Strategic Plan Refresh Update

We have successfully completed the following Strategic Plan refresh sessions, including all the Family of Schools Sessions. The sessions were well attended, with about seventy parents attending four family of school's sessions. Thank you to the thirty-four administrators who attended the four Family of Schools sessions and the Middle and Secondary School Students Engagement and Agency sessions.

We have completed the following sessions and several school (staff engagement) sessions.

Student Engagement
- **November 5th** - Middle School Student Voice and Agency Group
- **November 26th** - Secondary School Student Voice and Agency Group

Staff Engagement
- **November 14th** - All Leaders (Principals, Vice Principals, and Management Leaders)

All Partners
- **November 26th** - Chilliwack Teachers' Association (CTA), Canadian Union of Public Employees (CUPE), Chilliwack Principals' and Vice-Principals' Association (CPVPA), District Parent Advisory Council (DPAC) and Indigenous Education Council (IEC)

Parents/Guardians/Caregivers - Family of Schools
- **November 27th** - GW Graham Family of Schools
  - GWG, MSMS, Stitó:s, Cultus Lake Swilhcha, Unsworth, Vedder Elementary, Promontory
- **November 28th** - Chilliwack Secondary Family of Schools (Please note: given the large number of schools in the CSS family, the sessions was divided into 2 meetings)
  - CSS, CMS, Rosedale Traditional, Central Elementary, Little Mountain, Strathcona, Cheam, East Chilliwack
- **December 3rd** - Sardis Secondary Family of Schools
  - SSS, VMS, Evans, Sardis Elementary, Tyson, Watson, Greendale, Yarrow
- **December 4th** - Chilliwack Secondary, Imagine High and Kw'íyeqel Secondary Family of Schools
  - Imagine, KSS, ADR, Bernard, McCammon, Robertson, Leary

The following sessions still need to be completed this year and in early 2025.

Student Engagement
- **December 17th** - Indigenous Student Voice and Agency Group

Staff Engagement
- **December 2024 to March 2025**:
  - Principals & Managers will engage staff (CTA and CUPE) in garnering feedback during a staff meeting
  - Board Office Staff
  - Facilities and Maintenance Staff

o   Learning Services Staff

Indigenous Community Forum
- **March 2025 (Date to be determined)** - Elders, Parents, Education Coordinators and Mémiyelhtel students.

Online Engagement
- **January to February 2025** - all Parents/Guardians/Caregivers of the Chilliwack Community

ACIE (Advisory Committee for Inclusive Education) Engagement
- **February – March 2025** (Dates to be determined)

Community Partners and Agencies
- **March - April 2025** (Dates to be determined)

We are utilizing the AI-driven software platform ThoughtExchange to gather and analyze the data collected from the forums noted above. We have focused on six specific questions to obtain feedback from members of the education community. Next to each question, you will find the number of responses we have received so far in all our Exchanges.

- Question 1 - 609 Thoughts Collected:
  o   *What is our purpose as a school system?*

- Question 2 - 361 Thoughts Collected:
  o   *How do our goals support what you believe is our purpose?*

- Question 3 - 291 Thoughts Collected:
  o   *How can our goals be added to or changed to enhance their impact*

- Question 4 - 324 Thoughts Collected:
  o   *How do our core values support what you believe is our purpose?*

- Question 5 - 277 Thoughts Collected:
  o   *How can our values be added to or changed to enhance their impact?*

- Question 6 - 221 Thoughts Collected:
  o   *Is there anything you would like to add or change to our Mission and Vision statement?*

Here is the summary theme (a quick overview of the main thoughts) for each of the questions generated by AI based on the data above:

- Question 1 - *What is our purpose as a school system?*

  o   The school system aims to develop well-rounded and responsible citizens equipped to navigate a changing world and contribute positively to society. The system seeks to foster critical thinking, empathy, and respect for diverse perspectives, preparing students to be

active members of their communities. This is achieved by providing a safe, inclusive, and supportive environment that promotes academic knowledge, emotional well-being, and community involvement. The system encourages the development of essential life skills and promotes lifelong learning, helping students gain confidence and competence to pursue their goals. Building strong relationships with families and the community, ensuring equitable access to education, is also a priority.

- Question 2 - *How do our goals support what you believe is our purpose?*

  o The response emphasizes the significance of human and social development, literacy, and numeracy as foundational goals for students. The participants believe these goals are crucial for fostering academic success, personal growth, and societal engagement. They highlight the importance of inclusivity and support for diverse learners to ensure they achieve individual success. Additionally, they recognize the importance of transitions, advocating for more resources and support to help students adapt to life changes. Ultimately, the shared goal is to cultivate well-rounded individuals equipped to thrive in various aspects of life.

- Question 3 - *How can our goals be added to or changed to enhance their impact?*

  o The participants suggested emphasizing diversity, inclusion, and effective communication to enhance the goals. They advocated for integrating technology and focusing on human and social development across all school levels. The participants highlighted the importance of students' personal development, mental health, and life skills. They suggested that goals should be more explicit, realistic, and specific, with a need for accountability and alignment with values. The participants also recommended adding goals for parent education, financial literacy, critical thinking, cultural understanding, and environmental stewardship. They emphasized a holistic approach, reducing emphasis on standardized testing, ensuring sufficient staffing and support, and supporting diverse learning needs. Finally, the participants stressed the importance of real-world applications, fostering a sense of belonging, inclusion, and empathy.

- Question 4 - *How do our core values support what you believe is our purpose?*

  o The participants agree that values such as equity, kindness, inclusion, collaboration, and innovation are crucial to support the purpose of creating a thriving, inclusive, and supportive educational environment. They believe these values are interconnected and foster a positive learning experience where everyone feels supported and respected. However, they also raise concerns about the practicality of consistently implementing these values across different contexts and schools. While the participants view these values as aspirational and critical, they feel that insufficient resources and support hinder their full implementation, leading to a disconnect between the stated values and the actions taken. They emphasize the need for practical application, realistic expectations, and a focus on personal growth and continuous improvement to better align values with actions and fully achieve the intended purpose.

- Question 5 - *How can our values be added to or changed to enhance their impact?*

  - The participants suggested emphasizing diversity, inclusion, and effective communication to enhance the goals. They advocated for integrating technology and focusing on human and social development across all school levels. The participants highlighted the importance of students' personal development, mental health, and life skills. They suggested that goals should be more explicit, realistic, and specific, with a need for accountability and alignment with values. The participants also recommended adding goals for parent education, financial literacy, critical thinking, cultural understanding, and environmental stewardship. They emphasized a holistic approach, reducing emphasis on standardized testing, ensuring sufficient staffing and support, and supporting diverse learning needs. Finally, the participants stressed the importance of real-world applications, fostering a sense of belonging, inclusion, and empathy.

- Question 6 - *Is there anything you would like to add or change to our Mission and Vision statement?*

  - The participants provided feedback on the Vision and Mission statements, suggesting improvements to enhance clarity, inclusivity, and practical relevance. They recommended using simpler language, ensuring meaningfulness for all stakeholders, and reflecting diversity and individual perspectives. Specific suggestions included replacing "one heart, one mind" with language acknowledging diverse viewpoints and collaboration, and incorporating terms like "resilience," "mental and physical health," and "community". Calls were made for clearer definitions, particularly around "deep learning," and for addressing practical needs like safer facilities and increased funding. While some expressed satisfaction with the existing statements, others advocated for conciseness and direct language. Overall, the feedback emphasized the need for Vision and Mission statements that are inclusive, actionable, clearly defined, and resonate with all involved.

Our Racial Equity Work

During the 2021-22 School Year, The Ministry of Education and Child Care published and implemented a K-12 Anti-Racism Action Plan.

The purpose of the plan is to specifically address racism and discrimination in education and to create a culture and climate of belonging for all students, staff, and families.

The Plan includes six priority areas of action: Community Voice, Removing Barriers, Raising Awareness, Collaborative Change, Capacity Building, and School Support.
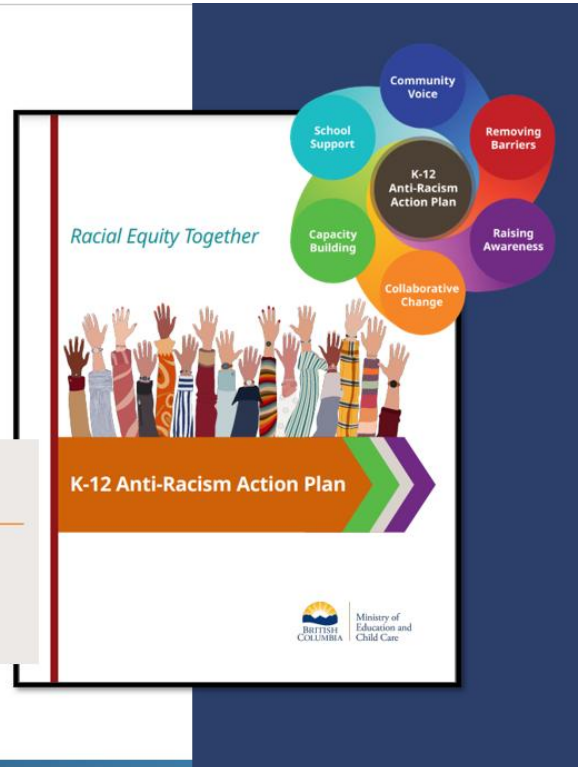
Our Racial Equity Work

Chilliwack School District

Vision

B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued.

Racial Equity Together

Community Voice · School Support · Removing Barriers · K-12 Anti-Racism Action Plan · Capacity Building · Raising Awareness · Collaborative Change

K-12 Anti-Racism Action Plan

BRITISH COLUMBIA | Ministry of Education and Child Care

SD33 - Anti-Racism Professional Learning

In alignment with the BC Ministry of Education and Child Care's K-12 Anti-Racism Action Plan: Racial Equity Together, the Chilliwack School District is committed to nurturing each student's learning and well-being in a safe, responsive, and inclusive learning community. This includes acknowledging that Indigenous, Black, and people of colour may face inequity within the current education system and that action must be taken to build more inclusive and equitable learning environments.

Part of that action is to build a foundational understanding of racism and anti-racism with all staff across our District through the completion of some online learning.

Capacity Building

Learning To Be Anti-Racist: An Introductory Course

This online, self-paced introductory course is designed as professional learning to support everyone who works within our education system. It is offered on the District's professional development platform - BrightSpace. It will take approx. 5 hours to complete all modules.

By taking this course, participants will:
- Develop an understanding of what racism and anti-racism are
- Identify how racism shows up in school communities
- Learn what actions can help end racism in B.C.'s education system
- Progress in their learning journey towards being anti-racist

Rollout and Completion Timeline:

Beginning January 2025, all Exempt, CUPE and CTA staff will have completed modules by June 2026.

CUPE and CTA Options:
- Collaboration Time
- Professional Development Days
- Administration Day at the end of the year
- Evaluation and Assessment Day (CUPE)
- Early Dismissal Days
- During the Professional Day of a CTA member
- Staff Meeting Time

PVP and Management will complete modules by May 30, 2025.

SD33 - Moving Toward Racial Equity

Aligning work with the Ministry of Education and Child Care's K - 12 Anti-Racism Action Plan

"B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued."

The initiatives listed below represent a sampling of the anti-racist work that SD33 has undertaken in the last 4 years. Items that are identified in a colour are prioritized initiatives for the 2024-25 school year.

Community Voice
- Accessibility Committee
- Advisory Committee for Inclusive Education
- Chilliwack Pride Society
- CYHC Gender Support Network
- Early Learning Table
- IDEA Committee
- Indigenous Education Advisory Committee
- Student Voice (Secondary)
- SWIS Workers
- Task Force - Governor to Governor (3 meetings)

Removing Barriers
- Administrative Procedures Review Team
- Equity Scan
- Indigenous Focused Hiring Practices
- Let's Talk - Accessibility Questions
- Skwah Nation Adult Education Program
- Website Accessibility (all languages)

Raising Awareness
- Accessibility Committee
- BCBela Presentation
- Black History Month
- BC Blanket Exercise
- Cultural Competency Guide
- Denise Augustine Talk
- EDI Calendar
- Inclusive Schools Website
- Longhouse Ceremony
- Staff Meeting Presentations
- Anti-Racism: A Guide for Teachers
- School Cultural Days

Collaborative Change
- District Staff meeting with Indigenous Focus
- IDEA Committee
- Responding to Racist Incident Networks
- SD 33 as part of the Anti-Racism Network
- PVP and Manager Anti-Racism Toolkit

Capacity Building
- Shane Safir - White Fragility - Leadership Group
- Bob Joseph - Indigenous Corporate Training
- Staff attending FNESC
- Truth and Reconciliation Pro-Day
- Book Studies for Staff
- Learning To Be Anti-Racist: An Introductory Course (all staff)

School Support
- Cultural Component of Class Profile
- Diverse Stories - Culturally Rich Literacy
- River/Forest SNAP
- Resource Tastings
- Halq'emeylem Language Learning
- Memiyehltel
- Stó:lō Sitel
- Grad Coaches