development costs will often be high due to floodplain requirements and municipal service connections; and
- SD33 will be looking at the potential to partner with local First Nations for long term leases of land for potential school sites.



Photos: Courtesy of SD33

## Environmental Constraints

- For new projects, follow the MoE guidelines with respect to energy efficiency and GHG emission reductions.
- For renovation and addition projects, review opportunities to upgrade the existing systems to a higher efficient system.
- For each new project, carefully study the site and determine if there are floodplain requirements. Do this early, in the PRFS and PDR stages of the project, as related costs as well as risks may be significant.
- For each unique project that is located within the floodplain, the School District should investigate all potential opportunities and weigh the risks and benefits when deciding to meet Flood Clearance Levels or ask for dispensation;
- For sites within the floodplain, site development costs will often be higher than average due to unique floodplain requirements.

## Transportation

- Where sites cannot be provided in the strategically required locations, plan for an increased need for bussing
- Plan for new sites and re-developed sites to typically require a relatively large area for bus pick up and drop off
- Engage traffic consultants for feasibility studies and designs for new sites and redevelopments to plan for the most efficient flow of traffic on- and off-site



Photo: Courtesy of SD33



## Technology + Innovative Programs

- Update existing facilities with the latest technology infrastructure;
- Provide covered outdoor spaces for learning where possible;
- Provide flexible, adaptable, multi-use spaces for innovative (trade) Programs
- Provide modern technologies for flexible and multi-functioning spaces, and design spaces that can change when the technology changes
  - Moveable walls, writeable vertical surfaces etc.
  - Flexible teaching and projection walls
  - High density of Wireless Access Points (WAPs); and
- Use new construction technologies to create inspirational learning spaces, and build new spaces that can teach students about construction, physics, and arts by using the building as a teaching tool:
  - Use of innovative mass timber products such as Cross Laminated Timber (CLT)
  - Incorporate highly visible sustainable initiatives such as photovoltaics, raingardens, and energy dashboards.

## Collaboration + Community

- Provide inclusive and equitable spaces, including universally accessible facilities, including the implementation of Sexual Orientation and Gender identity (SOGI) principles such as non-gendered washroom facilities;
- Carefully consider the use of Neighbourhood Learning centre (NLC) space;
- Further enhance the relationship with community partner agencies and families;
- Continue the strong relationship with the City with regards to shared use of facilities and sites;
- Continue to strengthen the relationships with the local First Nations, and design spaces that will facilitate teaching with the First People's Principles of Learning in mind;
- Provide a strong continuity of connections between elementary, middle, and high school; and
- Continue a cultural shift towards collective responsibility within the District to encourage active participation to facilitate change.







D.

## Appendix

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## **Appendix Table of Contents**

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<b>1. Overview of all school sites</b>	<b>Pg. 41</b>
<b>2. ALR background information</b>	<b>Pg. 71</b>
<b>3. District Strategic Plan</b>	<b>Pg. 73</b>

## APPENDIX 1: Overview of School Sites

### Bernard Elementary School



**School Name**

Bernard Elementary School

**School Number**

19

**Website**

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

**Address**

45465 Bernard Ave. Chilliwack, BC, V2P 1H6

**Phone Number**

604-795-7840

**Enrolment Sept 2020**

274

**Enrolment Capacity**

364

**2021 Facility Condition Index (FCI)**

0.64

### Building History

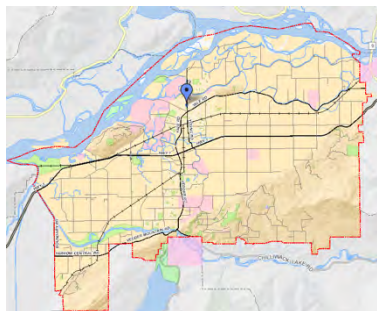
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5	Addition #6	
1957	1961	1967	1971	1976	1992	1999	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
895 m <sup>2</sup>	421 m <sup>2</sup>	476 m <sup>2</sup>	405 m <sup>2</sup>	145 m <sup>2</sup>	603 m <sup>2</sup>	448 m <sup>2</sup>	3,391 m <sup>2</sup>

### Additional Information



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## Central Elementary Community School



### School Name

Central Elementary Community School

### School Number

08

### Website

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

### Address

9435 Young Rd., Chilliwack, BC V2P 4S7

### Phone Number

604-792-8537

### Enrolment Sept 2020

230

### Enrolment Capacity

268

### 2021 Facility Condition Index (FCI)

0.48

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## Building History

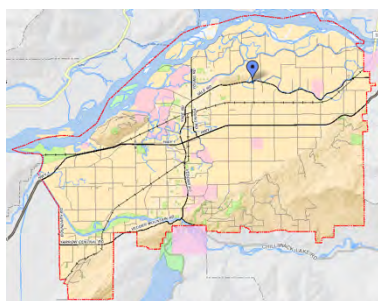
Built	Addition #1	Addition #2	
1929	1961	1976	
Square Meters	Square Meters Added	Square Meters Added	Gross Area
3050 m <sup>2</sup>	517 m <sup>2</sup>	174 m <sup>2</sup>	3,741 m <sup>2</sup>

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## Additional Information

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## Cheam Elementary School



### School Name

Cheam Elementary School

### School Number

13

### Website

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

### Address

9895 Banford Rd. Chilliwack, BC, V2P 6H3

### Phone Number

604-792-1416

### Enrolment Sept 2020

252

### Enrolment Capacity

111

### 2021 Facility Condition Index (FCI)

0.63

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## Building History

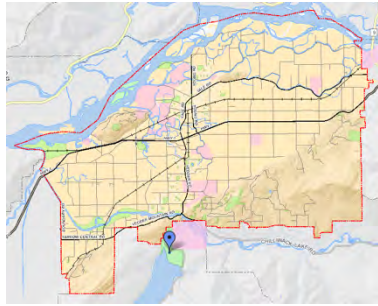
Built	Addition #1	Addition #2	Addition #3	
1952	1963	1971	1980	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
415 m <sup>2</sup>	100 m <sup>2</sup>	403 m <sup>2</sup>	506 m <sup>2</sup>	1,424 m <sup>2</sup>

---

## Additional Information

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## Cultus Lake Community School



### School Name

Cultus Lake Community School

### School Number

09

### Website

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

### Address

71 Sunnyside Ave. Chilliwack, BC, V2R 5B5

### Phone Number

604-858-6266

### Enrolment Sept 2020

181

### Enrolment Capacity

180

### 2021 Facility Condition Index (FCI)

0.51

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## Building History

Built	Addition #1	Addition #2	
1947	1989	1994	
Square Meters	Square Meters Added	Square Meters Added	Gross Area
929 m <sup>2</sup>	933 m <sup>2</sup>	137 m <sup>2</sup>	1,999 m <sup>2</sup>

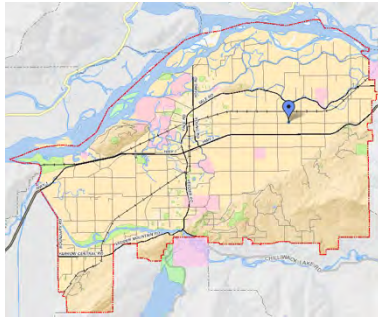
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## Additional Information



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## East Chilliwack Elementary School



### School Name

East Chilliwack Elementary School

### School Number

10

### Website

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

### Address

49190 Chilliwack Central Rd. Chilliwack, BC,  
V2P 6H3

### Phone Number

604-794-7533

### Enrolment Sept 2020

286

### Enrolment Capacity

226

### 2021 Facility Condition Index (FCI)

0.53

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## Building History

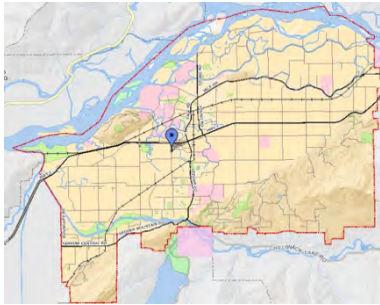
Built	Addition #1	Addition #2	
1981	1994	2001	
Square Meters	Square Meters Added	Square Meters Added	Gross Area
924 m <sup>2</sup>	856 m <sup>2</sup>	622 m <sup>2</sup>	2,402 m <sup>2</sup>

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## Additional Information

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## Evans Elementary School



### School Name

Evans Elementary School

### School Number

39

### Website

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

### Address

7600 Evans Rd. Chilliwack, BC, V2R 1L2

### Phone Number

604-858-1796

### Enrolment Sept 2020

220

### Enrolment Capacity

226

### 2021 Facility Condition Index (FCI)

0.42

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## Building History

### Built

2000

### Square Meters

2,305 m<sup>2</sup>

### Gross Area

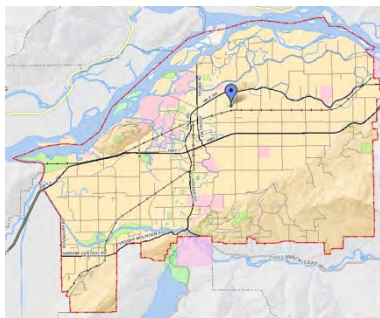
2,305 m<sup>2</sup>

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## Additional Information

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## Leary Integrated Arts & Technology Elementary School



### School Name

Leary Integrated Arts & Technology Elementary School

### School Number

30

### Website

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

### Address

9320 Walden St. Chilliwack, BC, V2P 7Y2

### Phone Number

604-792-1281

### Enrolment Sept 2020

247

### Enrolment Capacity

318

### 2021 Facility Condition Index (FCI)

0.40

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## Building History

Built	Addition #1	Addition #2	Addition #3	Addition #4	
1963	1966	1970	1974	2002	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
499 m <sup>2</sup>	241 m <sup>2</sup>	222 m <sup>2</sup>	471 m <sup>2</sup>	1,598 m <sup>2</sup>	3,031 m <sup>2</sup>

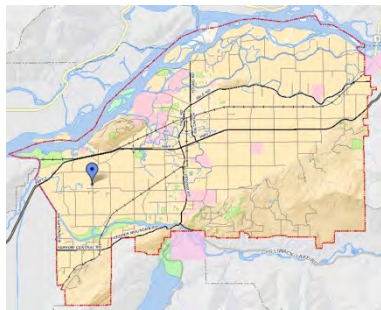
---

## Additional Information



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## Greendale Community Elementary School



**School Name**  
Greendale Community Elementary School

**School Number**  
42

**Website**  
<http://greendale.sd33.bc.ca>

**Address**  
6621 Sumas Prairie Rd. Chilliwack, BC, V2R 4K1

**Phone Number**  
604-823-6738

**Enrolment Sept 2020**  
163

**Enrolment Capacity**  
158

**2021 Facility Condition Index (FCI)**  
0.39

---

## Building History

**Built**  
2002

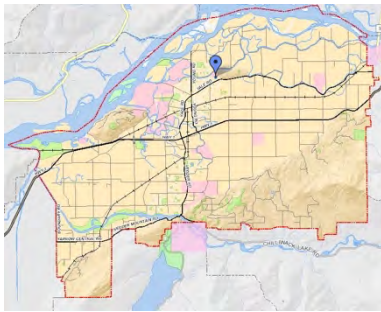
Square Meters	Gross Area
1,248 m <sup>2</sup>	1,248 m <sup>2</sup>

---

## Additional Information

---

## Little Mountain Elementary School

**School Name**

Little Mountain Elementary School

**School Number**

16

**Website**

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

**Address**

9900 Carleton St. Chilliwack, BC, V2P 6E1

**Phone Number**

604-792-0681

**Enrolment Sept 2020**

311

**Enrolment Capacity**

383

**2021 Facility Condition Index (FCI)**

0.53

---

## Building History

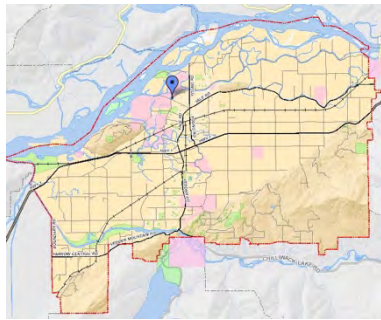
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5
1954	1955	1958	1962	1966	1968
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added
366 m <sup>2</sup>	373 m <sup>2</sup>	424 m <sup>2</sup>	856 m <sup>2</sup>	214 m <sup>2</sup>	446 m <sup>2</sup>
Addition #6	Addition #7	Addition #8	Addition #9		
1970	1972	1974	2000		
Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area	
301 m <sup>2</sup>	9 m <sup>2</sup>	168 m <sup>2</sup>	887 m <sup>2</sup>	4,044 m <sup>2</sup>	

---

## Additional Information

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## McCammon Elementary School



### School Name

McCammon Elementary School

### School Number

28

### Website

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

### Address

9601 Hamilton St. Chilliwack, BC, V2P 3X4

### Phone Number

604-795-7000

### Enrolment Sept 2020

239

### Enrolment Capacity

429

### 2021 Facility Condition Index (FCI)

0.68

---

## Building History

Built	Addition #1	Addition #2	Addition #3	Addition #4	
1962	1964	1964	1992	2001	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
460 m <sup>2</sup>	189 m <sup>2</sup>	750 m <sup>2</sup>	1,412 m <sup>2</sup>	913 m <sup>2</sup>	3,725 m <sup>2</sup>

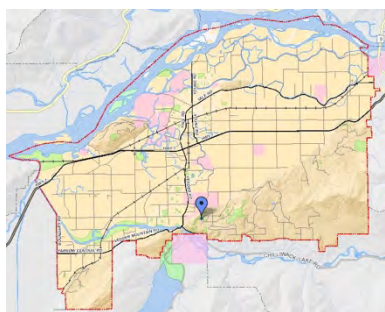
---

## Additional Information



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## Promontory Heights Elementary School



### School Name

Promontory Heights Elementary School

### School Number

40

### Website

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

### Address

46200 Stoneview Dr. Chilliwack, BC, V2R 5W8

### Phone Number

604-824-4885

### Enrolment Sept 2020

590

### Enrolment Capacity

501

### 2021 Facility Condition Index (FCI)

0.39

---

## Building History

### Built

2000

### Square Meters

2,925 m<sup>2</sup>

### Gross Area

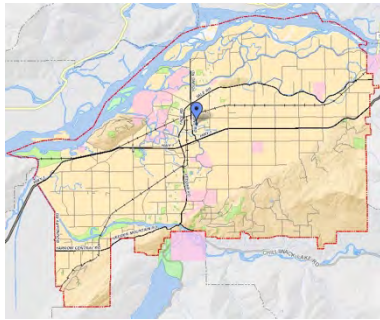
2,925 m<sup>2</sup>

---

## Additional Information

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## Robertson Elementary School



### School Name

Robertson Elementary School

### School Number

24

### Website

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

### Address

46106 Southlands Cres. Chilliwack, BC, V2P 1B1

### Phone Number

604-795-5312

### Enrolment Sept 2020

271

### Enrolment Capacity

268

### 2021 Facility Condition Index (FCI)

0.47

---

## Building History

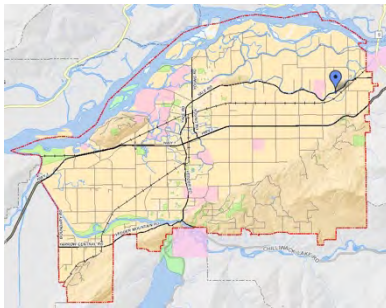
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5	Addition #6	
1961	1963	1970	1971	1972	1982	2002	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
533 m <sup>2</sup>	205 m <sup>2</sup>	472 m <sup>2</sup>	290 m <sup>2</sup>	174 m <sup>2</sup>	202 m <sup>2</sup>	946 m <sup>2</sup>	2,821 m <sup>2</sup>

---

## Additional Information

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## Rosedale Traditional Community School

**School Name**

Rosedale Traditional Community School

**School Number**

23

**Website**

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

**Address**

50850 Yale Rd. Rosedale, BC V0X 1X2

**Phone Number**

604-794-7124

**Enrolment Sept 2020**

498

**Enrolment Capacity**

553

**2021 Facility Condition Index (FCI)**

0.04

---

## Building History

Built	Addition #1	Addition #2	Addition #3	
1905	1948	1963	1969	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
801 m <sup>2</sup>	344 m <sup>2</sup>	497 m <sup>2</sup>	248 m <sup>2</sup>	1,889 m <sup>2</sup>

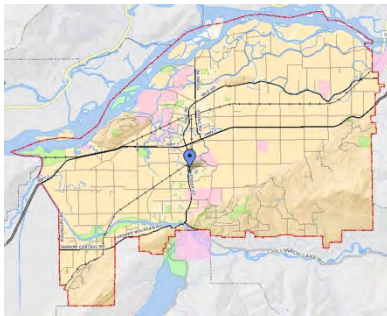
---

## Additional Information



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## Sardis Elementary School



School Name

Sardis Elementary School

School Number

5

Website

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

Address

45775 Manuel Rd. Chilliwack, BC V2R 2E6

Phone Number

604-858-7145

Enrolment Sept 2020

421

Enrolment Capacity

337

2021 Facility Condition Index (FCI)

0.68

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## Building History

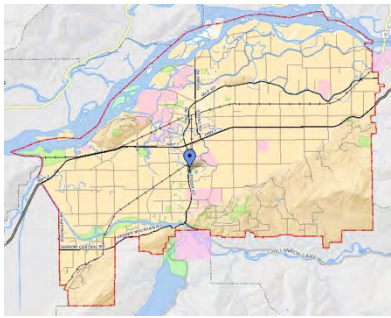
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5
1914	1946	1950	1955	1973	1974
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added
283 m <sup>2</sup>	463 m <sup>2</sup>	308 m <sup>2</sup>	611 m <sup>2</sup>	344 m <sup>2</sup>	366 m <sup>2</sup>
Addition #6	Addition #7	Addition #8			
1978	1993	1993			
Square Meters Added	Square Meters Added	Square Meters Added	Gross Area		
467 m <sup>2</sup>	-1,786 m <sup>2</sup>	1,727 m <sup>2</sup>	2,782 m <sup>2</sup>		

---

## Additional Information

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## Strathcona Elementary School



### School Name

Strathcona Elementary School

### School Number

3

### Website

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

### Address

46375 Strathcona Rd. Chilliwack, BC V2P 3T1

### Phone Number

604-792-9301

### Enrolment Sept 2020

328

### Enrolment Capacity

344

### 2021 Facility Condition Index (FCI)

0.51

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## Building History

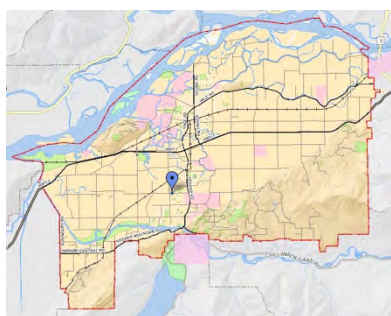
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5	Addition #6	
1909	1961	1970	1971	1973	1974	2000	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
234 m <sup>2</sup>	305 m <sup>2</sup>	281 m <sup>2</sup>	513 m <sup>2</sup>	799 m <sup>2</sup>	607 m <sup>2</sup>	951 m <sup>2</sup>	3,689 m <sup>2</sup>

---

## Additional Information

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## Tyson Elementary School



### School Name

Tyson Elementary School

### School Number

35

### Website

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

### Address

45170 South Sumas Rd. Chilliwack, BC V2R 1W9

### Phone Number

604-858-2111

### Enrolment Sept 2020

220

### Enrolment Capacity

268

### 2021 Facility Condition Index (FCI)

0.52

---

## Building History

### Built

1983

### Addition #1

1988

### Square Meters

1,543 m<sup>2</sup>

### Square Meters Added

805 m<sup>2</sup>

### Gross Area

2,348 m<sup>2</sup>

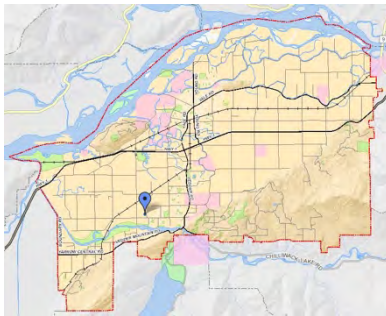
---

## Additional Information



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## Unsworth Elementary School



### School Name

Unsworth Elementary School

### School Number

29

### Website

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

### Address

5685 Unsworth Rd. Chilliwack, BC V2R 4B6

### Phone Number

604-858-4510

### Enrolment Sept 2020

425

### Enrolment Capacity

383

### 2021 Facility Condition Index (FCI)

0.45

---

## Building History

### Built

1962

### Addition #1

2000

### Square Meters

3,006 m<sup>2</sup>

### Square Meters Added

1,045 m<sup>2</sup>

### Gross Area

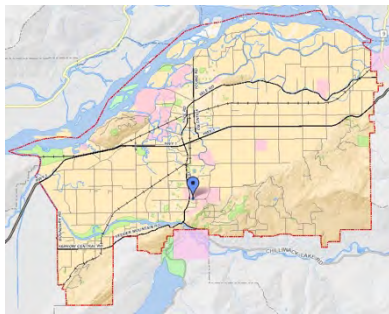
4,051 m<sup>2</sup>

---

## Additional Information

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## Vedder Elementary School



### School Name

Vedder Elementary School

### School Number

11

### Website

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

### Address

45850 Promontory Rd. Chilliwack, BC V2R 5Z5

### Phone Number

604-858-4759

### Enrolment Sept 2020

374

### Enrolment Capacity

360

### 2021 Facility Condition Index (FCI)

0.43

---

## Building History

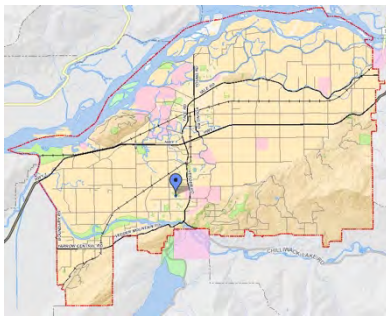
Built	Addition #1	Addition #2	Addition #3	
1949	1972	1992	1992	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
1,156 m <sup>2</sup>	241 m <sup>2</sup>	3,333 m <sup>2</sup>	-1,397 m <sup>2</sup>	3,333 m <sup>2</sup>

---

## Additional Information

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## Watson Elementary School



### School Name

Watson Elementary School

### School Number

17

### Website

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

### Address

45305 Watson Rd. Chilliwack, BC V2R 2H5

### Phone Number

604-858-9477

### Enrolment Sept 2020

424

### Enrolment Capacity

452

### 2021 Facility Condition Index (FCI)

0.52

---

## Building History

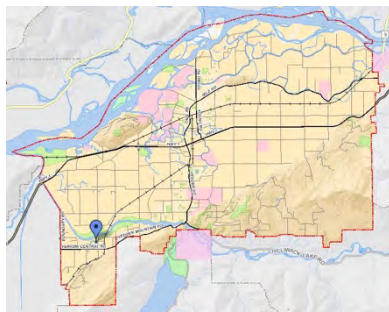
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5	Addition #6	
1955	1959	1962	1970	1972	1973	1974	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
827 m <sup>2</sup>	953 m <sup>2</sup>	371 m <sup>2</sup>	220 m <sup>2</sup>	444 m <sup>2</sup>	352 m <sup>2</sup>	116 m <sup>2</sup>	3,282 m <sup>2</sup>

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## Additional Information

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## Yarrow Community School



### School Name

Yarrow Community School

### School Number

15

### Website

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

### Address

4595 Wilson Rd. Chilliwack, BC V2R 5B9

### Phone Number

604-823-4408

### Enrolment Sept 2020

276

### Enrolment Capacity

348

### 2021 Facility Condition Index (FCI)

0.04

---

## Building History

### Built

1953

### Square Meters

3,277 m<sup>2</sup>

### Gross Area

3,277 m<sup>2</sup>

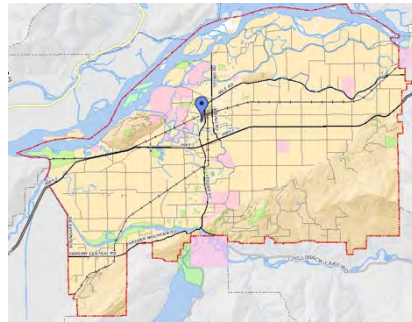
---

## Additional Information



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## AD Rundle Middle School



### School Name

AD Rundle Middle School

### School Number

33

### Website

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

### Address

45660 Hocking Ave. Chilliwack, BC V2P 1B3

### Phone Number

604-792-4257

### Enrolment Sept 2020

453

### Enrolment Capacity

450

### 2021 Facility Condition Index (FCI)

0.60

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## Building History

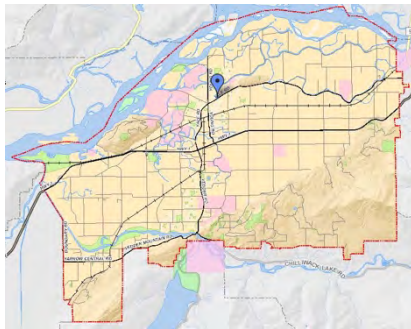
Built	Addition #1	Addition #2	Addition #3	
1964	1970	1992	2001	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
4,129 m <sup>2</sup>	416 m <sup>2</sup>	156 m <sup>2</sup>	904 m <sup>2</sup>	5,604 m <sup>2</sup>

---

## Additional Information

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## Chilliwack Middle School



### School Name

Chilliwack Middle School

### School Number

4

### Website

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

### Address

46354 Yale Rd. Chilliwack, BC V2P 2R1

### Phone Number

604-795-5781

### Enrolment Sept 2020

652

### Enrolment Capacity

525

### 2021 Facility Condition Index (FCI)

0.62

---

## Building History

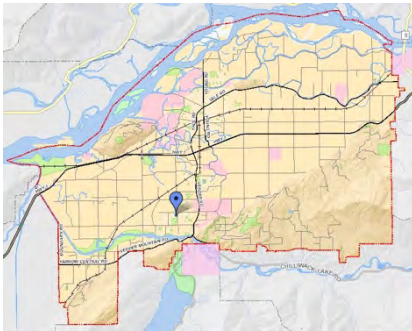
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5	Addition #6	
1912	1948	1959	1963	1974	1975	1996	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
2,485 m <sup>2</sup>	542 m <sup>2</sup>	1,229 m <sup>2</sup>	1,250 m <sup>2</sup>	574 m <sup>2</sup>	883 m <sup>2</sup>	298 m <sup>2</sup>	7,262 m <sup>2</sup>

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## Additional Information

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## Mt. Slesse Middle School



### School Name

Mount Slesse Middle School

### School Number

38

### Website

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

### Address

5871 Tyson Rd. Chilliwack, BC V2R 3R6

### Phone Number

604-824-7481

### Enrolment Sept 2020

965

### Enrolment Capacity

650

### 2021 Facility Condition Index (FCI)

0.65

---

## Building History

### Built

1996

### Square Meters

7,709 m<sup>2</sup>

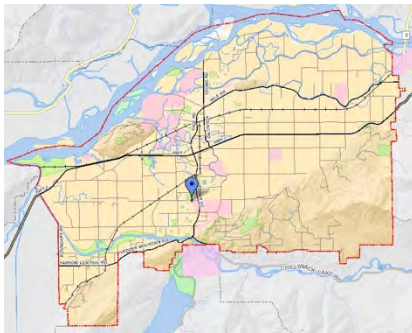
### Gross Area

7,709 m<sup>2</sup>

---

## Additional Information

## Vedder Middle School



**School Name**

Vedder Middle School

**School Number**

34

**Website**

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

**Address**

45560 South Sumas Rd. Chilliwack, BC V2R 1S3

**Phone Number**

604-858-7141

**Enrolment Sept 2020**

931

**Enrolment Capacity**

600

**2021 Facility Condition Index (FCI)**

0.71

## Building History

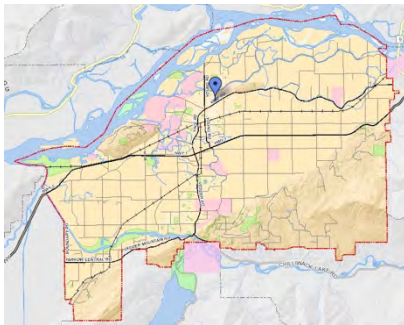
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5	Addition #6	Addition #7	
1973	1973	1974	1974	1975	1978	1994	1997	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
3,714 m <sup>2</sup>	1,524 m <sup>2</sup>	473 m <sup>2</sup>	136 m <sup>2</sup>	524 m <sup>2</sup>	286 m <sup>2</sup>	-742 m <sup>2</sup>	1995 m <sup>2</sup>	7,910 m <sup>2</sup>

## Additional Information



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## Chilliwack Secondary School



### School Name

Chilliwack Secondary School

### School Number

12

### Website

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

### Address

46363 Yale Rd. Chilliwack, BC V2P 6P8

### Phone Number

604-795-7295

### Enrolment Sept 2020

1506

### Enrolment Capacity

1200

### 2021 Facility Condition Index (FCI)

0.03

---

## Building History

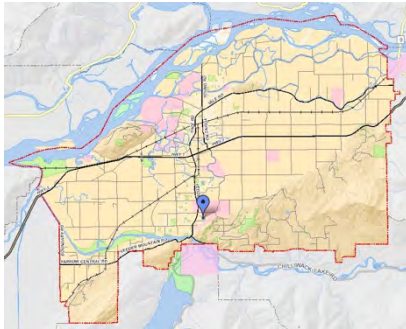
Built	Addition #1	Addition #2	Addition #3	Addition #4	Addition #5	
1950	1950	1969	1970	1970	1976	
Square Meters	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Square Meters Added	Gross Area
7,539 m <sup>2</sup>	1,550 m <sup>2</sup>	780 m <sup>2</sup>	430 m <sup>2</sup>	284 m <sup>2</sup>	1,199 m <sup>2</sup>	11,782 m <sup>2</sup>

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## Additional Information

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## GW Graham Secondary School



### School Name

GW Graham Secondary School

### School Number

44

### Website

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

### Address

45955 Thomas Rd. Chilliwack, BC V2R 0B5

### Phone Number

604-847-0772

### Enrolment Sept 2020

1243

### Enrolment Capacity

900

### 2021 Facility Condition Index (FCI)

0.31

---

## Building History

### Built

2006

### Square Meters

9,580 m<sup>2</sup>

### Gross Area

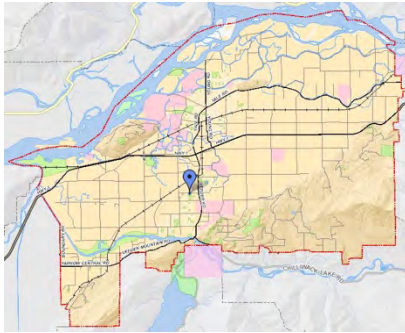
9,580 m<sup>2</sup>

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## Additional Information

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## Sardis Secondary School



### School Name

Sardis Secondary School

### School Number

18

### Website

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

### Address

45460 Stevenson Rd. Chilliwack, BC V2R 2Z6

### Phone Number

604-858-9424

### Enrolment Sept 2020

1299

### Enrolment Capacity

1200

### 2021 Facility Condition Index (FCI)

0.64

---

## Building History

### Built

1995

### Addition #1

2002

### Square Meters

12,435 m<sup>2</sup>

### Square Meters Added

1,113 m<sup>2</sup>

### Square Meters Added

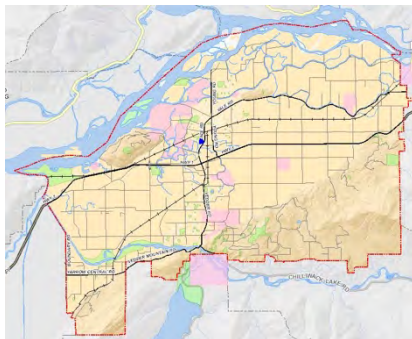
13,548 m<sup>2</sup>

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## Additional Information

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## Imagine High Integrated Arts and Technology Secondary School



### School Name

Imagine High Integrated Arts and Technology School

### School Number

45

### Website

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

### Address

45669 Yale Rd. Chilliwack, BC V2P 2N1

### Phone Number

604-703-1728

### Enrolment Sept 2020

Opens September 2021

### Enrolment Capacity

600

---

## Building History

### Built

2021

### Square Meters

7,233 m<sup>2</sup>

### Gross Area

XXX

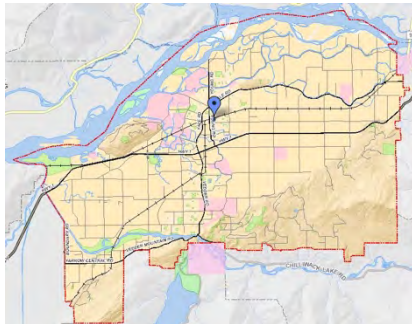
---

## Additional Information



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## Kwíyeqel Secondary School



School Name

Kwíyeqel Secondary School

School Number

56

Website

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

Address

8855 Elm Dr. Chilliwack, BC V2P 4Y8

Phone Number

604-792-9277

Enrolment Sept 2020

214+ 58?

Enrolment Capacity

2021 Facility Condition Index (FCI)

0.46

---

## Building History

Built

1957

Addition #1

YYYY

Addition #2

YYYY

Square Meters

885 m<sup>2</sup>

Square Meters Added

XXX

Square Meters Added

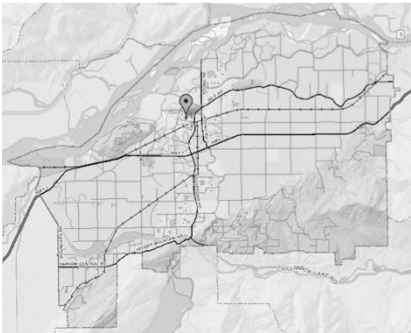
XXX

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## Additional Information

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# Kwíyeqel Secondary School – Alternate Location



School Name

School Number

Website

Address  
7700 Prest Rd. Chilliwack, BC V4Z 1C5

Phone Number

Enrolment Sept 2020

Enrolment Capacity

---

## Building History

Built	Addition #1	Addition #2
1957	YYYY	YYYY
Square Meters	Square Meters Added	Square Meters Added
316 m <sup>2</sup>	XXX	XXX

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## Additional Information

## APPENDIX 2: ALR background information

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*BC's Land Commission Act* was introduced on April 18, 1973 to protect BC's prime agricultural land from being lost to urban and other uses (Provincial Agricultural Land Commission, n.d.)

The primary objective of the Land Commission Act is to preserve agricultural land and encourage establishment and maintenance of farms through the Agricultural Land Reserve (Provincial Agricultural Land Commission, n.d.).

ALR land designation is a provincial zone which agriculture is recognize as the priority use. Farming is encouraged and non-agricultural uses are restricted (Provincial Agricultural Land Commission, n.d.)

Chilliwack school district is currently experiencing an enrollment growth at a rate of approximately one new elementary school per year. The school district is also experiencing the highest number of portables per student than any other school district in BC. Due to this, more students are learning in portables rather than inside the main school building adding to the strong need for an increase in facility space.

Due to Chilliwack's landscape being composed of 67% ALR, there is a challenge to acquire new properties for new school builds as the ALC will not approve extraction of land from the ALR for any use other than for farmland.

Before the creation of the ALR, there were already several schools in the Chilliwack School District that have been existing and operating for many years before the ALR was established. For any additions to existing schools on ALR parcels, the school district must apply to the Agricultural Land Commission (ALC) to permit non-farm use on the ALR parcel(s).

Of the schools in the school district, 7 schools are on ALR parcels:

- Greendale Elementary School
- Unsworth Elementary School
- Evans Public School
- F.G. Lear Fine Arts Elementary School
- Cheam Elementary School
- East Chilliwack Elementary School
- Rosedale Traditional Community School (Middle School)

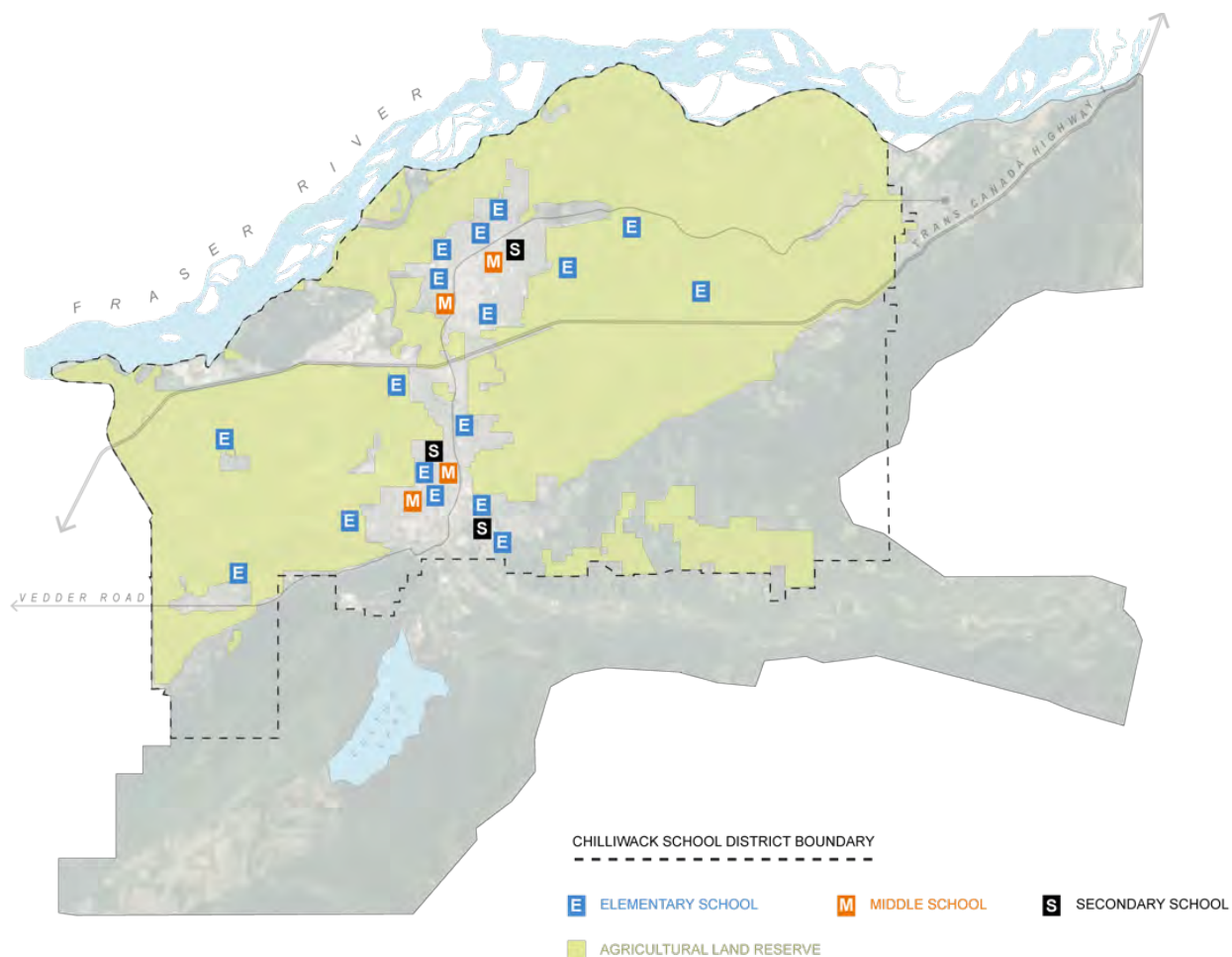
Three years ago, the school district has engaged OTG Developments to achieve land use exemptions for existing schools on ALR parcels. OTG has been successful on achieving parcel exemptions for (partial parcels) on 5 school sites:

- Greendale Elementary
- Unsworth Elementary
- Cheam Elementary
- East Chilliwack Elementary
- Rosedale Traditional Community School

In addition, OTG has been successful in gaining partial exemptions for three further sites that are no longer in use as school sites. These include:

- 10125 McGrath Road – Former Rosedale Traditional School
- 49520 Prairie Centrale Road – Former Distance Education Site
- 7780 Prest Road – Former Chance Elementary

Moving forward, the School District will continue to achieve the maximum exemptions possible on its existing sites.





## **APPENDIX 3: District Strategic Plan**

2021-2025

Chilliwack Board of Education

# Strategic Plan

**Syós:ys lets'e  
th'ále, lets'emó:t**

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



**Chilliwack  
School District**

[sd33.bc.ca](http://sd33.bc.ca)



# Message from the Chilliwack Board of Education

The Board of Education is pleased to present its revised Strategic Plan to our schools and the community. Despite the pandemic year, the Board ensured extensive consultation with our partner groups, including our students, to make sure all voices were heard and had authentic input into the Strategic Plan. The Board of Education also consulted with its partner groups to revise the District Mission, Vision, and Motto statements. These foundational statements provide direction and support the goals in our Strategic Plan,

and align with the B.C. Education Policy Order and Policy for Student Success.

Four dimensions of practice frame our Strategic Plan. High-Quality Instruction, Data-Driven Decisions, Targeted Interventions, and Collective Responsibility are foundational philosophical underpinnings driving collective practices and processes in the Chilliwack School District. Additionally, our core values of Equity, Kindness, Inclusion, Collaboration, and Innovation create vibrant

working and learning environments where we support each learner to achieve success.

The Board of Education extends our sincere thanks to all those involved in creating this Strategic Plan. The Board will continue to celebrate and nurture strong connections with partner groups and find opportunities for meaningful collaboration as we embark on this renewed journey together. We look forward to reporting out on the progress of the goals in the revised Strategic Plan.







# Our Mission, Vision & Motto

## Our Mission

( District's overall purpose )

We ensure deep learning engages our heart, head and hands to develop competencies vital for the success of all learners.

## Our Vision

( District's aspirations )

**Syós:ys lets'e th'ále, lets'emó:t**

(See EYE yees LETS – a - thala LETS – a - mot)

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

## Our Motto

### Partners in Learning

Students, parents/guardians/caregivers, staff, First Nations, community members and organizations are important members of our education community and partners in learning with the Board of Education. Together we strive to create a culture of mutual respect that supports engagement and collaboration in order to achieve the shared goals outlined in our District Strategic Plan. Collectively, we aim to meet the present needs of our students and our community, while remaining flexible to anticipate and respond to future priorities.







# Our Core 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.

# Our Territory

The Chilliwack School District is located in the heart of the Stó:lō (People of the River) territory. Surrounded by the Ts'elxweyeqw, Pilalt and Sema:th communities, the Sto:lo refer to this as Solh Temexw (our world).

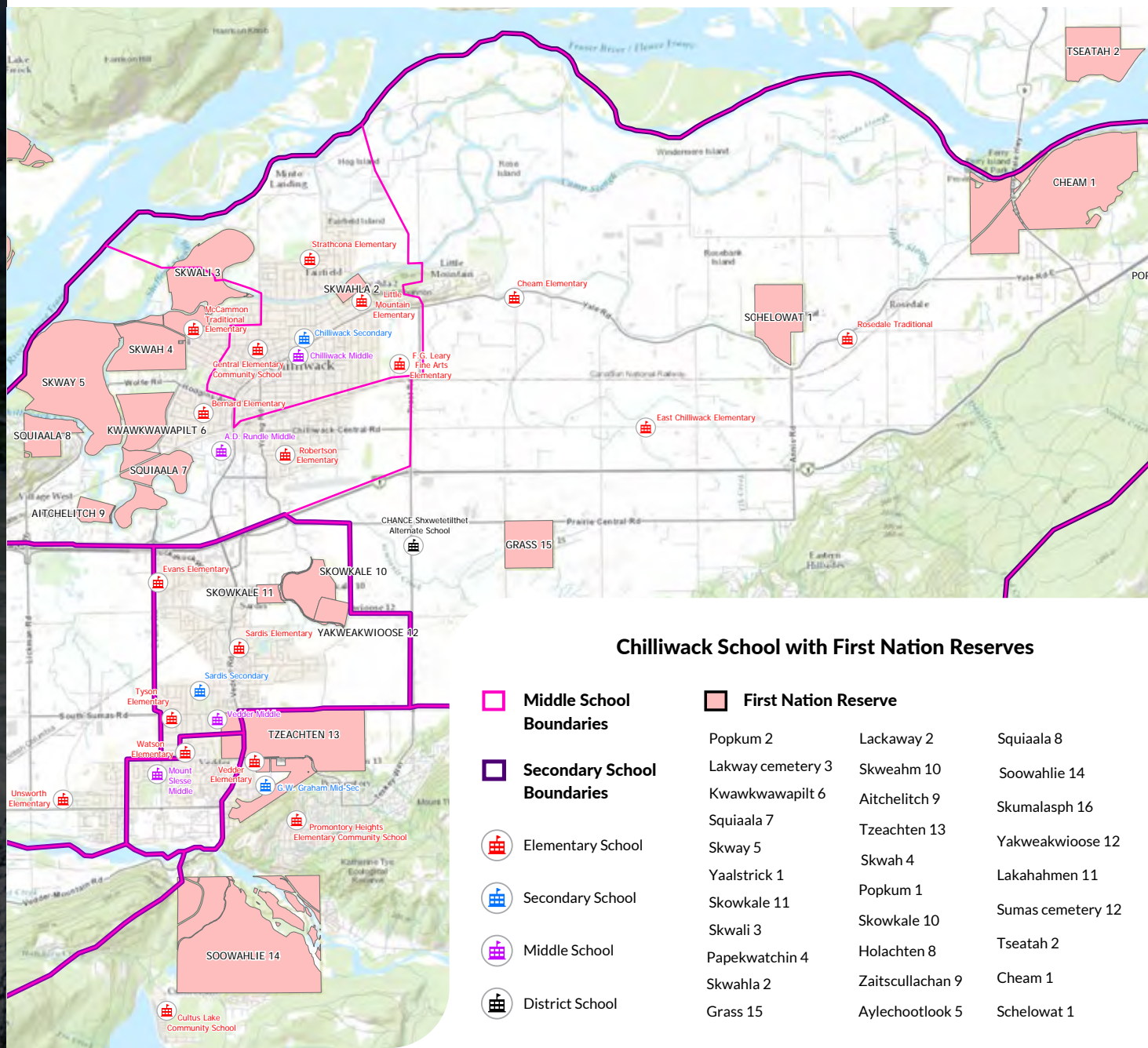
We honour and acknowledge our history, live in the present and look to the future to guide all teaching and learning.

## It is with this vision:

**Syos:ys lets'e th'ale, lets'emo:t**  
(One heart, one mind, working together for a common purpose)

Stó:lō Shxweli elders teach that Halq'eme'ylem language learning will advance knowledge and understanding of Sto:lo history and heritage.

**T'selxweyeqw** is situated in the lower Fraser River watershed. It is a place where the fresh waters meet and flow into the Fraser River. Stó:lō elders share that this is the place where dug-out cedar canoes were “going back upstream” out of the Fraser River. The name Chilliwack is derived from the Halq'eme'ylem word T'selxweyeqw.





# Our History

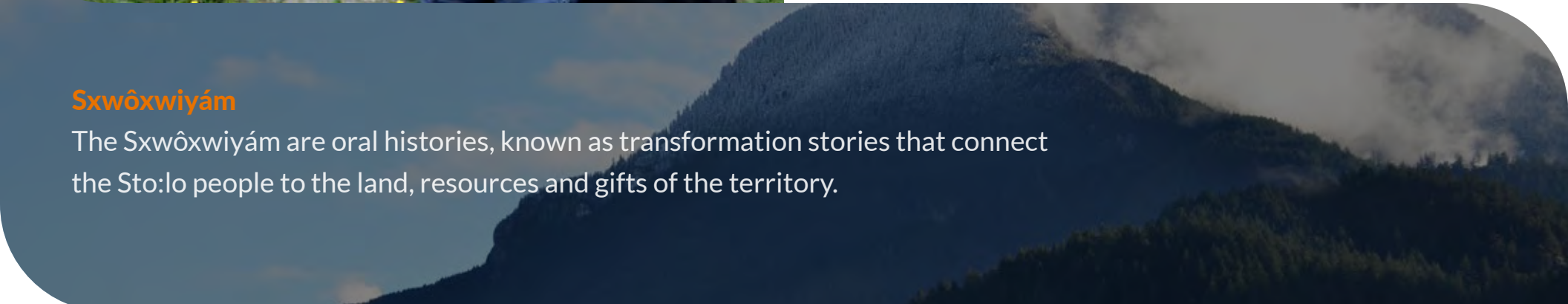
A man with grey hair, wearing a grey t-shirt and blue jeans, is standing with his back to the camera. He is holding a young child in a black shirt. They are looking at a stone plaque mounted on a brick wall. The plaque has some text on it, including "COQUALEETZA".

## Halq'eme'ylem

Three dialects of the Halq'eme'ylem language are spoken across the Coast Salish territory from southeastern Vancouver Island to the lower Fraser River watershed: Hul'q'umin'im (Island dialect), Hun'qumyi'num (downriver dialect), and Halq'eme'ylem (upriver dialect). In the Chilliwack School District, the Halq'eme'ylem language instruction is in the upriver dialect. No official writing system of Halq'eme'ylem existed prior to 1970.

## Sxwôxwiyám

The Sxwôxwiyám are oral histories, known as transformation stories that connect the Sto:lo people to the land, resources and gifts of the territory.

A dark, forested mountain peak is visible under a cloudy sky. The mountain is covered in dense evergreen trees, and the sky is filled with soft, grey clouds.

## Coqualeetza:

Teaching about the history of Indian Residential schools in Canada, specifically Coqualeetza in Sardis (1888 – 1940) advances and supports inclusivity and the “truth” in our community. Coqualeetza in Halq'eme'ylem refers to a small spring stream, a place of cleaning and “beating the blankets.”







# Our Community – First Nations & Métis



Aitchelitz



Skwah



KwawKwawApilt



Soowahlie



Métis



Cheam



Tzeachten



Shxwha:y



Yakweakwioose



Squiala



Skowkale







# Strategic Plan

## Conceptual Framework

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.

### Features of the framework include:

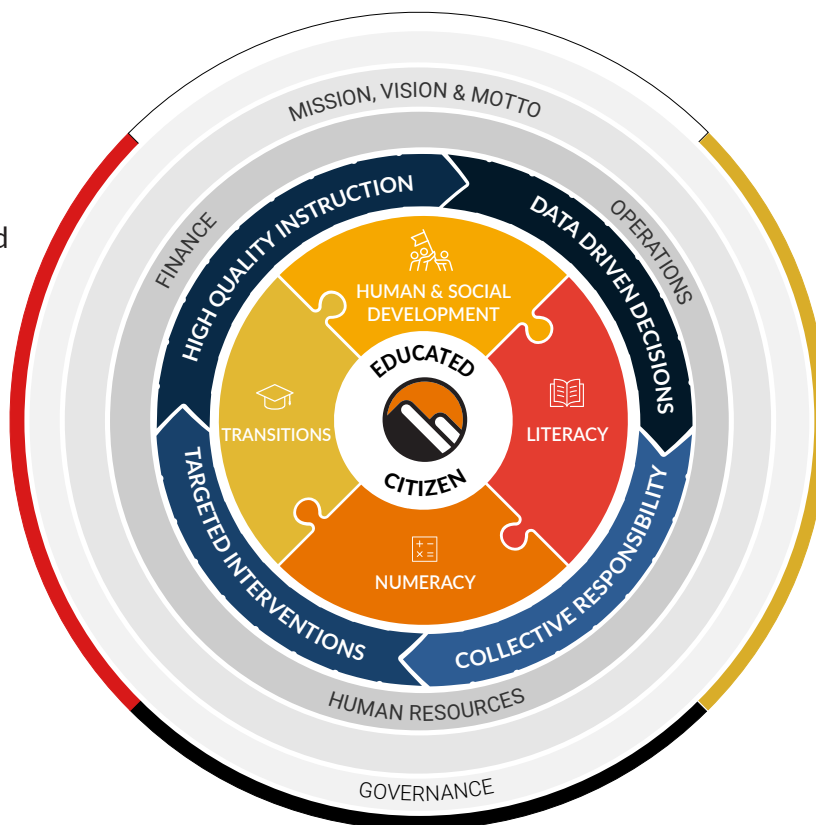
The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. Literacy, a foundational skill that develops over time resides in the east, where the sun rises. Moving around the circle to the south is Numeracy, another building block for young learners. The west is red, where the sun sets and students Transition to adulthood. Human and Social Development in the north, is where we develop understanding of ourselves as lifelong learners. The layers of 'Mission, Vision and Motto' as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision: ~Syós:ys lets'e th'ále, lets'emót:t~ One heart, one mind, working together for a common purpose.~

#### HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

#### TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.



#### DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

#### COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.



# Strategic Plan

## Goals

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



### Literacy

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.



### Numeracy

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.



### Human & Social Development

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.



### Transitions

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.



# Literacy

## Strategy

1.

We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).

2.

We utilize competency-based assessments to assess student progress pre-K to grade 12.

3.

We implement data driven, timely and targeted instructional interventions for students.

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (Running Records)
- ACT (Assessment of Comprehension and Thinking)

## Measures



Chilliwack  
School District



# Numeracy

## Strategy

1.

We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).

2.

We utilize competency-based assessments to assess student progress pre-K to grade 12.

3.

We implement data driven, timely and targeted instructional interventions for students.

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

## Measures



Chilliwack  
School District





# Human & Social Development

## Strategy

1.

We understand, plan and deliver competency-based curriculum (curricular competencies and content) related to Social Emotional Learning and Mental Health Literacy.

2.

We commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners. We address unconscious bias, systemic discrimination and marginalization to transform district culture.

3.

We provide supports for the well-being of all learners.

- Student Learning Survey grade 4, 7, 10 and 12
- EDI, MDI & YDI (Early, Middle and Secondary Years)
- CHEQ (Kindergarten)
- BCAHS (BC Adolescent Health Survey)

## Measures



Chilliwack  
School District



# Transitions

## Strategy

1.

We target early years learning to ensure students are well supported during their transition to Kindergarten, throughout their elementary years and to middle school.

2.

We utilize developmentally appropriate practices through the Middle Years Pillars (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.

3.

We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.

- **Grade to Grade Transition Data**
- **5 and 6 Year Completion Rates (Graduation)**
- **Post-Secondary Transition Rates**
- **Attendance Rates**

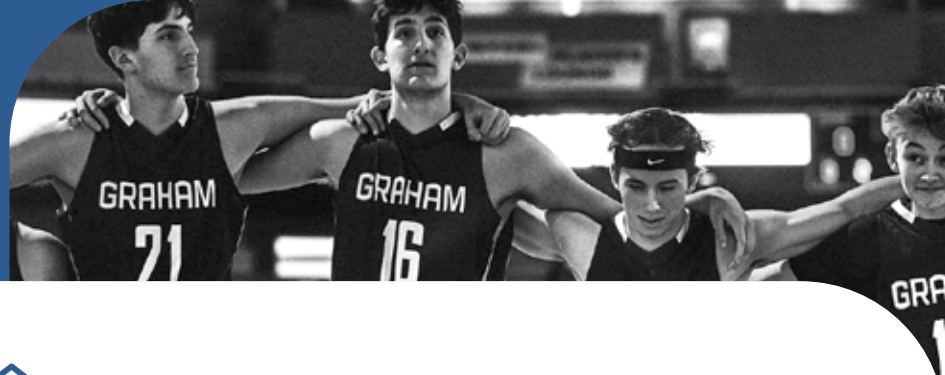
## Measures



**Chilliwack  
School District**



# District Profile



## Demographics

**14,500**

Students

**1,850**

Staff (teachers, administrators, support)

**300+**

Casual/temporary staff



## Programs & Academy's

Career Education and Trade Samplers  
Continuing Education  
Early Years Learning Hub  
French Immersion  
Hockey Academy  
Hybrid Learning  
Integrated Arts & Technology Program (K to 12)  
International Education  
Outdoor Education  
Sports Academies and Programs  
Strong-Start (pre K)



## Facilities

**20**

Elementary schools (6 community schools)

**5**

Middle schools

**5**

Secondary schools

**1**

K-8 school

(A second K-8 school is opening in September 2022)



## Budget

**\$161,886,572**

Annually





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