

2021-2025

Chilliwack Board of Education

# Strategic Plan

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

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



**Chilliwack  
School District**

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



# Message from the Chilliwack Board of Education

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

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

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

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

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





# Our Mission, Vision & Motto

## Our Mission

( District's overall purpose )

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

## Our Vision

( District's aspirations )

**Syós:ys lets'e th'ále, lets'emó:t**

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

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

## Our Motto

### Partners in Learning

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





# Our Core Values

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



## Equity

We commit to ensure that everyone receives the required support and experiences they need to be successful and fulfill their potential.



## Kindness

We demonstrate caring, compassion and empathy towards everyone in order to create a spirit of connectedness in our community.



## Inclusion

We believe that meaningful inclusion is a right and we support all learners to feel safe, supported and connected through programming that promotes diversity and personalization.



## Collaboration

We develop strong relationships and achieve the shared goals in our Strategic Plan through a framework of trust and respect.



## Innovation

We will continue to be curious, creative and open to new ideas so that we can produce high-quality learning outcomes across the system.

# Our Territory

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

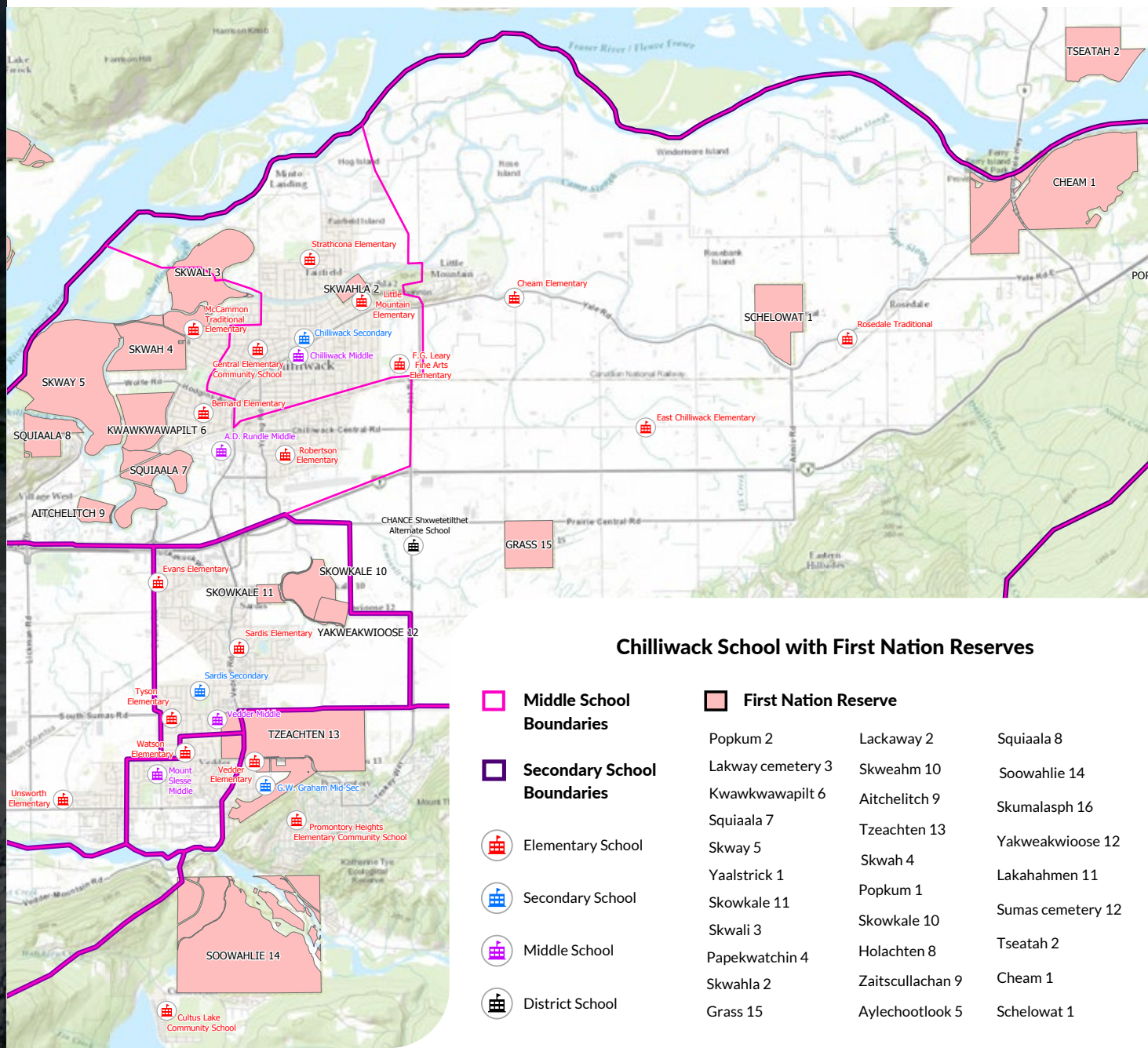
We honour and acknowledge our history, live in the present and look to the future to guide all teaching and learning.

**It is with this vision:**

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

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

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



# Our History

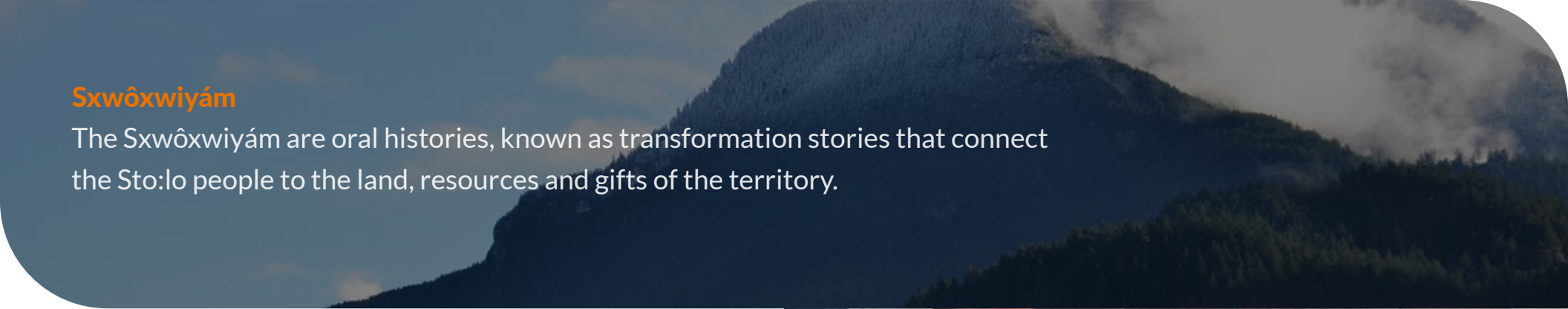


## Halq'eme'ylem

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

## Sxwôxwiyám

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



## Coqualeetza:

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





# Our Community – First Nations & Métis



Aitchelitz



Skwah



KwawKwawApilt



Soowahlie



Métis



Cheam



Tzeachten



Shxwha:y



Yakweakwioose



Squiala



Skowkale





# Strategic Plan

## Conceptual Framework

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

### Features of the framework include:

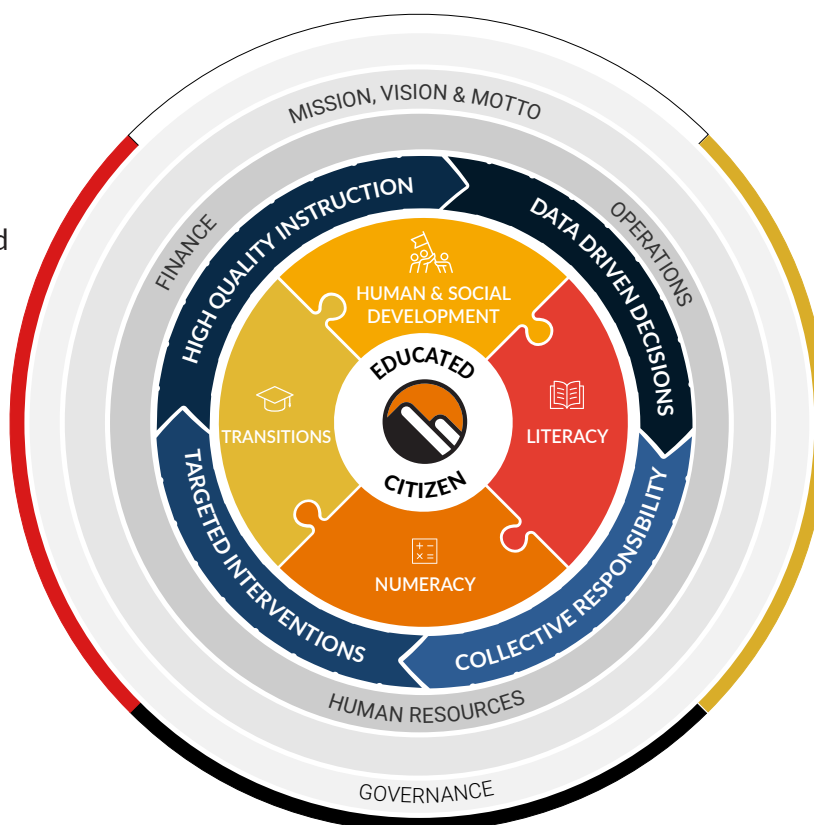
The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. Literacy, a foundational skill that develops over time resides in the east, where the sun rises. Moving around the circle to the south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

#### HIGH QUALITY INSTRUCTION

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

#### TARGETED INTERVENTIONS

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



#### DATA DRIVEN DECISIONS

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

#### COLLECTIVE RESPONSIBILITY

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



# Strategic Plan

## Goals

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



### Literacy

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



### Numeracy

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



### Human & Social Development

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



### Transitions

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



# Literacy

## Strategy

1.

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

2.

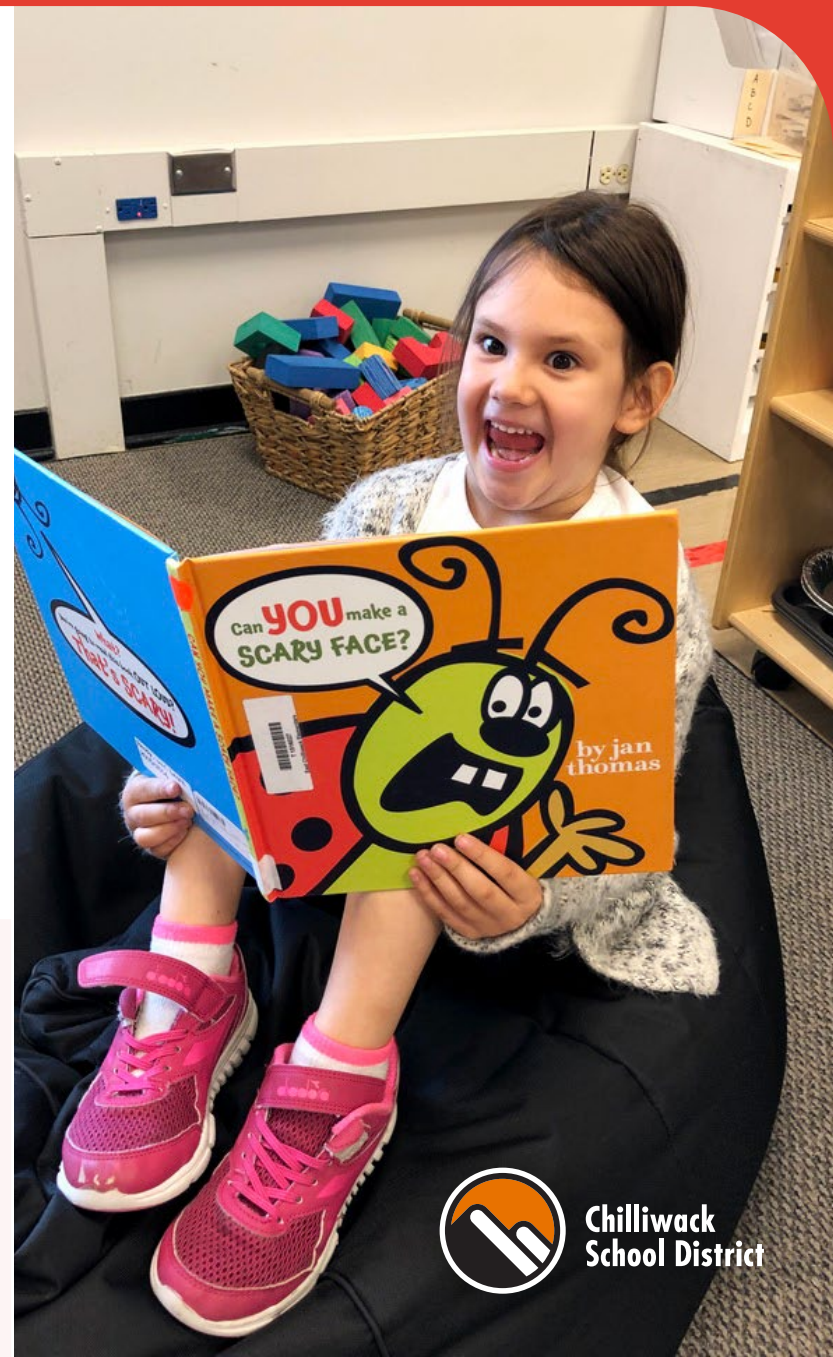
We utilize competency-based assessments to assess student progress pre-K to grade 12.

3.

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

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

## Measures



Chilliwack  
School District



# Numeracy

## Strategy

1.

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

2.

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

3.

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

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

## Measures



Chilliwack  
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# Human & Social Development

## Strategy

1.

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

2.

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

3.

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

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

## Measures



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# Transitions

## Strategy

1.

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

2.

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

3.

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

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

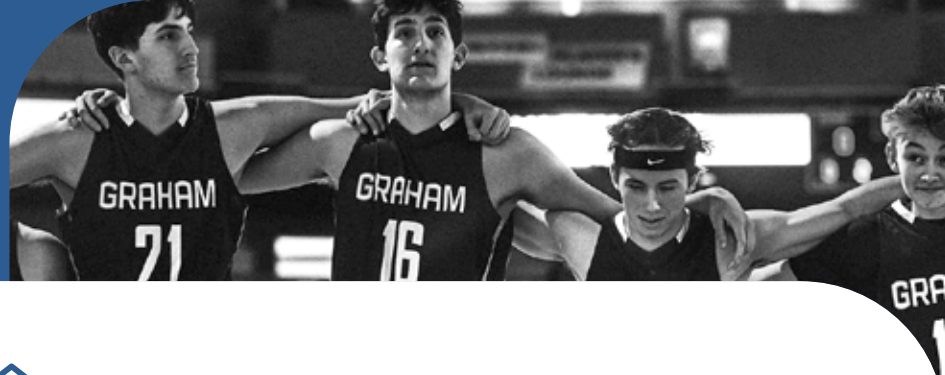
## Measures



**Chilliwack  
School District**



# District Profile



## Demographics

**14,500**

Students

**1,850**

Staff (teachers, administrators, support)

**300+**

Casual/temporary staff



## Programs & Academy's

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



## Facilities

**20**

Elementary schools (6 community schools)

**5**

Middle schools

**5**

Secondary schools

**1**

K-8 school

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



## Budget

**\$161,886,572**

Annually



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# BOARD OF EDUCATION MEETINGS 2025



BOARD OF EDUCATION MEETINGS Minimum 10 Meetings Per Year			
1.	January 28, 2025	7.	June 30, 2025 (if required)
2.	February 18, 2025	8.	
3.	March 11, 2025	9.	
4.	April 22, 2025	10.	
5.	May 20, 2025		
6.	June 17, 2025		

STRATEGIC LEARNING SESSIONS			
1.		8.	
2.		9.	
3.		10.	
4.		11.	
5.		12.	
6.		13.	
7.			