



**Chilliwack
School District**

THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Public Board Meeting

(Live Streamed; Attendees may be recorded)

AGENDA

June 30, 2025

12:00 pm

1. CALL TO ORDER – School District Office

- 1.1. Call to Order – **Welcome, Acknowledgment of Traditional Territory and Diversity Statement**
- 1.2. Adoption of the Agenda
(THAT the agenda be adopted as circulated.)
- 1.3. Approval of the Minutes
(THAT the minutes of the June 17, 2025 Regular Board Meeting and June 26, 2025 Special Regular Board Meeting be approved as circulated.)

2. PRESENTATION

- 2.1. Strategic Plan 2025-2029

3. INFORMATION ITEMS

- 3.1. Trustee Written Reports
- 3.2. BCSTA Report

4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

5. ACTION ITEMS

- 5.1. Lease Agreement Bylaw No. 2025-09 (2nd and 3rd Reading)
- 5.2. Policy 110 District Vision, Mission and Motto - Revised
- 5.3. Strategic Plan 2025-2029

6. MEETING SUMMARIES

7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

8. SUPERINTENDENT'S UPDATE

9. ADJOURNMENT

9.1. Next Board of Education Meeting: September 23, 2025 at 5:30pm



MINUTES OF THE REGULAR MEETING
The Board of Education
School District #33 (Chilliwack)

Date of Meeting: Tuesday, June 17, 2025

Location: School District Office

Members Present:

Chair	David Swankey
Vice Chair	Teri Westerby
Trustee	Carin Bondar
Trustee	Richard Procee
Trustee	Willow Reichelt
Trustee	Margaret Reid
Trustee	Laurie Throness

Staff Present:

Superintendent	Rohan Arul-pragasam
Secretary Treasurer	Simone Sangster
Assistant Superintendent	Paula Jordan
Assistant Superintendent	Kirk Savage
Assistant Superintendent	David Manuel
Director of Facilities & Transportation	Allan Van Tassel
Executive Assistant	Talana McNally

1. CALL TO ORDER

1.1. Call to Order

The Board Chair called the meeting to order at 5:31 p.m. – **Welcome, Acknowledgment of Traditional Territory and Diversity Statement**

1.2. Adoption of the Agenda

50.25 Moved by: Trustee Reid
Seconded by: Trustee Throness

THAT the agenda be adopted as circulated.

NO VOTE

51.25 Moved by: Trustee Swankey
Seconded by: Trustee Bondar

THAT the agenda be amended to move Item 5.1 (Purchase and Lease Agreement – Charles St.) to follow Item 2.1 and be considered prior to the Information Items.

CARRIED

52.25 Moved by: Trustee Reid
Seconded by: Trustee Throness

THAT the agenda be adopted as amended.

CARRIED

1.3. Approval of the Minutes

53.25 Moved by: Trustee Westerby
Seconded by: Trustee Bondar

THAT the minutes of the May 20, 2025 Regular Board Meeting be approved as circulated.

CARRIED

2. PRESENTATION ITEM

2.1. 2021-2025 Strategic Plan Update – Looking Back

Assistant Superintendent Kirk Savage provided a presentation highlighting the District's progress and accomplishments under the 2021–2025 Strategic Plan as it nears completion.

Assistant Superintendent David Manuel and Principal of Indigenous Education Brenda Point followed with a presentation on the Chilliwack School District's Journey to Truth and Reconciliation.

The Board, along with the Superintendent and Principal of Indigenous Education, acknowledged and thanked Dr. Michael Audet for his foundational contributions in initiating this work.

Meeting Recessed at 6:04 pm
Meeting called back to order at 6:17 pm

3. INFORMATION ITEMS

3.1. Audit Working Committee Report

The Board received an update from the Audit Working Committee's meeting held on June 5, 2025.

3.2. Trustee Written Reports

Trustees submitted written reports listing key activities they've attended since the last public board meeting as well as upcoming events.

3.3. BCSTA Report

Trustee Reid provided an update on matters related to the BCSTA.

3.4. Board Performance Review Report

The Chair provided a report on the Board's Performance Review as per Policy 180, noting completion of the 2024–25 self-assessment and plans to continue the process in 2025–26.

3.5. Indigenous Education Council (IEC) Update

The Board received an update from the Indigenous Education Council (IEC) on matters related to the Indigenous Education Council.

4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

- Acknowledgement of the successes of the 2021–2025 Strategic Plan, with particular emphasis on collaboration with all Board partner groups.

5. ACTION ITEMS

5.1. Purchase and Lease Agreements – Charles St.

Note: This item was considered earlier in the meeting, as per the adopted amended agenda.

School District No. 33 (Chilliwack) 9460 Charles Street, Chilliwack Site Acquisition Bylaw, 2025, No. 2025-07

54.25 Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the Board of Education approve three readings of School District No. 33 (Chilliwack) 9460 Charles Street, Chilliwack Site Acquisition Bylaw, 2025, No. 2025-07.

CARRIED

55.25 Moved by: Trustee Westerby
Seconded by: Trustee Reichelt

THAT the Board of Education approve first, second, and third reading and adopt School District No. 33 (Chilliwack) 9460 Charles Street, Chilliwack Site Acquisition Bylaw, 2025, No. 2025-07.

CARRIED

School District No. 33 (Chilliwack) 9460 Charles Street, Chilliwack Site Disposal (Lease) Bylaw, 2025, No. 2025-08

56.25 Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education approve three readings of School District No. 33 (Chilliwack) 9460 Charles Street, Chilliwack Site Disposal (Lease) Bylaw, 2025, No. 2025-08.

CARRIED

57.25 Moved by: Trustee Reichelt
Seconded by: Trustee Westerby

THAT the Board of Education approve first, second, and third reading and adopt School District No. 33 (Chilliwack) 9460 Charles Street, Chilliwack Site Disposal (Lease) Bylaw, 2025, No. 2025-08.

CARRIED

Meeting Recessed at 6:34 pm
Meeting called back to order at 6:46 pm

5.2. Annual Budget Bylaw No. 2025-05 – 2nd and 3rd Reading & Adoption

58.25 Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education approve the second reading of the Annual Budget Bylaw No. 2025-05.

CARRIED

59.25 Moved by: Trustee Bondar
Seconded by: Trustee Throness

THAT the Board of Education approve the third reading and adopt the Annual Budget Bylaw No. 2025-05.

CARRIED

5.3. Restriction of Accumulated Operating Surplus

60.25 Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education designates restricted funds from its Accumulated Operating Surplus in accordance with Board Policy 601 as follows:

- a. Residual funds resulting in the underspending of allocated funds to schools will be restricted as "School-based Carry Forwards"
- b. Residual funds resulting in the underspending of targeted indigenous funding will be restricted as "Indigenous Education Targeted Funds Unexpended"
- c. Residual funds resulting in the underspending of fees collected for early learning will be restricted as "Early Learning Initiatives".

AND

THAT the Board of Education designates a restricted fund from its Accumulated Operating Surplus in accordance with Board Policy 601 called "New Technology" which

would be used to build up a reserve towards the cost of a future Enterprise Resource Planning (ERP) system.

CARRIED

5.4. Eligible School Site Proposal (ESSP)

61.25 Moved by: Trustee Reichelt
Seconded by: Trustee Westerby

THAT the Board of Education approves the resolution as outlined in the agenda package and resolution.

CARRIED

5.5. Capital Plan Bylaw No. 2025/26-CPSD-02, No. 2025-06

62.25 Moved by: Trustee Reid
Seconded by: Trustee Bondar

THAT the Board of Education approve three readings of Capital Project Bylaw No. 2025/26-CPSD33-02, No. 2025-06 at the June 17, 2025 Regular Board Meeting.

CARRIED

63.25 Moved by: Trustee Reichelt
Seconded by: Trustee Westerby

THAT the Board of Education approve first, second, and third reading and adopt Capital Project Bylaw No. 2025/26-CPSD33-02, No. 2025-06.

CARRIED

5.6. Annual Five-Year Capital Plan, 2026/2027

64.25 Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education of School District No. 33 (Chilliwack), in accordance with provisions under section 142(4) of the School Act, hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2026/27, as provided on the Five-Year Capital Plan Summary for 2026/27 submitted to the Ministry of Education and Child Care.

CARRIED

5.7. Property Disposal Bylaw, No. 2025-04

65.25 Moved by: Trustee Reichelt
Seconded by: Trustee Throness

THAT the Board of Education approve three readings of School District No. 33 (Chilliwack) Bernard Elementary School Municipal Storm Drainage Right-of-Way Bylaw, 2025, No. 2025-04, (46465 Bernard Ave.) for City of Chilliwack right of way.

CARRIED

66.25 Moved by: Trustee Reid
Seconded by: Trustee Bondar

THAT the Board of Education approve first, second, and third reading and adopt Capital Project Bylaw No. 2025/26-CPSD33-02, No. 2025-06.

CARRIED

6. MEETING SUMMARIES

Meeting summaries were provided listing In-Camera items since the last Regular Public Board Meeting.

7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS

- No comments or questions were received

8. ADJOURNMENT

The meeting was adjourned at 7:53 p.m.

8.1. Next Board of Education Meeting Date

**Monday, June 30, 2025
Time TBD
School District Office**

Board Chair

Secretary-Treasurer



MINUTES OF THE SPECIAL REGULAR MEETING
The Board of Education
School District #33 (Chilliwack)

Date of Meeting: Wednesday, June 26, 2025

Location: Virtual via Zoom Webinar

Members Present:

Chair	David Swankey
Trustee	Carin Bondar
Trustee	Richard Procee
Trustee	Willow Reichelt
Trustee	Laurie Throness
Trustee	Teri Westerby

Regrets: Trustee Margaret Reid

Staff Present:

Superintendent	Rohan Arul-pragasam
Secretary Treasurer	Simone Sangster
Assistant Superintendent	Kirk Savage
Executive Assistant	Talana McNally
Audio-Video/Desktop Foreman	Mark Bakker

1. CALL TO ORDER

1.1. Call to Order

The Board Chair called the meeting to order at 3:00 p.m. – Welcome, Acknowledgment of Traditional Territory and Diversity Statement

1.2. Waive 48 Hours' Notice

67.25 Moved by: Trustee Reichelt
Seconded by: Trustee Westerby

THAT the Board waive the 48-hour notice period for receipt of the agenda and supporting documentation as per 8.3, Board Bylaw 5.

CARRIED

1.3. Adoption of the Agenda

68.25 Moved by: Trustee Bondar
Seconded by: Trustee Throness

THAT the agenda be adopted as circulated.

CARRIED

2. **ACTION ITEM**

2.1. **Lease Agreement Bylaw No. 2025-09**

69.25 Moved by: Trustee Reichelt

Trustee Bondar lost connection at 3:27 pm

Meeting Recessed at 3:28 pm

Trustee Bondar returned to the meeting at 3:29 pm

Meeting called back to order at 3:30 pm

Seconded by: Trustee Westerby

THAT the Board approve first reading of School District No. 33 (Chilliwack) 103 – 45425
Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No. 2025-09

CARRIED

3. **ADJOURNMENT**

The meeting was adjourned at 3:34 p.m.

Board Chair

Secretary Treasurer

BOARD OF EDUCATION

PRESENTATION

DATE: June 30, 2025

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **2025-2029 STRATEGIC PLAN PRESENTATION**

The Chilliwack School District's 2021–2025 Strategic Plan is set to expire on June 30, 2025. Superintendent Arul-Pragasam, along with Strategic Plan Refresh Consultant Janet Carroll and Special Advisor Mark Point, a former Chief of the Skowkale First Nation, will present the revised strategic plan.

This presentation will provide information on how the process began in September 2024, the journey taken to gather authentic information from the community, the efforts to indigenize the revised strategic plan, and the unveiling of the final plan. Below are the revised goal areas under the Students Success Priority.

Goal: Numeracy

Numeracy is the ability to understand, interpret, and work with mathematical concepts. Developing number sense builds confidence, curiosity and supports everyday problem solving. We will: Support learners to understand, apply and communicate mathematical concepts, processes and skills to solve problems and

Goal: Literacy

Literacy is the foundation for learning. It creates a connection to each other and the world. Literacy can be a source of joy. We will: Empower learners to access knowledge, express ideas, think critically and communicate in various ways.

Goal: Well-Being

Well-being embraces the whole person including their physical, emotional, mental, and spiritual health. We will: Create environments in which everyone feels safe, supported, and valued; and Care for ourselves, each other, the community, and the land.

Goal: Transitions

Each student experiences changes that bring new challenges, expectations, and opportunities. Well planned transitions involve preparation, communication, and collaboration. We will: Plan successful transitions for students as they move from early years into adulthood in collaboration with families, staff, and community.

STRATEGIC PLAN

2025 - 2029



“Tómiyeqw”

THE GENERATIONAL STEWARDSHIP LENS

The Coast Salish philosophy behind Tómiyeqw guides people to think deeply about any action, or inaction, they take. Tómiyeqw expresses the responsibility and connection Stó:lō people have to the seven generations past and future. Tómiyeqw is a Halq'eméylem term that literally means both great-great-great-great grandparent/aunt/uncle and great-great-great-great grandchild/niece/nephew. Tómiyeqw reminds us to think beyond our own lifetimes and act with care for future generations.

PURPOSE:

HONOURING, SHAPING AND INSPIRING OUR PAST, PRESENT AND FUTURE

We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

We're committed to Reconciliation, lifelong learning, and shared responsibility for the future.

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, Rights Holders, Inuit, Métis, community members and organizations are important members of our education community and partners in learning with the Board of Education.

STRATEGIC PRIORITIES



STUDENT SUCCESS

Provide equitable, engaging and high-quality learning environments that promote and foster academic success and nurture the unique strengths, interests and aspirations of every student.



HUMAN FLOURISHING

Support the physical, emotional, mental, and spiritual well-being of all.



ACCOUNTABILITY

Uphold a culture where ethical behaviour, transparency and personal responsibility guide our actions.



TRUTH AND RECONCILIATION

Advance Truth and Reconciliation with Indigenous communities through respect, cooperation and partnership.



GOALS



LITERACY

Literacy is the foundation for learning. It creates a connection to each other and the world. Literacy can be a source of joy.

We will:

- Empower learners to access knowledge, express ideas, think critically and communicate in various ways.



NUMERACY

Numeracy is the ability to understand, interpret, and work with mathematical concepts. Developing number sense builds confidence, curiosity and supports everyday problem solving.

We will:

- Support learners to understand, apply and communicate mathematical concepts, processes and skills to solve problems and engage in the world around us in creative ways.



WELL-BEING

Well-being embraces the whole person including their physical, emotional, mental, and spiritual health.

We will:

- Create environments in which everyone feels safe, supported, and valued.
- Care for ourselves, each other, the community, and the land.



TRANSITIONS

Each student experiences changes that bring new challenges, expectations, and opportunities. Well planned transitions involve preparation, communication and collaboration.

We will:

- Plan successful transitions for students as they move from early years into adulthood in collaboration with families, staff and community.

VALUES



EQUITY

Each member of our school community has unique experiences, identities, strengths, and needs. We identify, prevent, and remove barriers and create inclusive, safe, and supportive spaces. We make sure everyone has what they need to thrive.



KINDNESS

Kindness builds community and creates a culture of respect, empathy, and trust. With kindness, we foster a more connected and compassionate community.



INCLUSION

Meaningful inclusion fosters belonging for everyone. When each learner feels respected, valued, and welcomed, they can learn, build relationships, and participate. We commit to inclusive communities where diversity is celebrated.



COLLABORATION

Collaboration builds culture by fostering trust and a shared purpose. We share, listen, and respect all voices to connect to each other, build community, and support our learners.



INNOVATION

Innovation encourages curiosity, creativity, and a willingness to adapt. We think critically, act with confidence, explore ideas, take risks, and respond to challenges.



GLOSSARY OF TERMS

- **Purpose:** Our Purpose describes the big picture, long-term impact we will make as an organization.
- **Vision:** Our vision describes the district's aspirations.
- **Value:** Our values are guiding principles that endure over time; they ensure we make decisions with integrity.
- **Strategic Priority:** Strategic priorities orient the district's direction for the Strategic Plan and act as high standards to pursue.
- **Goals:** Goals are actionable and measurable. They help us achieve our strategic priorities.
- **Learner:** Learners include everyone in our system – staff, students, parents, families and community.
- **Lens:** A concept through which we view the impact of our decisions.
- **Literacy:** The Chilliwack literacy framework encompasses six essential components of comprehensive literacy: phonemic awareness, phonics, vocabulary, fluency, comprehension and writing.
- **Numeracy:** Mathematics is the set of skills, knowledge and processes required to engage with the curricular competencies and content areas. Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts.
- **Ethical:** Morally right
- **Spiritual:** Here we borrow from *Ensouling Our Schools* by Jennifer Katz. "Soulful education is about self-actualization – discovering who we are, where our passions lie, and what gives our lives meaning and purpose."

We are privileged to be working and learning on the unceded traditional territory of the Pilalt, Ts'elxwéyeqw, and Sema:th.



**Chilliwack
School District**

School District Office

8430 Cessna Drive, Chilliwack BC, V2P 7K4

Phone: 604-792-1321

Fax: 604-792-9665

TRUSTEE REPORT

Trustee: David Swankey

Report Date: June 25th, 2025

KEY ACTIVITIES SINCE LAST BOARD MEETING

List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.

- June 10th – Attended Board Learning Session
 - <https://sd33.bc.ca/board-strategic-learning-sessions-2024-2025>
- June 10th – Attended Chilliwack School District Pride Picnic at Imagine Secondary School
- June 11th – Met with MLA Warbus
- June 11th – Attended BCPSEA Presentation
- June 12th – Attended BCSTA Board Mtg
 - <https://bcsta.org/advocacy-in-action-bcsta-2026-budget-submission-to-the-select-standing-committee-on-finance-and-government-services/>
- June 13th – Attended BCSTA Legislative Committee debrief from 2024/2025 work plan
- June 13th – Joined GW Graham for their Class of 2025 Commencement Ceremony
- June 14th – Joined Chilliwack Secondary for their Class of 2025 Commencement Ceremony
- June 18th – Chaired BCSTA Finance & Audit Committee Mtg
- June 18th – Attended Mémihelhel year-end celebration at the Shxwhá:y Village Cultural Centre
- June 19th – Joined Kw'íyeghel for their Class of 2025 Commencement Ceremony
- June 19th – Attended BCSTA mtg with MoECC Deputy Minister and Associate Deputy Minister
- June 20th – Attended Strategic Planning mtg
- June 20th – Joined Imagine Secondary for their Class of 2025 Commencement Ceremony
- June 23rd – Attended FoundryBC Community Partners Engagement
- June 24th – Attended Strategic Plan Working Session
- June 24th – Visited Imagine Secondary for their Community Open House
- June 24th – Attended Employee Retirement & Long Service Reception

The Chair/Vice Chair Committee met on June 10th, 17th & 24th.

UPCOMING EVENTS OF INTEREST TO THE BOARD

- Oct 27th-29th – BCSTA Advocacy Mtgs
- Nov 27th-29th 2025 – BCSTA Academy
- Dec 4th-6th 2025 – FNEC Annual Conference

TRUSTEE REPORT

Trustee: Throness

Report Date: June 25, 2025

KEY ACTIVITIES SINCE LAST BOARD MEETING

List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.

- June 12 Indigenous celebration at Cultus Lake Swilhcha School
- June 12 SSS Convocation
- June 13 GWG Convocation
- June 14 CSS Convocation
- June 17 Superintendent's update
- June 17 In-camera School Board meeting
- June 17 Public school board meeting
- June 18 All Leaders Annual Breakfast
- June 19 KSS Convocation
- June 20 Imagine High Financial Awards and Convocation
- June 24 School Board learning session
- June 24 Employee recognition event
- June 25 In-Camera School Board meeting

INFORMATION REPORT

Regular Board Meeting

DATE: June 30, 2025

TO: Board of Education

FROM: Margaret Reid, BCSTA Representative

RE: **BC SCHOOL TRUSTEES ASSOCIATION (BCSTA) UPDATE**

Margaret Reid will provide an update on BCSTA matters.

DECISION REPORT

Regular Board Meeting

DATE: June 30, 2025

TO: Board of Education

FROM: Simone Sangster, Secretary Treasurer
Kirk Savage, Assistant Superintendent

RE: **LEASE AGREEMENT BYLAW NO. 2025-10**

RECOMMENDATIONS:

1. THAT the Board approve three readings of School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No. 2025-10 at the June 30, 2025 Regular Board Meeting.

(vote must be unanimous)

2. THAT the Board approve first reading of School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No. 2025-10 (attached).

If recommendation 1 is approved continue with the following:

3. THAT the Board approve second reading of School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No. 2025-10 (attached).
4. THAT the Board approve third reading and adopts School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No. 2025-10 (attached).

BACKGROUND:

Rationale and Use of the Property:

In response to a growing number of youths who are unable to attend school at existing district sites, we are proposing the establishment of a Storefront site—a 3200 square foot third campus option for students connected to Kwiyeqel Secondary School (KSS) and the district's secondary schools. These students include:

- Non-attenders on the 113 (SD33-wide) and 112 (KSS-specific) homeroom lists
- Students under probation or RCMP no-contact orders
- Youth requiring support through the Bridge Program
- Students from mainstream secondary schools who are disconnected from in-person learning environments

The vision for this space is to provide a safe, neutral, and accessible site, centrally located on a major city corridor and transit route, where students can re-engage with learning and community support services. These community supports can continue to support the youth after their school journey is complete. It fills a gap between the KSS campuses and existing mainstream options - serving a unique and highly vulnerable population that is often missed by existing programming. The storefront provides flexible, low-barrier daily access for students who face attendance, legal, or wellness-related barriers to attending a traditional school building.

Specifics of the Lease and Funding

We are seeking board approval to enter a 3-year lease for a storefront property located at 103 - 45425 Luckakuck Way – next to Canadian Tire. The estimated lease cost is \$7500 per month, with additional expenses allocated for utilities and custodial services. The anticipated annual operating cost is approximately \$90,000 (minus any subleasing partnerships).

Funding:

- We anticipate that we will recover half of the annual lease costs through partnership agreements.
- Secondary schools will cost share on the remaining lease payments (Operating Fund).
- A long-term goal is for the site to sustain itself through 1701 claims via our 113 Non-Attender List.

Staffing will be covered through existing resources:

- Existing KSS staff (1.6 Teacher Full Time Equivalent (FTE))
- The SD33 Bridge Program team
- Community support agencies such as Pacific Community Resources Society (PCRS), Chilliwack Community Services, and Youth Probation

This model allows us to launch the program without requiring new staffing allocations, instead leveraging existing staff and partnerships.

Evaluation Plan and Measures of Success

To assess the impact of the storefront site and determine next steps at the end of the 3-year term (or earlier), we will collect and report data on:

1. Attendance and engagement
 - Changes in attendance for students from the 112 and 113 homeroom lists
 - Number of students regularly attending the storefront site
2. Transition outcomes
 - Number of students returning to KSS or mainstream schools
 - Successful transitions from the Bridge Program back into classrooms or to other school sites
 - Increased graduation rate of at-risk learners, particularly those students at risk of dropping out of school programming.
3. Support and connection
 - Documented engagement with community partners and services
 - Bridge and probation staff usage of the site
 - Feedback from staff, students, and families on the storefront's effectiveness
4. Student profile and intake process

- Clear intake through District Resource Team (DRT) and/or subcommittees
- Auditable compliance with the Alternate Education profile
- Evidence that the site is not being used as a placement of convenience

A formal review of the storefront program will take place annually, with a comprehensive evaluation report submitted in Spring 2028 to inform the Board's decision on whether to renew, revise, or conclude the lease agreement.

Attachments:

103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No.2025-10
Bridge Team Information Booklet – April 2, 2025

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK)
103 – 45425 LUCKAKUCK WAY, CHILLIWACK, BC LEASE ACQUISITION BYLAW, 2025,
NO.2025-10

WHEREAS The Board of Education of School District No. 33 (Chilliwack) (the “**Board**”) is a board of education constituted under the *School Act* (British Columbia);

AND WHEREAS the Board may acquire and hold land or improvements, or both, within its school district under the authority of Section 96(2)(a) of the *School Act* (British Columbia);

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) states that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board of education only by bylaw;

AND WHEREAS the *Interpretation Act* (British Columbia) defines the word “acquire” to obtain by any method and includes accept, receive, purchase, be vested with, lease, take possession, control or occupation of, and agree to do any of those things, but does not include expropriate;

AND WHEREAS:

- (i) 376373 B.C. Ltd. (the “**Landlord**”) is the registered owner of the property with a civic address of 45425 Luckakuck Way, Chilliwack, British Columbia and legally described as Parcel Identifier: 002-206-722, Lot 1 Except: Part Road on Plan LMP18601, District Lot 259 Group 1 New Westminster District Plan 70273 (the “**Property**”);
- (ii) pursuant to an Offer to Lease dated June 17, 2025 (the “**Offer to Lease**”), the Board offered to lease from the Landlord a portion of the Property shown on Schedule A attached hereto (the “**Premises**”) subject to certain conditions in favour of the Board;
- (iii) the Board proposes to lease the Premises from the Landlord for a term of three (3) years, with one option to renew for three (3) additional years, on the terms and conditions of a lease agreement settled between the Board, as tenant, and the Landlord, as landlord, provided to the trustees of the Board (the “**Lease**”);
- (iv) the Board is satisfied that it would be in the best interests of the Board to enter into the Offer to Lease and the Lease with the Landlord for a lease of the Premises and that the granting of the Lease to the Board will neither conflict with nor detract from the regular or extracurricular program of the Board or the current or future educational needs of the school district; and
- (v) the Board is satisfied that the Offer to Lease and the Lease will benefit the Board.

NOW THEREFORE be it resolved as a Bylaw of the Board that, subject to the Board being satisfied with its due diligence relating to the Premises, the lease of the Premises by the Board from the Landlord pursuant to the Offer to Lease and the Lease be and is hereby authorized and approved and the Board enter into the Offer to Lease and the Lease with the Landlord for the Premises.

BE IT FURTHER resolved as a Bylaw of the Board that, subject to the Board being satisfied with its due diligence relating to the Premises, the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to obtain a grant of the lease of the Premises from the Landlord and to execute and deliver the Offer to Lease and the Lease and such amendments thereto as the Secretary-Treasurer may, in his or her discretion, consider advisable, and the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all related and ancillary documents required to obtain the grant of the lease of the Premises from the Landlord on such terms and conditions as the Secretary-Treasurer may, in his or her discretion, consider advisable as witnessed by the signature of the Secretary-Treasurer.

This Bylaw may be cited as "School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No.2025-10".

READ A FIRST TIME THE 30TH DAY OF JUNE, 2025.

READ A SECOND TIME THIS 30TH DAY OF JUNE, 2025.

READ A THIRD TIME, PASSED AND ADOPTED THIS 30TH DAY OF JUNE, 2025

Chairperson of the Board

Corporate Seal

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 33 (Chilliwack) 103 – 45425 Luckakuck Way, Chilliwack, BC Lease Acquisition Bylaw, 2025, No.2025-10, adopted by the Board the 30th day of June, 2025.

Secretary-Treasurer



Total: 3,236 sq.ft

SARAH TOOP PREC

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sarah@sarahtoop.com
sarahtoop.com





Chilliwack
School District

Bridge Team

2024-25



The BRIDGE Team will assist school teams to support learners with chronic to excessive absenteeism. Through relationship and mentoring, the BRIDGE Team strives to build connected relationships among students, families, schools and community partners with the end goal of developing positive school experiences for students and families.

VISION STATEMENT

Our vision is to empower student confidence and re-engagement by meeting students and families where they are, providing compassionate, personalized support tailored to their unique circumstances. Through collaboration with schools and community agencies, we create holistic, wraparound support systems that foster trust and readiness for each student's journey back to education. Our strength lies in building lasting relationships and addressing immediate needs, measuring success not solely by graduation rates but by the meaningful growth and positive steps each student and family takes toward a brighter future, whether that involves returning to school or pursuing alternative pathways to success.

GOALS

The goal of the Bridge Team is to connect the student and family with community and school supports through relationship building and mentoring and, in doing so, to develop positive school experiences for students and families. The team promotes collaboration, safety, and connected relationships among students, families, schools, and community partners.

- Act as a bridge between school, student, family and community
- Build relationship with the student and family to better understand and overcome barriers to school attendance and engagement
- Connect the student and family with school and community resources
- Facilitate collaboration between home, school, and community to develop a Student Success Plan that is responsive to student needs
- Review and celebrate accomplishments and successes

TEAM MEMBERS

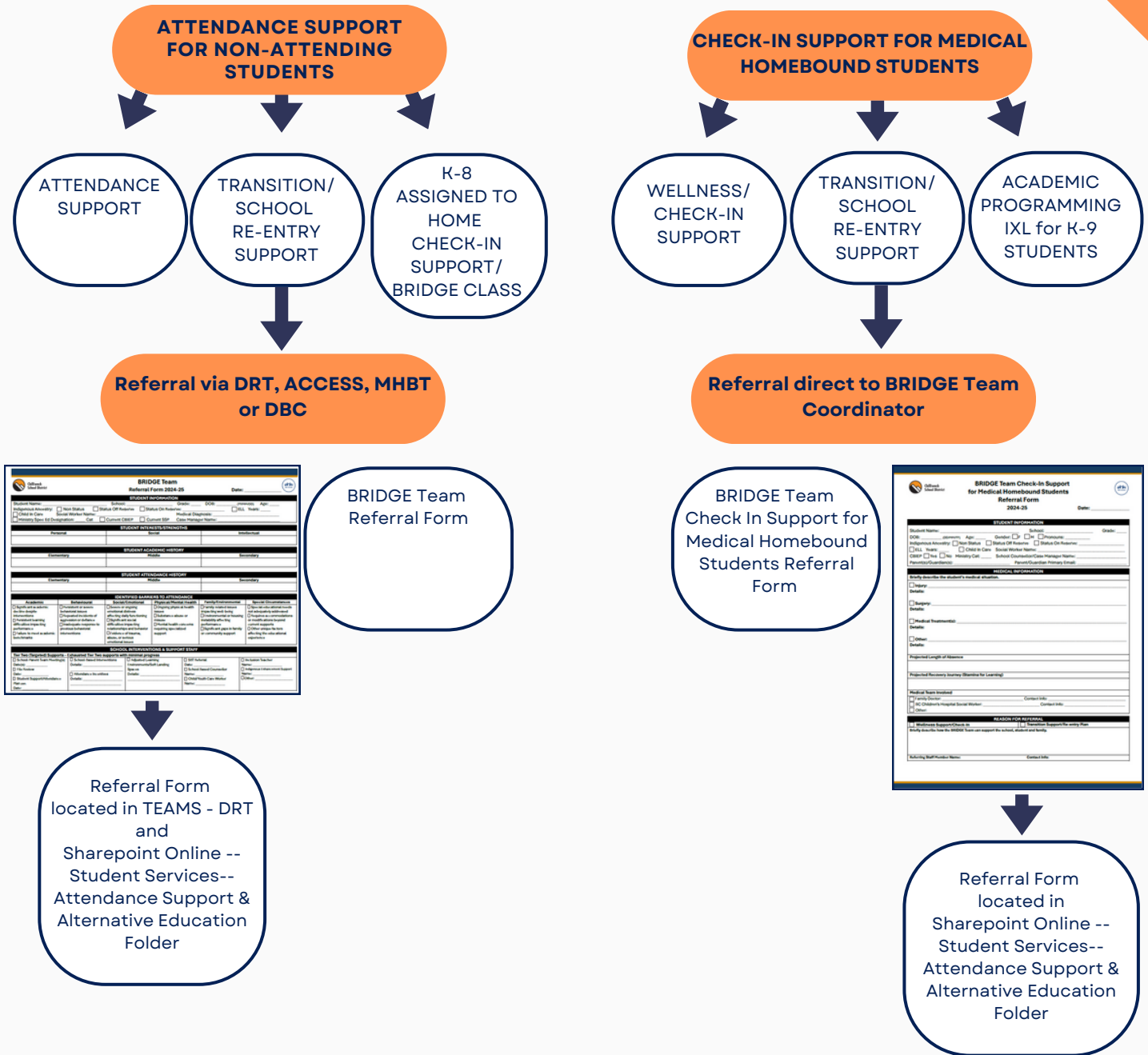
- Michelle Reilly, Coordinator of Alternative Education
- Amber Mothus, Community Outreach Coordinator
- Cheyenne Leon, Child and Youth Care Worker
- Karah Garden, Family Navigator
- Mel Deley, Family Navigator
- Kirby Jacobson, Counsellor (Currently On Leave)
- Alyson King, Alternate Support Coordinator (Currently GRTW)
- Tasha Fedech, Child and Youth Care Worker
- Nathan Weissbock, Teacher

STUDENT PROFILE

Priority is given to those students who are experiencing Chronic Absenteeism.

Definition: Chronic Absenteeism is defined, for the purpose of the BRIDGE team, as a student who has, for any reason, missed 80 percent or more of the school year or in the previous year.

BRIDGE SUPPORTS & REFERRAL PROCESS



OVERVIEW

1. Receiving and Responding to Student Referrals

- DRT Referral completed and presented by school at DRT and/or ACCESS or MHBT Referral completed
- BRIDGE Team consults with case manager/school team contact
- BRIDGE Team reviews student attendance and academic history

2. Making Connections

BRIDGE connects with student and family

- Introduction is made to the family by the school with follow-up communication made by Bridge Team
- Meet & Greet in the home or community or school

3. Building Relationships

BRIDGE engages in conversation with student and family to better understand the story

- What do you need?
- What does your child need?
- How can we help?
- How can we support?

Optional: Utilize FBA-Attendance and/or PATH or other appropriate (assessment) tool

4. Bridging Supports

BRIDGE Team connects student and family with various resources as needed to overcome barriers to support success

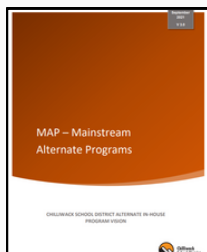
- School and District Resources
- Community Partners

5. Handing Over with Care

BRIDGE Team works with the home, school and community to develop and support the implementation of a Student Success Plan

- BRIDGE Team participates in Student Success Plan Review meeting
- What accomplishments and successes can be celebrated?
- How can the ongoing journey be supported?

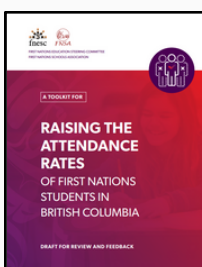
GUIDING DOCUMENTS



[SD33 MAP - MAINSTREAM ALTERNATE PROGRAMS](#)



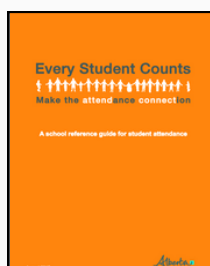
[SD33 INCLUSIVE EDUCATION MANUAL](#)



[FNEsc: RAISING THE ATTENDANCE RATES OF FIRST NATION STUDENTS IN B.C.](#)



[ATTENDANCE PLAYBOOK - SMART STRATEGIES FOR REDUCING STUDENT ABSENTEEISM POST-PANDEMIC](#)



[EVERY STUDENT COUNTS - MAKE THE ATTENDANCE CONNECTION](#)



ATTENDANCE TIERS OF SUPPORT



TIER 1

UNIVERSAL SUPPORTS

School-wide

- Create a welcoming, engaging environment that helps students feel connected to their school and teachers.
- Welcome all students and in particular the separation-anxious student when they arrive at school.
- Establish a Check-In area in the school and have connecting staff available.
- Address school safety issues through antibullying and antiviolence initiatives. Students need to know that adults will intervene when they feel unsafe or threatened
- Provide a safe harbor with the counselor or available support staff.
- Welcome and involve families in the school.

Student Specific

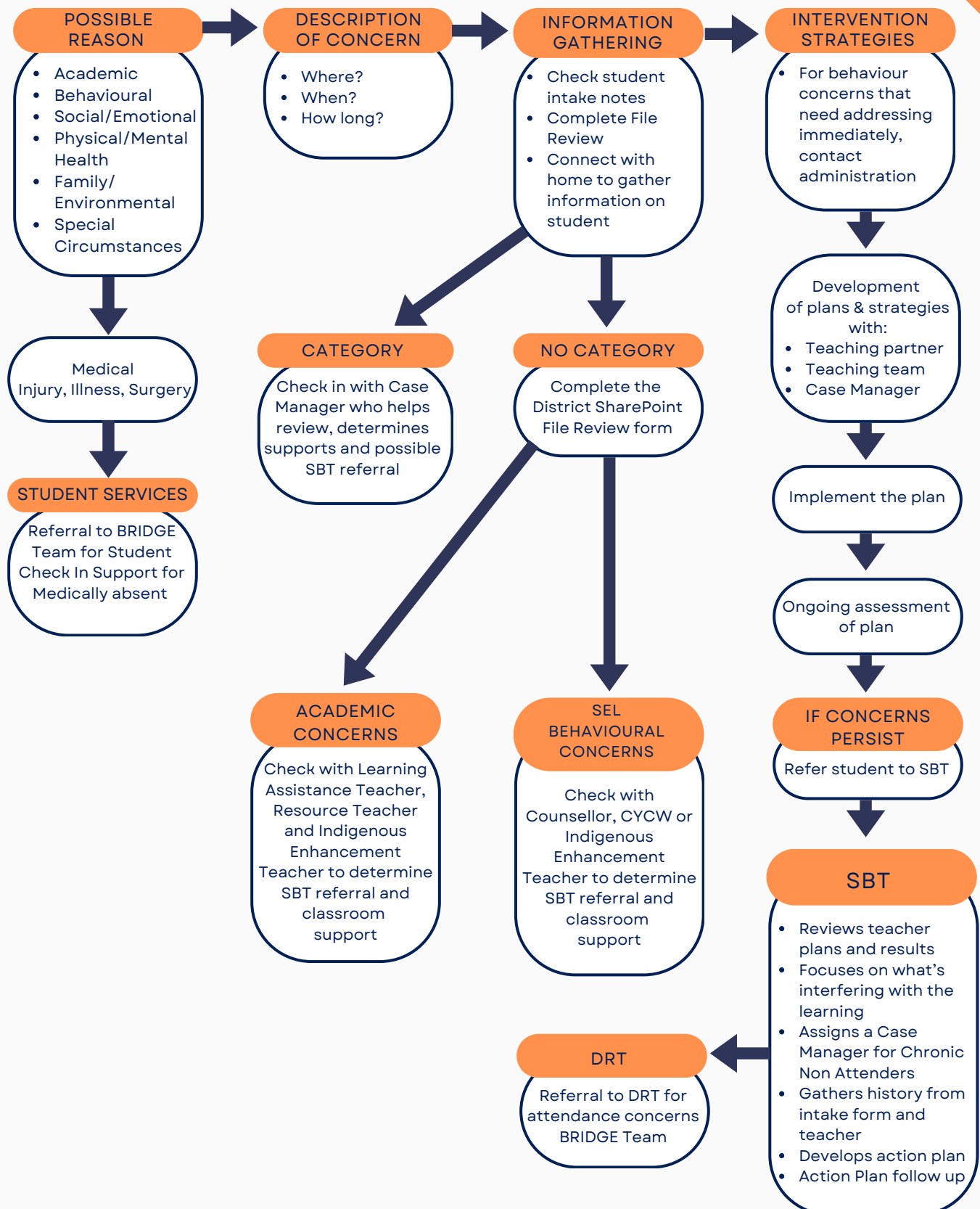
- Help the student become involved in getting organized for the day.
- Give the student special jobs, such as handing out papers or collecting books.
- Praise and encourage the student and provide comfort to younger students when they are upset.
- Set up rewards for school attendance.
- Assign a peer buddy at recess or lunch.
- Reduce the need for the student to give speeches.
- Provide an alternate test-taking environment.
- Gradual re-entry may start with having the student arrive at school but not go inside on day one, enter and visit in the front office on day two, and identify which class is most comfortable and stay just for that class on day three, etc. Exposure therapy
- For older students or those with significant anxiety or depression, allowing for progressive re-entry over a 1-2 week period may be effective.
- Teams might also consider part-time schooling, or they may temporarily allow a flexible school day for students with extended absences (e.g. over 2 years) due to extreme levels of anxiety and depression and when other interventions have been unsuccessful.

Working with Parents

- Assist parents in bringing a reluctant or acting-out child into the school.
- Work with parents to effectively respond to their child's complaints about school, while clearly ensuring that the child attends school.
- Encourage parents to set up regular evening and morning routines.
- Encourage parents to reinforce their child's positive behaviours (participation efforts), and ignore negative behaviours (crying, whining).
- Encourage parents to monitor attendance, particularly for older students.

Source: NASP

SCHOOL ATTENDANCE PLANNING & SUPPORTS



TIER 2 TARGETED SUPPORTS ASSESSMENT & INTERVENTIONS

1. Determining the Team

- A team approach to assessment and early intervention that involves family, educators, and community providers increases the probability of a successful solution
- The team can include the teacher, principal, school counsellor, school psychologist, social worker, and community members working with the child (therapist or physician), as well as the student's parents

2. Antecedents and Consequences of School Avoidance/Refusal - The Starting Point

- Hypothesis "The Why"
 - a. Can't Attend - illness, family responsibilities
 - b. Won't Attend - avoidance, learning difficulties, social
 - c. Don't Attend - not seeing value in education, something rather do instead
- Won't Attend, Don't Attend Hypothesis "The Why"
 - a. Negative Affect - makes them feel unpleasant
 - b. Escape from Social or Evaluative Situations
 - c. Receive Attention
 - d. Positive Tangible Reinforcement

3. Detailed Review of School Records

- Strengths, Stretches
- Academic Progress History
- Attendance History

4. Observations

When the student is in attendance - What do you notice?

5. School Refusal Assessments - Optional

School Refusal Assessment and District Screening to gain an understanding of the student's emotional and developmental status.

6. Interventions

The goal of intervention is to increase the student's school attendance.

- **Achievement Testing** - If the student is refusing because of academic difficulties
- **Mental Health Services** - For students with anxiety and/or depression, intervention provided by a mental health professional often includes cognitive-behavioral approaches that teach coping strategies such as relaxation, problem-solving, reducing negative self-talk, and increasing healthy self-talk.
- **Teaching** about anxiety, **rewards** for school attendance, **parent** support, **goal setting**, and setting up **plans or contracts**.
- **Medication** may be used in combination with cognitive-behavioural therapy for a student who has a psychiatric disorder such as severe anxiety or depression.
- **Re-entry Plans** - A plan that addresses what steps will be taken when the student refuses to come to school should be developed in collaboration with the parents.

Student Attendance Concerns

Definition:

For this discussion, chronic absenteeism is defined as a student who has, for any reason, missed 80 percent or more of the school year or in the previous year. An attendance issue is often the first indicator that a student is having other challenges.

School Attendance is More than being Physically Present

Students should:

- Enjoy or feel okay about going to school.
- Have positive feelings about the future.
- Feel a sense of belonging at school.

Supports Needed

- Emotional
- Intellectual
- Physical
- Social

Teams Need to be in Place

School personnel, parents/guardians, and students themselves

- Identify strengths and needs
- Understand the personal context
- Access local resources to help the student and family

Five Strategies

1. Tracking Progress - Early Identification (including transition information)
2. Student Engagement - Creating a School Culture of Engagement
3. Successful Transitions - Carefully and Deliberately Planned
 - Anytime: Routines, Relationships, Expectations, Roles
 - Specific: Grade to Grade, School to Work, School to Further Education
 - Significant: Family structure changes, Death in the family, Moving homes
4. Collaborative Partnerships - Determining the Reason for Absenteeism is essential for Identifying the Barriers to Attendance
 - Academic
 - Behavioral
 - Social/Emotional
 - Physical/Mental Health
 - Family/Environmental
 - Life Circumstances
5. Positive Connections - Unconditional Support, Expectations Maintained
 - Mentorship Programs
 - Career Counselling
 - School Liaison Work
 - Community Agencies

DECISION REPORT

Regular Board Meeting

DATE: June 30, 2025

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY 110: MISSION, VISION MOTTO - REVISED**

RECOMMENDATION:

THAT the Board of Education approve the revised Policy 110: District Purpose, Vision, Motto and Values, as attached, to align with the 2025 Strategic Plan refresh.

BACKGROUND:

Elected school boards have the responsibility of creating a strategic direction as part of their governance function. Strategic planning, when at its best, provides a clear and compelling roadmap forward. A strategic plan should engage staff, students, and the community in shaping the future of the Chilliwack School District and in the challenging task of implementation. An effective process can establish shared meaning among district staff and partners, fostering ownership and a shared sense of responsibility for the success of the outcomes.

The current strategic plan is set to expire June of 2025, and as a result, a detailed plan outlining the processes and timeline for the strategic planning refresh was presented and approved by the Board of Education during its meeting on September 17, 2024.

As per the [Framework of Enhancing Student Learning Policy](#) and the [Framework of Enhancing Student Learning Resource Webpage](#),

Strategic plans should:

- Be developed in collaboration with local First Nation(s) through First Nation Education Councils;
- Be developed with Métis Chartered communities and other Indigenous community structures;
- Be developed with education partners, such as District Education Committees, District Parent Advisory Councils, community forums, and other existing committee structures;
- Reflect existing Local Education Agreements, Equity Action Plans, and/or Aboriginal Education Enhancement Agreements to ensure consistent and meaningful support of Indigenous students;
- Be informed by engagement with the community, including parents, students, teachers, and district staff;
- Be informed by engagement with organizations that support children and youth in care and students with disabilities or diverse abilities;

- Proactively attend to unique local contexts; and
- Be developed with careful consideration of provincial goals and the local context.

From November 5, 2024, to April 11, 2025, the District held consultation forums and launched surveys, gathering approximately 8,565 responses—referred to as “Thoughts”—from students, staff, parents, guardians, caregivers, elders, and indigenous communities. Listed below are all the consultation forum completed to garner feedback from the school community.

- Middle School Student Voice and Agency Group
- Secondary School Student Voice and Agency Group
- Indigenous Student Voice and Agency Group
- All Leaders (Principals, Vice Principals, and Management Leaders)
- Chilliwack Teachers’ Association (CTA), Canadian Union of Public Employees (CUPE),
- Chilliwack Principals’ and Vice-Principals’ Association (CPVPA), District Parent Advisory Council (DPAC) and Indigenous Education Council (IEC)
- Chilliwack Secondary Family of Schools
- Sardis Secondary Family of Schools
- Imagine High Family of Schools
- Kw’íyeqel Secondary School
- G.W. Graham Family of Schools
- Parents/Guardians/Caregivers
- Indigenous Community Forum for Elders, parents, Education Coordinators and Mémíyelhtel students
- Staff engagement – Online opportunity was available for staff who could not participate in the strategic plan refresh consultation forums at their locations. This online survey was open from March 31 to April 11, 2025.

Feedback gathered through the forums was carefully reviewed by District staff and the Board of Education. This process included an in-depth examination of the District’s current vision, motto and mission/purpose statements—specifically the District’s aim, core values, and overall direction.

As a result, Policy 110 was updated to reflect the District’s Vision (what we do), revised Mission/Purpose (why we do it), Motto (highlighting the value of our partners), and updated Core Values (the principles that guide our governance and relationships in pursuit of our vision).

Please find attached the revised Policy 110 within the Decision Report, which reflects the input received from the school community.

POLICY 110 DISTRICT PURPOSE, VISION, MOTTO AND VALUES

The Board of Education has adopted the following statements that inform and guide the work of the district:

Purpose

Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

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, Rights Holders, Inuit, Métis, 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.

Core Values

We provide a learning and working environment where these values are central to all that we do:

1. Equity
 - Each member of our school community has unique experiences, identities, strengths, and needs. We identify, prevent, and remove barriers and create inclusive, safe, and supportive spaces. We make sure everyone has what they need to thrive.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Policy Manual



2. Inclusion
 - Meaningful inclusion fosters belonging for everyone. When each learner feels respected, valued, and welcomed, they can learn, build relationships, and participate. We commit to inclusive communities where diversity is celebrated.
3. Kindness
 - Kindness builds community and creates a culture of respect, empathy, and trust. With kindness, we foster a more connected and compassionate community.
4. Collaboration
 - Collaboration fosters trust and a shared purpose. We share, listen, and respect all voices to connect to each other, build community, and support our learners.
5. Innovation
 - Innovation encourages curiosity, creativity, and a willingness to adapt. We think critically, act with confidence, explore ideas, take risks, and respond to challenges.

POLICY 110 DISTRICT ~~MISSION~~PURPOSE, ~~VISION AND~~, ~~MOTTO~~ AND VALUES

The Board of Education has adopted the following statements that inform and guide the work of the district:

Mission Statement

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

Purpose

Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

Vision Statement

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

Our Motto:

"Partners in Learning"

Students, parents/ guardians, caregivers, staff, First Nations, Rights Holders, Inuit, Métis, 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.

Core Values

We provide a learning and working environment where these ~~core~~ values are central to all that we do:

1. Equity

- ~~We commit to ensure that everyone receives the required support and experiences they need to be successful and fulfill their potential.~~ Each member of our school community has unique experiences, identities, strengths, and needs.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Policy Manual

We identify, prevent, and remove barriers and create inclusive, safe, and supportive spaces. We make sure everyone has what they need to thrive.

2. Inclusion

- Meaningful inclusion fosters belonging for everyone. When each learner feels respected, valued, and welcomed, they can learn, build relationships, and participate. We commit to inclusive communities where diversity is celebrated.

2.3. Kindness

- 3. We demonstrate caring, compassion and empathy towards everyone in order to create a spirit of connectedness in our community. Kindness builds community and creates a culture of respect, empathy, and trust. With kindness, we foster a more connected and compassionate community.

4. 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.

5.4. Collaboration

- With open hearts and minds we listen to each other and work together to achieve our shared goals. Collaboration fosters trust and a shared purpose. We share, listen, and respect all voices to connect to each other, build community, and support our learners.

6.5. Innovation

- Innovation encourages curiosity, creativity, and a willingness to adapt. We think critically, act with confidence, explore ideas, take risks, and respond to challenges. We will continue to be curious, creative and open to new ideas so that we can produce high-quality learning outcomes across the system.

Key Terms:

- Deep Learning — Deep learning is defined as the process of acquiring the six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking. These competencies describe the increasing complexity of thinking and problem solving, collaborative skills, self-knowledge and responsibility that underlie character, and the ability to feel empathy and take action that makes one a global citizen.
- Equality vs. Equity — Equality means giving everyone the same resources; equity means giving each student access to the resources they need to learn and thrive.

DECISION REPORT

Regular Board Meeting

DATE: June 30, 2025
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: **DISTRICT STRATEGIC PLAN 2025-2029**

RECOMMENDATION:

THAT the Board of Education approve the revised Strategic Plan, 2025-2029 as presented.

BACKGROUND:

Elected school boards are responsible for setting the strategic direction of the district as part of their core governance responsibilities. When done well, strategic planning provides a clear and compelling roadmap for the future. It should actively engage staff, students, and the broader community in shaping the future of the Chilliwack School District and in supporting the complex work of implementation. A well-executed strategic planning process helps build shared understanding among staff and partners, fostering a sense of ownership and collective responsibility for achieving key outcomes.

A successful strategic plan is a living document that continues to be evident through the ongoing work of the district. It provides a clear direction for staff, the community, and students, and can also create an action plan. An effective strategic plan will guide the daily operations and improvement initiatives in the Chilliwack School District. High-performing school districts have a clear vision that focuses all district efforts on improving teaching and learning. They have a strong understanding of their educational goals and a clear sense of direction. This shared understanding of the district's vision and mission needs to be consistent for all staff and partners and should be regularly communicated.

As per the [Framework of Enhancing Student Learning Policy](#) and the [Framework of Enhancing Student Learning Resource Webpage](#),

Strategic plans should:

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- Be informed by engagement with organizations that support children and youth in care and students with disabilities or diverse abilities;
- Proactively attend to unique local contexts; and
- Be developed with careful consideration of provincial goals and the local context.

The current strategic plan is set to expire June of 2025, and as a result, a detailed plan outlining the processes and timeline for the strategic planning refresh was presented and approved by the Board of Education during its meeting on September 17, 2024.

From November 5, 2024, to April 11, 2025, the District held consultation forums and launched surveys, gathering approximately 8,565 responses—referred to as “Thoughts”—from students, staff, parents, guardians, caregivers, elders, and indigenous communities. Listed below are all the consultation forum completed to garner feedback from the school community.

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- Staff engagement – Online opportunity was available for staff who could not participate in the strategic plan refresh consultation forums at their locations. This online survey was open from March 31 to April 11, 2025

Feedback gathered through the forums was carefully reviewed by District staff and the Board of Education. This process included an in-depth examination of the District’s current vision, motto and mission/purpose statements—specifically the District’s aim, core values, and overall direction.

The District expresses its heartfelt gratitude to several key contributors for their roles in the strategic plan refresh process.

We extend our deepest gratitude to Strategic Plan Refresh Consultant Janet Carroll and Executive Assistant to the Superintendent Lisa Champagne for their exceptional leadership in planning, organizing, facilitating, and communicating every aspect of the Strategic Plan Refresh consultation process. Their professionalism, attention to detail, and unwavering commitment were instrumental in ensuring that all forums were meaningful, inclusive, and impactful.

We offer a heartfelt thank you to Special Advisor and former Chief of Skowkale First Nation, Mark Point, whose presence and wisdom deeply enriched the process. Through his thoughtful and thought-provoking questions, he consistently invited participants to reflect more deeply and engage with emerging ideas in transformative ways.

We are also grateful to Communications Manager Amy Dhanjal for her oversight of the communications strategy, ensuring clarity and cohesion throughout, and to Graphic Designer Harshpreet Kaur, whose artistic talent brought the plan to life visually with compelling and beautiful graphics that now define its identity.

We wish to express our sincere appreciation to Chief Darcy Paul of Skowkale First Nation for generously sharing his time and voice in creating a powerful video that brings to life the principle of Tómiyeqw, a concept that will anchor the revised strategic plan framework. Finally, we extend our thanks to renowned Eastern Fraser Valley-based artist Carrielynn Victor, XwChí:yóm (Cheam First Nation), whose stunning graphic representation of Tómiyeqw serves as the central image in the plan's new visual framework.

Together, your contributions have not only shaped a strategic plan, but helped ground it in meaning, identity, and collective purpose. We are profoundly grateful.

MEETING SUMMARIES

In-Camera Meeting – June 17, 2025

Trustees: David Swankey, Teri Westerby, Carin Bondar, Richard Procee, Willow Reichelt, Margaret Reid, Laurie Throness

Staff: Rohan Arul-pragasam, Simone Sangster, Rachael Green, Nadine Clattenburg, Talana McNally

1. Audit Working Committee Report: Minutes
2. Property Update
3. BCPSEA Report
4. Correspondence Received
5. HR Report
6. School Act Section 15 Information