



THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Board Meeting Held in Public

(Live streamed; attendees may be recorded)

AGENDA

May 12, 2026 | 5:30 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, with Information Items and the Superintendent's Update omitted to reflect the purpose of this meeting.)

1.3. Approval of the Minutes

(THAT the minutes of the April 21, 2026 Regular Board Meeting be approved as circulated.)

2. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

3. ACTION ITEMS

3.1. Enrollment and Facilities Review

3.1.1. South Side Middle School Late French Immersion Program

3.1.2. Yarrow and Greendale Middle School Transitions

3.1.3. Watson Elementary Catchment

3.1.4. Cheam Elementary Catchment

3.1.5. North Side Early and Late Middle School French Immersion Program

3.1.6. District Early French Immersion Program

3.1.7. Integrated Arts and Technology Program Grade 6-12 Reconfiguration

3.1.8. Rosedale Traditional School Reconfiguration

4. MEETING SUMMARIES

5. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

6. ADJOURNMENT

6.1. Next Board of Education Meeting: May 19, 2026 at 5:30pm



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

Date of Meeting: Tuesday, April 21, 2026

Location: School District Office

Members Present:

Chair	David Swankey
Vice Chair	Margaret Reid
Trustee	Carin Bondar
Trustee	Richard Procee
Trustee	Willow Reichelt

Regrets: Trustee Teri Westerby

Staff Present:

Superintendent	Rohan Arul-pragasam
Secretary Treasurer	Simone Sangster
Assistant Superintendent	Paula Jordan
Assistant Superintendent	Kirk Savage
Assistant Superintendent	David Manuel
Assistant Secretary Treasurer	Raman Brar
Executive Assistant	Talana McInally

1. CALL TO ORDER

1.1. Call to Order

The meeting was called to order at 5:33 p.m.

The Chair opened the meeting with a welcome, an acknowledgment of Traditional Territory, and the Board's Diversity Statement.

1.2. Adoption of the Agenda

43.26 Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the agenda be adopted as circulated.

CARRIED

1.3. Approval of the Minutes

- 44.26** Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the minutes of the March 10, 2026 Regular Board Meeting be approved as circulated.

CARRIED

2. PRESENTATION ITEM

2.1. Board Room Mural Art

The Board received a presentation on the Mural Art as selected by a mural selection committee of district staff members. The presentation provided background on the selection process, the artist, and the meaning reflected in the mural.

3. INFORMATION ITEMS

3.1. Education Policy Advisory Committee Report

Trustee Reichelt provided the Education Policy Advisory Committee report, outlining the policy reviews and recommended amendments arising from the barrier scan.

3.2. Budget Advisory Committee Report

The Board received the minutes of the Budget Advisory Committee meeting held on April 7, 2026.

3.3. Trustee Written Reports

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

3.4. BCSTA Report

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

3.5. Indigenous Education Council (IEC) Update

The Board received an update from the Indigenous Education Council (IEC).

3.6. Budget Assumptions 2026-27

Simone Sangster, Secretary Treasurer and Raman Brar, Assistant Secretary Treasurer provided an overview of the School District's budget development process and budget assumptions for the 2026-27 school year.

4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

- Budget assumptions, communication channel
- Board advocacy for public education funding improvements
- Budgeting for in-service/training vs health, benefits and leave provisions

- Safe-guards for staffing levels, service reductions
- Mural gratitude and reflection
- Bussing and Administrative Procedure 337
- Budget concerns and service impacts

Meeting Recessed at 6:32 pm
 Meeting called back to order at 6:45 pm

5. ACTION ITEMS

5.1. 2027/2028 – 2031/2032 Five-Year School Calendar

For consideration of this item, Chair Swankey relinquished the Chair to Vice Chair Reid. Trustee Swankey and Trustee Reichelt acknowledged their conflict of interest for this item and recused themselves and stepped away from the meeting.

45.26 Moved by: Trustee Procee
 Seconded by: Trustee Bondar

THAT the Board of Education approve in principle the proposed five-year Local School Calendar framework for 2027/28 to 2031/32, as presented, recognizing that calendar submissions to the Ministry will occur in phases and remain subject to legislative compliance.

CARRIED

Following consideration of the item, Trustee Swankey and Trustee Reichelt returned to the meeting, and Chair Swankey resumed the role of Chair.

5.2. Capital Plan Bylaw 2026-27

46.26 Moved by: Trustee Reichelt
 Seconded by: Trustee Reid

THAT the Board approve three readings of Capital Bylaw B2026-02 (No. 2026/27 CPSD33-01) (*Vote must be unanimous*)

CARRIED

47.26 Moved by: Trustee Reichelt
 Seconded by: Trustee Bondar

THAT the Board approve first, second, and third reading and adopt Capital Bylaw B2026 02 (No. 2026/27 CPSD33-01).

CARRIED

5.3. 2025-26 Schedule of Board Meetings (Revised)

48.26 Moved by: Trustee Reichelt
 Seconded by: Trustee Bondar

THAT the Board of Education approve the revised 2025-26 school year Board of Education meeting schedule.

CARRIED

5.4. Policy Amendments – 200 & 300 Series Barrier Scan

49.26 Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education approve the amendments to **Policies 210 Privacy, 280 Smudging, 380 Learning Resources, and 382 Library Learning Commons**, as recommended by the Education Policy Advisory Committee, in alignment with the District’s barrier scan process and Board Policy 161.

CARRIED

50.26 Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the Board of Education approve the amendments to **Policy 291 Environmental Stewardship** as recommended by the Education Policy Advisory Committee, in alignment with the District’s barrier scan process and Board Policy 161.

NO VOTE

51.26 Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the introductory clause of Policy 291 “The Board of Education (the “Board”) believes,” be struck and replaced so that the policy begins with “A healthy environment supports...”

CARRIED

52.26 Moved by: Trustee Bondar
Seconded by: Trustee Reichelt

THAT the Board of Education approve **Policy 291 Environmental Stewardship** as amended and as recommended by the Education Policy Advisory Committee, in alignment with the District’s barrier scan process and Board Policy 161.

CARRIED

5.5. Policy 140 – Board-Superintendent Relationship (Revised)

53.26 Moved by: Trustee Reid
Seconded by: Trustee Bondar

THAT Board of Education approve the revised Policy 140 – Board-Superintendent Relationship.

CARRIED

5. MEETING SUMMARIES

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

6. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS

- Funding for public education vs private education
- Board advocacy for public education funding improvements
- Public transportation advocacy
- Rising fuel costs and electric bussing

7. SUPERINTENDENT’S REPORT

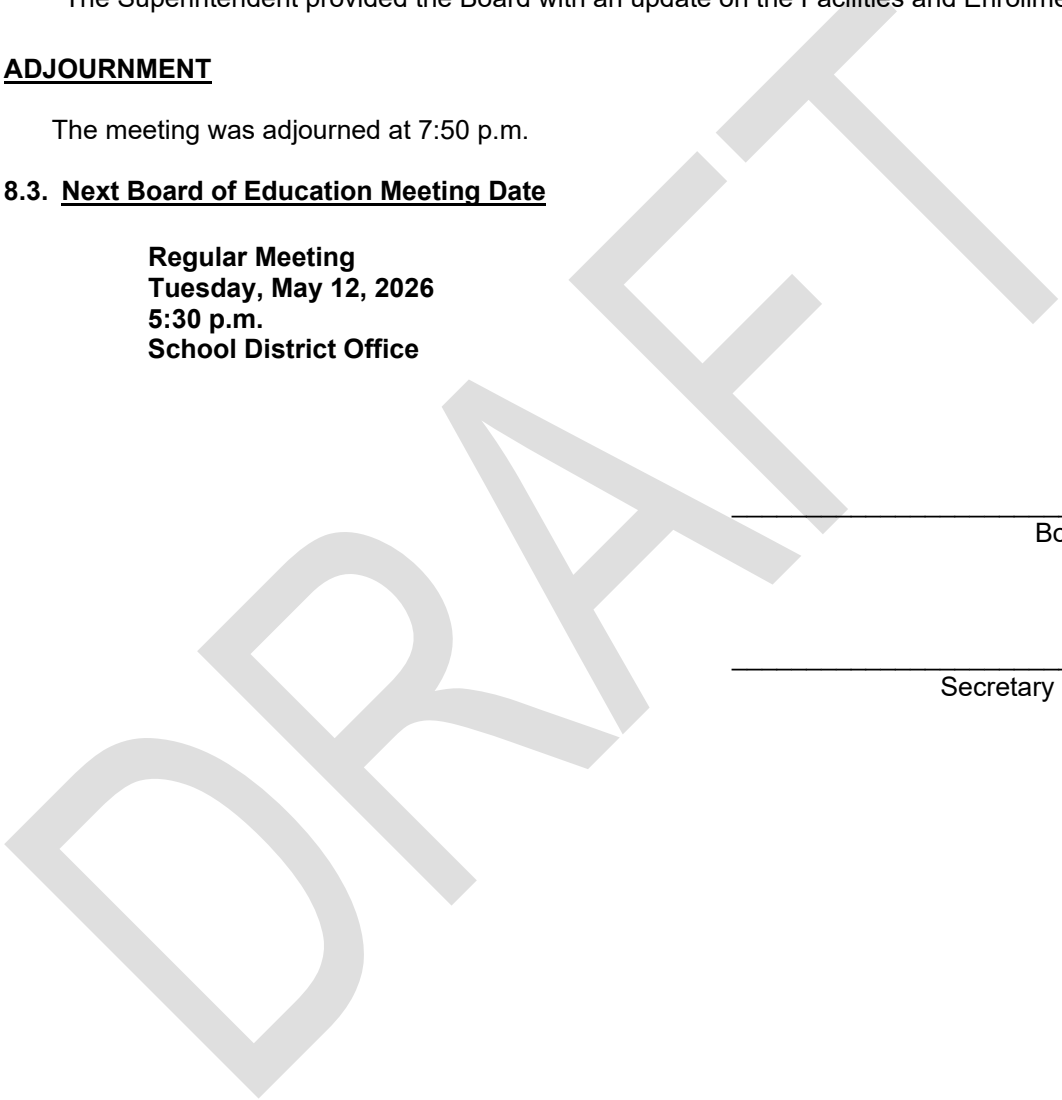
The Superintendent provided the Board with an update on the Facilities and Enrollment Review.

8. ADJOURNMENT

The meeting was adjourned at 7:50 p.m.

8.3. Next Board of Education Meeting Date

**Regular Meeting
 Tuesday, May 12, 2026
 5:30 p.m.
 School District Office**



Board Chair

Secretary Treasurer

DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 1 - SOUTH SIDE MIDDLE SCHOOL LATE FRENCH IMMERSION PROGRAM**

RECOMMENDATION:

THAT the Board of Education approve the recommendation to maintain the District's Late French Immersion program at Vedder Middle School, rather than relocate it to Mount Slesse Middle School, recognizing that District programs remain subject to future Board review and decision.

SUMMARY FOR THIS MOTION

The proposed relocation of South Side Late French Immersion from Vedder Middle School to Mt. Slesse Middle School was one of the clearest areas where formal consultation influenced the recommended direction. Families expressed strong and repeated concern about moving the program. Their concerns included student transitions, transportation, proximity, staffing continuity, program culture, band and music connections, and the potential weakening of a well-established French Immersion program.

The April 13 data review found no evidence that the community preferred relocating the South Side Late French Immersion program to Mt. Slesse Middle School. It identified only one clearly supportive comment, or two if a conditional gradual transition comment is included. By contrast, there were many more comments opposing the move and supporting keeping Late French Immersion at Vedder Middle School.

This is also an area where the emotional weight of the feedback matters. Families were not simply expressing preference. They were describing anxiety about children being moved mid-program, transportation arrangements falling apart, and the loss of a school community and program culture that has taken years to build. One parent response in the engagement summary described the proposed move as creating "deep anxiety and dread" because of transportation and family logistics.

CONCLUSION FOR THIS MOTION

From a system perspective, the original proposal attempted to address enrolment pressure and make use of available space. However, consultation demonstrated that the disruption to the program, students, and families may outweigh the benefit of relocation at this time.

The feedback regarding South Side Late French Immersion was clear, consistent, and significant. While the original draft plan attempted to respond to capacity pressure at Vedder Middle School and make use of available space at Mt. Slesse Middle School, the community response showed strong concern about program disruption, transportation, student well-being, staffing continuity, and long-term program viability.

It is reasonable and responsible for the Board to consider maintaining South Side Late French Immersion at Vedder Middle School while directing staff to continue monitoring capacity, enrolment, transportation, and future French Immersion growth. This reflects fair consideration of public input and honours the care families and staff have invested in this program over time.

SUMMARY OF ENGAGEMENT, COMMUNITY FEEDBACK, & BOARD CONSIDERATIONS

Holding the Whole System and the Human Experience:

The Facilities and Enrolment Review has been a significant undertaking for the Chilliwack School District. It has required the Board of Education and District staff to hold multiple realities at the same time: the reality of enrolment pressure, the responsibility to use public facilities well, the opening of a new east side elementary school, and the very human impact that school changes can have on students, families, staff, and communities.

These are not easy conversations, and they are not easy decisions. Schools are not simply buildings. They are places of belonging, identity, relationships, routines, culture, and care. When families hear that a catchment, pathway, program, or school configuration may change, it can create real anxiety. We heard that clearly. Parents worried about friendships, siblings, transportation, child care, school culture, student supports, and whether their children would continue to feel safe, known, and connected. Students also told us, in different ways, that they want to be seen, heard, and supported as individuals as they move through change.

It is important to acknowledge that anxiety directly. While the District has a responsibility to plan for the whole system, families experience these decisions through the life of their own child. Both realities matter. Thoughtful system leadership requires us to look across the District while still honouring the individual student and family experience.

Guided by Tómiyeqw and Generational Stewardship:

This work has been guided by **Tómiyeqw**, the generational stewardship lens of the Strategic Plan. Tómiyeqw calls us to think deeply about the consequences of both action and inaction. It asks us to consider not only the needs in front of us today, but also the students, families, and communities who will be part of this District in the years ahead. The Facilities and Enrolment Review is, at its core, an exercise in stewardship. It is about making the best possible decisions with the information available, while remaining open to learning, adjustment, and the responsibility to implement change with care.

Listening Before Recommendations Were Finalized

The engagement process began before draft proposals were brought forward. This was intentional. District staff wanted to hear from impacted school communities early, before a formal public consultation plan was presented to the Board. The purpose was to listen, understand concerns, identify issues that may not be visible through enrolment projections alone, and hear ideas directly from those most likely to be affected.

Over the course of the preliminary process, District staff participated in 36 meetings, community discussions, and presentations with school staff, students, families, Parent Advisory Councils, Board

partners, and Cheam First Nation. Approximately 583 people participated and provided feedback or asked questions.

Recognizing the Work of District Staff

That work required significant time, care, and professionalism. I want to recognize the District staff who spent many hours attending meetings, listening to parents, answering questions, documenting conversations, preparing Q&A documents, organizing forums, and supporting the What We Heard Report and formal consultation process. This included school administrators, executive assistants, members of the Executive Team, Facilities and Transportation staff, Indigenous Education staff, Learning Services staff, and our Communications Department. In particular, Communications Manager Amy Dhanjal provided significant leadership in organizing the consultation process, preparing the redacted engagement summary, protecting privacy, and ensuring the Board and community had access to a comprehensive record of what was heard.

What Families Shared During Preliminary Engagement

During the preliminary stage, participants raised concerns that were both practical and emotional. Practically, families asked about transportation, traffic, parking, child care, program access, start times, school capacity, and whether siblings could remain together. Emotionally, families spoke about belonging, friendships, transitions, identity, school culture, and the stress that uncertainty creates for children and parents.

This distinction matters. For many families, the concern was not only about which school their child might attend. It was about whether their child would still feel known, safe, connected, and supported. Parents described the anxiety of not knowing whether children would be separated from friends or siblings, whether established routines would change, whether a program would remain strong, and whether their family had made long-term decisions based on school pathways that might now shift.

Formal Consultation and Public Feedback

The formal consultation process then allowed the broader community to respond to the draft plan. Between January 28 and April 10, 2026, the District hosted a 73-day public consultation process. The process included email feedback, Let's Talk SD33, a staff presentation, online presentations, open houses, a student focus group, and an online survey that received 410 responses. In total, 581 participants engaged through the formal consultation activities.

During formal consultation, the same themes continued, but they became more focused around the specific recommendations in the draft plan. Participants were familiar with the draft plan and provided thoughtful, detailed feedback.

Common Themes Across Both Stages

Across the preliminary and formal stages, the themes were consistent. Families want stability for students. They want students to stay connected to peers where possible. They want schools to be safe, welcoming, and not overcrowded. They want access to neighbourhood schools and district programs. They want clear information, fair process, and transition plans that respect family realities.

The formal consultation report identified stability for students, keeping students together as they move through school, preventing overcrowding, and access to neighbourhood schools as the top priorities for participants. This is an important finding. While communities did not always agree on the preferred solution,

there was strong alignment around what families value: stability, connection, fairness, access, and a learning environment that can support students well.

Where Feedback Was Strongest

The engagement also confirmed that some school communities had particularly strong and coordinated responses, including French Immersion, Yarrow, and Little Mountain. On the north side, feedback was generally more positive, with the new east side elementary school being the most welcomed part of the plan. On the south side, participants generally accepted that overcrowding is real and needs to be addressed, but many questioned whether the disruption created by some proposals would be worth the benefit.

The Tension Between System Planning and Family Impact

Across the District, families acknowledged that enrolment pressure is real. Many participants understood that overcrowding, portables, uneven school capacity, and long-term growth require action. At the same time, many questioned whether certain proposed changes would solve the problem sufficiently to justify the disruption.

This tension was present throughout the review. Families often accepted the need for change in principle, while raising concerns about the specific impact on their children, their program, or their community. This is a reasonable tension. System planning requires us to look across the whole District, while families understandably experience the decision through the life of their child.

What Families Asked Us to Consider

We heard that families want stable pathways from elementary to middle to secondary school. We heard that they want thoughtful transitions that protect student well-being. We heard that they want clear communication about timelines and implementation. We heard that they want fair access to programs, including French Immersion and Integrated Arts and Technology. We heard that transportation, walkability, child care, siblings, and students with diverse needs must be considered. We also heard that families want confidence that decisions are part of a long-term plan, not a short-term reaction.

Student Voice and the Daily Experience of School

We also heard that students want to be seen and supported as individuals. The student focus group emphasized that students want adults who listen, schools that feel safe and welcoming, and systems flexible enough to respond to different student needs. This student voice is important. It reminds us that these decisions are not only about buildings, catchments, and capacity. They are about the daily experience of students in our schools.

The Board's Role in Fair Consideration

The Board's work now is to consider the information, the public feedback, the operational advice, and the long-term needs of the system. In some areas, the feedback supports moving forward. In other areas, the feedback suggests that a pause, further study, or adjustment is the more responsible path. This is what fair consideration means. It does not mean every perspective can be fully accommodated. It does mean the Board listens carefully, weighs the evidence, considers the human impact, and makes decisions that are reasonable, transparent, and aligned with the District's responsibilities.

Commitment to Transition Planning and Change Support

Where changes are approved, implementation will be as important as the decision itself. The District will not treat transition planning as an afterthought. Once Board decisions are made and transition plans are formalized, staff will bring forward clear information for the Board, families, students, and school communities.

The District will use a structured change approach, informed by the ADKAR framework: Awareness, Desire, Knowledge, Ability, and Reinforcement. ADKAR reminds us that people need to understand why change is happening, what it means for them, how they will be supported, and how the change will be sustained over time. This aligns with what we heard from families. People were not only asking what the decision would be. They were asking how their children would be supported through it.

For each approved change, transition planning will consider the needs of students and families, including communication timelines, school visits, orientation opportunities, sibling considerations, transportation information, child care implications, student support needs, and the importance of familiar relationships wherever possible. The District will also develop a robust communication process so families are not left trying to interpret decisions on their own. Communication will be clear, timely, accessible, and repeated through multiple channels.

This is not only an operational commitment. It is a relational commitment. Families have placed trust in the District to listen carefully and act responsibly. We need to continue earning that trust through how we communicate, how we support students, and how we remain responsive during implementation.

The Facilities and Enrollment Review asks us to balance what is practical, what is possible, and what is deeply human. It asks us to make decisions within real constraints while continuing to lead with care. As we move forward, our responsibility is to remain grounded in students, to support families through change, to honour the work of staff, and to steward the system in a way that reflects both present needs and future generations.

DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 2 – YARROW AND GREENDALE PATHWAYS TO VEDDER MIDDLE SCHOOL & SARDIS SECONDARY**

RECOMMENDATION:

THAT the Board of Education approve the recommendation that students residing in the Yarrow and Greendale catchments continue to attend Stitó:s Lá:lém Totí:It and transition to Sardis Secondary School, except as otherwise determined through the District's administrative procedures, and recognizing that future pathway reviews may be required based on enrolment, capacity, and other District considerations.

SUMMARY FOR THIS MOTION

The feedback from Yarrow and Greendale reflected the importance of stability, peer continuity, proximity, and long-term confidence in school pathways. Families in Yarrow were particularly clear that they have experienced repeated changes over time and want a more stable path forward.

The April 13 data review described the feedback as strong and likely overwhelming in support of not moving Yarrow and Greendale from Stitó:s to Vedder Middle School, with dominant themes of stability, proximity, avoiding repeated disruption, and keeping Yarrow and Greendale connected to Stitó:s or exploring another long-term solution such as K-8 in Yarrow.

The formal consultation report also noted that Yarrow families want stability for their students and that many shared a vision for making Yarrow Community School a K-8 school. While that was not part of the draft plan, remaining at Stitó:s Lá:lém Totí:It was seen as the most acceptable existing option for many families.

Greendale feedback was somewhat different. Multiple respondents from Greendale appreciated a pathway that would keep students together through school. This distinction matters. While Yarrow and Greendale are often discussed together, their feedback was not identical. Yarrow's strongest theme was stability after repeated changes. Greendale's strongest theme was continuity with peers.

CONCLUSION FOR THIS MOTION

The feedback from Yarrow and Greendale reinforces the importance of stable pathways and keeping students connected to peers. Yarrow families were especially clear that they have experienced too much

instability and do not want another pathway change unless it is connected to a thoughtful, long-term solution. While a K-8 model at Yarrow was raised repeatedly by families, it was not part of the draft plan before the Board. Within the available options, maintaining stability and avoiding unnecessary disruption is a reasonable response to what was heard.

If this motion is approved, staff will communicate clearly with families about the pathway, the rationale, and any future planning considerations, while continuing to monitor enrolment, transportation, and long-term options for the area.

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The Board's Role in Fair Consideration

The Board's work now is to consider the information, the public feedback, the operational advice, and the long-term needs of the system. In some areas, the feedback supports moving forward. In other areas, the feedback suggests that a pause, further study, or adjustment is the more responsible path. This is what fair consideration means. It does not mean every perspective can be fully accommodated. It does mean the Board listens carefully, weighs the evidence, considers the human impact, and makes decisions that are reasonable, transparent, and aligned with the District's responsibilities.

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This is not only an operational commitment. It is a relational commitment. Families have placed trust in the District to listen carefully and act responsibly. We need to continue earning that trust through how we communicate, how we support students, and how we remain responsive during implementation.

The Facilities and Enrolment Review asks us to balance what is practical, what is possible, and what is deeply human. It asks us to make decisions within real constraints while continuing to lead with care. As we move forward, our responsibility is to remain grounded in students, to support families through change, to honour the work of staff, and to steward the system in a way that reflects both present needs and future generations.

DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 3 – WATSON
ELEMENTARY CATCHMENT**

RECOMMENDATION:

THAT the Board of Education direct the Superintendent to undertake a comprehensive review of the school catchment areas for Watson Elementary School, Unsworth Elementary School, Tyson Elementary School, and Stitó:s Lá:lém Totí:lt during the 2026-2027 school year, and to bring forward any recommended catchment adjustments to the Board, aligned with all other recommendations effective the 2027-2028 school year.

SUMMARY FOR THIS MOTION

Feedback related to Watson, Unsworth, Tyson, and Stitó:s reflected more complexity than some other areas of the review. Families generally understood the value of reducing peer splits and creating clearer feeder pathways. At the same time, there were real concerns about distance, walkability, sibling pathways, loss of choice, and disruption to established expectations.

The April 13 data review concluded that there was not overwhelming support to keep the Watson catchment unchanged. Rather, the feedback showed a divided community. One group was concerned about changing the Watson catchment because of distance, sibling splits, disruption, and loss of the Slesse option. Another group supported a firmer Watson feeder pattern because they saw value in keeping Watson students together rather than splitting students between Vedder and Mt. Slesse.

This is exactly the type of feedback that calls for caution. When the community is divided and the implications involve walkability, proximity, peer continuity, secondary pathways, and family logistics, it is appropriate to pause and undertake further review rather than force a decision before the planning is sufficiently strong.

CONCLUSION FOR THIS MOTION

Given the mixed feedback and the complexity of the Watson, Unsworth, Tyson, and Stitó:s areas, it is reasonable and responsible to pause before making a final catchment decision. Families support the goal of reducing peer splits and creating clearer pathways, but they also raised valid questions about walkability, proximity, siblings, student supports, and the impact of changing established pathways.

A future review would allow staff to examine updated enrolment projections, transportation implications, neighbourhood growth, and family impact more carefully before returning to the Board with a refined recommendation. This approach reflects thoughtful decision-making within constraint and demonstrates that school community feedback has influenced the recommended path forward.

SUMMARY OF ENGAGEMENT, COMMUNITY FEEDBACK, & BOARD CONSIDERATIONS

Holding the Whole System and the Human Experience:

The Facilities and Enrolment Review has been a significant undertaking for the Chilliwack School District. It has required the Board of Education and District staff to hold multiple realities at the same time: the reality of enrolment pressure, the responsibility to use public facilities well, the opening of a new east side elementary school, and the very human impact that school changes can have on students, families, staff, and communities.

These are not easy conversations, and they are not easy decisions. Schools are not simply buildings. They are places of belonging, identity, relationships, routines, culture, and care. When families hear that a catchment, pathway, program, or school configuration may change, it can create real anxiety. We heard that clearly. Parents worried about friendships, siblings, transportation, child care, school culture, student supports, and whether their children would continue to feel safe, known, and connected. Students also told us, in different ways, that they want to be seen, heard, and supported as individuals as they move through change.

It is important to acknowledge that anxiety directly. While the District has a responsibility to plan for the whole system, families experience these decisions through the life of their own child. Both realities matter. Thoughtful system leadership requires us to look across the District while still honouring the individual student and family experience.

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This work has been guided by **Tómiyeqw**, the generational stewardship lens of the Strategic Plan. Tómiyeqw calls us to think deeply about the consequences of both action and inaction. It asks us to consider not only the needs in front of us today, but also the students, families, and communities who will be part of this District in the years ahead. The Facilities and Enrolment Review is, at its core, an exercise in stewardship. It is about making the best possible decisions with the information available, while remaining open to learning, adjustment, and the responsibility to implement change with care.

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The engagement process began before draft proposals were brought forward. This was intentional. District staff wanted to hear from impacted school communities early, before a formal public consultation plan was presented to the Board. The purpose was to listen, understand concerns, identify issues that may not be visible through enrolment projections alone, and hear ideas directly from those most likely to be affected.

Over the course of the preliminary process, District staff participated in 36 meetings, community discussions, and presentations with school staff, students, families, Parent Advisory Councils, Board partners, and Cheam First Nation. Approximately 583 people participated and provided feedback or asked questions.

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This distinction matters. For many families, the concern was not only about which school their child might attend. It was about whether their child would still feel known, safe, connected, and supported. Parents described the anxiety of not knowing whether children would be separated from friends or siblings, whether established routines would change, whether a program would remain strong, and whether their family had made long-term decisions based on school pathways that might now shift.

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During formal consultation, the same themes continued, but they became more focused around the specific recommendations in the draft plan. Participants were familiar with the draft plan and provided thoughtful, detailed feedback.

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The engagement also confirmed that some school communities had particularly strong and coordinated responses, including French Immersion, Yarrow, and Little Mountain. On the north side, feedback was generally more positive, with the new east side elementary school being the most welcomed part of the plan. On the south side, participants generally accepted that overcrowding is real and needs to be addressed, but many questioned whether the disruption created by some proposals would be worth the benefit.

The Tension Between System Planning and Family Impact

Across the District, families acknowledged that enrolment pressure is real. Many participants understood that overcrowding, portables, uneven school capacity, and long-term growth require action. At the same time, many questioned whether certain proposed changes would solve the problem sufficiently to justify the disruption.

This tension was present throughout the review. Families often accepted the need for change in principle, while raising concerns about the specific impact on their children, their program, or their community. This is a reasonable tension. System planning requires us to look across the whole District, while families understandably experience the decision through the life of their child.

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For each approved change, transition planning will consider the needs of students and families, including communication timelines, school visits, orientation opportunities, sibling considerations, transportation information, child care implications, student support needs, and the importance of familiar relationships wherever possible. The District will also develop a robust communication process so families are not left trying to interpret decisions on their own. Communication will be clear, timely, accessible, and repeated through multiple channels.

This is not only an operational commitment. It is a relational commitment. Families have placed trust in the District to listen carefully and act responsibly. We need to continue earning that trust through how we communicate, how we support students, and how we remain responsive during implementation.

The Facilities and Enrollment Review asks us to balance what is practical, what is possible, and what is deeply human. It asks us to make decisions within real constraints while continuing to lead with care. As we move forward, our responsibility is to remain grounded in students, to support families through change, to honour the work of staff, and to steward the system in a way that reflects both present needs and future generations.

DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 4 – CHEAM
ELEMENTARY CATCHMENT**

RECOMMENDATION:

THAT the Board of Education approve the recommendation to reallocate the existing regular program Cheam Elementary catchment by redesignating its catchment areas to Little Mountain Elementary, Strathcona Elementary, and the new East Side Elementary school, effective 2027-28, as presented;

AND

THAT, in implementing the approved North Side changes, staff consider currently enrolled students through the District's administrative procedures, including sibling continuity, subject to available space and resource allocations, to minimize disruption for students and families.

SUMMARY FOR THIS MOTION

The north side recommendations are connected to the opening of the new east side elementary school in September 2027 and the need to establish a catchment for that school. They also respond to enrolment pressure at Cheam Elementary and the need to use available space across the north side in a thoughtful and responsible way.

During consultation, many respondents saw the new east side elementary school as a positive and necessary part of the plan. Families identified benefits such as reducing overcrowding, adding needed student space, improving learning environments, reducing reliance on portables, and supporting longer-term planning for growth. At the same time, the feedback also showed concern about catchment changes, particularly for families connected to Little Mountain, Strathcona, and the current Cheam/Rosedale pathway.

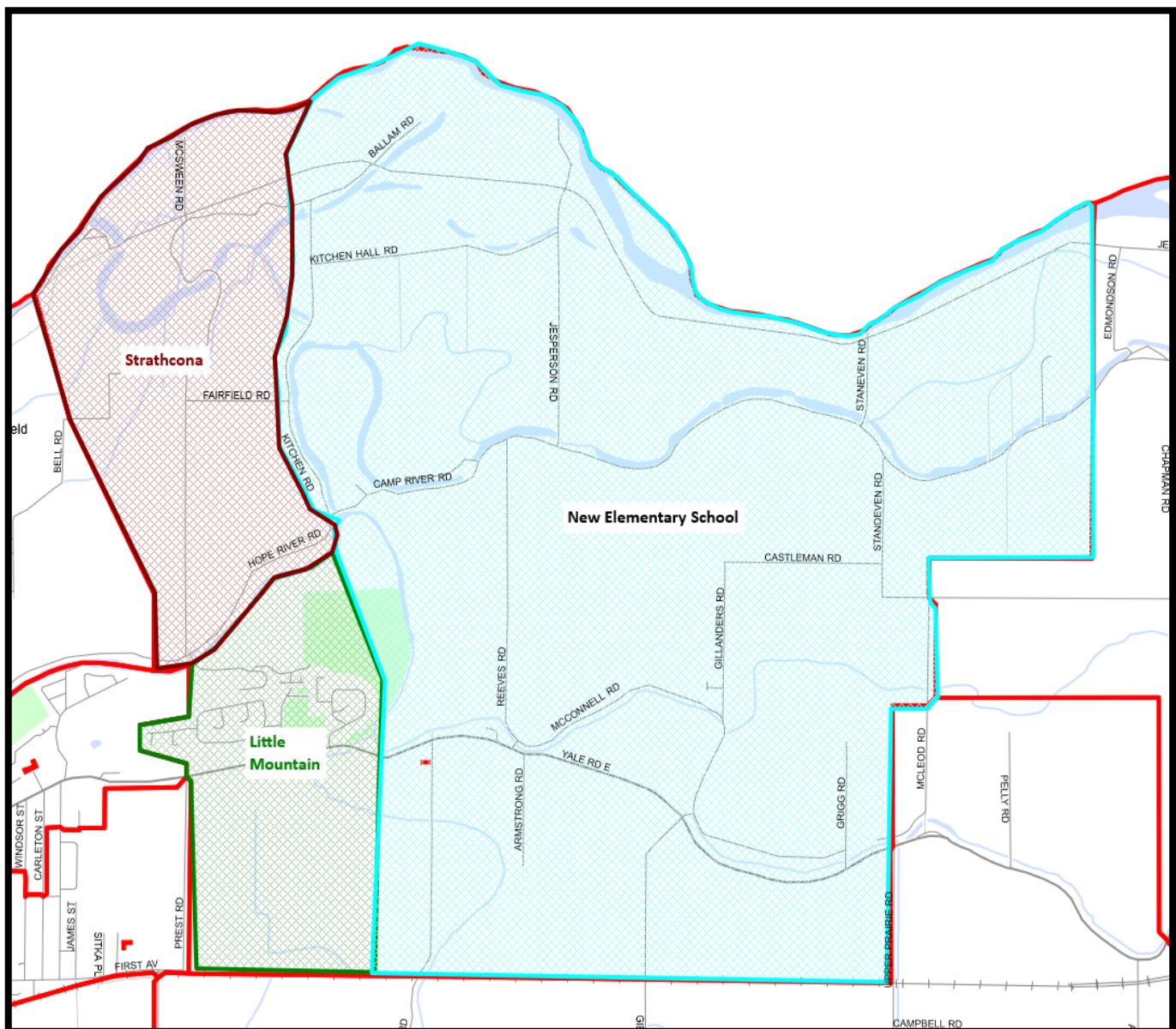
It is important to recognize that for some families, a catchment change feels deeply personal. Families may have chosen homes, child care arrangements, and routines based on their understanding of existing school pathways. For those families, even a change affecting a relatively small number of students can feel significant. The April 13 data review noted concerns about splitting a small English cohort, disrupting the established Cheam/Rosedale pathway, adding students to Little Mountain when it is already near capacity, and whether the level of disruption is justified by the number of students affected.

From a system perspective, the Board must balance those concerns with the responsibility to open the new school well, respond to overcapacity, and ensure that facilities are used effectively. The north side feedback does not suggest that families reject the need for planning. Rather, it asks the District to be careful with how catchments are implemented and how students and families are supported through transition.

CONCLUSION FOR THIS MOTION

The feedback supports the need for careful north side planning connected to the opening of the new east side elementary school. The new school was broadly viewed as a positive addition to the District and an important response to growth. At the same time, families raised valid concerns about catchment changes, existing pathways, sibling continuity, transportation, and the emotional impact of transition.

If this motion is approved, staff will develop a clear transition and communication plan that considers family circumstances, student belonging, school visits, orientation, and the supports needed to help students move with confidence and care.



SUMMARY OF ENGAGEMENT, COMMUNITY FEEDBACK, & BOARD CONSIDERATIONS

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DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 5 – NORTH SIDE EARLY AND LATE MIDDLE SCHOOL FRENCH IMMERSION PROGRAM**

RECOMMENDATIONS:

THAT the Board of Education approve the recommendation to relocate the District's North Side Early and Late French Immersion program from Chilliwack Middle School to Rosedale Traditional Middle School, recognizing that District programs remain subject to future Board review and decision,

AND

THAT the Board directs staff, in implementing the approved North Side changes, to address transportation, equitable access, and the continuity and stability of the French Immersion program, to support a successful transition for students and families.

SUMMARY FOR THIS MOTION

The proposed changes to North Side French Immersion and the future configuration of Rosedale Traditional generated mixed feedback. Some families saw benefits in locating French Immersion in newer or reconfigured spaces and creating a more coherent pathway between elementary and middle years. Others expressed concern about accessibility, transportation, equity, program vitality, and the impact of moving the program farther east.

The April 13 data review identified several perceived benefits of the north side plan, including better pathways for French Immersion, the possibility of moving the program into a newer school with more space, and closer alignment between elementary and middle French Immersion in Rosedale. At the same time, the formal consultation summary identified bussing and accessibility for French Immersion students as the most common concern about the north side plan.

This is an area where the Board needs to hold both the system benefit and the family concern together. The feedback does not show one simple answer. It shows that families value French Immersion and want the District to protect its accessibility and strength. Some families believe the move could support the program. Others worry it could create barriers for families who do not have the time, transportation, or financial flexibility to access a program farther from the centre of the community.

CONCLUSION FOR THIS MOTION

The feedback demonstrates strong care for the French Immersion program and a clear expectation that the District protect program accessibility, continuity, and long-term viability. While some respondents identified benefits to relocating the program to Rosedale, others raised significant concerns about transportation, equity, commute times, and the potential impact on enrolment.

If this motion is approved, staff will develop a clear transition plan that supports students and families, communicates early and often, and monitors the stability and enrolment of the French Immersion program over time. This approach reflects Tómiyeqw by balancing the needs of students and families today with responsible stewardship of district programs and facilities for the future. The District must ensure that French Immersion remains a meaningful and accessible choice for families.

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For each approved change, transition planning will consider the needs of students and families, including communication timelines, school visits, orientation opportunities, sibling considerations, transportation information, child care implications, student support needs, and the importance of familiar relationships wherever possible. The District will also develop a robust communication process so families are not left trying to interpret decisions on their own. Communication will be clear, timely, accessible, and repeated through multiple channels.

This is not only an operational commitment. It is a relational commitment. Families have placed trust in the District to listen carefully and act responsibly. We need to continue earning that trust through how we communicate, how we support students, and how we remain responsive during implementation.

The Facilities and Enrolment Review asks us to balance what is practical, what is possible, and what is deeply human. It asks us to make decisions within real constraints while continuing to lead with care. As we move forward, our responsibility is to remain grounded in students, to support families through change, to honour the work of staff, and to steward the system in a way that reflects both present needs and future generations.

DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 6 – EARLY FRENCH IMMERSION DISTRICT PROGRAM RELOCATION**

RECOMMENDATIONS:

THAT the Board of Education approve the recommendation to relocate the Early French Immersion program from École Cheam Elementary School to the new East Side Elementary School, recognizing that District programs remain subject to future Board review and decision,

AND

THAT the Board direct staff, in implementing the approved North Side changes, to address transportation, childcare, and the continuity and stability of the French Immersion program, to support a successful transition for students and families.

SUMMARY FOR THIS MOTION

The proposed relocation of Early French Immersion from École Cheam Elementary School to the new East Side Elementary School is connected to the broader North Side plan and the opening of a new school in September 2027. The feedback on this recommendation was mixed, and it is important to reflect that honestly. Some families expressed support for the move, particularly because the new school would provide more space, reduce pressure at Cheam, and create the possibility of a more cohesive French Immersion pathway between the elementary and middle years. Other families raised significant concerns about transportation, childcare, commute times, program accessibility, and whether moving the program farther east could affect enrolment and equity.

The April 13 data review concluded that there was not overwhelming opposition to moving Early French Immersion from Cheam to the new East Side Elementary School, but there were substantial concerns about access, transportation, childcare, family logistics, and the potential impact on enrolment.

This motion recognizes both the need to move forward with responsible North Side planning and the need to support families through the change. The preliminary engagement with Cheam families also identified transportation, traffic, after-school care, French Immersion enrolment, and program continuity as key issues, while also noting that some participants saw the move as an opportunity for the program to grow and were excited about the new school.

From a system perspective, this motion allows the District to make use of the new East Side Elementary School, relieve enrolment pressure at Cheam, and support the long-term organization of French Immersion on the North Side. From a human perspective, it also acknowledges that implementation matters. Families will need clear information about transportation, childcare availability, school start and end times, transition activities, and how the District will protect the stability and continuity of the French Immersion program.

CONCLUSION FOR THIS MOTION

The relocation of Early French Immersion from École Cheam Elementary School to the new East Side Elementary School is a reasonable step within the broader North Side plan, provided the implementation is thoughtful and responsive to the concerns raised through consultation. The feedback does not demonstrate overwhelming opposition to the move, but it does identify important risks related to transportation, childcare, access, equity, family logistics, and program continuity.

If approved, staff will develop a clear transition plan that supports students and families, communicates early and often, and monitors the stability and enrolment of the French Immersion program over time. This approach reflects Tómiyeqw by balancing the needs of students and families today with responsible stewardship of district programs and facilities for the future. The District must ensure that French Immersion remains a meaningful and accessible choice for families.

SUMMARY OF ENGAGEMENT, COMMUNITY FEEDBACK, & BOARD CONSIDERATIONS

Holding the Whole System and the Human Experience:

The Facilities and Enrolment Review has been a significant undertaking for the Chilliwack School District. It has required the Board of Education and District staff to hold multiple realities at the same time: the reality of enrolment pressure, the responsibility to use public facilities well, the opening of a new east side elementary school, and the very human impact that school changes can have on students, families, staff, and communities.

These are not easy conversations, and they are not easy decisions. Schools are not simply buildings. They are places of belonging, identity, relationships, routines, culture, and care. When families hear that a catchment, pathway, program, or school configuration may change, it can create real anxiety. We heard that clearly. Parents worried about friendships, siblings, transportation, child care, school culture, student supports, and whether their children would continue to feel safe, known, and connected. Students also told us, in different ways, that they want to be seen, heard, and supported as individuals as they move through change.

It is important to acknowledge that anxiety directly. While the District has a responsibility to plan for the whole system, families experience these decisions through the life of their own child. Both realities matter. Thoughtful system leadership requires us to look across the District while still honouring the individual student and family experience.

Guided by Tómiyeqw and Generational Stewardship:

This work has been guided by **Tómiyeqw**, the generational stewardship lens of the Strategic Plan. Tómiyeqw calls us to think deeply about the consequences of both action and inaction. It asks us to consider not only the needs in front of us today, but also the students, families, and communities who will be part of this District in the years ahead. The Facilities and Enrolment Review is, at its core, an exercise in stewardship. It is about making the best possible decisions with the information available, while remaining open to learning, adjustment, and the responsibility to implement change with care.

Listening Before Recommendations Were Finalized

The engagement process began before draft proposals were brought forward. This was intentional. District staff wanted to hear from impacted school communities early, before a formal public consultation plan was presented to the Board. The purpose was to listen, understand concerns, identify issues that may not be visible through enrolment projections alone, and hear ideas directly from those most likely to be affected.

Over the course of the preliminary process, District staff participated in 36 meetings, community discussions, and presentations with school staff, students, families, Parent Advisory Councils, Board partners, and Cheam First Nation. Approximately 583 people participated and provided feedback or asked questions.

Recognizing the Work of District Staff

That work required significant time, care, and professionalism. I want to recognize the District staff who spent many hours attending meetings, listening to parents, answering questions, documenting conversations, preparing Q&A documents, organizing forums, and supporting the What We Heard Report and formal consultation process. This included school administrators, executive assistants, members of the Executive Team, Facilities and Transportation staff, Indigenous Education staff, Learning Services staff, and our Communications Department. In particular, Communications Manager Amy Dhanjal provided significant leadership in organizing the consultation process, preparing the redacted engagement summary, protecting privacy, and ensuring the Board and community had access to a comprehensive record of what was heard.

What Families Shared During Preliminary Engagement

During the preliminary stage, participants raised concerns that were both practical and emotional. Practically, families asked about transportation, traffic, parking, child care, program access, start times, school capacity, and whether siblings could remain together. Emotionally, families spoke about belonging, friendships, transitions, identity, school culture, and the stress that uncertainty creates for children and parents.

This distinction matters. For many families, the concern was not only about which school their child might attend. It was about whether their child would still feel known, safe, connected, and supported. Parents described the anxiety of not knowing whether children would be separated from friends or siblings, whether established routines would change, whether a program would remain strong, and whether their family had made long-term decisions based on school pathways that might now shift.

Formal Consultation and Public Feedback

The formal consultation process then allowed the broader community to respond to the draft plan. Between January 28 and April 10, 2026, the District hosted a 73-day public consultation process. The process included email feedback, Let's Talk SD33, a staff presentation, online presentations, open houses, a student focus group, and an online survey that received 410 responses. In total, 581 participants engaged through the formal consultation activities.

During formal consultation, the same themes continued, but they became more focused around the specific recommendations in the draft plan. Participants were familiar with the draft plan and provided thoughtful, detailed feedback.

Common Themes Across Both Stages

Across the preliminary and formal stages, the themes were consistent. Families want stability for students. They want students to stay connected to peers where possible. They want schools to be safe, welcoming, and not overcrowded. They want access to neighbourhood schools and district programs. They want clear information, fair process, and transition plans that respect family realities.

The formal consultation report identified stability for students, keeping students together as they move through school, preventing overcrowding, and access to neighbourhood schools as the top priorities for participants. This is an important finding. While communities did not always agree on the preferred solution, there was strong alignment around what families value: stability, connection, fairness, access, and a learning environment that can support students well.

Where Feedback Was Strongest

The engagement also confirmed that some school communities had particularly strong and coordinated responses, including French Immersion, Yarrow, and Little Mountain. On the north side, feedback was generally more positive, with the new east side elementary school being the most welcomed part of the plan. On the south side, participants generally accepted that overcrowding is real and needs to be addressed, but many questioned whether the disruption created by some proposals would be worth the benefit.

The Tension Between System Planning and Family Impact

Across the District, families acknowledged that enrolment pressure is real. Many participants understood that overcrowding, portables, uneven school capacity, and long-term growth require action. At the same time, many questioned whether certain proposed changes would solve the problem sufficiently to justify the disruption.

This tension was present throughout the review. Families often accepted the need for change in principle, while raising concerns about the specific impact on their children, their program, or their community. This is a reasonable tension. System planning requires us to look across the whole District, while families understandably experience the decision through the life of their child.

What Families Asked Us to Consider

We heard that families want stable pathways from elementary to middle to secondary school. We heard that they want thoughtful transitions that protect student well-being. We heard that they want clear communication about timelines and implementation. We heard that they want fair access to programs, including French Immersion and Integrated Arts and Technology. We heard that transportation, walkability, child care, siblings, and students with diverse needs must be considered. We also heard that families want confidence that decisions are part of a long-term plan, not a short-term reaction.

Student Voice and the Daily Experience of School

We also heard that students want to be seen and supported as individuals. The student focus group emphasized that students want adults who listen, schools that feel safe and welcoming, and systems flexible enough to respond to different student needs. This student voice is important. It reminds us that these decisions are not only about buildings, catchments, and capacity. They are about the daily experience of students in our schools.

The Board’s Role in Fair Consideration

The Board’s work now is to consider the information, the public feedback, the operational advice, and the long-term needs of the system. In some areas, the feedback supports moving forward. In other areas, the feedback suggests that a pause, further study, or adjustment is the more responsible path. This is what fair consideration means. It does not mean every perspective can be fully accommodated. It does mean the Board listens carefully, weighs the evidence, considers the human impact, and makes decisions that are reasonable, transparent, and aligned with the District’s responsibilities.

Commitment to Transition Planning and Change Support

Where changes are approved, implementation will be as important as the decision itself. The District will not treat transition planning as an afterthought. Once Board decisions are made and transition plans are formalized, staff will bring forward clear information for the Board, families, students, and school communities.

The District will use a structured change approach, informed by the ADKAR framework: Awareness, Desire, Knowledge, Ability, and Reinforcement. ADKAR reminds us that people need to understand why change is happening, what it means for them, how they will be supported, and how the change will be sustained over time. This aligns with what we heard from families. People were not only asking what the decision would be. They were asking how their children would be supported through it.

For each approved change, transition planning will consider the needs of students and families, including communication timelines, school visits, orientation opportunities, sibling considerations, transportation information, child care implications, student support needs, and the importance of familiar relationships wherever possible. The District will also develop a robust communication process so families are not left trying to interpret decisions on their own. Communication will be clear, timely, accessible, and repeated through multiple channels.

This is not only an operational commitment. It is a relational commitment. Families have placed trust in the District to listen carefully and act responsibly. We need to continue earning that trust through how we communicate, how we support students, and how we remain responsive during implementation.

The Facilities and Enrolment Review asks us to balance what is practical, what is possible, and what is deeply human. It asks us to make decisions within real constraints while continuing to lead with care. As we move forward, our responsibility is to remain grounded in students, to support families through change, to honour the work of staff, and to steward the system in a way that reflects both present needs and future generations.

DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 7 – INTEGRATED ARTS AND TECHNOLOGY PROGRAM GRADE 6-12 RECONFIGURATION**

RECOMMENDATION:

THAT the Board of Education approve the recommendation to reconfigure Imagine High Integrated Arts and Technology Secondary School to a Grade 6-12 school.

SUMMARY FOR THIS MOTION

The proposed reconfiguration of Imagine High to include Grades 6-12 through the Integrated Arts and Technology program generated both support and concern. Supporters saw benefits in fewer transitions, stronger program identity, improved use of space, and a more coherent IAT pathway. The April 13 update noted that support for the IAT reconfiguration was one of the more clearly articulated program-specific benefits, with some families describing the move to Imagine as creating a more concentrated and supportive IAT environment.

At the same time, some families expressed concern about younger students attending school in the same setting as older secondary students. This concern needs to be taken seriously. It reflects reasonable questions about supervision, safety, belonging, age-appropriate programming, and how the middle years experience would be protected within a Grade 6-12 school.

The formal consultation report described the feedback on Imagine High as mixed. Some participants were apprehensive about younger and older students attending the same school, while others appreciated the possibility of fewer transitions, greater family stability, and better use of available space at Imagine High.

CONCLUSION FOR THIS MOTION

The feedback regarding the IAT and Imagine High proposal reflects both opportunity and concern. The potential benefits include fewer transitions, stronger program coherence, and a more stable long-term pathway for students in the Integrated Arts and Technology program. The concerns focus on the developmental needs of Grade 6-8 students in a Grade 6-12 environment.

If approved, staff will develop a clear implementation plan that addresses supervision, timetable design, student movement, orientation, family communication, student supports, and the intentional creation of a

safe and welcoming middle years experience. This will be essential to ensuring that the change supports student belonging and well-being, not simply facility utilization.

SUMMARY OF ENGAGEMENT, COMMUNITY FEEDBACK, & BOARD CONSIDERATIONS

Holding the Whole System and the Human Experience:

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Listening Before Recommendations Were Finalized

The engagement process began before draft proposals were brought forward. This was intentional. District staff wanted to hear from impacted school communities early, before a formal public consultation plan was presented to the Board. The purpose was to listen, understand concerns, identify issues that may not be visible through enrolment projections alone, and hear ideas directly from those most likely to be affected.

Over the course of the preliminary process, District staff participated in 36 meetings, community discussions, and presentations with school staff, students, families, Parent Advisory Councils, Board partners, and Cheam First Nation. Approximately 583 people participated and provided feedback or asked questions.

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conversations, preparing Q&A documents, organizing forums, and supporting the What We Heard Report and formal consultation process. This included school administrators, executive assistants, members of the Executive Team, Facilities and Transportation staff, Indigenous Education staff, Learning Services staff, and our Communications Department. In particular, Communications Manager Amy Dhanjal provided significant leadership in organizing the consultation process, preparing the redacted engagement summary, protecting privacy, and ensuring the Board and community had access to a comprehensive record of what was heard.

What Families Shared During Preliminary Engagement

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Formal Consultation and Public Feedback

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Common Themes Across Both Stages

Across the preliminary and formal stages, the themes were consistent. Families want stability for students. They want students to stay connected to peers where possible. They want schools to be safe, welcoming, and not overcrowded. They want access to neighbourhood schools and district programs. They want clear information, fair process, and transition plans that respect family realities.

The formal consultation report identified stability for students, keeping students together as they move through school, preventing overcrowding, and access to neighbourhood schools as the top priorities for participants. This is an important finding. While communities did not always agree on the preferred solution, there was strong alignment around what families value: stability, connection, fairness, access, and a learning environment that can support students well.

Where Feedback Was Strongest

The engagement also confirmed that some school communities had particularly strong and coordinated responses, including French Immersion, Yarrow, and Little Mountain. On the north side, feedback was generally more positive, with the new east side elementary school being the most welcomed part of the

plan. On the south side, participants generally accepted that overcrowding is real and needs to be addressed, but many questioned whether the disruption created by some proposals would be worth the benefit.

The Tension Between System Planning and Family Impact

Across the District, families acknowledged that enrolment pressure is real. Many participants understood that overcrowding, portables, uneven school capacity, and long-term growth require action. At the same time, many questioned whether certain proposed changes would solve the problem sufficiently to justify the disruption.

This tension was present throughout the review. Families often accepted the need for change in principle, while raising concerns about the specific impact on their children, their program, or their community. This is a reasonable tension. System planning requires us to look across the whole District, while families understandably experience the decision through the life of their child.

What Families Asked Us to Consider

We heard that families want stable pathways from elementary to middle to secondary school. We heard that they want thoughtful transitions that protect student well-being. We heard that they want clear communication about timelines and implementation. We heard that they want fair access to programs, including French Immersion and Integrated Arts and Technology. We heard that transportation, walkability, child care, siblings, and students with diverse needs must be considered. We also heard that families want confidence that decisions are part of a long-term plan, not a short-term reaction.

Student Voice and the Daily Experience of School

We also heard that students want to be seen and supported as individuals. The student focus group emphasized that students want adults who listen, schools that feel safe and welcoming, and systems flexible enough to respond to different student needs. This student voice is important. It reminds us that these decisions are not only about buildings, catchments, and capacity. They are about the daily experience of students in our schools.

The Board's Role in Fair Consideration

The Board's work now is to consider the information, the public feedback, the operational advice, and the long-term needs of the system. In some areas, the feedback supports moving forward. In other areas, the feedback suggests that a pause, further study, or adjustment is the more responsible path. This is what fair consideration means. It does not mean every perspective can be fully accommodated. It does mean the Board listens carefully, weighs the evidence, considers the human impact, and makes decisions that are reasonable, transparent, and aligned with the District's responsibilities.

Commitment to Transition Planning and Change Support

Where changes are approved, implementation will be as important as the decision itself. The District will not treat transition planning as an afterthought. Once Board decisions are made and transition plans are formalized, staff will bring forward clear information for the Board, families, students, and school communities.

The District will use a structured change approach, informed by the ADKAR framework: Awareness, Desire, Knowledge, Ability, and Reinforcement. ADKAR reminds us that people need to understand why change is

happening, what it means for them, how they will be supported, and how the change will be sustained over time. This aligns with what we heard from families. People were not only asking what the decision would be. They were asking how their children would be supported through it.

For each approved change, transition planning will consider the needs of students and families, including communication timelines, school visits, orientation opportunities, sibling considerations, transportation information, child care implications, student support needs, and the importance of familiar relationships wherever possible. The District will also develop a robust communication process so families are not left trying to interpret decisions on their own. Communication will be clear, timely, accessible, and repeated through multiple channels.

This is not only an operational commitment. It is a relational commitment. Families have placed trust in the District to listen carefully and act responsibly. We need to continue earning that trust through how we communicate, how we support students, and how we remain responsive during implementation.

The Facilities and Enrolment Review asks us to balance what is practical, what is possible, and what is deeply human. It asks us to make decisions within real constraints while continuing to lead with care. As we move forward, our responsibility is to remain grounded in students, to support families through change, to honour the work of staff, and to steward the system in a way that reflects both present needs and future generations.

DECISION REPORT

Regular Board Meeting

DATE: May 12, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **ENROLLMENT AND FACILITIES REVIEW MOTION 8 – ROSEDALE TRADITIONAL SCHOOL RECONFIGURATION**

RECOMMENDATION:

THAT the Board of Education approve the recommendation to reconfigure Rosedale Traditional Community School from a K-8 Elementary/Middle school to a 6-8 Middle School, effective 2027-28.

SUMMARY FOR THIS MOTION

The recommendation to reconfigure Rosedale Traditional Community School from a K-8 Elementary/Middle School to a 6-8 Middle School is connected to the broader North Side plan and the opening of the new East Side Elementary School in September 2027. This motion supports the creation of a clearer elementary and middle school pathway in the Rosedale area, with the new East Side Elementary School serving K-5 students and Rosedale Traditional Community School becoming a dedicated middle school site for Grades 6-8.

This recommendation is also connected to the District's responsibility to use available facilities thoughtfully and to plan for future enrolment in a way that supports students across the broader system. Reconfiguring Rosedale Traditional Community School allows the District to make better use of the new elementary school, create a more focused middle years environment, and support the organization of North Side programming, including future French Immersion considerations.

At the same time, this proposed change is significant for the Rosedale Traditional Community School community. Families and staff have a strong connection to the current K-8 model, and any change to a school's configuration can create uncertainty. For some families, the current model represents continuity, familiarity, and belonging. For others, the move to a dedicated middle school may be seen as an opportunity to strengthen programming, create clearer transitions, and build a school culture focused on the needs of early adolescents.

The feedback related to Rosedale reflected both practical and emotional considerations. Families asked about transitions, traffic, child care, school programming, student supports, and how students would experience the move to the new East Side Elementary School or the reconfigured middle school. These concerns are reasonable. A school reconfiguration is not only about grade structure or facility use. It affects relationships, routines, identity, and the daily experience of students and families.

From a system perspective, the recommendation supports long-term planning and aligns with the need to open the new East Side Elementary School well. From a human perspective, it will require careful transition planning, clear communication, and attention to the school community's sense of identity. If approved, the implementation will need to consider school visits, orientation activities, transportation information, child care implications, traffic and parking, student support needs, and the importance of helping students and families understand what will remain stable and what will change.

CONCLUSION FOR THIS MOTION

The recommendation to reconfigure Rosedale Traditional Community School from a K-8 Elementary/Middle school to a 6-8 Middle School is a reasonable and important part of the broader North Side plan. It supports the opening of the new East Side Elementary School, creates a clearer K-5 and 6-8 pathway in the Rosedale area, and allows the District to use existing facilities more strategically.

At the same time, this represents a meaningful change for the Rosedale Traditional Community School community. Families and staff will need clear information and thoughtful support as the school transitions from its current K-8 model to a dedicated middle school. If approved, staff will develop a clear implementation plan that addresses student transitions, school culture, communication timelines, transportation, child care, programming, and supports for students and families.

This reflects fair consideration of the broader system needs while acknowledging the human impact of school reconfiguration. It also reflects *Tómiyeqw* by balancing the needs of students and families today with the District's responsibility to steward facilities, programs, and school communities for future generations.

SUMMARY OF ENGAGEMENT, COMMUNITY FEEDBACK, & BOARD CONSIDERATIONS

Holding the Whole System and the Human Experience:

The Facilities and Enrolment Review has been a significant undertaking for the Chilliwack School District. It has required the Board of Education and District staff to hold multiple realities at the same time: the reality of enrolment pressure, the responsibility to use public facilities well, the opening of a new east side elementary school, and the very human impact that school changes can have on students, families, staff, and communities.

These are not easy conversations, and they are not easy decisions. Schools are not simply buildings. They are places of belonging, identity, relationships, routines, culture, and care. When families hear that a catchment, pathway, program, or school configuration may change, it can create real anxiety. We heard that clearly. Parents worried about friendships, siblings, transportation, child care, school culture, student supports, and whether their children would continue to feel safe, known, and connected. Students also told us, in different ways, that they want to be seen, heard, and supported as individuals as they move through change.

It is important to acknowledge that anxiety directly. While the District has a responsibility to plan for the whole system, families experience these decisions through the life of their own child. Both realities matter. Thoughtful system leadership requires us to look across the District while still honouring the individual student and family experience.

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consider not only the needs in front of us today, but also the students, families, and communities who will be part of this District in the years ahead. The Facilities and Enrolment Review is, at its core, an exercise in stewardship. It is about making the best possible decisions with the information available, while remaining open to learning, adjustment, and the responsibility to implement change with care.

Listening Before Recommendations Were Finalized

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This distinction matters. For many families, the concern was not only about which school their child might attend. It was about whether their child would still feel known, safe, connected, and supported. Parents described the anxiety of not knowing whether children would be separated from friends or siblings, whether established routines would change, whether a program would remain strong, and whether their family had made long-term decisions based on school pathways that might now shift.

Formal Consultation and Public Feedback

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The formal consultation report identified stability for students, keeping students together as they move through school, preventing overcrowding, and access to neighbourhood schools as the top priorities for participants. This is an important finding. While communities did not always agree on the preferred solution, there was strong alignment around what families value: stability, connection, fairness, access, and a learning environment that can support students well.

Where Feedback Was Strongest

The engagement also confirmed that some school communities had particularly strong and coordinated responses, including French Immersion, Yarrow, and Little Mountain. On the north side, feedback was generally more positive, with the new east side elementary school being the most welcomed part of the plan. On the south side, participants generally accepted that overcrowding is real and needs to be addressed, but many questioned whether the disruption created by some proposals would be worth the benefit.

The Tension Between System Planning and Family Impact

Across the District, families acknowledged that enrolment pressure is real. Many participants understood that overcrowding, portables, uneven school capacity, and long-term growth require action. At the same time, many questioned whether certain proposed changes would solve the problem sufficiently to justify the disruption.

This tension was present throughout the review. Families often accepted the need for change in principle, while raising concerns about the specific impact on their children, their program, or their community. This is a reasonable tension. System planning requires us to look across the whole District, while families understandably experience the decision through the life of their child.

What Families Asked Us to Consider

We heard that families want stable pathways from elementary to middle to secondary school. We heard that they want thoughtful transitions that protect student well-being. We heard that they want clear communication about timelines and implementation. We heard that they want fair access to programs, including French Immersion and Integrated Arts and Technology. We heard that transportation, walkability, child care, siblings, and students with diverse needs must be considered. We also heard that families want confidence that decisions are part of a long-term plan, not a short-term reaction.

Student Voice and the Daily Experience of School

We also heard that students want to be seen and supported as individuals. The student focus group emphasized that students want adults who listen, schools that feel safe and welcoming, and systems

flexible enough to respond to different student needs. This student voice is important. It reminds us that these decisions are not only about buildings, catchments, and capacity. They are about the daily experience of students in our schools.

The Board’s Role in Fair Consideration

The Board’s work now is to consider the information, the public feedback, the operational advice, and the long-term needs of the system. In some areas, the feedback supports moving forward. In other areas, the feedback suggests that a pause, further study, or adjustment is the more responsible path. This is what fair consideration means. It does not mean every perspective can be fully accommodated. It does mean the Board listens carefully, weighs the evidence, considers the human impact, and makes decisions that are reasonable, transparent, and aligned with the District’s responsibilities.

Commitment to Transition Planning and Change Support

Where changes are approved, implementation will be as important as the decision itself. The District will not treat transition planning as an afterthought. Once Board decisions are made and transition plans are formalized, staff will bring forward clear information for the Board, families, students, and school communities.

The District will use a structured change approach, informed by the ADKAR framework: Awareness, Desire, Knowledge, Ability, and Reinforcement. ADKAR reminds us that people need to understand why change is happening, what it means for them, how they will be supported, and how the change will be sustained over time. This aligns with what we heard from families. People were not only asking what the decision would be. They were asking how their children would be supported through it.

For each approved change, transition planning will consider the needs of students and families, including communication timelines, school visits, orientation opportunities, sibling considerations, transportation information, child care implications, student support needs, and the importance of familiar relationships wherever possible. The District will also develop a robust communication process so families are not left trying to interpret decisions on their own. Communication will be clear, timely, accessible, and repeated through multiple channels.

This is not only an operational commitment. It is a relational commitment. Families have placed trust in the District to listen carefully and act responsibly. We need to continue earning that trust through how we communicate, how we support students, and how we remain responsive during implementation.

The Facilities and Enrolment Review asks us to balance what is practical, what is possible, and what is deeply human. It asks us to make decisions within real constraints while continuing to lead with care. As we move forward, our responsibility is to remain grounded in students, to support families through change, to honour the work of staff, and to steward the system in a way that reflects both present needs and future generations.

MEETING SUMMARIES

In-Camera Meeting – April 21, 2026

Trustees: David Swankey, Margaret Reid, Carin Bondar, Richard Procee, Willow Reichelt

Regrets: Teri Westerby

Staff: Rohan Arul-pragasam, Simone Sangster, Rachael Green, Talana McInally
Items 7 & 8: Raman Brar, Allan Van Tassel

1. Principal and Vice Principal Appointments
2. Principal and Vice Principal Assignments and Reassignments
3. BCPSEA Report
4. Bargaining Update
5. Legal Guidance
6. Appeal Submission
7. Strategic Resources Allocations
8. Capital Plan Priorities for Ministry Submission, 2027-28

Special In-Camera Meeting – April 30, 2026

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

Staff: Rohan Arul-pragasam, Simone Sangster, Talana McInally

Guest: Keith Mitchell, Legal Counsel

1. Appeal Submission
2. Appeal Submission

Special In-Camera Meeting – May 6, 2026

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

Staff: Rohan Arul-pragasam, Simone Sangster, Talana McInally

1. Appeal Submission