
CHILLIWACK SCHOOL DISTRICT NO.33



Strategic Plan Year in Review: School Stories 2023/2024

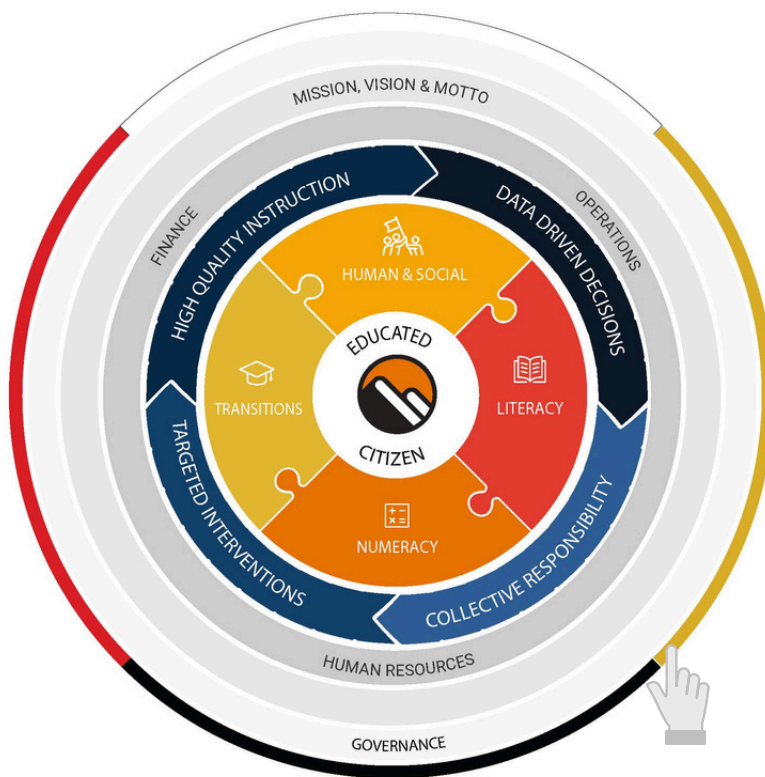




STRATEGIC PLAN

Our 2021 - 2025 Strategic Plan focuses on equity and ensuring student engagement through world-class educational experiences. With specific goals connected to literacy, numeracy, human and social development, and successful transitions, we are confident that our students will achieve high levels of success over the term of this, as measured by provincial and district measures and community confidence.

Our Strategic Plan is available on our district website and can be found here: <https://stratplan.sd33.bc.ca>



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.



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OUR DISTRICT

Chilliwack School District No.33 is located in the heart of the Stó:lo territory, People of the River. Surrounded by the Ts'elxwéyew, Sema:th and Pilalt communities, the Stó:lo refer to this as S'ólh Téméxw (our world). We honour and acknowledge our history, live in the present, and look to the future to guide all teaching and learning.



1168 Early Learning Students (Pre-K)
15,262 K - 12 Students

16,430 Students Pre K - 12



45 % Support Staff
50 % Teaching Staff
4 % Other


2500+ Staff




10 First Nation Communities with Learning Enhancement Agreements in place




8 StrongStart Centers
19 Elementary Schools
4 Middle Schools
2 Elem/Middle Schools
5 Secondary Schools



Two capital projects in progress:
Sardis Secondary: 400 seats
East Side Elementary: 500 seats




101 Portable Classrooms
3 Modular Classrooms



58 School Buses
46 with cameras
49 Bus Routes (AM & PM)
3000+ Field Trips
Total Budget: \$4,300,000



40 Servers
6000 Computers
1500 iPads
Supported by 15 Staff



District Size:
1, 825 km2

8th Largest District out of 60 (by population) in BC



Annual Budget 22/23
\$227,126,284

INTRODUCTION



In this comprehensive Strategic Plan Year-in-Review, we celebrate the strides made by the Chilliwack School District (SD33) in aligning with our core values of Literacy, Numeracy, Human and Social Development, and Transitions. Throughout the year, our District has demonstrated unwavering commitment and dedication to fostering an environment where every student has the opportunity to thrive academically, socially, and emotionally.

Literacy:

SD33's commitment to literacy shines through initiatives that prioritize collaboration and professional development. From Elementary Literacy Collaboration to Secondary Literacy Retreats, educators have engaged in tailored instructional methods and interventions to align with BC's Curriculum standards. Our collective focus on improving literacy outcomes across all levels is demonstrated by initiatives like Word Work in middle years and implementing Universal Design for Learning principles to ensure every student has the tools to succeed.

Numeracy:

Numeracy initiatives have been equally robust in working to enhance student achievement and confidence in mathematics. Projects like the FSA With Care Pilot Project and Leary IAT Numeracy Collaboration yielded positive outcomes, demonstrating the effectiveness of intentional support and differentiated instruction. Additionally, the integration of Indigenous perspectives into numeracy education through initiatives like River Snap reflects our commitment to holistic learning experiences for all students.

Human and Social Development:

SD33's dedication to reconciliation was evident through ongoing initiatives this year, such as "A Journey to Truth and Reconciliation" and commemorations that honoured National Indigenous Veteran's Day. The Learning Services Department's active participation in literacy, numeracy, and social-emotional planning demonstrated our holistic approach to identifying and supporting diverse student needs. Furthermore, our prioritization of professional development training in safety protocols emphasized our commitment to creating a safe, supportive, and inclusive environment for everyone.

Transitions:

SD33 provided smooth and supportive transitions for students at all levels through programs like Early Learning, Child Care Hubs, Graham Y, and Indigenous Grad Coaching (IGC). These programs enabled seamless transitions from early childhood to post-secondary education by emphasizing collaboration between families, schools, and community partners to nurture the holistic development and well-being of every child in our District.

As we reflect on the past year, it is evident that the Chilliwack School District remains steadfast in its commitment to excellence, equity, accessibility, and inclusivity in education, preparing students for success in a rapidly changing world.



This document is interactive. Look for the hand, click and learn more!



A MESSAGE FROM THE

BOARD OF EDUCATION

One of the most important things a Board of Education does is approve the Strategic Plan. This document guides all of the work in the district, so all members of our learning community need to feel that it speaks to their values. Our current plan was made in collaboration with all partners, and we have seen staff enthusiastically embrace the goals, actively work to improve student learning, and create safe and inclusive learning environments.

We know that we still have work to do to make sure that all students can read, do math, and graduate successfully. We know that educators are focused on literacy and numeracy goals and they are continuously adjusting their practices to improve student outcomes.

The District-wide commitment to supporting the social-emotional wellness of our learners has been noticed and appreciated. We know that staff members are passionate about improving students' mental health. We also see meaningful steps being taken towards inclusion, anti-racism, and Reconciliation. When we create an education system where everyone belongs, everyone can be successful.

We will be working on our new strategic plan in the upcoming year. The Board looks forward to working with you all to build on what we have already accomplished and to moving forward together.

Syó:ys lets'e tha'ále, lets'emó:t.

Willow Reichelt
Board Chair, SD33 Chilliwack



Trustees: Teri Westerby, Margaret Reid, Richard Procee, Board Chair Willow Reichelt, Board Vice Chair Carin Bondar, David Swankey, Heather Maahs



A MESSAGE FROM THE

SUPERINTENDENT



*Rohan Arul-pragasam
Superintendent of Schools*

As another school year draws to a close, I am very proud of the work the District staff has undertaken to champion the work of the Board's Strategic Plan. The purpose of the year-end report is to highlight the important work that has been undertaken and to celebrate school and district stories within the four strategic goal areas: Literacy, Numeracy, Human and Social Development, and Transitions. The report also shines a light on some important District metrics that provide information on how we are doing as a system in preparing students to be global citizens.

Of the stories highlighted, there are two key stories that have been especially impactful to District staff. During the District Professional Development Day on October 6th, 2023, all staff members came together to engage in an important day of learning (and to continue to learn) truths as to how Indigenous Peoples have been treated since colonization and to engage in the action of Reconciliation. The second area of celebration is around the implementation of the District's Early Learning and Child Care Vision, which centers around expanding before and after school care in all twenty-one elementary schools by 2025, making sure families have access to affordable, quality child care on school grounds.

The Board will renew its four-year strategic plan at the end of the 2024-25 school year after conducting a thorough consultation during the upcoming school year. We value the input of parents, guardians, partners, Indigenous Peoples, Rights Holders, and the wider school community. We encourage everyone to join us in celebrating our achievements and identifying areas that require more attention as we continue to support the success of all students and staff in our school community and refresh the District's Strategic plan.

Lastly, I want to acknowledge the exceptional efforts of our teachers, support staff, and administrators. Their unwavering commitment to fostering a culture of belonging and connection has been instrumental in creating safe, caring, and inclusive learning environments for all students to thrive. As our District grows, we are dedicated to building a world-class educational system that celebrates the diversity of Chilliwack, contributes to the rich tapestry of our District's culture, and creates inclusive spaces where everyone can flourish.



FOCUS AREA - 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.

Through various initiatives in 2023-24, SD33 schools prioritized collaboration and professional development to enhance literacy and student support. In Elementary Literacy Collaboration, teams worked closely together to tailor instruction and intervention, in alignment with the BC Curriculum's emphasis on quality practices. The Middle Years Project with Dr. Leyton Schnellert fostered teacher collaboration in competency-based planning to meet diverse student needs. The Secondary Literacy Retreat engaged educators in cross-disciplinary strategies that emphasized shared responsibilities for student success, and the Curriculum Department focused on word work in the middle years, implementing assessments and providing strategies for decoding and encoding words. Lastly, Secondary Non-Enrolling Learning Support underscored the importance of collaboration in serving students effectively, with a focus on implementing Universal Design for Learning principles. Through collaborative curriculum planning and cross-disciplinary engagement, SD33 teachers worked to improve literacy outcomes and support student growth at all levels.



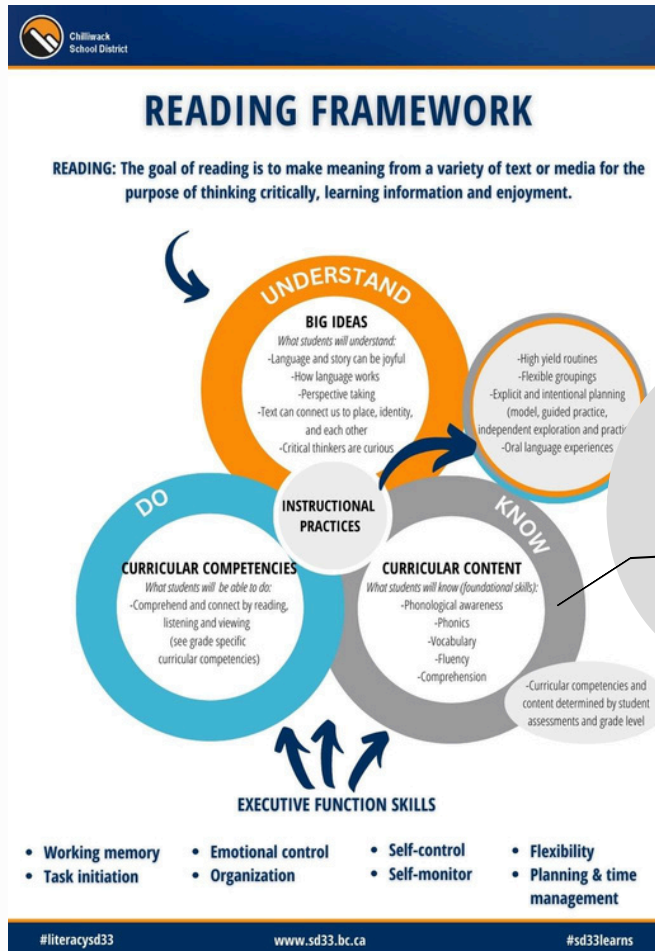


Figure 1 Reading Framework



"Reading levels and confidence increased across the board. The support for my own practice in the classroom was invaluable, very appreciated and had a direct positive and immediate impact on my students and their learning."
~ Teacher

ELEMENTARY LITERACY COLLABORATION:

The District and School Teams collaborated to create literacy profiles for schools and classes, after which the ELC teacher worked with the School Team to provide Tier 1 instruction and intervention for identified students. ELC teachers convened weekly for collaborative problem-solving sessions, and coordinators offered in-service sessions to teachers and learning support teams, reviewing student data every three weeks and at the end of each 90-day cycle. In alignment with the BC Curriculum, the five pillars of reading instruction were utilized, ensuring high-quality instructional practices that benefited students.



MIDDLE YEARS PROJECT

In the Middle Years Project with **Dr. Leyton Schnellert** (Associate Professor in UBC's Department of Curriculum & Pedagogy), teacher teams collaborated to plan, assess, and implement teaching strategies focused on competency-based lessons tailored to student needs. All middle school teachers attended a kick-off event and engaged with Dr. Schnellert through collaborative team discussions. Reflecting on the process, a principal remarked, *"Working with Leyton has been a transformational process in providing a bridge between classroom teachers and the inclusive design team. This planning has resulted in thoughtful and engaging learning experiences for students."*



Chilliwack
School District

Why Middle?

What Do You Know About Effective Middle Schools?

LEYTON SCHNELLERT
Associate Professor, UBC
Eleanor Rix Professor in Rural Teacher Education



SECONDARY LITERACY RETREAT



The Secondary Literacy Retreat brought together educators from our secondary schools and the Curriculum and Indigenous Education Departments to explore effective literacy strategies across disciplines. This included sharing Indigenous worldviews, discussing K-8 literacy journeys, and engaging in research-based comprehension skills and cross-curricular strategies. The retreat facilitated collaboration and laid the groundwork for future professional development initiatives.

MIDDLE LITERACY INITIATIVE

The Middle Literacy initiative, led by the Curriculum Department, focused on supporting Word Work in the middle years. By implementing assessments like the Word Inventory and providing professional development on decoding and encoding strategies (such as phonology, phonics, orthography, and morphology), teachers aimed to enhance students' reading, writing, and word comprehension skills. By cultivating **graphophonological semantic cognitive flexibility**, students learn to seamlessly navigate the structure and meaning of words.

By using the Word Inventory Assessment, I see the Word Work skills that the students needed and could target my instruction for reading and writing.
~ Grade 8 Teacher





GREENDALE ELEMENTARY

At Greendale Elementary, administrators, teachers, and the curriculum department collaborated to integrate the Five Pillars of Literacy into the school's balanced literacy program. This included establishing routines for phonemic awareness, phonics, fluency, vocabulary, and comprehension, alongside targeted interventions like small group support for students facing challenges. Additionally, individualized student support, ongoing progress monitoring, and goal-setting were implemented to bolster student literacy achievements.

WATSON ELEMENTARY

At Watson Elementary, literacy intervention took center stage as intervention staff members analyzed student achievement data to optimize staffing resources. Their goal was to reduce literacy intervention needs, while expanding support for Kindergarten. A District Early Literacy Intervention Teacher collaborated with the Learning Support Team and Classroom Teachers, providing in-service training on the Five Pillars of Literacy. Additionally, District Literacy Teachers delivered training on research-based methodologies to all staff, and Watson hosted a Literacy Collaboration Group for Grades 1-5, where teachers worked together to develop common language literacy development practices.

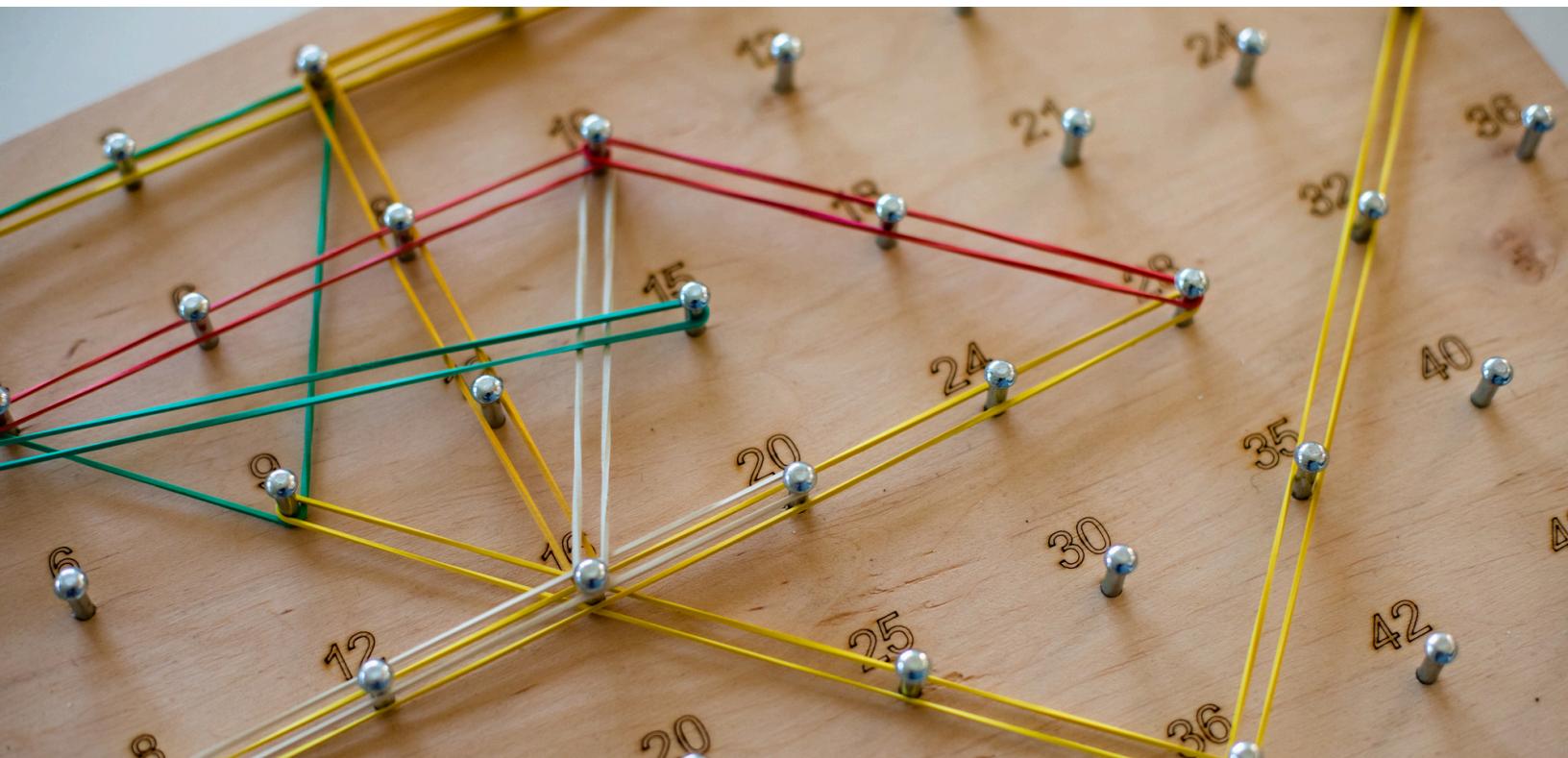


FOCUS AREA - NUMERACY



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

Numeracy initiatives at SD33 schools were comprehensive and impactful in enhancing student learning and achievement in mathematics. The FSA With Care Pilot Project at Unsworth Elementary demonstrated positive outcomes through intentional support and differentiated instruction for grade 4 students, resulting in improved numeracy scores. Leary Integrated Arts & Technology Elementary's Numeracy Collaboration emphasized goal setting, lesson planning, and high-quality instruction to meet diverse student needs effectively. Through River Snap, the collaboration between Indigenous Education and Curriculum Departments led to the development of Kindergarten 'River' kits, integrating Indigenous perspectives into numeracy education and providing hands-on learning experiences. The Secondary Non-Enrolling Learning Support initiative highlighted the importance of collaboration and professional development in implementing Universal Design for Learning principles to provide stronger student support. These initiatives reflected the District's commitment to improving numeracy outcomes and fostering a positive learning environment for all students.





FSA WITH CARE PILOT PROJECT



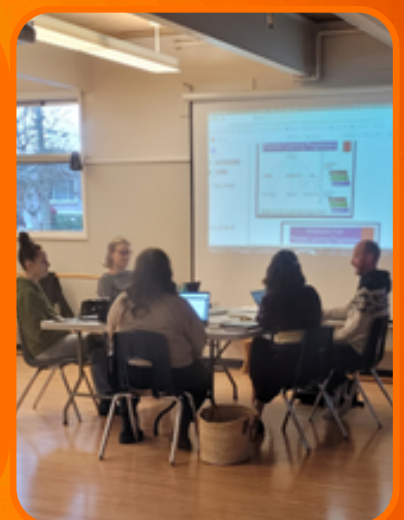
At Unsworth Elementary, the FSA With Care Pilot Project for Grade 4 students aimed to improve numeracy outcomes by implementing data-driven decisions based upon the previous year's assessment scores. This initiative provided intentional support and targeted resources over a two-week period, including practice questions from past FSAs and online simulations. Curriculum Support Teachers played a crucial role in facilitating the assessment process and providing differentiated instruction. Clear explanations, supportive environments, and individualized assistance helped students overcome challenges and build resilience during their assessments. Preliminary results suggest that students who participated in the pilot project achieved stronger outcomes, reflecting the effectiveness of differentiated instruction and support strategies.

"THIS WAS A FUN WAY TO DO MATH. I REALLY LIKED THE HELP."
~ STUDENT

Positive student feedback underscored the impact of personalized support on student engagement and learning outcomes.



NUMERACY COLLABORATION



Leary Integrated Arts & Tech Elementary

Curriculum Numeracy Teachers Anna Webb and Christian Ladders spent several days with Leary Learning Communities. They focused on goal setting, planning, demonstrating, and revising lesson plans and creating year plans. The Curriculum Teachers were able to support teacher practice by scaffolding these discussions and information into manageable and actionable steps.

The demonstrations were key in allowing teachers to see the “real” in teaching math and how patience can pay off in learning. This model drives high-quality instruction, meets the diversity of student needs, and provides time for intentional planning for success in all classrooms.

✓ **DATA DRIVEN DECISIONS** ✓ **COLLECTIVE RESPONSIBILITY**

✓ **HIGH QUALITY INSTRUCTION**

*“This was amazing!”
~ K teacher*

*“I really appreciate
the support!” ~Grade
3/4 teacher*

*“We are all very
excited to begin
working more with
the River SNAP
resources.”*



SECONDARY NON-ENROLLING LEARNING SUPPORT UPDATE

At our school, we prioritized collaboration as a cornerstone of our student support approach. Through dedicated non-enrolling time, we focused on fostering collaboration among teachers, students, and parents to ensure holistic support for all learners. Our efforts encompassed various strategies aimed at promoting collaboration and enhancing instructional practices, such as Use of a Collaboration Document, Small Group Instruction / Co-planning and Co-teaching, and Assessment initiatives.

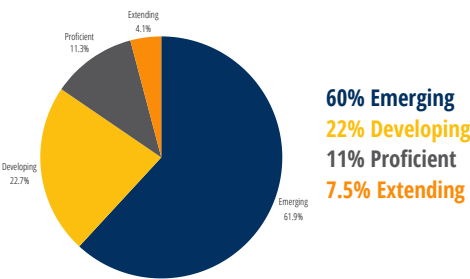
Staff responses to our collaborative efforts indicated:

- A desire for additional training in the use of class profiles to drive instruction
- Recognition of the value of collaboration in improving student outcomes
- Varied levels of confidence and competence in implementing Universal Design for Learning principles in daily instruction

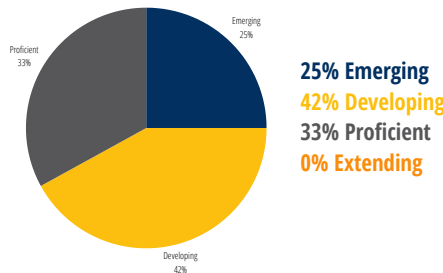
These responses underscored the importance of ongoing professional development and collaboration in creating a supportive learning environment for all students.

Secondary Teaching Staff Self-Assessment

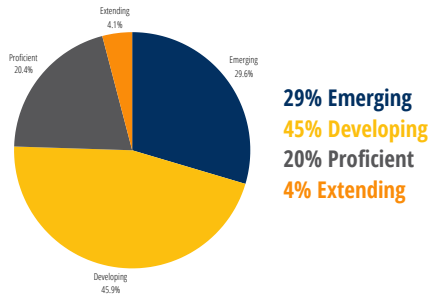
Working with a colleague to develop and use a classroom profile.



Collaborating with colleagues to plan for CBIEP curricular goals.



Engaging in collaborative opportunities with colleagues re: UDL planning.

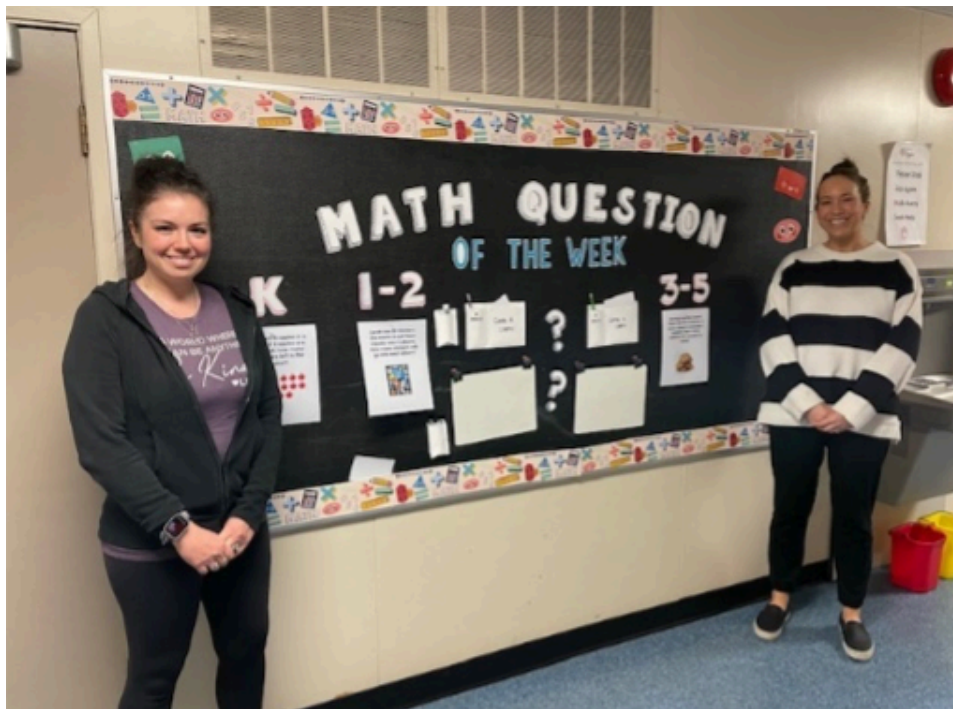




SPOTLIGHT: LITTLE MOUNTAIN ELEMENTARY

Little Mountain Elementary was committed to ensuring that students mastered foundational numeracy skills to enhance their confidence and enthusiasm for engaging with numerical concepts from kindergarten through the fifth grade. The school dedicated funds to the Numeracy for Kindergarten River Snap program and allocated extra resources to bolster classroom support. The Numeracy Committee devised an interactive **Math Question of the Week** board where students could tackle weekly challenges and submit their answers for a chance to win math-related prizes. During the PALS event, in collaboration with the Indigenous Education Department, kindergarten students and their families enjoyed playing math games, and each student received a math bag to take home.

"I'm excited to go and see the new math questions!" ~ Gr. 4 student





SPOTLIGHT: MCCAMMON ELEMENTARY

McCammon Elementary focused on improving students' numeracy achievement scores by engaging teaching staff in regular discussions that centered on the school's numeracy data and the active tracking of student progress. Through increased collaboration around numeracy instruction, alongside the utilization of SD33 recommended materials, McCammon Elementary increased student engagement in numeracy activities.

"DESPITE THE COMPLEX BEHAVIOURAL NEEDS PRESENT AT OUR SCHOOL, WE ARE STRIVING TO INCLUDE A FOCUS ON NUMERACY ALONG WITH LITERACY, AS WE STAY TRUE TO OUR VALUES IN EDUCATION."

~ NOEL SHARMAN, MONICA PAGHAM





SPOTLIGHT: MOUNT SLESSE MIDDLE SCHOOL



Mount Slesse Middle School focused on supporting Indigenous students' growth and development in the four values areas (Literacy, Numeracy, Human and Social, and Transitions) through data sharing with Education Portfolio holders from Tzeachten and Soowahlie. Appropriate school-based and community-based supports were collaboratively identified and implemented, and follow-up interventions were held on a regular basis to assess student progress.

**THESE MEETINGS STRENGTHEN MOUNT SLESSE'S CONNECTION WITH TZEACHTEN
AND SOOWAHLIE TO ENABLE US TO COLLABORATE IN A GOOD WAY
TO BEST SUPPORT OUR STUDENTS.
~ PAULA GOSAL, PRINCIPAL**



SPOTLIGHT: STITÓ:S LÁ:LÉM TOTÍ:LT ELEMENTARY/MIDDLE SCHOOL

Stitó:s Lá:lém Totí:lt Elementary/Middle School focused on targeted interventions to support students who struggled with proficiencies in Reading, Writing, and Numeracy. By creating a Data Wall and reviewing data as a school (in grade groups and teaching teams), teachers executed a needs-based analysis of data to better understand and meet student support requirements.





SPOTLIGHT: STRATHCONA ELEMENTARY SCHOOL

At Strathcona Elementary, teachers took advantage of the January Assessment and Evaluation Day to examine their class data walls and focus on one key area for both the SNAP and ACT assessments. From February to June 2024, they implemented an inclusive Team Time schedule, enabling grade group teams to collaborate on effective strategies, utilize dedicated instructional time, and provide support to students needing assistance with assessments. Teachers were provided with conversation starters and access to e-Insight data to guide their discussions, while reviewing data to track progress over the past year. Additionally, they identified students requiring extra help in numeracy and literacy and updated this information on their Data Wall.

SPOTLIGHT: TYSON ELEMENTARY SCHOOL

Tyson Elementary School recently hosted a family fun Math event, which drew over 30 families and enabled children to engage with diverse math resources. Recognizing the prevalence of math anxiety within the community, the event aimed to foster a supportive environment for families to explore math interactively. Families left energized and equipped with take-home math games spanning K-5, enhancing family involvement in numeracy education and promoting a joyful learning experience. The school staff's dedication to collaborative learning focused on integrating data-driven methods that align with BC's curriculum redesign.

**“WE HAD SO MUCH FUN AS A FAMILY AND LOVED THE MATH GAMES
THAT WE GOT TO BRING HOME”
~ GRADE 1 PARENT**



FOCUS AREA - HUMAN & SOCIAL



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, well-being, and fulfillment.



The Chilliwack School District demonstrated a comprehensive commitment to reconciliation, professional development, and safety initiatives in 2023-24. "A Journey to Truth and Reconciliation" brought together all staff members to deepen understanding and foster allyship through disciplined listening. Indigenous education efforts, such as assemblies and week-long commitments to action, underscored the District's dedication to truth and reconciliation. Similarly, Central Elementary's commemoration of National Indigenous Veteran's Day exemplified efforts to honour Indigenous contributions and histories.

In line with strategic goals, the District's Student Services Department aligned its work with literacy, numeracy, and social-emotional planning to support diverse student needs. Guiding documents, including those addressing mental health and inclusive education, provided frameworks for collaborative training and development. Additionally, the formation of the IDEA Advisory Working Committee underscored the District's commitment to inclusivity and equity.

Professional development initiatives, such as the District Professional Development Day featuring Dr. Jean Clinton, highlighted ongoing efforts to enhance teaching practices and support student well-being. Trauma-informed de-escalation and nonviolent crisis intervention training reflected the District's focus on creating safe and supportive learning environments. The Violence Threat Risk Assessment (VTRA) Protocol further emphasized proactive approaches to safety and intervention, guided by trauma-informed practices.

Over the 2023-24 school year, the District's focus on reconciliation, safety, and professional and student learning advanced the core value of Human & Social development and support.





FAMILY OF SCHOOLS IN-SERVICE TRAINING

The Student Services Department ensured its alignment with the four goals of our Strategic Plan, supporting access to Literacy and Numeracy instructions for all students and facilitating connections among families, schools, and external agencies during transitions. The Department's work is vital in aiding schools with Social Emotional planning and teaching and safety preparedness. This support is specifically structured for students with diverse needs through the CBIEP process, which Student Services has been implementing.

Our guiding documents include Mental Health in Schools, Compassionate Systems Leadership, the SOGI Inclusive Education Guide, the SD33 Cultural Safety and Sensitivity Guide, and the Anti-Racism Plan. We aim to have all school-based team staff collaboratively connect these documents to their work and to unite job-alike teams for targeted training and in-service. This collective approach fosters positive momentum, promoting consistent messaging and collaborative planning for student success. During large group learning sessions, we focused on Mental Health in Schools, CBIEP development, collaborative practices, assessment, and reporting.



LEADERS

have the ability to

empower.

They win people's hearts by
**helping, developing, praising,
encouraging, and motivating**
others.





IDEA ADVISORY WORKING COMMITTEE

The Chilliwack School District, in collaboration with CUPE 411, CTA, CPVPA, and the community, has formed the IDEA Advisory Working Committee. This committee focuses on advising procedures, practices, and regulations, with an initial emphasis on Sexual Orientation and Gender Identity (SOGI). Future areas of focus may include Anti-Racism and Truth & Reconciliation.

ANTI-RACISM	THE WORK OF ACTIVELY OPPOSING RACISM BY ADVOCATING FOR CHANGES IN POLITICAL, ECONOMIC, AND SOCIAL LIFE. ANTI-RACISM IS USUALLY AN INDIVIDUALIZED APPROACH AND IS SET UP IN OPPOSITION TO INDIVIDUAL RACIST BEHAVIOURS AND IMPACTS.
TRANSGENDER	SOMEONE WHOSE GENDER IDENTITY OR EXPRESSION DOES NOT FIT (DOMINANT-GROUP SOCIAL CONSTRUCTS OF) ASSIGNED BIRTH SEX AND GENDER.



ALLYSHIP	<i>Actively support minority rights.</i>
INCLUSION	<i>So that all learners feel safe and supported.</i>
DIVERSITY	<i>Enhancing learning and working environments</i>
EQUITY	<i>Guaranteeing the necessary support for everyone to reach their potential.</i>
ACCESSIBILITY	<i>Create welcoming environments for all.</i>



DISTRICT PROFESSIONAL DEVELOPMENT DAY

The February 2024 District Professional Development Day saw over 960 staff members in attendance, featuring renowned keynote speaker **Dr. Jean Clinton**, Clinical Professor in Psychiatry and Behavioural Neurosciences at McMaster University. Dr. Clinton, who served as an education advisor to the Premier of Ontario and the Minister of Education, delivered a captivating keynote address, followed by breakout sessions on the adolescent brain and elementary brain science. Her presentation to SD33 parents and caregivers, "Rising to Resilience: The Power of Connection," emphasized the importance of trusting relationships and brain development across different ages.

The event included over 50 breakout sessions aligned with the District's four strategic goals: Literacy, Numeracy, Human & Social Development, and Transitions. Reflecting the District's commitment to comprehensive professional growth, the sessions covered current brain research and offered practical strategies for staff.



**"HOPE IS PERHAPS THE GREATEST
INTERNAL CHARACTERISTIC OF
RESILIENCE."
~ DR. JEAN CLINTON**



PLANNING FOR SAFETY: DE-ESCALATION TRAINING

At SD33, a safe school environment was prioritized through the implementation of trauma-informed de-escalation training by the Crisis Prevention Institute (CPI). This training equipped staff with the ability to recognize and respond to defensive behaviors, applying limit-setting strategies to de-escalate situations and facilitate post-crisis learning. By understanding the underlying causes of behavior and the effects of trauma on individuals, staff members were equipped to provide culturally sensitive support to those in crisis, fostering a person-centered approach to intervention.

Staff members in SD33 underwent training in Nonviolent Crisis Intervention (NCI), where they learned to identify and respond to challenging behavior and understand the impact of their actions during a crisis. Through safety intervention strategies, they learned to minimize physical interventions and employ disengagement techniques to de-escalate risky behavior. This training, conducted by certified District Trainers, equipped staff with skills to proactively and safely manage workplace incidents, improve decision-making, and intervene effectively in high-risk scenarios, ultimately enhancing safety and minimizing harm.

The Violence Threat Risk Assessment (VTRA) Protocol aimed to facilitate communication to ensure the safety of all individuals. A trauma-informed and equity-inclusive approach was utilized to assess the risk of threatening or high-risk behavior, understanding that the individual of concern requires intervention and support rather than discipline. Through proactive intervention planning, including disciplinary measures and appropriate supports, the protocol promoted emotional and physical safety for everyone. Trained District staff offered comprehensive training programs for school VTRA teams and community partners.



NCI STAFF TRAINING

2022/2023 – 204 trained

2023/2024 – 266 to date (80 more by year-end)

Two-year total: 470 + 80 = 550

With the addition of NCI Advanced Physical Skills taught to support 11 students - 33 EAs and 6 admin. trained.



SPOTLIGHT: CHEAM ELEMENTARY

At Cheam Elementary, staff endeavoured to implement key methodologies from the *Zones of Regulation* by utilizing its vocabulary and strategies. Some teachers were already familiar with its concepts, while others explored it as a new approach to co-regulation strategies.

To support this initiative, funds were allocated to purchase *The Zones of Regulation* books for all teachers, which were supplemented by free online resources, including French translations. However, the primary resource required for its integration was time. Staff remained committed to the *Zones of Regulation* through training and communications in Monday Memos, staff meetings, assemblies, and classroom activities, including a 'Zen Zone' supervised by the Child and Youth Care Worker and counsellor. As staff and students became more proficient in recognizing emotional states and managing them, deeper discussions emerged on how to navigate challenging moments effectively.



Figure 2: Wall Posters of the Zones

**“WHEN LITTLE PEOPLE ARE
OVERWHELMED BY BIG EMOTIONS,
IT’S OUR JOB TO SHARE OUR CALM,
NOT TO JOIN THEIR CHAOS.”
~ L.R. KNOT**





SPOTLIGHT: CHILLIWACK SECONDARY SCHOOL



Chilliwack Secondary School proactively addressed the challenge of irregular student attendance through collaboration between the Education Team, SBT, counselling, learning services, administration, and teachers, who convened multiple brainstorming sessions to devise effective strategies. They are developing an innovative curriculum that emphasizes cross-curricular, integrated learning experiences, with a strong focus on Indigenous content, place-based activities, real-world connections, and project-based learning. This comprehensive approach aims to empower students to fulfill curricular competencies across various subjects, with dedicated staff closely monitoring their progress and celebrating their achievements. In addition to the In-House Alternate programming, Chilliwack Secondary is offering select students the opportunity to participate in off-site education at YMCS – Chilliwack Landing Leisure Center, fostering their academic growth while engaging in community fitness activities.

SPOTLIGHT: PROMONTORY ELEMENTARY

Promontory Elementary School demonstrated its commitment to Social-Emotional Learning (SEL) as a means of cultivating a positive and inclusive learning environment for all students. Staff ensured that effective systemic supports were in place for the well-being of learners and staff members. They worked diligently to equip staff with a solid understanding and diverse range of strategies to support students' Social-Emotional Learning, implementing school-wide strategies that empowered students to use a shared language for problem-solving. Staff consistently applied high-quality, evidence-based Social-Emotional Learning practices throughout instruction. They also provided timely and effective interventions as needed, demonstrating a collective responsibility for nurturing a safe, supportive learning environment.

SPOTLIGHT: EAST CHILLIWACK ELEMENTARY



East Chilliwack Elementary School orchestrated an Indigenous activity day at Cultus Lake to immerse students from kindergarten to fifth grade in the rich culture and traditions of the local Indigenous community. Students engaged in a series of immersive, place-based learning experiences. Drawing on the expertise of District resources and Indigenous Department staff, teachers collaborated to design and lead sessions that delved into aspects of Indigenous culture, from traditional storytelling to hands-on crafting. This collaborative effort provided students with cultural insights and fostered deeper connections between the school community and Indigenous traditions. With participation from students, teachers, parents, and Indigenous community members, the event marked a significant step towards promoting cultural understanding and Reconciliation within the school community.



FEEDING FUTURES

During this foundational year, Feeding Futures funding has been able to support and expand existing food programs across the District. Additionally, it has allowed us to strengthen our commitments with existing community partners, while forming new local partnerships. Schools were able to increase servings received from the BC School Fruit and Vegetable Program + Milk to include entire school populations.

Deliveries for this program were offered weekly and biweekly, and items were used to enhance existing food programs. Local fruit delivery of apples, bananas, oranges and cucumbers were made available through our new partnership with Produce Gone Wild on a weekly basis. Both these partnerships provided students with daily access to healthy food choices. 15 Fresh and Fast food carts have been purchased for the District and rolled out as pilot projects. These carts serve as a build-your-own-breakfast and fill the hunger gap throughout the school day by providing students with access to nutritional food in a stigma and barrier free way.

To support staff with purchasing, online ordering accounts were set up with Save On Foods, and orders included school discounts, More Rewards points, and free delivery to sites. Fraser Valley School Districts also formed a partnership with SYSCO to secure the best pricing on frequently purchased food items. A catalogue and new ordering platform will be rolled out for schools to access in the fall.

Bowls of Hope enhanced their lunch program by providing students with two hearty lunch options each day. Servings are delivered to over 900 students a day at 25 schools across the District. Additionally, culinary programs at Chilliwack and Sardis Secondary School provide lunch to over 200 of their own students.

Multiple Professional Development events were held throughout the 2023/24 school year for support staff, providing learning opportunities with a focus on the safe handling of food. Staff obtained FoodSafe Level 1 and Caring About Food Safety certificates. SD33 partners participated by hosting their own sessions: Bowls of Hope offered a kitchen and garden tour that included “Best Practices” on handling food, and Fraser Health presented an educational session around nutrition in school with a focus on the new Canada Food Guide toolkit.



FOCUS AREA - 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.

The Chilliwack School District is committed to the "Transitions" value of our strategic plan, ensuring smooth and supportive transitions for all students. Aligned with the Accessible Canada Act (ACA), which aims to create a barrier-free Canada by 2040, we have established an Accessibility Committee to develop a comprehensive plan tailored to our community's needs. The Committee coordinated the District's participation in this year's National AccessAbility Week and Red Shirt Day to foster an increasingly inclusive environment for our 14,500 students and 2,500 staff members.

Our commitment to seamless transitions is further exemplified by the Graham Y program and the Indigenous Grad Coach (IGC) program. The Graham Y program, in partnership with the Cheam Leisure Centre YMCA, provides a holistic wellness experience that combines physical fitness, Social-Emotional learning, and academic support. The IGC program offers personalized guidance to Indigenous students, helping them to explore career options, set and achieve goals, and navigate transitions smoothly. Additionally, the Early Learning and Child Care Hub at Robertson Elementary supports early learning and smooth kindergarten transitions with services such as the Early Years Family Navigator, Just B4 Preschool, and Before and After School Care. These initiatives collectively enhance collaboration, safety, and connected relationships among families, schools, and community partners, supporting the holistic development and well-being of every child in our District.





ACCESSIBLE BC ACT

The Accessible BC Act has been implemented to establish a barrier-free British Columbia, emphasizing the need for laws, policies, programs, services, and infrastructures that accommodate diverse disabilities and address forms of marginalization and discrimination. This comprehensive approach ensures that all individuals, regardless of their abilities, can fully participate in society without facing unnecessary barriers.

The Chilliwack School District, with over 14,500 students and approximately 2,500 staff members, has formed an Accessibility Committee to guide the creation and implementation of an accessibility plan. This plan focuses on identifying, preventing, and removing barriers within the School District, recognizing that accessibility needs are unique to the community. The Chilliwack School District's story is integral to understanding and addressing these specific needs effectively.

Principles Guiding Our Work:

- Adaptability
- Collaboration
- Diversity
- Inclusion
- Self-Determination
- Universal Design

Our Framework:

- Employment Practices: Ensure hiring policies, practices, and accommodations provide equal opportunities for individuals with disabilities.
- Delivery of Services: Adapt educational programs, curriculum, and teaching methods to meet diverse learning needs and promote inclusive education.
- Built Environment: Audit and modify facilities to ensure physical accessibility.
- Information and Communication: Make all communications, including websites, documents, and multimedia, accessible.
- Transportation: Address the transportation needs of students, staff, and community members with disabilities.





NATIONAL ACCESSABILITY WEEK & RED SHIRT DAY 2024

SD33 participated in this year's *National AccessAbility Week and Red Shirt Day*, raising awareness and working to remove barriers to accessibility and inclusion for people with disabilities. Six schools chose to participate in the initiative, namely Bernard Elementary, Chilliwack Middle School, GW Graham Secondary, Sardis Elementary, Vedder Elementary, and Vedder Middle School. The SD33 Core Accessibility Working Group prepared resource packages for all the participating schools and distributed them at the start of the week. Additionally, the Working Group launched a social media campaign to promote awareness and encourage the identification and removal of barriers to accessibility and inclusion. The "Wear Red, Snap a Selfie" campaign encouraged teachers, students, and staff to pledge their support for increasing accessibility through specific action items. Participating schools were entered into a draw for an Accessibility Resource Package, which included books, games, and a grant allocation for accessibility resources.

SD33 looks forward to expanded participation in *National AccessAbility Week and Red Shirt Day* in the coming years as we continue to increase awareness and support for community members living with disabilities. SD33's Core Accessibility Working Group actively engages with community members throughout the year, working to ascertain and remove barriers to accessibility and inclusivity.





EARLY LEARNING & CHILDCARE HUB

Following the Ministry of Education's expanded mandate to include Child Care, we have enhanced the School District's early learning programming and family support initiatives, which now include eight StrongStart locations, three Just B4 Preschools, and three Before/After School Care programs, with additional sites opening in September 2024. A prime example is the Early Learning and Child Care Hub at Robertson Elementary. This Hub offers a comprehensive range of services and programs, including the Early Years Family Navigator, Just B4 Preschool, Parent-Child Mother Goose, and Before and After School Care.

Benefits:

- Early Years Family Navigator: Offers drop-in sessions where families can engage in child-led activities, access essential community resources, and receive valuable parenting education and support. This helps families navigate systems like health and social services more effectively.
- Parent-Child Mother Goose: Facilitates parent participation programs that strengthen the bond between parents and children through interactive rhymes, songs, and stories, fostering a nurturing learning environment.
- Just B4 Preschool: Led by a certified Early Childhood Educator, this program follows the BC Early Learning Framework, emphasizing the social and emotional well-being of children. Through play-based activities and a strong connection with Robertson Elementary, it ensures a smooth and confident transition into kindergarten.
- Before and After School Care: This licensed program, staffed by certified Education Assistants and Early Childhood Educators, facilitates a safe and reliable environment for students and simplifies daily routines for parents. Currently available at Central, Robertson, and Vedder Elementary, we aim to expand to three more locations by September 2024, with a goal to provide School Age care at all elementary schools by 2026.

These initiatives collectively promote collaboration, safety, and connected relationships among families, schools, and community partners. By ensuring a seamless transition into kindergarten, we support the holistic development and well-being of every child. We are dedicated to continually improving our services to meet the evolving needs of our community at the Robertson Elementary Early Learning and Child Care Hub.

“Having Before and After School care and a Preschool has contributed positively to our school community by providing an essential service to our families and fostering a sense of belonging within our community of Robertson Elementary.”

Janine McCurdy – Principal





G.W. GRAHAM Y PROGRAM

The Graham Y program aligns with the vision for Human and Social Development, emphasizing successful transitions for students. By partnering with the Cheam Leisure Centre YMCA, Graham Y offers students a comprehensive wellness experience, integrating physical fitness, Social-Emotional learning, and academic support. Led by a classroom teacher and supported by an onsite Child and Youth Care Worker, the program focuses on healthy decision-making, goal setting, and fostering community connections to enhance student learning and confidence beyond the classroom.

Through Graham Y, students have the opportunity to engage in personal development activities, active living, and strength and conditioning exercises. The program not only supports academic learning but also encourages student independence and ownership throughout their educational journey. By providing a dedicated space within the YMCA, Graham Y creates an immersive environment where students can thrive academically and personally, fostering holistic growth and well-being.



SEMESTER 1 2023-24 RESULTS

STUDENTS REGISTERED ... 31
COURSE COMPLETIONS ... 81
INCOMPLETE COURSES 7



OUR JOURNEY TO TRUTH AND RECONCILIATION

The Chilliwack School District made significant strides in Indigenous education and Reconciliation during the past year, emphasized by "Our Journey to Truth and Reconciliation," a District-wide event which was held in October 2023. Throughout the year, individual schools actively nurtured Indigenous education, awareness, and Reconciliation through a variety of ongoing initiatives, a selection of which are spotlighted below.

Demonstrating commitment to inclusivity and Reconciliation, Chilliwack Middle School observed Truth and Reconciliation Week. Beginning with an assembly that featured local leaders who discussed Truth and Reconciliation, the School highlighted Indigenous education and actionable commitments throughout the week. Central Elementary demonstrated its commitment to Reconciliation by honouring Indigenous veterans on National Indigenous Veteran's Day in November 2023. Students participated in ceremonies that elevated Indigenous voices and shared untold stories, engaging in cultural practices like drumming and singing.

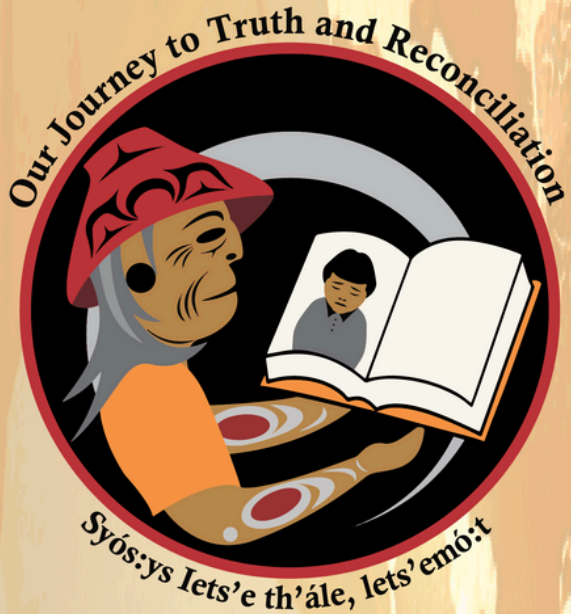
The Indigenous Student Voices and Agency Group organized a Teacher-Honouring Ceremony in February 2024, recognizing teachers for their exceptional support and allyship through blanket ceremonies and traditional practices.

Collaboration between the Indigenous Education and Curriculum Departments led to the development of the River Snap initiative, which Indigenousized numeracy education in Kindergarten. By integrating Indigenous stories and teachings, students engaged in hands-on learning experiences that promoted inclusive education.

Across the District, efforts were made to incorporate Place-Based Learning opportunities, outdoor experiences, and cultural initiatives to celebrate Indigenous heritage. From co-naming Cultus Lake Community School to engaging in traditional games like Slahal, the District continues to demonstrate its commitment to deepening student appreciation for Indigenous culture and fostering community engagement.



Darcy Paul, Skowkale First Nation



On October 6, 2023, the Chilliwack School District brought together its 2200 staff members to participate in *Our Journey to Truth and Reconciliation*. As stated by the Honourable Steven Point, the focus on "gaining a better understanding, a different understanding" is foundational to the process of Reconciliation, fostering allyship through disciplined listening.



The image is of an Elder wearing an orange shirt, looking at their story in a book. Indigenous people live with oral teachings, which is how our knowledge and history are passed down through the generations. Even with these teachings, our Elders understand the significance of putting this hard history into books and curriculum, with the hope that all people can build a broader understanding so that this time is not forgotten. Many of our Elders are leaving this world with their stories. We see the importance of recording these stories so they can be used to build understanding and teach this part of Canada's history. Reconciliation is a difficult bridge to build; starting at the school level gives strong building blocks.

~ Sxwoxil

Jason Roberts

Jason Roberts, whose traditional name is Sxwoxil, is a Stó:ló artist and is a member of Tzeachten First Nation. Jason resides at Soowahle First Nation.



Chilliwack
School District





TRUTH & RECONCILIATION WEEK



At Chilliwack Middle School, Indigenous Enhancement Teacher Pedro Zullo organized an impactful assembly featuring local leaders who spoke about Truth and Reconciliation. This event launched a week of Indigenous education and commitments to action. The assembly included performances by the Pilalt Warriors, with singing, drumming, and dancing, and speeches from Indigenous leaders Kat Penier, Dave Jimmie, Brenda Point, and Shannon Olynyk. Brave students shared their perspectives on Reconciliation. Leading up to September 30th, Canada's National Day of Truth & Reconciliation, students engaged in daily lessons on Canada's history and committed to Reconciliation actions.

“Now what does Reconciliation mean? It means to fix what has been damaged, make the wrongs we made right, and do what we say we are going to do. But overall, it doesn't mean anything if we don't do anything; we must take action, make things equal.”
~ CMS Student



Pilalt Warriors



STÓ:LŌ XÁY:YXELEQ HÁ:KW'ELES SWÁYEL

Indigenous Veteran's Day & Remembrance Day Ceremony



- ✓ Human & Social
- ✓ Collective Responsibility



"I love being able to drum in front of our school!"

~ Grade 1 student

Central Elementary Community School

Central Elementary gathered to honour veterans on National Indigenous Veteran's Day (November 8th, 2023). With great care, two grade-five students elevated the voices of Indigenous peoples and the experiences of Indigenous veterans during war time in Canada, sharing the often-untold stories of Indigenous veterans.

To begin the ceremony, grade 1 students drummed together to welcome the school and parents, singing Ey Swayel tel Siyaye. Another class made wreaths, and students laid boughs of cedar to honour and share remembrance. They learned the importance of cedar, Stó:lō teachings to commemorate ancestors, and the principle of Tómiyeqw (past and future generations).

A kindergarten class shared a poem "Poppy, Poppy," and a grade 1/2 class shared feelings of peace. Preceding the moment of silence, a Stó:lō song was shared in acknowledgement of Stó:lō veterans who made sacrifices during war. Intentional connections to community memorial sites and the Stó:lō house post were also made.

To close the ceremony, families and Central students shared a final Stó:lō song. One student speaker, a community member from Soowahlie First Nation, made personal connections to family names shared during the presentation of Stó:lō Veterans. Another student speaker from Squiala First Nation shared a heart-warming experience of being gifted an honour blanket by family members following the ceremony.

"My wife had to film it all because this has never happened before. My granddaughter was so proud to be able to be up there. I will remember this. Thank you for making it possible." – Grandparent



"That was so meaningful as someone who is Indigenous" – Central Staff Member



TEACHER HONOURING CEREMONY - STUDENT VOICES AND AGENCY GROUP



On February 16th, 2024 the Indigenous Student Voices and Agency Group organized a Teacher-Honouring Ceremony, nominating and recognizing multiple teachers for exceptional support and allyship. For these teachers, the nomination was a deeply personal honour and they reflected on their commitment to listening to and being there for their students. The blanket ceremony, marked by song, dance, and tradition, underscored the importance of love and care in Indigenous culture, wrapping honourees in a sense of community and appreciation.





RIVER SNAP



Collaboration between the Indigenous Education and Curriculum Departments resulted in the development of the River Snap initiative, which focused on Indigenizing numeracy education in Kindergarten. By integrating stories, students explored mathematical concepts in concrete, pictorial, and symbolic forms. The creation of the Kindergarten 'River' kits, accompanied by lesson plans and math manipulatives, facilitated hands-on learning experiences that aligned with the BC curriculum. Additionally, professional learning sessions were conducted for Kindergarten teachers, ensuring effective implementation of numeracy lessons.

Amanda Ned, an Indigenous Enhancement Teacher, emphasized the significance of this collaboration in cultivating a wider understanding of Indigenous worldviews and their impacts on all learners. Reflecting on the initiative, she stated, "This collaboration turned into something bigger than Indigenizing SNAP. It was an opportunity to bring a better understanding of how Indigenous world views can impact all learners—students and educators."

Initiatives like the River SNAP are effective tools in promoting an inclusive and culturally responsive numeracy education.





CO-NAMING CULTUS LAKE COMMUNITY SCHOOL



At Cultus Lake Community School, the submission of an Indigenous Education Success Grant proposal led to the initiative to co-name the school in honour of shared space with the Soowahlie Indigenous community. Collaborative meetings were held with staff and community members to determine the strategic direction for the year, with a focus on honouring Indigenous learners and increasing their representation within the school. In consultation with community partners, including the Soowahlie community, Cultus Lake Parks Board, Columbia Valley, and Cultus Lake Community School Association, the School recognized the need to demonstrate its commitment to Reconciliation. A co-naming survey was conducted to gather input from the Soowahlie and School communities, resulting in a 90% family participation rate and contributions from all 180 students.

NEW NAME: Cultus Lake Swil̓hcha (S-wil-th-cha) Community School



SPOTLIGHT: EVANS ELEMENTARY

Evans Elementary integrated Place-Based Learning opportunities throughout the school, fostering inclusivity and celebrating local and Indigenous knowledge. Despite being situated in a predominantly urban environment, most classes had the chance to engage in outdoor learning experiences. This approach emphasized experiential learning, where students immersed themselves in nature, collaborating and adapting to the ever-changing environment. The school's efforts in this area were comprised of three main components: Tuesday Treks, which involved outdoor learning sessions focused on environmental literacy and numeracy; the introduction of a school gardening program to explore local crops and Indigenous plants; and the ongoing development of an outdoor learning space to incorporate Place-Based Learning strategies into the curriculum.



SPOTLIGHT: KW'IEQEL SECONDARY SCHOOL

Supported by the Indigenous Student Success Grant, Kw'íyegel Secondary School embarked on a cultural initiative to learn and play Slahal, a traditional Indigenous game of the Pacific Northwest Coast. Led by Indigenous Education Assistants (EAs) Christy and Monique, the goal was to educate students about the cultural significance of Slahal and promote community engagement through a school-wide tournament.



Indigenous Enhancement Teacher Rick Joe played a vital role in teaching students about the history and importance of Slahal in Indigenous culture during homeroom learning sessions. The initiative culminated in intramural activities throughout April and May, preparing students for the upcoming school-wide tournament on May 30th to celebrate Indigenous culture and community spirit. This successful initiative deepened students' appreciation for Indigenous heritage and cultural education, thanks to the dedication of the Indigenous EAs, Rick Joe, and the support of the school community.

SPOTLIGHT: SARDIS SECONDARY SCHOOL



Sardis Secondary School prioritized comprehensive student experiences by reintroducing co/extra-curricular field trips after COVID-related pauses. The Careers and Indigenous programs collaborated closely with students to offer opportunities beyond traditional classroom settings to meet diverse learning needs. Additionally, teachers crafted Indigenous-focused courses, seeking approval for their integration into the curriculum.





SPOTLIGHT: YARROW COMMUNITY SCHOOL

Yarrow Community School united the community in a collaborative project during Earth Week by crafting fish sculptures to adorn the school's front lobby. The project aimed to foster a sense of belonging and connection to the local area, grounding students in their learning. A local potter, supported by School staff members, guided students through the process, using clay harvested from a nearby area. Val Tosoff, an Indigenous Education Department representative, explained the significance of the Salmon Ceremony and emphasized the importance of communal effort and stewardship of the environment.



SPOTLIGHT: ROSEDALE TRADITIONAL COMMUNITY SCHOOL



At Rosedale Traditional Community School, staff members embarked on a journey of learning and reflection with an Indigenous learning kick-off event on October 6th. Engaging in the Blanket Exercise and participating in staff discussions, educators explored Indigenous teachings while setting personal and professional goals. Similarly, students enjoyed presentations from School- and District-based Indigenous teams and 3 Crows Production. Through additional collaborative initiatives undertaken with the Cheam community, students developed a deeper understanding and appreciation for Indigenous culture and traditions throughout the year.



INDIGENOUS GRAD COACH FOUNDATIONS



The Indigenous Grad Coach (IGC) program has been designed to holistically support Indigenous students through various stages of their educational journeys. By focusing on relationship-building and mentorship, IGCs motivate students and support career exploration, providing personalized guidance and encouragement to help students set and achieve goals. They play a pivotal role in assisting students through transitions, ensuring they adapt smoothly to new academic environments through orientation programs, workshops, and peer mentoring.

Effective communication with families, education representatives, and community contacts is emphasized to create a supportive network that aids in students' career development. IGCs offer comprehensive career counseling, helping students explore educational and career pathways and navigate scholarship and financial aid processes. In addition, they provide academic support, regularly monitoring performance and connecting students to necessary resources. Engagement with parents and guardians is crucial as IGCs build strong relationships to address students' holistic needs, ensuring a well-rounded approach to educational success.



INTEGRATED ARTS & TECHNOLOGY



K-12 INTEGRATED ARTS & TECHNOLOGY (IAT) STREAM

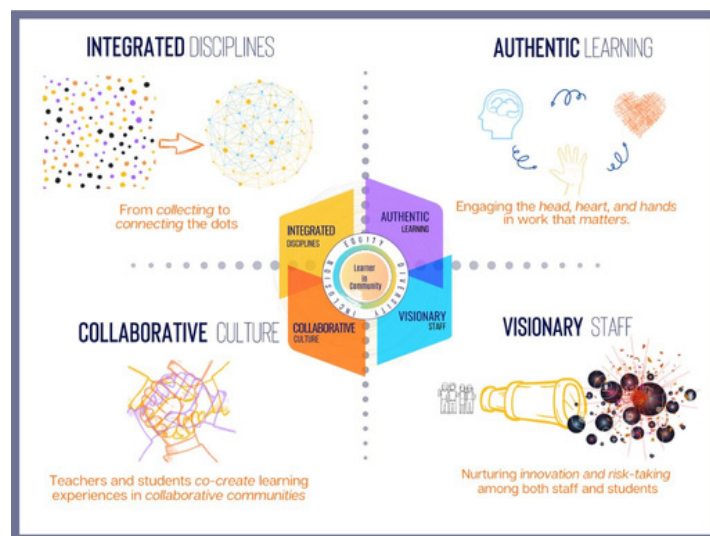
Inspired by High Tech High and other sites of educational innovation, the K-12 Integrated Arts & Technology (IAT) at Leary Integrated Arts & Technology Elementary, AD Rundle Middle School IAT Cohort and Imagine High Integrated Arts & Technology Secondary is a program of choice that welcomes students from across the District who have a strong interest in learning through hands-on projects that tackle real-world problems.

Using the redesigned curriculum that is supported by the **four pillars of integrated arts and technology** (integration of disciplines, collaborative culture, authentic learning, and visionary staff), all three school programs provide learning opportunities that are experiential, rigorous, and personalized. Art and technology are tools that enhance learning experiences, engage students, and provide multiple pathways for students to demonstrate their learnings.

“Projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work.”

Brooke Haller, Principal – Imagine High

Because collaboration and community are at the heart of the IAT approach to teaching and learning, teacher leaders from the three sites participate in ongoing professional development around project-based learning, utilizing their skills and knowledge to support colleagues. In March 2024, teachers from the three schools attended the Deeper Learning Conference at High Tech High in San Diego, CA, which focuses on innovative pedagogies through project-based learning for K-12.





IMAGINE HIGH

Imagine opened in 2021 and will celebrate its first graduating class this year. Graduates are excitedly preparing to move into post-secondary opportunities in the creative and academic fields, as well as the trades.

Implementation of the 4 Pillars of IAT has been supported by **Dr. Leyton Schnellert**, Associate Professor in UBC's Department of Curriculum & Pedagogy, who works alongside Imagine teaching teams to refine planning and assessment around inquiry projects to challenge students' critical thinking and creativity. As well, Inclusive Design Team Teachers (LATs and RTs) support planning and instruction by collaborating with classroom teachers and applying the principles of Universal Design for Learning to ensure that all learners have access to the curriculum.

A beautiful example of an Imagine project is the **Stream Restoration Project**, during which students worked on S.A.Y. Lands to restore the historical trail, connecting three local Indigenous communities. Teachers Katie Dempsey, Sonja Wykpis, and Vivian Zang collaborated to pose the question to their learners: Can we bring Indigenous ways of knowing into balance with western scientific knowledge? Integrating English, Social Studies, Math, and Science, the Stream Restoration Project focused on community relationships, Indigenous ways of knowing, and land stewardship.

A highlight of the school year at Imagine is the ever-popular **Deep Dives** (immersive inquiry projects) where students delve into a personal passion area for two weeks twice a year. This year's Deep Dives included Game Jam, Songwriting, Comparative Religions, Tinies and Toddlers, Wildlife Conservation, Classic Horror Literature, Outdoor Ed, Nature Journaling, Culinary Institute, Medieval Weaponry, and Molecular Gastronomy. Students also have the option to design and plan their own passion project.

Imagine's approach to teaching and learning has garnered interest from school districts around the province. This year, educators from Kelowna, North Vancouver, Qualicum, Vancouver Catholic School Board, and Maple Ridge visited the school. They toured the facility, visited classrooms, and explored the structures, supports, and protocols that underpin the learning teacher and student teams from Imagine, which were presented at BC Superintendent's Association conferences.





AD RUNDLE MIDDLE SCHOOL IAT COHORT

Over the last three years, the Rundle IAT Cohort has expanded from three to nine divisions, which were organized into three learning communities. During the 2023-24 school year, teachers collaborated to co-plan and co-teach large scale projects and Deep Dives that unified subject areas, encouraging student collaboration and culminating in Exhibitions of Learning attended by peers, families, and the community.

This year, IAT students enjoyed participating in projects such as Igniting Artistry and Togetherness, Ye Olde Cell Kingdom, Energize the Lab!, Renaissance Inventions, and The Great Shift – Stor(ies) of Colonization. Deep Dives included All the World's a Stage, Cricut Crafting and Branding Brilliance, Drawn This – Explain That, Fashion Forward, From Zero to Hero Game Development, Animal Exploration, and Book Club.

“In the IAT Cohort at Rundle, we can connect with students to ignite their passions.”

~ Scott Harker, Teacher

Teacher teams collaborated with Dr. Leyton Schnellert around planning and assessment to ensure that projects were well-planned and reflected what students needed to know, do, and understand to become educated citizens.





LEARY INTEGRATED ARTS AND TECHNOLOGY ELEMENTARY

This year, Leary implemented multi-graded learning communities and an Inclusive Design Team model to enhance its focus on high-quality instruction, combining direct instruction in numeracy and literacy with project-based learning. Teachers and support staff were committed to finding creative ways to ensure that all learners were engaged and successful.

Learning community teachers planned Deep Dives and experiential projects that helped students link the curriculum to personal interests and passions. Some examples this year included Picnic Tables & Mathematics, All About Bears, Cooking, Clay Sculpting, Coding with Scratch, Making Music, and STEAM Challenges.



**“I love teaching this way. It allows me
and my students
to be creative and collaborative.”
~ Clayton Willms, Teacher**

A highlight of the year was the successful, school-wide production of **James and the Giant Peach**, a musical play performed on the main stage at the Chilliwack Cultural Centre. Students were involved in every aspect of the production, including acting, costumes, lighting, sound, props, set design, choreography, and marketing.



The integration of disciplines was on full display during the performance, and students were proud of their individual contributions to the production.

Teachers supported students in collaborating through areas of personal interest to create a final product that showcased and celebrated their collective learning.





HOW ARE WE DOING?

Our school district continues to evolve and grow, supporting over 15,000 students and approximately 2,500 staff across over 35 sites. The question, "How are we doing?" remains multifaceted, reflecting diverse perspectives and experiences. This year has been marked by several notable achievements and ongoing challenges as we strive for continuous improvement and systemic coherence.

One of the most significant events this year was Truth and Reconciliation Day on October 6. We united all schools and 2,500 staff at the Prospera Center for a day dedicated to learning about Truth and Reconciliation, setting a positive tone for the year. We prioritized student voice and agency through regular District Student Leadership Meetings and a dedicated Indigenous Student Leadership group, which notably presented at the BCSSA.

Our Early Learning program has also expanded. With a team of over 50 staff members, we run sustainable, cost-neutral programs for our youngest learners. In our elementary schools, we emphasized collaboration to enhance literacy, promoting shared practices and collective progress. At the middle school level, Dr. Leyton Schnellert worked with teacher teams to co-plan units of study, significantly improving instructional and assessment practices. We held regular meetings with Secondary School Teacher Assessment Leads and organized a Secondary Literacy Retreat, supporting ongoing professional development and collaboration. Our Integrated Arts & Technology (IAT) schools—Leary, ADR, and Imagine—continued to lead in innovative practices, attracting visits from neighbouring districts to learn about creating inclusive, personalized, project-based learning environments.

Student services staff engaged in multiple in-service days focused on competency-based IEPs, fostering good energy, valuable information exchange, and increased confidence throughout the system. A key highlight has been the collaboration between the Curriculum Department, Indigenous Education Department, and classroom teachers to create the "River SNAP," a new math resource for Kindergarten students.

Leadership development remained a priority, with structured support for principals and vice-principals, management toolkits, lunch and learns, mentorship opportunities, and the launch of a two-year teacher leadership development program. We initiated several projects through our amended budget process, including enhancements to our curriculum in-service model, secondary school student support, elementary budget improvements, and increased family/student engagement. Additionally, we reflected on our middle school pillars to ensure we remain committed to the right work and continue to support our students effectively.

This collective work reflects our commitment to fostering an innovative, inclusive, and supportive educational environment. While we celebrate our successes, we remain aware of areas needing improvement and are dedicated to addressing them to ensure consistent and equitable student outcomes across the district. This year's Framework for Enhancing Student Learning (FESL) includes updates on priority learners and cohort data, providing a comprehensive overview of our progress.



WHERE ARE WE GOING?

The upcoming school year of 2024/25 promises to be one of reflection, recommitment, and continued growth. As we look forward to our journey, we are dedicated to reinforcing and expanding upon the foundations laid in previous years. Our Strategic Plan will guide our efforts, which we will revisit and recommit to for the next five years through extensive consultation. This process will yield a renewed Strategic Plan serving as our North Star, embodying our core values of collaboration, equity, kindness, innovation, and inclusion.

Building on the past year's successes, we recognize the need to deepen our commitment to creating processes and structures that ensure alignment throughout the district. This alignment will foster a cohesive and supportive educational environment where every student can thrive.

Dr. Leyton Schnellert's contributions to high-quality instruction in middle schools will continue, and he will expand his efforts into secondary schools. Having worked extensively at Imagine High since its inception, Dr. Schnellert brings expertise and passion for collaboration and planning, which will greatly benefit our district.

Our Before and After School Care program will expand to 17 of our 20 schools, aiming to provide this vital service in all schools. This expansion ensures that more families can access safe and enriching childcare options. Connected to our Early Learning work, we are excited to introduce a Book-Mobile initiative to support programs for children aged 0-5, providing free access to books and fostering early literacy. This initiative aligns with our commitment to equitable educational opportunities from the earliest stages of learning.

To enhance communication and collaboration across schools, staff, and roles, we will implement new strategies that foster better connections and information sharing. One such strategy is the establishment of a Bridge Team, designed to strengthen the connection between families and schools, particularly at the elementary and middle levels, targeting support for students where attendance is a barrier to learning.

In partnership with the University of the Fraser Valley (UFV), we are conducting our inaugural study to assess the impact of our Elementary Literacy Collaboration Model. This study aims to evaluate the effectiveness of our tier one and tier two instructional strategies and structures on student achievement, offering valuable insights to enhance our approaches further. Our dedication to Truth and Reconciliation will continue to be a significant aspect of our work. Building on the impactful Truth and Reconciliation Day we held last year, we will integrate more initiatives that honour Indigenous history and ways of learning, fostering a deeper understanding and respect within our school community.

These initiatives and commitments reflect our unwavering dedication to creating an innovative, inclusive, and supportive educational environment. As we embark on the 2024/25 school year, we are excited about the opportunities ahead and remain steadfast in our mission to ensure that every student has the opportunity to succeed and thrive.



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.

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.