



Facilities Review

School District #33 Chilliwack

May 15, 2017

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Executive Summary

EXECUTIVE SUMMARY

As part of the British Columbia Ministry of Education requirement that school districts prepare Long-Range Facilities Plans, Chilliwack School District #33 engaged Public Consulting Group (PCG) to conduct a review of the District instructional facilities, including 19 elementary schools (Kindergarten – 6); four middle schools (7-9); one elementary-middle (K-9); one middle-secondary school (7-12); two secondary schools (10-12) and two alternate education sites. The resulting plan is part of an overall approach the District is taking to addressing the academic development of students toward the mission, “Every student a graduate prepared for opportunities beyond graduation.” The Long-Range Facility Plan, the Strategic Plan, and the Five-Year Capital Plan are part of a comprehensive and integrated approach that the School Board and District leadership are taking to ensure the connectedness across systems.

Project Scope

The report embeds the research on enrollment and capacity as completed and reported in the District Grade Reconfiguration Report. Moreover, the report examines the impact that continued growth in the Chilliwack community is likely to have on the schools, with a caveat that predicting where and when development might happen is inexact. Each instructional site was visited and reviewed with an eye towards how the facility and use of space and/or furniture contributes to creating diverse and appropriate learning experiences, fostering connections among learners and staff, and creating community connections. The project was not meant to highlight specific strengths of any particular site, but to examine all of the sites through a principled lens in which the goal is to enhance the education of children. Thus, the project set out to define how sites are being used, might be used in the future, and to make recommendations that might shape capital improvements (i.e., additions) and future school designs.

Addressing Current Realities

As a community, Chilliwack has been in a period of sustained growth, which is reflected in enrollment in most of the District’s schools. Many of the District’s schools are over, at, or approaching capacity, which results in students being sent to schools out of catchment and the use of portable classrooms. At the writing of this report, there are 67 such portable buildings distributed throughout the District. The court requirement that districts throughout BC restore class size and composition to levels under an earlier collective bargaining agreement (often referred to as restoration) is expected to also shape the landscape across Chilliwack schools. Restoration is expected to increase the demand for portable classrooms by at least 16 additional units, representing a 24% increase over the current count of portables. With fewer students in each classroom, per the contract, the schools will become more dependent upon portable classrooms to meet the demands. In addition, changes in the redesign of the BC Curriculum, emphasizing analytical and critical thinking skills and demanding more opportunities for greater “exploration” courses provides another reason to examine the instructional spaces currently available. Moreover, the re-designed curriculum provides the opportunity to have the conversation about how flexibility, choice, personalized learning, and technology will converge with high standards and quality instruction in both the physical and virtual spaces in which learning occur. So, as the expectations for student outcomes shift toward the realities of the 21st century, so too must the considerations for how to design learning spaces and delivery of teaching and learning.

Recommendations

- Instructional facilities are not designed in a vacuum. For existing facilities, it is important for staff to understand how design choices and elements were meant to enhance the learning experience. Solid, evidence-based instruction can be enhanced through creative use of space. Staff have an opportunity to reflect on the existing design elements and imagine new ones that enhance instruction.
 - As per the recommendations of the Alternate Education Review, and based on the guiding principles of the Long-Range Facilities Plan, staffs at the Education Centre, CHANCE Shxwetetilthet and District should review current instructional practices, program delivery and facilities, to ensure learning spaces are designed in order to provide equitable, high quality teaching and learning opportunities for students in District Type 3 (Alternative Education) schools.
 - Likewise, staff have an opportunity to expand upon their instructional practices by creating personal spaces and collaboration spaces for their own development that exist beyond the classroom.
- Portable classrooms are largely designed to address temporary and limited shifts in populations. The increasing dependency on long term portable classrooms places strains on shared services and systems within a building (e.g., washrooms; gymnasium; library; learning support; etc.).
 - Requests should be made for additional school sites on the south side of town. The exact request (i.e., elementary, middle, and/or secondary campuses) will not resolve the problem of overcrowding, but might lessen it.
 - New middle school(s) should be designed to meet a broader range of students (i.e., up through grade 12); thus, providing preparedness and flexibility for the future.
 - New elementary school(s) should be built using modular designs so that additional classrooms can be linked to the physical space of central services and moved to other areas or sites as needs and demands shift.
- Cameras should be installed throughout the district in school sites to monitor doorways (e.g., front and all access points), specifically as students pass between existing portable units and the main building.
- The Long-Range Facility Plan should serve to establish and re-enforce a set of principles aligned to the strategic plan and around which the District adheres and makes decisions related to the enhancement, alteration, re-purposing, and/or building of facilities.
 - In aligning facilities to the goals of the Strategic Plan, the District needs to examine the practical implications of co-locating partners and outside agencies. PCG recommends that the District work to provide specific guidance about which agencies it can house and for what length of time.

Introduction

INTRODUCTION

Chilliwack School District #33 (SD#33) contracted with Public Consulting Group (PCG) to complete a review of existing learning spaces, identifying opportunities for improvements and expansion aligned with demographic shifts in the region, demands of 21st century instructional models, and sustainability of programs and environments for the future. PCG reviewed Chilliwack School District facilities through the lens of current instructional practices and consistent with anticipated changes, including increasing demands for flexibility, adaptability, and sustainability. This report converges with other work on which the District has been focused including the exploration of school reconfiguration, a review of alternative educational settings, and a review of the demographic projections for the next decade.

The facility report follows from a recent update to the SD#33 Strategic Plan. In 2015, PCG facilitated the development of the District's Strategic Plan. The plan establishes four priorities, (1) instruction, (2) community and culture, (3) social emotional wellness, and (4) resources to guide decision making toward preparing every student for opportunities beyond graduation. While not called out specifically, facilities and the use of physical space is integral to all four priorities. Even in an age of technology and blended learning opportunities, instruction occurs in the interaction between teacher and learner, often in the spaces available in a classroom, field, lab, shop, or otherwise. Similarly, the relationships with the community are often experienced in the shared spaces, parks, fields, and early learning centers, to name a few. Social and emotional wellness often begins with a sense of safety and security; schools serve as second homes for students and families. Lastly physical space is often one of the most expensive and least fungible/transportable of resources. That is, abundance of space in one place cannot be transferred to a place with too little space. Therefore, the District Strategic Plan served as an additional impetus to extend the "typical" facilities review (e.g., wear and tear, current conditions, demographics, etc.) to examine how spaces are used to enhance instruction for students.

In addition, the District is growing and has an opportunity to develop a long-range facilities plan that would meet the growing demands. Chilliwack's affordable housing, ongoing community development and growth, and highly regarded schools are adding steady demand to many of the schools within the District. Thus, the District needs to address the Strategic Plan and needs of students as they converge with the realities of the community. Consistent with past practices, SD#33 will use this report to augment and support the five-year capital plan submitted to the provincial government for review and consideration. Moreover, this Long-Range Facilities Plan should, like the strategic plan, serve as a set of guidance and set of principles around which learning spaces are designed and enhanced to meet the ever-changing needs of students.

Review Objectives

This study and resulting report (Long-Range Facilities Plan) were commissioned by SD#33 in 2016 in advance of the District's capital request submission to the provincial government. The study was guided in part by the previously adopted "Long Range Facilities Plan" of 2012, including the following six principles:

1. **District Strategic Planning Principles and Priorities:** Enable implementation of the District's goals and priorities through the Long-Range Facilities Plan.
2. **Education Program:** Create and maintain viable and quality programs in appropriate locations.
3. **Community use:** Support ongoing community use that enhances community connections, when possible.
4. **Enrolment—Capacity—Utilization:** Maintain appropriate sized facilities that will accommodate changing enrolment and educational programs over the next 10 to 15 years. Examine the use of common spaces to accommodate the number of students in the school (for example, consider spaces for washrooms, gymnasium, learning assistants, itinerant support, etc.).
5. **Facility Costs:** Strive for increased efficiency in operational and capital costs.
6. **Administrative Costs:** Optimize administrative costs with the available funding.

The resulting study should examine the use of current facilities, making recommendations for upgrades, modifications, and possible expansions of planned facilities. The collected data should examine and evaluate opportunities for better uses of existing spaces. Much of the data for the request to the Ministry was compiled and completed by District Staff (e.g., Secretary Treasurer, Facilities Department staff and reports, Assistant Superintendent, etc.). This work included detailed facility evaluations as required by the Ministry, demographic projections, and current facility capacity and utilization. The purpose of this report was to bring the data together with the examination of the facilities through an instructional lens.

Case to Ministry of Education

The government of BC has established and updated guidelines for district planning and long range facility planning (Ministry of Education, Capital Division. June 2016. 2016/2017 Capital Plan Instructions v1)¹. In accordance with these guidelines, the District submits their annual five-year capital request to the Ministry for consideration and evaluation against other such requests from across the province. As part of the request, the Ministry considers the optimization of available space to “rationalize the need for a seismic upgrade or school replacement, or to address over-utilization of schools with the district, with the intention to ensure best use of available funding for maintenance and operation.”

The guidelines go on to explain, “The purpose of optimizing space utilization is to ensure sufficient space is available to students today and for enrollment forecasts over the next 10 years, while minimizing the costs of construction, operation and maintenance arising from inefficient use – ultimately so the maximum amount of funding can be directed to instruction and programming. Key to optimizing space utilization is that schools ‘highest and best use’ is for instruction of students. Although broader community services and programs may be co-located within schools, where space has become available due to declining enrollment; if the space was initially purpose-built for instruction it is considered instructional space and should be converted back to instructional space if needed. Classrooms, whether designed for specific subjects or for specific grades, are counted as classrooms. Purpose-built “non-instructional” space, such as administrative and counselling offices, staff rooms, storage rooms, utility rooms, gyms, libraries, cafeterias, and multi-purpose rooms, etc., are not considered when determining a school's capacity.”

The Ministry's language is essential in understanding how each walk-thru was conducted during the study. While potentially unpopular, the Ministry makes clear two essential points in the above paragraph. First, space designed and built for instructional purposes takes priority over other uses of that space. This means that classrooms in which community and partner organizations are currently co-located should be considered available instructional space to the district. From the Ministry's perspective, this increases the efficient use of resources. That is, if a classroom can be made available to students, it may reduce the burden on the provincial government to build more buildings. The second major idea in the Ministry's language is that a classroom is a classroom. That is, space that might be designated for a particular type of learning can be used for other types of learning. A tangible example is the high school science lab, which might include gas jets and sinks. The Ministry is saying that this classroom can be used for other type of instruction. Conversely, a classroom not built with the extra or anticipated features of a type of class can also be used in serving students in that subject. This might mean using a non-science designated classroom to teach science.

In addition to the guidelines around classrooms, community organizations, the Ministry also negotiates with the teachers' union (British Columbia Teachers' Federation, BCTF) as part of collective bargaining to establish class size and composition. For example, the Area Standards and School Act establish class size capacities. As this study was being prepared, a court act restored class size and composition limits that were established as part of the 2002 British Columbia Teacher Federation collective agreement. The class size limits are as follows, and class composition is an additional consideration:

¹ <http://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/current-resources/capital-plan-instructions.pdf>

Class Size

The following is a description of the difference between existing class sizes and those required under the 2002 School District 33 (Chilliwack) collective agreement and 2002 Memorandum of Agreement K-3 Primary Class Size agreement.

Grade Configuration	Present Class Size Limits (from BC School Act 76.1)	Restored Class Size per 2002 Class Size Limits (from Collective Agreement)
Kindergarten	22	20
Grades 1 to 3	24	22
Grades 4 to 6	30	30
Grades 7 to 9 (except Industrial Education Shops and Home Economics Foods Labs)	30	30
Grades 10 to 12 (except Secondary Science)	30	30
Grades 7 to 12 Industrial Education Shops and Home Economics Foods Labs	30	24
Grades 10 to 12 Science	30	28

Guiding Principles

This Long-Range Facility Report is meant to support the 5-Year Capital Plan for submission to the Ministry. Unlike a traditional facilities report, this study looked beyond the conditions and capacities of buildings. Instead, the goal was to examine the buildings for their ability to address ever expanding technologies and changes in pedagogies that also meets the needs of all students. The single guiding principle could be summed up as “do schools and classrooms physical spaces enhance the learning experience?” Therefore, the following served as our guiding principles throughout the research:

1. Student achievement is paramount to everything the District does.
 - a. Does the facility currently provide the instructional space for high quality educational programs?
 - b. Does the facility support increased student engagement and collaboration?
 - c. Within the existing or future building configurations, might there be opportunities for innovative instruction?
 - d. Are there diverse learning environments (e.g., indoor and outdoor; traditional desks; maker spaces; labs; and shops, etc.)?
2. Public schools are the heart of communities. Facilities should reflect the values and needs of the community.
 - a. In what ways does the facility foster relationships within and between the members of the community?
 - b. How are the values of the community reflected in the facility (e.g., artwork, representation of diverse students, open spaces, etc.)?
 - c. How does the school function as a central place of the community?
3. Sustainability is essential to efficient use of resources.
 - a. In what ways are sustainable systems being included in current and future designs?
 - b. How are outdoors used to enhance the learning environments?
 - c. Are spaces ecologically balanced (e.g., using natural light)?

Context

The Chilliwack Community

SD#33 is in British Columbia's Fraser Valley and is home to over 12,000 students and a staff of 1,800. The District covers the City of Chilliwack and the surrounding areas of Yarrow, Cultus Lake, Sardis, Vedder, Rosedale and Greendale.² At approximately 1,825 square kilometers, Chilliwack is a diverse school district, covering a small urban area and extensive rural/recreational and agricultural communities. Chilliwack is still proudly represented by some of Canada's First Nations peoples and that impact on the community and in the District schools is clearly visible.

SD#33 currently serves the community in 19 elementary schools (K-6), five middle schools (6-9), one elementary-middle school (K-9), two secondary schools (10-12), one middle-secondary schools (6-12), two alternative schools, and one distance learning school. The student population is representative of the diversity of the local population. Specifically, about six percent of the population is aboriginal or first nations Canadian and this is a growing trend.³ "The Board of Education supports students attending their catchment area schools all while maximizing students' and parents' ability to choose a school of their choice which best meets the student's educational needs, subject to the availability of space, programs and resources as determined by the school district." The district does not bus students out of catchment unless in circumstances where spaces are not available and students are required to attend out-of-catchment schools.

² <http://www.sd33.bc.ca/district/profile>

³ <http://www.fraserhealth.ca/media/ChilliwackHealthProfile2010.pdf>

Strategic Plan 2016 – 2021

The SD#33 Leadership and School Board embarked on developing a strategic plan that would review and possibly re-establish the direction of the schools and shape the district vision for the next five years. The District Strategic Plan established a set of priorities on which the district is focused. According to District publications, “it serves as the framework to guide the planning and decision making throughout the district, ensuring that we remain focused on every student becoming a graduate prepared for opportunities beyond graduation.” The plan was the work product of the entire community coming together to define the desired outcomes grounded in a set of core values, which are expressed in “belief” statements and the mission of the district.

We believe that student literacy, academic achievement and social development are fundamental to everything we do.

We believe in safe, caring, equitable, accountable and collaborative learning and working environment.

Our Mission

Every student a graduate prepared for opportunities beyond graduation.

Embedded in the work of examining the instructional facilities is an expectation that the communities' expectations and the goals of the strategic plan are enhanced and enabled by infrastructure designs.

ORGANIZATIONAL PRIORITIES

Within the Strategic Plan are a set of priorities and goals related to students' academic and emotional development. High quality (i.e., instruction that meets the needs of individual students to succeed), evidence-based instruction is central to the District's theory of change. Specifically, academic development occurs within an environment of rigorous and meaningful instruction with a balance of supports, interventions, and enrichments. Additionally, the Strategic Plan establishes an expectation for continuous improvement through a culture of innovation and collaboration. Moreover, it seeks to enhance SD #33 as a positive working environment for staff. The Strategic Plan sets out to enhance the partnerships between schools and community and between adults and students to best meet the needs of the students. While the Strategic Plan doesn't specify a need to change facilities, the growing expectations for schools, reflecting changes in learners, teachers, communities, and teaching modalities (e.g., technological advances, design thinking, place-based/outdoor learning experiences, etc.) suggest revisiting the models of instruction and community alliances that are supported within the current infrastructure and what might serve students and communities best going forward.

COMMUNITY CONNECTION AND SCHOOL USAGE

As part of the Strategic Plan, the District expressed a desire to enhance the relationship with community partner agencies and families. Currently, the District enjoys close relationships with many community partners and organizations, some of which co-locate in the District's facilities. Still, many of the partner organizations serving the students and families of the community are located elsewhere. The District wants to ensure that they are providing positive pathways for students through these partnerships, while adhering to the conditions about co-locating organizations within schools as established by the Ministry. The Ministry makes clear that these co-location arrangements can only be supported if there is surplus space. This means that as some schools reach and exceed capacity, it may become necessary to recapture space that is leased out or otherwise shared with community agencies.

SD#33 Community Partnerships include but are not limited to:

- Community Schools/Neighborhood Learning Centers
 - Big Brothers Big Sisters of the Fraser Valley
 - Chilliwack Community Services
 - Chilliwack Healthier Communities
 - Fraser Valley Aboriginal Children and Family Services Society
 - Ministry of Children and Family Development
 - Pacific Community Resources Society
 - Rosedale Traditional Community School Society
 - United Way
 - Yarrow Community School Society
 - YMCA
 - Private preschool programs

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

FIVE-YEAR CAPITAL PLAN

The District will submit a Five-Year Capital Plan describing upcoming projects as well as capital needs for major projects. These projects fall into several Ministry-identified categories, including "Seismic Mitigation," "School Expansions," "School Replacement Program," "Building Envelope Program," "School Enhancement Program," and "Carbon Neutral Capital Program." Projects are funded based on facility evaluations, long range enrolment projections, facility utilization analyses, project request forms (including brief scope of work and order-of-magnitude costing), detailed Project Identification Reports and the School District Facilities Plan (i.e. Long Range Facilities Plan). The Five-Year Capital plan is submitted annually. The Long-Range Facilities Plan provides a framework from which the Five-Year Capital Plan can be updated annually.

The projects in the Capital Plan include school expansions, enhancements, and Carbon Neutral Capital Programs. The District will upgrade major systems in several of the schools as part of a Ministry Program to increase energy efficiency and to address aging equipment. Mechanical System Upgrade

Program (MSUP) projects are to focus on realizing maximum possible energy efficiency and carbon footprint reductions for schools whose HVAC systems are nearing the end of their life cycle and are using carbon intensive fuels. Each project request must be accompanied by a mechanical consultant's feasibility study report with estimates of energy and carbon footprint savings. Eligible project submissions may involve condensing boilers, variable speed fan units, DDC control system, heat recovery ventilators, heat pumps, solar panels, and associated installations, such as solar walls that reduce fuel consumption while improving air quality and occupant comfort. Increased efficiency of hot water for washing should also be considered in the project scope.

Several schools in the district would benefit from permanent additions. Several buildings were built with the flexibility to add to the school's footprint or add an additional floor. Still, while adding permanent additional space is essential to alleviating some of the issues of overcapacity (e.g., use of portables; sufficient water closets for number of students, etc.), it will not resolve the capacity issue. These schools may very well remain over capacity and continue to send students out of catchment. This year's Five-Year Capital Plan includes the following projects:

School Expansion Program (EXP):

1. Promontory Heights Elementary Community School Addition
2. New Southside Area School
3. G.W. Graham Middle / Secondary School Addition

School Enhancement Program (SEP):

1. A.D. Rundle Middle School - Transformer Replacement
2. Chilliwack Middle School - Sawdust Extractors Replaced
3. Vedder Middle School - Sawdust Extractors Replaced
4. Little Mountain Elementary School - Mechanical Upgrade
5. Vedder Elementary School - Mechanical Upgrade
6. Unsworth Elementary School - Boiler Upgrade
7. Strathcona Elementary School - Heating & Ventilation Upgrades
8. Cultus Lake Community Elementary School - Heating & Ventilation Upgrades
9. Evans Elementary School - Heating & Ventilation Upgrades

Carbon Neutral Capital Program (CNCP):

1. Evans Elementary School - Mechanical Upgrade
2. Unsworth Elementary School - Mechanical Upgrade
3. Vedder Elementary School - Mechanical Upgrade

Project Methodology:

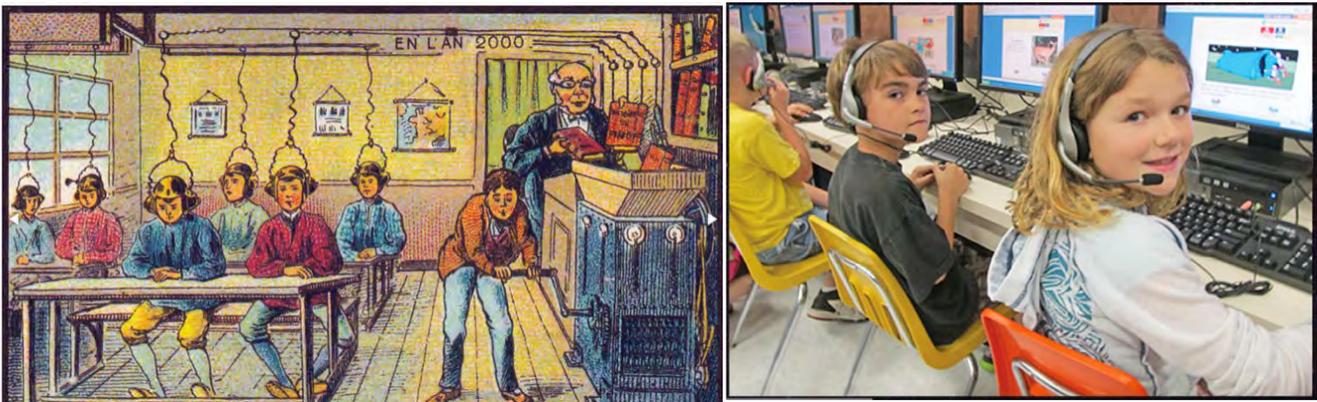
Processes and Organization

PROJECT METHODOLOGY: PROCESSES AND ORGANIZATION

As with all PCG projects, the project launched with a kick-off meeting members of the senior leadership team. This meeting was designed to identify key deliverables and milestones as well as establish guidance and expectations for success. The process benefited from PCG's prior knowledge and experience in the District. Specifically, PCG had participated in a variety of contextual meetings related to strategic planning and possible school reconfiguration in advance of this project.

The process recognizes that we view our world through a lens of experiences and history; that, to picture the future requires looking back at what was worthwhile from the past and imagining how to maintain its relevance in the future. To understand how views of the past sometimes become the realities of the present, two images are offered. The first is a view of school long before the advancement of modern technologies. From this cigar box carton of the late nineteenth century comes the notion that content (i.e., books) can pass through gears, be churned up, and be transmitted directly into the minds of the students. Nearly 60 more years would pass before the headphones would be invented. And still nearly 60 more years before the technology would advance to the photo on the right.

The point of the project is not to imagine what might be unimaginable but to consider the many possibilities that can best serve the students, the staff, and the community by creating learning spaces that can support many differing pedagogical approaches.



For example, different technologies have come and gone in the classroom, but the instructional practices do not look vastly different. In one version of a model math classroom, for instance, all the walls could be covered in dry-erase finish so that students can take their places at working spaces, instead of desks. This model relies on flipping the classroom in which students are exposed to concepts and applications on a device, but practice their learned skills with the support of teachers and fellow students. In yet another example, students continue the conversations of the English classroom with one another and the teacher through threaded and guided discussions that began in the classroom. Other examples include replacing the traditional computer lab with an advanced high tech room, essentially diverting some of the resources used to distribute a little technology to everybody and provide specialty rooms that serve the changing needs of students and teachers. PCG considered these possibilities as part of developing the Long-Range Facilities Plan.

The specific work that went into completing the plan included the following activities:

1. Document review
 - a. Reconfiguration plan
 - b. Alternative education plan
 - c. Demographic study
 - d. Strategic Plan
 - e. Prior Facility Plans
2. Literature Review
 - a. Reviewed the literature on future and flexible educational expectations
 - b. Visited newly designed and redesigned facilities
3. Program Use
 - a. Toured all schools (most when school was in session)
 - b. Reviewed each school's website
 - c. Interviewed principals and got impressions of existing and desired practices. Informally interviewed teachers throughout tours
 - d. Reviewed how buildings, rooms, and outdoor spaces are utilized to meet the needs of students
4. Focus group with the instructional leadership team
5. Report and presentation
 - a. This report was compiled only after the school tours were concluded in mid-March.

School Walk-Thru's

The District has a wealth of data related to the schools, enrollment, conditions, footprint and functional space. PCG designed walk-thru protocols meant to capture a different perspective. During over 30 walk-thru's the protocol evolved to reflect the note taking and practical applications of a model that others could follow. Here are some of the attributes for which the reviewers were looking:

Stimulating Environments (these can be formal and informal learning areas).

- Flexible space for students (and adults) to work in small and large groups (this could be in public spaces, classrooms, and/or offices).
- Indoor learning spaces linked to outdoor learning spaces.
- Conveyance of warmth and welcoming to students and other who enter the building (inclusive of pictures and artwork of various racial/ethnic/First Nations)
- Safe environment
- Spatial variety
- Evidence of student work
- Capacity to meet the needs of students with appropriate pedagogies and supports for diverse learning abilities

In addition to the general impressions of the above attributes, reviewers captured a set of strengths, challenges, grade configuration and enrollment. Each school's walk thru was documented and is included in the Appendix.

PCG as Consultant

Founded in Boston, Massachusetts in 1986, Public Consulting Group (PCG Canada ULC) employs over 2,000 full time staff in 61 offices across North America and Europe. In Canada, PCG is headquartered in Montreal with staff living and providing consulting services across the country. PCG has five designated practice areas (PCG Education, PCG Health, PCG Human Services, PCG Public Partnerships, LLC (PPL), PCG Technology Consulting), which each have a proven track record of achieving desired results for clients. The firm often combines resources from two or more practice areas to offer a multidisciplinary approach to solve a client's challenge or pursue an opportunity.

PCG Education combines 30 years of management consulting experience with significant K-12 educational domain expertise to offer consulting solutions that help schools, school districts, and state/provincial ministries of education. In Canada, PCG has been providing services to districts for over a decade in both the areas of system technology and education consulting. PCG has extensive experience providing consultation, facilitation, survey assessment, data analysis services, and a depth of subject matter expertise. PCG brings staff with career experience in leadership at the classroom, school, system, and Ministry levels. As a leading education consulting firm, PCG brings national expertise and the most current thinking in the field to guide this work. PCG's Educational Consultants have varied expertise and most have held university, district, or provincial level positions.

The Chilliwack School District Facilities review team:

- Stephen Kutno, Ph.D., lead investigator
- Joan Streefkerk, project director
- James (Jamie) M. McNamara, subject matter expert

Stephen Kutno, Ph.D. has collaborated with district leadership teams, boards of education, and teachers to address pressing needs within the school environment. Specifically, Dr. Kutno has supported the development of strategic plans, implementation frameworks, and evaluation models for different districts. He designed and modeled comprehensive solutions for school improvement on behalf of one of the major publishers and overseen and coordinated client relationships to successfully implement solution strategies with an emphasis on student improvement. Dr. Kutno has worked with large urban clients as well as small rural clients, public and private schools in North America and abroad. Beyond classroom teaching experience, Dr. Kutno has led large-scale assessment projects and oversaw the development of supplemental programs and products. Dr. Kutno completed his advanced studies in curriculum and instruction at the University at Buffalo, New York.

Joan Streefkerk has been working with schools and districts across North America from her home office in British Columbia for nearly four decades. Ms. Streefkerk works on projects focused on student learning and facilitating the implementation of systems of success. Ms. Streefkerk is the Project Director and main contact to SD#33 and responsible for the overall project success.

James (Jamie) M. McNamara transitioned from successfully running a school district and schools as superintendent and principal respectively, to consulting in areas of leadership development, models of school improvement and teacher support, and facilities reviews. Mr. McNamara began his career in the classroom and quickly moved into leadership roles. He served as a vice principal and then principal in the Red Deer Catholic Schools before becoming a Division Principal within the same system. He recently retired from the St. Thomas Aquinas Roman (STAR) Catholic Schools in Alberta.

Literature on the Future of Learning Spaces

LITERATURE ON THE FUTURE OF LEARNING SPACES

Flexible Educational Expectations

Schools as places of learning have followed the same general design principal ever since leaving the one-room school house. The design borrows heavily from the industrialization models used to build toward efficiencies and economies of scale. The result is best described as boxes within boxes, a nesting of similar sized classrooms in a bigger box, the school, with several larger boxes for physical education, art, music, theater, career experiences, etc., and smaller boxes for administration, teacher work space, and support services. The resulting buildings often shapes the classroom experience which follows in which the physical design of the room is most efficiently used by setting up rows of desks and/or tables. Specifically, most classrooms are designed to a specification of how much space an individual would need and how many individuals need to fit in the space. Thus, a resulting classroom should have adequate space for students' desks, a teacher work space, and storage. This configuration is further restricted by placement of doors, windows, closets, water closets (in primary classrooms). Even the placement of new technology might shape practices in the classroom (e.g., where the projector is hung shapes how teachers arrange students). In the end, many classrooms continue to have a similar look and feel. While chalkboards of old have been replaced by dry erase boards, these are still the central focal point of the classrooms. Teachers' desks are either centrally located or tucked into a corner of the room, but remain an area under the domain of the teacher. Rows of student desks and chairs are still the norm in most classrooms.

The SD33 facilities review was completed to examine the ways in which space is being used to create instructional opportunities as well as possibly limit them. Moreover, it was hoped that the review would create a catalyst for further conversation as instructional spaces evolved and the District has opportunities to improve upon and add to their facilities. The impetus for this work was space limitations that exist throughout parts of the district and to better inform the case for modifying, expanding (when appropriate), modernizing, and prioritizing new construction. This report did not consider the physical condition of the building or the engineered life of the buildings. Instead, this report is meant to examine facilities through an instructional lens. In other words, in what way can the facilities be best designed to promote the student outcomes and experiences for which schools are responsible? The goal was to examine the facilities to see the ways space can be used for learning and/or the physical and emotional well-being of students.

Preparing for Design Thinking

Next generation education recognizes that learners evolve to reflect the realities of the times in which they live. Globalization and technological advances are often acknowledged as two large drivers in this evolution. A popular series of YouTube videos, "Shift Happens", demonstrate the speed at which technological advancements impact society and school. The depth and breadth of content available through technology means that students are no longer dependent upon classroom time to consume information, nor do they need to go find a resource to answer a research question. As a result of search engines, most notably Google, students (and teachers) can access information at incredible speeds. Similarly, social media provide a way in which to socialize experiences and knowledge just as quickly. Nevertheless, students need to be both critical consumers of information as well as responsible cyber-citizens in sharing any information. All of this is to demonstrate the ways in which education is shifting from traditional models of sit and get (in a dedicated learning space) to emerging models of blended, personalized, and project-based learning experiences (in non-dedicated learning spaces).

	TRADITIONAL MODELS?		EMERGING MODELS?
SPACE	Dedicated teaching space	>	Non-dedicated space (shared with other uses)
	Specialised teaching space	>	Multi-purpose teaching space
	Centralised accommodation	>	Dispersed accommodation
	'Within' school (under school control)	>	'Beyond' school (outside of school control)
	Fixed infrastructure (equipment and facilities)	>	Flexible infrastructure (adaptable, portable, individual – e.g. ICT)
CULTURE	Process-focused (management and measurement)	>	Student-focused (individual development)
	Student-centric (11-18)	>	Community-centric (lifelong learning)
	Defined subjects (traditional curriculum)	>	Flexible subjects (broad suite of subjects and vocational studies)
	Inward-looking (school boundary and remit defined)	>	Outward-looking (involvement, links and partnerships beyond the school)
LEARNING	Social interface (educator-student relationship)	>	Technological interface (access to learning via ICT)
	Pupil-teacher relationship	>	Learner-mentor relationship (other adult, specialist, peer mentor)
	Place-centric (specific learning is located at specific venues)	>	Student-centric (flexible access to learning is not location-specific)
	Generic mode of teaching and learning	>	Customised modes of teaching and learning
	Didactic ('delivery' of knowledge from educator)	>	Interactive (2-way learning transaction)
TIME	Permanent (design life)	>	Temporary (design life – short-term residency)
	Traditional school day (fixed hours of attendance)	>	24/7 (flexibility in hours of attendance; 'shifts')
	Generic timetable	>	Modular and customised timetable (individualised learning programmes)
	Fixed lessons	>	Flexible lessons

The impact on facilities of the future as stated in the prior section is that all decision-making needs to be made with an eye toward future learners. This includes considerations for non-dedicated spaces (spaces that can be shared across constituents and users). It means ensuring accommodations that are flexible and available throughout the space. Most importantly it requires that the space (like the instruction of the future) be flexible, adaptable, and portable.

The instructional conditions commonly regarded as 21st Century Learning require instructional and infrastructure adaptations to be more expansive, more agile and more inclusive. In addition, there needs to be a recognition that concepts in the curriculum are also represented in technology rich environments (represented on the web) requiring teachers to guide and facilitate in flexible (sometimes one-on-one) spaces rather than from the front of the room. These adaptive spaces can support personalized learning, group instruction, and project-based initiatives.

In addition to the traditional use of school facilities, SD#33 has a long history of partnering with community groups. While the Ministry makes clear that they support such partnerships, these relationships must enhance the opportunities for students and not be provided at the expense of space required to meet the needs of student. Still, some outside agencies and partners are able to offer valued wraparound support services, supplemental learning, recreational, and sports experiences. Thus, this study assumed that schools would continue to be a focal center of communities, providing necessary resources, and opportunities for local families but made no assumptions about the continued colocation arrangements in place.

Inquiry-based learning is grounded in experiences in which students examine, explore and attempt to address questions, problems, and scenarios. Learners are at the center of an inquiry-based model. Borrowed from industry, design thinking is a methodology to solve complex problems and find solutions by applying reasoning, logic, and collaboration. Design thinking instruction is an extension of the inquiry-learning process and requires use of varied spaces for different purposes throughout the lifecycle of a project. IDEO, the innovators behind Human Centered Design and Design Thinking, acknowledge that design thinking space is evolving as the projects evolve and need to reflect “how space impacts (its) people and processes” (<http://thelongandshort.org/spaces/hot-desks-design-thinking-ideo>). In the design thinking model, there are open studios (often comparable to “maker space” in education) for teams to work across many different disciplines and to experiment with prototyping. Even in their designed spaces, IDEO recognizes the importance of creating quiet, heads down spaces in which they can concentrate. In this model of planning space, it becomes apparent that space needs to be designed to accommodate different activities. Trying to create a one-size-fits-all (i.e., the traditional classroom absent flexible and alternative spaces) severely limits teachers’ and students’ ability to shape teaching and learning differently.

Schools of the Future

Overview

From the literature above, a tension emerges of what might appear to be the latest fad in education and what has staying power. In his work on teaching and learning, educational researcher Robert Marzano reviewed the research on the effectiveness of different teaching strategies, explicit teaching came out on top. The I Do – We Do – You Do model (also familiarly known as a gradual release model) is a simple and catchy way to convey the essence of explicit instruction. In a nutshell, the I Do phase of a lesson involves the teacher telling students what they need to know and showing them how to do the things that they need to be able to do. Research confirms that this is a powerful part of an effective and efficient learning process. In more specific terms, it involves teaching strategies such as *informing, explaining, modelling and providing examples*. Even with new ways in which to access information (e.g., YouTube, Kahn Academy, Learning Management Systems like Moodle, etc.), the I Do is an essential part of the learning process. For example, a student might watch a Kahn Academy lesson on Pythagorean's Theorem before moving into the We Do phase of work.

WE Do is the second phase of the I Do WE Do YOU Do model. It involves doing tasks together. By working together, teachers help students use the steps they need to follow to complete particular tasks such as adding common fractions, writing the letter *m*, or simplifying an equation. Teachers can also help students to remember facts and understand broader concepts. For example, teachers can collectively create some class notes or fill in a graphic organizer as a class.

The You Do phase of a lesson involves students practicing what teachers have already taught them by themselves. Such practice helps students to retain what they have learned and to become fluent with what they must be able to do. It also helps teachers to check their level of understanding and mastery. While students do the work themselves, it is important that teachers monitor their efforts and offer feedback along the way. Students may practice the learned information or skill independently or collaboratively with fellow students depending on the teacher's intended outcome.

The I Do WE Do You Do model helps us to understand the importance of explicitly teaching and supporting students before expecting them to complete a task on their own. It was popularized by educators such as Anita Archer, John Hollingsworth and John Fleming.⁴

School building designs and classroom arrangements over the years in many respects reflect the I Do We Do You Do learning model. Historically, school egg crate designs (classroom/hallway) and desks in rows with teacher directed conveyance of knowledge and skills is synonymous with the I Do phase. The We Do phase school designs albeit not all that removed from the egg crate model demonstrate evidence of collaborative WE Do learning spaces with innovative classroom furniture and arrangement. The You Do school designs of the future are flexible learning spaces which provide traditional I Do teaching areas, We Do teacher guided work spaces as well as independent and collaborative You Do student working areas with applicable furniture. School designs and learning spaces that encompass I Do We Do You Do learning models are emerging across North America.

⁴ The I Do WE Do YOU Do Model Explained, Shaun Killian, 2015.

Schools of the Future: School designs of the past (I do)

Traditionally schools were one classroom or one-room schools with multiple age classes which required a structure with taller students sitting at the back and shorter children at the front. Desks evolved into desk/seat combinations (as pictured below) which necessitated students sitting rows. Desks evolved from two-piece to one-piece however the concept of rows was and still is entrenched in many schools. Through history urban and larger rural (as efficient transportation became available) school designs became primarily one-room schools lined up or stacked and joined by hallways and stairways with the addition of gymnasium, library and administration spaces.

The I Do-direct teaching classroom arrangements below demonstrate traditional school and furniture designs. When critics stated that schools basically haven't changed for one hundred years, there is physical evidence to support this statement. As educators, we know this not to be true with contemporary pedagogical research and the infusion of technology however for many years and in some instances today our physical classrooms and school designs have not changed.



Stock Photos harvested from the internet



Bernard Elementary – February 2017⁵

Schools of the Future: Schools designs of the present (We do)

Pedagogical research as well as demand for technical training demonstrated the need for students to apply the knowledge and skills they attained in the classroom. School designs began to incorporate practical labs for science, trade skills and fine arts. Students can apply the theory provided to them by their teachers in spaces resembling real life settings. Teachers provide the necessary direct instruction followed by guided instruction as required; then they encourage students to work on projects collaboratively or independently using the knowledge and skills acquired. Teachers can monitor student progress and continue to guide their learning by remaining in close proximity. Most practical labs are self-contained spaces and have flexible and adaptable areas for teachers to move through this Gradual Release of Responsibility (GRR) teaching model.⁶

⁵ Chilliwack SD#33 schools

⁶ Gradual Release of Responsibility Teaching Model, Pearson & Gallagher, 1983

Emerging We Do learning spaces in traditional classrooms as well as creative learning spaces in hallways and nooks are enabled by innovative teachers, supportive administrators and purposeful furniture to recreate the essence and flexibility of practical learning labs. Innovative teachers who are committed to applying the I Do We Do You Do or GRR models in their classrooms will attain the desired benefit of a dynamic classroom approach in which students actively explore real-world problems and challenges while acquiring deeper knowledge.

WE Do classrooms as depicted in the pictures below often have a variety of furniture which can be easily reconfigured to accommodate the learning activity. The classroom and hallway furniture can vary in heights and opportunities for student movement to provide for different learning styles.



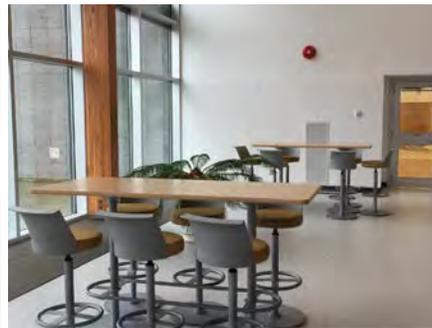
Central ES – October 2016



Chilliwack MS – October 2016


 Tyson ES – October 2016⁷


Robertson ES – February 2017


 Chilliwack SS – October 2016⁸


Schools of the Future: Schools designs of the future (You do – independently, collaboratively)

Current school design research focusses on flexible, innovative learning spaces that support the I Do We Do You Do learning model in self-contained pods to accommodate up to 150 students. As previously stated in the We Do classrooms section above which are required to be innovatively adapted to become You Do classrooms. Innovatively designed You Do classrooms innately have the flexibility to provide the teacher with space, flexibility, technology and furniture to provide direct instruction, guide the learning and release the students to complete projects collaboratively and/or independently.

⁷ Chilliwack School District 33.

⁸ Chilliwack School District 33.

You Do or authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.⁹

Typically, these learning pods have one or two traditional classroom spaces with one or two open walls or overhead doors to open or close the pod as needed for I Do-direct teaching lessons or exams. It is recommended that flexible We Do-guided learning areas be furnished with varying table/chair configurations and heights. Laptop/tablet power stations with Bluetooth access for short throw projectors and sound systems should also be dispersed throughout the pod. An accessible multiple-teacher area with work stations is incorporated into the pod. You Do-collaborative or independent student work areas are the same as the We Do-guided learning amenities available within the pod in table/chair cluster or tech power stations. You Do collaborative or independent student work areas are also dispersed throughout the school including a designated Learning Commons, varieties of hallway furniture, designed hallway nooks and outdoor spaces. Taken as a whole, the GRR design of schools parallels the design thinking space described in the previous section.

I Do We Do You Do learning pods require a parallel teaching model or philosophy. Teachers must embrace the potential of the physical space as well as the research pedagogy. Teachers must also embrace the collaborative nature of the learning pods including the scheduling and sharing of the I Do-direct teaching classroom and other areas within the pod as required.

Consideration for learning pod design must be given to the student age and grade level. The younger the student the greater the need for I Do-direct teaching areas with increasing need for We Do and You Do teaching spaces as the students get older. The advice for teachers and administrators is despite the need for more I Do lessons for younger students the teacher must embrace or be encouraged to embrace the opportunity to maximize the entire pod for We Do and You Do learning opportunities.

Delivering the I Do We Do You Do teaching philosophy and working within an innovative teaching space must be in itself be learned and embraced through a I Do We Do You Do Professional Development Model over a period of time. A predictable ratio of early, middle and late adapters as well as “I Do-direct teaching philosophy teachers forever” must be measured, managed and maintained as administrators introduce and implement this teaching model and school facility design. The potential of I Do We Do You Do learning pods and complimentary school designs is endless!

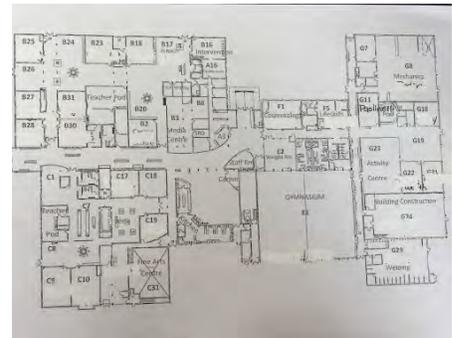
⁹ Authentic Learning for the 21st Century: An Overview, Marilyn M. Lombardi, 2007



GW Graham MS – October 2016¹⁰



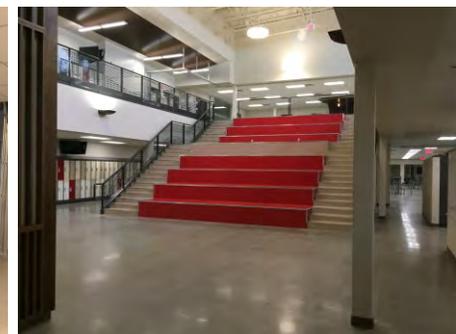
Ponoka SC (built in 1960s)¹¹



Ponoka SC (after 2013)¹²



Ponoka Secondary Campus – completed renovation 2013¹³



St. Joe's HS Red Deer – Opening September 2017¹⁴

¹⁰ Chilliwack School District 33

¹¹ Ponoka Secondary Campus as built in 1960s Ponoka, Alberta

¹² Ponoka Secondary Campus as rebuilt in 2013, Ponoka Alberta

¹³ Ponoka Secondary Campus as rebuilt in 2013, Ponoka Alberta

¹⁴ St. Joseph's High School, Red Deer Alberta.



Stock Photos of futuristic classroom harvested from the internet demonstrating a variety of seating designs and configurations as well as I Do We D You Do spaces.

Findings:

District and Area Assessment

FINDINGS: DISTRICT AND AREA ASSESSMENT

Instructional Review

The instructional leaders of the district are acutely aware of their responsibility to address the academic development of the students, while also attending to their social and emotional wellbeing. As they consider all the ways in which schools might be designed differently, they discuss having spatial variety that provides the safe and secure comfort of calming rooms, the predictability of small classrooms, and the space to engage in collaborative working groups. The ability to include flexible learning spaces cannot come at the expense of having quiet and organized learning spaces. To put it into perspective, they shared that 15% of all students suffer from some form of anxiety. These anxieties may be heightened in noisy, disruptive, and less structured space. Ensuring that new buildings and enhancements to old buildings address the many different types of learners is the instructional priority among the leadership.

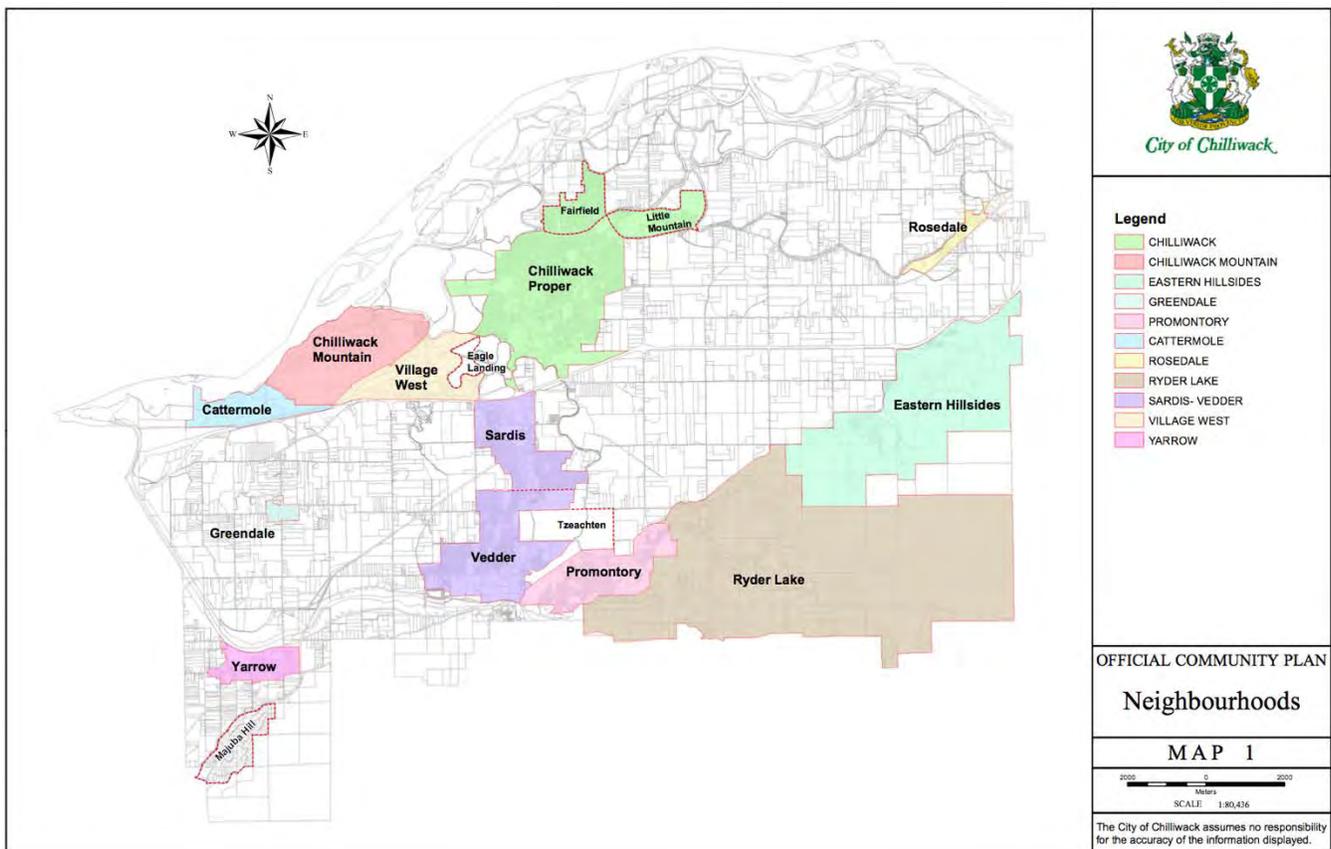
Within the context of the conversation of how best to design buildings for the future, two points were made about the past that are worth considering. First, designs in which practices don't follow form will be viewed as flawed or anachronistic in the future. This was raised as an issue when describing those schools in the District in which classrooms were built off larger shared collaborative spaces (i.e., pod design). Since most schools are not using them in the way in which they were designed, they shift in purpose to better meet the practices of the existing workforce, sometimes losing the pods to storage and other purposes. The second and related issue was the investment in technologies before understanding the ways in which they augment and support better instruction. It was acknowledged that the District made an intentional effort toward purposeful investing in technology. Moreover, it was noted that for some teachers adopting simple forms of tools are often more than adequate (e.g., dry-erase boards) and is a matter of understanding what technologies are best for the job. Still, other teachers accessed more advanced technological tools as integral elements of their instruction.

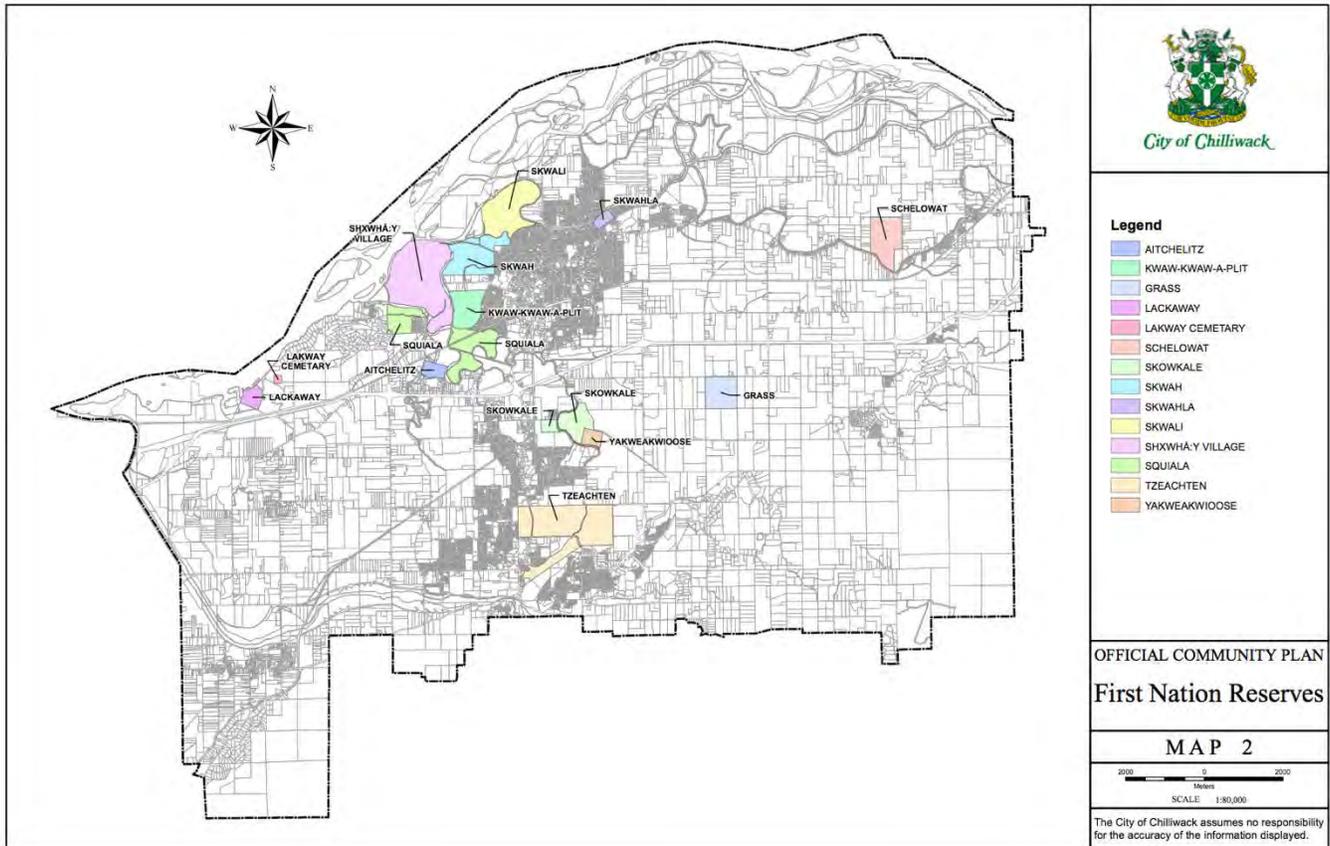
Aligned with the notion of investing in the right technologies, the instructional leadership team also noted that shifts in the curriculum would provide an opportunity to reflect on the courses offered and the equipment and facilities required to meet those shifts. Exploratory courses at the middle grades could incorporate elements from the more comprehensive courses in sciences, wood and metal working, and other areas. Creating discovery labs could shift the way in which specialized rooms are built. For example, a science lab, complete with gas jets and sinks in which are not used regularly can be promoted to be used in a more flexible way so that not all rooms have to be equipped the same. The alternative education settings serve as a model of what is possible with limited equipped rooms. They have managed to find ways to give students enriching experiences in wood working, auto mechanics, and other areas without the same resources and facilities as their counterpart middle and high schools.

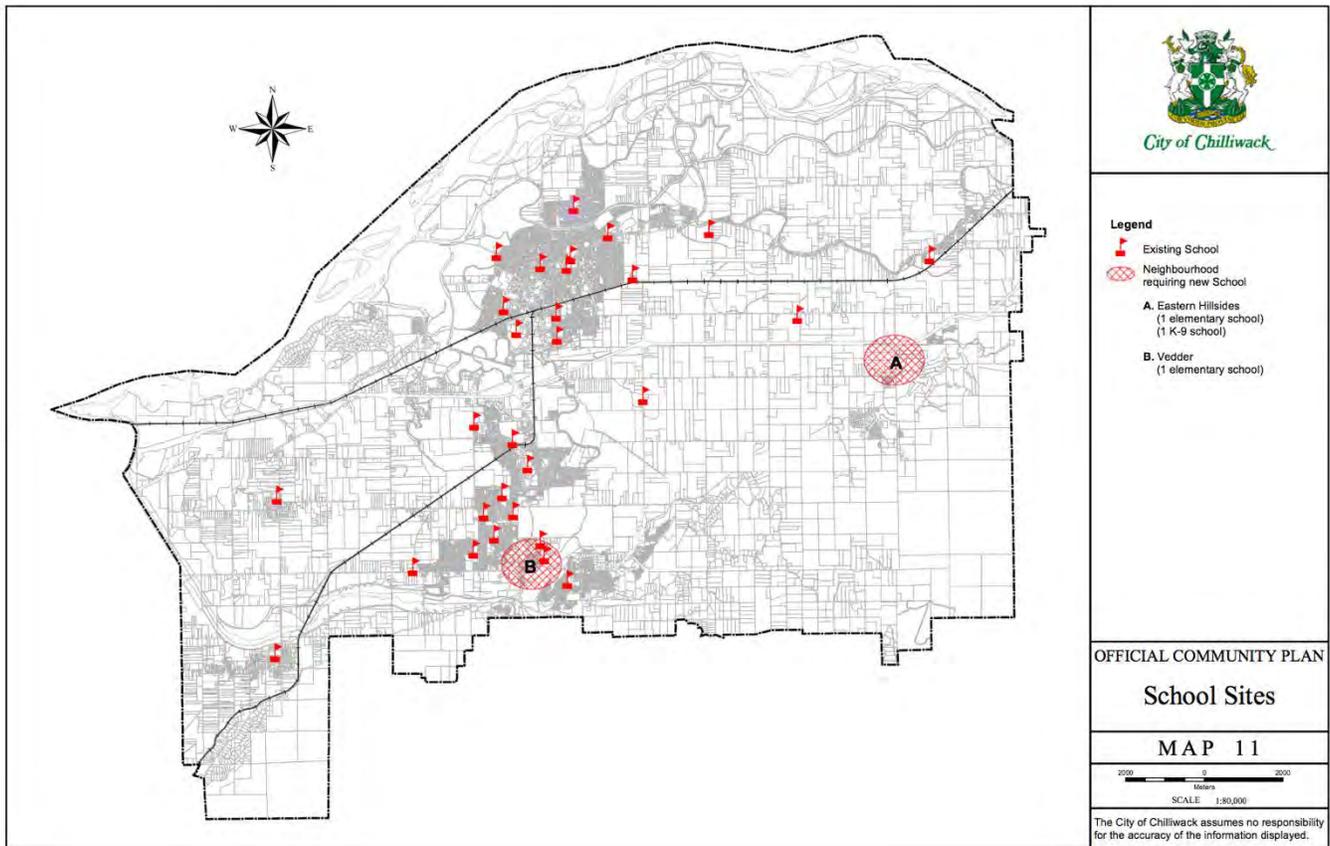
Interested in creating more learning by doing, the instructional team also suggested that to best understand the needs of students, more should be done to incorporate their voices in thinking about instructional, and therefore facilities design. Similarly, schools need to meet the demands of a workforce working efficiently and effectively together. This means that teachers and staff should play an active role in thinking through shifts in instruction and the implications for school design. The instructional team would also like to see more use of outdoor spaces. One example discussed was the inclusion of more active space, such as outdoor training circuits, etc. that could be explored in collaboration with the City of Chilliwack or individual school-based PACs.

SD#33 Demographics

An examination of the demographic trends for the Fraser Valley and specifically for Chilliwack point towards increasing population growth with accompanying school-aged children. New subdivisions are being built in many corners of the district. While some are aimed at the “Adult-only” (over 55-years), many are providing affordable alternatives to Vancouver and the immediate suburbs. Housing units are projected to continue, if not, increase. In addition, the relocation of a major beverage processing plant in the town provides job opportunities and will likely increase the community’s desirability. The Chilliwack City 2040 Official Community plan establishes a set of community objectives for ensuring adequate and affordable housing to “meet current and future house needs: provide a growth capacity for 25,000 additional dwellings to meet anticipated population increase between 2013 and 2040” (p. 55). The in-migration in Chilliwack needs to be a consideration for school facilities. Predicting the exact locations of growth and recognizing that physical space is not an easily exchanged commodity (i.e., empty classrooms on one side of town cannot be relocated to an over capacity building elsewhere in the district), suggests that the district look at new ways of building flexible spaces that can serve as instruction space. For more precise data on enrollment projections, see the sections which follow. Below are three maps included in the City’s 2040 plan. They represent current residential concentrations, First Nations Reserves, and current school locations.







It is important to note that demographic changes don't always come to pass as predicted. This school sites map from 2013 anticipated a new school to be built to accommodate the growth in the Eastern Hillside. While growth in the Eastern Hillside has progressed, it has been at a far slower pace than predicted. As a result, it was not the right next place to build a school and was not, nor is it slated to be built. Still overall District growth has kept pace with projections, suggesting that growth in other areas were higher than anticipated. If growth was to shift or increase in the Eastern Hillside in the future, it might be necessary to revisit this projection, but at the moment it is not aligned to District needs.

Catchment of Current Schools

The following text is excerpted directly from a report prepared by Assistant Superintendent Rohan Arul-pragasam.¹⁵ Rather than recreate the information, PCG determined that the summary prepared for the reconfiguration report captured the relevant data.

The Chilliwack school district has a current population of 80,000, but is projected to grow to 130,000 by the year 2040. The City of Chilliwack has seen significant growth in new families moving to the region which has resulted in growth in the population of school aged (K-12) students. The School District has 19 Elementary Schools; four grade 7-9 Middle Schools; one K-9 Elementary Middle School; one grade 7-12 Middle/Secondary School; two grade 10-12 Secondary Schools, a Middle and Secondary Alternate School, and a Distance-Learning School. District enrolment (Head Count) for September 2016, excluding Continuing Education (Type1), Distance Learning (Type 2) and Alternate Education (Type 3 School) is approximately 12,315; an increase of 337 students from the same time last year. A similar growth was reported between 2014 and 2015 (i.e., an increase in 235 students). The growth rate of students over the last two years was 2.8% and 2% respectively and nearly 13% greater than the school population in 2011. The south side schools are seeing more rapid increases in demand for the seats in the schools. The district is divided into two geographical regions by highway 1. Typically, most schools report an out of catchment enrollment base of approximately 35%. The Board of Education supports students attending their catchment area schools all while maximizing students' and parents' ability to choose a school of their choice which best meets the student's educational needs, subject to the availability of space, programs and resources as determined by the school district. The District does not bus students from south to north or vice versa given the geographical locations of some of the schools, especially in the periphery of the district. The area to the south of the highway is of significant interest as steep growth in property developments and construction development continue at a steady rate.

¹⁵ Arul-pragasam, Rohan (2016). Chilliwack School District Report Grade Reconfiguration Report and Executive Summary.

District/School Enrollment

As outlined in the above, SD#33 has seen a significant growth in enrollment over the last two years. Base enrollment is calculated using Baragar Software and assumptions coupled with local knowledge such as in-migration trend data and Chilliwack City housing starts information and population projections.

The enrollment from K-12 has grown significantly since 2011 in comparison to 2016 September Full Time Equivalent count. This continued growth in the district's K-12 population has resulted in tremendous pressure on schools' nominal and functional capacities, especially on the south side of the highway, particularly in the Promontory region. District wide school building utilizations at several elementary and middle-secondary schools have exceeded 100% - the current highest utilization is 186% at Promontory Elementary.

Both the north side and south side elementary schools have seen a significant percentage growth in their overall populations in comparison to September 2011. From a data perspective, north side schools have increased their enrollment by 242 students while the south side elementary schools have grown by 442 students, which is almost 200% of the growth realized on the north side.

It is key to note that both the north and south side schools have seen a significant growth in the last two years, and all indicators point to this growth continuing in the years to come (Data Sets - Chilliwack Housing Starts, Chilliwack Projected Population Growth Birth Rates, In-Migration Rates and Enrollment Data from Independent Schools). In comparison, the enrollment at Middle/Secondary has been steady with an increase in most schools in the last three years.

Like enrollment pressures on south side elementary schools, south side middle/secondary schools continue to grow resulting in increased pressures on availability of space at the middle secondary schools. Three of the four middle secondary schools on the south side exceed 100% utilization. North side schools have grown since 2011 but at a slower pace compared to the south side middle secondary schools resulting in most schools operating just below 100% utilization. This will change with the class size and configuration as part of the restoration agreement.

Current & Projected Enrollment By School

The following tables bring together data from several sources. First, each school has a capacity as determined by the Ministry CP3 worksheets. Next to the name of the school is the current school capacity as designated on the CP3 worksheet. This number is the nominal capacity for the physical plant as it was built and with any additions, but excluding portables. This number also is not adjusted for class size and composition as mandated in the restoration language by the courts in 2016. The columns in each of the years are both actual data (i.e., school years beginning in 2016), and the projected enrollments based on schools' current configurations (2017). A second table is included with enrollment projections adjusted for the grade reconfiguration plan in which elementary schools provide services to grades K-5, middle school to grades 6-8, and secondary schools to 9-12.

While reconfiguration might offer relief from growing enrollment by serving one fewer grade level, it is only temporary. The trend over time is that many of the schools will continue to grow even with fewer grades. Middle schools cannot anticipate any relief as they will continue to serve three grades and high schools will have to absorb an extra grade. Still, the change in middle school and high school can be offset if the middle-high school (i.e., G.W. Graham) focuses only on 9-12. This could be accomplished by not admitting new students to the seventh-grade next year and allow those students currently in the 7th grade to finish their tenure at the school. Within two years of executing that plan, the school, which once housed six grades, would only be home to four. Thus, secondary students from other campuses could be distributed to the G.W. Graham High School campus. This shift from a 6-12 to a 9-12 is not represented in the data.

Other assumptions on which these data are built exclude any new buildings or other possible reconfigurations. In addition, the following assumptions were considered in generating the data

- Early French Immersion (EFI) will continue at Cheam Elementary.
- EFI (Early French Immersion) students and LFI (Late French Immersion) students who start in grade 6, now will merge as one program at CMS in grade 7, with opportunities for students from the south side to go back to Vedder Middle School.
- Rosedale Traditional Community School will be a K-8 school and will now accommodate grade 6 English stream students from Cheam and East Chilliwack Elementary
- LFI (Late French Immersion) students from Sardis Elementary will now transition to grade 6 at Vedder Middle School.
- All EFI (French Immersion) and LEI (Late French Immersion) students will now transition to Sardis Secondary at grade 9

The reconfiguration is most likely to impact the secondary schools currently only hosting three grades. Each of these schools will add an entire grade, which will impact the number of classes and instructional spaces needed to accommodate the course requirements. G.W. Graham, discussed above, will have an expanded grade 9, which will initially create greater demands on their physical space as they transition from a 7-12 to a 9-12.

In all, the reconfiguration plays a role in reducing some of the demands on the facilities at elementary (K-6). However, the reconfiguration is most likely to impact the secondary schools currently only hosting

three grades. Each of these schools will add an entire grade, which will impact the number of classes and instructional spaces needed to accommodate the course requirements for graduation aligned with the redesign curriculum. G.W. Graham Middle- Secondary, discussed above, will have an expanded grade 9, which will create greater demands on their physical space as they transition from a 7-12 to a 9-12 school.

North Side Elementary (Prior to reconfiguration)

North Side Elementary Schools	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Bernard Elementary	364	294	294	294	300	304	305	306	310	314	314	317	317	317	319	319
Central Elementary	268	266	269	269	271	272	273	274	276	278	280	280	280	280	280	280
Cheam Elementary	111	215	250	267	295	305	301	296	295	297	300	300	300	300	300	300
East Chilliwack Elementary	226	298	303	311	317	326	328	332	332	332	335	336	337	338	339	339
F.G. Leary Elementary	318	330	331	332	333	334	335	336	337	337	337	337	337	337	337	337
Little Mountain Elementary	383	357	357	360	364	364	364	365	365	367	367	369	369	369	369	369
McCammon Traditional Elementary	429	289	301	316	318	319	319	321	321	323	323	323	323	323	323	324
Robertson Elementary	268	263	269	276	278	278	278	283	284	285	287	287	287	288	288	288
Rosedale Traditional Community School	253	214	218	218	218	218	218	221	224	224	224	237	229	253	229	253
Strathcona Elementary	406	445	451	451	453	455	467	467	468	468	468	468	468	469	472	472
TOTAL	3026	2970	3043	3094	3147	3175	3188	3201	3213	3225	3235	3254	3247	3274	3256	3281

North Side Elementary (After reconfiguration)

North Side Elementary Schools	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Bernard Elementary	364	249	244	247	253	257	259	269	256	265	260	264	263	265	267	266
Central Elementary	268	222	223	220	224	217	231	228	234	241	233	232	231	232	232	231
Cheam Elementary	111	207	221	252	281	287	288	282	284	285	286	285	284	285	285	284
East Chilliwack Elementary	226	254	263	269	284	263	286	286	284	286	287	287	287	289	290	289
F.G. Leary Elementary	318	276	276	275	281	281	282	285	290	282	287	284	283	284	284	283
Little Mountain Elementary	383	295	308	295	309	312	316	312	318	314	317	315	314	315	315	314
McCammom Traditional Elementary	429	261	265	271	267	278	271	277	277	273	278	274	272	275	274	274
Robertson Elementary	268	223	227	240	242	234	243	241	236	235	249	243	242	244	244	243
Rosedale Traditional Community School	253	261	278	261	254	283	257	266	275	267	268	277	280	291	278	290
Strathcona Elementary	406	372	367	357	376	370	382	381	382	387	378	378	377	379	382	381
TOTAL	3026	2619	2672	2686	2771	2782	2815	2827	2835	2835	2842	2837	2832	2858	2850	2855

South Side Elementary (Prior to reconfiguration)

South Side Elementary Schools	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Cultus Lake Community School	180	172	176	178	178	178	180	180	186	186	186	186	188	189	190	191
Evans Elementary	226	328	328	328	328	328	328	328	328	328	328	328	328	328	328	328
Greendale Elementary	158	154	155	155	162	164	168	168	168	168	168	168	168	169	169	169
Promontory Heights Elementary	317	622	638	653	670	687	704	721	739	758	777	796	816	837	857	879
Sardis Elementary	337	508	531	532	539	543	543	543	543	545	545	545	545	545	545	545
Tyson Elementary	268	284	286	287	287	287	287	290	290	291	291	291	292	292	292	292
Unsworth Elementary	383	509	522	531	531	531	531	532	534	534	534	534	534	539	539	541
Vedder Elementary	360	488	488	489	489	490	491	491	492	493	494	495	497	499	499	499
Watson Elementary	452	473	473	476	480	480	482	486	487	493	493	494	495	495	497	498
Yarrow Elementary	348	308	309	310	311	311	312	314	314	317	318	321	322	322	322	322
TOTAL	3029	3846	3905	3938	3975	3998	4025	4053	4082	4111	4132	4157	4185	4214	4238	4264

South Side Elementary (After reconfiguration)

South Side Elementary Schools	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Cultus Lake Community School	180	142	143	144	150	150	146	155	148	152	154	153	152	154	155	155
Evans Elementary	226	278	270	267	288	279	278	277	279	277	278	276	274	276	276	275
Greendale Elementary	158	125	131	132	145	140	143	145	144	142	140	140	140	142	142	141
Promontory Heights Elementary	317	543	534	542	572	582	592	620	634	629	661	675	691	709	726	744
Sardis Elementary	337	399	401	403	422	421	424	425	412	416	426	419	418	419	419	418
Tyson Elementary	268	246	240	239	249	242	249	243	249	246	245	247	245	246	246	245
Unsworth Elementary	383	453	454	451	444	453	460	461	467	461	461	459	458	463	463	464
Vedder Elementary	360	417	401	401	417	403	402	417	418	421	421	418	418	421	421	420
Watson Elementary	452	389	395	403	402	380	416	410	411	411	408	410	409	411	412	412
Yarrow Elementary	348	279	259	272	271	271	282	259	278	282	282	280	279	280	280	279
TOTAL	3029	3270	3227	3254	3358	3319	3392	3410	3438	3438	3476	3475	3483	3521	3539	3552

North Side Middle/Secondary (Prior to reconfiguration)

North Side Middle/Secondary	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
A.D. Rundle Middle	450	316	320	342	348	375	382	382	383	383	402	408	408	408	413	413
Chilliwack Middle	525	569	577	576	602	614	629	644	657	657	656	656	656	666	671	672
Chilliwack Secondary	1200	1081	1132	1187	1218	1281	1331	1358	1379	1379	1381	1384	1385	1386	1396	1416
Rosedale Traditional Community School	314	281	305	325	325	325	325	325	325	325	326	326	328	328	331	335
Total	2489	2247	2335	2430	2493	2595	2667	2708	2744	2744	2765	2773	2777	2788	2812	2835

North Side Middle/Secondary (After reconfiguration)

North Side Middle/Secondary	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
A.D. Rundle Middle	450	315	333	339	375	382	394	384	398	400	410	390	393	415	410	410
Chilliwack Middle	525	578	554	587	590	622	616	637	633	639	657	672	678	678	681	679
Chilliwack Secondary	1200	1476	1561	1630	1651	1739	1775	1834	1862	1831	1823	1889	1863	1857	1885	1923
Rosedale Traditional Community School	314	197	207	218	228	218	226	220	208	226	225	214	217	230	222	233
TOTAL	2489	2567	2655	2775	2845	2962	3012	3075	3101	3096	3115	3166	3151	3181	3198	3246

South Side Middle/Secondary (Prior to reconfiguration)

South Side Middle/Secondary	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
G.W. Graham Secondary	500	561	576	578	578	583	605	651	660	663	665	666	660	662	667	669
Mount Slesse Middle	650	603	606	633	643	649	658	659	662	663	664	671	671	675	675	675
Sardis Secondary	1200	1315	1335	1355	1382	1398	1467	1487	1516	1543	1575	1570	1568	1580	1595	1605
Vedder Middle	600	603	623	644	643	666	682	694	696	696	696	698	702	708	726	727
G.W. Graham Middle	400	507	524	542	584	594	596	600	602	603	608	610	613	619	623	626
TOTAL	3350	3589	3663	3752	3830	3891	4008	4091	4136	4169	4208	4215	4214	4244	4285	4301

South Side Middle/Secondary (After reconfiguration)

South Side Middle/Secondary	Operating Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
G.W. Graham Secondary	500	725	806	782	789	817	854	860	893	890	879	888	908	887	902	902
Mount Slesse Middle	650	593	630	631	641	672	640	684	654	698	679	683	672	676	679	682
Sardis Secondary	1200	1760	1802	1885	1824	1871	1947	1962	2028	2028	2118	2109	2150	2114	2132	2158
Vedder Middle	600	619	625	620	648	649	671	691	688	697	670	677	673	706	715	714
G.W. Graham Middle	400	509	515	552	576	578	562	581	567	589	599	601	588	612	607	608
TOTAL	3350	4205	4379	4470	4477	4586	4674	4779	4830	4902	4944	4956	4991	4995	5036	5064

Overview of Schools

In all, SD#33 facilities are exceptionally well maintained and cared for by the staff. In examining the many schools for instructional practices, sense of safety, and overall welcoming feel, each school embodied the values of the community. The maintenance, upkeep, and condition of the buildings exceeded expectations. Even as visitors tracked in the aftermath of inclement winter weather, floors were quickly cleaned, boots and coats put in appropriate locations. The daily maintenance of the building is a testament to the dedication of the custodial staff and the pride they take in their work. In addition, more than a few customized shelving and storage units were observed throughout the district, demonstrating the ways in which the carpentry department collaborate to solve storage issues and create unique learning spaces within each of the buildings. Lastly, the staff responsible for the maintenance of the portable classrooms ensures that they last well beyond their engineered life, keeping them functional for years.

The general condition and upkeep of outdoor recreational areas reflects the commitment of the many PACs to supporting their schools with playground equipment. On whole, the equipment appears new, well maintained, and well used. Outdoor space is not universally available across the school sites, but most of the elementary sites have found ways to incorporate at least one age-appropriate set of climbing apparatuses. Most schools had two, usually spaced to keep students with their appropriate age cohort. Middle and high schools generally had large playing fields and sometime access to city parks, but only had access to playgrounds if it was part of a city maintained park.

Across the district, there are a variety of schools that reflect the community in which they are placed. There are rural, suburban, and even urban campuses. Some are nearing capacity, while others are bursting at the seams. Still, the staff in each building works hard to ensure the needs of the students are met. The school is currently dependent upon 67 portables spread across many campuses and project the need will grow by at least 16 next year. Since growth continues at a more rapid pace on the south side, a student at a south side school is more likely to take a class or two in a portable classroom. Moreover, while portables add classroom space, they lack, in all but a few cases student washrooms, additional support space, gymnasiums space, and personalized learning spaces. Lacking other spaces, some principals have assigned support staff to a portable, providing space for personalized learning in a classroom. In other cases, principals have had to be creative about what spaces that might use for small group instruction, placing desks in hallways, previously used storage space (i.e., closets), and even change rooms. The fact that so many people are working to find the right space to address the needs of students is a testament to the commitment the staff have to the end goals around student academic and social/emotional development and well-being. Still, placing students and adults in undesirable spaces is not ideal long term. It places the most vulnerable students (e.g., anxious) in spaces that are not always conducive to their learning. Similarly, it places adults who shoulder responsibility for these students in sometimes challenging physical spaces, thus amplifying the issues to which he/she must attend.

In regard to addressing the needs of students, the commitment to maintain calming rooms, resource rooms, and aboriginal education is also a testament to the way in which these services are seen as essential to the development and well-being of the students. While there is not a set standard for size of room or furnishings, the staff responsible for these rooms make the best of the situation, including bringing in items they pick up in their travels.

As previously mentioned, the space problems mean that portables make up a large percentage of classrooms across the district. While some campuses have none, others have many. In most cases, the portables lack water closets. Students in the portable classrooms, therefore, are often traveling back and forth to the main building to use facilities, visit the library go to the office, meet an interventionist, support staff, etc. While many of the schools make an effort to limit the doors through which students can enter, at a number of schools the back doors (i.e., those not designated for passage from the portables) were wedged open. This coupled with an honour system in which students are trusted to make it from the portable to the main building for whatever purpose, absent supervision is a security issue. Since the portables are usually sitting behind the school and since many school sites have multiple ways in which a person can approach, a possible precaution against any possible problems would be to install video surveillance at all the doors of the building and between the portables and the building.

SCHOOL REVIEWS

The complete set of notes summarizing each of the individual school visits and standardized around the protocol discussed earlier in the document can be found in Appendix. This section captures some of the trends that were observed over the course of each walk thru. Moreover, this section seeks to examine the facilities in addressing a set of guiding questions, which were informed by the guiding principles, around student achievement, community connections, and sustainability. In the summary of findings below, we attempt to answer the question holistically, from the perspective of all the buildings.

Summary of Findings:

1. Student achievement is paramount to everything the District does.

- a. Does the facility currently provide the instructional space for high quality educational programs?***

When examining a school facility through an instructional lens, there are four primary focal points that need to be considered. The four are:

- i. Primary learning/instruction area (i.e., the classroom)
- ii. Support learning areas (i.e., places to receive specialized and/or personalized support)
- iii. Specialized learning areas (e.g., music, art, gymnasium, library)
- iv. Outdoor learning areas (i.e., any outdoor setting designated for learning).

Across the district, classrooms were generally of a size that allowed for flexible seating arrangements and multiple groupings of students. The limitation around applying flexible seating as an ideal was more often a fixed set of desks and/or tables and chairs. Some teachers were replacing the traditional desks and tables with more inviting and diverse seating (and standing) apparatus (e.g., yoga mats, exercise balls, fidget devices attached to the seat/desk, etc.). In addition, teachers had access to projection systems linked to a computer in the room. In many cases, teachers also had access to a document camera. The portables were generally equipped similarly. Within the classroom settings, the classroom has the potential to serve as a place from which high quality instruction and experiences can be had.

Support learning areas are often the location in a facility where the student receives support. In a well configured classroom, the teacher is able to provide the support by having groups of students working elsewhere, while he/she works with an individual or group of students. As noted above, the classrooms have the potential to be arranged in this manner with the right furnishings. When students receive similar services outside of the classroom, working with a learning assistant, a school psychologist, or otherwise, there needs to be ample and adequate space for such instruction. At some sites, this space exists and is protected (i.e., it can be used for other purposes). At those sites already facing overcrowding there is a very different reality. Students meet with learning specialists in makeshift spaces in any spot that can be found. It is not that the buildings haven't been designed with these spaces. It is that these spaces are often subject to reallocation when they are needed for other purposes.

Specialized learning areas are those spaces that have a specialized purpose (e.g., a dance studio for dance; a ceramics room for art, etc.). With the middle and secondary schools there are many specialized spaces. Typically, these spaces are used for their designated purpose. In some cases, a specialized space may be under-utilized. At the elementary schools, gymnasiums, multi-purpose rooms, and libraries are the full array of specialized rooms. While these rooms are regularly utilized, it is not always for the benefit of students.

Outdoor learning spaces can be on the school site or can involve trips to complete study of the local environment. One such program originates out of the Alternate Education program center. While the facility is an inner-city campus with limited exposure to good outdoor education, the teacher takes advantage of Chilliwack's proximity to other opportune outdoor learning spaces. Also, on this campus, students and teachers have learned how to make do with limited facilities and resources.

b. Does the facility support increased student engagement and collaboration?

When examining facilities, we looked for areas in the classrooms and buildings in which students can work with one another and adults to study, solve problems, and socialize. While the teaching staff can provide the opportunities for these collaborative interactions, the facilities need to provide the space for them to flourish. According to research on collaborative working spaces, Congdon, Flynn, and Redman point out "There's a natural rhythm to collaboration. People need to focus alone or in pairs to generate ideas or process information; then they come together as a group to build on those ideas or develop a shared point of view; and then they break apart again to take next steps. The more demanding the collaboration task is, the more individuals need punctuating moments of private time to think or recharge."¹⁶

The schools and classrooms are largely arranged bringing the large group together and provide limited spaces for "moments of privacy" and working in pairs. As a result, students and teachers will find collaboration spaces in libraries, stairwells, hallways, alcoves, and other "public spaces." Some of the schools are trying to carve out collaboration space in existing spaces. For example, using a portable classroom for maker/design thinking or repurposing a computer lab into working spaces. Still, at many buildings collaboration is dependent upon good use of public spaces.

c. Within the existing or future building configurations, might there be opportunities for innovative instruction?

It is essential that when considering innovative instruction, it is in the context of "what is best for the student/child." It is easy to become enamored by new technologies and looking for evidence of integration of these technologies in the classroom might lead to false sense of certainty about innovation. Technology is not yet shifting pedagogical practices. In a technology rich environment, we would expect to see the technologies

¹⁶ Congdon, C., Flynn, D. and Redman, M. (October 2014) *Balancing "We" and "Me": The Best Collaborative Spaces Also Support Solitude*. Harvard Business Review.

used more by the students than the teacher as a way to both consume (blended learning models) and produce outcomes related to their learning.

The schools across the District have access to some forms of technologies. For example, there are overhead LCD projectors in all instructional classrooms. There are also document cameras in many classrooms. With only one or two exceptions, there are traditional computer labs (a room with about 25 computers) and all schools had laptop/iPad carts (shared laptops/iPads that are reserved by teachers as needed). These, however, are tools which may augment innovative instruction, but if they are only used to change presentation modes and the teacher is still in a “stand and deliver,” it is probably not in the category of innovative instruction.

So, when looking for how the facilities could contribute to innovative practices, we looked for flexible teaching and learning spaces in which teachers could provide different forms of instructional delivery. We looked for spaces in which students could collaborate and create with one another and with their teachers. Likewise, we looked for those spaces where teachers could collaborate with one another. One school stood out in its ability to create innovative instruction absent the variety of spaces and services that exist at other buildings. The Alternate Education program has converted traditional classroom space into working space for an exploratory course in wood, metal, and auto mechanics. Another traditional classroom has been made into a fine arts room. While the students and staff at that school would prefer access to the variety of spaces available at a traditional high school, they are demonstrating it is possible to innovate within the limited space available.

Many spaces designed for innovation practices are not used in the ways for which they were designed. Most noticeably, for example, were several schools in which central pods (large open areas between a set of classrooms) were being primarily converted into storage areas. Largely built from 1980 through 2000, this popular school design was meant to create flexible space in which a variety of collaborative and communal activities could take place between students and across classrooms. Buildings of the future will continue to incorporate best understanding about the ways in which students and adults interact to improve outcomes. Nevertheless, it is important to remain connected to the rationale for the design so that it can be incorporated into practices. If the design no longer meets the desired practices, then there should be an attempt to modify the design to meet the desired practices that align with student engagement, academic development and wellbeing.

d. Are there diverse learning environments (e.g., indoor and outdoor; traditional desks; maker spaces; labs; and shops, etc.)?

There are diverse learning environments both within classrooms and across the buildings. It is important to acknowledge that diverse learning environments are inclusive of traditional classrooms. In other words, diverse learning environments is the variety of learning configurations that might be available to teachers, staff, and students. Across classrooms, there are a variety of configurations, desks and chairs, tables and chairs,

alternatives to traditional desks (e.g., yoga mats, exercise balls, standing tables), areas designated for small group instruction (e.g., horseshoe table, reading rugs, etc.). There were many classrooms arranged in very traditional ways with traditional furniture and others arranged very differently.

The question for a facilities review is whether diversity of arrangement is possible. While the answer appears to be diversity is possible, it comes with a caveat. In speaking with teachers, there are certain unintentional limitations. First, the placement of the hanging LCD projector will determine the “center” of the room. That is the spot from which students will best be able to view presented material via the projector. As a result, some teachers were arranging learning spaces to accommodate the technology, rather than the other way around. The second caveat is the limitation created based on available furniture. That is, teachers often inherit the furniture already in the classroom or seek replacements from central storage. Teachers can request different or new furniture, but often at the expense of the site-based budget. Newer buildings tend to have newer and somewhat more flexible furnishings, while older buildings tended to have an assortment of mismatched furniture. Some teachers are experimenting with different furnishings that require less capital investment. As a principal explained, classroom furniture can be augmented with yoga mats and exercise balls for just a hundred or so dollars at Amazon.

Diverse learning environments means also having the labs, shops, small rooms for specialized personalized instruction. The middle and high schools are complete with science labs, food labs, textile labs, metal, and wood construction shops. Some also have a variety of rooms to support fine and performing art. While not all of the schools are equal in this regard, there is enough variety across the district to provide learning experiences linked to students' passions.

The more challenging issue is carving out space for diverse learners who might benefit from small group and/or one-on-one instruction or other services. Individual buildings find the spaces to make these learning experiences possible, but sometimes it can be at the expense of relocating another service or tucking the service into a closet, alcove or worse. Acknowledging that these are directed to some of the most vulnerable students suggests that flexible, but permanent, space be allocated for small group and one-on-one learning.

2. Public schools are the heart of communities. Facilities should reflect the values and needs of the community.

- a. ***In what ways does the facility foster relationships within and between the members of the community?***

Most of the schools try to incorporate space for the community. This can be through co-location partnerships to provide valuable community services. It can also be addressed through rooms dedicated to Parent Association Committees, Aboriginal education

coordinator, and spaces in which the community might meet to have community (non-school) events. Some schools work with community-based partnerships to provide after school care and weekend social events, thus serving as a central gathering place for the community. Many of the multi-purpose rooms and gymnasium across the District are used with enough frequency that the school has separate entrances and locked gates to prevent people from wandering the halls of the instructional side of the building during evening and weekend hours.

The largest of the partnerships is the Neighbourhood Learning Center (NLC) attached to Chilliwack Secondary School campus. The NLC is host to several community agencies (Ministry of Children and Facility Development, Chilliwack Community Services, the United Way, etc.) and offers access to classrooms and compute labs that are within the NLC space.

b. How are the values of the community reflected in the facility (e.g., artwork, representation of diverse students, open spaces, etc.)?

The most notable set of artworks found throughout the district is the incorporation of First People's artwork and language. Different schools have varying representation and frequency of such art, but there is a respect paid to the local First People by incorporating the artwork. In addition, there is awareness that the artwork represents something bigger than the connection to the local community. That is, the artwork must arise above a sense of tokenism and find its way into the ethos of the school.

c. How does the school function as a central place of the community?

Each school plays a different role in the community. For example, the Cultus Lake Community Elementary school serves as a hub for social activities and events in the community. Other schools host outside agencies on weekends and after school. Still some schools are not the center of the community and largely just function as a center of learning during the academic day.

3. Sustainability is essential to efficient use of resources.

a. In what ways are sustainable systems being included in current and future designs?

As the various buildings have been upgraded and retrofitted as part of the Provincial Seismic Mitigation Program, there has been considerable effort to convert to more efficient systems and materials. This has been reflected in the five-year capital budget.

b. How are outdoors used to enhance the learning environments?

There was evidence in several schools of local gardening programs, and some schools focused on outdoor education and building projects. There, room was available for an

expanded focus on outdoor instruction. The facility or property on which the facility is located did not appear to be an inhibitor to accessing outdoor spaces. Some of the schools are better able to integrate the building with the outdoor space, while others have access to public spaces. The outdoor education programs did not necessarily access the learning space on the school property; rather, they accessed the whole of the environment that Chilliwack and BC can offer.

c. Are spaces ecologically balanced (e.g., using natural light)?

Newer buildings are incorporating more natural light. These buildings are also seeking to achieve certification as environmentally sound (e.g., Chilliwack Secondary School is designated as LEED Gold building standards). The use of BC-sourced wood, stone, metal, glass and concrete is creating inviting spaces in the newer buildings. Current school design attempts to incorporate more open spaces. This is achieved by including high ceilings, wide hallways, skylights, windows to the outdoors and windows from learning spaces into public spaces. These features open the space and give a less confined feeling. Even schools in which interior windows (windows between a classroom and hallway) are the norm, many of them are covered over with decorations, posters, and other obstructions. As educators, we understand that there might be numerous reasons for this. First, open spaces and windows offer more distractions for students. Second, there is a sense of vulnerability and exposure as passersby might be evaluating the instructional practices in the classroom. While both are valid concerns, they invite the question of how classroom practices might change to make the use of openness and incorporate more student directed learning.

Opportunities and Implications

OPPORTUNITIES AND IMPLICATIONS

Designing Chilliwack Schools of the Future

Schools as places of learning have followed the same general design principles for more than a century. The Long-Range Facility Plan examined the Chilliwack schools to determine ways in which they enable practices that enhance learning for students. Ultimately, teachers and staff are working within the limitations of their facilities to address the needs of students. This includes turning hallways, change rooms, and closets into instructional space for small groups and one-on-one interventions. Although outside the design of some of the buildings, the staff have demonstrated that existing space can be flexible, modifiable, and sustainable in the service of students. They modify the space of the classroom, hallways, and offices to make the space more inviting and more functional to the needs of students.

Nevertheless, it is important to understand how all the pieces of the district come together to create a seamless learning experience. The instructional programs in the District are a function of bussing, catchment, facilities, staff, support services, and others converging to create a learning experience that meets the needs of students. In the end, facilities, old and new, need to support multiple and flexible pedagogies, including those enriched by technologies. These facilities need to enhance social participation in a collaborative environment, while also providing the safety and security that many in the community seek. Individual classrooms should provide the flexibility for teachers to maneuver and arrange desks and chairs for all types of learning. And space needs to be available across buildings to deliver different learning experiences to different students. Education, however, is evolving by rapid changes in the world and advances in understandings of cognitive and social/emotional development. Moreover, the building and maintenance of physical spaces for peak population is expensive and often lags need. Moving forward, SD #33 needs to consider the types of buildings and infrastructure that will best serve the needs of the students and community.

The following five observations relate to existing conditions across the schools and suggest areas in which to focus going forward. The list is supported by photos in the Appendix.

Computer Labs

Technology will continue to enhance instruction, but no “single” technology will define it. Currently, all the schools have access to multiple forms of technology. There are computer labs, laptop and tablet (i.e., iPad) carts. There are projectors attached to computers and/or document cameras. In some rare instances, there are smartboards but no longer commonly used in the District. In the middle and secondary schools, there are also technologies within the many available career and technology classes (i.e., wood; metal; culinary arts; etc.). Computer labs are very traditional in their arrangement. Usually too small to be a classroom, computer labs are arranged with a set of computers around the perimeter of the room and another set of computers in the center. The “computer lab” is a remnant of times gone by when the technology was specialized, expensive, and place based. While some technologies will remain anchored in a location, access to computers need not be, as evident by the use of computer carts throughout the District. Yet, the “lab” model is still maintained in parallel to the carts. As state-of-the-art technology connected to strong instructional visions (e.g., Robots being used for Autism in West Vancouver, or 3-D learning environments (like Z University technology, bring your

own device, etc.) takes hold, different computer environments will need to be incorporated. In the meantime, computer labs can be used for other purposes.

Libraries

Libraries are also very traditional in design. While some of the libraries have incorporated different seating styles and arranged the book stacks around the perimeter, thus freeing work and collaboration space in the center; many more have traditional tables, chairs, and book stacks around the perimeter and in the center of the room. Some districts have begun to convert libraries into media labs; still, others have converted libraries into design thinking labs with access to multiple resources. These designs might include adding a Lego wall or creative space for design thinking to be applied, with access to markers chart paper, fabrication materials, computers, and the like. It is possible to distribute book stacks in places other than, but near too, the library in which students are encouraged to “borrow a book.” Rather than warehouses for books in which even office spaces are often overflowing with books, it is possible to create reading areas, small group work areas (in offices and storage areas), and maker space in the existing libraries. The idea is that the library can reflect the work space of the future and not the quiet warehouse of the past.

Personalized Learning Spaces

Currently, classrooms have ample space to accommodate different furnishings and arrangement of those furnishings. Most classrooms in the district reflect traditional views of furnishing and teaching. Desk, tables, and chairs dominate the classroom environments. In a few instances teachers are making attempts to incorporate different furnishings to allow for and address different learning preferences. Often classrooms are furnished with what is available in central storage. Some principals explained that they will receive requests for new furniture, but must weigh the opportunity and cost to their school (i.e., do they have the money and will it produce a benefit to the students). Some principals were willing to try less expensive and more creative use of non-traditional furniture. For example, yoga mats and exercise balls might augment a few traditional desks, a table, and some standing desks. Sometimes the non-traditional approach is far less expensive and pays dividends in student behaviors and academic development. Also, teachers creatively worked with the furniture to better support students. For example, attaching rubber exercise bands to the legs of a desk provides a fidgety student a way to occupy themselves without disruption or distraction. Another example is the use of tennis balls attached to the bottom of chairs to reduce the noise of furniture being shuffled about.

Outside the classroom, however, personalized learning spaces are limited based on current capacity and enrollment. The most common solution observed was to place seating in the hallways where students can receive personalized instruction. The shift to the hallway learning occurs for two primary reasons. First, there is not ample space in the classroom as it is configured to provide the additional support and attention. Second, those spaces designated for directed services from EAs, for example, are already overburdened with the number of students served. In some cases, closets, change rooms, and sick rooms have been converted into space for support staff to meet with students. There were many creative, but sometimes less than ideal approaches to finding learning spaces to meet the increased needs of vulnerable students.

One area in which the buildings did not compromise in providing individual student support was maintaining Calming Rooms. Calming rooms are a place where students could relax and reorient to

their circumstances and context. These rooms have become an essential part of each of the campuses, with some school able to more easily address with the appropriate space availability.

Portable/Temporary Spaces

Portable classrooms are playing an essential role in meeting the growing demand on schools in Chilliwack. The inclusion of portable classrooms will remain unavoidable for the foreseeable future. Grade reconfiguration will not have an appreciable long term impact on the need for portable classrooms. In addition, the restoration language around class size will require adding more divisions on some school sites.

The impact that portables have on centralized services must play a factor in their deployment. For example, portables might double the instructional space available, but not the capacity for more gym, specialized classes, intervention services, and shared facilities (e.g., washrooms). See the issues that arise with personalize learning spaces, directly above. Portables also introduce concerns for building safety as students move between the portable classrooms and the main building structure to access those supports. This requires leaving doors open for easy passage by students.

Storage Spaces (moving into the hallway)

Storage space is both a universal need across existing buildings. Observers saw washrooms, change rooms, nooks, crannies, and every available space used for storage of personal instructional artifacts (i.e., teacher's materials) and collective supplies (e.g., construction and copy paper; computer carts; copiers; etc.). Across the district, schools and facilities personnel have found ways to be more and more creative with storage, including converting an old display case outside classrooms into storage. Additionally, the carpentry team has been very responsive and creative to building storage, specialized and customized to the unique situation at each site (e.g., hallway closets; skateboard/scooter racks; etc.). Still, SD #33 will lack the necessary resources to meet the needs of an ever-expanding collection of stuff. Since storage is limited and rarely considered essential in planning new instructional spaces, the following recommendations are drawn from local experiences as well as literature on designing 21st century spaces. First, purge what you don't use and digitize the rest. Second, think in terms of workspace for students. This means looking at the convergence of space and materials and thinking what role the materials play in student learning. If the materials can be made part of what students do daily, then it has a place. If it is something accessed occasionally and primarily by the teacher, it might not need to stay in the classroom. Similarly, building administrators, facility managers/custodians, and staff should examine those things stored in the hallways and closets.

Conclusion

CONCLUSION

Although the Long-Range Facilities Plan is a requirement of the BC Ministry of Education, this work was an extension of the strategic planning process and outcome. Specifically, the SD#33 Strategic Plan established the long-range goals for the students of the district and reinforced the values of the community as embodied in the District's vision and mission statements. The Long-Range Facilities Plan, thus, extends the ideas and ideals of the Strategic Plan by examining the school sites, schools and classrooms to understand what learning environments serve students best. Moreover, by examining each building and discussing with each principal the strengths and challenges on their school site, it was possible to consider the ways in which capacity provided both challenges and opportunities. At the heart of these conversations and the examination of each site was an attempt to understand in what ways the facilities could augment and support the diverse needs of the students. When considering the spaces in which students spend so much of their time, we considered if it seemed inviting and it was a place students would want to spend time, to explore, design, and learn.

Chilliwack can expect to see population growth over the foreseeable future, which translates into greater demand for instructional spaces. Additionally, this continued expansion provides SD#33 an opportunity to imagine a future that includes more digital resources (e.g., blended learning models), additional academies (e.g., STEM; STEAM; Fine and Performing Arts; Project-Based Learning).

As it stands today, SD #33 has a need for more classroom at every level, elementary, middle, and secondary. The cost and time to complete such capital projects requires that SD#33 work in parallel to enable more creative use of time, space, and technologies to accommodate students today, while simultaneously locating possible locations for future development of middle and elementary schools. Additionally, where possible, the District should consider capital projects to update and expand campuses.

Recommendations

- Instructional facilities are not designed in a vacuum. For existing facilities, it is important for staff to understand how design choices and elements were meant to enhance the learning experience. Solid, evidence-based instruction can be enhanced through creative use of space. Staff have an opportunity to reflect on the existing design elements and imagine new ones that enhance instruction.
 - As per the recommendations of the Alternate Education Review, and based on the guiding principles of the Long-Range Facilities Plan, staffs at the Education Centre, CHANCE Shxwetilthet and District should review current instructional practices, program delivery and facilities, to ensure learning spaces are designed in order to provide equitable, high quality teaching and learning opportunities for students in District Type 3 (Alternative Education) schools.
 - Likewise, staff have an opportunity to expand upon their instructional practices by creating personal spaces and collaboration spaces for their own development that exist beyond the classroom.

- Portable classrooms are largely designed to address temporary and limited shifts in populations. The increasing dependency on long term portable classrooms places strains on shared services and systems within a building (e.g., washrooms; gymnasium; library; learning support; etc.).
 - Requests should be made for additional school sites on the south side of town. The exact request (i.e., elementary, middle, and/or secondary campuses) will not resolve the problem of overcrowding, but might lessen it.
 - New middle school(s) should be designed to meet a broader range of students (i.e., up through grade 12); thus, providing preparedness and flexibility for the future.
 - New elementary school(s) should be built using modular designs so that additional classrooms can be linked to the physical space of central services and moved as needs and demands shift.

- Cameras should be installed throughout the district in school sites to monitor doorways (e.g., front and all access points), specifically as students pass between existing portable units and the main building.

- The Long-Range Facility Plan should serve to establish and re-enforce a set of principles aligned to the strategic plan and around which the District adheres and makes decisions related to the enhancement, alteration, re-purposing, and/or building of facilities.
 - In aligning facilities to the goals of the Strategic Plan, the District needs to examine the practical implications of co-locating partners and outside agencies. PCG recommends that the District work to provide specific guidance about which agencies it can house and for what length of time.

Appendix | Facilities Review

School District #33 Chilliwack

May, 2017

School Reviews

SCHOOL REVIEWS

School District #33 Chilliwack	
SCHOOLS	GRADES
Elementary Schools	
Bernard Elementary	K-6
Central Elementary Community	K-6
Cheam Elementary	K-6
Cultus Lake Community School	K-6
East Chilliwack Elementary	K-6
Evans Elementary	K-6
F.G. Leary Fine Arts Elementary	K-6
Greendale Community Elementary	K-6
Little Mountain Elementary	K-6
McCammon Traditional Elementary	K-6
Promontory Heights Elementary Community	K-6
Robertson Elementary	K-6
Rosedale Traditional Community Elem-Middle	K-9
Sardis Elementary	K-6
Strathcona Elementary	K-6
Tyson Elementary	K-6
Unsworth Elementary	K-6
Vedder Elementary	K-6
Watson Elementary	K-6
Yarrow Community Elementary	K-6
Middle Schools	
A.D. Rundle Middle	7-9
Chilliwack Middle	7-9
G.W. Graham Middle-Secondary	7-12
Mt. Slesse Middle	7-9
Vedder Middle	7-9
Secondary Schools	
Chilliwack Secondary	10-12
Sardis Secondary	10-12
Alternative Programs	
C.H.A.N.C.E Shxwetetilthet Alternate Education Center	12-15 yrs.
	15-19 yrs.

Elementary Schools

General School Information

School Name	Bernard Elementary (Built 1957)
Website	http://bernard.sd33.bc.ca
Principal	Deneen Scott
Address	45465 Bernard Ave. Chilliwack, BC, Canada V2P 1H6
Phone Number	604.795.7840
Student Enrollment (2016/17)	288
Enrollment Capacity	364
Grades/Populations	K-6

Instructional Factors

Number Classrooms	15
Number Resource Classrooms	3, 1 with laundry facilities
Personalized Space – Students	Hallway spaces with cubicles, tables and chairs; Sensory room;
Portable Classrooms	1 used for YMCA preschool
Personalized Space – Teachers	Staffroom; hallway photocopiers at distance from staff workroom; within personal classrooms
Teacher Prep Space	Staff workroom
Library/Multi-Purpose Room	1 Library; 1 Multipurpose Room;
Technology Usage	2 lap top carts; 5 iPads per classroom; classroom equipped with projectors and document cameras; 1 computer lab with
Student Washrooms	3 sets; Special Ed W/C

Summary

Bernard Elementary is a mid-sized neighbourhood school serving students in Northwest Chilliwack who currently feed into AD Rundle Middle and Chilliwack Secondary Schools. The school was built in 1957 with the last additional space added in 1999. The facility appears well-maintained and functionally utilized.

Bernard Elementary is experiencing neighbourhood enrollment growth with additional enrollment potential from a new Mid-town affordable housing development. The school has capacity to house additional students at the expense of displacing community programs i.e. StrongStart, YMCA preschool, etc. The school can currently accommodate the class size and composition guidelines.

Most classrooms utilize traditional 2-piece desk and chair combinations with a minimal number having table and chair combinations. Teachers would prefer table and chair combinations and the principal has intentions to purchase classroom sets as the funds are available.

The following description is from the school's website:

The mission of Bernard Elementary, as an urban, multicultural school, is to work cooperatively with family and community members to provide a safe, caring and encouraging environment where all individuals will develop to their academic, social, emotional, and physical potential in order to become life-long learners and contributing members of a changing society.

School Strengths

- Space for support professionals and PAC
- Transitioning from traditional desks to tables and chairs as well as to teacher rainbow tables
- Spaces available for community use

School Challenges

- No students' health room due to lack of space in office area
- Lack of storage rooms – must use district built hallway cabinets, under and above stage areas and a Sea-Can

Capacity to Increase Enrollment

The current building has limited capacity to accommodate enrollment growth as community and support programs would have to be displaced to free up classrooms.

Capacity for another Grade Reconfiguration

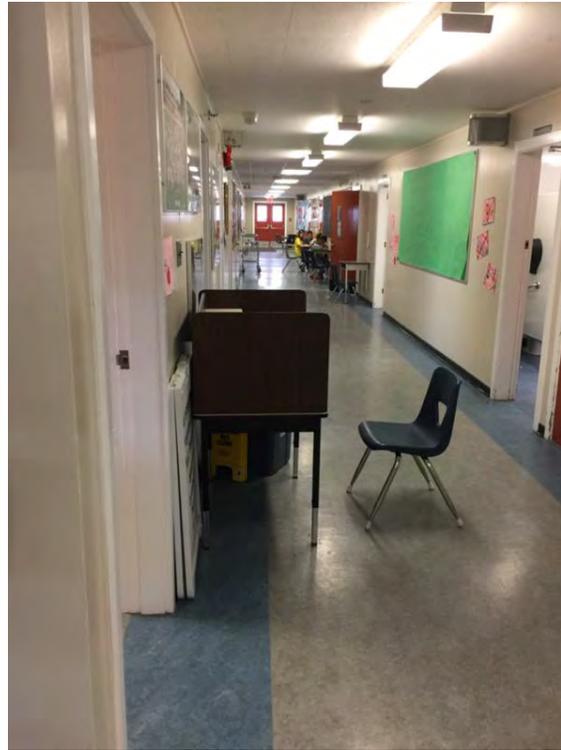
Bernard Elementary has limited space to accommodate additional grades as well the building design limits providing middle or junior high school program options.

Capacity to Host Community and Outside Agencies

The school has capacity to host community activities and events. The gymnasium (with full kitchen), library and multi-purpose room provide flexible space that could host community meetings and activities. There are several community (StrongStart; YMCA preschool/portable) and district personnel workspaces being utilized in the school. Classrooms typically have traditional desks and are used for homeroom classrooms thus limiting their use to community use.

Capacity for Outdoor Learning Spaces

The school has the advantage of a large playing field and two courtyards to provide varied play and programming possibilities. One courtyard is used for the Grade 5 and 6 gardening program the other is used for the school recycling program. The principal expressed a concern with inner-city safety issues with children outside on their own. A security service is shared with two other inner-city elementary schools.





General School Information

School Name	Central Elementary Community School (Opened 1929)
Website	http://central.sd33.bc.ca/
Principal	Leslie Waddington leslie_waddington@sd33.bc.ca (3 years)
Address	9435 Young Road, Chilliwack, BC V2P 4S7
Phone Number	604.792.8537
Student Enrollment (2016/17)	248
Enrollment Capacity	268
Grades/Populations	K-6

Instructional Factors

Number Classrooms	13 Classrooms
Number Resource Classrooms	Created extra classrooms for flex space
Personalized Space – Students	No
Personalized Space – Teachers	Yes
Outdoor Instructional Space	No
Teacher Prep Space	Yes
Library	Large - Traditional
Technology Usage	Desktops and Laptop Carts

Summary

Chilliwack Central Elementary School is a small-sized neighbourhood school serving students in downtown Chilliwack who currently feed into Chilliwack Middle and Chilliwack Secondary Schools. The nearly 90-year-old building with the last additional space added in 1976. It is well maintained and has curb appeal as a regal building with a single spire rising from the center of its roof. The narrowness of Young Street and its frequent use means that there is no parking or areas for student drop off/pick up. A secondary entrance exists at back of the building on the ground level facing College Street. The rear entrance also serves as the primary entrance for community space rented to community agencies. The roughly 30 parking spaces on the back of the building are inadequate for the staff and guests of the school and the community agencies. As a result, many cars are parked along College Street and other adjoining streets. The school has a playground, track, and small field on its south side juxtaposed to Bole Avenue and a small public park. Another playground sits at the north-east corner of the property.

Each of the three floors of Chilliwack Central Elementary are arranged with classrooms off a central hallway. The stairs to the prominent front entrance lead to a landing that extends into the foyer of the building with stairs leading down to the ground floor and up to the second floor. The wide-open space and welcoming signage leaves little doubt that the school offices are up the flight of stairs on the second floor of the building. With only a couple of exceptions the lower level houses the community service organizations. In addition to the stairway at the center of the building, there are stairways at both the north and south ends of the building. The main floor (the second floor) houses the offices, library, resource room, child/youth care room, a gymnasium with a stage, and 4 full classrooms, including one with bathrooms to accommodate the younger children. The third-floor houses eight (8) instructional classrooms, a staff lounge,

custodial closet, and storage. Bathrooms are noticeably absent from the two main instructional areas (i.e., floors 2 and 3)

Spaces used for Instructional purposes are similar in size, but vary in instructional layout and use of furniture. Teachers are supported in their attempts to include different furniture configurations. Some less traditional classrooms used couches, stools along a high counter, carpeted areas, tables, chairs, and single seat overstuffed chairs. Smaller spaces have been converted for individual and/or group support of students. For example, the old first aid room is used for teacher and educational assistant meetings. Additionally, hallway space is used as needed by students working independently or with the support of an educational assistant.

School Strengths

- Building is in excellent condition
- Attic space is unique and helps to support a narrative for the building.
- Five (5) additional rooms are used for specials and as flexible space on as-needed basis. These include a dance studio; music room; drama/multipurpose room; resource room; and a dedicated aboriginal education room.

School Challenges

- Sufficient storage (Hallways are often used to store regularly accessed resources)
- Location
- Bathroom facilities on the lower level (limited availability)
- Stairs

Capacity to Increase Enrollment

The current building is well used and has strong relations with the community organizations sharing their space. Still, some spaces might be recaptured or used differently to add classes. The property is not ideally suited for portables and would prove challenging absent bathroom facilities.

Capacity for another Grade Reconfiguration

Central Elementary Community School can easily accommodate the needs of a K – 5 elementary configuration. Removing grade 6 might provide the school additional flexibility to support more students in an expanded catchment.

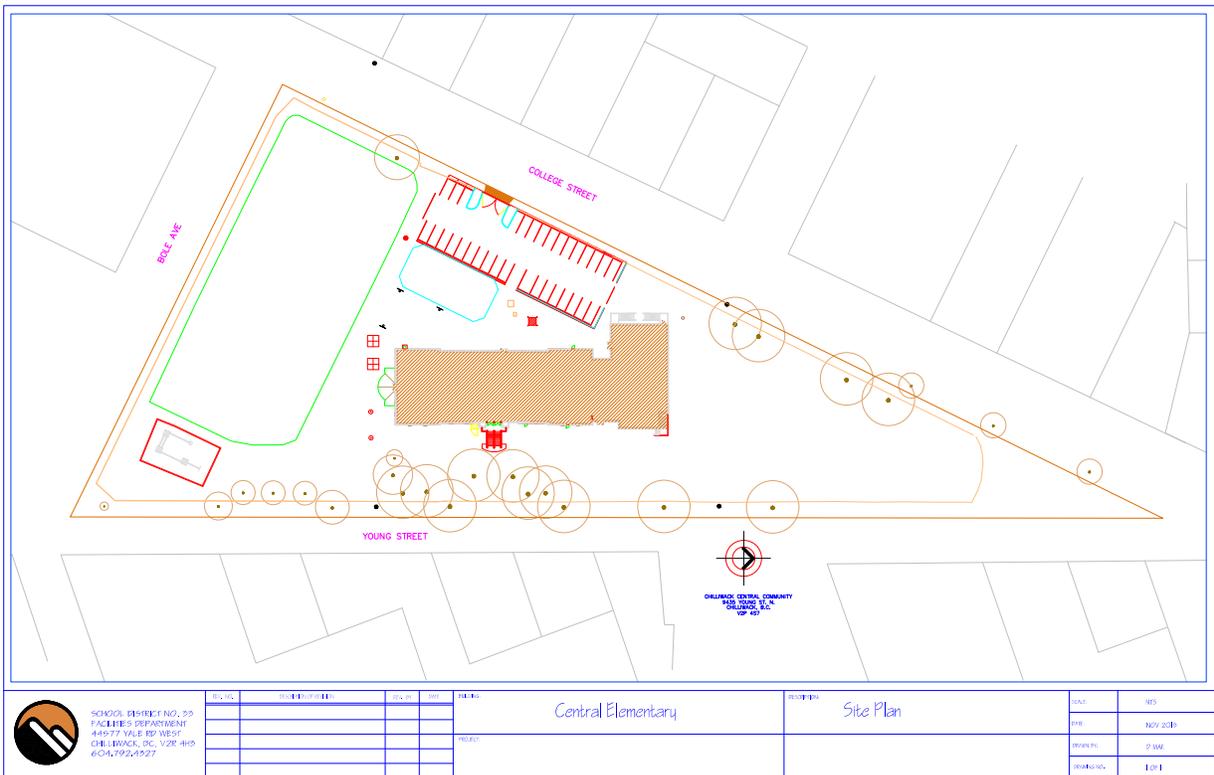
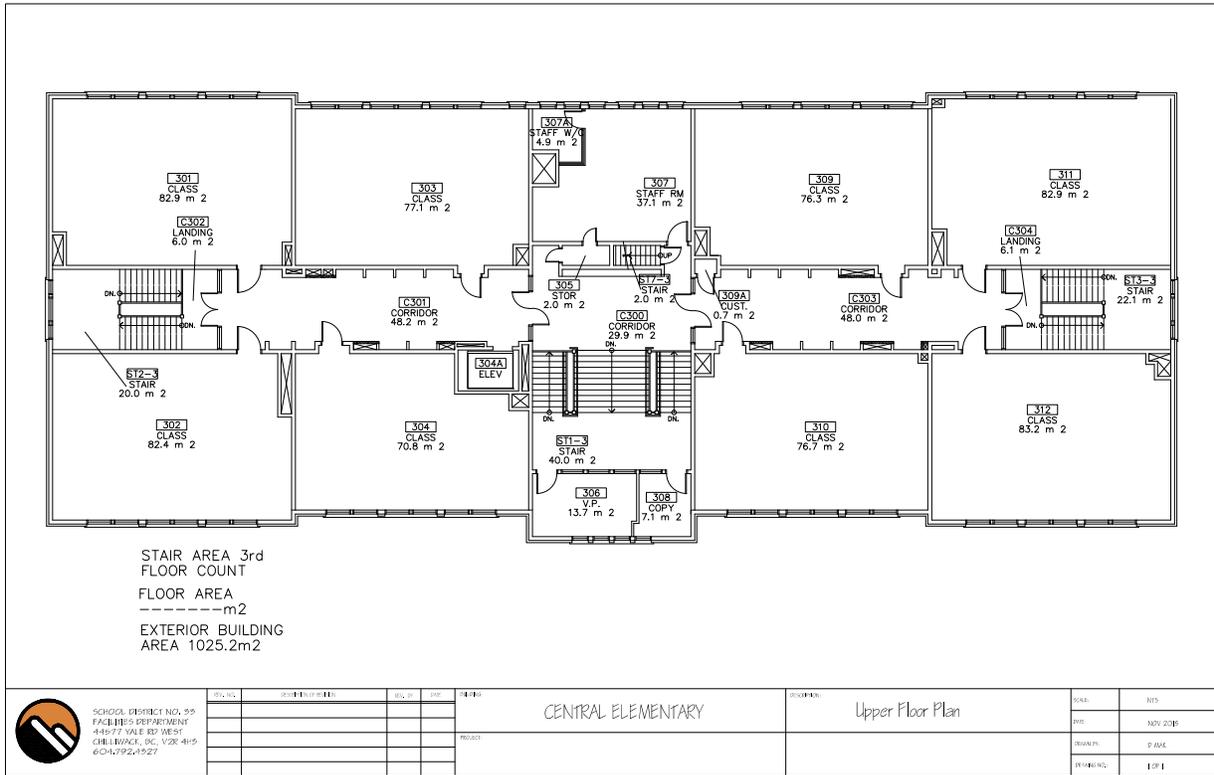
Capacity to Host Community and Outside Agencies

The school building is used to house a Next Steps, UFV Adult Upgrade, Parenting Programs, etc. While the school enjoys a tight relationship with these community partnerships, some of these adult programs might be better suited to co-locate in different space elsewhere in the community or in the high school.

Capacity for Outdoor Learning Spaces

As a city school, Central Elementary makes good use of the outdoor space available and the adjacent public park. Still, the location limits the use of outdoor space for learning experiences.

Central Elementary Community School







General School Information

School Name	Cheam Elementary (Built 1952)
Website	http://cheam.sd33.bc.ca
Principal	Iain Gardner
Address	9895 Banford Rd. Chilliwack, BC, Canada V2P 6H3
Phone Number	604.792.1416
Student Enrollment (2016/17)	201
Enrollment Capacity	111
Grades/Populations	K-6 Dual Track

Instructional Factors

Number Classrooms	5
Number Resource Classrooms	2, 1 full size, 1 smaller
Personalized Space – Students	Hallway spaces with tables and chairs;
Portable Classrooms	6; 4 classroom, 1 Learning Assistance, 1 Multipurpose
Personalized Space – Teachers	Staffroom and within personal classroom
Teacher Prep Space	Staff workroom
Library/Multi-Purpose Room	1 Library
Technology Usage	2 lap top carts; 5 mini iPads; 1 iPad; classrooms equipped with projectors, 3 document cameras; teacher lap tops; some classrooms have SMART boards the principals indicated a movement to Apple TVs in classrooms as funds are available;
Student Washrooms	2 sets

Summary

Cheam Elementary is a very small rural school serving students in northeast Chilliwack who currently feed into Rosedale Middle and Chilliwack Secondary Schools. The school is located in a picturesque country setting surrounded by acreages and farms

The original school was built in 1952 with the last additional space added in 1980. Of the CSD #33 schools toured Cheam Elementary is among the schools in most need of renovation due to concerns with building capacity and access to washrooms and library from portables. The standalone gymnasium is also a challenge as it has to be accessed by outdoor a breezeway.

Cheam Elementary is experiencing enrollment growth due to the addition of the French Immersion program. Students living outside the catchment area are choosing Cheam Elementary for French Immersion program. The school cannot currently accommodate the class size and composition guidelines.

Most classrooms utilize traditional 2-piece desk and chair combinations with a minimal number having table and chair combinations. Teachers would prefer table and chair combinations and the principal has intentions to purchase classroom sets as the funds are available.

The following description is from the schools website:

Cheam is a wonderful school community that includes dedicated staff, students and parents that are all committed in developing our students to become “the best they can be!”

At École Cheam Elementary, we believe in the development of the whole child. We have a strong academic and character development focus and take great pride in the culture and traditions established here. And we are pleased to offer Early French Immersion.

School Strengths

- Recent window and shelving renovations
- Functional library space for multipurpose use
- Physical location in a picturesque country setting surrounded by acreages and farms

School Challenges

- Lack of space for flexible use space i.e. staffroom doubles as kitchen for Special Needs Programming and small group instruction
- No internal washroom, library and gymnasium access from portables
- No growth potential
- Very small reception and office area
- Lack of storage space
- Access for disabled students
- The school has 5 classrooms in the main building and 6 portable classrooms with two more being added in summer 2017 (This will maximize the available space.)
- Custodial access to portable classrooms
- Inadequate parking for staff and parents
- Inadequate sidewalks/links leading to the school

Capacity to Increase Enrollment

The current building has no capacity to accommodate enrollment growth or the class size and composition guidelines. Addition enrollment requirements cannot be accommodated due to a lack of space. Additional portables are untenable due to an already taxed facility.

Capacity for another Grade Reconfiguration

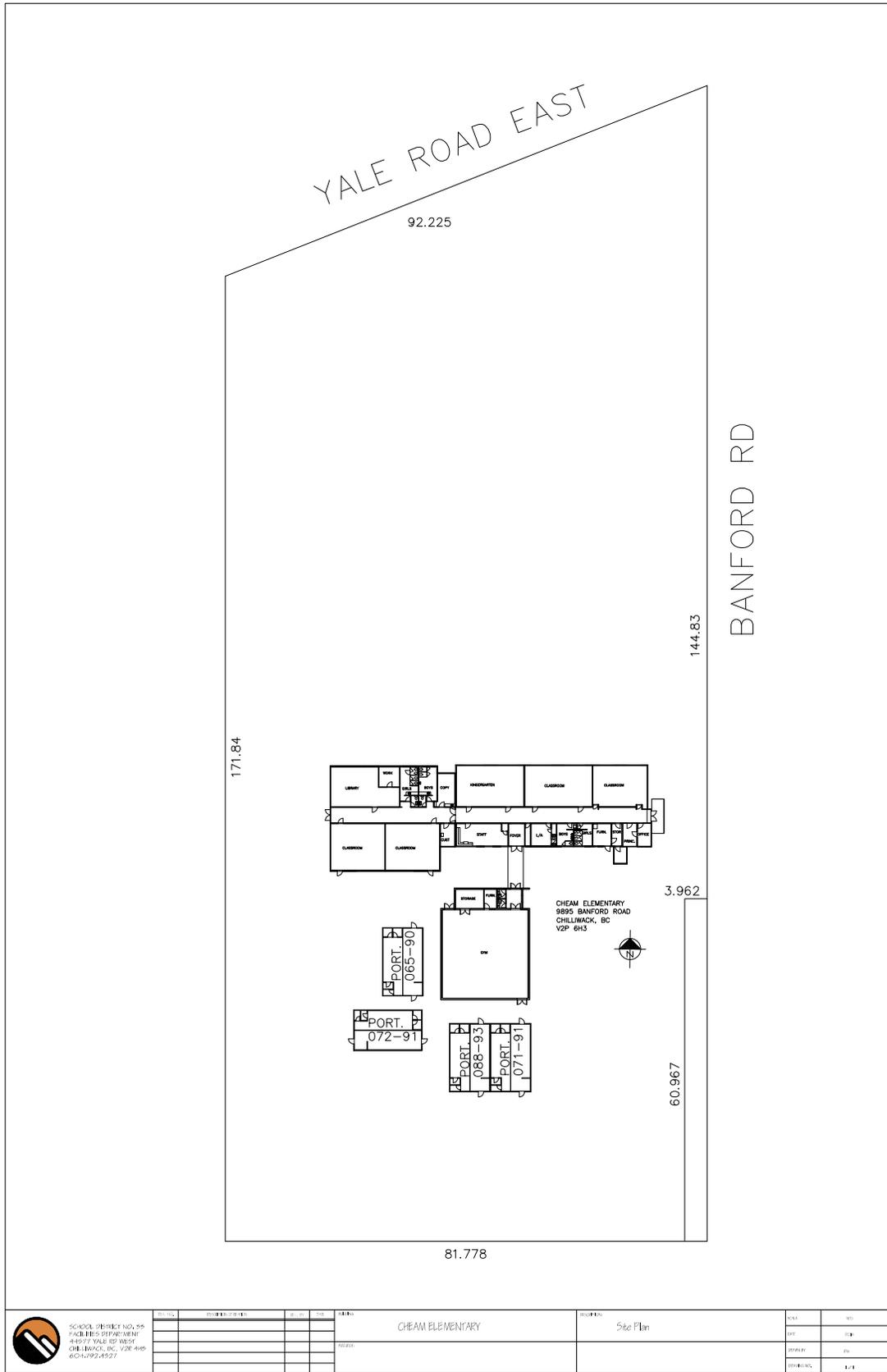
Cheam Elementary has no space to accommodate additional grades and the building limitations and program potential is limited to elementary students.

Capacity to Host Community and Outside Agencies

The school has very limited capacity to host community activities and events. The gymnasium, library and multi-purpose room (portable) provide flexible space that could host community meetings and activities. Classrooms typically have traditional desks and are used for homeroom classrooms thus limiting their use to community use.

Capacity for Outdoor Learning Spaces

The large playing field provides play and programming possibilities.







General School Information

School Name	Cultus Lake Elementary (Built 1947)
Website	http://cultuslake.sd33.bc.ca/
Principal	Wade Gemmell
Address	71 Sunnyside Ave. Cultus Lake, BC, Canada V2R 5B5
Phone Number	604.858.6266
Student Enrollment (2016/17)	172
Enrollment Capacity	180
Grades/Populations	K-6

Instructional Factors

Number Classrooms	8 classrooms
Number Resource Classrooms	4 rooms carved out of existing space. LAT room was the Computer lab. Ab Ed Office; Counselor Office; Interventionist; Itinerant teachers/staff use a storage room (book room).
Personalized Space – Students	No.
Portable Classrooms	Portables (2) are used for Strong Start and community day school
Personalized Space – Teachers	Staff room and within personal classes.
Teacher Prep Space	Staff room
Library/Multi-Purpose Room	Library
Technology Usage	2 laptop carts; 2 iPad carts; 2 smartboards (unused)
Student Washrooms	2 sets

Summary

Cultus Lake Community School is a small, rural elementary school serving communities on the southern side of town, including Chilliwack Lake, Lindell Beach, and Cultus Lake. Students feed into Mt. Slesse Middle and Sardis Secondary Schools. The nearly sixty-year-old facility with the last additional space added in 1994 sits along Cultus Lake. Although, the school currently enrolls about 172 students in 8 divisions, K – 6, it is subject to wide enrollment fluctuations due to the transient nature of some of the residents. Additionally, there is increasing development of sub-divisions in and around the lakes.

The facility is unremarkable. Its size and the adjacent parking lot were built for a much smaller population. For example, the parking lot has too few spaces to accommodate the existing staff. The gym, added to the school in the 1980s, is large and serves as a multipurpose room for the community. The access to the local parks and lake add to the instructional experiences, including a kindergarten outdoor education program. The school currently does not use any portables, serving all the students in the building or in outdoor learning environments. Still, two portables sit on the property and are used for Strong Start and a community day school, respectively. A small playground sits between the two portables for their exclusive use.

The following description is from the school's website:

“Cultus Lake Community School is a “family-friendly” learning place that is situated only 8 minutes from Vedder Crossing. Our unique picturesque provincial park setting and our lake view property enrolls 175 students in 8 divisions.”

“Cultus Lake Community School was constructed in the late 1920's and was located at the end of Columbia Valley. It was built for the families of local loggers and farmers. In the early 1930's it was moved to the Columbia Valley Community Centre. The current site was built in 1947. It was a small four room building but quickly grew to eight classrooms. In 1959 it burnt to the ground. Reconstruction started immediately and additions continued to be added to the building. The last addition was a full sized gym built in the 1980's. The latest addition was the state of the art playground that was put in last year.”

School Strengths

- Relatively new facility
- Full-sized gymnasium
- Courtyard outdoor space
- Hallway storage cupboards

School Challenges

- Storage room is used by itinerants to teach.
- Community frequent use of the school
- Lack of adequate parking for staff and parents
- During the frequent power outages, the school has no functional plumbing. Need for a generator.
- The transitional housing makes it challenging to accurately predict student enrollment

Capacity to Increase Enrollment

The current building is small and has limited capacity to grow. The remoteness of the school makes it a challenge to relocate services off the campus. There is adequate space for additional portables, but they would probably require additional plumbing.

Capacity for another Grade Reconfiguration

With only 8 classrooms and limited other facilities, Cultus Lake is best used as an elementary school. In the future, as the community grows, it is possible to look at primary and intermediate school designs that would allow for changes in the grade configuration. Also, removing grade 6 grade will provide only temporary relief from a growing population. The transitional housing makes it challenging to accurately predict the number of students each year.

Capacity to Host Community and Outside Agencies

The school building is used for many community events (e.g., movie night). As a rural school it is a central provider of services to the community during the academic year. The summer brings in many tourists during which time the

Capacity for Outdoor Learning Spaces

Cultus Lake is well suited for outdoor learning, on the school property and on the adjacent park land.





General School Information

School Name	East Chilliwack Elementary (Built 1993)
Website	http://eastchilliwack.sd33.bc.ca
Principal	Janine McCurdy
Address	49190 Chilliwack Central Chilliwack, BC, Canada V2P 6H3
Phone Number	604.794.7533
Student Enrollment (2016/17)	288
Enrollment Capacity	226
Grades/Populations	K-6

Instructional Factors

Number Classrooms	9 (1-Rosedale Daycare)
Number Resource Classrooms	2 (2-1/4 size classrooms, 1-small room off Hawk's Nest)
Personalized Space – Students	Hawk's Nest, hallway spaces with tables and chairs
Portable Classrooms	3 (1-new)
Personalized Space – Teachers	Minimal - in a storage room (inadequate)
Teacher Prep Space	Minimal - in a storage room (inadequate)
Library/Multi-Purpose Room	1 Library; 2 Multipurpose rooms (1-Rosedale Daycare, 1-general)
Technology Usage	1 lab (30 desktops); 3 carts (30 lap tops & 30 iPads); 3 desktops in library for student & teacher use; Each teacher has – 1 lap top, 1 iPad; each classroom has – 1 projector, Apple TV, document camera
Student Washrooms	1 set, 1 Kindergarten classroom

Summary

East Chilliwack Elementary is a small rural school serving students on the eastern extremities of Chilliwack who currently feed into Rosedale Middle and Chilliwack Secondary Schools. The school is located in a picturesque country setting surrounded by acreages and farms.

The current school was built in 1993 with the last additional space added in 2001. Despite the relatively modern facility the school has its own sewer system which is dependent on a constant power supply. Power outages cause challenges as the washrooms cannot be used. The installation of a back-up power generator is being explored.

Enrollment is increasing primarily due to new housing development in Unity neighbourhood. The school cannot accommodate increased enrollment or the class size and composition guidelines.

Most classrooms utilize traditional 2-piece desk and chair combinations with a minimal number having table and chair combinations. Teachers would prefer table and chair combinations and the principal has intentions to purchase classroom sets as the funds are available.

The following description is from the schools website:

East Chilliwack Elementary is a rural school dedicated to providing a positive and enriched learning environment for its students. Working closely with parents, the staff will continue to work toward the development of a school that is safe, nurturing and academically focused.
History

As a result of a petition to the Government, the East Chilliwack School District was created on April 14th, 1890. Mr. Chas Brown, an early settler in the district, donated one acre of land, farmers gathered and cleared a site for a school, lumber was brought from Popkum Mill, and in the same year, the one-room school was completed.

The first teacher was Miss Mary Jane Wallace, who came from Quebec, and who taught for a year and a half. Fifteen children attended the first opening of the school. By 1904 the number of pupils had increased to thirty-four so the construction of a two-room school began. In 1949 the old school was torn down and a 4 classroom with activity room school was constructed. This building was replaced by a modern facility in 1993.

School Strengths

- Hawk's Nest – excellent collaborative learning space
- Well-proportioned classrooms with some large classrooms
- Full sized gymnasium
- Library is a very functional meeting and collaborative space

School Challenges

- Washrooms are inadequate for enrollment
- Storage rooms & space, required to use a sea-can
- Staffroom and staff workroom are inadequate for staff number
- Student health space off the office
- Wall paint throughout school

Capacity to Increase Enrollment

East Chilliwack Elementary has the potential to increase enrollment by removing a wall between Guidance Office and quiet room and displacing the Rosedale Daycare. However 2-3 classrooms are needed to meet class size and composition guideline requirements. The 2015-2016 to 2016-2017 student increase was in excess of 10%. The school cannot sustain this level of annual enrollment increase. Additional portables are untenable due to an already taxed facility and outdoor space.

Capacity for another Grade Reconfiguration

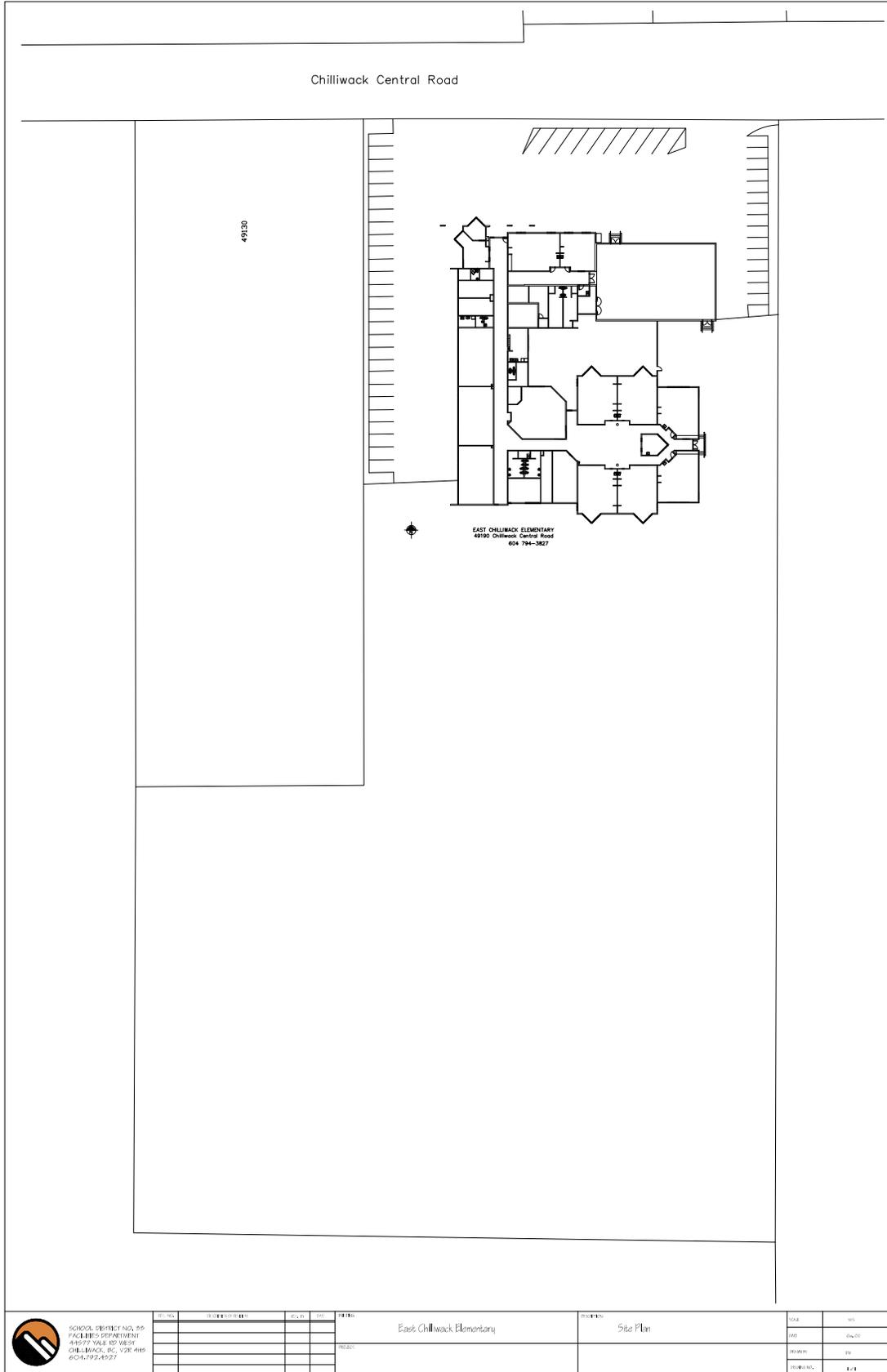
East Chilliwack Elementary has no space to accommodate additional grades. Other than the relatively large gymnasium the facility and program potential is limited to elementary students.

Capacity to Host Community and Outside Agencies

The school has very limited capacity to host community activities and events including the Rosedale Daycare which currently inhabits the multipurpose room off the office. The gymnasium, library and multi-purpose room provide flexible space that could host community meetings and activities. Classrooms typically have traditional desks and are used for homeroom classrooms thus limiting their use to community use.

Capacity for Outdoor Learning Spaces

The school has excellent potential for outdoor program and play space. The courtyard gardens and large play space provide safe and functional areas to utilize.



East Chilliwack Elementary School





General School Information

School Name	Evans Elementary School (Built 2000)
Website	http://evans.sd33.bc.ca/
Principal	Steve Klassen, steve_klassen@sd33.bc.ca (3 years in school)
Address	7600 Evans Road, Chilliwack, BC V2R 1L2
Phone Number	604.858.3057
Student Enrollment (2016/17)	328
Enrollment Capacity	226
Grades/Populations	K-6
Number Teachers	18 Teachers (includes LA, Resource Teachers)

Instructional Factors

Number Classrooms	13 Classes, plus 2 Instructional Pods
Number Resource Classrooms	2 Rooms (with multiple shared access)
Personalized Space – Students	Instructional Pods (only for instruction focused time)
Personalized Space – Teachers	None
Outdoor Instructional Space	None dedicated
Teacher Prep Space	Minimal – classroom
Library	Large – Traditional
Technology Usage	Laptop Carts and some classroom Desktop Computers

Summary

Evans Elementary is a mid-sized neighbourhood school serving students in south Chilliwack who currently feed into Vedder Middle and Sardis Secondary Schools. The school was built in 2000 and is located on a busy north-south thoroughfare (i.e., Evans, a four-lane road) just 600 meters south of Trans-Canada Highway 1. There are residential communities to the north, south, and east of the school, but the only vehicle access to the school is on Evans Road. Despite the heavy trafficked road (23,000 cars pass daily) and the limited space for vehicle traffic passing through the school parking lot, transitions (morning drop off and afternoon pick up) run relatively smoothly.

The 16-year old building is divided into two wings of classrooms with large common space in the center of each wing. The center of the building houses the offices, library, and other common spaces.

School Strengths

- The design of the school with large working areas between classrooms provides flexible space for individual and group projects. This space can also host meetings of all of the students from the classrooms on that wing.
- Two instructional pods – excellent instructional spaces

School Challenges

- Maximum school enrollment limits the ability to host outside agencies and supports
- No space dedicated for DPAC use
- Designed with traditional classrooms, a library, and gymnasium, Evans has minimal flexibility to provide support space for other programming
- One water fountain serves the entire school
- Limited storage; (use of a storage container outside the building)
- Small inefficient school office and exposed, so not safe for a lock-down environment
- Lunch room over-crowded and planning to reconfigure space for staff

Capacity to Increase Enrollment

While the school lacks the space for additional seats, the principal shared that the building was built with the ability to expand into the adjacent field.

Capacity for another Grade Reconfiguration

The schools design and layout limit its functionality as a possible middle school. It would not be economical to convert the school to host grades different (older) grades. Evans Elementary is best suited as an elementary school.

Capacity to Host Community and Outside Agencies

There is a room used for preschool and a gymnasium that is utilized as part of before and after school programming.

Capacity for Outdoor Learning Spaces

A large field out the back of the school can provide some space for outdoor learning, but its use as recreational facilities would limit the use for types of activities. Moreover, the adjacent residential properties might also restrict the types of activities that can be conducted in the outdoor space.





General School Information

School Name	F.G. Leary Fine Arts Elementary School (Built 1963)
Website	http://fgleary.sd33.bc.ca/
Principal	Brad Johnston brad_johnston@sd33.bc.ca (On-leave) Jeff Hanson, Vice Principal
Address	9320 Walden Street, Chilliwack, BC V2P 7Y2
Phone Number	604.792.1281
Student Enrollment (2016/17)	333
Enrollment Capacity	318
Grades/Populations	K-6

Instructional Factors

Number Classrooms	14
Number Resource Classrooms	Special Education;
Personalized Space – Students	No
Portable Classrooms	No
Personalized Space – Teachers	Staff room
Teacher Prep Space	Classroom
Library/Multi-Purpose Room	Library near the rear of building; multipurpose room on western side of building.
Technology Usage	Computer lab; PC Cart; iPad Cart
Student Washrooms	3 sets

Summary

F.G. Leary Fine Arts Elementary School is set among a regional park and local farms in the Northeast corner of the Chilliwack community. Students feed into Chilliwack Middle and Chilliwack Secondary Schools. The school was built in 1963 with the last additional space added in 2002. There are large sports fields, which are suitable for most outdoor-appropriate sports, two playgrounds, and a student-maintained garden. The facility appears well-maintained and over-utilized.

The building is roughly the shape of the letter “C” with the playground for primary-aged students in the center courtyard. In all there 12 rooms are utilized as permanent, grade-specific classrooms. Five (5) additional rooms are used for specials and as flexible space on as-needed basis. These include a dance studio; music room; drama/multipurpose room; resource room; and a dedicated aboriginal education room. The room arrangement provides the flexibility that the school requires to be able to offer an emphasis on “fine arts,” inclusive of digital arts, drama, creative writing, dance, and arts/crafts. There is a large gymnasium near the front office.

Spaces used for Instructional purposes are similar in size, but vary in instructional layout and use of furniture. Teachers are supported in their attempts to include different furniture configurations. Some less traditional classrooms used couches, stools along a high counter, carpeted areas, tables, chairs, and single seat overstuffed chairs. Smaller spaces have been converted for individual and/or group support of students. For example, the old first aid room is used for teacher and educational assistant meetings. Additionally, hallway space is used as needed by students working independently or with the support of an educational assistant.

All of the classrooms have functional sinks. One kindergarten classroom has two functioning bathrooms. The school has a sizable teacher preparation room with some storage for

instructional materials. A small staff room provides includes couches, tables, a refrigerator, a small coffee maker. A crawl space below the building addition serves as the primary storage space for the building. Its location and size makes it difficult to access and maneuver. Still, the custodial staff makes a point of routinely clearing out unused material and equipment. More frequently accessed furniture and equipment is stored in hallways or elsewhere. For example, risers for the drama and/or music rooms were stored in the hallway outside these rooms.

School Strengths

- A community kitchen
- No portable classrooms
- BC Facility Condition - Excellent
- School lacks personalized space for teachers and students.

School Challenges

- Mounting of equipment may result in limiting in classroom/instructional design
- Vice principal office is located outside central office suite

Capacity to Increase Enrollment

The school is over capacity, but currently doesn't have any portables.

Capacity for another Grade Reconfiguration

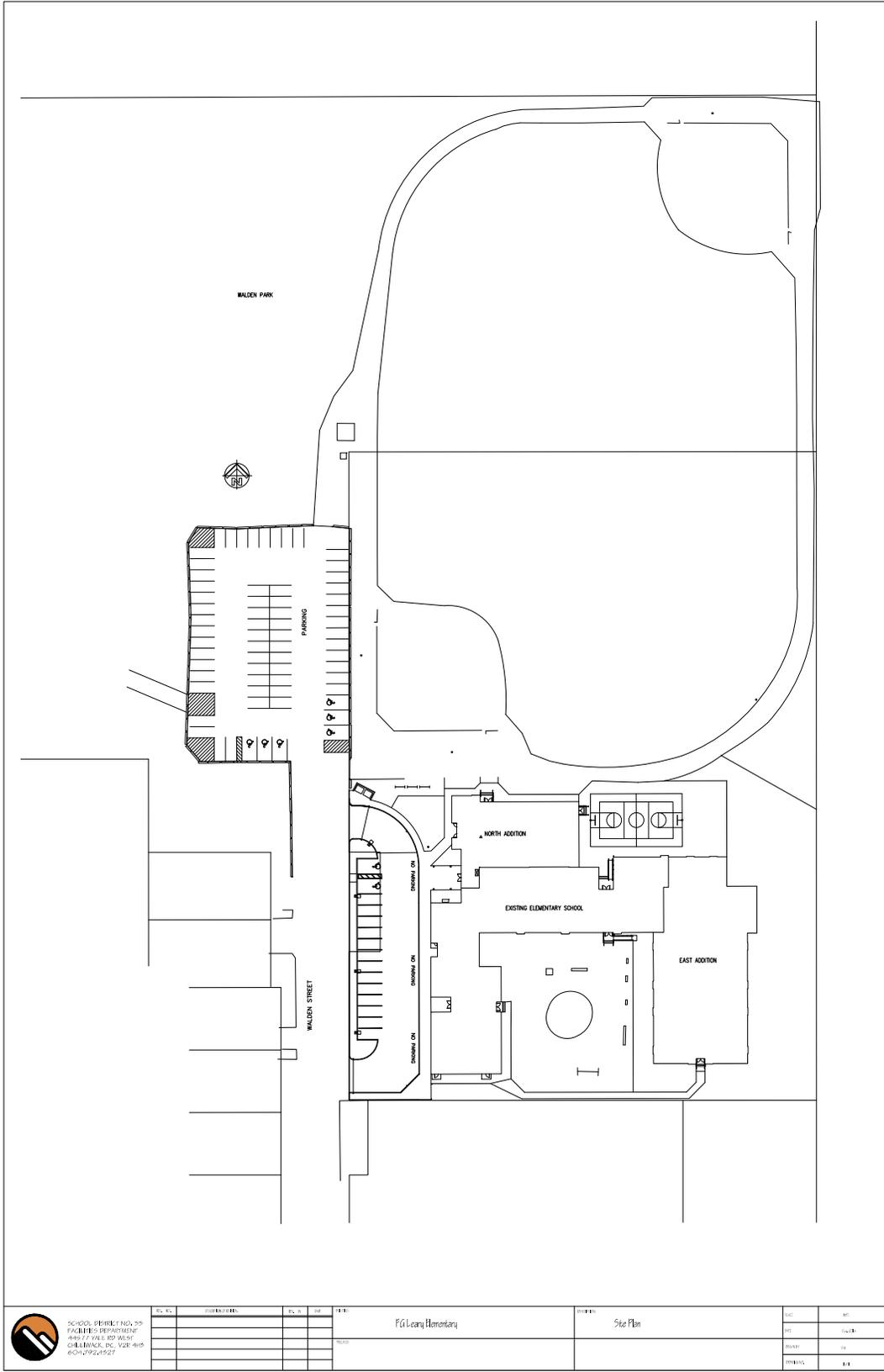
Changing the grade configuration would offer some relief for the school.

Capacity to Host Community and Outside Agencies

There is no space in which to host additional outside agencies.

Capacity for Outdoor Learning Spaces

An outdoor garden is used by club



SCHOOL DISTRICT NO. 37
 FACILITIES DEPARTMENT
 1800 VALLEY VIEW WEST
 CHILLIWACK, B.C. V2E 6K5
 604-292-4527

REV.	DATE	DESCRIPTION	BY	CHK

F.G. Leary Elementary
 Project
 10/1/2018

Site Plan

NO.	DATE	BY	CHK





General School Information

School Name	Greendale Elementary Community School (Built 2002)
Website	http://gcs.sd33.bc.ca/
Principal	Mrs. Nicole Driscoll
Address	6621 Sumas Prairie Road Chilliwack, BC, Canada V2R 4K1
Phone Number	604.823.6738
Student Enrollment (2016/17)	153
Enrollment Capacity	158
Grades/Populations	K-6

Instructional Factors

Number Classrooms	7
Number Resource Classrooms	Eagle's Nest (maker space); Reading support; central office used by itinerant teachers; staff room; LA/RT room; resource room; community school coordinator's office.
Personalized Space – Students	Limited
Portable Classrooms	No
Personalized Space – Teachers	Within classroom
Teacher Prep Space	Within classroom
Library/Multi-Purpose Room	Library. Multi-purpose room appears to be size of a classroom.
Technology Usage	No computer lab; 2 computer carts; 1 iPad cart
Student Washrooms	One for each gender with four commodes each. One for special needs.

Summary

Greendale Elementary Community School is a small-sized rural school serving students in southwest Chilliwack who currently feed into Mt. Slesse Middle and Sardis Secondary Schools. The school was built in 2002 following a fire that destroyed the previous campus.

The school offers after school care, evening exercise classes, special events, and is used by a church on the weekends. It enjoys open space out its back door and a large covered area for outdoor activities. The facility appears well-maintained and is approaching enrolment capacity.

The following description is from the school's web site:

Greendale Elementary Community School was originally built in 1927. Most of the school was destroyed by fire in September, 2000. The damaged portion of the school was re-built and re-opened in September 2002. At that time, Grade 1 and 2 students from nearby Chadsey Elementary joined the student population at Greendale.

The Greendale community is a rural area on the western side of the District of Chilliwack. The school has always played a central role in the community. Some students are the third generation of their family to attend this school. Students attending Greendale come with strong family support. Parents are an active part of the day-to-day activities at the school. They volunteer for weekly reading sessions, classroom help, fieldtrips, etc.

Greendale is now a community school! Our doors are open to many community opportunities (eg. after-school daycare, evening exercise classes, booking space for church activities, special events, birthday parties, etc.) Check out the Community School section of our website.

School Strengths

- Minimal excess classroom space
- Multi-purpose space
- Outdoor space (including playground and covered area)
- Community use of spaces

School Challenges

- Steady growth and changing class sizes will require more classrooms.
- Small size
- Shared space with outside organizations during non-instructional times, places a burden on overall storage

Capacity to Increase Enrollment

The school currently is among the few in the district that has a little more space, essentially providing some elbow room. But the reality of growing population means that the school is already looking at how they might need to reallocate space and take away some of the elbow room.

Capacity for another Grade Reconfiguration

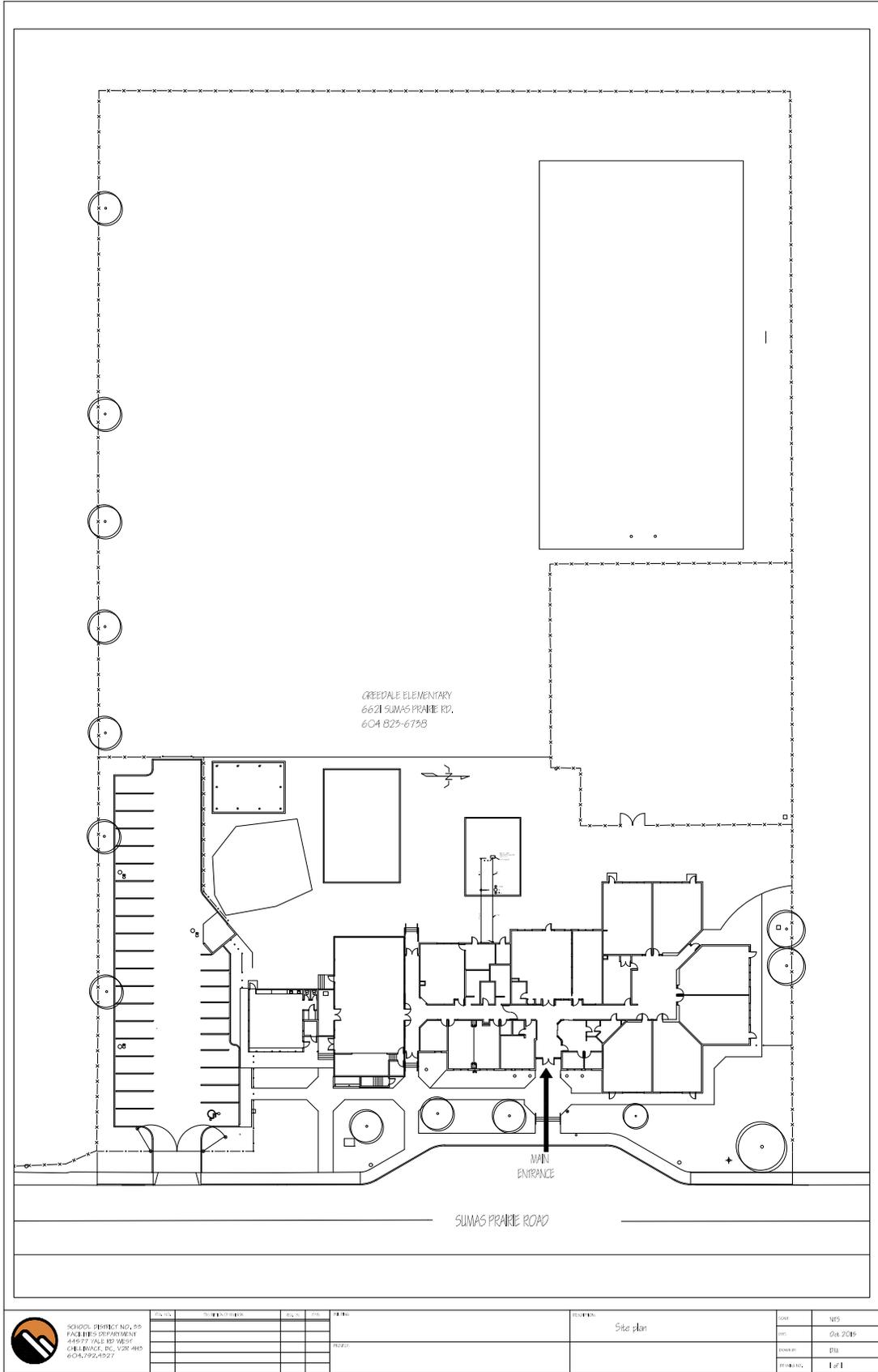
The school is designed to serve the needs of an elementary cohort. Variations within the cohort might be possible, but expanding into upper grades would require more significant investment.

Capacity to Host Community and Outside Agencies

While the multi-use space is used by a church group on weekends, there is not much space to co-locate outside agencies.

Capacity for Outdoor Learning Spaces

There is currently a shed outside where students can work covered from the elements. In addition, there is gardening and green team. The school has also applied for a grant for outdoor accessibility.







General School Information

School Name	Little Mountain Elementary (Built 1954)
Website	http://littlemountain.sd33.bc.ca
Principal	Gabe Darchangelo
Address	9900 Carleton St. Chilliwack, BC, Canada V2P 6E1
Phone Number	604.792.0681
Student Enrollment (2016/17)	360
Enrollment Capacity	383
Grades/Populations	K-6

Instructional Factors

Number Classrooms	21
Number Resource Classrooms	3, 1 full size, 2 smaller
Personalized Space – Students	Hallway spaces with tables and chairs; Sensory room; AB Education quiet space,
Portable Classrooms	0
Personalized Space – Teachers	Staffroom and within personal classroom
Teacher Prep Space	Staff workroom
Library/Multi-Purpose Room	1 Library; 1 Multipurpose Room with full kitchen; 1 Computer Lab
Technology Usage	2 lap top carts; classrooms equipped with projectors, document cameras and teacher lap or desk top by choice; 1 computer lab with desk top computers; some classrooms have SMART boards the principals indicated a movement to Apple TVs in classrooms as funds are available;
Student Washrooms	5 sets, 2 Kindergarten

Summary

Little Mountain Elementary is a mid-sized neighbourhood school serving students east of downtown Chilliwack who feed into Chilliwack Middle and Chilliwack Secondary Schools. The original school was built in 1954 with the last additional space added in 2000. Of the CSD #33 schools toured Little Mountain Elementary is among the schools in most need of renovation due to concerns with mildew, water and furnaces.

Little Mountain Elementary is experiencing moderate enrollment growth. Students living outside the catchment area are choosing to attend Little Mountain Elementary. The school can currently accommodate the class size and composition guidelines.

Most classrooms utilize traditional 2-piece desk and chair combinations with a minimal number having table and chair combinations. Teachers would prefer table and chair combinations and the principal has intentions to purchase classroom sets as the funds are available.

The following description is from the schools website:

Little Mountain Elementary School is a dynamic and energetic place to work, learn and play. Our staff are student-focused, educational leaders, who challenge themselves to provide a learning environment where each child has the opportunity to think, to learn, to seek answers, and to strive for excellence.

*At Little Mountain Elementary School, we work hard to maintain a safe, secure and productive learning environment for all students. A student's right to learn and a teacher's right to teach are defended and protected. Students are expected to demonstrate by their actions an understanding of appropriate behaviour both inside and outside of the classroom environment. At Little Mountain Elementary School, every student has the **Right to Learn**; every student has the **Right to be Safe**; every student has the **Right to be Respected**. Along with these rights, every student has a **Responsibility to be Respectful to Others** and a **Responsibility to use Common Sense** at all times.*

*At Little Mountain Elementary School, **SUCCESS IS EVERYONE'S GOAL EVERY DAY!***

School Strengths

- Physical location for neighbourhood student and community access
- Space for Special Education students, support professionals, PAC and community services
- Evidence of Aboriginal art, support worker and history
- Spaces available for community use i.e. Wind & Tide Daycare, StrongStart

School Challenges

- Adequate washrooms
- Gymnasium, classroom and other storage spaces
- Air quality
- Leaky roof
- Access for disabled students
- Kitchen sink

Capacity to Increase Enrollment

The current building has capacity to accommodate enrollment growth and the class size and composition guidelines. Addition classroom requirements will potentially displace community and support programs.

Capacity for another Grade Reconfiguration

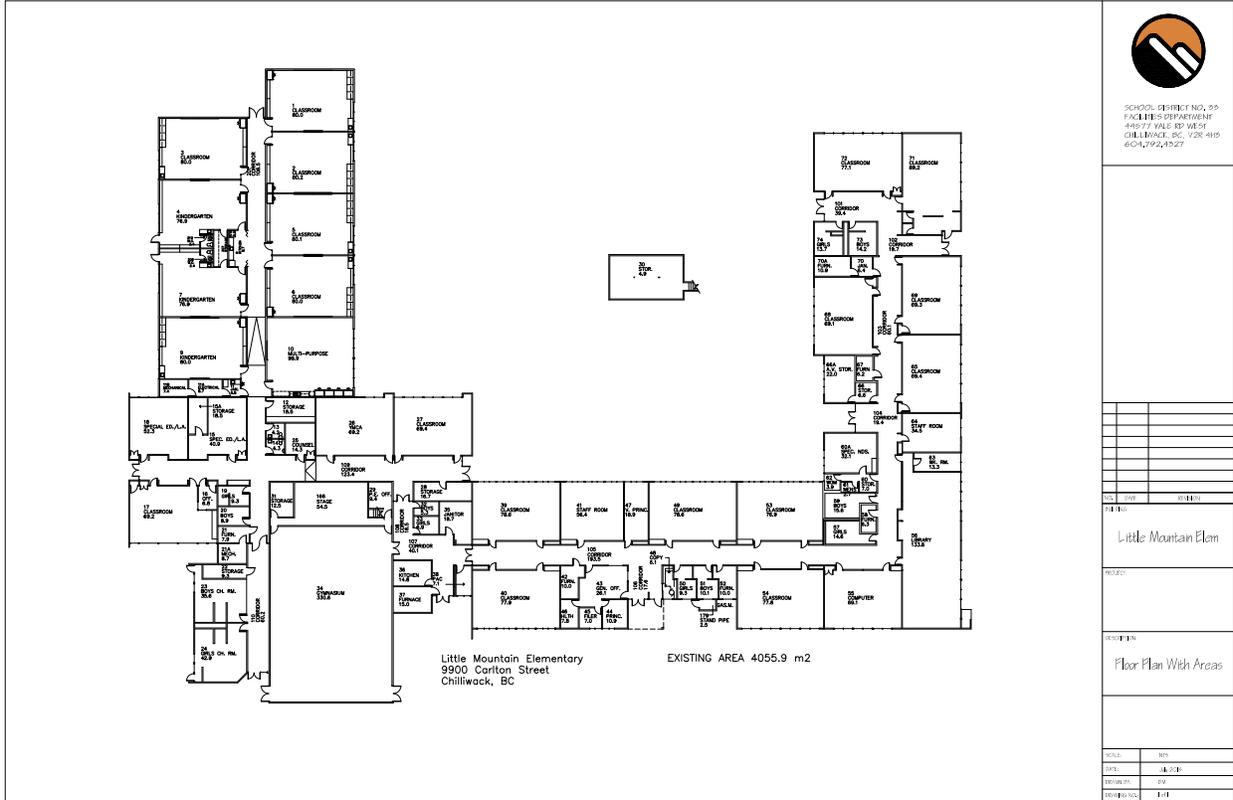
Little Mountain Elementary has space to accommodate additional grades however the building design and program potential is limited to elementary students.

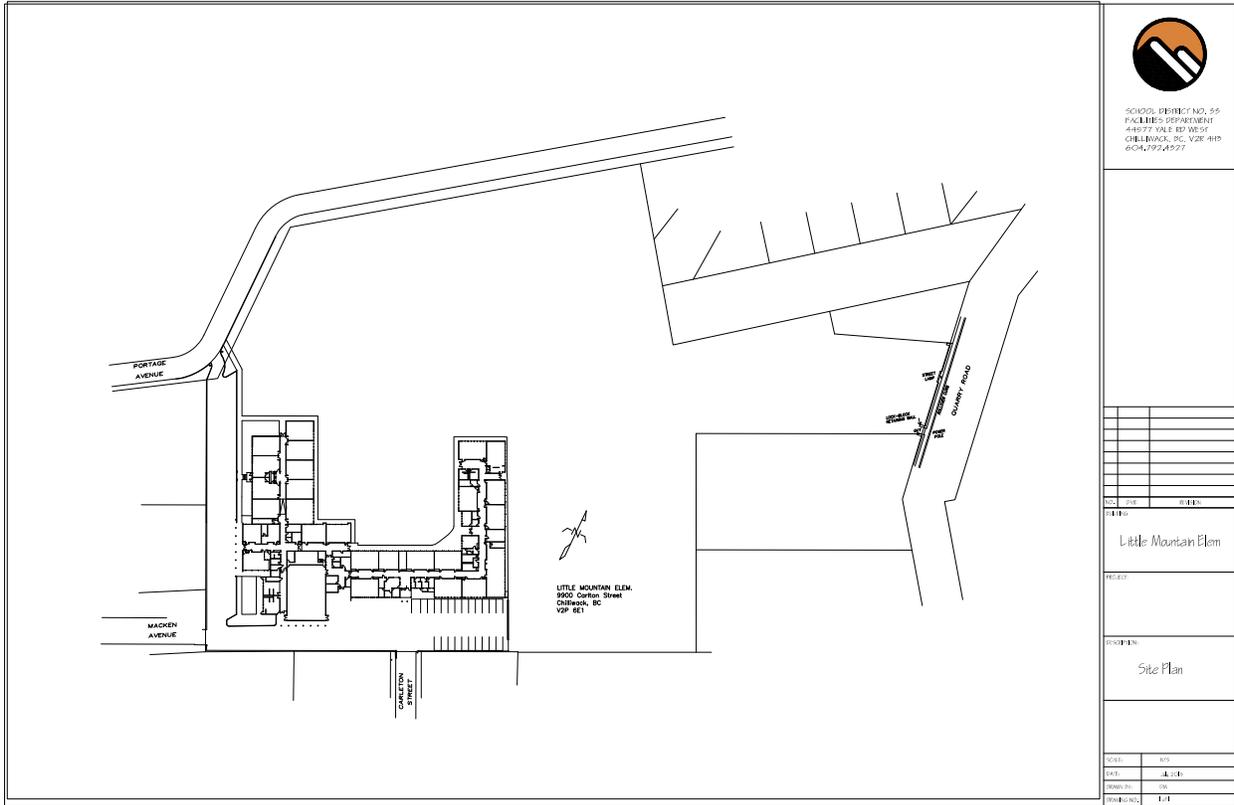
Capacity to Host Community and Outside Agencies

The school has capacity to host community activities and events. The gymnasium (with full kitchen in close proximity), library and multi-purpose room provide flexible space that could host community meetings and activities. There are community and district personnel workspaces being utilized in the school. Classrooms typically have traditional desks and are used for homeroom classrooms thus limiting their use to community use. Currently there is space to accommodate programs such as Wind & Tide private daycare and StrongStart.

Capacity for Outdoor Learning Spaces

The school has the advantage of a large playing field which provides varied play and programming possibilities.





SCHOOL DISTRICT NO. 55
 FACILITIES DEPARTMENT
 4400 7th Street West
 CHEHALIS, BC, V2E 4H9
 604.792.4577

NO.	DATE	REVISION

TITLE:
 Little Mountain Elem

PROJECT:
 Site Plan

DATE:
 1/14

DATE	BY
1/14	





General School Information

School Name	McCammon Traditional Elementary (Built 1962)
Website	http://mccammon.sd33.bc.ca
Principal	Brad Driscoll
Address	9601 Hamilton St. Chilliwack, BC, Canada V2P 3X4
Phone Number	604.795.7000
Student Enrollment (2016/17)	276
Enrollment Capacity	429
Grades/Populations	K-6

Instructional Factors

Number Classrooms	19
Number Resource Classrooms	5
Personalized Space – Students	Hallway areas with small basket chairs; 1 basic sensory space in a traditional classroom;
Portable Classrooms	0
Personalized Space – Teachers	Staffroom; leveled reading room; within personal classrooms
Teacher Prep Space	2 – traditional workroom and a leveled reading room
Library/Multi-Purpose Room	1 Library; 1 Multipurpose Room
Technology Usage	2 lap top carts; 1 iPad cart; classrooms equipped with projectors, Apple TV and document cameras; 1 Computer lab that is not functional;
Student Washrooms	2 sets

Summary

McCammon Traditional School is a mid-sized neighbourhood elementary school serving students of northwest Chilliwack currently feeding into AD Rundle Middle and Chilliwack Secondary Schools. The original school was built in 1962 with the last additional space added in 2001.

The facility appeared to be well-maintained and under-utilized. The school can easily accommodate the class size and composition guidelines. The excess classroom space provides the staff much flexibility and freedom to spill over into unused spaces for student projects and individual learning. Most classrooms utilize traditional 2-piece desk and chair combinations with a minimal number having table and chair combinations. Teachers would prefer table and chair combinations and the principal intends to purchase classroom sets as the funds are available.

There is significant Aboriginal and other artwork displayed throughout the school.

The following description is from the school's website:

McCammon Traditional Elementary School is proud to be Chilliwack's first Traditional School.

We continue to operate under our 5 Basic Principles. These five principles are:

- *a strong Code of Conduct which reinforces the traditional values;*
- *a structured learning environment in instruction and school-wide consistency in curriculum and expectations;*
- *sequential development of basic skills in Reading, Writing, and Math, with a focus on individual academic achievement;*

- *a unifying Dress Code (uniforms) to promote school spirit, reduce competition and maintain a positive atmosphere; and*
 - *opportunities for parents/guardians to be active partners in their students' education*
- The McCammon Traditional School Learning Community is founded on the values of Citizenship, Respect and Responsibility*

School Strengths

- Excess classroom space
- Adequate storage space
- Evidence of AB Education art, support and historical programs
- One courtyards and a covered play space
- Evidence of support and space for diverse learners and services to lower socio-economic students i.e. breakfast and lunch programs.

School Challenges

- Furniture and building design limit student collaborative learning spaces
- Underutilized despite many areas being used for diverse learners and community services and programs
- Classroom internal windows do not have security covers (blinds/curtains)
- The catchment area has declining a school age population
- McCammon does not have a school district magnet program (i.e. French Immersion, Sports Academy) to attract out of catchment area students

Capacity to Increase Enrollment

The building is significantly larger than the current student population demands thus there is ample space for increased enrollment. There is potential to bus students to McCammon Elementary.

Capacity for another Grade Reconfiguration

Granted the space is available to accommodate additional grades the building design limits providing middle or junior high school program options.

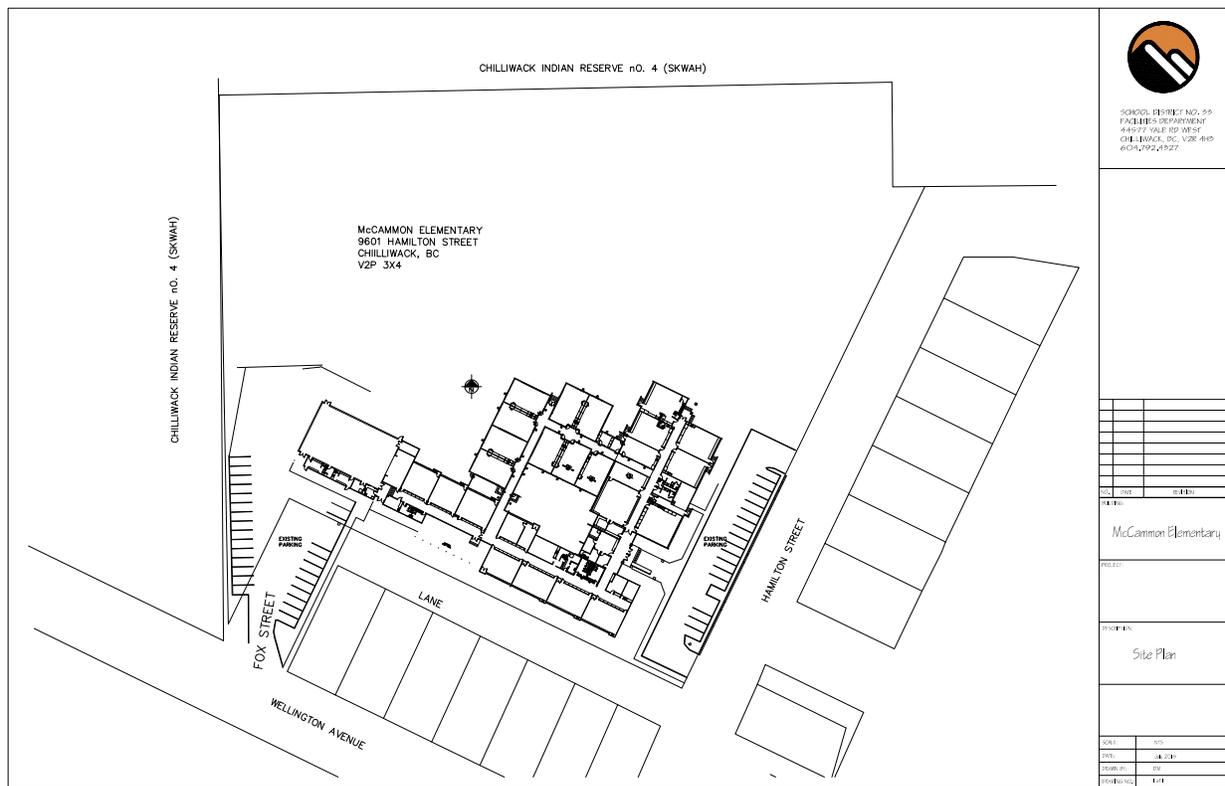
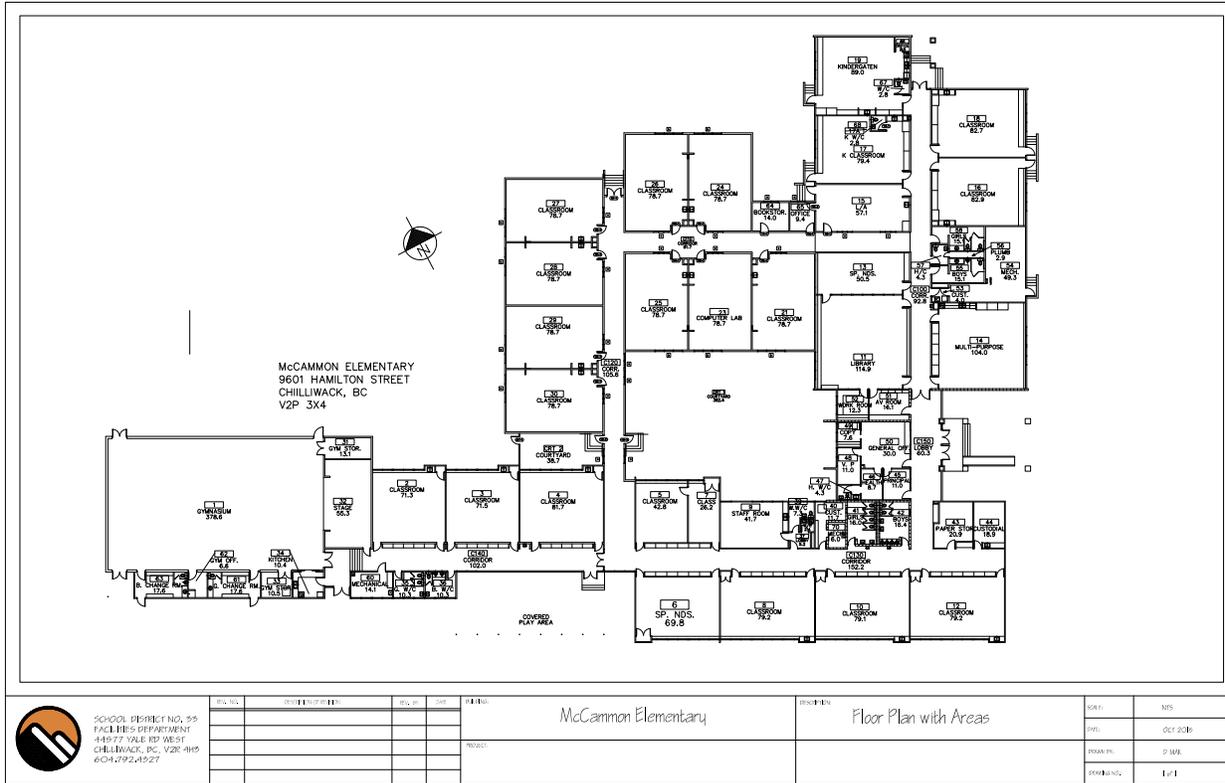
Capacity to Host Community and Outside Agencies

The school has significant capacity to host community activities and events in addition excess space to accommodate outside agencies. The gymnasium, library, multi-purpose room (with full kitchen) and excess classrooms provide flexible space that could host community meetings and activities. There are several community and district personnel workspaces being utilized in the school. Classrooms typically have traditional desks and are used for homeroom classrooms thus limiting their use to community use.

Capacity for Outdoor Learning Spaces

The school has the advantage of a large playing field, two courtyards and a covered play space to provide varied play and programming possibilities. One courtyard has student planted potted indigenous plants. The outdoor covered play space is primarily used by the StrongStart Program, K-1 classes and afterschool care.

McCammon Traditional Elementary School







General School Information

School Name	Promontory Heights Elementary Community (Built 2000)
Website	http://promontory.sd33.bc.ca/
Principal	Taryn Dixon
Address	46200 Stoneview Drive, Chilliwack, B.C. V2R 5W8
Phone Number	604.824.4891
Student Enrollment (2016/17)	621
Enrollment Capacity	317
Grades/Populations	K-6

Instructional Factors

Number Classrooms	34 Teachers/Admin (total staff 50, includes 11 EA's, 6 Supervisors)
Number Resource Classrooms	Ab-Ed; community/multi-purpose room; music room; computer lab; gym; calming room
Personalized Space – Students	Library is available before and after school and during lunch.
Portable Classrooms	8 (none with plumbing and facilities)
Personalized Space – Teachers	None available.
Teacher Prep Space	
Library/Multi-Purpose Room	Standard.
Technology Usage	Computer lab, some desktops throughout the building; 2 laptop carts
Student Washrooms	Only the washrooms meant to accommodate the 350 students for which the school was designed. All students in the 8 portables also need access to the facilities.

Summary

Promontory Heights Elementary School's is a large-sized neighbourhood school serving students in South Chilliwack who currently feed into GW Graham Secondary Schools. The school was built in 2000. The facility appears well-maintained and excessively utilized.

Promontory Heights Elementary School's reputation and beautiful suburban location has made it a desirable school for many families living in the communities' subdivisions. Almost from its inception, the school has been oversubscribed and portable classrooms became a way in which to ease the overcrowding. Even the portables cannot accommodate all the students awaiting entry into the school, forcing many to nearby schools. The staff and students have adjusted to the crowding and make it work, but outdoor play space is limited; hallway spaces are used for storage and make-shift instructional space. Discussion of a capital expansion project would add some additional classrooms and multi-use space, but would not ease the need to use all the portables. The primary benefit would be easing use of some of the common spaces.

The following description is from the school website:

Promontory Panthers- Strong Learners, Kind Hearts

Our vision is to inspire all to reach their individual potential, become socially responsible citizens and to develop a love of learning.

BELIEFS

Connecting- positive relationships foster connections, a sense of belonging and inclusiveness

Empowering- opportunities inspire and engage students to be responsible learners with a passion to empower themselves and others

Learning- a learning environment that is flexible and purposeful allows students to achieve success

Thinking- creative and critical thinking leads to new understanding

School Strengths

- Size of gym/multipurpose room
- Committed and dedicate staff working in crowded environment

School Challenges

- Inadequate washrooms
- Overcrowding within the building and classrooms on the property.
- Safety issues as doors need to remain unlocked to allow access of students in portables to the main building.
- Nearly half of the students are in portable buildings
- Cannot accommodate the students living in catchment area
- Congestion in the school parking lot and on the main access road during transitions (i.e., morning drop off and afternoon pickup).
- Space for resources and supports is very limited.
- Extreme overcrowding throughout school, with 50 students sent to Watson & Vedder Elementary Schools this year
- K registration for next year already at 80 students (4 classes), so already this early at capacity
- Inadequate kitchen
- Insufficient parking lot for staff.

Capacity to Increase Enrollment

The school enrolment exceeds capacity thus there is no capacity to increase enrolment.

Capacity for another Grade Reconfiguration

Promontory might benefit from having one less grade in a reconfigured elementary school, but the overcrowding is so profound and the demand for students living in the catchment area, it is unlikely to have an appreciable impact.

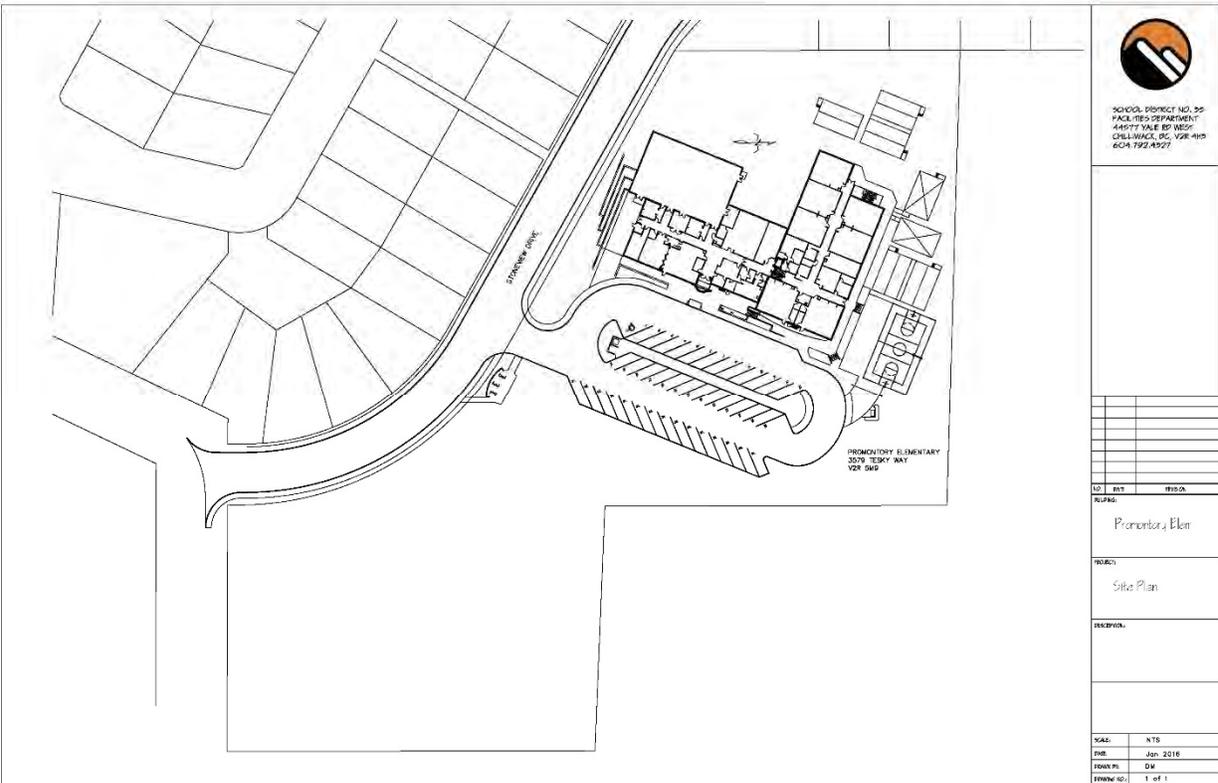
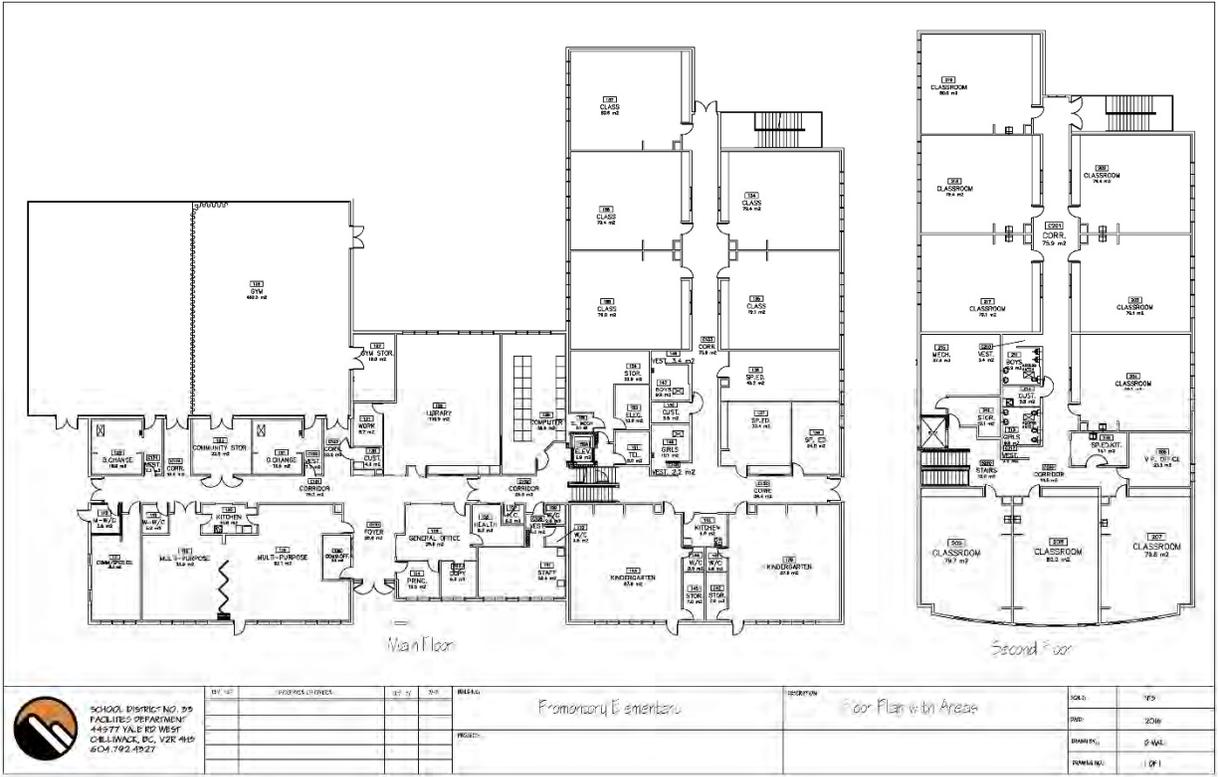
Capacity to Host Community and Outside Agencies

There is currently a pre-school program housed in the building, but there is not the space to have many other community linkages.

Capacity for Outdoor Learning Spaces

The school sits on a very small lot adjacent to and across the street from densely populated residential neighborhood on the side of a picturesque mountain. Small playgrounds and city-maintained fields serve as the recreational areas for the over 600 students at the school. One large Field with baseball and track, basketball, a smaller K-2 Playground, and general playground constitute the outdoor space surrounding the school. Otherwise, the portable classrooms and storage units limit the ability of expanding learning spaces into the outdoors.

Promontory Heights Elementary Community School







General School Information

School Name	Robertson Elementary (Built 1961)
Website	http://robertson.sd33.bc.ca
Principal	Shawna Peterson
Address	46106 Southlands Cr. Chilliwack, BC, Canada V2P 1B1
Phone Number	604.795.5312
Student Enrollment (2016/17)	264
Enrollment Capacity	268
Grades/Populations	K-6

Instructional Factors

Number Classrooms	13
Number Resource Classrooms	1
Personalized Space – Students	hallway areas – with benches, with table/chairs/love seat;
Portable Classrooms	1 used for Grade 4/5
Personalized Space – Teachers	Staffroom; within personal classrooms
Teacher Prep Space	Staff workroom
Library/Multi-Purpose Room	1 Library/1 Multi-Purpose Room
Technology Usage	2 lap top carts; classrooms equipped with projectors and document cameras
Student Washrooms	2 sets

Summary

Robertson Elementary is a small neighbourhood elementary school serving students in central Chilliwack north of the highway who currently feed into AD Rundle Middle and Chilliwack Secondary Schools. The school was originally built in 1961 with the last additional space added in 2002. Renovations have been completed to include a two-story addition which provided two kindergarten, one Special Education and five traditional classrooms as well as a set of girls and boys washrooms. The school is at capacity with all classrooms in use. The implementation of the class size and composition guidelines will cause significant stress on the school facility to accommodate the additional classes required.

The facility is exceptionally clean and well-maintained. The school could accommodate the neighbourhood K-6 children without the implementation of the class size and composition guidelines. Parent and visitor parking and drop off space is limited. One portable on the site serves as a Grade 4/5 classroom. There is ample outdoor play and learning space.

The school administration has provided excellent flexible hallway student learning spaces with permanent and portable furniture. Most classrooms are utilizing traditional 2-piece desk and chair combinations. A minimal number of teachers have chosen to have or have requested tables and chair classroom combinations.

The following description is from the school's website:

Robertson is an amazing school full of approximately 270 students, ranging from kindergarten to grade six, with 41 incredible staff and an outstanding preschool. Robertson also has remarkable community spirit and support! Robertson Elementary has a rich history. It was originally established to accommodate students from the eight room Central School.

School Strengths

- Well maintained, clean and freshly painted
- Ample hallway and classroom millwork for storage
- Functional Library “beating heart of the school” and Multipurpose spaces

School Challenges

- Minimal storage rooms – need to use a Sea-Can
- All classroom spaces are utilized
- Parking and traffic flow at peak times
- No washrooms on second floor
- Furniture and building design limit student collaborative learning spaces

Capacity to Increase Enrollment

The current building has limited to no capacity to accommodate enrollment increase. Due to enrollment growth and the impending class size and composition guidelines the school does not have the capacity to house neighbourhood K-6 children in the future.

Capacity for another Grade Reconfiguration

With the capacity to accommodate neighbourhood K-5 students Robertson would benefit from moving the Grade 6s out of the school. Due to limited space or equipment for program options the school is most functional as an elementary school.

Capacity to Host Community and Outside Agencies

The gymnasium, library and multi-purpose room provide large flexible space that could host communities meeting and activities. Classrooms typically have traditional desks and are used for homeroom classrooms thus limiting their use to community use.

Capacity for Outdoor Learning Spaces

Robertson Elementary is well suited for outdoor learning on the school property.





General School Information

School Name	Rosedale Traditional Community Elem-Middle (Built 2012)
Website	http://rtcs.sd33.bc.ca/
Principal	Paula Jordan
Address	50850 Yale Rd. Rosedale, BC, Canada V0X 1X2
Phone Number	604.794.7124
Student Enrollment (2016/17)	496
Enrollment Capacity	567
Grades/Populations	K-9

Instructional Factors

Number Classrooms	18 (3 kindergarten rooms have kitchens and washrooms)
Number Resource Classrooms	LA; Aboriginal Education; Music; Wood Shop; Textiles; foods; Art;
Personalized Space – Students	No
Portable Classrooms	No
Personalized Space – Teachers	Within the classroom
Teacher Prep Space	There are prep rooms on each floor, but teachers do much of their prep at a location most convenient to resources they need to access.
Library/Multi-Purpose Room	Library. Multi-purpose room and drama area are part of the community accessible part of the building.
Technology Usage	PC-carts and iPad cart
Student Washrooms	Upstairs and downstairs in the academic areas; another set in the community wing of the building near the multipurpose room.

Summary

Rosedale Traditional Community School is a recently built (2012) elementary-middle school combination, housing 234 students in K-6 and 262 students in grades 7-9 who feed into Chilliwack Secondary.

According to the website, they “are a Traditional school with a consistent focus on specific standards of behavior and academic achievement. The school has a long standing tradition of offering a variety of programs in academics and athletics.” The school was built with wide hallways and many windows to provide natural light and extend the sense of space into the outdoors. Much of the school has views to mountains, fields, and new residential building projects. Adding to the airiness of the school are windows from each classroom into the major hallway. This allows the natural light to pass into the hallways and increases the sense that occupants are never far from the outdoors. Open spaces in hallways have been converted into spaces that students can meet and work together. One member of the staff shared this comment, “where was this type of facility when I was sending my kids to school.”

School Strengths

- Re-purposing spaces for storage and instruction (e.g., using computer lab as a classroom; hallways used for different reading groups during “sacred” reading time)
- A room (407) formerly a lab has been converted into a working math lab with white boards on most available surfaces.

School Challenges

- Big hallways came at the expense of the size of the classrooms.
- Small wood and metal shops for the student population
- Multiple uses of space can be challenging as classrooms go from serving one purpose to another.

Capacity to Increase Enrollment

The school could look at increasing enrollment by repurposing some of the space in the community designated area. Even then it would come at the expense of access to large flexible spaces for the whole school.

Capacity for another Grade Reconfiguration

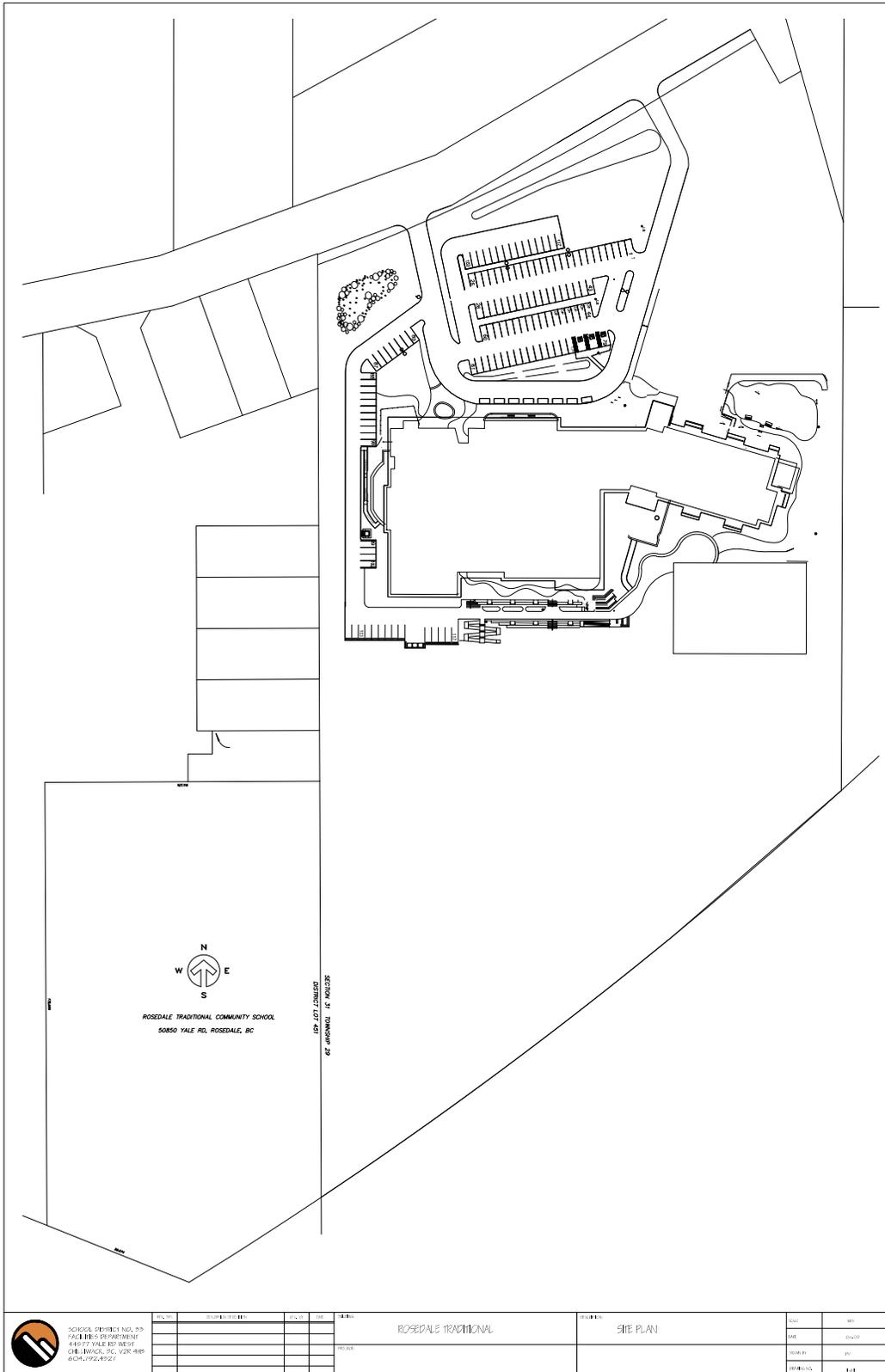
The design of Rosedale Traditional may make it the most flexible in terms of reconfiguration. It has some of the labs and study spaces to be a true middle school and high school, but also the spaces designed for younger students. A reconfiguration to an elementary seems least appealing as the wood and metal shops would go un- or under used.

Capacity to Host Community and Outside Agencies

Currently Strong Start occupies a classroom, and after school care and community school use gym and multipurpose rooms.

Capacity for Outdoor Learning Spaces

There are great outdoor spaces at the school, but little of it is being used for outdoor learning.



SCHOOL DISTRICT NO. 22
FACILITIES DEPARTMENT
14877 YALE RD WEST
CHILLIWACK, BC V2R 4H8
604.792.4927

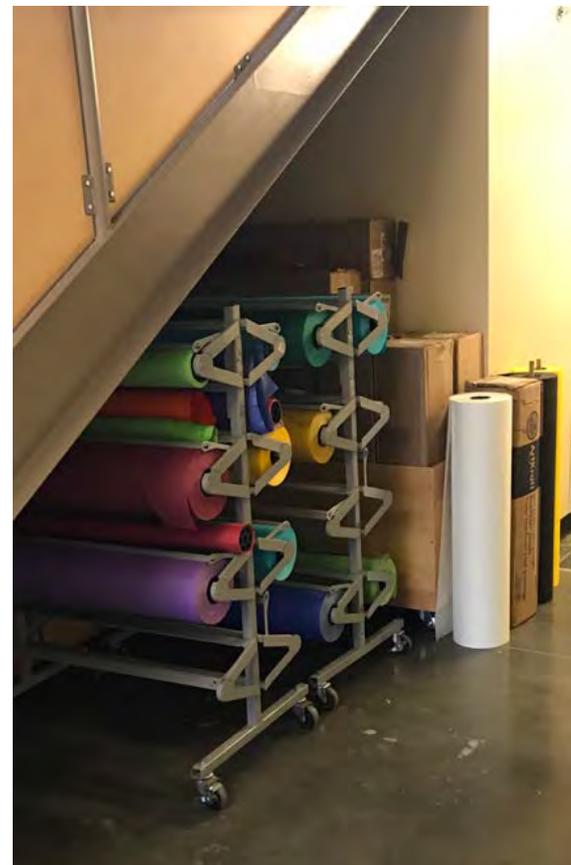
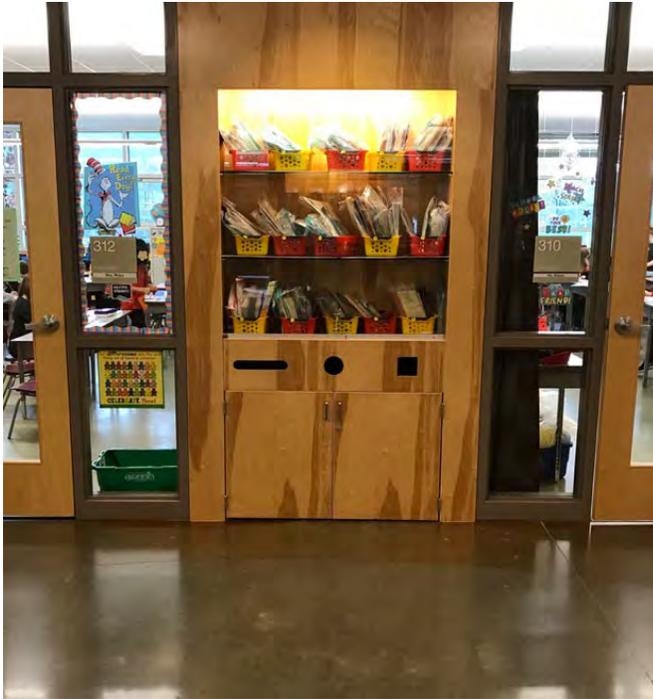
NO.	DESCRIPTION	DATE	BY

ROSEDALE TRADITIONAL

SITE PLAN

DATE	REV.





General School Information

School Name	Sardis Elementary (Built 1961)
Website	http://sardis.sd33.bc.ca
Principal	Chuck Bloch
Address	45775 Manuel Rd. Chilliwack, BC, Canada V2R 2E6
Phone Number	604.858.7145
Student Enrollment (2016/17)	512
Enrollment Capacity	337
Grades/Populations	K-6 (Late French immersion)

Instructional Factors

Number Classrooms	20
Number Resource Classrooms	Ab Ed; ELL; kitchen; EA; Learning Assistant; counselor;
Personalized Space – Students	No
Portable Classrooms	6 (1 with plumbing)
Personalized Space – Teachers	Teacher classroom
Teacher Prep Space	Teacher classroom
Library/Multi-Purpose Room	Large library in the center of the building; multipurpose room;
Technology Usage	½ size computer lab; 2 smartboards (not used)
Student Washrooms	2 sets. One near to the back of the building (accessed for portables) and one nearer to the front of the building.

Summary

Sardis Elementary is a large-sized neighbourhood school serving students in south Chilliwack who currently feed into Vedder Middle and Sardis Secondary Schools. The school was built in 1961 with the last additional space added in 1993. The facility appears well-maintained despite being over-utilized. Common areas (washrooms, gym, library) are utilized beyond their capacity.

The school has exceeded its enrolment capacity due to three contributing factors. The first is parents are choosing to have their children attend Sardis Elementary from other catchment areas for various reasons. The second is the influx of families purchasing existing homes in our “affordable” end of the Fraser Valley. The third, and potentially most impactful, will come from the exploding increase in housing starts in our catchment. This includes apartments to our north and townhouses and single family homes to our south and east.

The following description is from the school's website:

Sardis Elementary School serves 520 students from K-6 in central Sardis (south side of Chilliwack). This includes a cohort of 60 Late French Immersion Grade 6 students.

Our school is part of the Vedder Middle and Sardis Secondary family of schools. The original school dates from the 1880s, and has been at its existing location on the corner of Vedder and Manuel Roads since the early 1900s. The existing building has been in its current configuration since 1993.

The Sardis area has experienced explosive growth in recent years with the addition of many new neighborhoods consisting of single-family homes, townhouses and condos/apartments. This has put extreme pressure on all southside schools. Our school is currently at about 150% of its original capacity, and we have six portable classrooms on

site. We expect this pressure to continue with continued construction and development, and with the recent changes in class size and configuration language that will decrease average class size, resulting in the need for more classrooms and teachers.

The parking lot area, while apparently large, is an area of concern for many staff members and parents. Every morning and afternoon there is a bottle-neck, and in poor weather we get a lot more parents driving to pick up children, resulting in backups onto Manuel Road and creating some unsafe conditions. We have worked with the City of Chilliwack to increase safety, but driver behavior has been an ongoing concern.

We are very fortunate that our school backs onto city property, specifically the Sardis Sports Fields. This allows us to use these fields to spread out our students during play time. We also make use of nearby Sardis Park.

School Strengths

- School design
- Natural light
- Multipurpose room
- Adjacent to Sardis Sports Field

School Challenges

- Enrolment exceeding capacity
- Shared property with city (parking lot and early childhood center_
- Use of hallways to work with students
- General space was not built for number of students (washrooms; gym; library)
- Inadequate Learning Assistance space

Capacity to Increase Enrollment

Sardis, like many of its elementary counterparts, is over capacity. French Immersion is a desired program making it a popular magnet school. There is currently no capacity to increase enrolment. Adding classrooms and bathrooms or reconfiguring the grades it currently serves could provide enrolment flexibility.

Capacity for another Grade Reconfiguration

Changing grade configuration could provide limited capacity relief to the school.

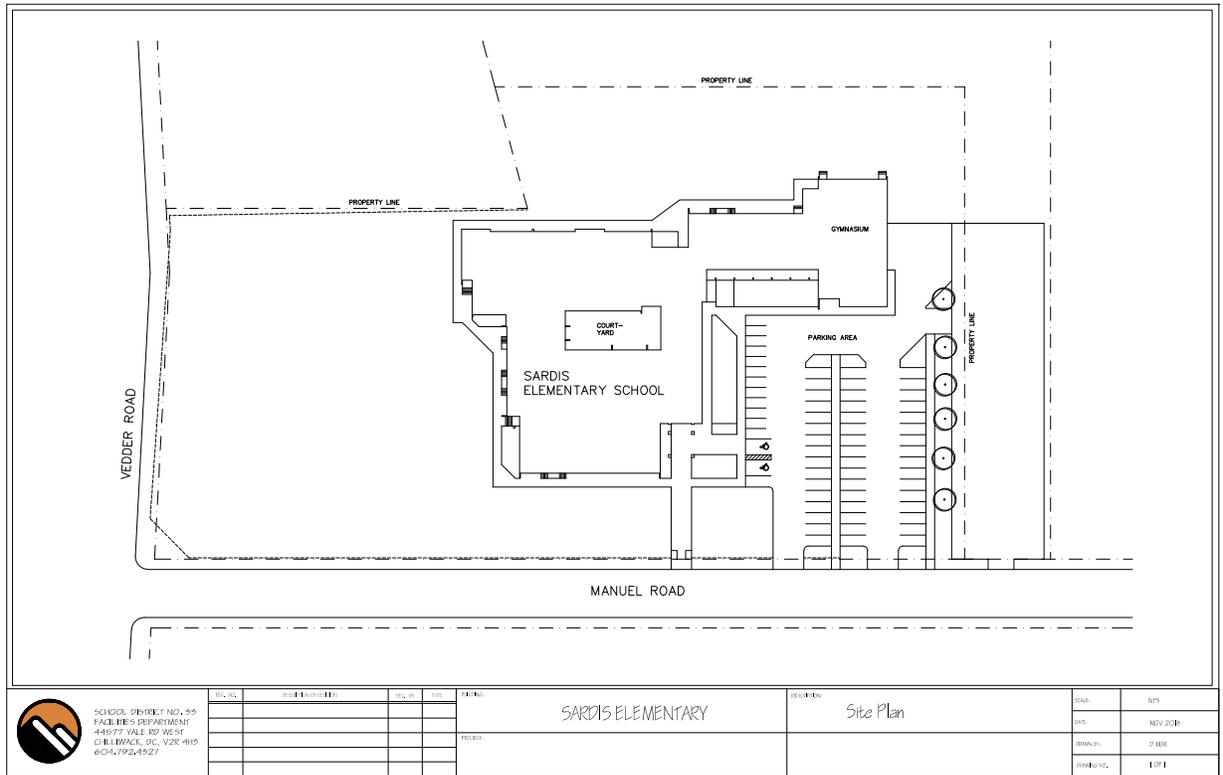
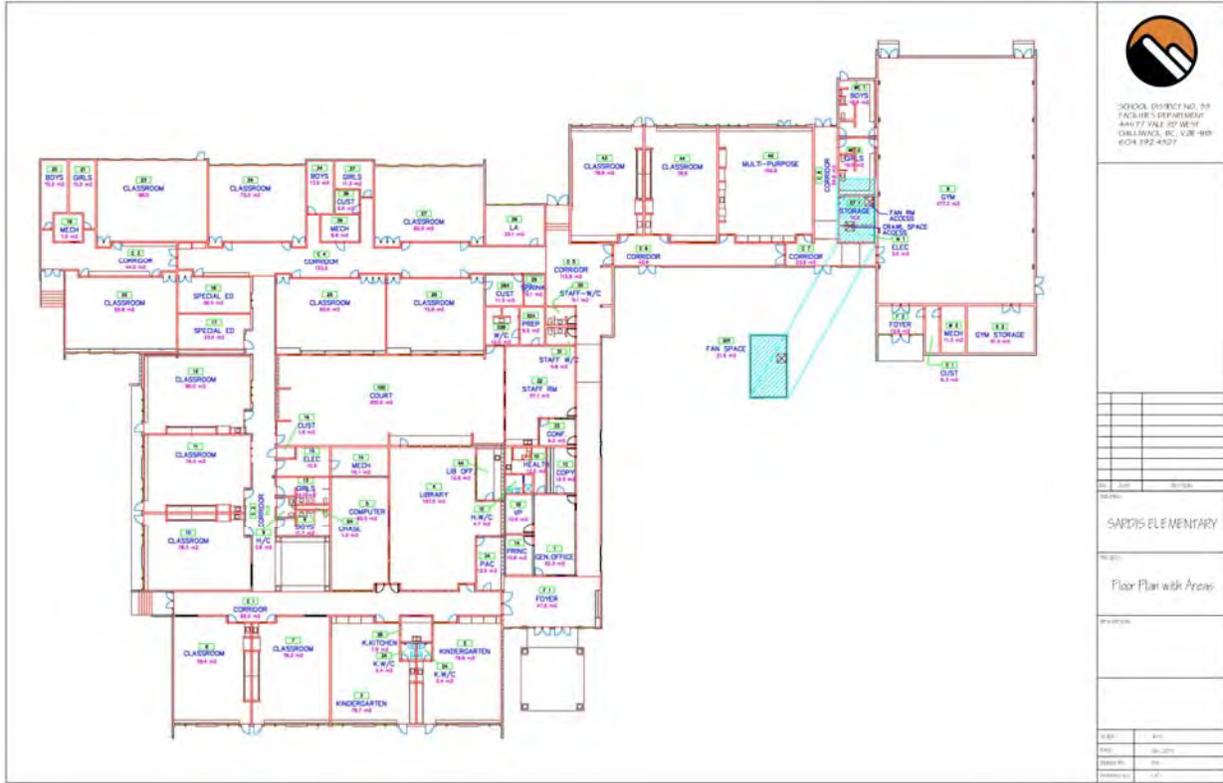
Capacity to Host Community and Outside Agencies

The school has limited to no capacity to host community and outside agencies due to current configuration and enrolment demand for space in school.

Capacity for Outdoor Learning Spaces

The school is located in close proximity to Sardis Sports Feild which provides potential for outdoor programming. Classes are working with Sardis Garden program at Sardis Secondary. There is a dream about creating a covered outdoor learning space (30' x 30') canopy with seating.

Sardis Elementary School



Sardis Elementary School





General School Information

School Name	Strathcona Elementary (Built 1909)
Website	http://strathcona.sd33.bc.ca
Principal	Jonathon Ferris
Address	46375 Strathcona Rd. Chilliwack, BC, Canada V2P 3T1
Phone Number	604.792.9301
Student Enrollment (2016/17)	437
Enrollment Capacity	406
Grades/Populations	K-6

Instructional Factors

Number Classrooms	17
Number Resource Classrooms	4, 1 full size with personal care area, 3 smaller
Personalized Space – Students	Hallway spaces with tables and chairs; Sensory room; AB Education quiet space, intervention rooms
Portable Classrooms	2; 1 for sensory/physio, 1 for Grade 5/6
Personalized Space – Teachers	Staffroom and staff workroom both of which are very small for staff size; within personal classrooms
Teacher Prep Space	Staff workroom
Library/Multi-Purpose Room	1 Library; 1 Multipurpose Room with full kitchen; 1 Computer Lab
Technology Usage	2 lap top carts; classrooms equipped with projectors, document cameras and teacher lap or desk top by choice; some classrooms have SMART boards; 1 computer lab with lap tops
Student Washrooms	3 girls, 2 boys, Special Ed W/C, 2 Kindergarten,

Summary

Strathcona Elementary is a mid-sized neighbourhood school serving student in north Chilliwack as well as city-wide Late French Immersion (Grade 6). Strathcona currently feed into Chilliwack Middle and Chilliwack Secondary Schools. The original school was built in 1961 with the last additional space added in 2000. The facility appears well-maintained with a fresh coat of paint in 2016 and is functionally utilized.

Strathcona Elementary is experiencing moderate neighbourhood enrollment growth. Students living outside the catchment area are bussed to Strathcona for late French Immersion (Grade 6). The school has capacity to house additional students with efficient use of classrooms and at the expense of displacing community programs. The school can currently accommodate the class size and composition guidelines.

Most classrooms utilize traditional 2-piece desk and chair combinations with a minimal number having table and chair combinations. Teachers would prefer table and chair combinations and the principal has intentions to purchase classroom sets as the funds are available.

The following description is from the schools website:

Strathcona Elementary is a school steeped in tradition and personal excellence. Our mission statement is: We inspire competence, character and compassion.

Our school is special! Founded in 1909, and named after Lord Strathcona, our school has seen incredible changes over the past 100 years - history in the making! It saw the world progress

from horse drawn buggies to space shuttles blasting off into space! It stood firm while the world fought through two wars. It survived a flood. It saw miles of farmland transform into subdivisions and through it all it came to life with dedicated educators, supportive parents, and the laughter and energy of thousands of students. It has even seen three generations of the same family grow, learn, laugh and play!

Our school has been the home of the "Stars" for over 100 years and will continue to shine brightly for many more.

School Strengths

- Space for Special Education students, support professionals and PAC
- Storage space for leveled reading material
- Spaces available for community use

School Challenges

- Staffroom and staff workroom are very small for the number of staff
- Custodial storage space - ladders and floor equipment are stored in hallways

Capacity to Increase Enrollment

The current building has capacity to accommodate enrollment growth and the class size and composition guidelines. Addition classroom requirements will potentially displace community and support programs.

Capacity for another Grade Reconfiguration

Strathcona Elementary has space to accommodate additional grades. The building has the potential to transition to include middle or junior high school programming for students.

Capacity to Host Community and Outside Agencies

The school has capacity to host community activities and events. The gymnasium, library and multi-purpose room (with full kitchen) provide flexible space that could host community meetings and activities. There are community and district personnel workspaces being utilized in the school. Classrooms typically have traditional desks and are used for homeroom classrooms thus limiting their use to community use.

Capacity for Outdoor Learning Spaces

The school has the advantage of a large playing field and two courtyards to provide varied play and programming possibilities. Courtyards are used for gardening programs with picnic tables for class or free time. The principal expressed an interest in developing garden areas at the far end of the playing field.





General School Information

School Name	Tyson Elementary (Built 1983)
Website	http://tyson.sd33.bc.ca
Principal	Ken Chater
Address	45170 S. Sumas Rd. Chilliwack, BC, Canada V2R 1W9
Phone Number	604.858.2111
Student Enrollment (2016/17)	286
Enrollment Capacity	268
Grades/Populations	K-6

Instructional Factors

Number Classrooms	12 (might need to reclaim space for 2 new divisions next year)
Number Resource Classrooms	Learning assistance; learning labs (EAs); meeting room; sensory room
Personalized Space – Students	No
Portable Classrooms	1 (used for small group instruction) plus 1 for YMCA
Personalized Space – Teachers	Classrooms
Teacher Prep Space	Teacher prep and teacher lounge are adjacent/adjoining
Library/Multi-Purpose Room	Library (see note below)
Technology Usage	Computer lab; overhead LCD; Apple TV; 2 laptop carts; 1 iPad cart
Student Washrooms	1 set; in kindergarten classroom

Summary

Tyson Elementary is a small-sized neighbourhood school serving students in south Chilliwack who currently feed into Vedder Middle and Sardis Secondary Schools. The school was built in 1983 with the last additional space added in 1988. The facility appears well-maintained and functionally utilized.

Tyson Elementary is located on the south side of town within very close proximity to Watson and Vedder Elementary schools. Located on the heavily traveled Sumas Road, the school is hidden from view of the street as it is behind a set of condominiums and a long parking lot at the front of the building. The school has used space creatively, including hallways for small group/one-on-one instruction, segmenting portion of the library for a counsellor and converting a change room in the gym for instruction. The school is accessing technology, like the overhead projectors and sound amplification systems to improve instruction.

School Strengths

- Outdoor areas

School Challenges

- Lack of storage space
- Space lacks flexibility (as compared to some other schools)/more traditional

Capacity to Increase Enrollment

The school has limited to no capacity to increase enrolment due to current enrolment.

Capacity for another Grade Reconfiguration

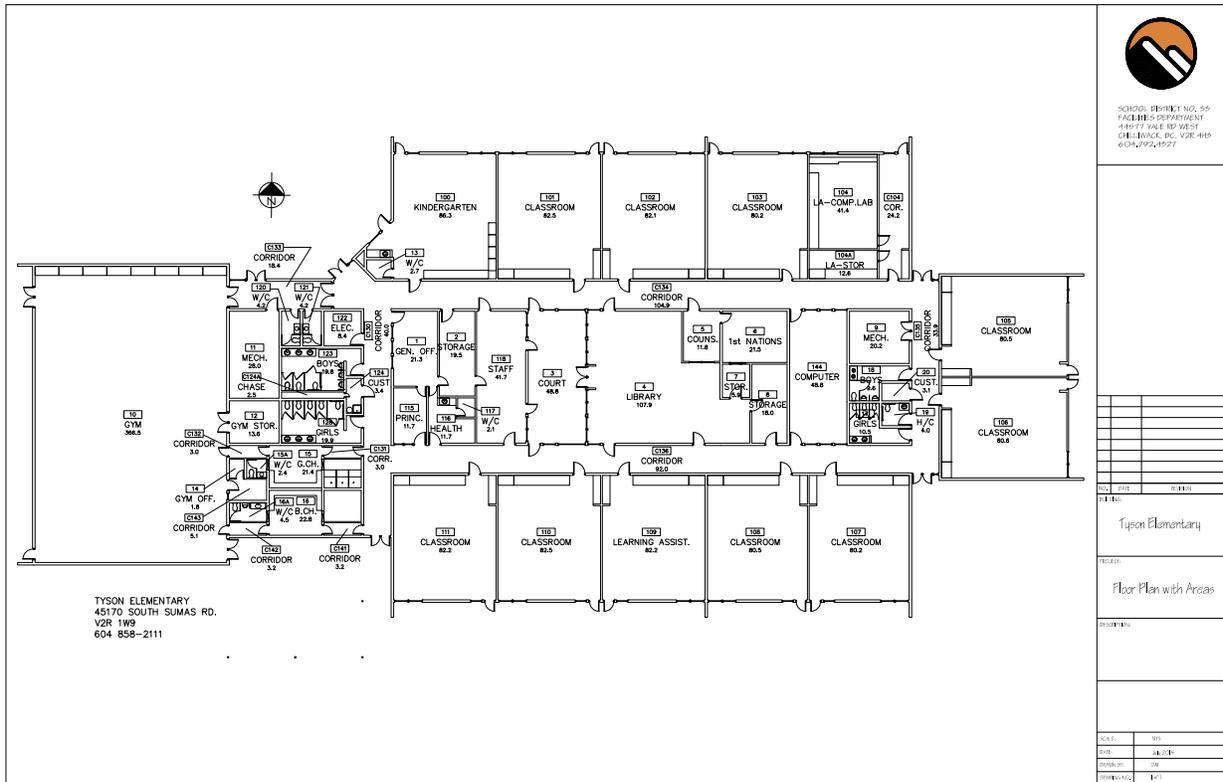
Switching from a K-6 to a K-5 for provide some relief and flexibility use of the space. Currently the hallways are used for 1-on-1 instruction.

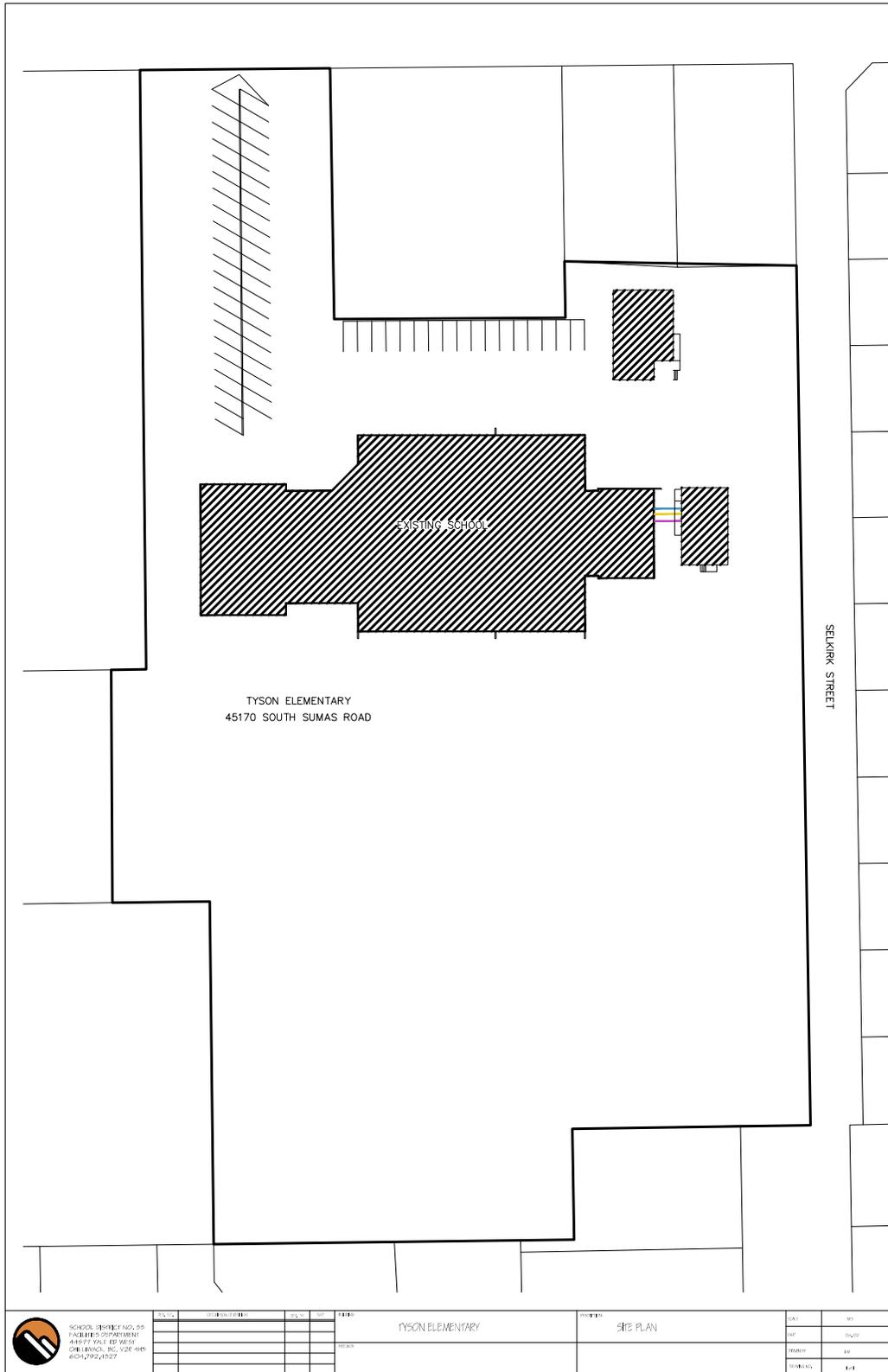
Capacity to Host Community and Outside Agencies

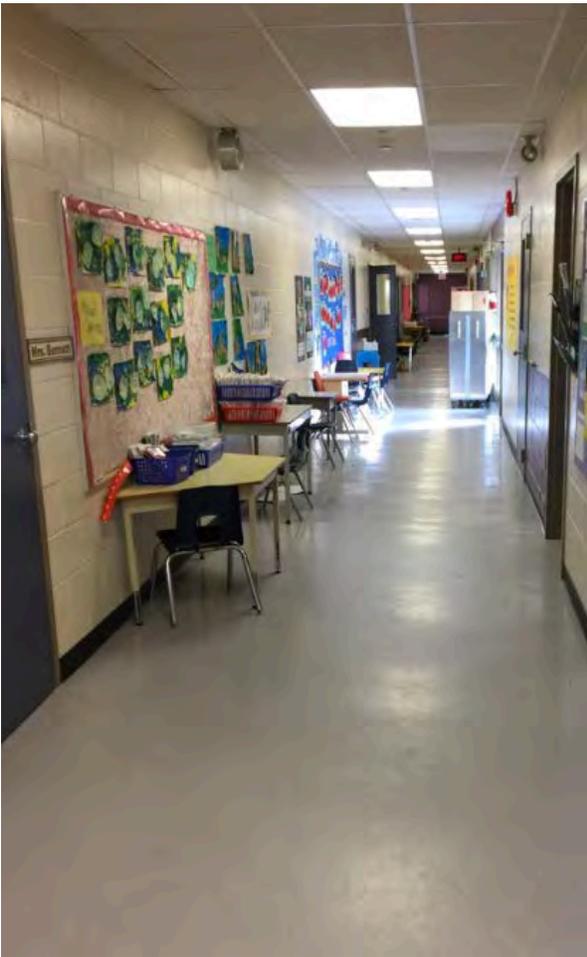
Only in portables. The school doesn't have space to host outside agencies during the school day. The gym's location makes it available to outside agencies during non-school hours. A YMCA is located in a fenced off portable.

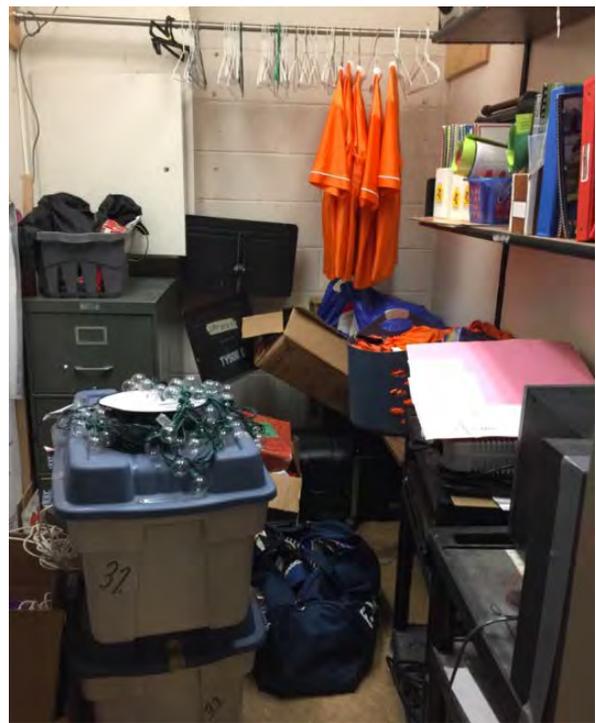
Capacity for Outdoor Learning Spaces

Playground and small courtyard in the center of the building.









General School Information

School Name	Unsworth Elementary (Built 1962)
Website	http://unsworth.sd33.bc.ca
Principal	Angela Utley
Address	5685 Unsworth Rd. Chilliwack, BC, Canada V2R 4B6
Phone Number	604.858.4510
Student Enrollment (2016/17)	508 (expecting 545 next year) 34% are out of catchment
Enrollment Capacity	383
Grades/Populations	K-6

Instructional Factors

Number Classrooms	21 plus annex
Number Resource Classrooms	Offices within each pod houses EA. LAs, Aboriginal Education, sensory room
Personalized Space – Students	Possible to create in pod
Portable Classrooms	No
Personalized Space – Teachers	Classroom
Teacher Prep Space	Inadequate due to staff number
Library/Multi-Purpose Room	Large library, Multipurpose/Music Room
Technology Usage	2 laptop carts; 2 iPad carts
Student Washrooms	1 for each gender (4 stalls each); Ks

Summary

Unsworth Elementary is a large-sized neighbourhood school serving students in southwest Chilliwack who currently feed into Mt. Slesse Middle and Sardis Secondary Schools. The school was built in 1993 with the last additional space added in 2000. The facility appears well-maintained and functionally utilized.

Unsworth has been identified as a school of choice by some Chilliwack parents contributing to a 34% out of catchment enrolment. As of February 2017 attendance is limited to in catchment area students. Another contributing factor to Unsworth's popularity is a large daycare across the street.

The following description is from the school's website:

Unsworth Elementary is a large school in a rural community in the southwest corner of Chilliwack. We currently have 511 students and anticipate that our school will continue to grow over the next several years as the rural farmland becomes new sub-divisions.

We have 21 divisions - currently 3 full day Kindergarten classes, 1 primary/intermediate class, 10 primary classes and 7 intermediate classes. Although the school is large, it is set up in "pods" making it feel much smaller than it is. We have a large playground with three adventure playgrounds, providing students with plenty of space to play.

There is a strong sense of community in our school. Parents are involved in many aspects of the school - volunteering in classes, supporting fundraising efforts, participating in field trips and organizing special events. Our doors are open and we welcome opportunities to show what we are doing to the community!

We have an experienced staff and we are constantly seeking to improve our practice, providing our students with the best learning experiences possible.

At Unsworth, students receive a balanced, well-rounded education including daily fitness and a music program. Students at Unsworth are encouraged to do their best, uphold our code of conduct and be "thinking", "engaged" learners.

School Strengths

- Natural light – bright, open and has a nice feeling
- PC lab is now maker space
- Pod space at the end of each wing
- Outdoor play space

School Challenges

- Parking lot. (34% of students arrive by car)
- Washrooms, placement and number of stalls
- Staff room is inadequate for the number of staff
- Inadequate gym space to get everybody through gym block
- Inadequate outdoor play structures for enrolment causing safety hazards
- Annex classrooms are noisy
- School design provides three distinct areas which contributes to a lack of student and staff cohesion for the entire school
- Lack of flexible space as the multipurpose room is the music room
- Flexible space in pod areas are underutilized and noisy, not large enough to be functional and high ceilings contribute to echo

Capacity to Increase Enrollment

On paper there appears to be capacity, but the annex is challenging for multiple classrooms. Current enrolment is taxing all areas of the facility.

Capacity for another Grade Reconfiguration

Grade reconfiguration could provide some relief and allow for building learning spaces into school.

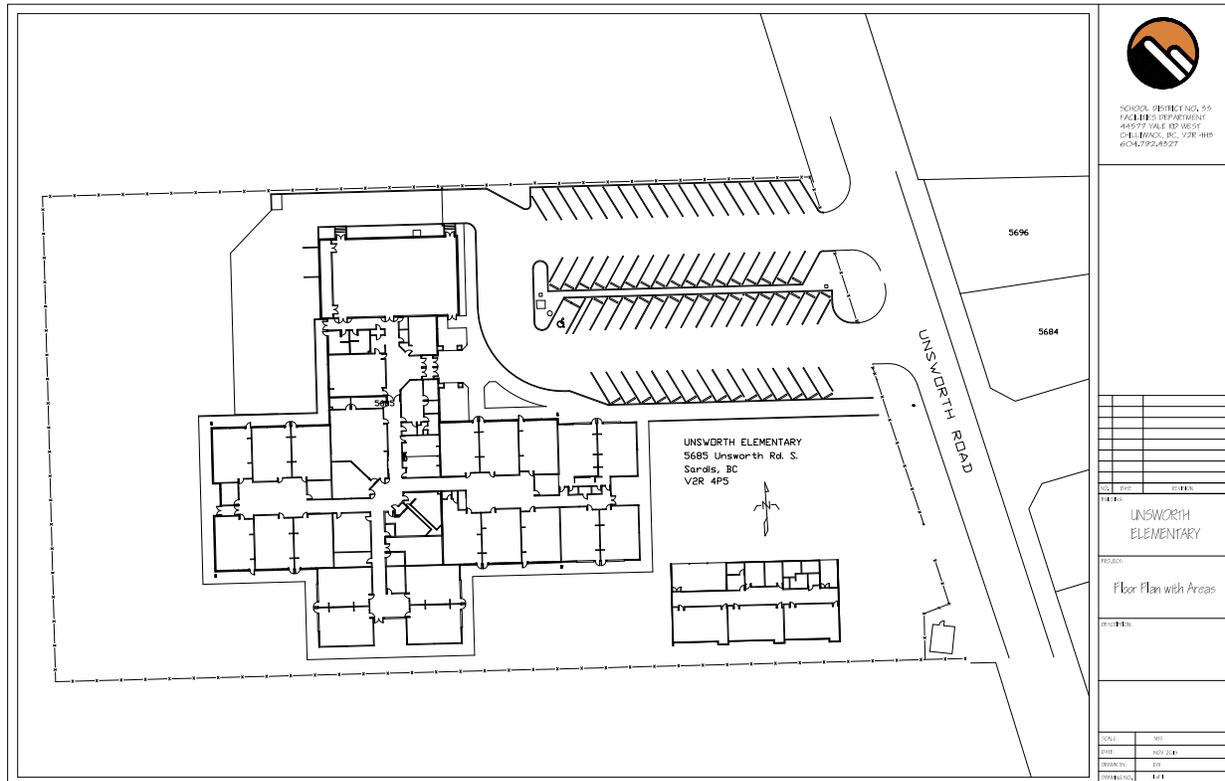
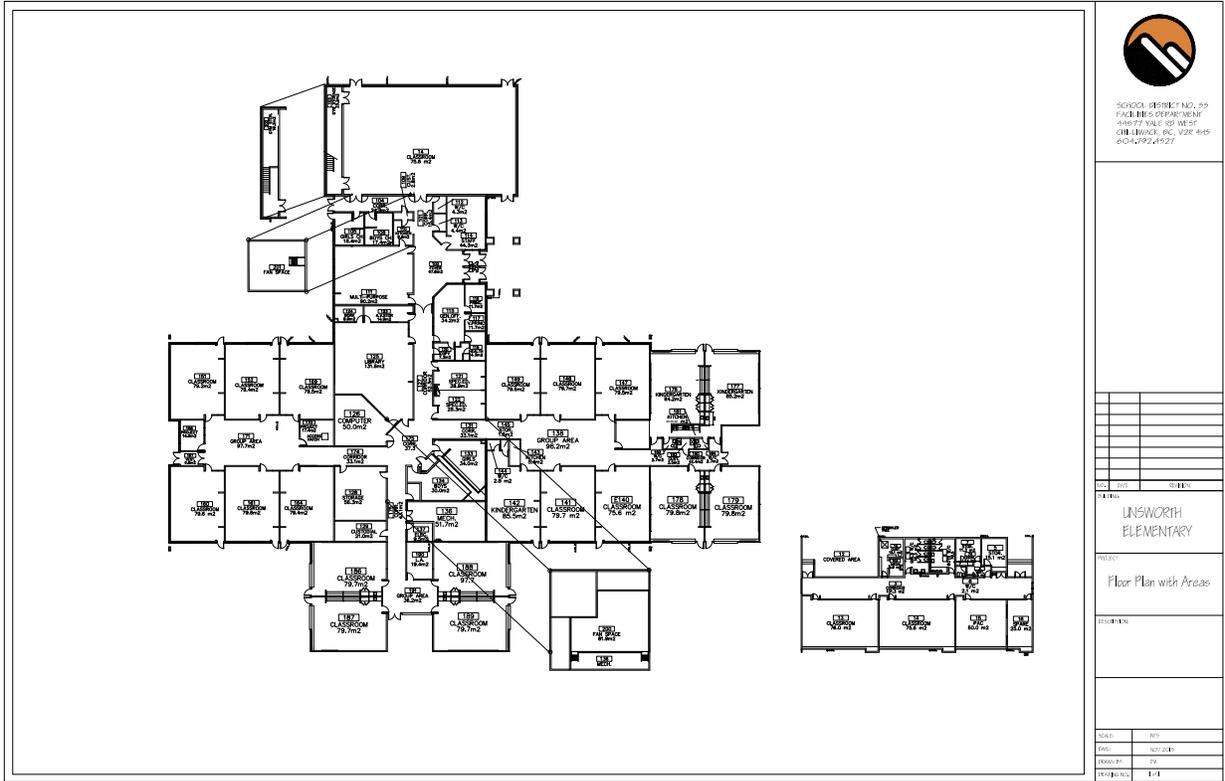
Capacity to Host Community and Outside Agencies

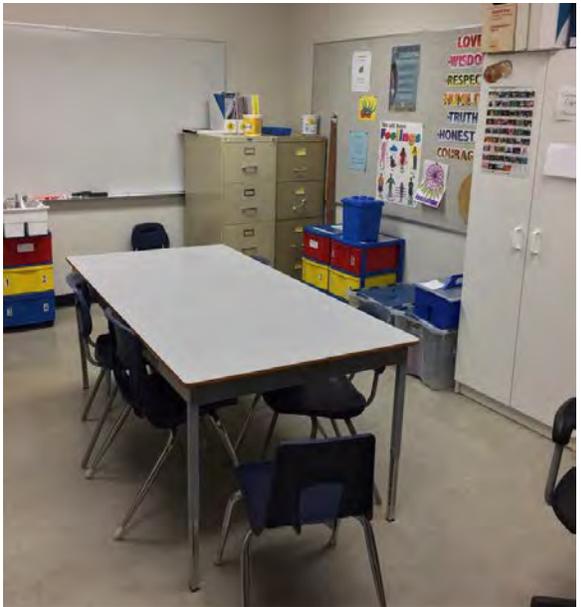
Due to excessive enrolment there is limited to no capacity to host community and outside agencies. StrongStart utilizes one classroom.

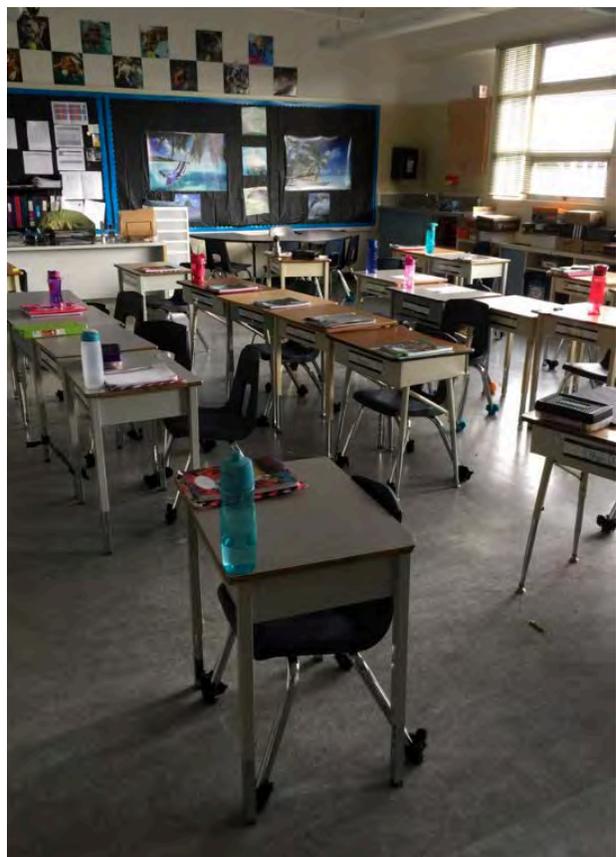
Capacity for Outdoor Learning Spaces

Outdoor learning space is limited. There large planters utilized for gardening. Functional student play space with inadequate play structures for enrolment.

Unsworth Elementary School







General School Information

School Name	Vedder Elementary (Built 1992)
Website	http://vedder.sd33.bc.ca
Principal	Tracy Wagner
Address	45850 Promontory Rd. Chilliwack, BC, Canada V2R 4V2
Phone Number	604.858.4759
Student Enrollment (2016/17)	484
Enrollment Capacity	360
Grades/Populations	K-6

Instructional Factors

Number Classrooms	16
Number Resource Classrooms	Learning Assistance in portable; private childcare in portable
Personalized Space – Students	No
Portable Classrooms	4 instructional divisions (Grades – K, 1/2, 4/5, 5) plus one for LA
Personalized Space – Teachers	Classroom
Teacher Prep Space	Classroom
Library/Multi-Purpose Room	Library, Room 111 is a music room
Technology Usage	Computer lab; 2 PC carts; iPad cart
Student Washrooms	Set in the main building (8 stalls in each). One of the portables has a WC.

Summary

Vedder Elementary is a large-sized neighbourhood school serving students in southeast Chilliwack who currently feed into G. W. Graham Middle/Secondary School. The school was built in 1992. The facility appears well-maintained and over utilized.

Vedder Elementary sits atop Promontory Road. The main entrance is accessed through the parking lot and sits at the center of the building which is built around three instructional wings and a set of central services. The main office sits to the right of the entrance. A large gym is to the right of the entrance and a music room and library are all part of central services. A sensory room is also in this area. All of the water closets are in the central corridor where the 3 instructional wings meet. The three wings are designed around the notion that groupings would allow for collaboration in the wide spaces between the classes at the ends of the wing. These pods are largely used for storage. With five portables, Vedder could probably find space to add another on the property, but it continues to tax the limited central facilities.

School Strengths

- Use of all available space for instruction (e.g., principal and vice principal office used to meet with students)
- Upkeep of the building and facilities
- Additional storage built
- Music Room

School Challenges

- Adequate washrooms and location of washrooms
- On a major roadway
- Adjacent to park in which homeless are permitted
- Itinerants and Learning assistants are in closets or rotating space.
- Noise in the common area pods
- Small staff room to accommodate their 50 staff
- Church uses storage in the gymnasium
- Special Education needs a bathroom.

Capacity to Increase Enrollment

The capacity to increase enrolment is limited by the existing footprint and excessive enrolment.

Capacity for another Grade Reconfiguration

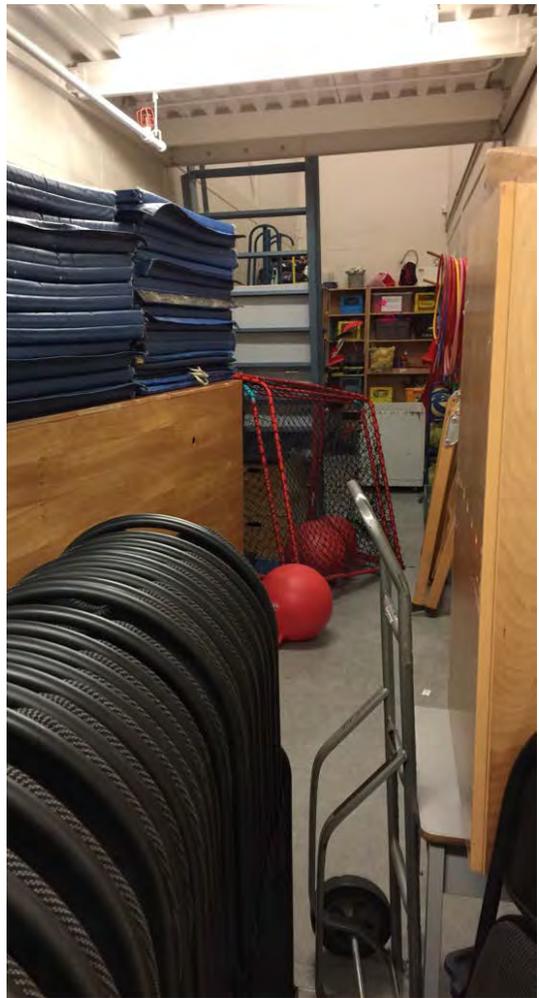
Vedder Elementary could benefit from grade 6 classes being relocated.

Capacity to Host Community and Outside Agencies

Due to enrolment capacity there is limited to no capacity to host community and outside agencies.

Capacity for Outdoor Learning Spaces

School is adjacent to green space, with the limitation noted above. There are challenges with homeless camps in the area and on city land behind the school grounds.





General School Information

School Name	Watson Elementary (Built 1955)
Website	http://watson.sd33.bc.ca
Principal	Terry Bateman
Address	45305 Watson Rd. Chilliwack, BC, Canada V2R 2H5
Phone Number	604.858.9477
Student Enrollment (2016/17)	479
Enrollment Capacity	452
Grades/Populations	K-6

Instructional Factors

Number Classrooms	21
Number Resource Classrooms	PAC room; LA/EAs room
Personalized Space – Students	None
Portable Classrooms	3 Portables (Music Room, YMCA, and Montessori)
Personalized Space – Teachers	Staff room has a comfortable look and feel with sofas, but not personalized space.
Teacher Prep Space	Classroom
Library/Multi-Purpose Room	Library; Multipurpose space has a stage
Technology Usage	
Student Washrooms	1 Set and in one of kindergarten classrooms

Summary

Watson Elementary is a large-sized neighbourhood school serving students in southwest Chilliwack who currently feed into Mt. Slesse Middle and Sardis Secondary Schools. The school was built in 1955 with the last additional space added in 2001. The facility appears well-maintained and over utilized.

On the south side of town, Watson Elementary is located on North side of the heavily traveled Watson Road close to the community of Garrison Crossing. The school receives many students from the surrounding neighborhoods and some of the overflow from Promontory Heights Elementary. This has had a ripple effect forcing some of students in the Watson catchment area to be sent elsewhere. The school has a Strong Start on site and a Montessori Preschool. The school has a spacious library and a large gym with a low ceiling. Most of the classrooms are large and provide teachers with opportunity to create a variety of furniture configurations to meet the needs of students.

School Strengths

- School design around wings of grade-based instruction (i.e., all primary grades on one wing; elementary down another wing)
- Multipurpose area with stage access
- Opportunity to reimagine library space (spacious)

School Challenges

- Location of medical room in main hallway away from supervision
- Front school is extremely busy with a congested configuration for drop-off/pickup.
- Limited parking
- Outside doors locked except for area to access portables and community entrance
- Few areas for resource room supports to be delivered. (Child youth worker, Aboriginal teacher, LA and counselor are subject to the availability of working space.

Capacity to Increase Enrollment

Current enrolment exceeds capacity thus there is limited to no capacity to increase enrolment.

Capacity for another Grade Reconfiguration

Watson is best suited as an elementary or primary school. It would benefit slightly from a grade reconfiguration.

Capacity to Host Community and Outside Agencies

Currently host to StrongStart and Montessori Preschool and afterschool programming

Capacity for Outdoor Learning Spaces

There a large outdoor play space which includes 2 playgrounds, a hockey court and a arge grass field.





General School Information

School Name	Yarrow Community Elementary (Built 2012)
Website	http://yarrow.sd33.bc.ca
Principal	Charlotte DeBruyn
Address	4595 Wilson Rd. Chilliwack, BC, Canada V2R 5C4
Phone Number	604.823.4408
Student Enrollment (2016/17)	309
Enrollment Capacity	348
Grades/Populations	K-6

Instructional Factors

Number Classrooms	18 (Report 13 with 3 available)
Number Resource Classrooms	5 (including PAC and parent rooms)
Personalized Space – Students	None
Portable Classrooms	No
Personalized Space – Teachers	None
Teacher Prep Space	Photocopy room adjacent to staff room; otherwise classroom
Library/Multi-Purpose Room	Multipurpose room adjacent to drama room. Library near to front entrance.
Technology Usage	Microphones throughout building. 2 pc carts; 2 iPad carts
Student Washrooms	Lower floor and in Ks

Summary

Yarrow Community School is a mid-sized neighbourhood school serving students in the community of Yarrow in Southwest Chilliwack who currently feed into Vedder Middle and Sardis Secondary Schools. The school was built in 2012. The facility appears well-maintained and functionally utilized.

“Yarrow Community School is located in the Fraser Valley - halfway between Abbotsford and Chilliwack. We are part of the Chilliwack School District and teach students from Kindergarten to grade 6. We also house a vibrant Community School Program that includes before and after school care, 3 and 4 year old pre-school, and 30 month - 5 year old daycare.”

School Strengths

- Garden program (each grade has a designated plot of land)
- Great gym and multi-purpose room with garage doors to outdoor setting
- Community access to school facilities
- Modern design and facility amenities

School Challenges

- Bathrooms are on lower floor
- Limited space for collaboration
- Traditional delivery of instruction

Capacity to Increase Enrollment

There is limited capacity to increase enrolment as the school is approaching capacity.

Capacity for another Grade Reconfiguration

The grade configuration would offer some relief and keep the school well utilized.

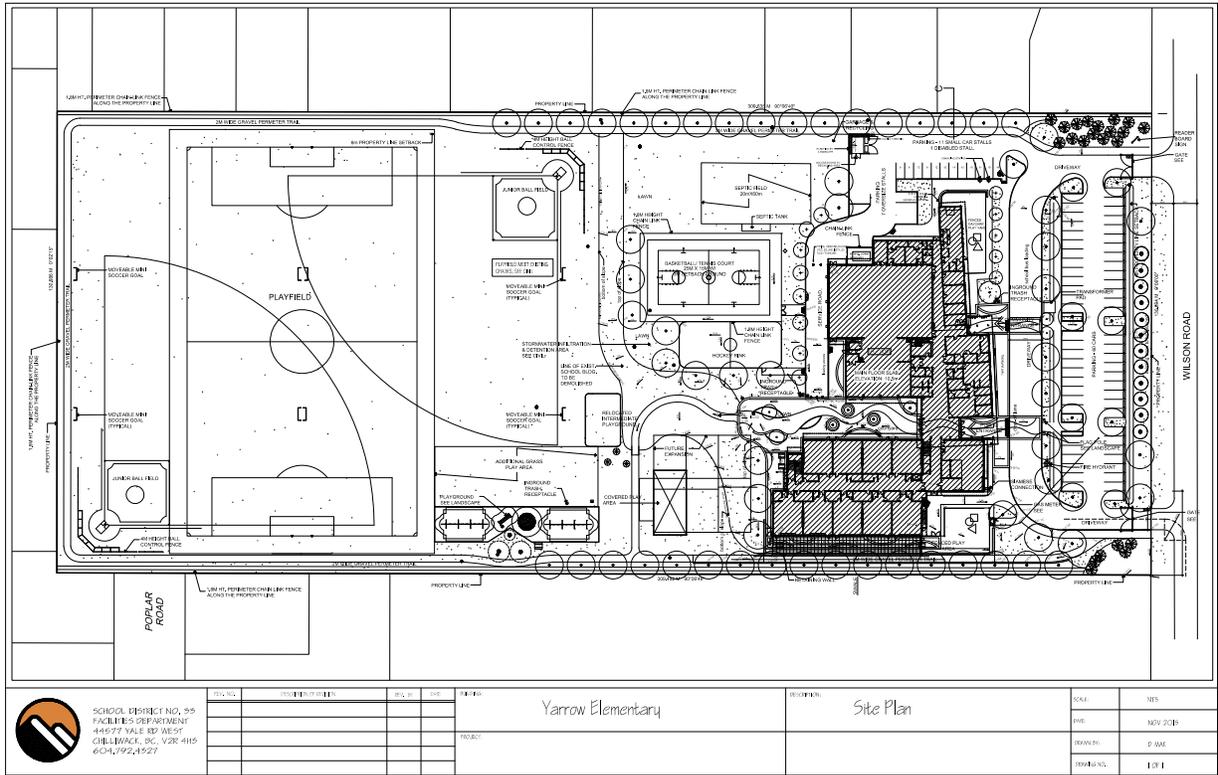
Capacity to Host Community and Outside Agencies

Yarrow Elementary currently hosts daycare, after school care and preschool programs

Capacity for Outdoor Learning Spaces

The school boast a successful Garden Program as well as functional play space.

Yarrow Community Elementary School



SCHOOL DISTRICT NO. 35
 FACILITIES DEPARTMENT
 48577 VALE RD WEST
 CHILLIWACK, BC, V2R 4H5
 604.792.4927

NO.	DESCRIPTION	DATE	BY

Yarrow Elementary

Site Plan

NO.	DESCRIPTION	DATE

Yarrow Community Elementary School





Middle Schools

General School Information

School Name	A.D. Rundle Middle (Built 1964)
Website	http://adr.sd33.bc.ca
Principal	Scott Wallace
Address	45660 Hocking Ave. Chilliwack, BC, Canada V2P 1B3
Phone Number	604.792.4257
Student Enrollment (2016/17)	320
Enrollment Capacity	450
Grades/Populations	7-9

Instructional Factors

Number Classrooms	13 plus specialized rooms for textiles; foods lab, art, computer labs, music/band, black box theater. A separate building houses the wood and metal shops.
Number Resource Classrooms	Resources, special education, aboriginal education
Personalized Space – Students	Limited
Portable Classrooms	2
Personalized Space – Teachers	Primarily in teacher classroom
Teacher Prep Space	Dedicated teacher prep and storage area
Library/Multi-Purpose Room	Library. Multipurpose room/gymnasium
Technology Usage	Computer labs; laptop cart; Some classrooms have a couple of desktops
Student Washrooms	2 sets. One set near to the foods lab. One set near to classroom 105.

Summary

A.D. Rundle is a small-sized neighbourhood school serving students in Northwest Chilliwack who currently feed into Chilliwack Secondary School. The school was built in 1964 with the last additional space added in 2001. The facility appears well-maintained and under-utilized.

A.D. Rundle Middle School sits just inside a small sub-division to the north of the TransCanada Highway and to the west of Yale Road, where Hocking Drive converges with McIntosh Drive. Hocking Drive is the only access point into the subdivision. Built in 1966, the school has spaces for specialty programming (e.g., wood and metal shops, art, theater, textiles, and food). The school boasts wide hallways and sufficient space in which to provide personalized support for students. Unlike many schools in the district, A.D. Rundle has not turned the hallways into instructional spaces. While many of the classrooms were furnished with a hodgepodge of available desks, tables, and chairs, some teachers are experimenting with alternatives, including standing desks, exercise balls, yoga mats, throw rugs, and beanbag chairs.

School Strengths

- Sufficient space for current enrollment
- Spaces for school, district and community support workers
- Diversity of specialized space for foods, textiles, metal, and wood
- Student artwork throughput building
- Seating areas in hallways
- Skateboard and scooter racks

School Challenges

- Lack of natural light in the hallways
- Wood and metal shops in a separate building
- Small partner's room
- Small work spaces for teachers

Capacity to Increase Enrollment

There is capacity to increase enrollment.

Capacity for another Grade Reconfiguration

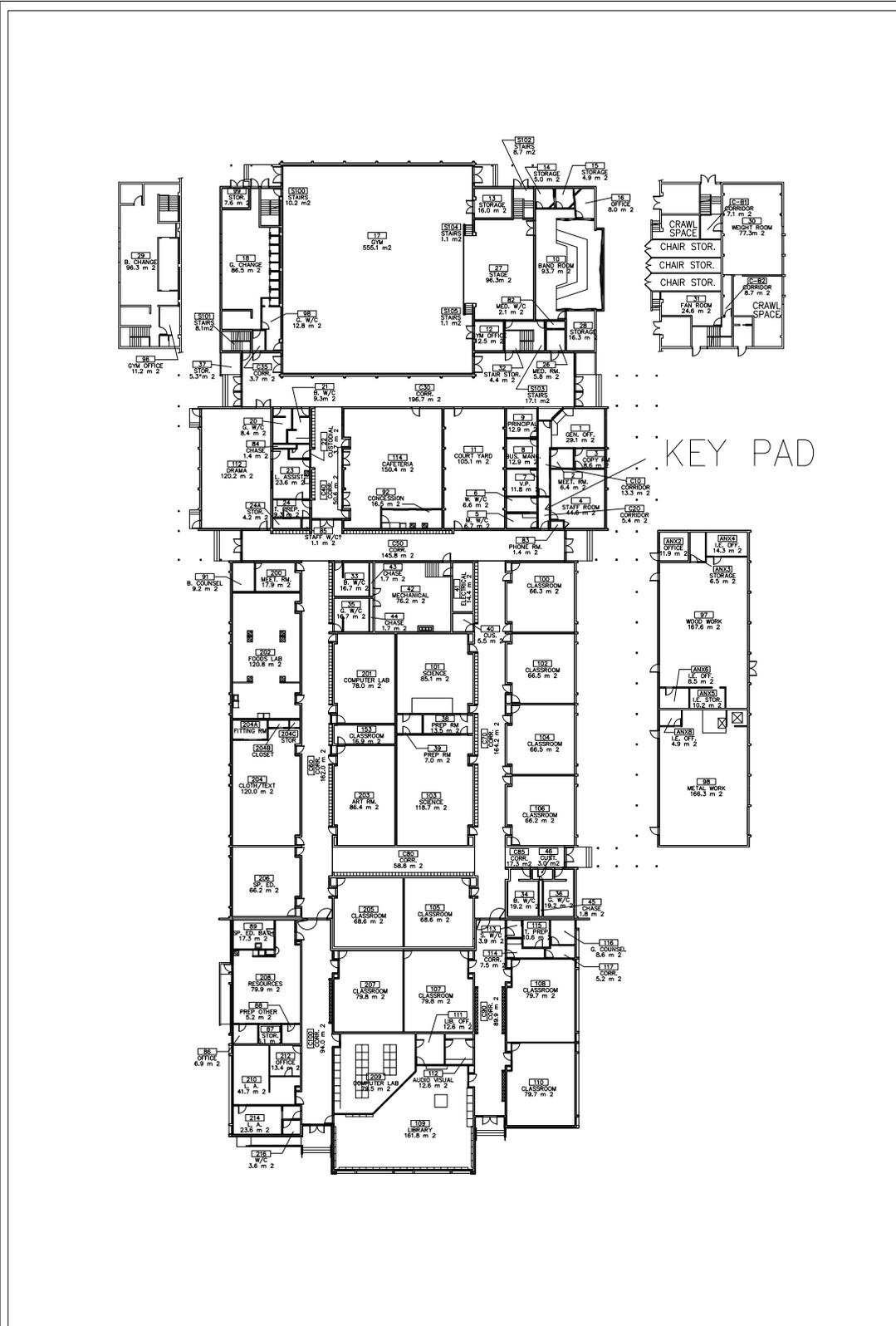
The school can accommodate both elementary and middle grade configurations. The location of the metal and wood shops may make it well suited for a middle school.

Capacity to Host Community and Outside Agencies

Limited in current allotted space, potential in other areas in the school.

Capacity for Outdoor Learning Spaces

A.D. Rundle Middle offers "Outdoor Education" program that takes students to various remote sites off campus. In addition, the school sits on the edge of a large park and green space maintained by the City. The school doesn't have a playground.







General School Information

School Name	Chilliwack Middle (Built 1948)
Website	http://cms.sd33.bc.ca
Principal	Paula Gosal
Address	46354 Yale Rd. Chilliwack, BC, Canada V2P 2R1
Phone Number	604.795.5781
Student Enrollment (2016/17)	557
Enrollment Capacity	525
Grades/Populations	7-9

Instructional Factors

Number Classrooms	Upper level: 11 classrooms; 3 science labs; 1 textile lab (currently the Aboriginal Education space); 1 food lab. Main level: 2 classrooms; art room; theater (raised instructional space); wood, manufacturing; wood shop; metal workshop; darkroom; computer labs. Large and small gymnasiums.
Number Resource Classrooms	Space for learning assistance, counseling and conferencing exist on the main floor.
Personalized Space – Students	Limited
Portable Classrooms	1-storage; 1-clothing; 1- weight room; 1- maker space
Personalized Space – Teachers	Limited. Primarily in their classrooms or makeshift storage.
Teacher Prep Space	Upper level
Library/Multi-Purpose Room	Large library. Multipurpose space is oddly shaped and angled.
Technology Usage	Some smartboards; computer labs (x2); carts
Student Washrooms	Upper level; (Unsure about bathrooms on main floor)

Summary

Chilliwack Middle School is a mid-sized neighbourhood school serving students in downtown Chilliwack who currently feed into Chilliwack Secondary School. The school was built in 1948 with the last additional space added in 1996. The facility appears well-maintained and exceeds enrollment capacity.

Chilliwack Middle School is on the north side of town directly across the street and to the east of Chilliwack Secondary School. Although the school sits on the edge of a city park and has access to the fields, it has a very urban feel to it with limited green space in which students can go. The school's wide hallways, classroom sizes and configurations masked that the school is over capacity.

School Strengths

- Specialty rooms
- Theater (opens to multipurpose room)
- Size of science labs
- Wood and metal shops

School Challenges

- Urban environment
- Oddly shaped and configured multi-purpose room.
- Lack of collaboration space (using a portable for maker space)
- Portables on site that are being used for non-instructional purposes.

Capacity to Increase Enrollment

Limited. The school is currently over capacity.

Capacity for another Grade Reconfiguration

Chilliwack Middle can be configured to accommodate upper elementary or middle school. A shift to 6 – 9 would create scheduling challenges for the specialty spaces.

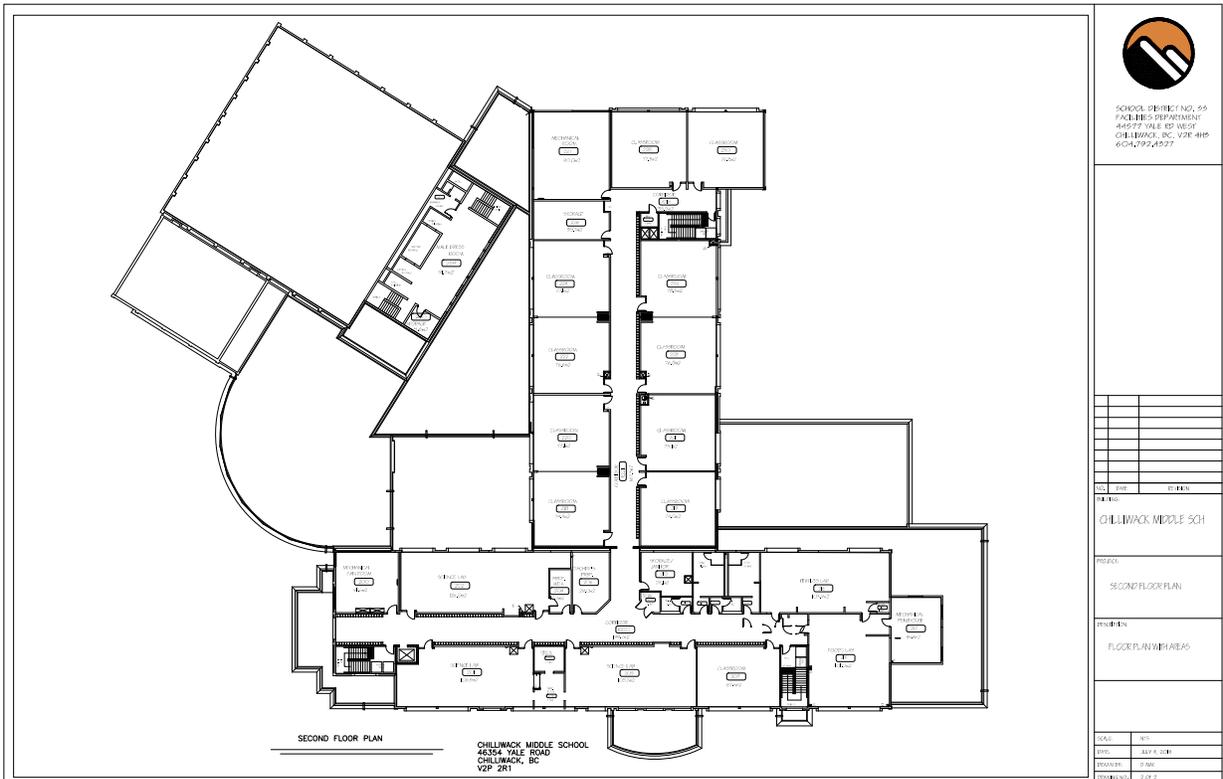
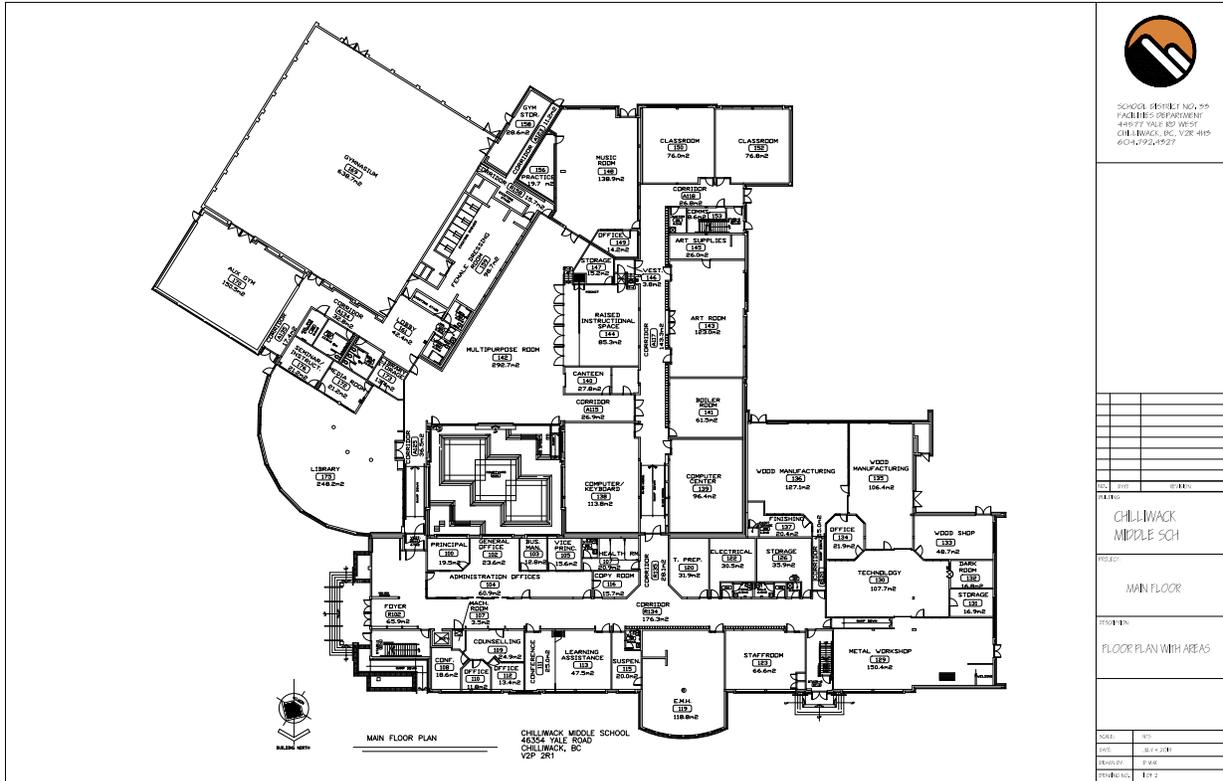
Capacity to Host Community and Outside Agencies

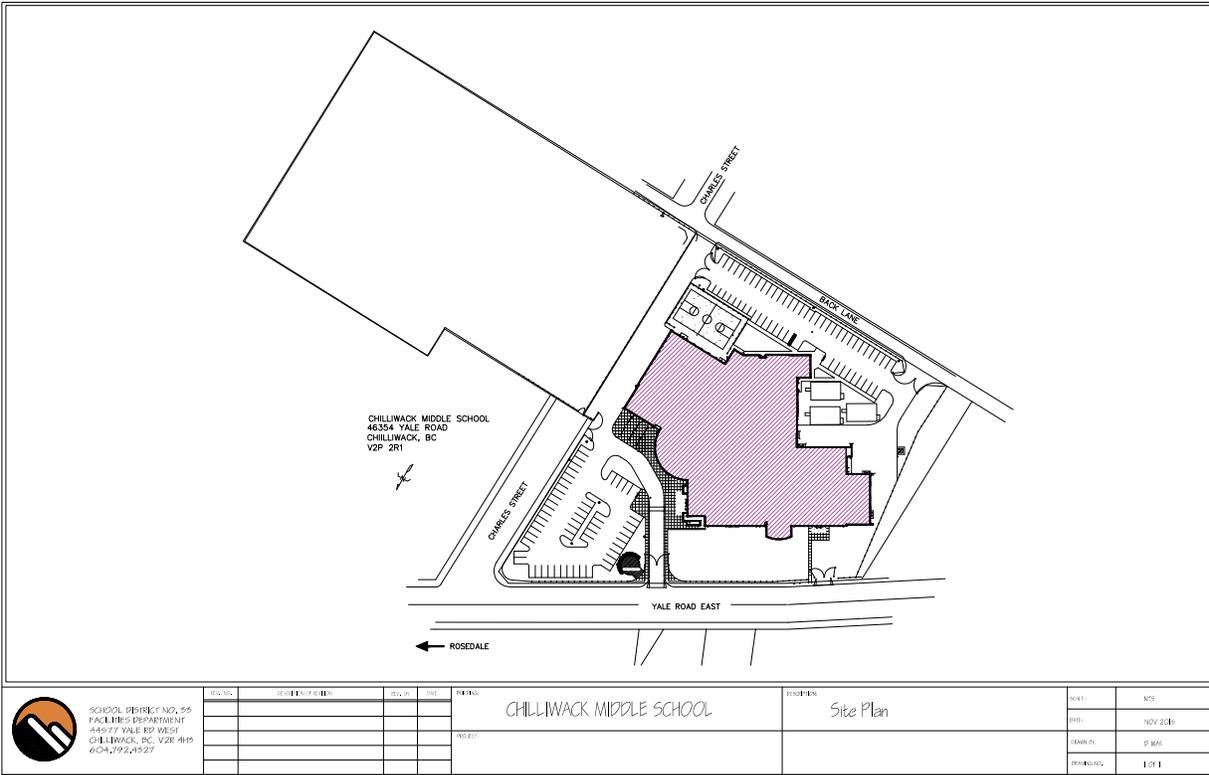
Limited to none as enrollment exceeds capacity.

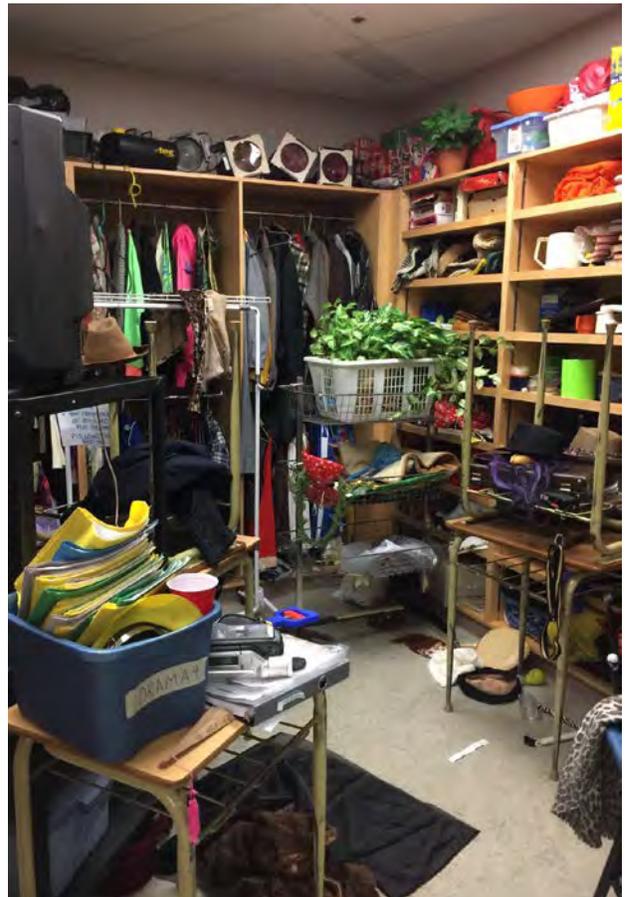
Capacity for Outdoor Learning Spaces

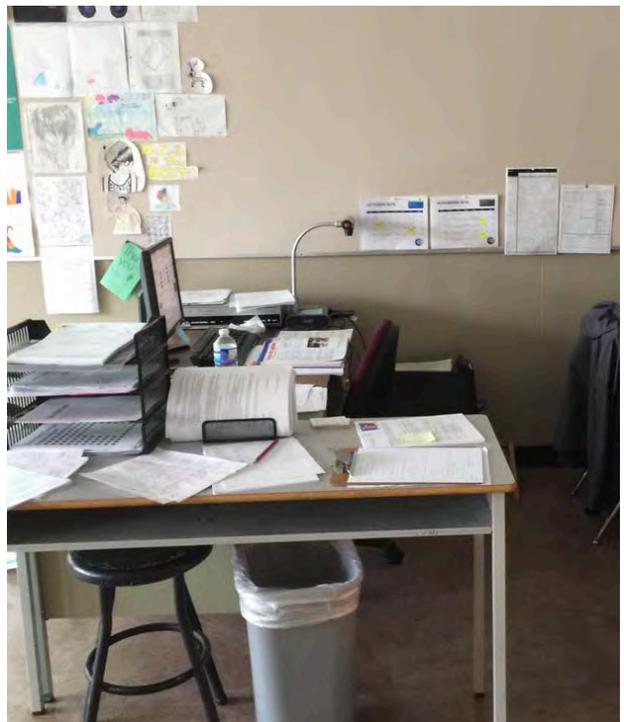
A green space (field) is shared with the City, but needs tending to daily to keep clean of rubbish.

Chilliwack Middle School









General School Information

School Name	G.W. Graham Middle-Secondary (Built 2006)
Website	http://gwq.sd33.bc.ca
Principal	Helen Plummer
Address	45955 Thomas Rd. Chilliwack, BC, Canada V2R 0B5
Phone Number	604.847.0772
Student Enrollment (2016/17)	1045
Enrollment Capacity	900
Grades/Populations	7 - 12

Instructional Factors

Number Classrooms	26 classrooms divided between main and second floor Main Floor: Music and practice theater; metal; construction; home economics; art; technology; multi-purpose room; foods; special education; Aboriginal Education; ESL; Library; Gym and small gym. Upper floor: Practice studio for music; weight room; drama room (attached to theater below); 20 classrooms (including specialized science rooms).
Number Resource Classrooms	
Personalized Space – Students	Students have limited personal spaces.
Portable Classrooms	3 with space for more
Personalized Space – Teachers	There are many offices and small spaces that go unused due to size and usability. Personal space is limited to spaces in the classroom.
Teacher Prep Space	Within classroom.
Library/Multi-Purpose Room	Large library on lower level. A separate multi-purpose room is in the center corridor of the building
Technology Usage	Computer lab
Student Washrooms	A single set of men and women water closets are located on each floor.

Summary

G. W. Graham is a large-sized area secondary school serving students in southeast Chilliwack. The school was built in 2006. The facility appears well-maintained and over-utilized.

G.W. Graham is just east of Vedder Road in a quiet neighborhood surrounded by single family subdivisions. In addition to the full array of academic and career oriented curriculum enabled in a school facility, the school offers a program in Lodging Management, an array of athletics programs which access the indoor and outdoor athletic facilities. The football team makes use of one of the portables for a makeshift storage and medical room. The school also boasts an outdoor garden.

School Strengths

- Music and theater facilities
- Dedicated room for middle school band
- Space is well used as a combined middle and high school

School Challenges

- Small spaces that don't lend themselves for instructional use i.e. small offices along the central corridor of the upper level as well as small alcoves along the hallways
- Large music practice room over the primary music room lacks a way for a teacher to monitor the activities in the room
- No auto shop.

Capacity to Increase Enrollment

There is room for additional portables. In addition, the site plan indicates that there is room for an addition on one side of the building.

Capacity for another Grade Reconfiguration

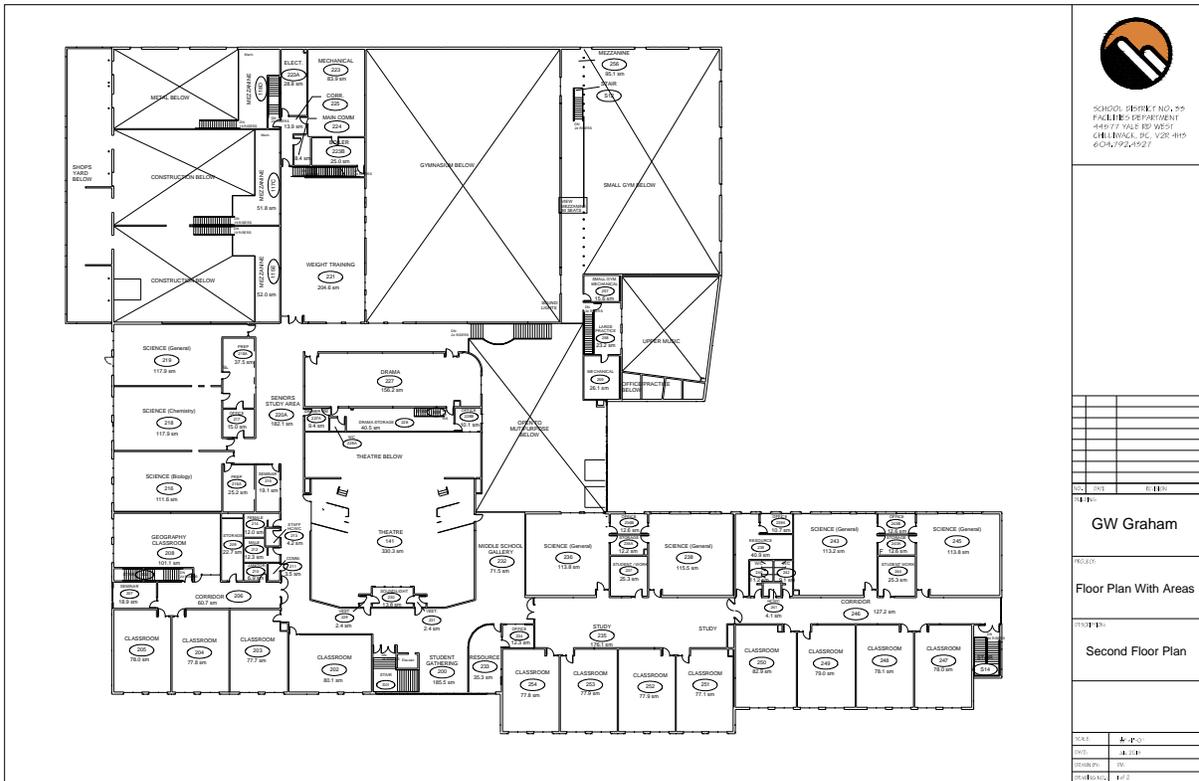
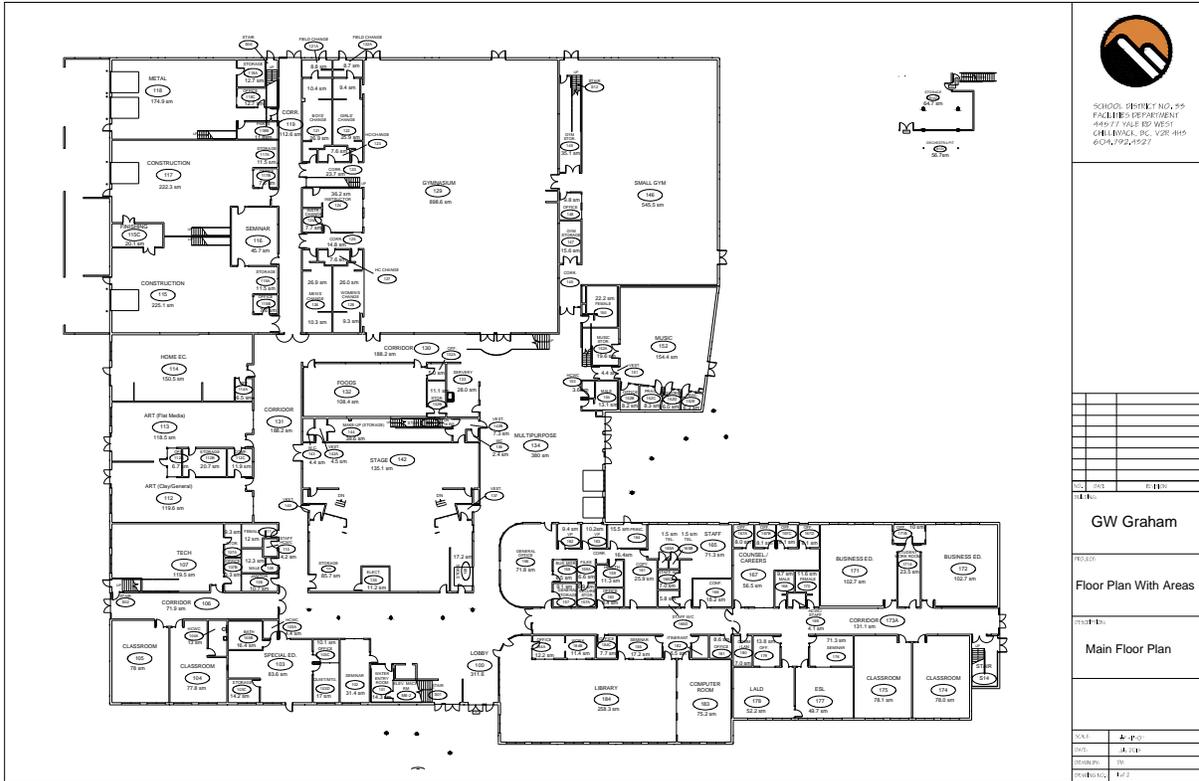
The school is ideally suited as a secondary or middle school.

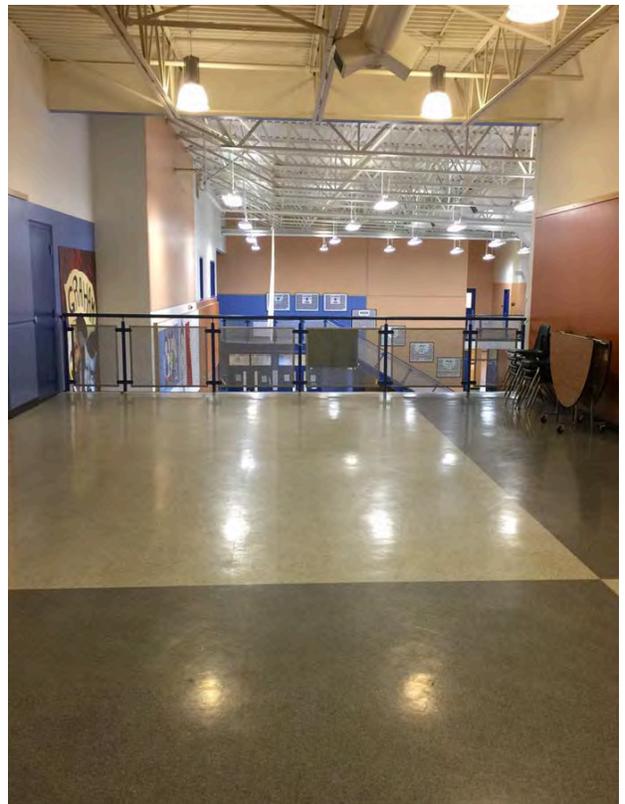
Capacity to Host Community and Outside Agencies

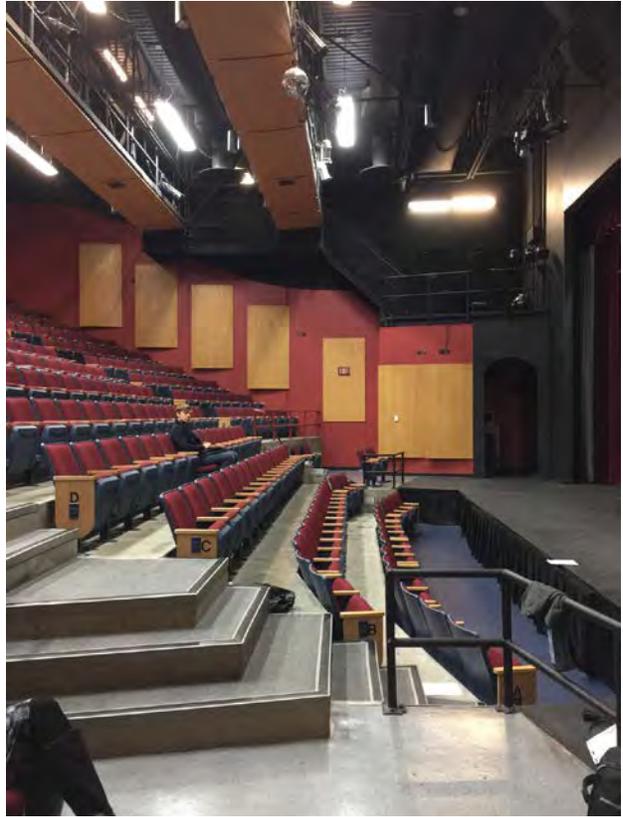
Due to the enrolment exceeding capacity there is limited to no space for community and outside agencies.

Capacity for Outdoor Learning Spaces

The school boasts large athletic fields and open space on one side of the building. There is a small garden and there are opportunities to explore outdoors beyond the property of the school.







General School Information

School Name	Mt. Slesse Middle (Built 1996)
Website	http://msms.sd33.bc.ca
Principal	Todd McLean
Address	5871 Tyson Rd. Chilliwack, BC, Canada V2R 3N9
Phone Number	604.824.7481
Student Enrollment (2016/17)	598
Enrollment Capacity	650
Grades/Populations	7-9

Instructional Factors

Number Classrooms	18 classes divided among three separate pods
Number Resource Classrooms	Learning assistant space in each pod; science lab (3) in pod; computer lab in each pod; art; textiles; food; music
Personalized Space – Students	No
Portable Classrooms	No
Personalized Space – Teachers	No
Teacher Prep Space	Some prep areas.
Library/Multi-Purpose Room	Library has an interesting storage space at its center. Multipurpose room
Technology Usage	Computer lab adjacent to library. PC cart?
Student Washrooms	Set of bathrooms on main floor and upper floor

Summary

Mt. Slesse is a large-sized neighbourhood school serving students in southwest Chilliwack who currently feed into Sardis Secondary School. The school was built in 1996. The facility appears well-maintained and under-utilized.

The design of the school was meant to serve the needs of middle grades in which cross-disciplinary teams are grouped together to serve a grade of students. As the school serves 3 grades, there are 3 pods that are identical in their design.

The following description is from the school's website:

Mount Slesse was designed and constructed in 1996, built according to the Middle School Philosophy. In October 1995, the principal was hired and immediately began the process of research, visitations and readings so that a personal vision could be established.

In December 1995, the vice principal was hired, the six team leaders being hired during January 1996. The idea of team building continued with the hiring of 36 full time teachers, 3 secretaries, 5 noon hour supervisors, 3 custodians and a business manager.

Parents were encouraged to become involved at a very early stage in the development of the school. From January - March 1996, parents from the surrounding elementary schools were informed about the Middle School philosophy and meetings were held to establish priorities for "their" school. On March 6, 1996 the first Parent Advisory Committee was held to begin working on the Mission Statement.

Students were also involved from the beginning. Each class was asked to select school colours, a school name and a school mascot. In the end, a timber wolf was the most popular choice and the school colours chosen were silver, black and teal.

School Strengths

- Pod design for middle school
- Applied art, food, textiles, and industrial education
- Gym
- Small gym serves as a place for yoga

School Challenges

- Small gym is oddly shaped
- Pods are loud
- Library arrangement (little storage/house) in the middle makes line of sight a problem from many angles in the space.
- Curved exterior walls in small gym, main office, library produce oddly shaped rooms.

Capacity to Increase Enrollment

There is limited space for additional students as the enrolment is approaching capacity.

Capacity for another Grade Reconfiguration

The school was designed as a middle school and is ideally used as a middle school. It wouldn't be appropriate for elementary grades and lacks the fields to serve as a secondary school.

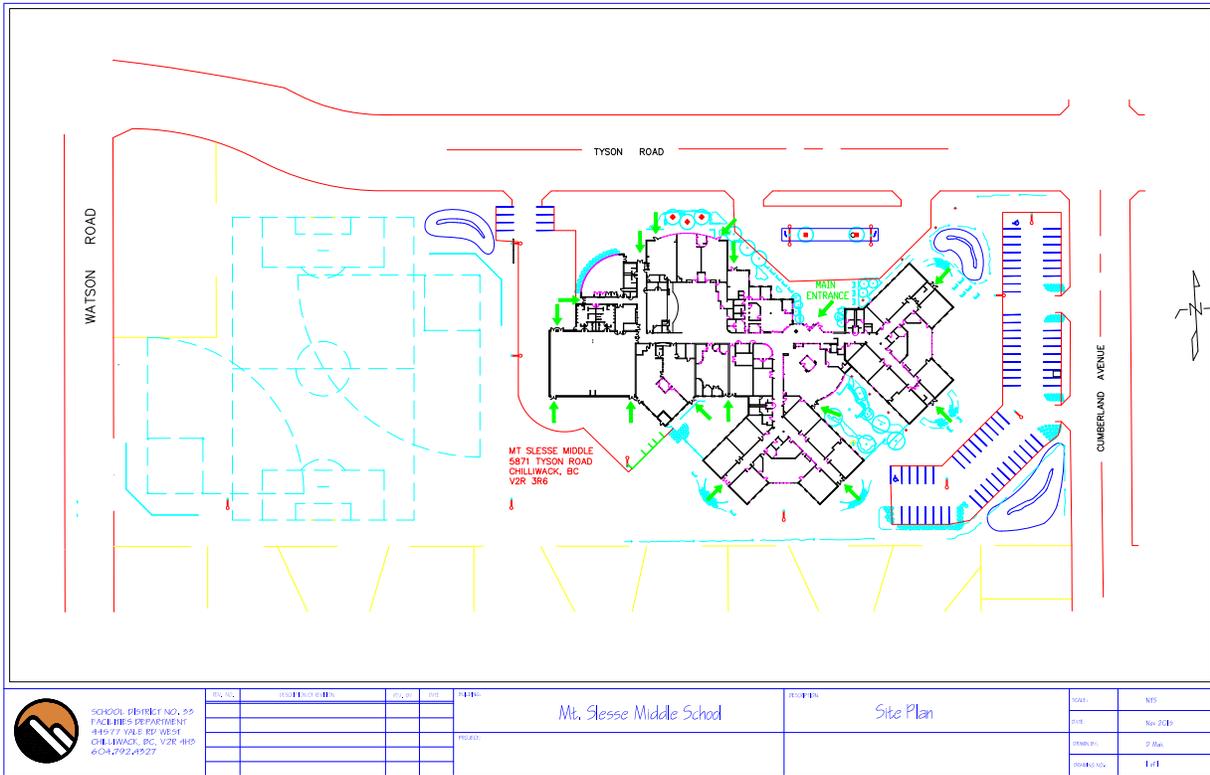
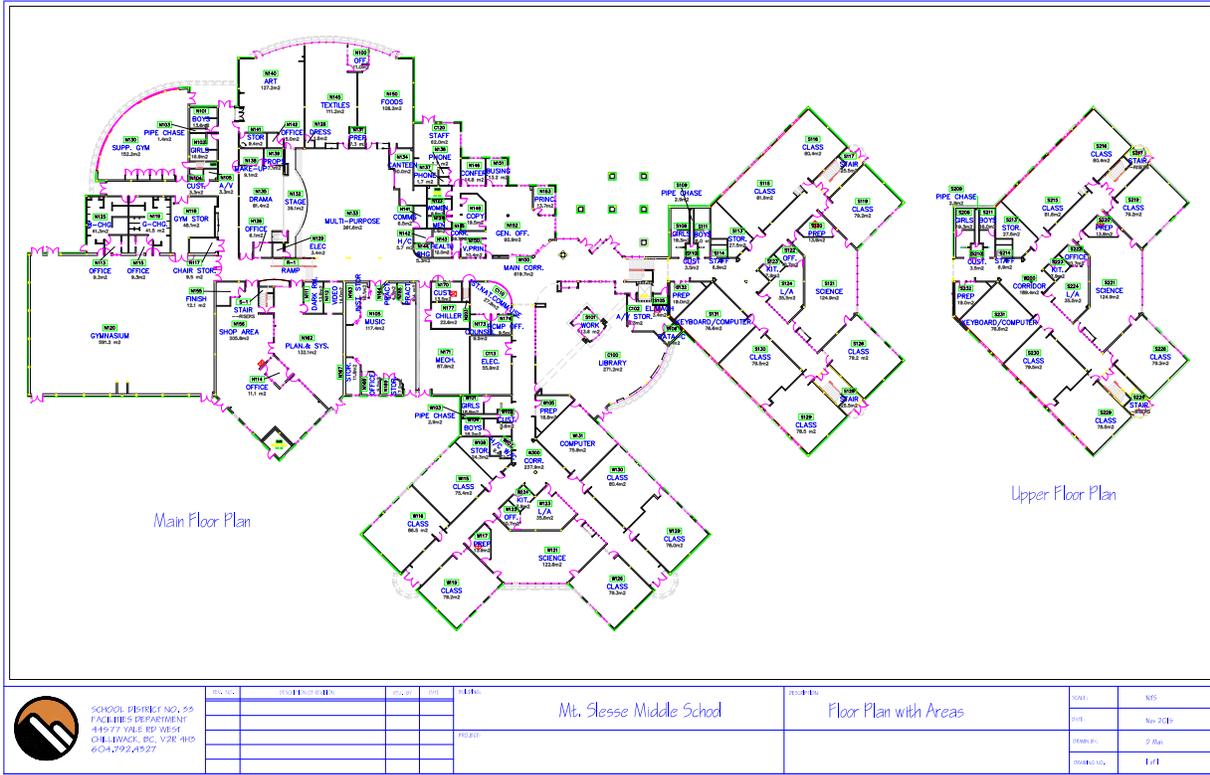
Capacity to Host Community and Outside Agencies

Enrolment is approaching capacity thus capacity to host community and outside agencies is limited.

Capacity for Outdoor Learning Spaces

There is ample space in which students can work outdoors.

Mt. Slesse Middle School







General School Information

School Name	Vedder Middle School (Built 1973)
Website	http://vms.sd33.bc.ca/
Principal	Greg See
Address	45560 S. Sumas Rd. Chilliwack, BC, Canada V2R 1S3
Phone Number	604.858.7141
Student Enrollment (2016/17)	603
Enrollment Capacity	600
Grades/Populations	7-9

Instructional Factors

Number Classrooms	25 (inclusive of science labs)
Number Resource Classrooms	3; technology; wood; metal; textiles; music room; drama
Personalized Space – Students	Limited
Portable Classrooms	No
Personalized Space – Teachers	Classroom space
Teacher Prep Space	Classroom space
Library/Multi-Purpose Room	Large library at the center of the building; multipurpose room is also the auditorium for performances from the drama stage
Technology Usage	3 computer labs, no carts
Student Washrooms	2 sets

Summary

Vedder Middle is a large-sized neighbourhood school serving students in southeast Chilliwack who currently feed into Sardis Secondary School. Growth is coming from within catchment area. Originally built as a grade 8-10 school in 1973; it was last updated in 1997 with additional space added. The facility appears well-maintained and at capacity. Classrooms are very traditional and many feel congested in their use and arrangement of furniture.

The following description is from the school's website:

Vedder Middle School is a community of lifelong learners, who participate and strive for excellence in a safe and caring environment. We try to provide a variety of classroom and extracurricular activities and appropriate challenges to all our students in the pursuit of success and personal excellence.

School Strengths

- Music room
- Multipurpose space adjacent to drama space (stage)
- Outdoor Education Academy
- Courtyards
- Aboriginal Education
- Shops

School Challenges

- Room sizes
- Lacks space to put newly required health class
- Many rooms without windows

- Science labs need proper fume hoods for ventilation
- Additional space needed for OEA equipment

Capacity to Increase Enrollment

Enrolment is at capacity thus all classroom space is utilized.

Capacity for another Grade Reconfiguration

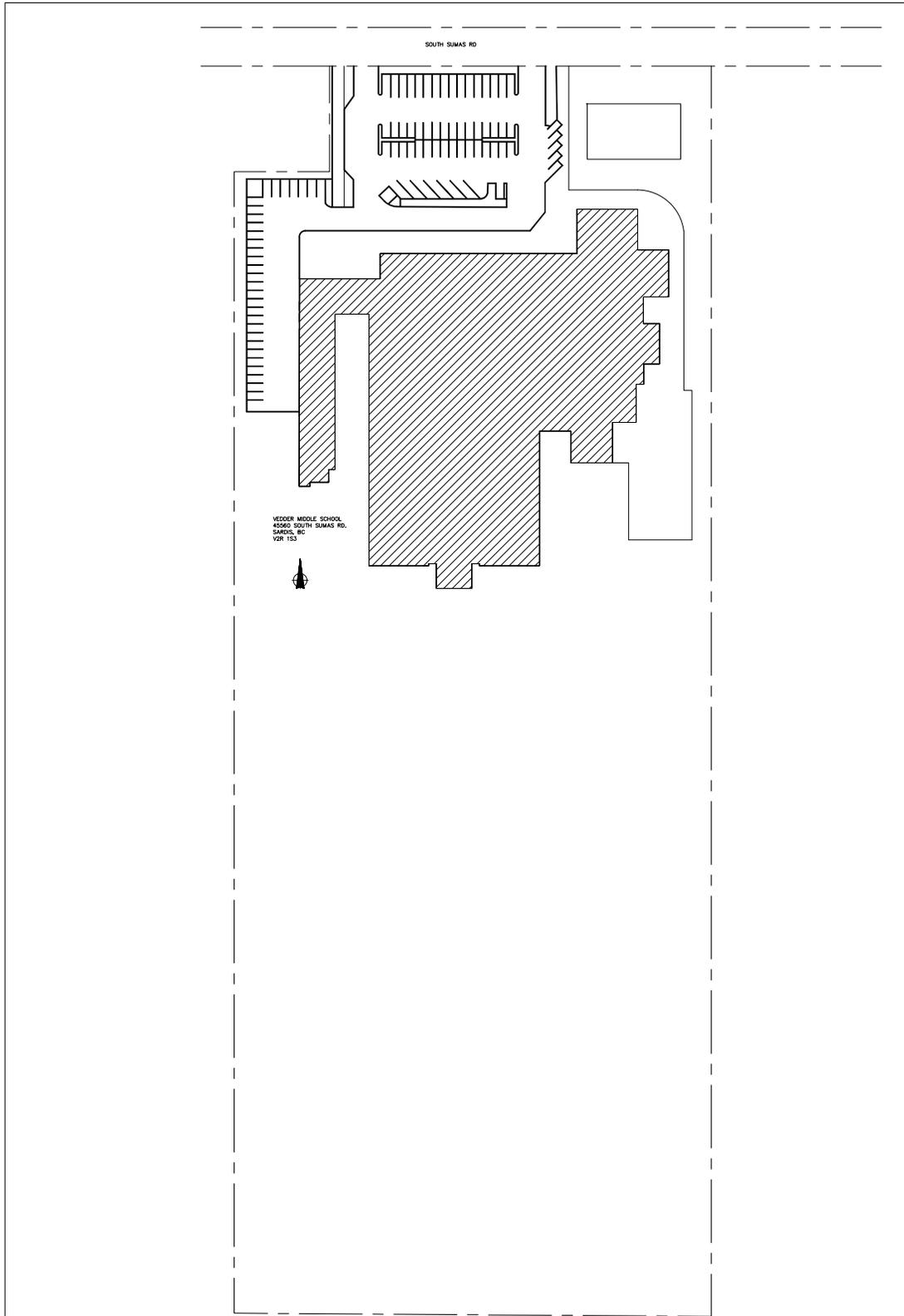
The building has the physical space to offer the diversity of classrooms required of middle or secondary school.

Capacity to Host Community and Outside Agencies

Enrolment is at capacity thus there is limited to no capacity to host community and outside agencies.

Capacity for Outdoor Learning Spaces

The school boasts that it is home to the Outdoor Education Academy.



 SCHOOL DISTRICT NO. 25 FACILITIES DEPARTMENT 4807 YALE ST WEST CHELSEA, BC, V2R 4H5 604.792.4027	DATE	BY	PROJECT	SCALE	REV
			VEDDER MIDDLE SCHOOL	Site Plan	





Secondary Schools

General School Information

School Name	Chilliwack Secondary (Built 2013)
Website	http://css.sd33.bc.ca
Principal	David Manuel
Address	46363 Yale Rd. Chilliwack, BC, Canada V2P 2P8
Phone Number	604.795.7295
Student Enrollment (2016/17)	1125
Enrollment Capacity	1200
Grades/Populations	10-12

Instructional Factors

Number Classrooms	33 (excludes space currently allocated to NLC)
Number Resource Classrooms	Specialized rooms in art, performing art, culinary arts, TV/audio production, cosmetology, wood, auto, and medal shops, as well as specialized rooms
Personalized Space – Students	Within the hallways, there are gathering areas, but not necessarily a space personalized by students
Portable Classrooms	0
Personalized Space – Teachers	Classroom
Teacher Prep Space	There are several teacher prep areas, but most teachers utilize classroom space
Library/Multi-Purpose Room	Large
Technology Usage	Carts and labs for specialized usage
Student Washrooms	There is a set of water closets on each of the three floors

Summary

Chilliwack Secondary School was newly rebuilt in 2013 that is at enrolment capacity. The space between the main road and the front of the building includes a traffic circle to allow for easy drop off and pick up as well as several small parking lots. The NLC spaces are used to house community agencies, several classrooms, and a large hall (Alumni Hall).

The main floor of the high school includes many of the specialized programs in the high school (e.g., culinary arts, cosmetology, music, performing and fine arts, wood, auto, and metal shops, a large and small gym, and many offices. There is one set of washrooms for students in the school area and another set in the NLC. Even on a gloomy day, the main floor is flooded with natural light streaming in from the front and back. The high ceilings bring together a mixture of materials to create an open space. It is a fusion of glass, metal, and natural wood. Wide spaces on the main floor house a variety of seating areas for students to sit at high tops, on cafeteria style benches, and on couches. Similar seating can be found on the second and third floors as well. The variety and placement of the seating is designed to create different studying and collaboration opportunities for the students. The upper levels of the building house the academic classrooms and arranged around departments (e.g., science labs are together).

School Strengths

- Design and diversity of programs
- Facility makes it possible to offer a rich array of courses and learning experiences
- Trades, technology, and arts labs
- Open spaces allow students to meet and study in different areas of the building
- Maker space/design thinking space is missing, but there are considerations of how to make such space possible.

School Challenges

- Hard to imagine that a school in the condition of CSS would have many challenges
- As the school grows, some of the specialty rooms will be over taxed
- A few instructional classrooms separated and located on the other side of community rooms (versus aligned next to other school classrooms)
- Scheduling courses in such a way to maximize the use of space and still provide a base for teachers
- Demands on the specialty spaces

Capacity to Increase Enrollment

Through creative allocation of space there could be capacity to increase enrollment. The principal estimates a reconfiguration would result in the need for 14 new classrooms.

Capacity for another Grade Reconfiguration

The school can handle the addition of grade 9 students, but will need to determine creative ways in which to provide access to specialized classes.

Capacity to Host Community and Outside Agencies

Currently, the NLC represents the largest housing of outside agencies in the district. The growth and reconfiguring of the school will limit the addition of more agencies. When the private childcare agency departed recently, the school has made use of the space for students needing more quiet space.

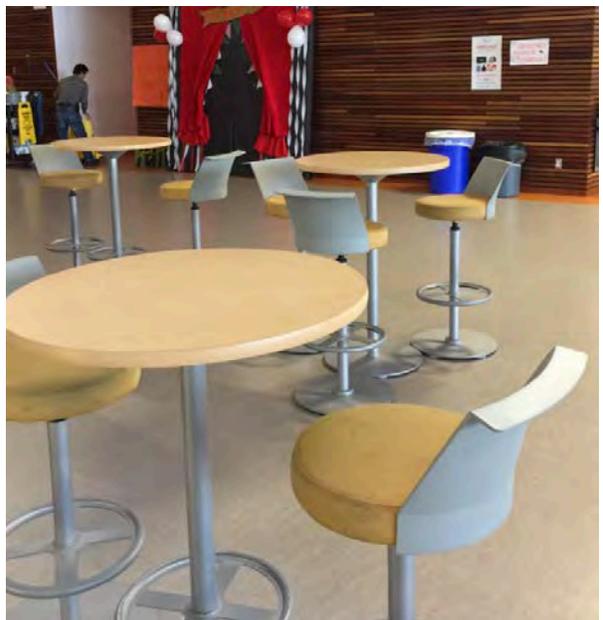
Capacity for Outdoor Learning Spaces

Within the context of the school property, there are some limitations. Still, the back of the building opens with large garage doors and creates a seamless connection between the main floor of the building and the outdoor space.









General School Information

School Name	Sardis Secondary (Built 1995)
Website	http://sss.sd33.bc.ca
Principal	Dan Heisler
Address	45460 Stevenson Rd. Chilliwack, BC, Canada V2R 2Z6
Phone Number	604.858.9424
Student Enrollment (2016/17)	1352
Enrollment Capacity	1200
Grades/Populations	10-12

Instructional Factors

Number Classrooms	31
Number Resource Classrooms	4
Personalized Space – Students	Hallway
Portable Classrooms	6 (primarily host to humanities courses)
Personalized Space – Teachers	Teacher work areas
Teacher Prep Space	Some common planning spaces in joint departmental offices
Library/Multi-Purpose Room	1 library, several multi-purpose rooms and areas
Technology Usage	3 computer labs (2 specialized); computer carts; bring your own device
Student Washrooms	6 in each boys/girls on main floor. Second floor bathroom

Summary

Sardis Secondary School is a large-sized neighbourhood school serving students in southwest Chilliwack. The school was originally built in 1956, and then replaced by a new facility in 1995. In 2002 an addition extended the building on the north east and northwest corners of the building, adding classrooms and a small green space between the two additional wings. The facility appears well-maintained and exceeds enrollment capacity.

The main doors on the east side of the building open to a bright open space. Natural light flows through skylights throughout the building. The wide entrance corridor leads past the main and counseling offices on the right before opening into a broader multi use space around which many of the academic and specialty classrooms and library are anchored. Within the multi-use space, there are tables and chairs for students to work, socialize, and eat. A school store, the Falcon's Nest, sits in the center of the space. To one side of the Falcon's Nest, there is a seating area and a small stage. Specialty classrooms are mostly housed in the south side of the building to the left of the main office and Falcon's Nest. The exceptions are the dance and band rooms, which are in the additional wing at the northeast corner of the building. Beyond the two already identified, specialty rooms currently exist for foods, textiles, art, metal, technology (CAD and graphics), and construction (wood), and automobile.

School Strengths

- Open spaces offer flexibility for students working together, but also limits the ability for quieter work space.
- School has many departmental offices and specialized storage
- Large industrial kitchen for culinary arts, while also serving as the platform for the school lunch program

- Physical education department's creative use of a small gym as a weight room has allowed more students to be served
- Band rooms and dance studio provide a means to offer specialized learning away from the academic classrooms

School Challenges

- Open spaces offer flexibility for students working together, but also limits the ability for quieter work space
- Specialty rooms are too small i.e. wood shops and metal shops are very tight
- Industrial kitchen lacks the walk-in refrigeration and sufficient space for students
- Grade reconfiguration will require examining how best to accommodate specialized classes

Some of the features in the original design have been overlooked or lost their purpose. For example, collaborative teaching space/more open designs (e.g., open space between two art rooms) are viewed as an inconvenience. Similarly, the windows to the hallways from most of the classrooms is covered with artwork, posters, and other papers, thus voiding the benefit of a more open feel and bringing in natural light from skylights.

Capacity to Increase Enrollment

The principal estimates that an additional 7 portables would need to be placed to accommodate the additional 300 students. There is a possibility that a couple of classrooms could be provided the necessary plumbing to convert them to active science labs. As many of the specialty rooms are used throughout the day, alternative approaches would need to be examined to allow for additional sections in these subjects.

Capacity for another Grade Reconfiguration

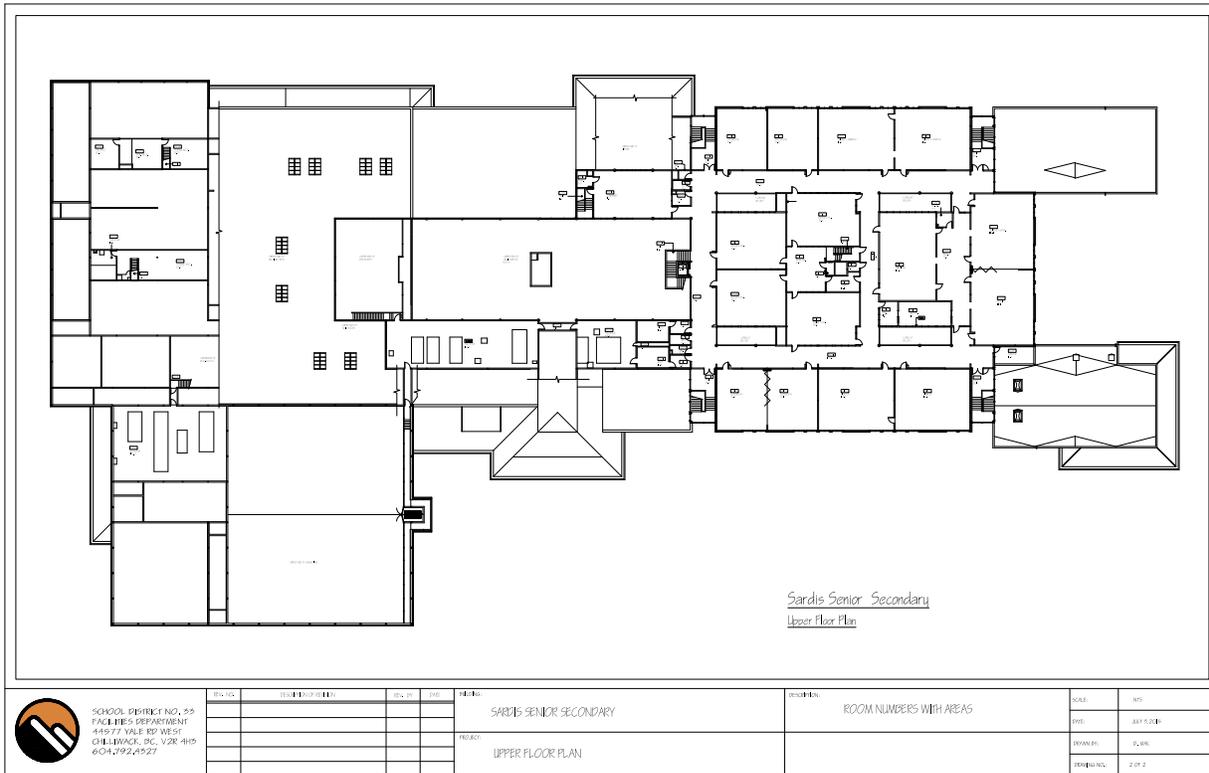
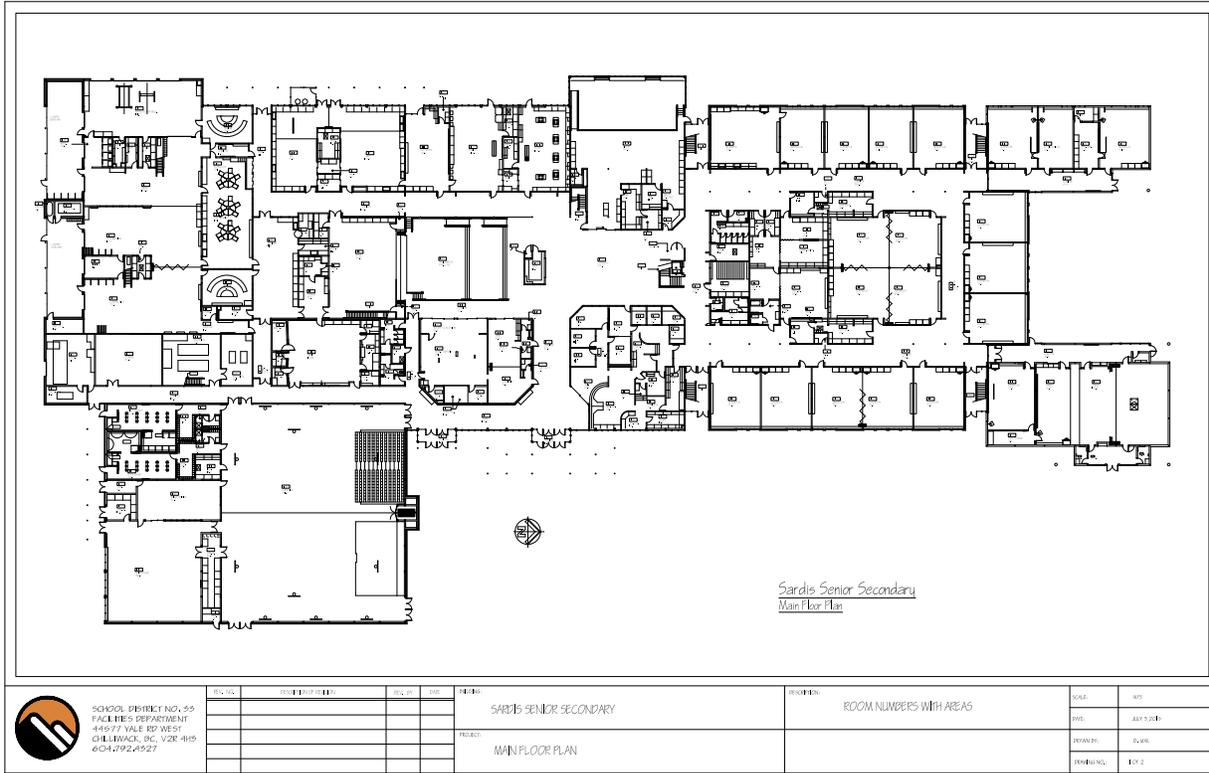
The school administration is currently evaluating the impact of adding another grade. There was a time when the school hosted more students, but at that time one grade was regularly bussed to a site on the nearby Canadian Forces Base that no longer exists for instructional classes.

Capacity to Host Community and Outside Agencies

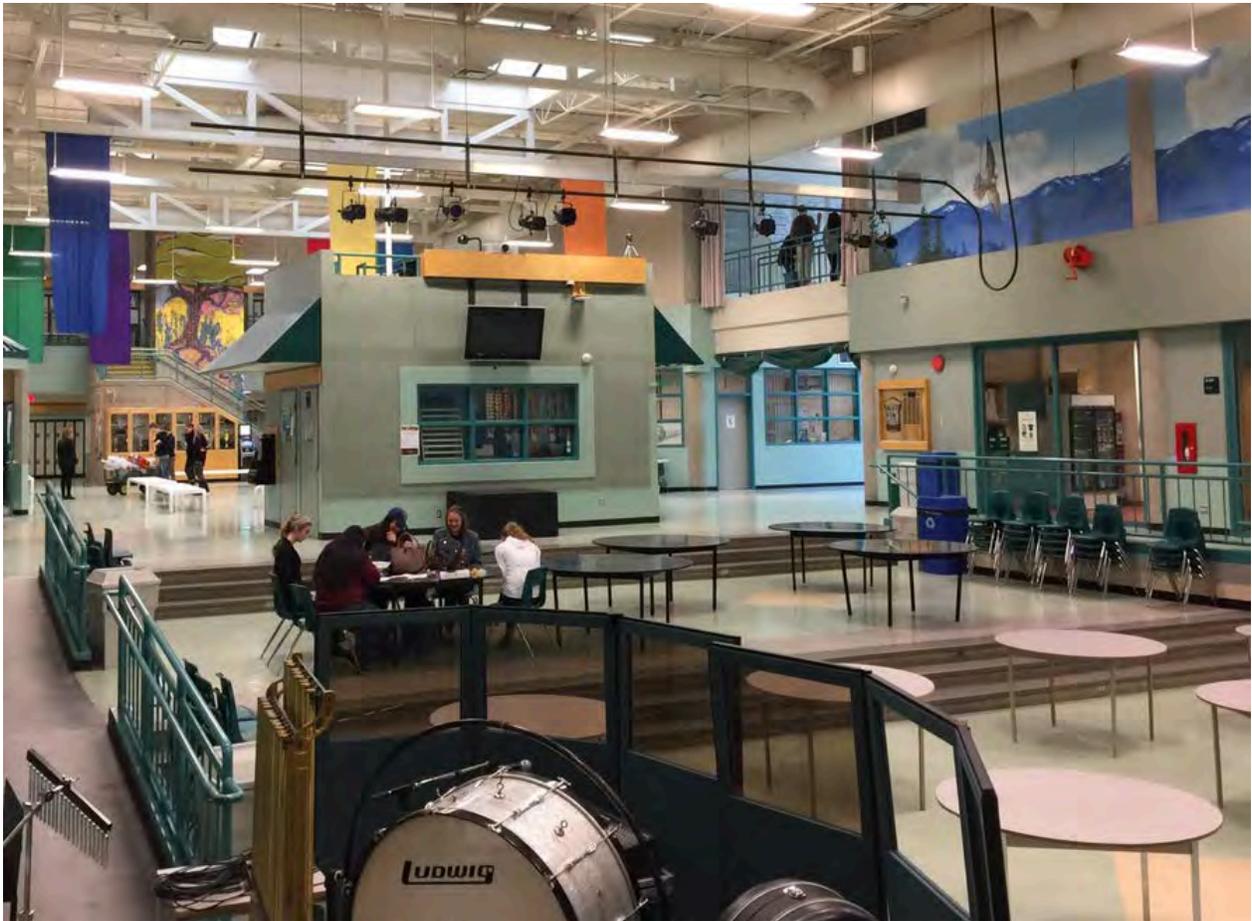
Enrolment capacity is exceeded thus there is limited to no available space to host community or outside agencies.

Capacity for Outdoor Learning Spaces

Limited. Much of the school property is developed and covered by parking lots, sporting fields, storage containers, and portable classrooms.







Alternate Programs

General School Information

School Name	CHANCE Shxwetilthet (Built 1960)
Website	http://chance.sd33.bc.ca
Principal	Chuck Lawson
Address	7780 Prest Road Chilliwack, BC, Canada V2P 6H3382
Phone Number	604.795.9226
Student Enrollment (2016/17)	44
Enrollment Capacity	50
Grades/Populations	12-15 years of age

Instructional Factors

Number Classrooms	0
Number Resource Classrooms	0
Personalized Space – Students	'Blue Room'; Weight Room
Portable Classrooms	4
Personalized Space – Teachers	Combined staffroom-staff workroom; within personal classrooms
Teacher Prep Space	Combined staffroom-staff workroom
Library/Multi-Purpose Room	1 Multi-Purpose Room
Technology Usage	40 iPads, classroom, projector, 1 document camera
Student Washrooms	1 set for students; 1 washroom for staff

Summary

CHANCE Shxwetilthet is an alternation program, with individualized academic and social programs for youth from the ages of 12 to 15 years old. CHANCE serves the City of Chilliwack and surrounding area.

The school is at capacity with all classrooms in use. The facility is well-maintained. The school administration and staff has been very innovative in adapting the facility for practical programing including Life Skills, Bike Shop, YOGA, Culinary Arts, Work Experience, Mindfulness/Mental Health, Expressive and Creative Arts and Technology.

The following description is from the school's website:

What used to be two alternate middle school programs came together in the 2015/2016 school year and become CHANCE Shxwetilthet. CHANCE, which stands for "Chilliwack Has A New Classroom Experience" and Shxwetilthet, which means "A Place of Learning", amalgamated and combined its gifts and talents in reaching out to a very unique student population that have not experienced success in the mainstream school system.

School Strengths

- Improvised learning spaces for Life Skills, Bike Shop, YOGA, Weight Room, Culinary Arts, Work Experience, Mindfulness/Mental Health, Expressive and Creative Arts and Technology
- Potential outdoor play and program space

School Challenges

- Minimal storage rooms – need to improvise
- Classrooms spaces are utilized for practical learning causing safety and custodial challenges
- One set of student washrooms
- One staff washroom
- No gymnasium
- No outdoor play structure
- Extremely small combined staffroom-staff workroom
- Multipurpose room is a bare classroom
- Student safety – proximity to a busy rural road
- Office and itinerant spaces are fully utilized

Capacity to Increase Enrollment

The current building has limited to no capacity to accommodate enrollment increase.

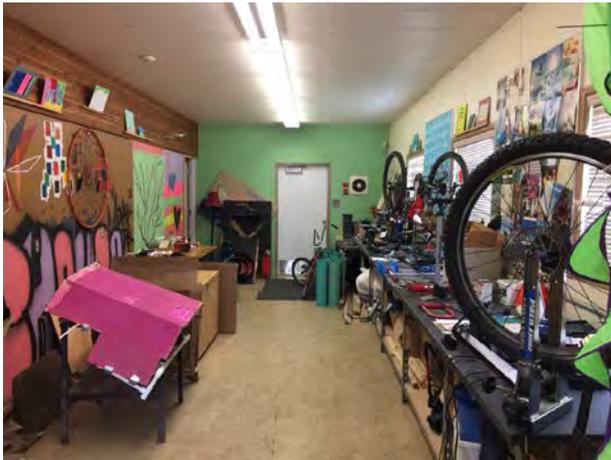
Capacity to Host Community and Outside Agencies

The need for district and community support workers is huge with very limited space for these professionals to work.

Capacity for Outdoor Learning Spaces

The school property has potential for outdoor learning and play spaces in addition to the covered tarmac space, open tarmac space and treed area.





General School Information

School Name	Education Centre (Built 1986)
Website	http://alt.sd33.bc.ca
Principal	Chuck Lawson
Address	8855 Elm Chilliwack, BC, Canada V2P 4Y8
Phone Number	604.792.9277
Student Enrollment (2016/17)	183
Enrollment Capacity	185
Grades/Populations	15-19 years of age (pregnant & parenting youth 15-30 years of age)

Instructional Factors

Number Classrooms	2
Number Resource Classrooms	1
Personalized Space – Students	Weight room; Learning Lounge; Student Services Room
Portable Classrooms	4
Personalized Space – Teachers	Kitchen/Learning Lounge; within personal classrooms
Teacher Prep Space	Hallway photocopiers; within personal classrooms
Library/Multi-Purpose Room	0
Technology Usage	2 lap top carts; 35 iPads; classrooms equipped with projectors and 1 document cameras
Student Washrooms	2 sets (1 set for student/1 set for staff)

Summary

The Education Centre provides individual academic programs for aboriginal youth in a culturally supportive environment. The centre serves the City of Chilliwack and surrounding area. The Education Centre offers three programs. The programs are: Educational Upgrading: Graduation diplomas, skill building, trades & apprenticeship programs for ages 15+. Bridges: Individual education & pre-employment programs leading to graduation or school leaving certificate for ages 15-19. Young Parents: Counseling, parent education programs & academic support for pregnant & parenting youth ages 15-30.

The school is at capacity with all classrooms in use. The facility is well-maintained. The school administration and staff has been very innovative in adapting the facility for practical programming including Outdoor Education, Life Skills, Trades Discovery, Expressive and Creative Arts and Technology.

The following description is from the school's website:

The Education Centre provides a wide variety of programs for supporting students. Our Alternate School programs are for Secondary School students who want a flexible learning environment rich with supports both inside and outside of the classroom. The added supports are beyond what is normally offered in a mainstream school. Our Continuing Education programs provide opportunities for adult students to achieve their adult graduation. Please take your time with exploring our website to gain more of an understanding of our unique school. Make sure you look at the links to our Alternate School programs and the Student Services link in order to see what we have to offer. Look at our recent Newsletter to get a feel of the recent activities at the Education Centre. Please follow us on Twitter to get recent Tweets celebrating student and staff success.

School Strengths

- Improvised learning spaces for Outdoor Education, Life Skills, Trades Discovery, Expressive and Creative Arts and Technology
- Weight Room
- Culinary Arts Kitchen
- 2nd kitchen with laundry facilities
- Learning Lounge

School Challenges

- Minimal storage rooms – need to use a storage bin
- Classrooms spaces are utilized for practical learning causing safety and custodial challenges
- One set of student washrooms
- No gymnasium
- Inadequate space for vulnerable youths
- Office and itinerant spaces are fully utilized

Capacity to Increase Enrollment

The current building has limited to no capacity to accommodate enrollment increase.

Capacity to Host Community and Outside Agencies

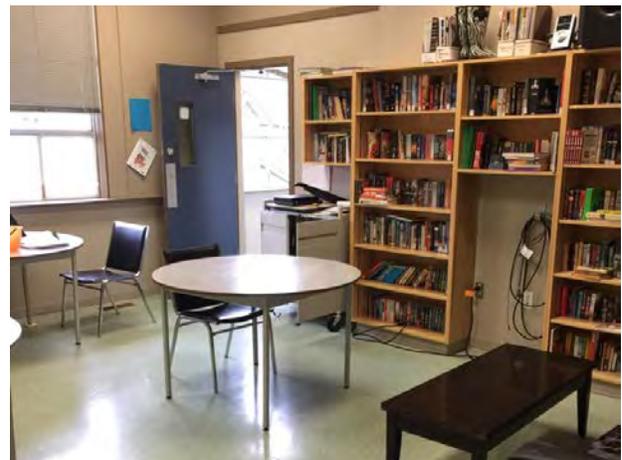
The Education Centre has a number of office and conference spaces for itinerant and permanent district and community support workers.

Capacity for Outdoor Learning Spaces

The Centre Trades Discovery Program has creatively improvised a portion of the outdoor area into a construction worksite complete with a trades building, storage bin and fenced off work area.



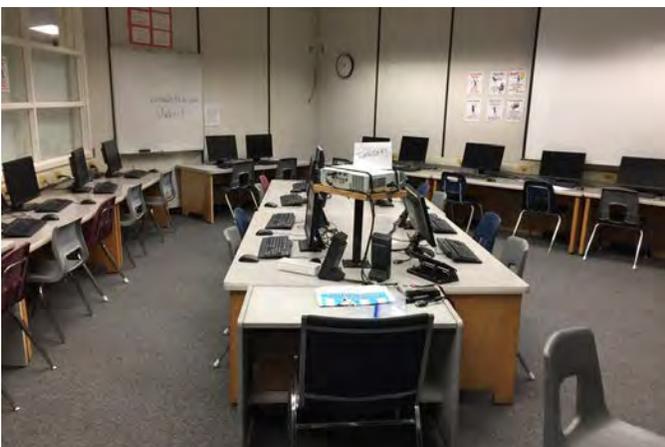
Education Centre



District Photos

DISTRICT PHOTOS

Computer Labs

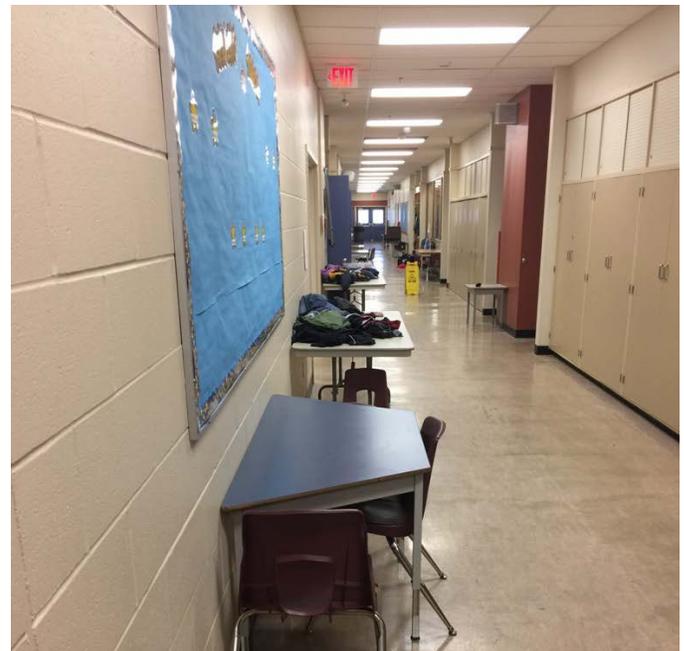
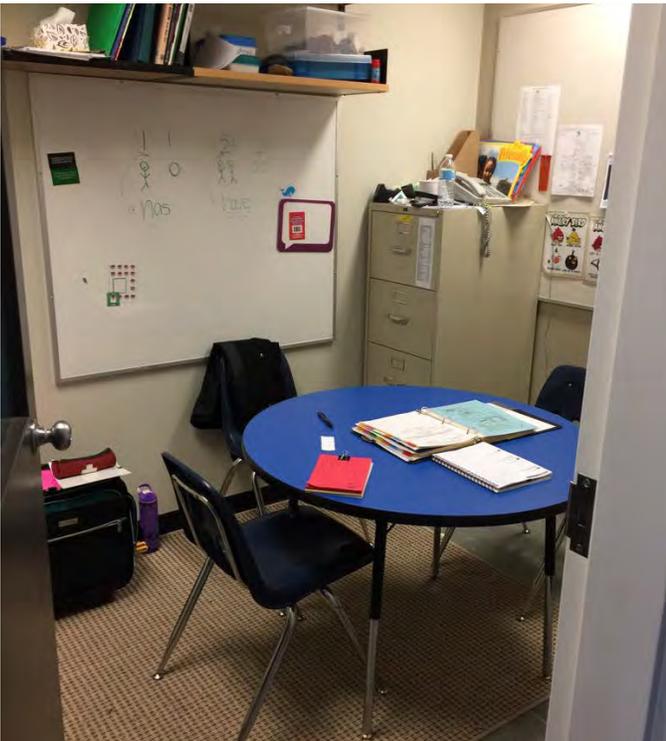


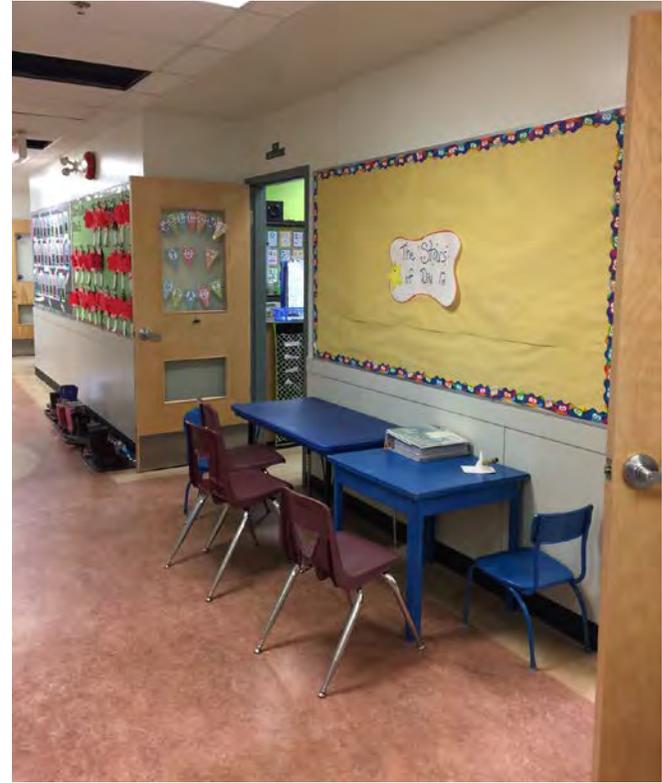
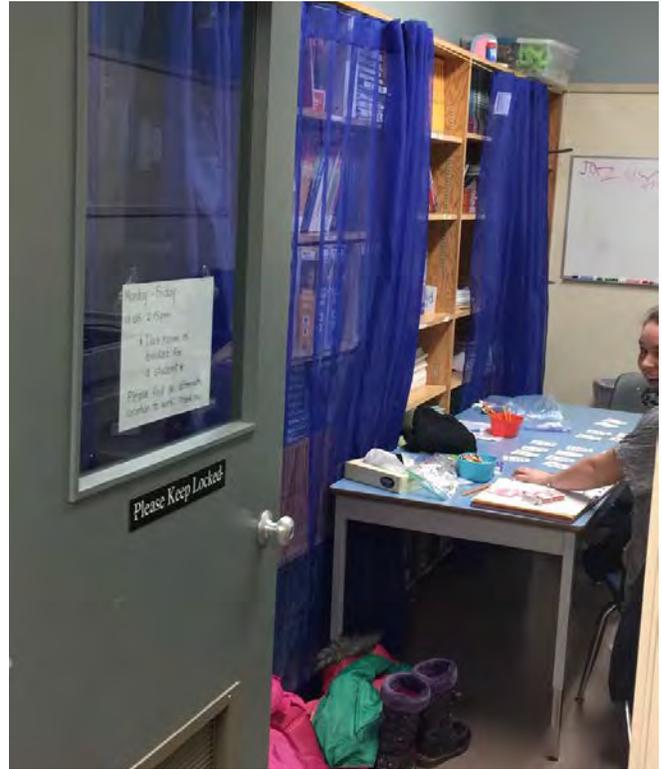
Libraries





Personalized Learning Spaces



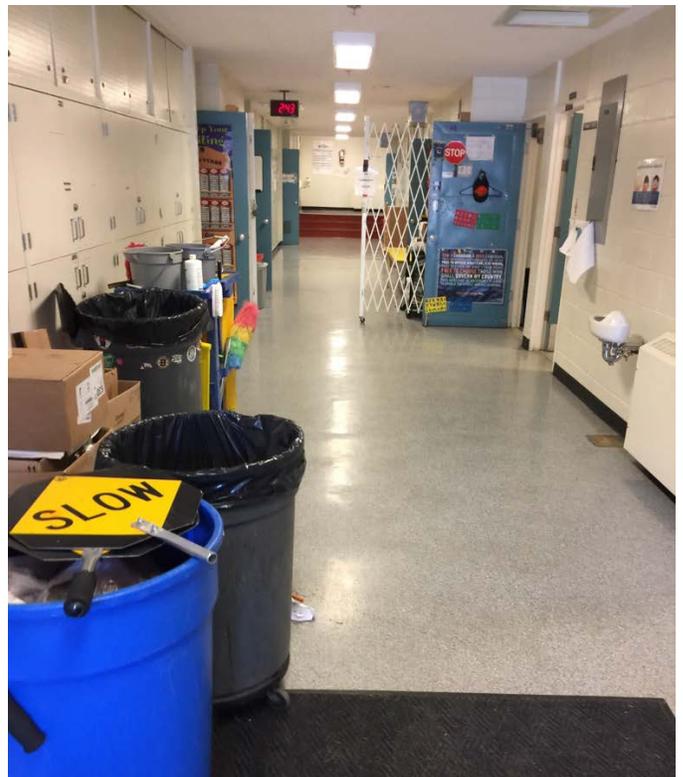




Portable/Temporary Spaces



Storage Spaces







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