

Chilliwack School District

What We Heard Report

**Facilities and Enrolment Review
Preliminary Discussions
January 2026**



**Chilliwack
School District**



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We acknowledge, with gratitude, that that Chilliwack School District carries out its work on the unceded traditional territory of the Ts'elxweyeqw, Pilalt and Semá:th.

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- Cheam First Nation Chief and Council.
- School principals and vice principals: Iain Gardner, Brian Fehlauer, Stacey Pickles, Charlotte DeBruyn, Wade Gemmell, Justin Moore, Kim Kass, Kathryn Popma, Jackie Berkes, Lisa Fugger, Donna Arnold, Sarah Gamboa, Brent Pinckney, Lindsay Sanderson, Brooke Haller, Stacey Parsons, Sharon Bernard, Janet Carroll, Lisa Ego.
- School clerical.
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We would like to thank each person who participated in preliminary discussions. Your time and participation shaped this report.

About this Report

As a first step in developing a plan for the Board of Education's consideration, Chilliwack School District engaged with school communities between January and April 2025. Further conversations continued between September 2025 and January 2026.

The purpose was to hear directly from school communities about preliminary thinking to balance enrolment in our schools and enrolment at the new school coming to Chilliwack's east side. This What We Heard Report shares that feedback and outlines the process including:

- How we engaged
- Who we heard from
- What we heard by topic area

Executive Summary

In January 2025, staff at the Chilliwack School District initiated preliminary discussions with specific schools. It was important to have these conversations directly with each potentially impacted school community. The focus was to share potential solutions for balancing enrolment at middle and secondary schools, and to explore scenarios for enrolment at a new elementary school being built in Rosedale.

Over the past year, District staff have participated in 37 meetings, community discussions and presentations with school staff, students, families, Parent Advisory Councils, and Board partners to discuss enrolment and capacity. Approximately 587 people participated, providing feedback and asking questions. This updated report provides a record of *What We Heard* from school communities over the past year.

What We Heard will help the Chilliwack School District prepare the best recommendations for how to balance long-term enrolment and capacity at our schools over the next decade.

Early conversations showed that people across our school communities have many different views, but there is a clear desire for careful changes that put student well-being first. We also heard that students, staff, and families feel strong pride and connection to their schools, and value programs like French Immersion and Integrated Arts and Technology. Many community members want to better understand the district-wide picture as decisions are made about balancing school enrolment

The following themes emerged as important considerations when making decisions about changes to our schools: transportation and traffic, access to child care, equity in District French Immersion, school culture, impact on students and families, impact on programs, transitions and well-being, grade configurations, communication and transparency, and access and resources.

This feedback helps us to understand and respond to the perspectives of staff, students, families, and community members.

Context and Engagement

Between 2016 and 2021, Chilliwack was the second fastest growing municipality in Canada. By 2035, the city's population is expected to reach 132,000. This growth, combined with limited available land, is putting pressure on Chilliwack schools, especially at the middle and secondary school levels.

In 2023, the provincial government announced that it would build a new elementary school on Chilliwack's east side, adding space for 500 K-5 students. Construction will be completed by Spring 2027, and the new school will open in September 2027. The new school prompted the Chilliwack School District to begin exploring how to balance enrolment and capacity at our schools.

As conversations with school communities progressed over the past year, changes to initial thinking prompted further ideas and recommendations. The timeline for this work also changed as we heard from school communities and explored alternative solutions. In April 2025, we published the first *What We Heard Report*. The original report has been downloaded over 400 times.

The intent of the engagement was to share preliminary thinking and to provide opportunities for participants to ask questions and provide input on possible changes for school communities. Having discussions directly with impacted schools helps ensure that the voices of parents, guardians, and caregivers are considered in planning.

Engagement activities serve to:

- Engage impacted schools first, prior to District staff presenting any recommendations to the Board of Education.
- Increase understanding and give voice to the perspectives of parents, guardians and caregivers who could be impacted by changes to their students' schools.
- Uncover issues, concerns, and challenges as well as ideas and solutions for changes to schools.
- Build trust with parents, guardians, and caregivers as partners in decision-making.

How We Engaged

What we heard from families is important for the Board of Education to consider when considering changes to our schools.

From January 2025 to January 2026, District staff held discussions with parents, guardians, caregivers, and students at eleven schools, and with Cheam First Nation. We collaborated with school administration and/or PACs to plan and promote parent meetings.

At meetings with PACs and/or families, District staff presented preliminary thinking around the new east side elementary school, the District French Immersion program, the Integrated Arts and Technology program, and ideas to balance enrolment at Chilliwack's growing schools on the south side of the city. Each school was presented with its own scenario.

We used open-ended questions to gather comments, concerns and ideas from parents, guardians, and caregivers at the following schools:

North Side	AD Rundle Middle School Cheam Elementary School Chilliwack Middle School Imagine High Secondary School Leary Integrated Arts and Technology Rosedale Traditional Community School
South Side	Greendale Community Elementary School Promontory Heights Elementary Community School Vedder Middle School Watson Elementary School Yarrow Community Elementary School

We prefaced all discussions by letting participants know that we would follow up with answers to their questions – focusing instead on recording and listening to as much participant feedback as possible. The sessions were primarily listening exercises.

As of the time of this report, [Q+A documents](#) have been provided to 7 of 11 schools. District staff are working on responding to questions from AD Rundle Middle, Imagine High, Leary Integrated Arts and Technology, and Vedder Middle School. Meetings were held with those schools in late December and early January 2026.

Communications manager Amy Dhanjal attended all parent meetings and Superintendent Rohan Arul-pragasam attended 9 of 11 parent meetings. The assistant superintendent responsible for each school - Paula Jordan, David Manuel, and Kirk Savage - attended meetings at their schools. In addition, Director of Indigenous Education, Brenda Point, attended the meeting with Cheam First Nation alongside Director of Facilities and Transportation Al Van Tassel.

A page on the district's [Let's Talk online engagement platform](#) provided space for participants in the Spring 2025 discussions to complete a short survey of open-ended questions. Between September 2025 and January 2026, parents were encouraged to send any questions or feedback directly to communications@sd33.bc.ca.

Table 1: Summary of engagement

Date	School Community	Number of Participants	Type of Participant
Part 1: January – April 2025			

January 23, 2025	Cheam Elementary	20	Teaching staff
February 4, 2025	Rosedale Traditional	3	PAC
February 4, 2025	Promontory Heights	2	PAC
February 7, 2025	Cheam Elementary	3	PAC
February 10, 2025	Yarrow Community	2	PAC
February 13, 2025	Promontory Heights	33	Teaching staff
February 19, 2025	Rosedale Traditional	33	Teaching staff
February 24, 2025	Rosedale Traditional	23	Parents, guardians, caregivers
February 24 – April 24, 2025	Let's Talk online engagement	Visits: 789 Surveys: 53 Questions: 14	Parents, guardians, caregivers
February 27, 2025	Chilliwack Middle	2	PAC
March 3, 2025	Cheam Elementary	56	Parents, guardians, caregivers
March 4, 2024	Cheam First Nation	7	Chief and Council
March 4, 2024	Promontory Heights	84	Parents, guardians, caregivers
March 5, 2025	Yarrow Community	30	Parents, guardians, caregivers
March 6, 2025	Greendale Community	2	PAC
April 2, 2025	Rosedale Traditional	13	CUPE staff
April 3, 2025	Chilliwack Middle School	16	Parents, guardians, caregivers
April 8, 2025	Greendale Community	10	Parents, guardians, caregivers
April 15, 2025	Chilliwack Middle	14	Staff
April 30, 2025	<i>What We Heard Report published</i>		
Part 2: June 2025 – January 2026			
June 24, 2025	Cheam First Nation	7	Chief and Council
September 24, 2025	Yarrow Community	16	Staff
September 24, 2025	Yarrow Community	40	Parents, guardians, caregivers
September 25, 2025	Vedder Middle	3	Students
September 25, 2025	Yarrow Community	9	Students
September 26, 2025	<i>Addendum to What We Heard Report published (Yarrow Community School discussion)</i>		
October 17, 2025	AD Rundle Middle	8	IAT staff
October 29, 2025	Vedder Middle	6	French Immersion staff
October 30, 2025	Vedder Middle	1	Staff
November 4, 2025	Yarrow Community	8	PAC
November 24, 2025	AD Rundle Middle	4	PAC
November 25, 2025	Watson Elementary	9	PAC

November 25, 2025	Board Partners	22	DPAC, CUPE, CTA, IEC, BCPVPA
December 2, 2025	Watson Elementary	23	Parents, guardians, caregivers
December 4, 2025	DPAC	15	PAC representatives
December 16, 2025	Vedder Middle	25	Parents, guardians, caregivers
January 6, 2026	Leary IAT	13	Parents, guardians, caregivers
January 7, 2026	AD Rundle, Imagine High	13	Parents, guardians, caregivers, students
January 9, 2026	DPAC	3	Parents, guardians, caregivers
January 13, 2026	Mt. Slesse Middle	5	PAC
February 24, 2026 – January 13, 2026	Let's Talk online engagement	Visits: 2.2K Downloads - <i>What We Heard Report</i> : 416 Downloads Q+As: 640	Parents, guardians, caregivers
January 14, 2026	<i>Updated What We Heard Report published</i>		
January 19, 2026	Imagine High	4	Parents, guardians, caregivers
In-person meetings, community discussions, and presentations	37		
Number of participants	587		

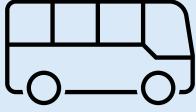
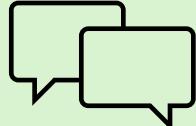
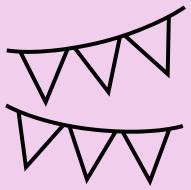
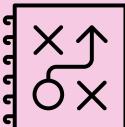
Prior to in-person parent meetings, District staff met virtually or in-person with representatives from Parent Advisory Committees (PACs) at 8 of 11 schools. These conversations helped to guide how District staff engaged with school communities.

Although meeting participants and survey respondents expressed a wide range of perspectives on the issues, clear themes did emerge. This document provides an overview of the major themes emphasized by parents, guardians, and caregivers.

What We Heard: Key Themes (April 2025)

Our conversations and engagement with school communities revealed unique family experiences and some shared and common questions, concerns, and experiences.

Six key themes emerged:

Transportation and Traffic 	Access to child care 	Equity in District French Immersion 
School Culture 	Impact on Students and Families 	Long-term planning and stability 

The summaries included describe each theme; provide an overview of the consultation feedback highlighting some of the survey and discussion responses; and identify the challenges and barriers that participants identified when considering changes to their schools.



Transportation and Traffic

“How will this affect our commute?”

“Will parking be added to RTCS if there isn't busing for French Immersion?”

Participants want schools that are easy to walk or bike to. If that's not possible, they feel students should have bus service – provided by either public or school district buses. Some parents worried about younger children riding the school bus, especially with older students. They also mention the lack of sidewalks, dangerous street crossings, and the need to add public transit stops near some schools. Participants were

concerned that changes to schools and programs could result in longer bus rides and earlier mornings.

For parents of French Immersion students, having elementary/middle French Immersion in Rosedale and French Immersion at Sardis Secondary would create transportation challenges for parents with children in both schools.



Access to Child Care

“After school care is important as pick up and drop off aren’t an option for most people.”

“Safe child care, conveniently located, is incredibly rare to come by.”

Participants said affordable and convenient before and after school care is important for families with elementary students. Working parents need this care to cover the time between work hours and school hours.

Parents at Cheam Elementary, Promontory Heights, and Rosedale Traditional specifically wanted to know about before and after school options at other schools in the case that their students' schools were to change.

Participants asked the District to think about how school changes might affect families who would need to start using before and after school care. These effects include additional costs, limited availability of care spaces, and disruption to established routines.



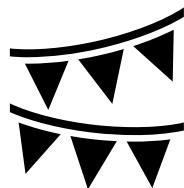
Equity in District French Immersion

“Is moving these children out to that school equitable? Would every kid have a fair chance if it's moving there?”

Some parents of French Immersion students want to know that the District will continue supporting the French Immersion program in Chilliwack. Some participants have heard about decreasing enrolment in other districts and are concerned. Parents want to know how potential changes could impact the vitality of the program.

Some believe that moving Early and Late French Immersion would make the program less accessible. Others thought moving the program would potentially help it grow. Some parents were excited about the prospect of a new school.

Parents expressed concerns about the impact of moving French Immersion on school communities. They noted that having a Late French Immersion option gives students opportunity that they might not have pursued in earlier grades due to location or proximity.



School Culture

“How will it affect school culture going from a small ‘farm’ school to one twice as big?”

“There are a lot of intangible qualities in having a French Immersion program at a school.”

Participants raised questions about school programs, the traditional school model, uniforms, and whether specialized programs, like band, would be available. There were questions about whether teachers would move to new locations and if more physical space would allow for expanded program options.

Parents do not want to see their students’ social connections disrupted. They worried about splitting up small cohorts of students, the impact on school culture, and whether students would miss leadership opportunities or end-of-year celebrations if grade configurations change.

Questions arose about resources and supports, facilities and equity. Participants wondered if schools could lose resources, whether all high schools offer the same programs, and if newer buildings meant better opportunities for students.

Despite concerns, some participants saw potential benefits in the proposed changes. They acknowledged that changes could relieve overcrowding, provide better opportunities for younger students, and offer positive social effects like maintaining friendships through middle and high school transitions. Some appreciated the K-8 model for providing younger students with a longer period in a single school environment.



Impact on Students and Families

“Reimagine catchments so families can stay together.”

“It would be nice to have a more family-focused solution.”

Many participants expressed concerns about the impact of school transitions on students' social connections, particularly regarding the separation of siblings and friends. Parents worry about repeated disruptions, noting that some communities have experienced multiple relocations over just a few years. There is some anxiety about siblings being placed in different schools, with several parents asking if younger siblings could voluntarily attend the same school as their older siblings if families of schools change.

Families with deep community roots feel particularly affected, with some identifying as multi-generational residents who value stability. They emphasize wanting their children to have friends living nearby and maintaining the close-knit nature of their communities. Some note that they specifically chose their neighborhoods for the school.

Participants have questions about how the District would support students with complex needs in transitions.

Some parents offered solutions, suggesting voluntary early transfers to help balance enrollment numbers and minimize future disruptions. Others questioned whether policy changes regarding choice schools might naturally reduce the need for catchment adjustments.



Long-term Planning and Stability

“It feels like we are constantly in transition.”

“It doesn't feel like we're solving a problem with this move.”

Participants are looking for clarity around timelines, long-term planning, and infrastructure. Parents are concerned about the stability of their students' school experiences with some noting that students would experience three different schools in three years, creating unnecessary disruption.

Questions about the new east side elementary site emerged, with community members wondering why the specific location was chosen and whether alternatives were considered.

Parents suggested exploring partnership opportunities with local First Nations, collaborating with the city on infrastructure and land acquisition, and considering structural alternatives like building upward or adding portables. Some characterized the proposals as a temporary "band-aid solutions" and did not understand how changes would address capacity issues. They emphasized the need for clearer communication and more stable long-term planning.

What We Heard: Key Themes (Jan. 2026)

Impact on Students and Community 	Transitions and Well-being 	Grade Configurations 
Communication and Transparency 	Access and Resources 	



Impact on Programs and Community

“The [VMS] French program is such a solid, well-running program and has been for decades! It makes no sense to uproot it.”

Participants expressed concern about disrupting programs, particularly French Immersion and Integrated Arts and Technology. They noted that these programs have developed specific school cultures, teaching teams, and resources over time. Some attendees worried that moving or restructuring programs could affect their effectiveness and impact teachers. Several comments mentioned uncertainty about what happens to the programs and staff if changes proceed.



Transitions and Well-being

“It comes across as children’s well-being not being considered.”

“Imagine [High] fosters kids to be who they are and gain confidence.”

Participants expressed concern about students experiencing multiple school transitions. Some students could change schools two or three times in a short period. Participants highlighted that middle school years can already be challenging. Extra transitions may create stress for students. Some attendees mentioned that current students already experienced disruption during COVID. Attendees worry about separating friend groups. Participants also shared enthusiasm for the Integrated Arts and Technology (IAT) program. They talked about the program's positive impact on their students' well-being. Parents said their students finally feel like they can be themselves. Students are flourishing and finding their community.



Grade Configurations

“I don't feel comfortable having my 11-year-old son going into a high school.”

“Smaller communities have 7-12 and they make it work. There are some options that more students bring.”

Many participants, including students, talked about the potential benefits of a Grades 6-12 configuration. They mentioned mentorship between older and younger students, fewer transitions, stronger relationships with staff and families, and building community. However, some parents expressed concern about the age gap between 11-year-olds and 17/18-year-olds. They had questions about logistics. They want to understand how the two different groups of students (6-8, 9-12) would experience school. They want assurances about students' safety. They don't want middle schoolers to miss out on a middle school experience in a 6-12 school.



Communication and Transparency

“Show us the numbers!”

“Current communication on the project could use more details. It is good to hear this is pre-engagement.”

Participants at multiple schools requested more information about the proposed changes. Participants want to see enrolment data and projections. They want to understand the bigger picture. Some attendees felt they didn't have enough details to understand the rationale behind proposals. Several participants mentioned they wanted to know how decisions are being made.



Access and Resources

“More promotion and education about the [IAT] program so more students and families can consider the program.”

“Lack of bussing limits enrolment to FI programs overall.”

Participants raised concerns and suggestions about program quality and accessibility. They talked about specialized programs such as trades, arts, athletics, and band. They want to make sure students have access to spaces and facilities. They frequently

mentioned potential enrolment impacts. Participants suggested that both the French Immersion and IAT programs needs better promotion, so more students participate. For French Immersion, participants noted concerns about transportation and geographic location. Many participants suggested alternative approaches such as adjusting school catchments rather than moving programs.

A Note About Preliminary Engagement

The experiences and feedback represented in this report are compiled from those who *chose to and were able to* participate in the engagement process. We held one parent meeting at each of eleven schools. We received some feedback from parents who were unaware of parent meetings, but who were able to access the Let's Talk page or share their feedback via email.

Conclusion

Preliminary discussions prompted a wide range of perspectives from across school communities, but we heard clearly that school communities are looking for thoughtful transitions that prioritize student well-being. We also heard that staff, students, and families are strongly connected to and proud of their school communities. We heard that District programs including French Immersion and Integrated Arts and Technology are providing meaningful experiences that enrich the lives of students. We also heard that school communities have genuine interest in understanding the full district context when it comes to making decisions about balancing enrolment in our schools.

The input received will help inform the plans presented to the Board of Education. District staff appreciate the views and comments shared during these preliminary discussions. This input has provided a strong understanding of concerns, opportunities and communication gaps. District staff are committed to continuing this dialogue with parents, guardians and caregivers in the months ahead.

Appendices

Appendix A: Rosedale Traditional Community School

Scenario for Rosedale Traditional Community School (RTCS)

1. Transition K-5 students to new east side elementary school.
2. RTCS transitions to a 6-8 middle school.
3. District North Side French Immersion transitions to RTCS (middle school).
4. District Early French Immersion transitions to new school.

Feedback

The feedback includes questions about the transition of students between schools, the capacity and resources of the new school, traffic concerns, and the impact on current programs. Comments highlight traffic issues, the importance of an accessible playground, and concerns about transitioning to the new building. Ideas focus on easing the transition for students and keeping the community informed.

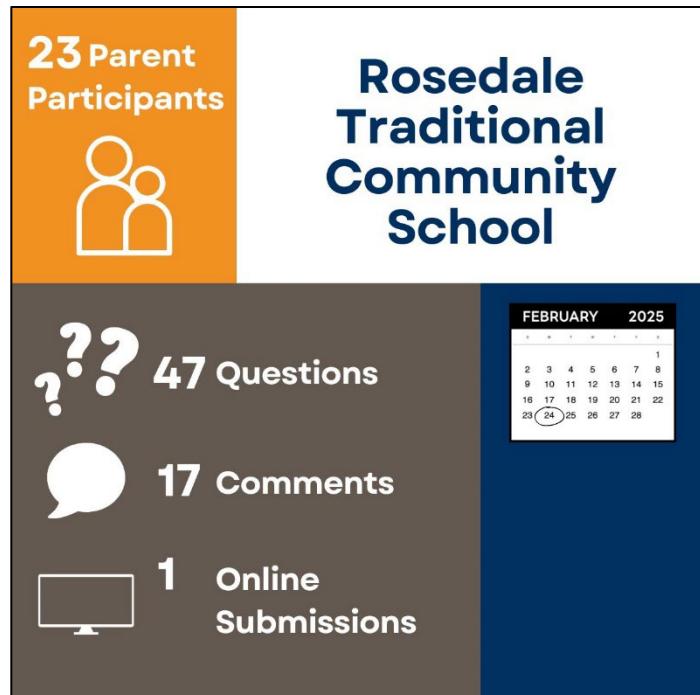
Emerging Theme Quotes

Traffic Safety and Transportation

- “We need a long-term plan for increased traffic.”
- “Can city bus stops be added closer to the Rosedale Traditional Community School site?”
- “There is so much vehicle traffic at Cheam.”

Supporting Transitions

- “Grandfathering in kids who already go to this school can help minimize the impact.”
- “Will the kids get a tour of the new school before they start?”
- “Familiar faces can help with transitions.”



- “Can you join French Immersion in Grade 7 so kids don’t have to be in three schools in three years?”
- “What happens if the school is not ready in time for the 2026/2027 school year?”

School Culture

- “Will the two schools have uniforms?”
- “Cheam English and French students are close.”



Parents participate in a discussion at Rosedale Traditional Community School on February 24, 2025.

QUESTIONS – Parent Meeting on February 24, 2025

Will the preschool stay at RTCS or move to the new east side elementary school?
Is there allocation for daycare or before and after school care?
Are uniforms staying or going?
Transition - can grade 5s possibly stay here at RTCS?
Are existing teachers following first dibs?
Do new school builds take accessible playgrounds into consideration?
What will happen to RTCS' new playground?
What will happen to out-of-catchment students at RTCS?
How many French Immersion students are there?
We're curious about before and after school care.
If students attend before and after school care at RTCS, do they automatically get a spot at the new school?
If K-5 moves from RTCS, will before and after school care be needed here?
Where do English kids at Cheam Elementary go?
If I'm out of catchment at RTCS, will I lose my spot?
What happens to Cheam and CMS French Immersion students coming over?
Is the entire school French Immersion or will there be English classes as well?
How many French Immersion students are coming to each school?
What happens if the new school is not ready in time for the 2026/2027 school year?
Once Cheam French Immersion kids leave, how will we fill that school?
Will 500 seats be enough for future growth?
Will the two schools have uniforms?
Can you join French Immersion in grade 7 so kids don't have to be in 3 schools in 3 years?
Will start times be staggered?
If there isn't busing for French Immersion students, what will the school district do for traffic at schools?
If there is enough interest, can we have one grade 6 division of French Immersion for the 2025/2026 school year?
Will program capacity be rigid or will it ebb and flow with interest? How does staffing work if it isn't rigid?
Can city bus stops be added closer to the RTCS site?
Will there be a crossing guard at Yale Road?
Will the schools be traditional and clarity around what traditional means?
Will start times change significantly?
Will the name change impact the Parent Advisory Committee?
Do your kids have to be French Immersion to attend?
Will French Immersion and English stream have the same start time?
Is there a plan for increased traffic?
Will the kids get a tour of the new school before they start?
Will they keep the traditional school?
Why is the school being built out here?

Is there a reason RTCS isn't remaining an elementary school?
What happens if we miss the Sept. 2026 school year?
Will 2026 French Immersion students have to move from RTCS to CMS for the 2025 school year for French Immersion?
Will there be busing for out of catchment French Immersion students?
Will there be more supports for students when adding French Immersion students (counselling for students struggling in FI or if they get pushed back to English program)
Will parking be added to RTCS if there isn't busing for French Immersion?
Will start times be staggered?
Will there be a kitchen for a cafeteria? Will it be commercially outfitted?
Cheam English and French students are close.
Will they add a four-way stop at Yale?

COMMENTS – Parent Meeting on February 24, 2025

Septic issues
Inclusive playground
Immersion starts in K or 6
Boundaries shifting for other schools nearby
Bussing for kids who are out of catchment
Concern about local walking traffic and the intersection
Grandfathering in kids who already go to this school can help minimize impact.
Familiar faces can help with transitions.
Send an email update quarterly.
Host an open house.
Check in with PACs whose schools have had name changes.
There should be an accessible playground.
Concerns around transitioning to a new school mid-year.
Cheam English and French students are close.
I'm concerned about more drivers.
There is so much vehicle traffic at Cheam.
We need a long-term plan for increased traffic.

ALL NOTES – Meeting with PAC Executive on February 4, 2025

Will busing be available?
How many kids are registered in French Immersion?
Will this change allow for growth on the east side?
Will students from out of catchment or district have to reapply? For example, I'm from Agassiz. Will my kids get a spot?

Have you considered leaving Cheam French Immersion and busing English students to Rosedale?
Where will the pre-school be located? Before and after-school care?
Will the PAC need to divide?
What about gaming grants?
Can we start a PAC before the school opens?
Will you support a new application for a new constitution? We are all volunteers.
Will the new school be a traditional school?
We really fought to keep uniforms last year. We did a survey last year and half of the school responded. 75% were in favour of keeping uniforms.
East Chilliwack and Cheam are already flowing into Rosedale and transitioning to uniforms.
There's a financial investment to uniforms.
The PAC meeting is the last Monday of the month at 6:30pm. You could come and give an in-person presentation.
Suggested messaging from PAC: We want to build the best plan to present to the Board together with PAC and parents.
It's convenient for parents to have after-school care at the community school because then after-school care students can also participate in classes (like art) at the school.
Rosedale has the earliest start time in the district. Will the start time be the same? This will have impact on parents who are dropping off at the elementary school and the middle school. They cannot drop off students at the same time.
The Community School Society is very interested in being involved with childcare in the new school.
The city bus system needs an upgrade. There should be a stop outside of the school. The district could provide bus passes for middle school students.
When I contact transit, they say to give the bus driver a wave to stop. Instead, the driver just waves back.

EMAIL FROM ROSEDALE PARENTS

Hi there, I'm not sure which stage of the process the district is in terms of consultation from the community - but as a resident of [REDACTED]- we would kindly ask the district to allow our catchment to remain unchanged for middle school.

We would really like our daughter to attend Rosedale Traditional for grades 6 through 8 and I know all the other families/parents of her friends would also wish for the same as we hold Rosedale Traditional [REDACTED].

We would appreciate if this can be taken into consideration.

Appendix B: Cheam Elementary School

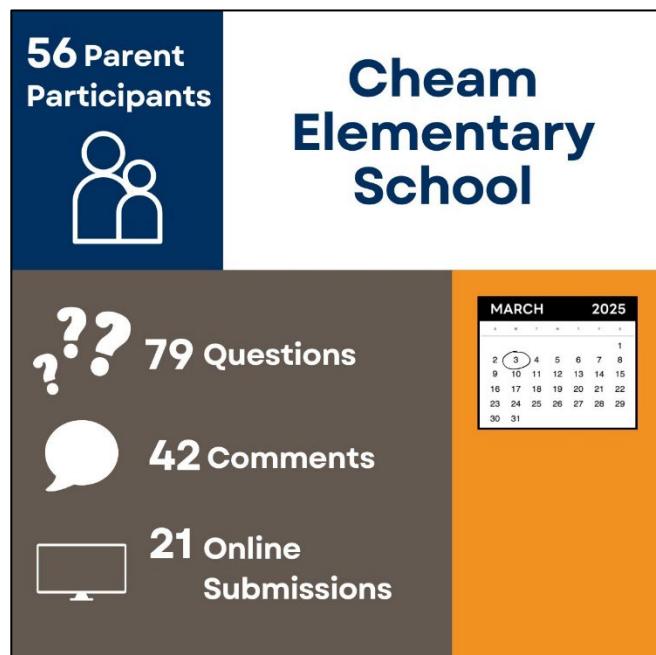
Scenario for Cheam Elementary School

1. District Early French Immersion K-5 students transition to new east side elementary school.
2. Rosedale Traditional Community School (RTCS) transitions to a 6-8 middle school.
3. District North Side French Immersion (CMS) transitions to RTCS middle school.

Feedback

Participants voiced concern about splitting up the English students across multiple schools and the impact on students' peer relationships. A key consideration is transportation and traffic impacts, especially related to longer commute times and busing for both English and French Immersion students.

Availability of after school care is important to support working parents. Participants want assurance that this change would not negatively impact enrollment in French Immersion. Others, saw the move as a potential way to grow the program and expressed excitement about the new school.





Parents participate in a discussion at Cheam Elementary on Monday, March 3, 2025.

Emerging Theme Quotes

Transit and Transportation

- “I am unsure how transportation will be possible for families with more than one child if the French immersion program is moved.”
- “I am supportive of the potential move of EFI to the new Rosedale elementary school. If EFI is moved there it would make logistical sense to also move the middle school French Immersion program to Rosedale Traditional school as there will be many families with both elementary and middle school aged children who need to be dropped off or picked up from school around the same time.”

French Immersion

- “Are there any options to move French Immersion to the south side?”
- “I think this is a particularly good opportunity for the French Immersion program to be able to grow and expand.”
- “How can you guarantee enrollment doesn’t drop due to the distance of the new elementary school from the majority of the Chilliwack population?”

English Program

- “To even consider splitting up this small group of children, some of whom that have been together since kindergarten, is incredibly disappointing.”

- “If Cheam Elementary must close down, please find a way to keep our Cheam community together by providing space for the current Cheam English students at the new Rosedale Elementary.”
- “It is unreasonable to expect our students to lose their school, their teachers, their friends and their catchments simultaneously.”

School Culture

- “People chose to live in this community so their kids could go to this school.”
- “How will it affect school culture going from a small “farm” school to one that is twice as big?”

Transitions

- “We don’t want our kids to move in the middle of the school year.”
- “This might just be a sooner move than anticipated.”
- “It would be devastating to [students] socially to be split up and start over at a new school, with new people and new staff, especially the ones that will be in their last year of elementary school, only to be moved again for middle school the following year.”
- “We chose to live in Cheam’s catchment on purpose because it’s a school that fits with what we want for our kids. It would be very helpful to have more information about the new boundaries well in advance of the proposed changes, in order for us to begin planning.”

QUESTIONS – Parent Meeting on March 3, 2025

How will this affect our commute?
Will the start time change?
Will buses be available?
Is the new building meeting code?
Will there be a bigger gym?
Will there be portables?
What happens if not enough students enroll and all 500 spots are not filled?
Will there be after-school care?
What is the threshold for early French Immersion to survive?
What happens if the school does not open on time?
Will the travel remove families from wanting to continue on?
Will all external stakeholders extend services into new buildings?
Could Cheam stay French Immersion and English stream kids go to new east side elementary school?
Is there an option to make the new east side elementary school bigger?

For busing, could Sardis/faraway kids meet at Vedder and bus?
How about a bus for kids who live downtown?
If English splits into 3, does the catchment for middle schools also change?
Aren't Little Mountain and Strathcona already full?
Can English kids all go to K-5 at new east side elementary school?
What happens if the school does not open for Sept. 2026?
Is busing an option?
Would French Immersion still be at Sardis?
What happens with PAC? Where does the money go? It belongs to English and French students.
Can the district partner with transit to give bus passes or subsidize passes?
Middle school has had to Uber kids. Would a bus pass be cheaper?
Have they considered making CMS bigger?
What will happen to teachers? Will they still be our kids' teachers?
Will the French teachers go to the new school?
Could this negatively affect French teachers?
Will there be a library, French resources, EAs, a French principal?
Will we get French Education Assistants?
When will Sardis get an early French Immersion program?
Could we leave early French Immersion at Cheam (French only)?
What happens if the school isn't ready?
K-8 French only?
Does Rosedale have cooking, band, metals, etc.?
Name of the new school?
Country Kids Daycare? After school care offered?
What becomes of Cheam?
How much physical space/ration will be allotted to the French program?
Will busing be available for "choice" programs?
How big will the future school be? Five stories?
New catchments for English program - when would that info be available? Will there be choice? Regular waitlist? Bumped up?
What is the backup plan? Alternatives?
How does bus schedule accommodate?
Does more space mean more options from programs? Band, etc.
What's the timeline for building? - break ground
What's the bell schedule? Changes?
What will the district do to work with the city in managing traffic? Ie. Intersection at McGrath.
Would this be a possible drop-off location for buses?
How likely are we going to see an accessible playground going into the new school?
What are the plans for accessibility inside the school?
Is there a plan for out of catchment/French Immersion traffic?

If construction isn't finished in time, will they plan to start transitioning students that year anyway? ie. English students into new catchment schools? Mid-year?
Would they expand French enrolment in the new school?
How will it affect school culture going from a small "farm" school to one that is twice as big? A lot of parents like that aspect of Cheam.
Are teachers also moving with the kids?
Where are the new catchment lines going to fall?
Will there be before and after school care offered at the new school?
How will you blend PAC money? Will there be a ratio of money to each elementary school or....?
What marketing is school district doing for French Immersion?
Indigenous consideration/voices heard?
What's the longer-term plan?
As Rosedale and Popkum grow and new build reaches max, and is on limited land size, where will French Immersion be placed?
Is the new Rosedale site the same size as this?
Is there going to be before and after school care?
Are there any options to move early French Immersion to the south side?
Before and after school care? Is the cost going to be equitable?
Grandfather siblings?
What happens to early French Immersion if the distance barrier hampers enrolment?
What happens to programs at CMS without early French Immersion? (band, web leadership, etc.)
Middle school cohort integration change? - EFI and English - different or the same?
What happens to late French Immersion at Vedder?
Can EFI be prioritized for expansion and have 2 locations/entry points? North and south sides?
Can expanding improve access to EFI staff with more options/flexibility?
Will moving EFI too far kill the program?
What happens if 2026 September timeline is delayed? Move mid-year?
I understand they are considering new boundaries. Have they considered grandfathering the existing group rather than splitting them up?
Is there any consideration for East Chilliwack as another option? We are on the Banford Road next to the train tracks so actually very close to the existing East Chilliwack boundary which is what made me think of it when I heard what the current options are.

COMMENTS – Parent Meeting on March 3, 2025

Grandfather early French Immersion students who are not able to go to Rosedale, go to Vedder.
Band
Technology improvement
Potential to recruit new teachers/staff

Transportation - more bus drivers! A few central locations to permit school drop-offs around Chilliwack/Sardis.
After school care pickups
K-8 all French Immersion school
Access for families experiencing marginalization
Loss of band program for grades 6-8
This doesn't create elementary school seats; it creates middle school seats.
If anything, English kids should be kept together since there are so few of them.
Carpooling is not always an option.
This might just be a sooner move than anticipated.
There currently isn't busing and you're making it that much harder.
There are only 4 English classes. It's kind of brutal to split them up.
People chose to live in this community so their kids could go to this school.
We want our kids to have friends that live nearby.
A big concern is splitting English students into three schools.
We would like to see new catchment boundaries.
Distance is a concern.
We like the idea of switching from CMS to Rosedale.
English parents don't want to move from this school.
We don't want our kids to move in the middle of the school year.
Dynamics - from small community school to large
Plus - program growth and actual classrooms
Minus - losing community, small
Loooooong commute! Boo!
Parking lot design - drop off and pickup.
There's a traffic light needed at the intersection at McGrath as it's a dangerous spot historically.
Like to see French Language E.A.s
Like to see a school bus for French Immersion.
Possibly a centralized drop-off for N. side and one for S. side to reduce added distance for parents and traffic congestion for new school roadways.
Transportation and child care!
Travel time on school/public bus!
Impact to CMS without French Immersion
School start/finish time - accessibility for working parents - start time, travel time
Health and well-being- numerous early French Immersion walk to/from CMS. RTCS is not walkable in the same way.
More will enroll in French Immersion with more accessible locations!
New financial challenges, barriers as a result of moving.
I would now have no choice but before and after school care.
Demand for before and after school care will go up.
Carpooling is not always an option.

ALL NOTES - Meeting with PAC Executive on February 7, 2025

Would late French Immersion go to Rosedale?
Would all students still merge at Sardis Secondary?
What about early French Immersion?
What's the long-term plan for French Immersion?
Is there an appetite at the district level to grow and expand French Immersion?
Is there going to be a busing option?
Are you going to lose students by placing French Immersion so far away?
Will moving the program to the east side be equitable?
How do you plan on keeping French Immersion equitable?
Is there any way to collaborate with other school systems on busing?
Is there a requirement to have French Immersion at only one school?
Could there be French Immersion at multiple elementary schools?
Could there be early French Immersion on both sides of Chilliwack?
Is having shifting, moving cohorts an option?
Is there any flexibility on how French Immersion is offered?
Do you have a sense of what's happening with French Immersion in other districts?
Are there options that are already outlined?
Are there generalized concepts we can make available to parents at the parent meeting?
Can we offer a survey for Cheam parents?
Is it possible to combine elementary and middle school for French Immersion?
Do you have the numbers of how many French Immersion students attend Cheam from the north side and the south side?
Is there flexibility on moving an integrated arts program instead?
When would you know if it's possible to offer busing?
How does the district measure equity?
What is the retention rate of French Immersion students?
Where are some of the barriers that French Immersion faces?
Have we already done the kindergarten lottery? Should we invite the parents of 2025/2026 Ks?
PAC spoke to the values of the French Immersion community.
Rosedale is quite far from Greendale, Yarrow, and Sardis.
We have students attending from Yarrow and Greendale.
After school care is very important as pick up and drop off are not an option for most people.
There is a lot of intangible qualities in having a French Immersion program in a school.

CMS is going to lose a lot if French Immersion is taken away.
Suggest that you share intentional information on this is what we're working towards.
Provide information on the kind of feedback you're looking for.
PAC sends out a regular weekly email to parents.
Suggest an evening meeting with a couple of weeks' notice.
Busing would make French Immersion more equitable.
Suggest making the problem/challenge transparent. Articulate the problem and ask for feedback.
Our English kids already go to Rosedale.
Make the problem transparent. Articulate the problem and ask for feedback.

Appendix C: Promontory Heights Elementary Community School Scenario for Promontory Heights Community School

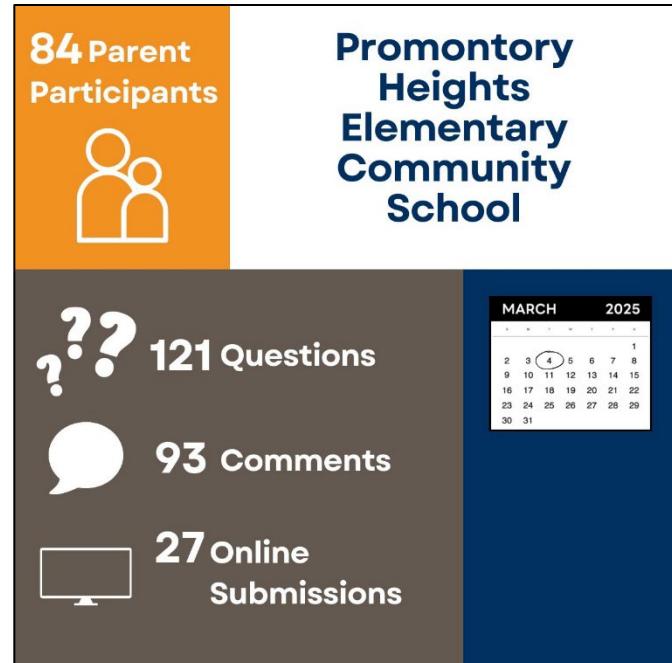
1. Transition Promontory Heights Community School to a K-4 school for 2026/2027.
2. Outgoing Grade 4 and 5 students would transition into Stító:s Lá:lém Totí:It Elementary / Middle School for the 2026/2027 school year.

Feedback

Participants expressed concerns about the impact to students including missing out on celebrations, access to sports, and the opportunity to be school leaders. Some worried about the ability of their students to successfully transition if moved to Stító:s one year earlier.

Participants questioned the impact of the proposed change on mental health, sense of belonging, and raised concerns about separating established peer groups.

Logistical and planning concerns also weigh on families, particularly regarding busing, transportation, and long-term school capacity. Participants wonder if these changes are sustainable, raising doubts about future changes and the need for expanding the school rather than moving students.



Emerging Theme Quotes

Long-Term Planning and Stability

- “Build a new school.”
- “Is the City working with the District to find a solution?”
- “Can the City prevent new builds until there is another school?”
- “Review catchment boundaries for all schools, then fill the classrooms prior to making ‘temporary’ solutions (aka moving Promontory Grade 5s).”

Transit and Transportation

- “If our kids live within a 10 minute walk to the school, they should be allowed to attend through 5th grade. Students who live further away, should be possibly looking at Stító:s or another local school.”
- “Students that currently don’t require busing will now need busing.”

Transitions

- “Kids are anxious. Have you thought about the social-emotional impact?”
- “If December 2025 is the date, this does not give enough time for the school to adapt for the Grade 4 students, parents, and staff.”
- “There are many rituals for students in their final year at Promontory. How could this be addressed?”
- “Grade 5 is too early to go to Stító:s.”

Impact on Families

- “The change to Stító:s for Grade 5 is a huge burden on us. We currently have after school care through Promontory Heights. This change now will have my 10 year old having to take a bus, walk by herself, then be home alone.”
- “Will siblings be guaranteed 100% to follow each other to minimize distress? (School times make transportation a nightmare).”
- “Concern about having children in multiple schools, especially when we live right across from Promontory.”

QUESTIONS – Parent Meeting on March 4, 2025

If an older sibling Grade 4 go to Stító:s, can a younger sibling go as well? Get preferential spots?
Would Grade 5 students be riding the bus with older Stító:s students? Concern about younger with older.
How will we ensure equal opportunity for Grade 5 to play sports and other?
Can we look at changing catchment (ie. Jinkerson). Grandfather those who are here now.
Why was Promontory picked? Will this not just be musical chairs?

What is the long-term plan? Benefit vs. upheaval.
What is the City's responsibility to put land aside for schools?
If Stító:s and Promontory Grade 5 are full, does Promontory overflow go to other schools?
What if the 90 Promontory students at Stító:s do not want to come back to Promontory?
What plans are in place for student transition planning? Especially for neurodiverse students.
What other solutions and options have been considered?
What are the impacts to school culture? - No Grade 5 to be mature leaders.
School sports at Prom? No grade 5.
Will Prom Grade 5 and Stító:s grade 5 be mixed into classes?
We understand this is a numbers problem, but is this change best for families?
Can we build up? 3rd floor.
Do kids move twice if doing into French Immersion at Vedder?
Will the school population numbers be shared with the public?
Isn't Stító:s full? Where are the kids moving to Vedder coming from?
Is it an option to make the new school (in Rosedale) a feeder school for Jinkerson?
Is there a guarantee that children at Promontory will get an after-school care spot at Stító:s?
Can the City prevent new builds until there is another school?
Can we give parents a choice to send younger siblings to Stító:s voluntarily?
Vedder has open classrooms. Can more of the Jinkerson side fill empty classrooms at Vedder?
Have they looked at other schools that Promontory can filter into?
Is there an opportunity to build schools in collaboration with local First Nations?
Can we remove portables and build?
Would eliminating middle school solve the capacity issue?
A lot of families have moved from Promontory but their kids still go here. Can we look at that?
Equity/athletics - options at Stító:s?
Is there opportunities to expand Promontory? Pre-fab modulars, building up.
Can we have the process transitions over more than one year (grandfathered approach)?
Can we draw a new line of boundaries on Prom? Splitting students this way, keeping consistency, parents know where their schools are. Keeping Ks.
Do transitions at different ages have more/less impact?
Impact on students long-term? Milestones, grad ceremonies
Grade 5 leaders... how does their absence/influence impact the younger students? (lunch monitors, maturation of students)
Do current Promontory families at Stító:s want to stay or be at Promontory K-4? Discussions?
Before and after school care is currently available for Prom students. What does this look like at Stító:s?

Bussing - do we have enough buses/seats to accommodate the added shift and needs of bussing students?
Logic = okay, but where is the heart?
For parents whose children don't attend Stító:s, what does the separation between elementary and middle look like?
Would grade 5s be in the elementary part of the school?
How will this impact the flow into high school?
Will there be an intro to middle school day for kids coming into Grade 5?
What is being done to alleviate the multiple significant changes in as many years? 3 schools, 3 years.
What are more permanent solutions?
What are the actual numbers? How many grade 5s (outgoing Grade 4s) and how many overflow kids will come back to Promontory?
What lessons were learned from the last restructuring (removing Grade 6)?
Other solutions? Build up? Portables?
How will this impact teachers?
Space (physical) at Stító:s to accommodate Grade 5s?
Is there enough admin staff at Stító:s?
Cost comparisons for extra staff (admin), teachers, bus, etc., portables. Does this change save or spend?
What is the long-term plan for Stító:s? Will Stító:s be made a full middle?
Are there empty classrooms that can be utilized?
What change management practices are being used for this change?
How does this benefit the kids?
If we move to K-4 at Promontory and then as a family plan to go to Vedder Middles for late French Immersions, what does it mean for Grade 4 student? Stító:s for Grade 4, then Vedder for Grade 6-8 or?
If no Grade 5 year end celebration, would it be a new tradition for Grade 4 to go to Camp Squeah? (Stító:s Grade 5 do not do a year end celebration).
What options for Stító:s students from Promontory who take the bus and still need after school care?
Currently enrolled in Panther Pen - so if this proceeds, how will after school care be prioritized? Would we be placed on a waitlist?
Could siblings attend Stító:s as well for K-4?
Will parents at Stító:s be consulted? (Parking lot and bussing challenges are currently stretched) and those who drive - will increase traffic.
Will a year-end farewell celebration and Camp Squeah occur for Grade 4 if Promontory becomes a K-4 school?
Will there be (or are there talks of) changing the boundary of addresses that feed into Promontory?
Is there other land on Promontory (Tzeachten)?
What is the projection at Vedder Elementary?
Are you looking at other options?
Have decisions already been made?

Is Stító:s also have a meeting like this?
Is Stító:s going to be too full?
Is the city working with the district to find a solution - infrastructure?
How does the transition work for the Grade 5s in Stító:s?
After school/before school care that is secured here, will they get it at Stító:s?
Doe the K-3 Stító:s students that are returning want to come back?
Availability of before/after school care for students still too young to stay home alone?
What's the probability of kids getting shipped off to other random elementary schools for 1 year before going back to Stító:s? Or a completely different middle school?
What is the mental health impact on children being separated from their peer groups (and potentially siblings) multiple times?
Will siblings be guaranteed 100% to follow each other to minimize distress? (School times make transportation a nightmare).
Are there teachers available to manage the influx?
Are there portables already available/on order for the physical space?
What happens to current fundraising/planning for "Grade 5 celebrations"? These kids will miss out on an experience and fundraising will be wasted.
Where will the students from Yarrow and Greendale go?
Will Promontory be the only K-4 school in the District?
Will resources be taken away from Promontory with the loss of students?
Could this meeting not have been an email?
Is there an opportunity to enroll kid's siblings at Stító:s at the same time?
What is the budget for bussing services?
Are there physically enough buses and drivers?
What happened to the second elementary school for Promontory?
If Stító:s converts to a full middle, where will the Grade 5 kids go?
Will class sizes be affected by this move? Or will the limits remain that are mandated by the government?
When will a more concrete plan be available? Is this already set in stone?
Why can't we delay this and inform future "K" families that the school will move to a K-4 class, giving them an opportunity to register for out-of-catchment?
How many questions will get answered and will it be AI?
Can you guarantee that the catchments won't be reshuffled again in 2 years? Like Stító:s was 2 years ago?
What happens for kids with complex needs? Are the supports guaranteed or even available?
Does Stító:s have the fundraising available to support students' needs above district funding?
When was this first proposed and why are we only finding out about this now?
Do parents' opinions matter? Do we get a vote?
What tools/systems/supports will be available to help parents make this transition?
How widely known is this proposal? People buy houses/move up here specifically for this school.

Can parents preemptively move siblings from Promontory to Stító:s in order to lessen the current load?
Can parents volunteer to move their children now, even without siblings, to Stító:s? To minimize disruption?
Why is the decision already confirmed for Dec. 2025 if this is just a preliminary discussion?
Will there be a 2nd discussion round/meeting after the "What We Heard" report is available?
Is there such thing as a double-decker portable?
Have you looked at peer-reviewed studies about moving 10/11-year-olds into an older/middle group? They show social and academic impacts.
Why aren't we discussing expansion instead of moving Grade 5s?
Is the District going to expand its bus fleet? You already don't have enough drivers.
Kids are anxious. Have you thought about social/emotional impact?
Is it possible to add another school in Promontory?
Will bussing still be covered or will I have to pay?
When will our kids know if this is happening?
What's the positives for the grade 4s? I'm seeing a lot of holes and no positives.
Will the kids miss out on trying out for new grade 5 sports because they're intimidated and because there are so many kids at Stító:s?
What's the capacity of Stító:s?
Can the survey be shared with all parents?
Is there an opportunity for parents at Promontory and District to partner to advocate for City for more land for schools?
When will you answer these questions?
Does the district use third party consultants to research impact of big changes on kids?

COMMENTS – Parent Meeting on March 4, 2025

If Dec 2025 is the date this does not give enough time for the school to adapt for the grade 4 students, parents and staff.
Grade 4 may feel that they are going to middle school and we wonder what impact that will have on their social/emotional. But it is really still elementary.
Bell schedule at Stító:s and Promontory are the same.
This is a lot of transitions for kids - K-4, 5, 6-8, secondary.
It doesn't feel like we're solving a problem with this move.
Safety concerns about little ones busing, no sidewalks, crossing the street.
Maybe during September, we should ask for proof of address.
Minimize transitions.
Feels temporary. Band-Aid solution.
Sense of belonging and well-being; separation of communities.
Diluting friends/connections in classes at younger age (mixing with unknown students in Grade. 5).

Pros/cons re: impact of kids at elementary/middle vs. secondary level.
Family demographic changes/considerations.
Stító:s is currently splitting to two secondaries.
Would shift to whole school to move to same secondary.
Social/emotional development at youngers years.
Promontory kids missing out on leadership skills and opportunities.
Promontory culture: domino effect when staff move (Grade 5 teachers, support staff).
Current families impacted by the lack of forward thinking. Let's ensure this doesn't happen for future families.
Current Grade 3 students scared, sad and feel it is unfair.
Bussing considerations for children at different schools.
There's many rituals for students in their final year at Promontory (field trips, leadership). How could this be addressed.
Keep sibling groups together for support and after school care.
After school care spots for childcare not keeping pace with demand.
Graduation ceremonies for kids leaving Promontory.
Knowing timelines so this can be communicated to kids ASAP.
Kids going to Stító:s for Grade 4, then moving into VMS (French).
Budget for extensions, new school (east side elementary does not address our numbers issue).
Bus options, inefficiency, congestion/traffic.
Review catchment boundaries for ALL schools, then fill the classrooms prior to making 'temporary' solutions (aka moving Promontory Grade 5s).
Affect on sports
Transportation
Start times. Kids at multiple schools with potential transport issue and similar start times.
Communication plan. Limited information for this meeting. How will we know when we get our questions answered? Notice was tiny and vague.
When will decisions be made and communications (Dec. 2025).
Anxiety in kids about potential changes. Stress is already happening.
By changing catchment, it limits social growth skills of kids.
Concern re: childcare. Promontory has Panther Pen.
If my Grade 5 child starts at Stító:s, would prefer her sister who'd started in K that year to attend the same school.
Grade 4 age too young - overwhelming to attend a very large school of 900+ students. They can be and/or feel lost. How is it developmentally appropriate or safe, especially for students with exceptionalities. Scary for them. Scary for parents.
Stress and change really impacts neurodivergent children. Change would occur younger.
Concern about having children in multiple schools, especially when we live right across from Promontory (ie. Have 3, 4 children).
Impact and consideration for students with mental health needs.
Nothing resonates.

Grade 5 is too early to go to Stító:s.
Grade 4 is too young to be leaders/oldest in the school.
Must be a different way.
Too young to go to Stító:s.
Grade 3 students won't be ready with educational goals.
Bussing concerns.
Population is growing everywhere.
Breaking up families.
Reimagine catchments so families can stay together.
Social/emotional concerns about moving young students.
Better access to literacy and numeracy at younger grades; middle school is less access.
Communication so far has been very vague.
k/1 annex close by.
Road safety - Vedder/Promontory too busy.
Students that currently don't require bussing will now need bussing.
Too many ages traveling together on busses.
Sounds like a band aid.
6-8 isn't separated from K-5 at Stító:s.
Daycare - Panther Pen
Partnering with Indigenous communities for land acquisition.
Swap out kids that are already at a different school to displace others that are settled.
Pick up/drop off considerations for families where kids are split up.
FPPL - connection and community is broken apart.
Earlier mornings to use bussing, travel.
Swapping kids, not making any changes. This is a band aid.
Would be nice to have a more family-focused solution.
Kids that can now walk would need bussing to Stító:s.
Checking a box. Looks good on paper but doesn't make sense.
Not a solution.
Need land - Indigenous, Ryder Lake, City.
Complete lack of plan presented to concerned parents.
Availability of bussing/bus schedules for new students.
Current lack of space at Stító:s for Grade 5s.
French Immersion students will have additional transition. Promontory - Stító:s - Vedder Middles - GWG
Poor structure of parent meeting doesn't allow for group collaboration. No group discussion.
Nothing of this plan resonates to be honest.
Transparency about this plan would have been nice.
Concerns about safety of bus stops for even younger students.
Availability of E.As. For influx at Stító:s - there are barely any right now.

Timeline is too rushed - since when can a concrete plan be thoroughly vetted/prepared for in 1.5 years?
I would rather add portables than lose Grade 5.
Concerned about losing grade 5s - role models.
My child catches the bus at 7:30am and already doesn't get to school until 8:30am (after school has already started).
There aren't enough buses.
Busing is not an option. I don't want my kids on different sides of town.
We would like to know by September so we can prepare our kids. December is too late.
I wouldn't have moved here if I knew about this change.
I'm furious. Communication was vague. I want to see a plan.
I feel like we're doing the work for you.

ALL NOTES – Meeting with PAC Executive on February 4, 2025

What other solutions are being considered?
Is just Stító:s being looked at or are Watson Elementary and Vedder Middle also being considered?
When will this change happen?
Is there any thought that middle school will go to grade 9?
Will the EAs transfer to with their students to Stító:s?
How is this feedback going to be used?
Will there be more classrooms for grade 5 at Stító:s?
How many students in K-4 are you hoping to bring back to Promontory? What's the hope there?
Would Stító:s make more classrooms for grade 5?
Will there be any flexibility for families who have kids at Stító:s? Will they have the option to skip Promontory altogether?
How many families are split with elementary aged programs between Stító:s and Promontory?
What's the hope for how many students you'll bring back to Promontory?
Will you speak with grade 5 teachers before you meet with parents?
The feedback from parents is that they're good with this change because the school is so crowded.
Is this ideal? Probably not, but it makes the most sense for immediate impact.
This adds another transition for students who will go from elementary, to a new elementary and then transition to middle and then high school.
Suggest 1-2 slides that show demographics to help make sense of this change. Some parents are visual learners.
Grade 5 class currently has 106 students and there will be 80 in 2025.

Grandfathering could be a challenge.
There are a lot of needs in this school.
PAC can help promote the parent meeting.
Suggest picking a meeting date outside of a PAC meeting.
PAC can support with childcare on the meeting night.
Do not give any more than 3 weeks' notice.
Grade 5s are special at Promontory.
The biggest thing is to give lots of notice for 2026. This will help people and students mentally prepare for the change.
The children are too young to understand the complexities of this change but perhaps you can include them in the conversation at some point after a decision has already been made. Maybe a special presentation for them?

Appendix D: Yarrow Community School

Scenario for Yarrow Community School

1. Transition Yarrow Community School students to Vedder Middle School in Grade 6.
2. Yarrow students would then transition to Sardis Secondary School in Grade 9.

Feedback

Participants expressed some skepticism about whether decision-makers would seriously consider their input. They commented on the frequent changes for their students, with some families having experienced 3 or 4 changes to their family of schools. They had some concern about the impact of frequent transitions on their children. Participants asked for assurance that any changes would remain in place. Participants noted that they would have to travel further to Vedder Middle when it's currently possible for their students to bike to Stító:s. Families emphasized the stability of their community and limited opportunities for further growth. Many families have been in Yarrow for generations.



Emerging Theme Quotes

Long-term Planning and Stability

- “Promontory clearly needs its own elementary school, middle school as well as high school. It’s time to stop playing catch-up with building new schools and to start looking ahead and planning problem prevention.”
- “You have a choice to say no when GW Graham is at capacity.”
- “Can you ensure we won’t get moved again?”
- “Cultus Lake, Yarrow and Greendale are stable and have been here for generations. Why bounce us around?”

Communication and Transparency

- “Is this a decision where we get a voice or do you just listen and do what you want?”
- “It would be nice to have a better answer than the numbers make sense.”
- “Are you proposing to move us because there are fewer families to make noise?”

Transit and Transportation

- “People from Cultus Lake, Yarrow and Greendale are going to drive by a school to get to Vedder Middle.”
- “We can bike our kids to Stító:s.”
- “I worry about traffic. We already know how bad traffic is in that area.”

Impact on Families

- “We would have made the change to French Immersion if we knew about this proposed change.”
- “Divides friends and siblings switching so often.”
- “What if one child goes to Stító:s and the next has new catchment? Can they go to Stító:s with their sibling?”

Transitions

- “It’s hard for kids to keep moving.”
- “I like trying to keep kids together from middle school to high school [and] not splitting [them] up.”
- “When will we know what’s happening?”



Parents participate in a discussion at Yarrow Community School on March 5, 2025.

QUESTIONS – Parent Meeting on March 5, 2025

Isn't Vedder Middle at capacity right now?
How many portables are at Vedder?
Are they increasing class sizes?
Is there a way to know by September? I have a kid who is set to go to Stító:s in September.
What is the max capacity for a classroom in high school and middle school? Will classroom sizes get bigger?
Does Stító:s split into two high schools?
Shouldn't all high schools have the same programs?
Will the kids who will go to Vedder Middle all go to Sardis Secondary together?
Why don't you build schools higher?
How often do these numbers get looked at?
What elementary schools have space?
How many portables are at Promontory?
Why doesn't Promontory get more portables instead of moving us?
How about we send Promontory students to Rosedale?
What about teachers? Are they available? What about E.A.s?
How does it work if I have a child in Stító:s now and another one going to Vedder?
What are my options?
Will there be grandfathering?
Will the family or just the student be grandfathered?
What about making a new middle school for Yarrow and Greendale?

Is registration already closed for September French Immersion, and will they reopen it?
Is this a decision where we get a voice, or do you just listen and do what you want?
Other than Promontory, what south side schools are growing the fastest?
What about the Jinkerson land?
With us being so close to Stító:s, why consider Yarrow to move?
If you've had a child in French Immersion, do your kids get grandfathered in?
Who is taking the spots at Stító:s vacated by Yarrow and Greendale?
Where do Cultus Lake kids go right now?
My daughter starts at Stító:s in grade 6 next year. Will she still get busing for grades 6-8?
Will you pull kids out of Stító:s and send them to Vedder?
Will this impact grade 6s going this year?
Will busing to Stító:s continue?
Could Promontory go to Slesse or Vedder instead of Yarrow switching?
What if 1 child goes to Stító:s and the next has new catchment - can they go to Stító:s with their sibling?
My child will be at Stító:s in 2026 Grade 8. Can they stay at Stító:s? Or do they have to move to VMS?
Busing plan? Will I have to pay to stay at Stító:s?
Could we be K-8 at Yarrow? (Unsworth, Cultus, Greendale, Chilliwack Lake, Yarrow).
Are you proposing moving us because there are fewer families to make noise?
Stító:s plan was to be a middle school? Why not make it a middle school? Fill Unsworth again - does Watson have space too?
Promontory seems to be the problem. If they have school?
Can we add more French Immersion to Vedder?
How much longer is the bus ride to Vedder going to take than to Stító:s? My child already doesn't get home until 3:30pm.
Proximity-wise, does it not make more sense for Yarrow and Greendale kids to go to Stító:s?
Will the kids who get bussed to Stító:s still get bussing?
Will there be additional busing to Vedder?
Why choose Yarrow to move when we're so close?
Can you ensure we won't get moved again?
Why don't you change your school of choice policy?
If we care for kids, why are we traumatizing them? Moving is trauma.
Care about their emotional state?
Can we stay at Stító:s? What would it take?
When will we know what's happening.
Where can we give our voice about the final plans after they're made?

COMMENTS – Parent Meeting on March 5, 2025

Vedder Middle is not missing students; we're just adding.
We know Vedder and Promontory continue to be an issue (capacity).
We would have made the change to French Immersion if we knew about this proposed change.
Taking our kids from a beautiful brand-new school and putting them in portables.
Cultus Lake, Yarrow and Greendale are stable and have been here for generations.
Why bounce us around?
These little communities are rooted; we're a 5th generation Yarrow family.
We are constantly in transition. This has happened five times. This is the 4th move in 9 years.
We're going to be passing Promontory parents on our way to Vedder.
Yarrow wants a middle school with Greendale and Cultus Lake.
I worry about traffic. We already know how bad traffic is in that area.
Worried about safety.
I'm worried about splitting my kids up. My child is looking forward to having one year at Stító:s with their brother.
Build another school on Promontory or Vedder.
Greendale and Yarrow are steady because we cannot overdevelop our area.
It would be nice to have a better answer than the numbers make sense.
People from Cultus Lake, Yarrow and Greendale are going to drive by a school to get to Vedder Middle.
It's a larger drive for us and for Promontory every which way.
You have choice to say no when GWG is at capacity.
We can bike our kids to Stító:s and do!!
Present 2 or 3 plans. We need another idea!
We have to switch too much - stop! 4 years later my next kid has to switch back again to Vedder after we just got established at Stító:s.
4 acres on community street. They want it to be something for the community.
We are a stable community. Stop moving Yarrow.
Divides friends and siblings switching so often.
We sent 32 kids to Stító:s last year.
Yarrow wants a middle school!! :)
Provincial leaders are not considering city laws.
Like trying to keep kids together from middle school to high school - not splitting up.
Some kids ride their bikes to school now.
We walk to school!!
Promontory kids go farther to Stító:s.
Promontory and Vedder go to Mt. Slesse.
If feels like we are constantly in transition. Last move was 2022 - Slesse, Vedder, Stító:s , Vedder. We're overlapping transitions.
Connections between middle and elementary schools.
It's HARD for kids to keep moving.

ALL NOTES – Meeting with PAC Executive on February 10, 2025

There have been four switches in the last decade.
Parents will have questions and concerns if they have children in other schools.
What pertains to their family will be important.
The flip-flop has been a thing.
It's harder to get parents involved when they know they're moving.
There is half an acre for sale behind the school.
This is quite a settled school. Generations have attended this school.
We want a commitment that it won't always be Yarrow having to move.
Teachers from Yarrow have been building relationships with teachers at Stitô:s.
We anticipate vocal feedback.
Larger families with gaps in ages.
Giving space to share their thoughts and feelings is important for parents in this community.
Be prepared to come back with an update for parents.
Would it just be Vedder Middle feeding into Sardis?
What's plan B?
What about siblings of the kids that are transitioning to Vedder Middle?
Can you build Yarrow its own middle school?
Can we add portables to Yarrow?
How long-term would this change be?
By the time my son gets to grade 6, will there have been another move?
What would the commitment be when you make this change?
What is an alternative?
Will Vedder Middle end up a portable school?

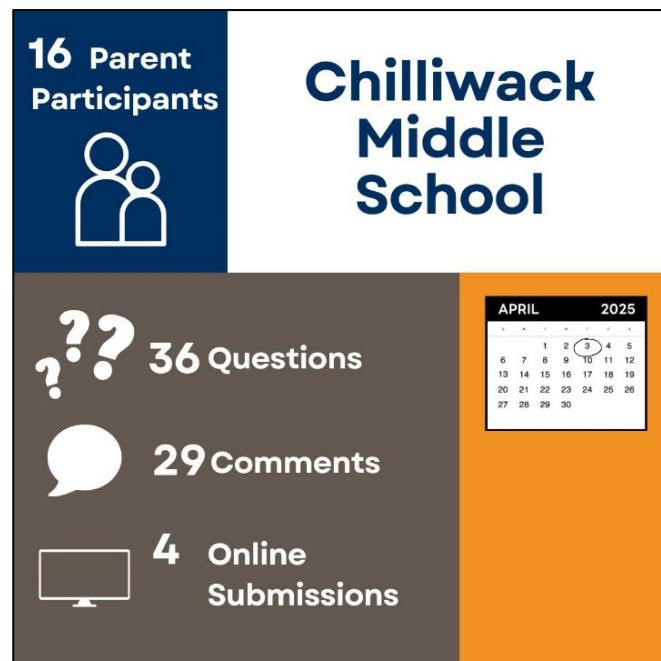
Appendix E: Chilliwack Middle School

Scenario for Chilliwack Middle School

1. District Early French Immersion K-5 students transition to new east side elementary school.
2. Rosedale Traditional Community School (RTCS) transitions to a 6-8 middle school.
3. District North Side French Immersion (CMS) transitions to RTCS middle school.

Feedback

The comments reflect concerns about proposed changes to the French Immersion program's location. Parents worry about logistical challenges if the program moves to Rosedale, including transportation, early morning bus schedules, and families potentially having children at schools on opposite sides of town. A few parents expressed that stability was a key reason they chose French Immersion, and they fear disruption to their student's social connections and school community if the program moves.



While some see benefits in a new facility for the elementary students, most comments highlight accessibility and equity concerns - particularly for lower-income families. Parents also raised concerns about program continuity between elementary and secondary levels, after-school activities becoming more difficult to manage, and the potential negative impact on both the current school (losing valuable program contributions) and students (especially those who struggle with transitions or making friends).

Emerging Theme Quotes

Transportation and Logistics

- “If French Immersion is pushed out, we'll have one [student] at Rosedale and one [student] at Sardis, making them even further apart.”
- “Wouldn't early French Immersion parents want all their kids in Rosedale? They're all right there versus Rosedale and here.”
- “I love the idea of moving kids out of here. Cheam is bursting at the seams. But we need busing.”

Transitions and School Culture

- “I was thinking about the immeasurable benefit of a program to a school like this - Band, leadership, PAC.”
- “We joined the French program because it was kind of an alternate. My daughter appreciated that this is a small program that helped with transitioning into a big school.”

- What's the general difference of a traditional school and would the school change with the new students?"

Vitality and Equity of French Immersion

- "We need busing. We're already hearing about declining French Immersion numbers in other districts."
- "Is moving these children out to that school equitable? Would every kid have a fair chance if it's moving there?"
- "My daughter is already saying she doesn't want to take the bus to Sardis Secondary and lose her friends."
- "I think this is a particularly good opportunity for the French Immersion program to be able to grow and expand. I think that many French Immersion parents will be willing to make the drive."

QUESTIONS – Parent Meeting on April 3, 2025

What would the plan be for growth in Rosedale and Popkum?
Isn't this program really good for this school?
What are the benefits to our kids moving out there?
What will happen to Cheam school?
Have you thought about leaving French Immersion here?
Would you move the borders or move the school?
Would there be any consideration to a gradual transition so kids here could finish grade 8?
Is the mandate behind French Immersion driven by the district or by parents who want French Immersion?
Is the district okay with French Immersion shrinking?
One thing our kids take part in is the band program. They're excited about it. Would French Immersion kids lose access to band?
Why wouldn't you build a new school at Cheam?
What's the general difference of a traditional school and would the school change with the new students?
Will all the teachers move?
What would the catchment look like for Rosedale?
Are there alternatives to moving French Immersion?
RTCS presently had childcare. Will it move?
Is the elementary and middle school at RTCS separate? Would French and English sides be separate?
I'm not familiar with RTCS. Would there be impacts on sports or programs that our students wouldn't be able to do out there if they move?
Is the border changing for English students?
Are there plans to expand Little Mountain?

When will the new school open?
Would there be busing?
Can busing be available to the French program?
Would the school be just French Immersion?
Do you know the current CMS French head count?
Would students still transition to Sardis Secondary?
Would there be more seats for French Immersion?
When you're saying east side elementary, is it the old Rosedale?
Is moving these children out to that school equitable? Would every kid have a fair chance if it's moving there?
How many French Immersion students graduate?
Would they consider having two late French Immersion at Rosedale?
Have teachers been asked for their ideas?
What other district programs exist?
Is the program at Leary a district program?
At Leary it's a catchment school, not a school of choice?
What is the numbers projection for the new school?

COMMENTS – Parent Meeting on April 3, 2025

If French Immersion is pushed out, we'll have one at Rosedale and one at Sardis making them even further apart.
It would be bad if we have to reconfigure again, and French Immersion would be the first to move.
I like the idea of a one campus model so kids can attend the school closest to home.
Wouldn't early French Immersion parents want all their kids in Rosedale? They're all right there versus Rosedale and here.
I was thinking about the immeasurable benefit of a program to a school like this - Band, leadership, PAC. There's a concern that once this pulls out of here, it's going to be a tougher school.
I don't know how you address community concern.
You'd be ripping our kids away from their friends. It's a really big deal for kids who do not make friends easily.
Stability is one of the reasons we chose French Immersion in the first place.
If this is going to be a choice program, it has to start later. They cannot get on a bus at 7:00am.
A bit more inaccessible, especially for lower income families.
Grandfathering who goes to Rosedale one at a time - I don't know if this would work for teachers.
We joined the French program because it was kind of an alternate. My daughter appreciated that this is a small program that helped with transitioning into a big school. She likes having the alternate opportunity.
I like the idea. I would love a new school to make it bigger. I love the idea of moving kids out of here. Cheam is bursting at the seams. But we need busing.

Damaging to kids to get up early to get to Rosedale. Early mornings are difficult.
French Immersion students should have a free bus stop.
We need busing. We're already hearing about declining French Immersion numbers in other districts.
Pushing French Immersion further from the high school is a challenge. It's more equitable to have a secondary school on this side of town.
My daughter is already saying she doesn't want to take the bus to Sardis Secondary and lose her friends.
I don't see our kids gaining anything. I see the benefit for younger children and I see the benefit for alternate kids.
It would be great to have French Immersion on this side of town.
If you have an older student and a younger student, you'd hope they would be on the same campus.
Rosedale has a city bus, but no bus stop.
We're getting a bigger school to replace a smaller school.
Alternate students do not have a gym so it would support them as well.
Biggest thing is busing and having that be accessible and the timing. For example, if you have one at Sardis and one at Rosedale.
They should push the start times at Rosedale.
After school activities are a burden. We pay for the bus, but we only use it here and there.
I like the program downtown. It's worked out really well for us.
Opposite ends for elementary and secondary.

ALL NOTES – Meeting with PAC Executive on February 27, 2025

There will be concern from parents about travel to Rosedale.
What are the other options being considered for the north side French Immersion program?
Will Rosedale French Immersion students go to Sardis?
We think the English students at CMS benefit from having the French program here. Aren't Little Mountain and Strathcona elementary schools already over capacity? How would a change like this help?
Some English and French stream students are very connected and it's hard for them when they split between CSS and Sardis.
What will happen to Cheam Elementary?
We like having our French Immersion kids at this school? It was a deliberate choice to have them here. We live in the neighbourhood and we think our kids benefit from going to school with students from all walks of life.
Some French Immersion parents wouldn't send their kids to CMS because it's an "inner city" school and opted for Vedder Middle instead. That hurts.
When will the district build a new school in the central area?
Will Cheam and Rosedale students all fit at the new school?
People have not been talking about this. Parents are not aware of this proposed change.

How does this prevent overcrowding?

Appendix F: Greendale Community School

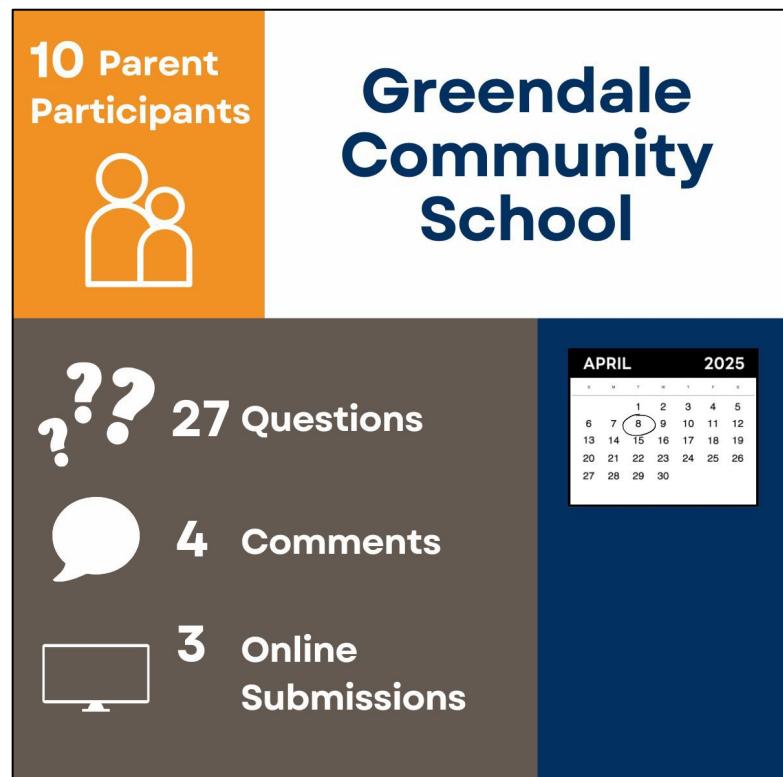
Scenario for Greendale Community School

1. Transition Greendale Community School students to Vedder Middle School in Grade 6.
2. Greendale students would then all transition to Sardis Secondary School in Grade 9.

Feedback

The comments reflect curiosity about the equity of programs and offerings across District middle schools. Participants have questions about Vedder Middle School's capacity and the condition of the facility.

Parents are looking for solutions to logistical challenges including potentially having two or more students at different middle schools and how busing would work in that scenario. They wonder if this is a long-term solution and how much of an impact moving their small cohort of students would actually have on balancing enrolment.



Parents felt that having Greendale students move through middle school and secondary school together would be a positive change.

Emerging Theme Quotes

Impact on Families

- “Could we register a grade 5 student for Vedder this year knowing a younger sibling will be going to Vedder?”

- “Could siblings get busing to different schools?”
- “Can a family that is out of catchment choose? (catchment vs. elementary school)”

School Culture and Equity

- “Are clubs, sports, extra curriculars the same at all middle schools?”
- “This change could have positive effects especially socially (able to maintain friendships through middle-high school).”
- “Stító:s has an outdoor education component that is missing at VMS.”
- “We like that Stító:s is K-8...sense of comfort staying with younger kids longer.”

Long Term Planning and Stability

- “Can Greendale take student overflow to reduce pressure on the district?”
- “Will we continue to move kids along according to their school or will we look at their residence if out of catchment?”
- “Removing Greendale and Yarrow from Stító:s - will it affect enrolment much? Do both schools *need* to be moved from Stító:s?”
- “We are concerned about the grade 5 students of 2025-26 coming into September not knowing where they are going to middle school.”

QUESTIONS – Parent Meeting on April 8, 2022

Can VMS handle more kids without adding a lot of portables?
Are enhancements and upgrades being done to VMS (cafeteria, etc.)
Because Stító:s is more modern, does that mean it has better programs?
Is Vedder an older school that has older everything?
Are the programs the same at every school?
Is there talk of changing boundaries for elementary?
Will buses pick up kids from the same house that go to different schools?
What is the year of transition?
If we have a current Stító:s student or a grade 5 going to Stító:s in Sept. 2025, will we be able to choose to send both siblings to Stító:s or Vedder?
Could we register a grade 5 student for Vedder this year knowing a younger sibling will be going to Vedder?
Could siblings get busing to different schools?
Can Greendale take student overflow to reduce pressure on the district?
Removing Greendale and Yarrow from Stító:s, will it affect enrolment much? Do both schools *need* to be moved from Stító:s?
Can Vedder handle the extra students?
Any differences in the explorations/programs/facilities offered at both schools?

Will we continue to move kids along according to their school or will we look at their residence if out of catchment?
Are clubs, sports, extracurriculars the same at all middle schools?
Will this impact the French Immersion program?
What other district changes are coming?
Will the students continue to move through schools together?
How long term is this solution?
What is the size of the middle schools?
Why is Greendale the school changing?
What happens if there is a family child in middle school already?
What other schools will feed into VMS and Sardis?
Can a family that is out of catchment choose? (catchment vs. elementary school)
Will siblings continue to be "grandfathered" into the middle school? What if siblings are more than two grades apart - i.e.. Older sibling attends Stító:s, but is at Sardis. Younger sibling going into grade 6- can they be grandfathered still? Or do siblings need to attend at the same time?

COMMENTS – Parent Meeting on April 8, 2025

This change could have positive effects especially socially (able to maintain friendships through middle-high school).
We like that Stító:s is K-8...sense of comfort staying with younger kids longer.
Stító:s has an outdoor education component that is missing at VMS.
We are concerned about the grade 5 students of 2025-26 coming into September not knowing where they are going to middle school.

ALL NOTES – Meeting with PAC Executive on March 6, 2025

Will the changes be school-based or catchment based?
Can Vedder handle these new students?
Is there a plan to build an additional elementary school at Stító:s?
What's the plan for the kids who are already in the split?
Would you have it open to kids at Stító:s - on a case by case so they could choose Vedder?
Can the rest of the family go to Stító:s if they already have kids there?
How are you going to handle busing for two different schools?
Is there talk of changing boundary lines for Greendale?
Is there discussion of more schools being built?
Is Rosedale too far for Promontory students to attend?
Will this impact French Immersion?
We don't recall complaints when this change occurred last time.
Last time there was excitement around the new school.
Initial middle schoolers at Stító:s - split hasn't happened yet (to high schools).

My grade 4 is already talking about where she's going to go to middle school.
For Greendale, we are a lot of out of catchment. If we changed choice school policy you'd see a loss of students here.
A boundary adjustment is due.
Evening meetings have a low turnout.
Grade 4 and 5 families will care about this and show up.
Be direct on what the topic of discussion is: What we're discussing is----
Preface by saying this isn't a firm plan but we want you to come share your questions, thoughts and perspectives.
Suggest the week of April 7/8.
We want to have a close of the loop.
People want to see how we're moving ahead.

Appendix G: Yarrow Community School

Addendum to What We Heard Report: Preliminary Boundary Discussions

Yarrow Community School Update – September 2025

In the spring of 2025, District staff met with parents at Yarrow Community School to discuss potential changes for Yarrow students when they leave elementary school. At that meeting, parents shared an alternative scenario that District staff felt needed further exploration. The suggestion was to offer middle school in Yarrow. This could be possible by making Yarrow Community School a K-8 school.

On September 24 and 25, District staff met with staff, parents, and students to discuss the benefits and challenges of making Yarrow Community School a K-8 school.

District staff emphasized three considerations:

1. For a K-8 school to be feasible, a new group of students would need to be introduced to Yarrow Community School in grades 6-8.
2. Facility constraints and potential impacts on exploratories.
3. The timeline to becoming a full middle school would be three years.

Table 2: Summary of engagement in Yarrow

Date	Number of Participants	Group	Mechanism for Feedback
September 24, 2025	16	Staff	Staff meeting
September 24, 2025	40-50	Parents, guardians and caregivers	Parent meeting
September 25, 2025	3	Vedder Middle School students	Student focus group

September 25, 2025	9	Yarrow Community School students	Student focus group
September 24-25, 2025	6	Parents	Email submissions

Additional Scenario for Yarrow Community School

1. Make Yarrow Community School a K-8 school.
2. Yarrow students would then transition to Sardis Secondary School in Grade 9.

Parent Feedback

Parents were divided on the idea of a Yarrow K-8 school. Some parents had strong concerns about the growing pains of the transition for their students. They expressed concerns about social deficits and access to exploratories. They are worried about the shock of moving from a small K-8 student to a large secondary school. Other parents appreciated that this could be a long-term solution that would offer more stability for their families. Some parents had concerns about portables. The Director of Facilities and Transportation emphasized that a Yarrow K-8 would have portables for many years. Parents who were quiet at the session shared feedback afterwards. They like the idea of keeping their students in Yarrow longer and maintaining core friendships. They see possibility and positive impacts on the school community.

Benefits, Possibilities, and Suggestions	<p>Fractured friend groups impact students currently attending Stító:s when they leave for secondary school.</p> <p>There are portables at all schools.</p> <p>We've lived through changes before.</p> <p>Exploratories could include agriculture and exploratories with connections to Yarrow community.</p> <p>This could be an opportunity to bring good things to Yarrow School.</p> <p>Appreciate the stability of a 10–15-year plan.</p> <p>New students introduced in grades 6-8 can help with new friendships.</p> <p>Parents are looking for stability in where students will go to secondary school.</p> <p>Leaning into community experiences.</p>
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	<p>This change would offer stability.</p> <p>Greendale and Cultus students share a rural experience and have stable growth.</p> <p>Spillover effect to elementary students from having band and music in the building.</p> <p>Solid core friendships are important to parents.</p> <p>Teachers are the most important factor when creating a school culture.</p> <p>Partnering with UFV to offer explorations, shop.</p> <p>Outdoor education program.</p> <p>This is an opportunity for a special program that would benefit all kids.</p> <p>Keep kids younger longer.</p> <p>This school could overcome challenges with band, etc.</p> <p>Staggered start and stop times</p>
Concerns, Challenges, and Limitations	<p>Lack of access to exploratories such as woodwork and metalwork could set students behind when they enter secondary school.</p> <p>Entering secondary school with a small group of friends could be intimidating.</p> <p>Feasibility of co-teaching for middle school students.</p> <p>Capacity at Vedder Middle School</p> <p>The depth and breadth of experience offered at Stító:s or Vedder Middle School wouldn't be offered at Yarrow.</p> <p>Being with the same students from K-8 means that problematic peer relationships continue for many years.</p> <p>Worry that kids won't be able to experience the range of exploratories.</p> <p>Busing can be a challenge for students attending Stító:s and Vedder Middle.</p> <p>I don't want my Kindergarten students to be around grade 8 students.</p> <p>Culture shock of moving from Yarrow to secondary school.</p>

	<p>Parents feel like they're being punished for growth in Promontory.</p> <p>Parent says they have read studies that they say show lower achievement in students who attend a K-8 versus a middle school.</p> <p>Social deficit</p> <p>This is an athletic community. Don't want our students to miss out on high school sports.</p>
<p>Questions</p>	<p>Can the District guarantee that Yarrow will not lose child care and before and after school care?</p> <p>Would there be grandfathering?</p> <p>What are the benefits of K-8 for school culture/student culture?</p> <p>Is there an Option C?</p> <p>Is this a Band-Aid solution?</p> <p>What is the timeline for a decision?</p> <p>Are portables a long-term solution?</p> <p>How many new kids will come to Yarrow?</p> <p>Have you considered using the portables for K-2?</p> <p>Could there be French Immersion offered at Yarrow?</p> <p>Can parents fundraise for an addition?</p> <p>Do portables get renovated?</p> <p>Would bussing be a challenge?</p>

Student Feedback (Grade 6 at Vedder Middle School)

Feedback from three grade 6 students at Vedder Middle School was mixed. One student has made a lot of new friends and really enjoys being at middle school. Although it's intimidating, the other two students are finding their way in their new school. They enjoy the differences from elementary school including having lockers, a cafeteria, and all the exploratories. All three students live within walking distance of VMS which they said was a benefit.

Student Reflections	<p>Grade 6 students at Vedder Middle School find the school to be busier and the layout to be a bit confusing, but they are getting used to it.</p> <p>The transition to VMS was less stressful than they thought it would be.</p> <p>Parents were more worried than their students.</p> <p>Students are excited about exploratories including metal work and woodwork.</p> <p>They see not having woodwork or metal work at a K-8 school as a disadvantage.</p> <p>They love having lockers and having a cafeteria.</p> <p>They expect that space would be more crammed if Yarrow were to be a K-8.</p> <p>The location is nice for these students as they are in walking distance to VMS.</p> <p>The convenience of being able to walk home is important.</p> <p>Students miss the swings at Yarrow School.</p> <p>Students felt it would be important for Yarrow youth to be able to choose a Yarrow K-8 or a VMS 6-8.</p> <p>Student felt that Stító:s was larger and more confusing than VMS.</p> <p>Students were excited to attend Sardis Secondary.</p> <p>Students recommend that elementary and middle school spaces be separated at a Yarrow K-8.</p> <p>Portables at Yarrow could help with the feeling of two separate experiences.</p> <p>Transition could be a big change to secondary.</p> <p>Sister is in grade 4 and is already excited to attend VMS.</p> <p>Students might miss out on some things if they attend a Yarrow K-8 instead of VMS.</p> <p>Students currently have gym every second day at VMS.</p> <p>They worry it would be harder to make new friends at Secondary.</p> <p>Bringing another group of students to Yarrow K-8 could help with that.</p>
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	Student reiterated that having a choice of Yarrow K-8 or VMS would be important.
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Student Feedback (Grade 4 at Yarrow Community School)

Feedback from approximately 9 grade 4s was mostly enthusiastic about having a K-8 school at Yarrow. However, students did have questions about exploratories. They talked about their positive relationships with siblings, family, and teachers at Yarrow. Students did not seem overly intimidated or worried about the idea of moving to a middle school. However, they were excited about the possibility of being leaders in a K-8 school.

Student Reflections	<p>Might prefer to go to a middle school.</p> <p>Middle school prepares you for going to high school.</p> <p>This school doesn't have woodwork, metal work or band.</p> <p>Some kids felt if Yarrow could offer woodwork, metal work, and band, they would want to stay in Yarrow.</p> <p>Students want to be where their siblings are.</p> <p>Students think about what extra curriculars they could participate in.</p> <p>It might be nice to go to a different school.</p> <p>Saying with friends at Yarrow would also be nice.</p> <p>It is possible to have exploratories such as photography, pottery, and band at Yarrow.</p> <p>Keep siblings together.</p> <p>Parents don't like buses.</p> <p>Excitement about being the oldest kids in school.</p> <p>What would happen to the hockey courts?</p> <p>This school has a great principal, great teachers, and playground.</p> <p>Would we get lockers?</p> <p>Would elementary and middle be separated?</p> <p>Would we have one teacher?</p> <p>My brother would come back here for middle school if he could.</p> <p>My brother likes Vedder Middle.</p>
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My parents would like me to stay because my grandma is here.

Yarrow Parent Emails

Hello

I attended the meeting discussing Yarrow elementary potentially becoming a K-8 school. It was my impression that if this goes through then starting in September 2027 Yarrow would keep grade 6 students and progress through 3 years until reaching grade 8. My concerns with a slow progression like this is it feels like for this year of students they get to be the "experiment". The resources coming in would be slow as well. We would only see 2-3 new staff members per year vs seeing 6-10 staff and with the resources they come with.

My other concern for these students is that they would be the oldest in this school for 4 years (grades 5-8) I see leadership opportunities there but I also see a huge struggle coming their way once they hit high school and they are the youngest students. I think by offering up to grade 8 right away and letting parents in the catchment choose to move their kids back to Yarrow could help avoid these situations.

Thanks again for the meeting at Yarrow this week. We really appreciated feeling heard about our ideas and concerns.

I said most of my ideas in person but I wanted to take this opportunity to send an email anyway.

I think the idea of a Yarrow K-8 school is a beautiful one. Nurturing our kids in our unique community up to the age of 14 and helping prepare them for high school as more confident teens is special, important and will help build strong stable community and families, and help create teens who feel connected. It would give us this chance for some "outside the box" thinking regarding unique and special opportunities for these students in terms of mentoring, outdoor education, track and field, agriculture, community-connected explorations (ie with a local person with a wood shop, etc.) I have a masters degree in Imaginative Education from SFU and I know from my learning in this program and my experiences as a teacher for 17 years that when we open up to new ideas, really exciting things can happen. We don't need to do "what we have always done."

Regarding adding middle school grades to Yarrow Community School:

Pros:

Community connection

Smaller number of students

More focused resources

Not getting lost in a large student population

Special programs

Continuity of learning

Connection to place

For staff to focus more on teaching and less on managing student behavior

Opportunities for creative programming

Location

Future stability

Opportunity to live out your motto "Partners in Education"

Cons

Growing pains of something new

Loss of "the usual" (seen as a minus for some)

I know some parents left the Wednesday meeting thinking that Yarrow kids staying at Stitó:s was still an option. I understood that it was not. I think if more people fully understand that the choices are:

- 1. Go to portables at Vedder middle and be part of the intentional packing and stretching of VMS resources to get onto the list for building money*
- 2. Be in portables at Yarrow and be part of something new, different, close to home, connected and nurtured in our community with some differences in ADST and arts education etc*

It would be a clear and obvious choice.

I know that hiring is a separate thing from this discussion, but the hiring of the right people for middle jobs at Yarrow would be essential. I would implore you to have conversations with certain retired Yarrow teachers who made the school incredible in the 1980s and 1990s, essentially giving us a k-7 Fine Arts school experience. Their wisdom could help guide the writing of job descriptions for these new jobs. I would be more than happy to speak with you again, to be part of this whole idea, to give names of retirees who could talk about their experiences at Yarrow, to offer any support possible for this idea.

Before the meeting I texted a friend who has two children at Sardis and one at VMS. I told her we need people like her to come to the meeting and tell us what middle school is like. Her reply was this: "Oh my!! If I had that option for my 3 boys I would have leapt at it in a heart beat!!! 3 extremely different boys and all 3 would have done so much better in that type of a setting."

Thank you again for consulting with Yarrow families and for considering the needs of our special community.

Thank you for putting on the meeting on Wednesday to discuss the options for our children's middle school experience. I have one child in grade 5 and one in kindergarten both at Yarrow. Here are a few thoughts I had during and after the meeting.

The choice we have now to turn Yarrow into a K-8 school in 2027 is not going to affect most of the people in the meeting on Wednesday. My daughter is going to middle school next year. We are making decisions now that will impact my son and his peers in kindergarten, but we are really making choices for children not represented. I think much of the tension people felt in the room was the obvious need for a change and the fear that our children will only be experiencing the growing pains of that change. Given the choice between intentionally packing out VMS to justify a building project and the growing pains of adding grades to Yarrow, I would completely support expanding Yarrow. I'm only sad it won't happen soon enough for my daughter to stay.

The building we met in on Wednesday is quite new. The building it replaced was not built by the school district. It was built by the community. Generations of my wife's family attended that school. I believe there have only been 2 years in the past 70 that there hasn't been a member of her family attending the school. I mention this to highlight that the school does not exist in a vacuum. The school culture is not manufactured in house. It is called a community school, and it truly is part of the community. The district may not be able to pop up a fully functioning middle school in a year with every sport and exploratory suddenly on offer, but there are many people and skills and opportunities within the community for our kids to take advantage of. The school is next to the river and a major network of trails. Vedder Mountain is a short walk away. Cross country, canoeing, general outdoors club stuff is right there. My junior high volleyball coach was a community volunteer. His kids weren't even on the team. He just liked doing it. There are lots of people with skills and time in this community so if this is done intentionally, I think we can offer a wonderful set of experiences for the kids in that school.

Lastly, the biggest hurdle I believe you are going to face convincing the reluctant parents is the commitment to this project. Kids have been moved around and parents have heard the same reasoning about change is hard but necessary and this will be long term several times in the past few years. Bringing 5 portables and hiring a couple new teachers and calling Yarrow a K-8 does not show enough commitment from the district. It's relatively simple to pick up those portables and move those teachers to other positions. I'm not sure what to suggest, but if there was some physical representation of commitment to this idea, people would be much more likely to get on board. We understand building projects take years and proof of concept and bidding for limited money. Some tangible display of commitment that the experiment in Yarrow would last for 15 years would go a long way. That's almost a generation of kids to have continuity and a clear plan for their education. If you can do that, I think you will win over most of the skeptics.

Hi there,

I wanted to thank the individuals that took the time to come to Yarrow to chat with parents regarding the potential Middle school plan for Yarrow.

I fear the negative feedback may have been the loudest.

I think making Yarrow K-8 is a fantastic plan, not without hurdles but there are so many options to make it work long term.

I do hope this plan is seriously considered and moves forward for 2027.

Thank you again for your time

I'm a parent at Yarrow and I was hoping I could bring these thoughts to the meeting tonight but I'm not able to attend (my middle school teacher husband has meet the teacher night!) so I thought I'd share my thoughts by email to see if they resonate with anyone or could potentially be discussed. I'm also sharing in the PAC group so other parents can consider.

Like most other parents, I love our little rural school and community. I would also love to have less driving in my future and keep my kids in a close-knit space. That being said, I have a lot of concerns about potentially transforming Yarrow into K-8. I wouldn't feel comfortable supporting it unless these things were taken into consideration and hope they can be addressed before jumping on this new idea.

First, as many people said at the first consultation about changing catchments, it's incredibly frustrating to have a new middle school built and promised to this small community, closer than the other middle schools, to have it yanked away so quickly. I don't think it's appropriate or equitable to always expect the rural communities to accept the short end of the stick with catchment changes, and I'm not sure why we are always on the chopping block instead of other south side schools- I would very much appreciate clarification on why other elementary schools' catchments aren't being considered for a change. I understand there's a numbers game, but it seems like one larger elementary school with close proximity to several middle schools could change catchments instead of two or three smaller ones that already have to commute.

Space: that's an obvious one! Hard to imagine how a possible 6-9 new classroom spaces will be created, in addition to the strain on the gym and other shared spaces. I would really hate to lose the daycare or preschool which are such incredible additions to our community. I'm curious if the catchment would also expand if more grades were added which would mean more students to accommodate.

Learning opportunities: Middle schools have so many expanded learning opportunities- band, drama, shop, cooking, woodworking, languages, sports, etc. Would the classroom space, materials, and teaching expertise be dedicated to middle

school students to be able to engage in those activities? If we don't get those resources, it's incredibly unlikely that any of our kids would be able to keep up in high school with kids who have already been taking the courses for three years, or even be admitted to the classes and beginners in high school. They seem like really big potential lost opportunities for our kids.

Splitting up communities and kids: As others have said, it's very frustrating to have families and communities split up because catchments or school arrangements change repeatedly. It feels pretty cruel to make families choose between keeping kids with their friends and having kids at the same school as their siblings.

Social disadvantages: One of my biggest concerns of making Yarrow a middle school is the transition to high school. Going from a small school with 60 kids in your grade straight to a high school with 600 kids in your grade is a massive shift that other kids won't be experiencing. Kids at other middle schools will have already pooled with other elementary schools and have a much larger social group and gentle ramp into high school. I have concern about Yarrow kids being isolated and overwhelmed when the rest of the kids know many people and have experience in bigger schools.

Overall, I really don't want our kids to be left behind the rest of the district, socially or academically. I don't want the district's growth 'problem' to fall on Yarrow families, and I want any changes to be beneficial to our kids and community, not just a logistical solution to a numbers problem that the whole district should work to address together.

Thanks for taking the time to read and receive feedback!

Hi there,

I just wanted to send an email sharing my desire to have yarrow school go k-8. I know our graduating kids have been shuffled around to different middle schools as schools are filling up and it would be great to keep our kids close to home as middle schools and high schools are far from our catchment area.

I have full confidence that they will still get the same opportunities as other middle schools as I know we can get creative with the space we have.

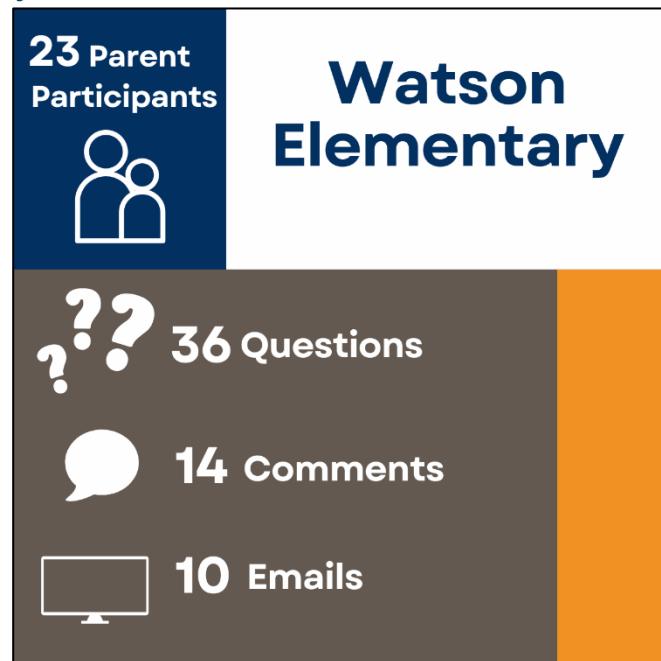
I'm just curious if they've ever proposed making a high school at the backside of the fields from yarrow elementary? Not sure space wise if that would work or even be an option but it seems like we have a lot of space near the elementary school.

I know our school had a meeting in regards to this and a lot of negative or questioning opinions were represented louder. So I wanted to share that their are parents who would be more than happy to have the school to k-8.

Appendix H: Watson Elementary School

Scenario for Watson Elementary School

1. Re-establish Watson's catchment and alter the boundary to reduce enrolment.
2. Students no longer choose between Mt. Slesse and Vedder Middle School. All students in the Watson Elementary catchment transition to Vedder Middle School in Grade 6.



Feedback

Watson families raised concerns about students changing elementary schools mid-way through their education. They're concerned about siblings being split between different schools due to catchment changes. There were several comments about the proposal to move French Immersion. Parents noted that Vedder Middle School is farther away for some, raising questions about walkability. Some participants said the 2027 timeline feels fast. Families want to keep students and friends together. They asked about gradual transitions to minimize impacts on students.

Emerging Theme Quotes

Impact to Elementary School

- “Don’t pull my kid out of Watson in grade 4.”
- “Are we losing funding, teachers, and Education Assistants if catchments shrink or change?”

Transitions and Timeline

- “This feels fast. 2027 is just around the corner.”
- “What happens to the students that move to Mt. Slesse in 2026? Where are they going [to secondary school]? Do they have a choice?”
- “When will a new middle school be build to allow for the projected population increase?”
- “Are gradual changes a possibility?”

Distance and Convenience

- “Looking at the proposal, going to Vedder Middle School would be a lot further. Would be a huge inconvenience. We like the choice.”
- “I wanted to give the feedback regarding distance from schools, especially high school, and how this should be a serious consideration for the district. Currently our home is closer to both Mt. Slesse and GW Graham school. Both schools are walkable in 15-20 min. Vedder and Sardis Secondary are 20 and 40 minutes respectively.”

Friendships and Social Connections

- “We are worried about friendships being split without choice of middle school.”
- “What about children with an IEP and school goals? Will there be a consideration for keeping them with their social groups?”
- “My [child] starts grade 5 in 2026. I’m hoping she will still be able to attend [VMS] as all her friends are still in the catchment, but our house has been removed.”

QUESTIONS – Parent Meeting on December 2, 2025

Are gradual changes a possibility?
Was there ever a choice to choose high schools?
Why bother shifting capacity at Watson/Unsworth when both are under capacity?
If MSMS = Late French Immersion, then aren't French Immersion and Early Immersion being separated at the high school level?
If we are undercapacity here and Unsworth, why are we shrinking our catchment instead of overflow?
Are we losing funding, teachers, EAs if catchments shrink or change?
What is the process of transition?
Will French program funding change?
Will YMCA childcare opportunities be added to Unsworth?
Will catchment changes impact the possibility of Watson getting a large renovation one day? More development here than near Unsworth.
How is walkability throughout the catchment to the school taken into consideration?
What happens to the batch of students that move to Mt. Slesse in 2026? Where are they going? Do they have a choice?

Is the portion of the catchment proposed to be moved to Unsworth taking into account the type of housing in the area? How does this boundary change use this data in a positive way? Is Unsworth prepared or could they be in time for new students.
How will Mt. Slesse and Vedder handle the student counts over the years that this change will be made?
How will staffing shortages be addressed?
Will there be a 5-year phase out for communication between Watson, Slesse and VMS?
How will communication be handled for families outside of the new catchment for transitioning into middle school?
When will a new middle school be built to allow for the projected population increase?
Will current students be placed in middle school based on catchment or elementary school?
What about high schools?
Peer connections? Resources? Staffing?
New schools?
Can Unsworth handle influx from new development (Angler?)
Band Aid Solution? Wouldn't a news school be a better solution?
Watson is currently dual track for Vedder/Slesse. How are we going to navigate families with children who potentially may be forced into different schools?
Will all Watson students have to go to VMS even if siblings are at Slesse?
If you have a child at Slesse/GWG but the choice is taken away, can siblings follow their older siblings even if out of catchment?
Why not move Websters Landing families back to Unsworth?
How does changing elementary boundaries fix high school enrolment?
Will high school boundaries be changing since they are the main issue for enrolment?
Is the French program moving from Vedder to Slesse?
When will we know the final decision?
Will they build another high school to accommodate the growth? Or build more expansions to our current high school?
What about children with an IEP and school goals? Will there be a consideration for keeping them with their social groups?
If my children are current Watson students, are they expected to move to Unsworth elementary if they live in the new green zone? Or do they continue to finish their elementary years at Watson?

COMMENTS – Parent Meeting on December 2, 2025

Concern: The thought of my kids needed to change elementary schools in 2027. They love Watson.

Current communications on the project could use more details. It is good to hear this is pre-engagement. That wasn't clear in the initial communications.
Consider grandfathering whole families so families stay together.
Looking at the proposal, going to Vedder Middle School would be a lot further. Would be a huge inconvenience. We like the choice.
Feels fast. 2027 is just around the corner.
It feels like the French program is moving and I have no choice.
It feels like French Immersion is moving and I have no choice.
Moving French Immersion changes the culture of Vedder Middle.
French Immersion impacts English stream students in a positive way.
Grandfathering - allow currently enrolled families a choice.
Don't pull my kid out of Watson in grade 4.
I've heard of a student at Unsworth with five different teachers this year.
Provide clarity with the transition of families at the 2027 implementation date.
We are worried about friendships being split without choice of middle school.

ALL NOTES – PAC Meeting on November 2025, 2025

Can we express our disappointment about the new Administrative Procedure?
Why are middle and secondary school boundaries not changing?
Why did they not look at changing the middle school boundaries instead?
Developmentally, it doesn't make sense.
Can we delay a boundary change for five years?
Can we do this gradually?
In high school, there is more ability to change friendships.
Vast majority of students choose to go to Mt. Slesse.
There is confusion around the Administrative Procedure.
It comes across as children's well-being not being considered.
Choice is already hard. Easier to deal with at 14-15 years old.
Friendships get more important at older ages.
Friends circle becomes primary peer group in middle school.
Concerns about being separated from siblings and friends.

WATSON PARENT EMAILS

*Emails related to Administrative Procedure 337 were responded to but are not included below.

I just want to say none of this makes any sense at all. How is it fair for tyson rd and people on kieth wilson near tyson rd have to go to vedder not the one across the street make that make sense? That's not safe at all. I hope someone figures out a better plan then this.

I have a question regarding the transition of students from Mt. Slesse to Secondary school. I apologize for not reaching out earlier. For students who graduated from Watson last year and are now attending Mt. Slesse, my understanding from the email is that they will remain at their current school and will not be moved to Vedder for Grade 7. I would also like clarification about the next transition. When students graduate from Mt. Slesse, will they be assigned to G.W. Graham or Sardis Secondary? Will their placement be determined by the catchment area, or by the school they are currently attending? Additionally, I believe that the recent catchment updates should not impact students who are already assigned to Mt. Slesse or Sardis Middle School. My understanding is that they will continue to follow the existing process—Mt. Slesse students transitioning to G.W. Graham and Sardis Middle students moving on to Sardis Secondary. As I understand it, the new process will apply only to students graduating from Watson in the future.

I am sorry I was not able to attend the feedback session this month. I wanted to give the feedback regarding consideration for distance from schools, especially high school, and how this should be a serious consideration for the district. Currently our home is closer to both mt. Sless and gw Graham school. Both schools are walkable in 15-20 min. Vedder and Sardis secondary are 20 and 40 minutes respectively. Students proximity to schools and ease of active transport should be a consideration. It would be easier to send students on busses a little further than increase the number of kids bussing. My first child is in grade 7 at mt. Slesse and will go to GW. My second child (in grade 5) may take advantage of the French program at Vedder, but if not we would choose My. Slesse, as we would prefer for my third (currently grade 2).

I am unable to attend this evening but this affects me directly. When I moved to Chilliwack I didn't have to fill anything out to put them in the school I wanted. We have been planning buying or moving and renting in Sardis for some time. We have just had no luck as of yet. My children are currently [REDACTED]. Both have all there supports in place and friends since [REDACTED]. I had always thought they would continue to be grandfathered in following there friends and educational supports. So I wouldn't have to stress our moving situation.

I feel like keep the kids that currently attend the schools moving through and then in the next 5 years or so change things or only allow those in catchment to be able to attend each school. This is so incredibly stressful to think about them having to completely uproot and then move back I dunno I just think we should not make any drastic changes until those currently attend to atleast all get to highschool etc.

Hello,

We appreciate the board's efforts to plan ahead before enrolment challenges arise. However, I am curious to know what happens to the English program at Mount Slesse, should the French immersion program be moved to the school.

I look forward to your response.

I have a question about these suggested changes. I am unable to attend the meeting on December 2, as that is the night of the Mt. Slesse band concert where my oldest daughter, currently in grade 7, will be performing.

The question I have involves my oldest daughter. She selected Mt. Slesse when she graduated from Watson Elementary in 2024. Will she be automatically sent to Sardis Secondary under this new system, or will she be able to transition to G. W. Graham along

with all of her classmates from Slesse when she graduates from that school in grade 8/9 (2027)?

Good afternoon, what happens to students who are already attending Watson come September 2027. My daughter starts grade 5 the year the prior email mentioned of school calendar year 2027. I'm hoping she will still be able to attend as all her friends are still in the catchment but our house has been removed.

All of my kids grew up with watson, with my older two attending Mt. Slesse. My youngest is due to go to Mt slesse next year, we will be living in [REDACTED] at that time. Is he still going to be switched to Vedder from Slesse?

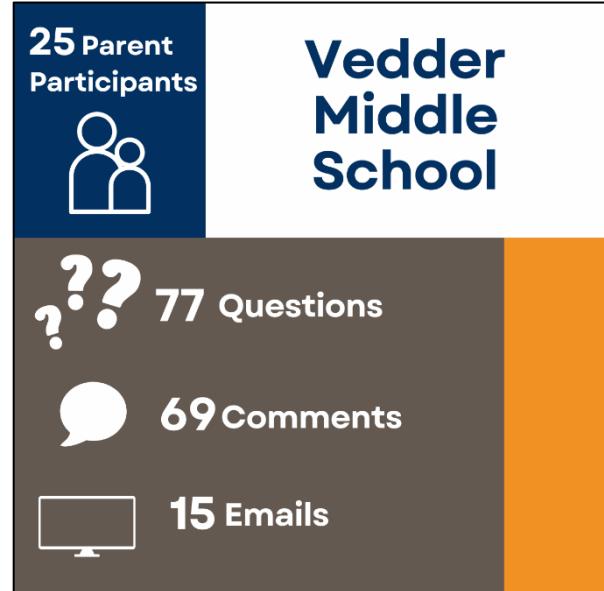
Appendix I: Vedder Middle School

Scenario for Vedder Middle School

1. Move the District French Immersion program from Vedder Middle to Mt. Slesse in September 2027.
2. French Immersion students would continue to Sardis Secondary in Grade 9.

Feedback

French Immersion parents expressed concerns about moving the program to Mount Slesse. Participants worry that the move could weaken the program. They have concerns about impact to staff. Attendees wonder whether moving the program would address capacity issues. They suggested alternatives such as adjusting catchments for VMS. Parents want to see enrollment data and projections to understand the rationale. Parents raised concerns about increased travel distance to Mount Slesse. They're concerned about friendships between French and English students. Families noted that current grade 6 students would change schools twice in two years. Attendees suggested gradual implementation options such as grade-by-grade or allowing students who have started at Vedder to finish there. Families want broader consultation with feeder schools.



Emerging Theme Quotes

Transitions

- “What does the roll-out look like? Gradual by grade or all at once?”
- “Why are we removing students part way through the program? Just to send them back to the original high school.”
- “Current students will be uprooted for 1 year.”

- “This change adds unnecessary stress and uncertainty for students.”

Friendships and Social Connections

- “Students would have three moves of friend groups (this doesn't create ‘connection’).”
- “Middle school students - both French and English - transition together to Sardis Secondary School currently. Losing this may impact secondary French Immersion engagement because students won't want to lose friends.”

Alternatives to Moving Program

- “Why aren't new boundaries adjusted to Mt. Slesse catchment instead of moving French Immersion program?”
- “Why aren't we looking at a Vedder addition when we have sufficient land to build on? We have way more land than other locations.”
- “What other options are being considered? Can Tyson feed to Slesse? What about Evans?”
- “Why do Mt. Slesse kids go to GW instead of Sardis?”

Transparency and Context

- “Why are the numbers increasing at VMS? Where are the students coming from?”
- “How much money will this cost? Is that money taken away from somewhere else?”
- “More transparency needed.”
- “Where is the collaboration/communication between SD33/City/Indigenous communities?”

QUESTIONS – Parent Meeting on December 16, 2025

Do kids get "grandfathered" in if they start in French?
Why aren't we looking at a Vedder addition when we have sufficient land to build on? We have way more land than other locations.
How does moving 180 kids to Slesse move the needle on the projected 1100 kids still to come?
How many French Immersion kids are from in-catchment at Vedder? (Because moving the program doesn't necessarily move those kids...they may choose not to do French and stay at Vedder)
How do they plan to offer jobs to teachers in case of move? What does seniority look like in that? Do teachers get a say in any of this?
What is the district's plan to improve the French program to cultivate it for the long term?
What are the new boundary?

Where are these 400 children coming from?
What other options are there?
If you have been having these meetings since January 2025, why are we just being told now?
Where does my child go to high school?
What happens to the teachers?
Why this program?
Why are Greendale kids bypassing Mt. Slesse and coming to Vedder?
Have you considered the mental health of the kids?
Will this change actually solve the issue?
How will children get to Mt. Slesse? Increasing distance to school.
Will there be bussing?
Will this weaken the French Immersion program?
Why are you not consulting the feeder schools as this will affect future students and younger siblings?
Why so secretive about the numbers, process?
Can Mt. Slesse fit 180 kids?
Why are we removing students part way through the program? Just to send them back to the original high school.
Will this create a loss of educators? Qualified French Immersion teachers.
Will this stop the continued success that Chilliwack has set at the provincial for dedication and filling seats in the program? It is currently leading the way.
Why not move MSMS to Sardis?
What are we doing about out of catchment kids soliciting to use catchment addresses for GWG?
Transportation to support the LFI?
Is equity being supported?
If it goes through, we have current LFI students being removed from a school community culture during their most critical years. How can you justify removing them?
Where are your student numbers/projections coming from? (Where is the 100 coming from?)
Are there student interviews happening?
Have teachers been consulted? Do these teachers have a voice in this process?
Is this a temporary band aid solution?
Can Watson students automatically go to Slesse?
If everyone went to their catchment, what are the capacity numbers at the schools then?
Has any other district done this? If so how did affect the children and the program?
Where is the collaboration/communication between SD33/City/Indigenous communities?
Have you asked the parents/families/students if the split has been successful?
How many kids at Vedder who are out of catchment and in 2027 will go to school in their catchment?
How does shifting students address lack of infrastructure/space etc.? This is just moving issues from one school to another.

Why aren't new boundaries adjusted to Mt. Slesse catchment instead of moving French Immersion program (bigger impact if boundaries are adjusted).
Why has a French advisory council been included from the outset at these discussions? There absolutely needs to be a voice for French Immersion on the Board.
What other options are being considered? Can Tyson feed to Slesse? What about Evans?
If kids want/need to drop out of FI mid year, can they transition back to their own catchment?
Do we have support staff at Slesse to support FI students?
Would the French Immersion teachers be willing to change schools? What is the position of the union?
Are current FI teachers required to reapply for their current jobs at a new school?
Why aren't we using consulting professionals?
Have all out of catchment issues been addressed?
Why are the numbers increasing at VMS? Where are the students coming from?
Is this punishment for good behaviour? FI kids easier to move?
Is the school board properly informed on data and decisions?
Are elementary school transitions going to be realigned? - Greendale/Yarrow
Which high school/family of schools are aligned with the middle schools?
How is it in the best interest of LFI students to have multiple transitions/broken connections with English friends?
What does the roll out look like? Gradual by grade or all at once?
Why not move all of Slesse's student population instead of just LFI to Sardis?
How much room does Slesse actually have?
Would we lose these dedicated teachers?
What will happen to the LFI teachers jobs? Will they become DTs A status and have to reapply for their jobs? If so, that's terrible.
Can we have one document with all of the proposed changes, rather than hearing them piecemeal?
How much money will this cost? Is that money taken away from somewhere else?
How much space at Mt. Slesse - will the kids be in portables?
Why was Vedder communication handled so poorly?
Why do Mt. Slesse kids go to GW instead of Sardis?
If a student drops out of LFI, what school do they go to?
How many students would stay in Vedder rather than continue the French Immersion program at Vedder?
What are the benefits to students?
Have you consulted with the city with the largest growth (as we are 2nd) to see what they have done?
What programs will they be losing by moving to Mt. Slesse?
Would mental health supports be given to student affected by this both the LFI student and the English friends left behind?
Have the unions of the teachers/EAs been consulted?

What would the cost be to move the program? Can the district/province actually afford this?
Should we not be projecting for the future of French Immersion including expansion (eg more cohorts)?
In 10 years, we will likely need more buildings anyway. Would it not be better to avoid disrupting the FI program if it is just a temporary fix?

COMMENTS – Parent Meeting on December 16, 2025

Create a southside French program with early immersion and then add late immersion.
Vedder has all the French resources already, as well as teaching teams.
Very huge number of French students in band program which filters to Sardis. This would have very negative effects on both band at Vedder and at Sardis Secondary.
The shift to Slesse would deter many catchment families to pursue the French program.
Movement of students more than being concerned about improving the French program itself.
There's a culture of French here for 30+ years, resources.
Huge impact on the staff and their team that have been established...teachers will have to reapply and won't be guaranteed their jobs.
Big disruption to French trip due to planning a year ahead.
Students would have three moves of friend groups (this doesn't create "connection")
If the strategic plan is for "connection", why would we split friends by moving a program and established/connected program.
If it's a capacity issue, we need to redraw the boundary lines, not move full programs.
If high school is the main issue, send Stitos to GW and Slesse to Sardis.
Show us the numbers.
FI students may go to GWG if they remove French Immersion program.
Culture includes clubs, sports, band, choir, drama. English and French students mix all day long.
Concerned about the disruption to band programs, drama and sports. (Disrupts connections).
Suggest a graduated entry to Slesse. French students that started at Vedder end at Vedder.
Concerned about staff.
This change adds unnecessary stress and uncertainty for students.
Grade 6 will do their final year at Mt. Slesse - so having to change school twice in 2 years.
Studies on mental health of schools that split.
Lack of bussing limits enrolments to FI programs overall.
Need to share entire picture (elem - hs) as part of consultation.
VMS/SSS proximity makes a geographic hub for FI - removing this can weaken the program overall.
Middle school students - both Fr and Eng - transition together to SSS currently. Losing this may impact secondary FI engagement b/c students won't want to lose friends.
Current students will be uprooted for 1 year.
Parents are asked at enrolment to commit to completing HS in FI program.

Double dogwood does not seem to be valued by the school board. No special activity/acknowledgement at graduation - very different from sports/music engagement which is recognized.
Need fiscal transparency related to spending dedicated to French Immersion.
Teachers are planning for trips that might be jeopardized.
Moving the French Immersion program may destroy the program altogether.
"Family of schools" - split where English/French students will transition to different schools - GW vs. Sardis
At least 60% of band is French Immersion. The band is successful.
Sardis is not expanding. We are just moving students out of portables.
This is not populous. This area isn't growing.
We were advised that there are at least 500 kids out of catchment at GWG.
Broken agreement for French Immersion.
A lot of transitions.
Current grade 6 unfairly affected.
FI/English cross over in sport and music. Friendships ripped apart at high school.
Concern about travel/transport to Slesse. Closest elementary school to slesse is Unsworth, Tyson, Watson.
More transparency needed.
2 moves without connections!
This age group of kids was severely impacted during COVID. This is another upheaval during formative time of development.
Increasing boundaries and then moving LFI out (a well established program) feels like a slap in the face! And double dipping.
We want to grow the LFI program. Well established community (30ish years). Staff is supportive of growing the French program here. Moving the program = devaluing the program and the teachers who have worked so hard to develop the program.
This will impact the culture of both schools. Displaced teachers at Slesse and Vedder.
In catchment Vedder parents likely to withdraw or not apply for LFI due to the appeal of convenience.
It feels like this group/community of students and teachers do not matter. "Just put them anywhere."
This will have a huge impact on the music program (about 50% if not more in French).
Curious about the LFI leadership/sports/culture representation if LFI moves. - Parent involvement.
Watson > Slesse > all Slesse to Sardis (Keep LFI at Vedder).
Families make decisions about where they live for schools well ahead of time.
Not moving complete program if the teachers/EAs are not going too. Again mental distress to students.
This program already feels marginalized - this reinforces this isolation.
Does this make sense? No.

Gradual transition. 2027 - Grade 6 Mt Slesse, Grade 7/8 VMS. 2028 Grade 8 VMS, Grade 6/7 Mt. Slesse.
Concerned about the long term affects on French Immersion numbers.
Lack of transparency and prompt communication a concern.
Disappointed that current teachers would be reapplying to keep their current positions.
Losing connection to important staff and school community.
Transitions from Strat Plan need more consideration.
Talk to other areas/SD that have done this. Why reinvent the wheel?
There is a major trickle down effect for physicians/professionals moving to our community based on the quality of education available.
Idea: vedder and slesse to Sardis. Stitos to GWG. Move the children, not teachers and resources.
The Vedder French program is such a solid, well-running program and has been for decades! It makes no sense to uproot it. Especially because it would mean staff changes due to union stipulations.
It doesn't feel like this is about genuine care and concern for students... it's about numbers.
Chilliwack is not considered a quality education community. We lose professionals to other communities as a result (nurses, physicians). We could use our education programs to build and grow this community.

ALL NOTES – PAC Meeting on November 19, 2025

How many out of catchment students in LFI?
How many out of catchments students in at VMS?
Can it be written in Stone that LFI will not be moved from SSS?
How many will drop LFI?
If they drop LFI, do they go back to their catchment school or stay at VMS?
Are you considering how many LFI will drop because of this move?
What is the impact of LFI students that stay? Real numbers? “Difference between 25 and 29 students in the class”
Where does choice exist - tyson/watson/evans...
Survey LFI families to know where they live
What is the impact of LFI students that stay? Real numbers? “Difference between 25 and 29 students in the class”
“Audit/Accountability to ‘gaming’ the system”
My student will not continue if it's not in French if it moves.
Poor communication rollout within VMS community

EMAILS FROM VMS PARENTS

*Some emails were excluded by request of author.

Suggestion:

Remove French Immersion entirely from the SD#33 & replace with Halq'emeylem Immersion.

In a perfect world, it would be such a beautiful thing to envision. But in a perfect world there would not be a continual enforced learning of colonial languages at the cost of our own, and we would not need to dream of such an idea because our languages would be intact. In a perfect world, this kind of idea would also be considered beautiful & so inspiring by other non-Indigenous people instead of treated with hatred, rage and animosity.

Instead what we have is an education system that is continually focused on enforcing a colonial language, that in reality serves no purpose in western Canada because the only time anyone ever speaks it is in elementary school. Unless they are one of the very very few individuals who in this lifetime, will travel to a French speaking community. It serves no more purpose than our languages as Indigenous people. Or does it? What is the purpose in sustaining the French language in Stó:lō temexw?

The sad thing is, to make such a statement triggers so many into rage & hatred because, how dare an Indigenous person voice such a vision.

Enjoy your day

I am not thrilled with this announcement. Mostly with the FI program being moved in 2027. The FI program is important to our family as half of our family live in Quebec. Speaking French fluently allows for our children to be able to effectively communicate with their family members.

My family thought about our educational plans for our family when they were quite young and were fortunate enough to purchase our home according to the location and proximity to the FI program. Our children are able to walk to and from VMS and SSS, allowing my husband and I to work, later if needed.

My child will begin the FI program next year (2026) at VMS (hopefully) and then have to transfer to MSMS for grade 7? That is not setting them up for secure middle school relationships and community.

It also does not make sense as MSMS feeds to GW Graham. This is not ideal as many FI students will transfer to the FI program at Sardis Sr and their schoolmates will go to GW?

Will bussing be available to those students who will be transferring part way through their FI program?

Will there be a slow transition, starting in 2027 with the grade 6? This would allow students who begin at VMS can finish their middle school years there in the FI program.

I am writing to express my concern and disagreement with the plan for my daughter, [REDACTED], to switch to a different French Immersion school in 2027. This change is not in her best interest socially, or emotionally.

She is doing well where she is, and moving her would disrupt her stability.

Thank you for your attention.

I'm not sure if I will be able to attend this meeting so I wanted to email you my concerns. I was a part of the meetings at Yarrow about school boundary adjustments. One issue that had been brought up there was the fact that Yarrow students were being sent to Stitos where they became friends with a variety of students and then were separated for high school with Yarrow going onto Sardis and a majority of Stitos kids going to GW. It was acknowledged by the superintendents that this was detrimental to students to divide students up at this point in their education and they were looking to avoid that.

With this plan of French Immersion, the same concern is being created once again. While I understand that French Immersion students do stick together more, during exploratories, sports teams, and the regular school day, they do create friendships with other students in the school. (Speaking from our experience with our daughter who is currently in French Immersion) These students will then be separated from these friends for high school.

I understand that the juggling act of numbers is difficult. But this certainly seems to go against things that were stated as being challenges that they were trying to avoid.

Also, I am wondering if this is only being sent to French immersion families or if it is being sent to families in elementary as well. As grade seven and eight will not be impacted by this move, there is a small amount of families that it will impact from the French program. However they're a large amount of families in the elementary years that this will impact. And talking with some that I know are interested in pursuing French immersion, this change is something that they care about and are concerned about as well. So I hope that there will be conversation with families from the elementary schools.

Look forward to hearing more about this.

To whom it may concern

I am writing in regards to the proposed changes to the Late French Immersion program. My daughter is currently in Grade 6 at Vedder Middle School and she would be directly impacted by the suggested move to Mt. Slesse Middle School. As someone who has worked at Mt. Slesse myself and has strong ties to their staff, I have no issue with Mt. Slesse. My concern is the removal of a successful program from Vedder just to make the numbers work without consideration of the needs of the students. I am really hoping this change does not occur for several reasons.

French Immersion has been at Vedder Middle School for many decades. It has a long history in this school, dating back to when Vedder was a Junior High, and as such it is very much a part of the fabric of that school. I was lucky to do my [REDACTED], and I remember that the Immersion program was a popular program with a rich tradition. I remember the teachers from the Immersion program and the regular English classes worked closely together as one cohesive staff. Similarly, when my daughter enrolled at Vedder this year, the French Immersion students have built strong connections with students from all classes through the band program, lunch hour activities, and the athletics and extra curricular activities that are offered. When I talk to my

daughter about what she loves at Vedder, she mentions her French programs and how wonderful [REDACTED] are, but I also get to hear about cooking, and art, and cross country, and band, and the library activities. French Immersion is not just a district program that can easily be moved - it is a major part of the Vedder community and various support teachers in the school such as the school librarian and learning assistance teacher also work closely with the French teachers to support the students. The French immersion teachers run clubs and coach teams and are connected to students from throughout the building. They are an integral part of the Vedder staff.

At the Gr 6 orientation last spring, students are encouraged to "get connected to their school". Why would it ever seem like a good idea to sever those connections in their final year of middle school? If this change happens, the district will be making the students transition and build brand new connections to a new school and be separated from the students they have just become teammates and peers with. They will then have to start all over again when they rejoin their peers at Sardis one year later. This does not seem to be in the best interest of students. We also know that for middle school students, the less transitions the better. Students need to have strong peer groups moving into secondary school. For this reason, moving students into a middle school that feeds into GW Graham rather than into a school that feeds into Sardis doesn't make sense. There has to be a better way to increase the numbers at Sardis Secondary. This cannot be the best solution, is it?

If our district motto is still 'Partners in Learning' I am hopeful that the voices of teachers, parents and students will be taken into consideration and truly listened to before this decision is made. The current proposal is not in the best interest of students, and aren't students important in these important decisions?

Please let me know if you would like to discuss this further or if you want me to clarify any of what I have said. Both my husband and I feel very strongly that French Immersion should stay at Vedder Middle School.

I do have a question and concern about moving the French Immersion program from VMS to Mt. Slesse for Sept 2027.

My son is currently in grade 6 and attending the Late French Immersion program at VMS. If the French program is moved to Mt. Slesse when he and his classmates are in Gr. 8, I hope they're not expected to transition to Mt. Slesse for 1 year! This is certainly not ideal and adds another transition. They would have to leave many of their friends, get to know new staff, a whole new school and figure out alternate ways to get to and from school for just 1 year.

I hope the district is considering grandfathering the existing LFI students and allowing them to finish LFI with their cohort at VMS for Gr 8 in Sept 2027. Perhaps VMS can keep the French teachers until this cohort has completed Gr 8 LFI at VMS.

My son will want to continue French at Sardis Secondary for Gr 9.

While we understand that the district is working hard to find space for all students, we believe deeply that the Late French Immersion program should not be the area of compromise. Both of my daughters are in the program at Vedder and are thriving. This program has become a vital support in navigating the challenges of middle school, and its long history at Vedder Middle has built a strong and successful foundation for students.

My youngest daughter began school during the COVID shutdown year. Now in grade 6, she has finally found her footing. The thought of uprooting her again in grade 8 feels overwhelming. She is one of those students for whom getting to school each day takes real effort. This year, we've seen a major shift. She loves being at Vedder. She feels safe, supported, and inspired — not only through the French program but also through her deep involvement in music. I want to highlight the exceptional work of [REDACTED], whose dedication to her [REDACTED] students has made an enormous difference.

For our family, another move would be a serious setback. For the LFI program as a whole, this disruption feels unnecessary and damaging to the success it has built over many years. We sincerely ask the board to reconsider this proposal and to recognize the lasting impact these changes will have on real students, real families, and a program that is truly working.

Please keep us informed about when and how we can collectively voice our concerns as parents. I am not the only parent in the LFI program you will be hearing from — there is a great deal of upset surrounding this proposal, and many of us are ready to speak up.

Hi there,

Thanks for the email. We were going to respond after first reading the email, but decided it was more appropriate to think and talk about it, including with other parents who have kids in the LFI program at Vedder. After more thought, we can't wrap our heads around why the school district would make a change to the current program. I can appreciate the difficulty of dealing with a growing city and how to fit kids into all the schools, but why it would even be discussed to move LFI away from Vedder is beyond me/us.

Our daughter is in grade 8 of the program and Vedder has been absolutely amazing for her. The teachers and administrators care so much about the program and we were excited to know that our son (who is in the program in grade 6 now) would be joining such a supportive environment. As a kid that was in kindergarten when Covid hit, he has had difficulties, both socially and academically, that are in line with other kids we know who went through Covid at the same point in school. From speaking with other parents, there is a common feeling that the LFI program offered at Vedder has been a great introduction to middle school for this specific group of kids. We know of multiple kids that have dealt with different levels of anxiety that stemmed from Covid and it's incredible to have such a supportive system at Vedder that is leading our children through such a formative point of their lives. Our son has been thriving at Vedder so far and is no longer nervous about going to school. He talks positively about so many different aspects of life at Vedder and is practicing his French and band at home like he never did with any subject in elementary school.

We are very concerned that after building a positive environment for these kids over their grade 6 and 7 years, they will be thrown back to a similar situation/feeling if their school and support systems are taken from them before middle school is even complete. Not only will being thrown into a new school be difficult, they will also have the close groups they've come to rely on be torn from them...band class (students and teacher), sports teams that they've been on with the same kids, school groups, etc.

It is crazy to us that the school district would consider moving forward with this change. It would have such a negative impact on kids and would take the program away from teachers and staff

that are already doing such an amazing job. I strongly hope that the school district will reverse this decision.

I await the consultation period, but there is no way I would support moving the French immersion program to Slesse.

The existing program has thriving kids. Any such move would disrupt me and my child's lives. I have her nicely settled in with school drop off and pickups - this was not easy as a single mom who works a demanding job outside the home.

She enjoys her current friends, school and setup very much. In fact, I purchased my home to align with her attending Vedder Middle.

Good morning,

I am very upset to hear that the Chilliwack School District is looking at possibly moving the Late French Immersion Program (LFIP) from Vedder Middle School (VMS) to Mount Slesse Middle School (MSMS) in September 2027. This would severely impact the overall well-being and interest in the LFIP program for the students who are the graduating classe of 2032, French Immersion as well as the students following behind them.

I am the parent of two students in the LFIP at VMS. I have one daughter in grade 6 (class of 2032 French Immersion) and one daughter in grade 8. I am also a graduate of the French Immersion Program at [REDACTED].

In 2009, when we bought our home in the [REDACTED] area of Chilliwack, we did so with the intention of placing our future children into the LFIP. We chose this neighbourhood as our children could walk to all three schools while engaged in this program. The proximity of the schools that offer the LFIP has always been very important to us as a family.

It was very surprising to hear of the school district's idea to move the program from VMS to MSMS in order to alleviate overcrowding at VMS. I'm quite confident that if we did a poll, we would learn that the majority of the LFIP students live in the VMS catchment area. Many parents moved to this area in order to have their children participate in the program and be able to walk to and from school. However, since people have made their roots in the catchment area, there is a risk that many families will pull out of LFIP in order for their children to still go to school in their neighbourhoods. The ability for students to be able to walk to school is so important as many parents work. It is also important for children to go to a school in their neighbourhood with other students they have known for many years. This continuity maintains a sense of familiarity, belonging and community for our children in the catchment.

I also feel that it is very risky to Chilliwack's French Immersion Program to move the LFIP to a new school. Not only could the program lose many students who will be going into grade 8 and grade 7 in 2027, but it could lower the amount of LFI students that eventually move on to Sardis Secondary School's FIP in grade 9. This would then defeat the purpose of wanting to fill Sardis Secondary School as out of catchment students would then simply go to a high school in their catchment.

I worry that this would be a domino effect of catastrophes to the LFIP as well as the early French Immersion Program. Over time the number of this group of children (class of 2032 French

Immersion) and their younger siblings would likely diminish to the point that the whole French Immersion Program would collapse!

Canada is a bilingual country and many of the parents with children in the FIP had their education in French and want their children to also have their education in French. To me, this is looking like a an infringement on some of these students' rights to have a bilingual education.

It could take years to recover the amount of children who could drop out of the program because of the move in schools and there is a great risk that the LFIP may not recover at all. This would also impact the early immersion students as both programs are designed to merge once they reach high school.

Moving the program to another middle school is not going to solve the overpopulation program at VMS. The majority of these LFIP students are already in catchment and many of them could drop out if they are forced to commute (by bus or parents' vehicles) to a new school where they barely know anyone and they have lost their community. This also impacts the LFIP teachers who have dedicated many years to the program at VMS. Additionally, the loss of the LFIP would also change the overall identity of VMS, which is a school that has had the LFIP for many years.

Please reconsider the idea of moving the LFIP out of Vedder Middle School. This will not solve your problem and will only cause great damage to the LFIP as well as the overall French Immersion program in Chilliwack.

Thank you for your consideration on this serious matter,

I am a concerned parent of a child who is currently in Grade 6 of the Late French Immersion (LFI) program at Vedder Middle School. I am writing to voice my strong opposition to moving the LFI to Mount Slesse Middle School.

The Vision of the Chilliwack School Board is “One Heart, one mind working together for a common purpose” and from reading your email with regards to the LFI, I can only assume that the purpose is to destroy the well run and necessary LFI program at Vedder Middle School. To add addition stress not only to the students enrolled, but the parents and staff as well.

At the end of this letter I have listed a number of questions that have been raised regarding this move that I would like answered, though I would like to speak to one of the Strategic Priorities for student success from the Strategic Plan 2025 - 2029 document.

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

Currently my son has a 10 minute walk to school. The move would increase this walk by 30 minutes. Both my spouse and I work so we do not have the ability to take him to school. So this would mean getting him up at an even early time than now to have breakfast, get ready and get to school on time.

As you know the recommended hours of sleep for children aged 11-13 is 9 to 11 hours. Lack of sleep has a direct affect on children's ability to concentrate, causes difficulty with learning and memory. Would he be entitled to a school bus? Would the District even provide one? A school bus would not change the time he has to get up as he still has to get up to catch the bus so he can sit on it while it goes all around the houses picking everyone up.

Children aged 11-14 are in a transitional period marked by the beginning of adolescence which involves peer relationships, emotionally they experience increased sensitivity and self-

consciousness. Taking these children away from their non-LFI friends that have known since Kindergarten will heighten these emotional stressors.

Taking them from a school where they have learnt and are comfortable in their routines will cause harm. Changing schools is a stressful time for children, instead of changing school twice you will be making them do it 3 times. My son would be in Grade 8 when this change takes place, at a critical time of the program.

1 in 7 children in BC have mental health challenges, these include anxiety and depression. Has the District stopped to think of the negative impact you will be having on these children? That this measure will cause real harm?

The LFI at Vedder Middle School is a well oiled machine that works extremely well, the Teachers and staff are highly motivated, skilled and exceptional at their jobs. What will happen to them? What will happen to the relationships that they have built with the children, school and community?

This appears to me as nothing more finding 'an easy target' and a band-aid solution than an attempt at actually balancing long term enrollment as you claim. This 'solution' will cause more problems than it solves.

Is it worth the cost to the well-being of the students? This does not take into consideration the long lasting damage it will have on these students and their families.

This move does not support the 'Well being' of the students.

As a Federal Employee I know the value of being bi-lingual, the opportunities and promotions that this opens up is exponential. The removal of this program will clip the wings of these children and have a detrimental effect on their future careers and lives.

As a proud Union activist for 20 years I relish the opportunity to bring that knowledge and experience to this fight. I vehemently oppose this change and welcome the chance to stop this mis-guided move.

Submitted for your attention and information.

Hello -

As a parent of a child currently enrolled in Grade 6 LFI at VMS and of two other children who I am hoping will have the opportunity to take part in the program, I am writing to express my staunch opposition to the proposed displacement of this program to Mt. Slesse.

VMS has been home to the southside French immersion program in Chilliwack for several decades. When we purchased our home, we did our research and ensured that we were setting down roots in a school catchment where our children could walk or bike to all levels of school and be able receive much of their education in French.

If this recommendation is approved by the board, my child will have to leave VMS for her Grade 8 year to go to a new school, far out of our catchment. She will leave behind non-immersion friends that she has known since pre-school in many cases, as well as friends who she has met at VMS through athletics and other school-related activities. If she meets new non-immersion friends at Mt. Slesse, these friends will go on to GW Graham and my daughter will be re-directed back to Sardis Secondary, as this is our catchment.

The above scenario will play out only if she is able to continue in French immersion. Mt. Slesse is far from being walkable or bikeable from our catchment. It is my understanding that given that LFI is a "choice" program, students will not be eligible for bussing, as is the case with everyone whose children are enrolled at Cheam Elementary in the EFI program. This places a huge barrier to entry of the program, as most parents work (myself included).

Another issue with this proposal has been the lack of communication to families who will be directly impacted by this. LFI enrolment has already begun, yet there has been no official

communique of any sort from the district sent to the current feeder elementary schools informing them of this potential change in 2027. Parents of kids in Grade 5 have not been informed and some have only heard through the grapevine (one post on the PAC Facebook page, gossip and hearsay). For those who know, some believe it is a "done deal" and they have decided that they cannot enroll their child in LFI for this reason.

I believe that displacing LFI from VMS to Mt. Slesse will very negatively impact my own children's education and that of their peers because of the disruption but also puts this neglected, fragile program at great risk of collapsing altogether in this district.

It is my hope that the district staff remove this recommendation for the board's consideration in January and instead focus on real, longstanding solutions to general school overcrowding rather than jeopardizing LFI both at the middle school level, as well as at the high school level (enrolment there will surely go down if this goes through).

Appendix J: Leary Integrated Arts and Technology

Scenario for Leary Integrated Arts and Technology

1. Imagine High becomes a Grade 6-12 school.
2. Rather than transitioning into AD Rundle Middle School in Grade 6, students in the Integrated Arts and Technology cohort transition into Imagine High.

Feedback

Attendees shared benefits and concerns about the proposed 6-12 school at Imagine High. Parents like the idea of fewer transitions, sense of community, and mentorship between older and younger students. However, many people felt uncomfortable about having 11-year-olds in the same school as 17 and 18-year-olds. They wanted to know how this would work. Families asked

questions about what programs and facilities are available at Imagine. They said some parents choose other schools because there is a sense that other schools offer more options. Attendees said the district needs to do a better job promoting the IAT program.

Emerging Theme Quotes

Benefits and Sense of Community

- "It's hard to find an argument for keeping IAT three levels."



- “My son struggled at ADR because of trying to integrate with the whole school. Transition to Imagine has been good.”
- “Less transitions, more relationships can be positive.”
- “Love idea of only 1 transition... Welcomes curiosity about experiences of different age groups.”

Concerns About Age Gaps and Daily Operations

- “When I taught at Abby Arts, students are physically separate. Imagine is set up differently. What would the flow be?”
- “Will there be different bathrooms by grade level?”
- “Weird dynamic of almost adults and 11-year-olds.”

Program Quality, Resources and Facility

- “If my kids aren't excited and don't want to go [to Imagine High], I'm not going to force them.”
- “More students (6-12) mean more resources for programs like band.”
- “I've heard that some parents don't choose Imagine because they don't have some programs that other schools offer.”

Promotion for Integrated Arts and Technology Program

- “Is there a way of getting more infor out about Imagine so more kids go there?”
- “Market the program at every year of Leary. Explain the pros each year and what IAT is. Many students are here by default as it's their catchment school.”

Staffing, Capacity and Implementation

- “What is the path for a sibling if the school ends up being popular and very full?”
- “Will the IAT teachers be offered the 6-8 positions at Imagine?”
- “Imagine is bell-less. How do you plan on integrate those who may need structure and a bell?”

QUESTIONS – Parent Meeting on January 6, 2026

How will you alleviate the pressure at other schools if kids don't choose Imagine?
Could we make all of ADR IAT?
What is the path for a sibling if the school ends up being popular and very full?
Is there a way of getting more infor out about Imagine so more kids go there?
What's so great about Imagine?

What will happen to ADR staff? Do they get to go over to Imagine?
What about class sizes?
Is Imagine half empty?
Mental health issues with teens with young kids - how will that be handled?
Will there be different bathrooms by grade level?
Imagine is bell-less. How do you plan on integrate those who may need structure and a bell.
How do the IAT Imagine teachers feel about this adjustment?
Does Imagine actually have 9 classes of extra room?
What is the plan for the annex?
What is the long term plan for when the program grows?
Will the IAT teachers be offered the 6-8 positions at Imagine?
What if students want to leave IAT and stay at Rundle?
Can IAT be moved into the school next to Imagine?
Culinary arts?
What will be the opportunities for music?
Will a university trained music specialist be hired?
If students want to leave IAT, what happens?

COMMENTS – Parent Meeting on January 6, 2026

My son struggled at ADR because of trying to integrate with the whole school. Transition to Imagine has been good.
My child will go to ADR for a year if it means a pathway to Imagine.
Older kids at Imagine all kind of see the world the same way. Someone to look up to.
"I'm with my community"
"Someone I can look up to"
Integration into a mixed campus can be a challenge.
This is how I hope my kids' reality would be. It gives me hope.
Not having an extra transition. Middle school is hard. Social dynamics can be tough.
It's hard to find an argument for keeping IAT three levels.
I have kids in Imagine, ADR, Leary. My eldest two adore Imagine. Imagine fosters kids to be who they are and gain confidence.
Looking up to the grade 12s.
Collaboration between middle schoolers and seniors.
When I taught at Abby Arts, students are physically separate. Imagine is set up differently. What would the flow be? Grade 6s are young.
Weird dynamic of almost adults and 11-year-olds.
What's the thought for how the daily flow is?
I don't feel comfortable having my 11-year old son going into a high school.
Imagine High is missing some necessities like automotive and a field.
"Most parents I know transition kids out of Imagine High"

It would be hard to force IAT on all of ADR when they're relying on it for catchment.
Would have been great to do this early when IAT was rolled out. If we did this earlier, kids would be prepared.
I've heard that some parents don't choose Imagine because they don't have some programs that other schools offer.
More students (6-12) mean more resources for programs like band.
My student with anxiety attends CSS. I called Imagine to see if there was additional support for my student. They said no. But I was able to access that support at CSS. Surprising given it's a small, personal school.
Concerns about CBIEP implementation - are there professionals at Imagine High to implement the CBIEP? Is the choice available to all students? Are there any accessibility barriers?
Less transitions, more relationships can be positive.
School tours.
My current grade 8 has not expressed any interest at Imagine. Choosing based on friends.
If Leary kids went to Imagine more often for field trips, they might be more excited.
We've invited Imagine and ADR to come and share about their schools and we've only had one.
More exposure to programs at Imagine.
Seems like there's a pack of passion in the arts. Nothing is getting kids excited.
If my kids aren't excited and don't want to go there, I'm not going to force them.
Bell schedule between Leary and Imagine is problematic. My high schooler is late every day.
It would be wonderful if school beside Imagine was a K-6.
Pro: Collaboration between grade 6-8 and secondary school teachers.
At a K-6 school, we're part of the student journey for six years. It's a profound honour. Currently middle schools only get students for three years. Teachers and adults alongside journey can offer opportunities and challenges.
Library common space - middle school library is important.
When I think about my grade 3 who is currently mistaken for a grade 1, what will the school do to ensure there's a culture shift that can support him however he presents himself at that age.
Leary and Imagine teams have strong relationship. ADR IAT fosters community with grade 6s. They've done a really good job.
Strong teachers at ADR.
Leary should be choice. K-7, 8-12
Secure attachment approach. Love idea of only 1 transition, world is full of access to information/tech. Welcomes curiosity about experiences of different age groups. Added layer of being the different group at ADR. Love the idea of Rundle not being two separate schools trying to be one.
It's not a perfect scenario, but I don't believe there is a perfect scenario.

Hopefully there aren't grade 6s wandering the hallway with grade 12s.
11 year olds and 17/18 year olds should never be together.
The flow is important.
My oldest went to CSS because there is such a diversity of kids. Concern - my daughter mirrors what's happening around her.
Concern is likely 6s with 12s.
Strong programs at Rundle, CMS, CSS.
Market the program at every year of Leary. Explain the pros each year and what IAT is.
Many students are here by default as it's their catchment school.
Grade 5 have a transition to middle school. Need information for grade 5 parents who are making decisions about middle school.

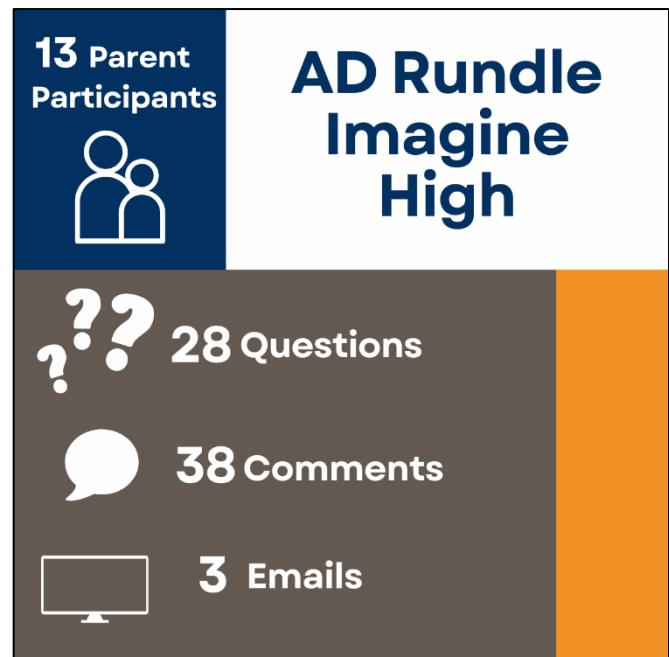
Appendix K: AD Rundle Middle and Imagine High (combined)

Scenario for Imagine High

1. Imagine High becomes a Grade 6-12 school.
2. Rather than transitioning into AD Rundle Middle School in Grade 6, students in the Integrated Arts and Technology cohort transition into Imagine High.

Feedback

Attendees shared benefits and concerns about the proposed 6-12 school at Imagine High. Parents like the idea of fewer transitions, sense of community, and mentorship between older and younger students. However, many people felt uncomfortable about having 11-year-olds in the same school as 17 and 18-year-olds. They wanted to know how this would work. Families asked questions about what programs and facilities are available at Imagine. They said some parents choose other schools because there is sense that other schools offer more options. Attendees said the district needs to do a better job promoting the IAT program.



Emerging Theme Quotes

Strong Support for IAT Program

- “Moved here both for my parents and secondly for my children to attend this program. I felt strongly that this program is what I dreamed about. I've been more delighted than I ever imagined.”
- “My neurodivergent student struggled. Imagine High is a godsend. My son is flourishing. I'm concerned about what the student experience looks like [in a new configuration]”.
- “Imagine is the best school in the district. My kids have flourished. I fear in five years, enrolment will drop and the program will fold. I'm concerned that this is not what's in the best interest of IAT.”

Grade 6-12 Configuration

- “Why put 11 year olds with 18 year olds?”
- “Mentorship between older and younger is positive.”
- “As an Imagine student, I feel this could be good for 6-12 to be together.”
- “Smaller communities have 7-12 and they make it work. There are some options that more students bring.”

Resources and Access

- “IAT program not always known for athletics but we need to make sure we have facilities so all of these kids have access to sports.”
- “Will the students still have access to spaces and programs with the extra students?”
- “I have kids at Leary, ADR, and Imagine. We've seen an underinvestment in the IAT program.”

Promotion

- “If the school is a choice program that is underresourced, why aren't we actively promoting IAT rather than making this change?”
- “The language on Imagine High website is a barrier. I didn't understand it at all.”
- “Pay attention to simplify explanation for parents.”

Transitions

- “Do we expect that all 9 divisions would go to Imagine? Is there space?”
- “What will the support look like? Will there be extra support available as you add more students?”
- “What will classroom set up look like? Logistics are a big question at this point.”

QUESTIONS – Parent Meeting on January 7, 2026

How many groups of Rundle students actually choose to put student in program. Had to fight to get my daughter out of it. Rates as an attrition issue. Stream back to CSS.
What about resource rooms? There are students at ADR who require support. My understanding is that Imagine doesn't have this.
Is the idea that the 6-8 at Imagine will still have the middle school experience? ie) exploratories, woodshop, foods.
Will the students still have access to spaces and programs with the extra students?
Would Cascade school ever consider switching with us to have Leary space and K-12 space?
Student - what gave you this idea to put grade 6s with grade 12s?
Does the district support schools based on enrolment numbers?
What will the support look like? Will there be extra support available as you add more students?
If the school is a choice program that is under resourced, why aren't we actively promoting IAT rather than making this change?
Has the district considered that this may further impact the program?
My husband taught at ASIA 6-12. Biggest concern was how are grade 6s and 12s in the same building. I think about an 11-year-old and 18-year-old in the same building. Imagine is a very different building. Where are they going to play? Imagine doesn't have a playground.
Would this transfer students and free up some space at ADR?
What is the percentage of the IAT program at ADR?
Do we expect that all 9 divisions would go to Imagine? Is there space?
Would ADR become an elementary school?
Is there space at Imagine?
Is IAT at ADR full?
Why put 11-year-olds with 18-year-olds?
Is there any talks about building another high school? Our schools cannot keep up with demand. Feels like schools are too far apart.
Were there any other alternatives that the district has thought about specific to ADR/Imagine?
Thinking about capital projects and ADR expansion. What would the capital cost difference of simply swapping the Imagine/ADR buildings? Imagine could move to ADR. You wouldn't have to build a new wing. This might be less expensive overall.
Is it space, capacity or teacher that is a constraint?
Bussing is a concern. Are kids missing opportunities?
Has there been consideration for making Rundle a choice school?
What would be repercussions if the program fails? Further change if it fails.
What will classroom set up look like? Logistics are a big question at this point.
Is the thought that with 1 less transition, kids won't leave?

COMMENTS – Parent Meeting on January 7, 2026

Student at Imagine - It can be hard to get programs at Imagine. This would make it harder.

Exploratories piece is an important part of middle school.
For wellness, 6-12 is kind of ideal. I would be sad to be limiting and restricting the program.
Moved here both for my parents and secondly for my children to attend this program. I felt strongly that this program is what I dreamed about. I've been more delighted than I ever imagined. My son finally feels like he can be himself. I've also thought a lot about developmental psychology. This is a cutting-edge beautiful way to go. Older kids step up like in the K-7 in Vancouver.
Kids voices and parent voices for thoughtful transitions. Important to have a committee for thoughtful transitions.
Gym space. IAT program not always known for athletics but we need to make sure we have facilities so all of these kids have access to sports.
Foster relationships now to ensure transition isn't so challenging.
Student - so grade 6s aren't so scared of grade 12s.
Staggered lunch times.
Recognizing different needs of different ages of students.
Share positive examples.
Mentorship between older and younger is positive.
Mentor program at ADR is positive.
More promotion and education about the program so more students and families can consider program. Especially in the grade 5 year.
Explain it to me like I know nothing.
Smaller communities have 7-12 and they make it work. There are some options that more students bring.
The language on Imagine High website is a barrier. I didn't understand it at all. All I knew was that it's an alternative program for neurodivergent students.
Pay attention to simplify explanation for parents.
When I enrolled, I was told that 53% had an IEP. It's that's not the goal, what I took was that it's for neuro spicy kids.
Have a very clear vision that is not resource based. Concern that parents won't go for a 6-12.
Pro - more responsibility for older students.
Imagine is the best school in the district. My kids have flourished. I fear in five years, enrolment will drop and the program will fold. I'm concerned that this is not what's in the best interest of IAT.
As an Imagine student, I feel this could be good for 6-12 to be together, opportunities for access to programs.
I'm concerned about my kid having access to what they need.
Lack of support in standard system makes Imagine attractive. I don't see these numbers dropping off. I see demand growing not shrinking. Want the program available to more people.
I have kids at Leary, ADR, and Imagine. We've seen an underinvestment in the IAT program.
I'm concerned that we replace principals with those who do not have IAT expertise.
If you're going to have a 6-12, it's a very different school than a typical middle or secondary school.
I've seen the past difficulty in recruiting IAT teachers. A different school that sits on its own will further diminish that.

GWG was a 7-12 and now it's a 9-12. It's not the first time we've had older and younger kids together.
My neurodivergent student struggled. Imagine High is a godsend. My son is flourishing. I'm concerned about what the student experience looks like.
More promotion like French Immersion. Go to all schools to promote.
Not everyone chooses Imagine because they look for other things not offered at Imagine.
Our kids need trades like woodwork and metal work.
Past budget cuts to trades. Seems to be trend.

ALL COMMENTS – PAC Meeting on January 19, 2026

Middle school has changed since my 23 year was in middle school
Suggests a Leary K-7 school
I'm afraid Imagine will lose its specialness
Kids are going through a huge amount of everything and trying to find that all in 6-8
Teachers will be dealing more with issues instead of trying to guide these kids to be adults
There will be more resources towards managing behaviours instead of cultivating responsibility
Would we lose the no bell system?
Would we lose the collaboration?
Would we still have flexibility to change things on the fly?
Concern for transition to elementary to middle, but I don't know how it will be different knowing they're going into a school with grades 10-12
We do have kids that have come back for another year, so those kids are actually adults – you're looking at having 11 year olds with adults.
Especially with issues at AD Rundle
I don't think it's a good idea to put 11-year-olds with 17 year olds
I don't think that it is a good thing. We didn't like it when we were younger when they switched to 7-9, mad about grade 10s.
Stress among administrative and teachers.
When I first heard about it, my daughter was in grade 9. I think if she was in grade 5, I think you would get less people wanting to go there because of the combined ages.
I want to see separation 6-8, 9-12. My kid will graduate by then.
Grade 6 is way too young to have them in a high school.
If they could keep it separate, there could be a different lunch hour.
Do we have to go back to bells?
Are grade 6s staying in their classroom?
I cannot imagine Imagine's hallways filled with 6-7s

It's all Integrated arts and I wholeheartedly love that. We're looking at it from what these kids are actually like and what the middle schools have had to deal with over the past couple of years. I don't want the teachers and everyone else to try and mitigate the issues.
I think 8-12 would work.
I worry about the Grade 6-7. I think it would really change the dynamic of the school.
Leary being mostly a catchment school impacts the program.
I think grade 6s should still be in elementary school. I love the idea of putting grade 6s back in elementary school.
What are the BC curriculum requirements of middle school?
Concerned about grade 7s dating grade 12s.
Because Imagine is so wonderful, it completely maxes it out. If we put 6-12 in Imagine, that's it - there's no room for portables or expansion.
Because Chilliwack is going through such exponential group – how long before Imagine is full?
Aren't you concerned about Imagine getting too big?
We wouldn't be able to do things like textiles, because we'd be dealing with a lot of extra kids.
I would love if the K-6 idea was put forward at Leary.
Have district staff actually seen day-to-day at AD Rundle? That one is a huge variety of children in that school. That would really show you what 11-13-year-olds are like.
Bathroom is a concern – it's a concern across the district. Kids will not go to the washrooms because kids are sitting there, vandalism. Because we're not set up to have proper gender-neutral bathrooms, kids are doing things they shouldn't do on school.
How are we going to protect washrooms here?
We don't have the staffing, and we don't have the funding to properly supervise those spaces.
It feels inevitable.
I like lack of transition
I like bypassing ADR
Max out Leary which is at 76%.
Remembers when there was an application process to get into Leary.
Leary being a catchment school takes away from the program. They're in there because it's their catchment school but not because it's a special school.

Appendix K: Let's Talk Engagement

Detailed Survey Responses – February 24 – April 25, 2025:

https://sd33.bc.ca/sites/sd33.bc.ca/files/2025-04/1_Preliminary_Survey_Of_Preliminary_Boundary_Review_Discussions_14_June_2021_To_24_April_2025.pdf

Summary Report

24 February 2025 - 12 January 2026

Let's Talk SD33

PROJECTS SELECTED: 1

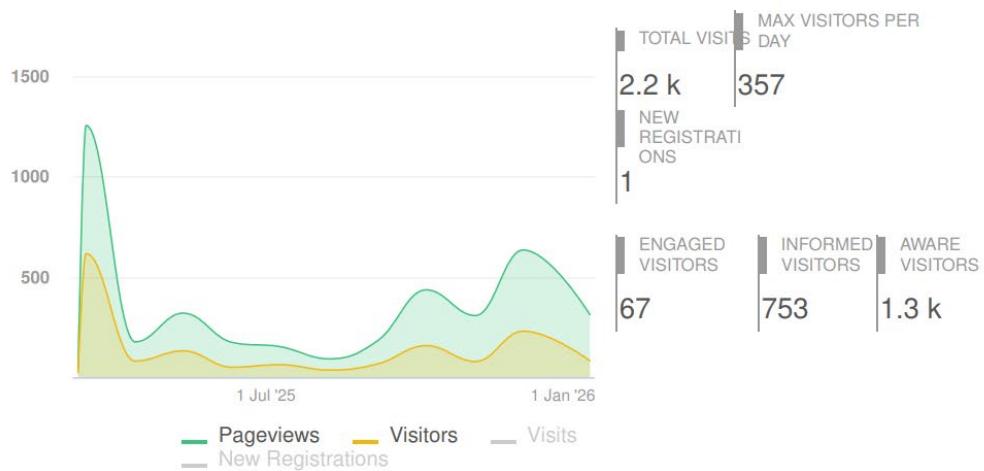
Preliminary Boundary Discussions 2025

FULL LIST AT THE END OF THE REPORT



Visitors Summary

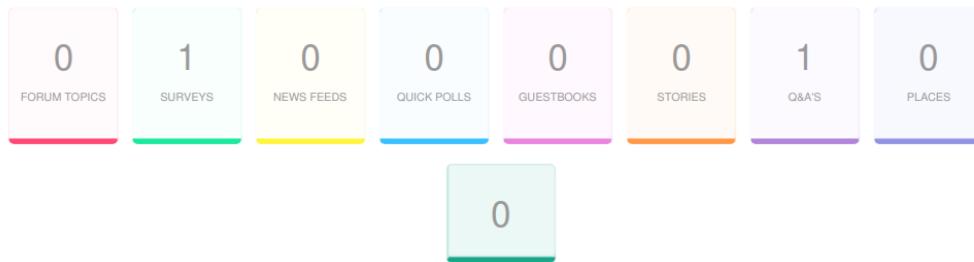
Highlights



PARTICIPANT SUMMARY

ENGAGED		67 ENGAGED PARTICIPANTS			TOP PROJECTS	
		Registered	Unverified	Anonymous	Participants (%)	
INFORMED	Contributed on Forums	0	0	0	Preliminary Boundary Discu...	67 (5.0%)
	Participated in Surveys	3	50	0		
	Contributed to Newsfeeds	0	0	0		
	Participated in Quick Polls	0	0	0		
	Posted on Guestbooks	0	0	0		
	Contributed to Stories	0	0	0		
	Asked Questions	4	14	0		
	Placed Pins on Places	0	0	0		
AWARE	Contributed to Ideas	0	0	0		
	* A single engaged participant can perform multiple actions					
						* Calculated as a percentage of total visits to the Project
ENGAGED		753 INFORMED PARTICIPANTS			TOP PROJECTS	
		Participants	Participants (%)			
INFORMED	Viewed a video	0	Preliminary Boundary Discu...	753 (56.3%)		
	Viewed a photo	0				
	Downloaded a document	480				
	Visited the Key Dates page	0				
	Visited an FAQ list Page	2				
	Visited Instagram Page	0				
	Visited Multiple Project Pages	299				
	Contributed to a tool (engaged)	67				
AWARE	* A single informed participant can perform multiple actions					* Calculated as a percentage of total visits to the Project
ENGAGED		1,338 AWARE PARTICIPANTS			TOP PROJECTS	
		Participants	Participants			
INFORMED	Visited at least one Page	1,338	Preliminary Boundary Discu...	1,338		
* Aware user could have also performed an Informed or Engaged Action					* Total list of unique visitors to the project	

ENGAGEMENT TOOLS SUMMARY



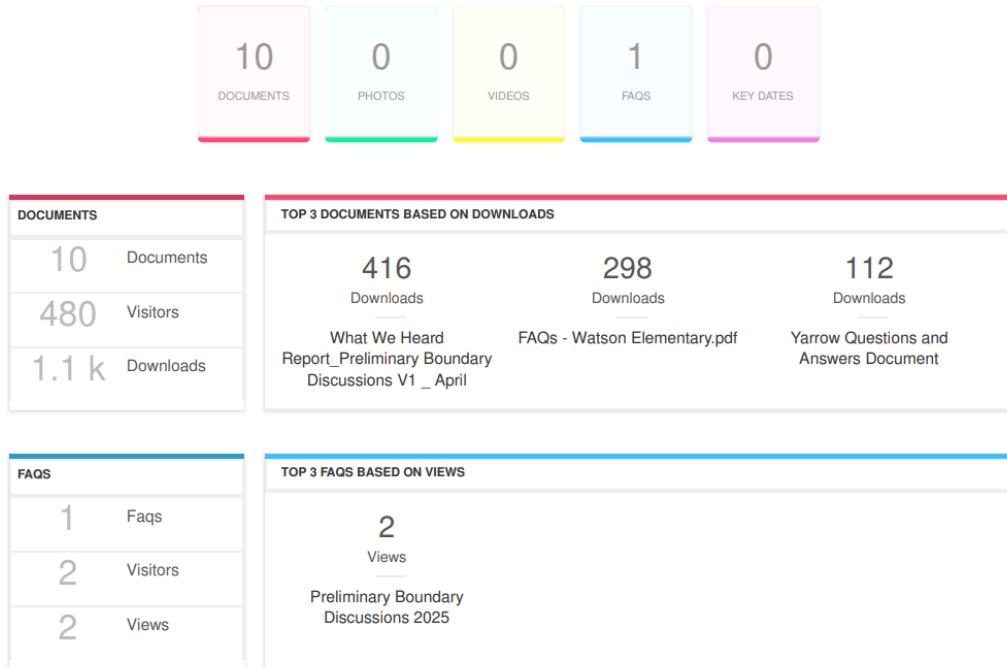
SURVEYS SUMMARY	
1	Surveys
53	Contributors
57	Submissions

TOP 3 SURVEYS BASED ON CONTRIBUTORS	
53	Contributors to Preliminary Survey

Q & A SUMMARY	
1	Q&As
18	Contributors
19	Questions

TOP 3 Q & A BASED ON CONTRIBUTORS	
18	Contributors to Questions

INFORMATION WIDGET SUMMARY



TRAFFIC SOURCES OVERVIEW

REFERRER URL	Visits
www.google.com	526
m.facebook.com	338
lm.facebook.com	138
android-app	52
l.facebook.com	38
www.google.ca	18
sd33.bc.ca	14
www.sd33.bc.ca	10
www.facebook.com	4
mailchi.mp	4
mail.google.com	3
statics.teams.cdn.office.net	3
inclusiveschools.sd33.bc.ca	2
www.bing.com	2
chatgpt.com	2

SELECTED PROJECTS - FULL LIST

PROJECT TITLE	AWARE	INFORMED	ENGAGED
Preliminary Boundary Discussions 2025	1338	753	67

Appendix L: Q+A Documents

Note: Visit the following link to access Q+A documents. Answers were correct at the time the documents were published. At the time of this report, we are still compiling answers for four schools.

<https://www.letstalksd33.ca/preliminary-boundary-review-2025>