



THE BOARD OF EDUCATION

School District #33 (Chilliwack)

Regular Board Meeting Held in Public

(Live streamed; attendees may be recorded)

AGENDA

April 21, 2026

5:30 pm

1. CALL TO ORDER – School District Office

1.1. Call to Order

(Welcome, Acknowledgment of Traditional Territory and Diversity Statement)

1.2. Adoption of the Agenda

(THAT the agenda be adopted as circulated.)

1.3. Approval of the Minutes

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

2. PRESENTATION ITEM

2.1. Board Room Mural Art

3. INFORMATION ITEMS

3.1. Education Policy Advisory Committee Report

3.2. Budget Advisory Committee Report

3.3. Trustee Written Reports

3.4. BCSTA Report

3.5. Indigenous Education Council Report

3.6. 2026-27 Budget Assumptions

4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

5. ACTION ITEMS

5.1. 5-Year District Calendar Approval in Principle

5.2. 2026-27 Capital Plan Bylaw

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

5.4. Policy Amendments – 200 & 300 Series Barrier Scan

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

6. MEETING SUMMARIES

7. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

8. SUPERINTENDENT’S UPDATE

9. ADJOURNMENT

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



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

Date of Meeting: Tuesday, March 10, 2026

Location: School District Office

Members Present:

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

Staff Present:

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

1. CALL TO ORDER

1.1. Call to Order

The meeting was called to order at 5:34 p.m.

The Chair opened the meeting with a welcome, an acknowledgment of Traditional Territory, and the Board's Diversity Statement. The Chair also acknowledged the tragedy in Tumbler Ridge.

1.2. Adoption of the Agenda

32.26 Moved by: Trustee Reid
Seconded by: Trustee Westerby

THAT the agenda be adopted as circulated.

CARRIED

1.3. Approval of the Minutes

33.26 Moved by: Trustee Reid
Seconded by: Trustee Bondar

THAT the minutes the February 17, 2026 Regular Board Meeting be approved as circulated.

CARRIED

2. PRESENTATION ITEM

2.1. Strategic Plan Update: School Progress Checkpoint

As part of the Strategic Plan Update, School Progress Checkpoints were presented by Vedder Middle, McCammon Elementary, and Stitó:s Lá:lém Totí:lt Elementary/Middle.

Meeting Recessed at 6:18 pm

Meeting called back to order at 6:25 pm

3. INFORMATION ITEMS

3.1. Education Policy Advisory Committee Report

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

3.2. Trustee Written Reports

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

3.3. BCSTA Report

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

3.4. Indigenous Education Council (IEC) Update

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

3.5. Trustee Resignation

The Board acknowledged receipt of Trustee Laurie Throness' written resignation effective as of February 26, 2026.

4. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING THE AGENDA

- No comments or questions were received.

5. ACTION ITEMS

5.1. 2027/2028 – 2031/2032 Draft Five-Year School Calendar (Consultation)

34.26

Moved by: Trustee Bondar
Seconded by: Trustee Westerby

THAT the Board of Education authorize District staff initiate consultation with employee groups and parents/guardians/caregivers on a proposed five-year local school calendar framework and return to the Board with a summary of feedback and recommended next steps for Board consideration, consistent with the School Act and the School Calendar Regulation.

CARRIED

5.2. Policy Amendments – 200 & 300 Series Barrier Scan

35.26

Moved by: Trustee Reichelt
Seconded by: Trustee Bondar

THAT the Board of Education approve the amendments to **Policies 270 Community Use of Facilities, 322 International Student Program, and 390 Resolving Concerns**, as recommended by the Education Policy Advisory Committee, in alignment with the District's barrier scan process and Board Policy 161.

CARRIED

5.3. Election of BCSTA Alternate Representative

Board Chair Swankey called for nominations for the positions of BCSTA Alternate Representative.

Trustee Reichelt was nominated by Trustee Westerby for the position of BCSTA Alternate Representative.

There were no further nominations.

Trustee Reichelt accepted the nomination and was acclaimed as BCSTA Alternate Representative.

5. MEETING SUMMARIES

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

6. PUBLIC PARTICIPATION – COMMENTS/QUESTIONS CONCERNING AGENDA ITEMS

- No comments or questions were received.

7. SUPERINTENDENT'S REPORT

The Superintendent provided the Board with an update on the International School Program.

8. ADJOURNMENT

The meeting was adjourned at 7:11 p.m.

8.3. Next Board of Education Meeting Date

Regular Meeting

**Tuesday, April 21, 2026
5:30 p.m.
School District Office**

Board Chair

Secretary Treasurer

DRAFT

BOARD OF EDUCATION

PRESENTATION

DATE: April 21, 2026
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: BOARD ROOM MURAL ART

The Board Room mural, selected through the work of the mural selection committee, was created by Jared Deck, a Stó:lō artist from Ch'iyáqtel (Tzeachten) First Nation. The presentation will provide background on the selection process, the artist, and the meaning reflected in the mural.

INFORMATION REPORT

Regular Board Meeting

DATE: April 21, 2026

TO: Board of Education

FROM: Willow Reichelt, Education Policy Advisory Committee Chair

RE: **EDUCATION POLICY ADVISORY COMMITTEE REPORT**

BACKGROUND:

As directed by the Board on September 23, 2025, the District has initiated a barrier scan of all Education Policy Advisory Committee (EPAC) policies (Sections 200 and 300 of the Policy Manual), in alignment with Board Policy 161. This review ensures that policies are accessible, inclusive, and aligned with equity principles, Truth and Reconciliation, and the Declaration on the Rights of Indigenous Peoples Act (DRIPA).

UPDATE:

At its meeting on March 30, 2026, the EPAC reviewed policies as part of the barrier scan process and recommended amendments to **Policies 210 Privacy, 291 Educational Heritage, 380 Learning Resources, and 382 Library Learning Commons** to enhance clarity, align with Ministry requirements, and improve accessibility for all users.

NEXT STEPS:

The recommended amendments have been incorporated into the policies and are presented to the Board for approval under Decision Items.

Minutes



REPORT OF THE EDUCATION POLICY ADVISORY COMMITTEE

Meeting Held Monday, March 30, 2026 – 6:00 p.m.

Zoom

Attendance:	Willow Reichelt Richard Procee Iain Gardner Sarabpreet Riar Aggie Malecki Donna Dove Katie Bartel Jessica Clark Stuart Krestell Abbi McClements	Trustee Trustee CPVPA CTA CUPE Management Group DPAC DPAC IEC Student, CSS
Staff:	Rohan Arul-pragasam Lisa Champagne	Superintendent Executive Assistant
Regrets:	Madilyn Marchesi	Student, Imagine High

1. **Call to Order – Welcome & Indigenous Land Acknowledgement**

Chair Willow Reichelt called the meeting to order at 6:00 p.m. – Welcome and Indigenous Land Acknowledgement.

2. **Approval of Agenda**

Mover: Katie Bartel
Second: Stuart Krestell

THAT the Agenda be approved as circulated.

CARRIED

3. **Approval Minutes – January 26, 2026**

Mover: Aggie Malecki
Second: Iain Gardner

THAT the minutes of the February 23, 2026 meeting be approved as circulated.

CARRIED

NEW BUSINESS

4. **POLICY 210 PRIVACY**

The committee reviewed this revised policy and suggested changes.

Moved by: Aggie Malecki
Seconded by: Jessica Clark

THAT REVISED Policy 210 – Privacy be referred to the Board of Education for approval.

CARRIED

5. **POLICY 291 ENVIRONMENTAL STEWARDSHIP**

The committee reviewed this revised policy and suggested changes.

Moved by: Sarabpreet Riar
Seconded by: Donna Dove

THAT REVISED Policy 291 – Environmental Stewardship be referred to the Indigenous Education Council for final review and, upon recommendation, to the Board of Education for approval.

CARRIED

6. **POLICY 380 LEARNING RESOURCES**

The committee reviewed this revised policy and suggested changes.

Moved by: Iain Gardner
Seconded by: Aggie Malecki

THAT REVISED Policy 380 – Learning Resources be referred to the Board of Education for approval.

CARRIED

7. **POLICY 382 LIBRARY LEARNING COMMONS**

The committee reviewed this revised policy and suggested changes.

Moved by: Iain Gardner
Seconded by: Katie Bartel

THAT REVISED Policy 382 – Library Learning Commons be referred to the Board of Education for approval.

CARRIED

ADJOURNMENT 6:47 p.m.

INFORMATION REPORT

Regular Board Meeting

DATE: April 21, 2026
TO: Board of Education
FROM: Margaret Reid, Budget Advisory Committee Chair
RE: **BUDGET ADVISORY COMMITTEE MINUTES**

The Board of Education will receive the Budget Advisory Committee Minutes of April 7, 2026.

Minutes



REPORT OF THE BUDGET ADVISORY COMMITTEE

Meeting Held Thursday, April 7, 2026 – 4:00 p.m.

School District Office

Attendance:

Committee Members:	Margaret Reid Richard Procee David Swankey Niki Wiens Reid Clark Nicole Driscoll April Mancinelli Jessica Clarke Michael Leone Yatinder Goel Anna Gilbank	Trustee (Chair) Trustee (Vice Chair) Trustee Management Group CTA CPVPA CUPE DPAC Community Representative Community Representative Student Rep – CSS
Staff:	Rohan Arul-pragasam Simone Sangster Raman Brar Brittany Alendal	Superintendent Secretary Treasurer Assistant Secretary Treasurer Executive Assistant (Recorder)
Absent:	Maddi Ekelund	Student Rep – CSS

1. Call to Order – Welcome & Indigenous Land Acknowledgement

Chair Margaret Reid called the meeting to order at 4:01 p.m., followed by a Welcome and Indigenous Land Acknowledgement.

2. Approval of Agenda

Mover: Jessica Clark
Seconder: Micheal Leone

THAT the Agenda be approved as circulated

CARRIED

3. **Approval Minutes – February 12, 2026**

Mover: Yatinder Goel
Seconder: Richard Proceee

THAT the minutes of the February 12th, 2026 meeting be approved as circulated.

CARRIED

4. **Overview of Public Budget Assumptions Presentation**

The Secretary Treasurer and Assistant Secretary Treasurer presented the Annual budget assumptions, which will be shared during the Public Budget Presentation on April 21st, 2026. These assumptions will serve as the foundation for developing the 2026-27 Annual Budget, which will be presented to the committee on May 7th, 2026.

The draft Presentation on Assumptions was shared with the committee for their review and feedback. In addition to the budget assumptions, this year's presentation focused on budget pressures.

The Superintendent reviewed Enrolment projections as well as the Budget's alignment with the Strategic Plan.

The committee provided the following questions and feedback:

- How is AI and data learning impacting current funding?
- Are parents being charged a surcharge due to the rising cost of fuel for bussing?
- Where does the funding come from for rising fuel costs and other unforeseen expenses?
- Is benefit percentage consistent with industry?
- What is the threshold for funding protection? Will we approach the threshold?
- What is the long-term plan for implementing AI and potential efficiencies?
- Does the district engage in or receive Community social responsibility, corporate sponsorship
- Remove numbers from priorities slide as these give the appearance of ranking.
- Why is HVAC being upgraded at Cheam if the school is not to be used for ES going forward?
- Slide 31 what is the difference between school support and district support?
- There is an awareness and appreciation that some of the programs identified may see tough decisions in coming years.

5. **Other Business**

No other business was discussed.

6. **Adjournment**

The meeting was adjourned at 5:57 p.m.

TRUSTEE REPORT

Trustee: David Swankey

Report Date: April 14th, 2026

KEY ACTIVITIES SINCE LAST BOARD MEETING

List of key dates/activities related to the Trustee role, including school visits and school initiatives/events, committee attendance, conference attendance, etc.

- March 3rd – Participated in Board Learning Session
 - <https://sd33.bc.ca/board-strategic-learning-sessions-2025-2026>
- March 3rd – Participated in North Side Facilities & Enrollment Review Forum at CSS
- March 4th – Attended District Donor Recognition Dinner at Imagine Secondary
- March 5th – Participated in South Side Facilities & Enrollment Review Forum at GWG
- March 7th – Attended FIRST Robotics Pacific Regionals at the Pacific Coliseum
 - Congratulations to Imagine Secondary's Robotics Team, The Axolotls
- March 9th – Chaired BCSTA Finance & Audit Committee Mtg to finalize BCSTA's proposed budget
- March 11th – Attended BCSTA Board Mtg
- April 1st – Attended Family Literacy Event hosted by UFV ECE students at Sardis Library
- April 7th – Attended District Budget Advisory Committee Mtg
- April 9th-11th – Attended BCSTA AGM 2026
 - Participated in BCSTA Board Mtg and joint sector meeting with BCASBO
 - Presented the recommended 2026/2027 budget on behalf of the BCSTA Finance & Audit Committee to Provincial Council for consideration and approval
 - Participated in and contributed to professional learning on Thursday and Friday
 - Participated in deliberation of recommended motions submitted by member boards on Saturday
- April 14th – Participated in Board Learning Session
 - <https://sd33.bc.ca/board-strategic-learning-sessions-2025-2026>

The Chair/Vice Chair Committee met on March 3rd, 10th, 31st & April 7th, & 14th

UPCOMING EVENTS OF INTEREST TO THE BOARD

- July 2nd-4th 2026 – Deeper Learning Canada
 - <https://deeperlearningcanada2026.sched.com/>
- July 5th-9th 2026 – CSBA National Trustee Gathering on Indigenous Education
 - <https://bcsta.org/csba-gathering-2026/>
- October 17th 2026 – BC Municipal Elections
 - <https://bcsta.org/trustee-elections/>

INFORMATION REPORT

Regular Board Meeting

DATE: April 21, 2026
TO: Board of Education
FROM: Margaret Reid, BCSTA Representative
RE: **BC SCHOOL TRUSTEES ASSOCIATION (BCSTA) UPDATE**

Margaret Reid will provide an update on BCSTA matters.

INFORMATION REPORT

Regular Board Meeting

DATE: April 21, 2026
TO: Board of Education
FROM: David Manuel, Assistant Superintendent
RE: INDIGENOUS EDUCATION COUNCIL UPDATE

IEC Meeting Summary – April 14, 2026

Presentation by Mémihelhtel program:

- Currently the program has 67 youth and 88 youth on the waitlist
- Through a 5 year grant, a new land-based program (Iyaqthet) for 16 youth is engaging as surfing trip and snowboarding

IEC Planning Session - April 28th:

- Planning for 2026-2027
- Data review and planning for next year

IEC Regional Session: (Chilliwack and five neighboring districts with Ministry representatives):

- May 5th/6th with approximately 75 attendees
- Focusing on relationship building and learning together

NITEP Field Center:

- Work is underway to advertise for teacher candidates to begin in September 2026

Department Updates:

- Indigenous Awards Ceremony on May 21st
- Summer school (General and Indigenous focused) registrations are open
- Scholarships and Bursary committee has met and made decisions for this year's awards
- Longhouse Extension Program has started with all grade 3 class visits (March to May)
- Indspire Conference (May 11 - 14): 60 students and supervisors will attend with full funding through an Indspire grant.

Next Meeting: Regular IEC meeting is scheduled for May 12, 2026.

INFORMATION REPORT

Regular Board Meeting

DATE: April 21, 2026

TO: Board of Education

FROM: Simone Sangster, Secretary Treasurer
Raman Brar, Assistant Secretary Treasurer

RE: **BUDGET ASSUMPTIONS 2026/27**

BACKGROUND:

Simone Sangster, Secretary Treasurer and Raman Brar, Assistant Secretary Treasurer will provide an overview of the School District's budget development process and budget assumptions.

BOARD OF EDUCATION

DECISION REPORT

DATE: April 21, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **2027/2028 – 2031/2032 FIVE-YEAR SCHOOL CALENDAR**

RECOMMENDATION:

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

BACKGROUND:

The Chilliwack School District and the Chilliwack Teachers' Association have agreed on a five-year calendar framework. The calendar sets out winter and spring breaks, as well as school closure days, including District-Wide Professional Days and Assessment Evaluation Days. The Chilliwack School District has incorporated a school calendar that has included a 2-week spring break since the 2014-2015 school year.

The local school calendars for the school years 2027-28 through 2031-32 in School District #33 (Chilliwack) will include the following:

- A Two-week Spring Break.
- One Administration Day.
- Six Professional Days, including a School Based Professional Day.
One of the remaining five professional days (excluding the provincial day), or the cumulative professional activities during the year amounting to one day will be focused on enhancing Indigenous student achievement and integrating Indigenous world views and perspectives into learning environments.
- Three Days for Student Assessment/Evaluation and Parent/Teacher Consultation. These days will support student assessment/evaluation and parent/teacher consultation as per the Collective Agreement.
- Please find included draft calendars, including all the above details and days school is not in session for 2027-28 through 2031-32 school years.
- As a result of the modification to the Collective Agreement, a Letter of Understanding (LOU) will be signed between the Board of Education and the Chilliwack Teachers' Association

(CTA) before the final calendar is submitted to the Ministry of Education and Child Care before the deadline, March 30, 2027.

As per Section 87.01 (7) of the School Act and School Calendar Regulations, the Board of Education made the proposed school calendar available to parents of students and representatives of employees of the Board of Education for feedback from March 31, 2026, to April 13, 2026.

Role of Consultation and Public Feedback

Under the *School Act* and School Calendar Regulation, Boards of Education are required to consult with parents and employee groups prior to adopting a local school calendar. This includes making the proposed calendar publicly available and providing an opportunity for feedback before final submission to the Ministry.

While this consultation is an important part of a transparent and inclusive process, it is also important to clarify the role that feedback plays in the final decision.

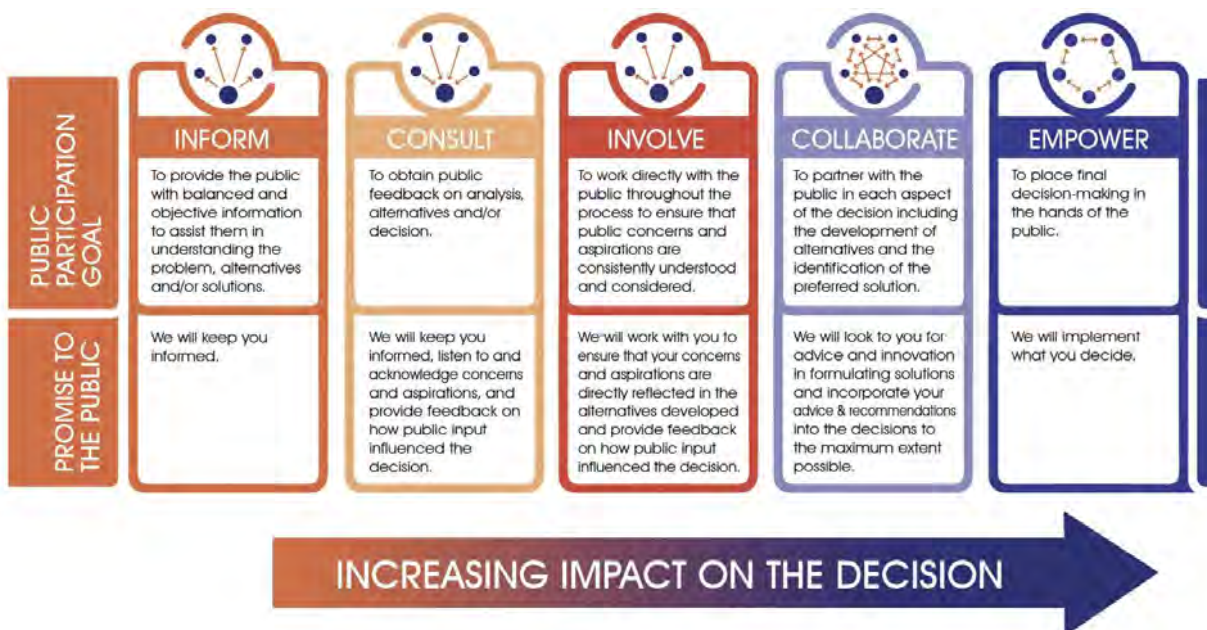
The District’s ability to design the school calendar is significantly constrained by:

- legislated instructional time requirements set by the Ministry,
- the provisions of the Collective Agreement (particularly Articles related to hours of work and reporting requirements), and
- the requirement to negotiate annual Letters of Understanding or, where necessary, proceed to arbitration when agreement cannot be reached.

These constraints mean that not all public preferences can be accommodated, even where there is strong feedback in one direction.

To support clarity, the District’s consultation aligns with the **IAP2 Spectrum of Public Participation**. The calendar survey process most closely aligns with the “**Consult**” level of participation:

- The goal is to obtain feedback on proposed options
- The commitment is to listen, consider input, and provide feedback on how it informed the decision
- Final decision-making authority remains with the Board, within the parameters outlined above



At this level of engagement, participants provide valuable input that helps the Board understand community perspectives, priorities, and impacts. However, the Board must ultimately make decisions that are **compliant with legislation, collective agreements**, and, where applicable, **binding arbitration outcomes**.

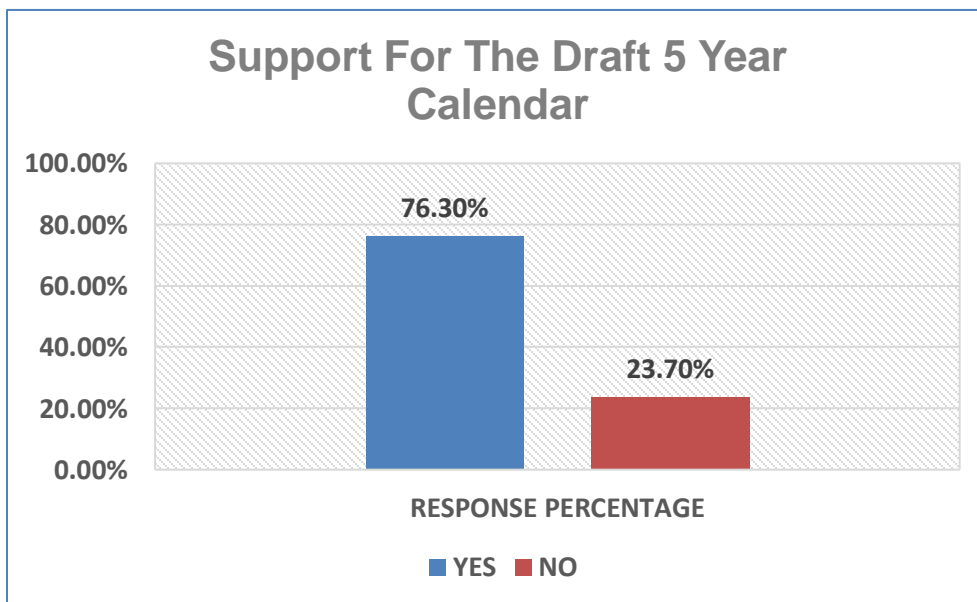
As such, while survey feedback is carefully reviewed and considered, it is one of several factors that inform the Board’s decision, alongside legal, operational, and contractual obligations.

2027/28 – 2031/32 Five-Year Calendar Survey Results Summary:

- 211 parents of students and representatives of employees of the Board of Education took part in the survey and answered question 2: “I support the proposed DRAFT 2027/28 - 2031/32 Local School Calendar.”
- As indicated from the data below, 76.3% of those who responded to question 2 support the proposed five-year school calendar.
- Compared with the 2023/24 – 2026/27 three-year school calendar survey, a lower percentage of participants took part in the calendar survey.

Please note that not all respondents answered every question. The number of responses to Question 1 may differ from the number of responses to Questions 2 or 3 (Additional Comments).

QUESTION 1 - Demographics		
ANSWER CHOICES	RESPONSE PERCENTAGE	NUMBER OF RESPONSES
Parent/Guardian/Caregiver	77.37%	188
Employee - Teacher	12.35%	30
Employee - Support	6.17%	15
Employee - Excluded	1.65%	4
Extended Family Members of a Student	0.82%	2
Student	0.41%	1
Other (please specify)	1.23%	3
		243



QUESTION 2 - Number Supporting the Draft 2027-28 to 2031-32 School Calendar		
ANSWER CHOICES	RESPONSE PERCENTAGE	NUMBER OF RESPONSES
YES	76.30%	161
NO	23.70%	50
		211



**Chilliwack
School District**

**SCHOOL DISTRICT
DRAFT CALENDARS
2027-28 To 2031-32**

CHILLIWACK SCHOOL DISTRICT 2027/2028 DRAFT CALENDAR

JULY						
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AUGUST						
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SEPTEMBER						
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NOVEMBER						
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LEGEND

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday
- National Day for Truth and Reconciliation
- Administration Day
- Early Dismissal Day

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in BC.

CALENDAR INFORMATION

School Reopens = Sep 7
 NID #1 (School Based Day) = Oct 1
 Thanksgiving Day = Oct 11
 Early Dismissal Day #1 - Oct 21
 NID #2 (PROVINCIAL) = Oct 22
 NID #3 = Nov 12
 NID #4 = A&E Day #1: Nov 26
 Last day December = 17
 First Day Back in Jan = 4
 NID #5 = A&E Day #2: Jan 21
 NID #6 = Feb 18
 Family Day = Feb 21
 Early Dismissal Day #2 - Feb 25
 Spring Break = Mar 20 - Mar 31
 Good Friday = April 14
 Easter Monday = April 17
 NID #7 = April 28
 NID #8 = A&E Day #3: May 12
 NID #9 = May 19
 Victoria Day = May 22
 Last day for Students = Jun 29
 Early Dismissal Day #3 - June 29

DAYS IN SESSION **186**
 INSTRUCTIONAL DAYS **176**



Days in Session	186
Number of Instructional Days	176
Number of Non-Instructional Days	10
Schools Open	September 7
Truth and Reconciliation Day – Statutory Holiday	September 30
NON-INSTRUCTIONAL DAY #1 (School Based Pro-D Day)	October 1
Thanksgiving Day - Statutory Holiday	October 11
Early Dismissal Day #1	October 21
NON-INSTRUCTIONAL DAY #2 (Pro-D Day)	October 22 (Provincial)
Remembrance Day - Statutory Holiday	November 11
NON-INSTRUCTIONAL DAY #3 (Pro-D Day)	November 12
NON-INSTRUCTIONAL DAY #4 (A&E Day)	November 26
Last Day of School before Winter Break	December 17
Winter Break	December 20 – December 31
Schools Reopen after Winter Break	January 4
NON-INSTRUCTIONAL DAY #5 (A&E Day #2)	January 21
NON-INSTRUCTIONAL DAY #6 (Pro-D Day)	February 18
Family Day - Statutory Holiday	February 21
Early Dismissal Day #2	February 25
Last Day of School before Spring Vacation	March 17
Spring Vacation Period	March 20 to March 31
Schools Reopen after Spring Vacation	April 3
Good Friday - Statutory Holiday	April 14
Easter Monday - Holiday	April 17
NON-INSTRUCTIONAL DAY #7 (Pro-D Day)	April 28 (CTA)
NON-INSTRUCTIONAL DAY #8 (A&E Day #3)	May 12
NON-INSTRUCTIONAL DAY #9 (Pro-D Day)	May 19
Victoria Day - Statutory Holiday	May 22
Last Day for Students / Early Dismissal #3	June 29
Administrative Day	June 30

CHILLIWACK SCHOOL DISTRICT 2028/2029 DRAFT CALENDAR

JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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LEGEND

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday
- National Day for Truth and Reconciliation
- Administration Day
- Early Dismissal Day

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in BC.

CALENDAR INFORMATION

School Reopens = Sep 5
 NID #1 (School Based Day) = Sep 29
 Thanksgiving Day = Oct 9
 Early Dismissal Day #1 = Oct 19
 NID #2 (PROVINCIAL) = Oct 20
 NID #3 = A&E Day #1: Nov 17
 NID #4 = Nov 24
 Last day December = 22
 First Day Back in Jan = 8
 NID #5 = A&E Day #2: Jan 26
 NID #6 = Feb 16
 Family Day = Feb 19
 Early Dismissal Day #2 = Mar 2
 Spring Break = Mar 19 - Mar 29
 Good Friday = March 30
 Easter Monday = April 2
 NID #7 = April 27 (CTA Day)
 NID #8 = May 18
 Victoria Day = May 21
 NID #9 = A&E Day #3: June 1
 Early Dismissal Day #3 - June 28
 Last day for Students = Jun 28

DAYS IN SESSION **188**
 INSTRUCTIONAL DAYS **178**



Days in Session	188
Number of Instructional Days	178
Number of Non-Instructional Days	10
Schools Open	September 5
NON-INSTRUCTIONAL DAY #1 (School Based Pro-D Day)	September 29
Truth and Reconciliation Day – Statutory Holiday	September 30
Thanksgiving Day - Statutory Holiday	October 9
Early Dismissal Day #1	October 19
NON-INSTRUCTIONAL DAY #2 (Pro-D Day)	October 20 (Provincial)
Remembrance Day - Statutory Holiday	November 11
NON-INSTRUCTIONAL DAY #3 (A&E Day #1)	November 17
NON-INSTRUCTIONAL DAY #4 (Pro-D Day)	November 24
Last Day of School before Winter Break	December 22
Winter Break	December 25 – January 5
Schools Reopens after Winter Break	January 8
NON-INSTRUCTIONAL DAY #5 (A&E Day #2)	January 26
NON-INSTRUCTIONAL DAY #6 (Pro-D Day)	February 16
Family Day - Statutory Holiday	February 19
Early Dismissal Day #2	March 2
Last Day of School before Spring Vacation	March 16
Spring Vacation Period	March 19 to April 2
Good Friday - Statutory Holiday	March 30
Easter Monday - Holiday	April 2
Schools Reopen after Spring Vacation	April 3
NON-INSTRUCTIONAL DAY #7 (Pro-D Day)	April 27 (CTA)
NON-INSTRUCTIONAL DAY #8 (Pro-D Day)	May 18
Victoria Day - Statutory Holiday	May 21
NON-INSTRUCTIONAL DAY #9 (A&E Day #3)	June 1
Last Day for Students / Early Dismissal #3	June 28
Administrative Day	June 29

CHILLIWACK SCHOOL DISTRICT 2029/2030 DRAFT CALENDAR

JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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LEGEND

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday
- National Day for Truth and Reconciliation
- Administration Day
- Early Dismissal Day

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in BC.

CALENDAR INFORMATION

School Reopens = Sep 4
 NID #1 (School Based Day) = Sep 28?
 Thanksgiving Day = Oct 8
 Early Dismissal Day #1 - Oct 18
 NID #2 (PROVINCIAL) = Oct 19
 NID #3 = Nov 16
 NID #4 = A&E Day #1: Nov 23
 Last day December = 21
 First Day Back in Jan = 7
 NID #5 = A&E Day #2: Jan 25
 NID #6 = Feb 15 (DISTRICT)
 Family Day = Feb 18
 Early Dismissal Day #2 - Mar 1
 Spring Break = Mar 18 - Mar 29
 Good Friday = April 19
 Easter Monday = April 22
 NID #7 = April 26 (CTA Day)
 NID #8 = May 17
 Victoria Day = May 20
 NID #9 = A&E Day #3: May 31
 Early Dismissal Day #3 - June 27
 Last day for Students = Jun 27

DAYS IN SESSION 186
 INSTRUCTIONAL DAYS 176



Days in Session	186
Number of Instructional Days	176
Number of Non-Instructional Days	10
Schools Open	September 4
NON-INSTRUCTIONAL DAY #1 (School Based Pro-D Day)	September 28
Truth and Reconciliation Day – Statutory Holiday	September 30
Thanksgiving Day - Statutory Holiday	October 8
Early Dismissal Day #1	October 18
NON-INSTRUCTIONAL DAY #2 (Pro-D Day)	October 19 (Provincial)
Remembrance Day - Statutory Holiday	November 11
NON-INSTRUCTIONAL DAY #3 (A&E Day #1)	November 16
NON-INSTRUCTIONAL DAY #4 (Pro-D Day)	November 23
Last Day of School before Winter Break	December 21
Winter Break	December 24 – January 4
Schools Reopens after Winter Break	January 7
NON-INSTRUCTIONAL DAY #5 (A&E Day #2)	January 25
NON-INSTRUCTIONAL DAY #6 (Pro-D Day)	February 15
Family Day - Statutory Holiday	February 18
Early Dismissal Day #2	March 1
Last Day of School before Spring Vacation	March 15
Spring Vacation Period	March 18 to March 29
Schools Reopen after Spring Vacation	April 1
Good Friday - Statutory Holiday	April 19
Easter Monday - Holiday	April 22
NON-INSTRUCTIONAL DAY #7 (Pro-D DAY)	April 26 (CTA)
NON-INSTRUCTIONAL DAY #8 (Pro-D Day)	May 17
Victoria Day - Statutory Holiday	May 20
NON-INSTRUCTIONAL DAY #9 (A&E Day #3)	May 31
Last Day for Students / Early Dismissal #3	June 27
Administrative Day	June 28

CHILLIWACK SCHOOL DISTRICT 2030/2031 DRAFT CALENDAR

JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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LEGEND

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday
- National Day for Truth and Reconciliation
- Administration Day
- Early Dismissal Day

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in BC.

CALENDAR INFORMATION

School Reopens = Sep 3
 NID#1 (School Based Day) = Sep 27
 Thanksgiving Day = Oct 14
 Early Dismissal Day #1 - Oct 24
 NID#2 (PROVINCIAL) = Oct 25
 NID #3 = A&E Day #1: Nov 22
 NID #4 = Nov 29
 Last day December = 19
 First Day Back in Jan = 6
 NID #5 = A&E Day #2: Jan 24
 NID #6 (DISTRICT) = Feb 14
 Family Day = Feb 17
 Early Dismissal Day #2 - Feb 28
 Spring Break = Mar 17 - Mar 28
 Good Friday = April 11
 Easter Monday = April 14
 NID #7 = April 25 (CTA)
 NID #8 = May 16
 Victoria Day = May 19
 NID #5 = A&E Day #3: May 30
 Early Dismissal Day #3 - June 28
 Last day for Students = Jun 26

DAYS IN SESSION 187
 INSTRUCTIONAL DAYS 177



Days in Session	187
Number of Instructional Days	177
Number of Non-Instructional Days	10
Schools Open	September 3
NON-INSTRUCTIONAL DAY #1 (School Based Pro-D Day)	September 27
Truth and Reconciliation Day – Statutory Holiday	September 30
Thanksgiving Day - Statutory Holiday	October 14
Early Dismissal Day #1	October 24
NON-INSTRUCTIONAL DAY #2 (Pro-D Day)	October 25 (Provincial)
Remembrance Day - Statutory Holiday	November 11
NON-INSTRUCTIONAL DAY #3 (A&E Day #1)	November 22
NON-INSTRUCTIONAL DAY #4 (Pro-D Day)	November 29
Last Day of School before Winter Break	December 20
Winter Break	December 23 – January 3
Schools Reopen after Winter Break	January 6
NON-INSTRUCTIONAL DAY #5 (A&E Day #2)	January 24
NON-INSTRUCTIONAL DAY #6 (Pro-D Day)	February 14
Family Day - Statutory Holiday	February 17
Early Dismissal Day #2	February 28
Last Day of School before Spring Vacation	March 14
Spring Vacation Period	March 17 to March 28
Schools Reopen after Spring Vacation	March 31
Good Friday - Statutory Holiday	April 11
Easter Monday - Holiday	April 14
NON-INSTRUCTIONAL DAY #7 (Pro-D DAY)	April 25 (CTA)
NON-INSTRUCTIONAL DAY #8 (Pro-D Day)	May 16
Victoria Day - Statutory Holiday	May 19
NON-INSTRUCTIONAL DAY #9 (A&E Day #3)	May 30
Last Day for Students / Early Dismissal #3	June 26
Administrative Day	June 27

CHILLIWACK SCHOOL DISTRICT 2031/2032 DRAFT CALENDAR

JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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FEBRUARY						
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MARCH						
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APRIL						
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MAY						
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JUNE						
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LEGEND	
	Instructional
	Non-Instructional
	Vacation Period
	Statutory Holiday
	National Day for Truth and Reconciliation
	Administration Day
	Early Dismissal Day

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in BC.

CALENDAR INFORMATION

School Reopens = Sep 2
 NID#1 (School Based Day) = Sep 29
 Thanksgiving Day = Oct 13
 Early Dismissal Day #1 - Oct 23
 NID#2 (PROVINCIAL) = Oct 24
 NID #3 = Nov 10
 NID #4 = A&E Day #1: Nov 28
 Last day December = 19
 First Day Back in Jan = 5
 NID #5 = A&E Day #2: Jan 23
 NID #6 = Feb 13 (District)
 Family Day = Feb 16
 Early Dismissal Day #2 - Feb 27
 Spring Break = Mar 15 - Mar 26
 Good Friday = March 26
 Easter Monday = March 29
 NID #7 = April 30
 NID #8 = May 21
 Victoria Day = May 24
 NID #9 = A&E Day #3: May 28
 Early Dismissal Day #3 - June 24
 Last day for Students = June 24

DAYS IN SESSION **188**
 INSTRUCTIONAL DAYS **178**



Days in Session	188
Number of Instructional Days	178
Number of Non-Instructional Days	10
Schools Open	September 2
NON-INSTRUCTIONAL DAY #1 (School Based Pro-D Day)	September 29
Truth and Reconciliation Day – Statutory Holiday	September 30
Thanksgiving Day - Statutory Holiday	October 13
Early Dismissal Day #1	October 23
NON-INSTRUCTIONAL DAY #2 (Pro-D Day)	October 24 (Provincial)
NON-INSTRUCTIONAL DAY #3 (Pro-D Day)	November 10
Remembrance Day - Statutory Holiday	November 11
NON-INSTRUCTIONAL DAY #4 (A&E Day #1)	November 28
Last Day of School before Winter Break	December 19
Winter Break	December 22 – January 2
Schools Reopen after Winter Break	January 5
NON-INSTRUCTIONAL DAY #5 (A&E Day #2)	January 23
NON-INSTRUCTIONAL DAY #6 (Pro-D Day)	February 13
Family Day - Statutory Holiday	February 16
Early Dismissal Day #2	February 27
Last Day of School before Spring Vacation	March 12
Spring Vacation Period	March 15 to March 29
Good Friday - Statutory Holiday	March 26
Easter Monday - Holiday	March 29
Schools Reopen after Spring Vacation	March 30
NON-INSTRUCTIONAL DAY #7 (Pro-D DAY)	April 30 (CTA)
NON-INSTRUCTIONAL DAY #8 (Pro-D Day)	May 21
Victoria Day - Statutory Holiday	May 24
NON-INSTRUCTIONAL DAY #9 (A&E Day #3)	May 28
Last Day for Students / Early Dismissal #3	June 24
Administrative Day	June 25

DECISION REPORT

Regular Board Meeting

DATE: April 21, 2026
TO: Board of Education
FROM: Simone Sangster, Secretary Treasurer
RE: **CAPITAL PLAN BYLAW 2026/27**

Simone Sangster, Secretary Treasurer will review the response received from the Ministry of Education to the Board of Education's Annual Five-Year Capital Plan Submission for 2026/27. The Ministry letter outlines which capital projects have been supported and approved and therefore funded. Because the district will be expending funds on these approved projects, this item is brought to the board for bylaw approval.

RECOMMENDATION:

1. THAT the Board approve first reading of Capital Bylaw B2026-02 (No. 2026/27 CPSD33-01) at the April 21, 2026 Regular Board Meeting (attached).

OR

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

If recommendation 2 is approved, continue with the following:

3. THAT the Board approve first reading of Capital Bylaw B2026-02 (No. 2026/27 CPSD33-01) (attached).

4. THAT the Board approve second and third reading and adoption of Capital Bylaw B2026-02
(No. 2026/27 CPSD33-01) (attached).

BACKGROUND:

School districts' annual Five – year Capital Plan submissions are used to inform the Ministry's selection of priority capital projects for the following fiscal year. They also provide the Ministry insight into future year priorities that are used in the Province's Three-Year Fiscal Plan and longer-term capital planning.

In accordance with Section 142(5) of the [School Act](#), the Ministry provides each school district a written response to their annual Five-Year Capital Plan submission once the assessment of all submissions are complete and funding for fiscal 2026/27 is announced by the Ministry. The Ministry response letter (attached) indicates which projects have been supported and provides direction as to the next steps and timing for advancing project development.

The Board of Education is required to adopt a single Capital Project Bylaw (attached) for its approved 2026/27 Capital Plan, then the District will sign a contract with the Ministry, and finally the Ministry will issue a Certificate of Approval (COA) for each project. The COA is official authority allowing the School District to draw capital funds from the Ministry.

**CAPITAL BYLAW NO. B2026-02 (NO. 2026/27 CPSD33-01)
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 33 (*Chilliwack*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Infrastructure (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary Treasurer and Superintendent, dated *March 27, 2026*, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 33 (*Chilliwack*) Capital Bylaw No. B2026-02 (No. 2026/27 CPSD33-01).

READ A FIRST TIME THE 21st DAY OF *April 2026*;
READ A SECOND TIME THE _____ DAY OF _____;
READ A THIRD TIME, PASSED THE _____ DAY OF _____.

APPLY CORPORATE SEAL

Board Chair

Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 33 (*Chilliwack*) Capital Bylaw B2026-02 (No. 2026/27 CPSD33-01) adopted by the Board the ____ day of _____.

Secretary Treasurer



March 27, 2026
Our Ref. 27143

Rohan Arul-Pragasam
Superintendent
Chilliwack School District (SD33)

Email Address: rohan_arul@sd33.bc.ca

Dear Rohan Arul-Pragasam:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

A handwritten signature in black ink, appearing to read "Bobbi Plecas".

Bobbi Plecas
Deputy Minister

pc: Simone Sangster, Secretary-Treasurer, Chilliwack School District (SD33)

Education and Child Care Capital Branch

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD33-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Chilliwack Central Elementary Community	SEP - HVAC Upgrades	\$550,368
Mount Slesse Middle	SEP - Roofing Upgrades	\$700,000
Cheam Elementary	CNCP - HVAC Upgrades	\$595,350
Imagine High Arts and Technology	FIP - Kitchen Infrastructure Upgrades	\$25,000
Sardis Secondary	FIP - Kitchen Infrastructure Upgrades	\$25,000
A D Rundle Middle	FIP - Kitchen Equipment and Infrastructure Upgrades	\$30,000
A9330	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
New	INTERNAL COMBUSTION ENGINE - Type A2 with 3 wheelchair space(s)	TBD
A6336	INTERNAL COMBUSTION ENGINE - Type C with 2 wheelchair space(s)	TBD

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government [‘StrongerBC’ construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board’s 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board’s adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

DECISION REPORT

Regular Board Meeting

DATE: April 21, 2026
TO: Board of Education
FROM: Rohan Arul-pragasam, Superintendent
RE: **2025-26 SCHEDULE OF BOARD MEETINGS (REVISED)**

RECOMMENDATION:

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

Board Meeting Schedule – 12 meetings:

BOARD OF EDUCATION MEETINGS			
12 Meetings			
1.	September 23, 2025	7.	March 10, 2026
2.	October 14, 2025	8.	April 21, 2026
3.	November 18, 2025	9	May 12, 2026
4.	December 9, 2025 (Internal Elections)	10	May 19, 2026
5.	January 27, 2026	11	June 16, 2026
6.	February 17, 2026	12	June 30, 2026 (if required)

BACKGROUND:

The revised meeting schedule includes one additional Regular Board meeting to provide time for Board consideration and public engagement related to the Facilities and Enrolment Review.

DECISION REPORT

Regular Board Meeting

DATE: April 21, 2026

TO: Board of Education

FROM: Willow Reichelt, Education Policy Advisory Committee Chair

RE: **POLICY AMENDMENTS – 200 & 300 SERIES BARRIER SCAN**

RECOMMENDATION:

THAT the Board of Education approve the amendments to **Policies 210 Privacy, 280 Smudging, 291 Environmental Stewardship, 380 Learning Resources, and 382 Library Learning Commons** as recommended by the Education Policy Advisory Committee, in alignment with the District's barrier scan process and Board Policy 161.

RATIONALE:

These amendments are part of the Board's commitment to ensuring all policies are clear, accessible, and equitable. They reflect feedback from the EPAC Committee, align with current legislation and Ministry standards, and support the goals of the District's Accessibility Plan.

Policy 280 Smudging was reviewed and recommended to the Board of Education for approval by the Education Policy Advisory Committee at the February 23, 2026 meeting and the Indigenous Education Council on March 10, 2026.

POLICY 210 PRIVACY

Purpose

The Board of Education (the “Board”), the Chilliwack School District (the “District”), and all staff are responsible for protecting the privacy, confidentiality, and appropriate use of personal information. They must do this as required by:

- The *School Act*.
- The British Columbia *Freedom of Information and Protection of Privacy Act (FIPPA)*.
- District Policies and Administrative Procedures.

Principles

The Board, District, and all staff will:

- Be open and clear about why personal information is collected and how it will be used.
- Collect and use personal information only when needed to deliver the District’s authorized programs and activities.
- Share personal information with District staff only when they need it to do their work. ([Administrative Procedure 255](#): Personal Information Management Program)
- Obtain the individual’s consent before sharing personal information with people or organizations outside the District, unless sharing is allowed or required by *FIPPA*, the *School Act*, or other laws.
- Protect personal information from unauthorized access, use, disclosure, loss, or destruction.
- Follow *FIPPA* and District administrative procedures to keep personal information accurate and manage how it is used, shared, stored, corrected, and disposed of.

Transparency and Access to Records

The Board is committed to being open and transparent with the community. The District will:

- Respond to Access to Records requests within the required timelines under *FIPPA*.

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order(M14/91)

Related Contract Article: Nil

Adopted: January 17, 2023

Amended: xxxx

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- Release information of interest to the public when appropriate.

Privacy Officer

The Secretary Treasurer is the District's Privacy Officer. The Secretary Treasurer may assign this responsibility to another District employee.

The Privacy Officer ensures the District complies with:

- The *School Act*.
- *FIPPA*.
- District privacy policies and administrative procedures.

Complaints

The District will respond to all complaints made under this policy and will investigate when appropriate.

Questions or complaints should be directed to the Privacy Officer at privacy@sd33.bc.ca. All responses to complaints will be in writing.

Definitions:

- Personal Information – any recorded information about an identifiable individual that is within the control of the District. This includes information about students and staff. An individual's business contact information is not considered personal information.
- Staff – the employees, contractors, and volunteers of the District.
- Records – Information stored in paper or electronic form.
 - This includes paper files, electronic files, books, documents, photographs, computer files, email and written correspondence, and audio or visual recordings.
 - It does not include a computer program or other mechanism that produces records.

References

- [Administrative Procedure 255](#): Privacy Information Management Program

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order(M14/91)

Related Contract Article: Nil

Adopted: January 17, 2023

Amended: xxxx

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- [Administrative Procedure 256](#): Privacy Impact Assessments
- [Administrative Procedure 257](#): Critical Incident and Privacy Breach
- [Administrative Procedure 258](#): Access to Records

DRAFT

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order(M14/91)

Related Contract Article: Nil
Adopted: January 17, 2023
Amended: xxxx

POLICY 210 PRIVACY

Purpose

The Board of Education (the “Board”), the Chilliwack School District (the “District”), and all staff shall be responsible for protecting and upholding the privacy, confidentiality, and appropriate use of personal information. They must do this as required by:

- The School Act.
- The British Columbia Freedom of Information and Protection of Privacy Act (FIPPA).
- and the District’s privacy policies and Administrative Procedures.

Principles

The Board, District, and all staff will adhere to the following principles:

- Being open and transparent about the purposes for which personal information may be collected and how it will be used by the District.
- Collect and use personal information only when needed to deliver the District’s authorized programs and activities, collecting and using personal information only as necessary to carry out the District’s authorized programs and activities.
- Share personal information internally with District staff, only on a need to know basis when they need it to do their work. (as outlined in the District’s administrative procedures Administrative Procedure 255: Personal Information Management Program).
- Obtain the individual’s consent before sharing personal information with people or organizations outside the District, third parties only with the knowledge and consent of affected individuals, unless otherwise sharing is allowed or authorized or required under FIPPA, the School Act, or other applicable laws.
- Protect personal information is protected against unauthorized access, use, disclosure, loss, or destruction.
- Complying with FIPPA and District administrative procedures to keep personal information accurate and manage how it is used, by, protection, use, disclosure, shared, storage, retrieval, correction, and disposed of appropriate use of personal information.

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order (M14/91)

Related Contract Article: Nil

Adopted: January 17, 2023

Amended: xxxx

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK) Policy Manual



Transparency and Access to Records

The Board ~~strives-is committed~~ to ~~be-being~~ open and transparent with the community ~~about its programs and activities~~. The District will:

- ~~and has processes in place to support the~~ Respond to Access to Records requests within the required timelines under FIPPA.
- ~~timely response to access requests submitted under FIPPA and the proactive rRelease information of interest to the public when appropriate.~~ Release of information of interest to the community.

Privacy Officer

The Secretary Treasurer is ~~the District's responsible to act as~~ Privacy Officer. ~~The Secretary Treasurer for the District and may designate assign~~ this responsibility to another School District personnel employee.

The Privacy Officer ~~is responsible for ensures~~ the District ing compliesance with:

- The School Act.
- FIPPA.
- ~~the District's~~ privacy policies and administrative procedures.
~~, FIPPA and the School Act.~~

Complaints

The District will respond to all complaints made under this policy and and, where appropriate, will investigate, all complaints that it receives under this policy. when appropriate.

Questions or complaints should be directed to the Privacy Officer at privacy@sd33.bc.ca. All responses to complaints will be in writing.

Definitions:

- Personal Information – any recorded information about an identifiable individual that is within the control of the District. This and includes information about any students

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order(M14/91)

Related Contract Article: Nil

Adopted: January 17, 2023

Amended: xxxx

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~~or~~ and staff. ~~Personal information does not include a~~An individual's business contact information ~~is not considered personal information.~~

- Staff – the employees, contractors, and volunteers of the District.
- Records – Information stored in any paper or electronic form.
 - This includes paper files, electronic files, books, documents, photographs, computer files, email and written correspondence, and audio or visual recordings.
 - It does not include a computer program or other mechanism that produces records.

References

- Administrative Procedure 255: Privacy Information Management Program
- Administrative Procedure 256: Privacy Impact Assessments
- Administrative Procedure 257: Critical Incident and Privacy Breach
- Administrative Procedure 258: Access to Records
- ~~media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual recordings, computer files, email and correspondence; but does not include a computer program or other mechanism that produces records.~~

Related Legislation: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3; School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3); Student Records Disclosure Order(M14/91)

Related Contract Article: Nil

Adopted: January 17, 2023

Amended: xxxx

POLICY 280 SMUDGING

Purpose

In partnership with the Pelólxw (Píl'alt), Ts'elxwéyeqw, and Semá:th tribes, the Board of Education (the “Board”) of the Chilliwack School District (the “District”) aims to be inclusive and culturally responsive. The District does this by integrating First Nations, Métis, and Inuit perspectives into school planning and programming. All students are welcome to learn about First Nations, Métis, and Inuit traditions.

Background

The Board recognizes that smudging is practiced by many nations across Canada and is an important part of shared concepts and teachings based on Indigenous Worldviews.

The Board is committed to the ongoing learning that respects the cultural diversity of Indigenous students.

Guidelines

Smudging is permitted on District sites. All smudging must follow proper safety measures.

Definition

Smudging is a sacred ceremony practiced by some Indigenous communities. It involves burning one or more sacred medicines gathered from the earth.

While teachings and protocols vary by Nation and family, four medicines are commonly used:

- xpá:y (cedar)
- sage
- sweetgrass
- tobacco

Smudging has been passed down through generations. Practices may differ, reflecting the diversity of Indigenous Nations and families.

Smudging often provides time to pause, reflect, and recenter. It is a spiritual practice of cleansing, purification, and renewal. Many people use smudging to release negative thoughts or energy.

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Smudging is a respectful and inclusive practice. Non-Indigenous individuals may take part when invited, as long as they do so with respect for its cultural and spiritual meaning.

Participation is always voluntary. Anyone may choose to observe quietly or opt out at any time.

Reference:

- [Administrative Procedure 250](#): Smudging on Chilliwack School District Property
- [Form 250A](#): Smudging Request
- [Smudging Notice](#)
- [Smudging Ceremonies: Supplemental Information](#)

DRAFT

POLICY 280 SMUDGING

Purpose

In partnership with the Pelólxw (Pí'alt), Ts'elxwéyegw, and Semá:th tribes, the Board of Education (the “Board”) of the Chilliwack School District (the “District”) aims to be inclusive and culturally responsive. The District does this by integrating First Nations, Métis, and Inuit perspectives into school planning and programming. All students are welcome to learn about First Nations, Métis, and Inuit traditions.

Background

The Board recognizes that smudging is practiced by many nations across Canada and is an important part of shared concepts and teachings based on Indigenous Worldviews.

The Board is committed to the ongoing learning that respects the cultural diversity of Indigenous students.

Guidelines

Smudging is permitted on District sites. All smudging must follow proper safety measures.

Definition

Smudging is a sacred ceremony practiced by some Indigenous communities. It involves burning one or more sacred medicines gathered from the earth.

While teachings and protocols vary by Nation and family, four medicines are commonly used:

- xpá:y (cedar)
- sage
- sweetgrass
- tobacco

Smudging has been passed down through generations. Practices may differ, reflecting the diversity of Indigenous Nations and families.

Smudging often provides time to pause, reflect, and recenter. It is a spiritual practice of cleansing, purification, and renewal. Many people use smudging to release negative thoughts or energy.

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Smudging is a respectful and inclusive practice. Non-Indigenous individuals may take part when invited, as long as they do so with respect for its cultural and spiritual meaning.

Participation is always voluntary. Anyone may choose to observe quietly or opt out at any time. The Board of Education recognizes that smudging is practiced by many nations across Canada and is an important part of shared concepts and teachings based on Indigenous Worldviews. Smudging is the burning of sacred plants, and it is done to begin a new day, to cleanse a space, as part of a prayer, and to begin ceremonies, meetings, and gatherings.

Reference: The Board of Education is committed to the ongoing learning that respects the cultural diversity of Indigenous students. In partnership with the Ts'elxweyegw, Pilalt, and Sema:th tribes, the Board of Education aims to be inclusive and culturally responsive by integrating First Nations, Métis, and Inuit perspectives into school planning and programming. This includes welcoming all students to learn about First Nations, Métis, and Inuit traditions.

- Administrative Procedure 250: Smudging on Chilliwack School District Property
- Form 250A: Smudging Request
- Smudging Notice
- Smudging Ceremonies: Supplemental Information

Smudging is permitted on school district sites, subject to proper safety measures.

POLICY 291 ENVIRONMENTAL STEWARDSHIP

Purpose

The Board of Education (the “Board”) believes a healthy environment supports overall well-being. The Chilliwack School District (the “District”) and its staff share responsibility for Environmental Stewardship while making decisions and planning.

Principles

The Board supports programs and initiatives that help students understand their impact on the environment by:

- Learning about the environment.
- Developing long-term habits that support sustainability and protect the environment.
- Taking responsibility for how their actions affect the environment.
- Building skills and knowledge to make informed choices.
- Developing confidence to take positive action.

The Board will:

- Commit to minimizing the District’s environmental footprint. This includes reducing waste and lowering the environmental impact of District operations.
- Work with government and community partners to support environmental awareness and action.

Staff will:

- Integrate Environmental Stewardship best practices and considerations when planning and executing projects, renovations, programs, and services.
- Inform the Board about the District’s Environmental Sustainability initiatives.

Definitions:

- Environmental Sustainability – meeting today’s needs without harming the environment for future generations. In the District, this means thinking about how decisions affect the environment, people, and costs.

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- Environmental Stewardship – taking care of the environment through responsible actions and choices.

DRAFT

POLICY 291 ENVIRONMENTAL STEWARDSHIP

Purpose

The Board of Education (the “Board”) believes a healthy environment supports that the sustainability of our environment is vital to the quality of our overall health and well-being. Further, it believes that the Chilliwack School District (the “District”) and its staff have a share responsibility for Environmental Stewardship while making foster and reinforce a positive environmental stewardship decisions and planning.

This policy is intended to confirm the Board’s commitment to incorporating environmental stewardship into decision-making and planning. Principles

The Board supports programs and initiatives that help students understand their impact on the environment by:

- Learning about the environment.
- Developing long-term habits that support sustainability and protect the environment.
- Taking responsibility for how their actions affect the environment.
- Building skills and knowledge to make informed choices.
- Developing confidence to take positive action.

The Board will:

- Commit to minimizing the District’s environmental footprint. This includes reducing waste and lowering the environmental impact of District operations.
- Work with government and community partners to support environmental awareness and action.

Staff will:

- Integrate Environmental Stewardship best practices and considerations when The Board encourages the development and delivery of programs and initiatives that foster student social awareness and responsibility so that students can develop the skills, knowledge, confidence and attitudes that will help nurture a sustainability mindset.
- The Board commits to minimizing its environmental footprint and to reducing the environmental impact of its operations. The Board will seek intergovernmental and

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~~community partnerships to enhance environmental stewardship planning and executing projects, renovations, programs, and services.~~

- ~~• Inform the Board about the District's Environmental Sustainability initiatives.~~

Definitions:

~~For the purposes of this policy:~~

- ~~• Environmental Sustainability – meeting today's needs without harming the environment for future generations defined as improving the quality of human life while living within the carrying capacity of supporting ecosystems. Within the context of the school district, environmental sustainability this means thinking about how decisions affect the environment, people, and costs incorporating ecological, social, and economic criteria into decision-making processes.~~
- ~~• Environmental Stewardship – taking care of the environment through responsible actions and choices defined as the informed and responsible actions and behaviours required to collaboratively promote a healthy, sustainable environment.~~

~~**Guidelines:**~~

- ~~1. Staff will strive to ensure that capital projects; facility renovations; district services, programs and activities are designed, implemented and monitored in a manner that integrates environmental stewardship best practices and considerations.~~
- ~~2. Staff will communicate environmental sustainability initiatives to the Board of Education.~~

POLICY 380 LEARNING RESOURCES

Purpose

The Board of Education (the “Board”) supports schools that provide a variety of Learning Resources. These resources help all students learn in ways that work best for them.

Learning Resources will:

- Meet the needs of students in the Chilliwack School District (the “District”).
- Support different ways of learning and teaching.
- Foster the love of reading.

Background

Learning Resources support and strengthen the school's educational programs. They help teachers deliver lessons and help students engage with what they are learning.

Learning Resources must:

- Support the BC Curriculum.
- Provide a balance on differing points of view.
- Align with the educational goals of the Ministry of Education and Child Care, the District, and the school.

The BC Ministry of Education and Child Care’s Learning Resources Policy states, “Educators are best suited for determining the resources that are most appropriate for use in their classrooms.” This applies to all Learning Resources available throughout the school, including in the Library Learning Commons.

The Board believes that Educators (Teachers and Teacher-Librarians) have the professional responsibility to choose and, when necessary, remove Learning Resources.

Guidelines

Selection of Learning Resources

- When choosing Learning Resources, Educators will ensure that materials:
 - Reflect diversity, including those listed in the [BC Human Rights Code](#).

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- Include authentic Indigenous Learning Resources that support the [Truth and Reconciliation Commission of Canada's Calls to Action](#).
- Include different racial backgrounds and lived experiences, demonstrate equity, and reflect the voices of Black, Indigenous, and People of Colour (BIPOC). Equity means ensuring that all students see themselves represented in Learning Resources.
- Align with District policies. Specifically, those that address values, safe schools, inclusion, and respect.
- Provide context when addressing difficult or complex topics.
- Support critical thinking.
- Ensure the content is current and free from stereotypes or discrimination. Older materials may be used to help students learn about history and social change.
- Use appropriate content and language for the students they are intended for. This includes considering students' developmental age, maturity, and diverse learning needs.
- Schools may use Learning Resources recommended by the BC Ministry of Education and Child Care or by the [Focused Education Resource Society](#) (Focused Education).
 - Focused Education maintains a collection of evaluated K-12 resources recommended for District use.
 - Resources approved by Focused Education and used at the recommended grade levels are generally considered to be exempt from formal challenges. These resources have already been thoroughly reviewed.
 - If Educators choose resources not evaluated by Focused Education, they will review recognized educational, critical, and evaluative sources before using or purchasing the resources.
- Educators:
 - Use their professional judgment, skills, and knowledge when selecting Learning Resources.
 - Are responsible for providing a range of materials.

- Will use their professional judgment when evaluating and selecting Learning Resources that contain sensitive content.
- The selection of Learning Resources is an ongoing process.
 - Materials that no longer meet the selection criteria will be removed. This helps keep the collection current, respectful, and relevant to students.
- The purchase and use of Learning Resources will adhere to the [Copyright Act](#) and [Freedom of Information and Protection of Privacy Act](#).
- Parents, guardians, and caregivers are encouraged to speak with school staff if they have questions about Learning Resources.

Use of Learning Resources

- Learning Resources will help students and staff:
 - Consider their actions and attitudes.
 - Understand their responsibilities, rights, and privileges.
 - Explore different perspectives on controversial issues, so students can form their own informed opinions.
- Students have the freedom to read, listen to, and view a wide range of materials.
- Teacher-Librarians support student choice.
 - Teacher-Librarians do not restrict or censor student choices.
 - Families can guide their students' reading choices through discussions at home.
 - Students are not limited to books at a specific reading level in the Library Learning Commons. Reading levels are used to guide classroom resources.

Challenge of Learning Resources:

- The Board recognizes that concerns about some Learning Resources may arise.
- Parents, guardians, or caregivers:
 - Cannot decide which Learning Resources are available to other students, only to their own child.

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- Can request in writing to the school principal that their student not have access to a specific item.
- May formally challenge the Learning Resources used at their student's school. ([Administrative Procedure 343](#): Procedures for Dealing with Challenged Materials)
- As outlined in [Policy 390](#): Resolving Concerns, parents, guardians, and caregivers must first address concerns with the staff involved. If the concern is not resolved, they can then contact the school principal.

Definitions

- Educators – for the context of this policy, Educators refer to Teachers and Teacher-Librarians.
- Learning Resources – include:
 - Any materials that support students in meeting learning expectations set out in the BC Curriculum and District policy.
 - Curriculum and recreational resources used in the classroom and the Library Learning Commons.
 - Materials for students' personal research and independent or recreational reading purposes.
 - Print resources such as magazine articles, novels, picture books, graphic novels, plays, poetry, and non-fiction.
 - Digital resources such as any text, images, video, sound, and graphics delivered through a digital interface. Examples include e-books, PDFs, simulations, apps (including social media), games, online tutorials/courses, and video streaming.
 - Reference resources such as periodicals, journals, biographies, encyclopedias, and online video collections.
- Library Learning Commons - Refers to shared school learning spaces, both physical and online. Students and staff use these spaces to explore ideas, work on projects, and develop thinking, creativity, and communication skills.

References:

- Policy 382: Library Learning Commons

- [Administrative Procedure 343](#): Procedures for Dealing with Challenged Materials

DRAFT

POLICY 380 LEARNING RESOURCES

Purpose

The Board of Education (the “Board”) supports schools that provide a variety of Learning Resources. These resources help all students learn in ways that work best for them.

~~promotes the development of a resource-rich learning environment by providing a wide range of learning resources~~ Learning Resources will:

- ~~• Meet the needs of students to support the educational needs of all students an~~ in the Chilliwack School District (the “District”).
- ~~• d-Support different ways of learning and teaching, a variety of teaching and learning styles in the school district.~~
- ~~• Foster the love of reading.~~

Background

~~The primary objective of Learning Resources Resources is to support and strengthen the school's educational programs. They help teachers deliver lessons and help students engage with what they are learning., enrich and help implement the educational programs of the school.~~

~~The Board s~~ Learning Resources must:

- ~~• supports that, in order to meet the needs of students and teachers, it is the responsibility of the professional staff to select and deselect learning resources that s~~ Support the BC curriculum Curriculum., p
- ~~• Provide a balance on differing points of view.~~
- ~~• and Align with are consistent with the current curriculum and t~~ the educational goals of the provincethe Ministry of Education and Child Care, the District, and the school.

~~The Board recognizes that professional staff are also responsible for curating a wide array of materials for students' personal research and recreational reading purposes, and that these materials can also be considered learning resources.~~

Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5;- [BC Ministry of Education Learning Resources Policy \(2017\)](#); [Copyright Act](#); [Freedom of Information and Protection of Privacy Act](#)

Related Contract Article: Nil

Adopted: February 22, 2005

Amended: February 7, 2023

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~~The Chilliwack School District fully supports the BC Ministry of Education and Child Care's Learning Resources Policy states, ment that~~ "Educators are best suited for determining the resources that are most appropriate for use in their classrooms." ~~This applies to all This extends to Learning Resources resources~~ available throughout the ~~school school~~, including ~~in~~ the Library Learning Commons.

~~The Board believes that Educators (Teachers and Teacher-Librarians) have the professional responsibility to choose and, when necessary, remove Learning Resources.~~

~~The Board further acknowledges that learning materials and recreational reading materials may include sensitive content and understands that professional judgment is exercised in evaluating and purchasing these learning materials.~~

- ~~• Boards may use resources that are recommended by the BC Ministry of Education or may choose to use the Focused Education Resources Services (FERS). FERS maintains a collection of evaluated K-12 resources recommended for school district use. FERS resources used at the recommended grade levels are generally considered to be exempt from formal challenges as they have already been thoroughly vetted for educational use.~~
- ~~— Educators will also need to make use of resources that have not been evaluated by FERS. The Board acknowledges that professional staff will consult a variety of recognized educational, critical, evaluative sources prior to using or purchasing these resources.~~

Guidelines

Selection of Learning Resources:

- ~~•~~ When choosing Learning Resources, selected fulfill the following social consideration principles Educators will ensure that materials:
 - ~~a. Promotes Reflect diversity, appropriately representing the status areas of the including those listed in the BC Human Rights Code BC Human Rights Code:~~ race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability
 - o Include authentic Indigenous Learning Resources that support the Truth and Reconciliation Commission of Canada's Calls to Action.
 - ~~b. Incorporates Include different diverse racial backgrounds and lived experiences, demonstrates equity, and reflects Black, Indigenous demonstrate equity, and reflect~~

Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5;- [BC Ministry of Education Learning Resources Policy \(2017\)](#); [Copyright Act](#); [Freedom of Information and Protection of Privacy Act](#)

Related Contract Article: Nil

Adopted: February 22, 2005

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- the voices of Black, Indigenous, and People of Colour (BIPOC) voices. Equity means ensuring that all students see themselves represented in Learning Resources.
- e.o Promotes respect for and understanding of inclusion and diversity in Canadian society. Align with District policies. Specifically, those that address values, safe schools, inclusion, and respect.
- d.o Provides appropriate context when addressing difficult or complex topics for complex issues and demonstrates an awareness of personal bias.
- e.o Emphasizes opportunities for Support critical thinking.
- Ensure the content is current and free from stereotypes or discrimination. Older materials may be used to help students learn about history and social change. Ensures resources are current and do not contain discriminatory or stereotypical content, acknowledging that some resources may be used to provide historical context and critical thinking regarding changes in societal norms.
- o
- o Learning resources Use appropriate content and language for the intended audience for the students they are intended for. This includes considering students' developmental age, maturity, and diverse learning needs developmental age, maturity, and diverse learning needs of the students for whom the resource is intended.
- Schools may use Learning Resources recommended by the BC Ministry of Education and Child Care or by the Focused Education Resource Society (Focused Education).
 - o Focused Education maintains a collection of evaluated K-12 resources recommended for District use.
 - o Resources approved by Focused Education and used at the recommended grade levels are generally considered to be exempt from formal challenges. These resources have already been thoroughly reviewed.
 - o If Educators choose resources not evaluated by Focused Education, they will review recognized educational, critical, and evaluative sources before using or purchasing the resources.

o

- Teacher-Librarians and other teachers/Educators:
 - Use their professional judgment, skills, and knowledge in when selecting content Learning Resources for curriculum learning resources and recreational reading available to students in a school Library Learning Commons.
 - Are responsible for providing a range of materials.
 - Will use their professional judgment when evaluating and selecting Learning Resources that contain sensitive content.
- The selection of Learning Resources is an ongoing process.
 - Materials that no longer meet the selection criteria will be removed. This helps keep the collection current, respectful, and relevant to students.
- The purchase and use of Learning Resources will adhere to the Copyright Act and Freedom of Information and Protection of Privacy Act.
- Parents, guardians, and caregivers are encouraged to speak with school staff if they have questions about Learning Resources.
- **Use of Learning Resources**
 - School resources will reflect the Chilliwack School District policies pertaining to values, safe schools, inclusion and respect.
 - Learning Resources will help students and staff:
 - Consider their actions and attitudes shall be designed to motivate students and staff to examine their own attitudes and behaviours and to
 - Understand comprehend their own responsibilities, rights, and privileges as participating citizens in our society.
 - Learning resources shall pExplores represent various different sides perspectives of on controversial issues, so that young citizens students can form their own informed opinions. may have an opportunity to develop, under guidance, the practice of critical analysis and make informed judgements in their daily lives.
 - Learning resource selection is an ongoing process that should include removing materials that are no longer appropriate according to the selection criteria to ensure the

~~maintenance of a relevant and respectful collection that meets current scientific or social consideration standards.~~

- ~~○ Learning resources shall be purchased and used in compliance with current copyright and privacy legislation.~~
- ~~○ Parents/Guardians/Caregivers are Partners in Learning and are encouraged to consult with school staff should they have questions about resources being used.~~
- Students have the freedom to read, listen to, and view a wide range of materials.
- Teacher-Librarians support student choice.
 - ~~○ Teacher-Librarians do not restrict or censor student choices.~~
 - ~~○ The principles of freedom to read/listen/view must be protected for students. Teacher-Librarians (TLs) will support reading choice for students. Families Families can guide their students' reading choices through discussions at home, who wish students not to read certain topics can have those discussions at home, but it is not the role of the TL to censor choices at the circulation desk.~~
 - ~~○~~
 - Teacher-Librarians support reading choice. Students should not be limited in the Library Learning Commons to only books “at their reading level” (such as PM Benchmark/Lexile, etc.). Students are not limited to books at a specific reading level in the Library Learning Commons. Reading levels considerations are used to re best suited to guidedguide readingclassroom resources instruction in the classroom.

Challenge of Learning Resources:

- ~~○ The Board recognizes that despite all care taken to select appropriate learning resources for student and teacher use, and despite the qualifications of the professionals who select the learning resources, an objectionconcerns about some Learning Resources may be ariseaised to the use and availability of such a resource.~~
- No parent/guardian/caregiver or group of parents/guardians/caregiversParents, guardians, or caregivers:
 - ~~○ Cannot has the right to determinedecide which Learning Resources are reading, viewing or listening materials for available to other students, only to other than their own child.~~

Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5;- [BC Ministry of Education Learning Resources Policy \(2017\)](#); [Copyright Act](#); [Freedom of Information and Protection of Privacy Act](#)

Related Contract Article: Nil

Adopted: February 22, 2005

Amended: February 7, 2023

- ~~○~~

 - ~~○~~ Parent/Guardians/Caregivers have the right to request that their children not have access to a given item, provided a written request is made to the school principal.
 - ~~○~~ Can request in writing to the school principal that their student not have access to a specific item.

- ~~○~~

 - ~~○~~ Any parent/guardian/caregiver may formally challenge the Learning Resources used where their child is enrolled at their student's school. The final decision regarding any such challenge shall rest with a Reconsideration Committee. (Administrative Procedure 343: Procedures for Dealing with Challenged Materials)

- As outlined in Policy 390: Resolving Concerns, parents, guardians, and caregivers regarding the use of learning resources must first be addressed and resolved, if possible, at the school level with the staff involved. If the concern is not resolved, and in turn they can then contact the school principal. Please refer to the for Dealing with Challenged Materials for further information regarding the process.

Definitions

- Educators – for the context of this policy, Educators refer to Teachers and Teacher-Librarians.

- Learning Resources – include:
 - Any materials that support students in meeting learning expectations set out in the BC Curriculum and District policy.
 - Curriculum and recreational resources used in the classroom and the Library Learning Commons.
 - Materials for students' personal research and independent or recreational reading purposes.
 - Print resources such as magazine articles, novels, picture books, graphic novels, plays, poetry, and non-fiction.
 - Digital resources such as any text, images, video, sound, and graphics delivered through a digital interface. Examples include e-books, PDFs, simulations, apps (including social media), games, online tutorials/courses, and video streaming.

Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5;- [BC Ministry of Education Learning Resources Policy \(2017\)](#); [Copyright Act](#); [Freedom of Information and Protection of Privacy Act](#)

Related Contract Article: Nil

Adopted: February 22, 2005

Amended: February 7, 2023

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- Reference resources such as periodicals, journals, biographies, encyclopedias, and online video collections.
- Library Learning Commons - Refers to shared school learning spaces, both physical and online. Students and staff use these spaces to explore ideas, work on projects, and develop thinking, creativity, and communication skills.

References:

- Policy 382: Library Learning Commons
- Administrative Procedure 343: Procedures for Dealing with Challenged Materials

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Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5;- [BC Ministry of Education Learning Resources Policy \(2017\)](#); [Copyright Act](#); [Freedom of Information and Protection of Privacy Act](#)

Related Contract Article: Nil

Adopted: February 22, 2005

Amended: February 7, 2023

POLICY 382 LIBRARY LEARNING COMMONS

Purpose

The Board of Education (The “Board”) understands that the Library Learning Commons is a valuable space that enhances student learning.

The Library Learning Commons will offer inclusive and engaging learning opportunities that support student growth and success.

Guidelines

Learning Resources and programs available through the Library Learning Commons will:

- Promote equity, diversity, and human rights. ([BC Human Rights Code](#))
- Include a range of backgrounds and lived experiences.
- Support the [Truth and Reconciliation Commission of Canada’s Calls to Action](#).
- Reflect the voices of Black, Indigenous, and People of Colour (BIPOC).
- Provide clear and balanced context when exploring complex issues.
- Encourage awareness of personal bias.

Definitions

- Learning Resources – include:
 - Any materials that support students in meeting learning expectations set out in the BC Curriculum and the Board’s Strategic Plan.
 - Curriculum and recreational resources used in the classroom and the Library Learning Commons.
 - Materials for students’ personal research and independent or recreational reading purposes.
 - Print, digital, and reference resources. (Policy 380: Learning Resources)
- Library Learning Commons – Refers to shared school learning spaces, both physical and online.

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- Students and staff use these spaces to explore ideas, work on projects, and develop thinking, creativity, and communication skills.

References

- Policy 380: Learning Resources

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POLICY 382 LIBRARY LEARNING COMMONS

Purpose

The Board of Education (The “Board) understands that the The Library Learning Commons (LLC) are a valuable space that enhances student learning.

The Library Learning Commons will offer inclusive and engaging learning opportunities that support student growth and success.

physical and virtual learning hubs of schools where students and staff collaborate on inquiry, project/problem-based learning experiences, experimentation, and innovation to enhance critical thinking, creativity, and communication.**Guidelines**

Learning Resources and programs available through the Library Learning Commons resources and programming will include:

- social consideration principles of pPromoteing equity, diversity, and human rights. (BC Human Rights Code)
- Include a range of incorporating diverse racial backgrounds and lived experiences.
- Support the Truth and Reconciliation Commission of Canada’s Calls to Action.
- demonstrating equity, reflecting the voices of First Nations Black, Indigenous, and People of Colour (BIPOC) and BIPOC voices.
- and pProvideing clear and balanced context when exploring an appropriate context for complex issues. all while
- Encourage highlighting the importance of having an awareness of personal bias.

Library Learning Commons should feature dynamic programming in order to foster innovative and inclusive opportunities to support student learning and success.**Definitions**

- Learning Resources – include:
 - Any materials that support students in meeting learning expectations set out in the BC Curriculum and the Board’s Strategic Plan.
 - Curriculum and recreational resources used in the classroom and the Library Learning Commons.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: November 12, 1980

Amended: May 14, 2019; February 7, 2023

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- Materials for students' personal research and independent or recreational reading purposes.
 - Print, digital, and reference resources. (Policy 380: Learning Resources)
 - Library Learning Commons – Refers to shared school learning spaces, both physical and online.
-
- Students and staff use these spaces to explore ideas, work on projects, and develop thinking, creativity, and communication skills.

References

- Policy 380: Learning Resources

DECISION REPORT

Regular Board Meeting

DATE: April 21, 2026

TO: Board of Education

FROM: Rohan Arul-pragasam, Superintendent

RE: **POLICY 140: BOARD – SUPERINTENDENT RELATIONSHIP (REVISED)**

RECOMMENDATION:

THAT the Board of Education approve the revised Policy 140: Board – Superintendent Relationship, as attached.

BACKGROUND:

Policy 140 is being brought forward in revised form to better align its title and wording with its actual purpose. While the current policy is titled *Board – Superintendent Relationship*, its content primarily addresses the Board’s delegation of authority to the Superintendent, the matters retained by the Board for decision, and the governance boundary between the Board and administration. The proposed revision therefore reframes Policy 140 as a *Delegation of Authority* policy.

This revision is consistent with recent provincial policy review guidance. The BCSTA *Policy Review for Boards of Education* identifies Delegation of Authority as one of the foundational governance policies and notes that board policy should express board values and priorities while delegating implementation and operationalization to the superintendent. The BCSTA resource also emphasizes the importance of clear distinction between governance and operations, and identifies delegation of authority, role clarity, and accountability as key elements of effective governance.

The current SD33 policy already includes several core delegation concepts, including designation of the Superintendent as Chief Executive Officer, delegation of operational authority, Board retention of final approval over policy, the Strategic Plan and Annual Budgets, and the expectation that trustees respect the Superintendent’s delegated authority. The proposed revision builds on those existing elements while making the delegation framework more explicit and better aligned with governance-focused policy structure.

In developing the revised draft, district staff reviewed delegation policies from other school districts, considered common elements of strong governance practice, retained key aspects of SD33’s existing policy that reflect local context and values, and refined the language for greater clarity, consistency, and alignment with emerging provincial guidance.

POLICY 140 DELEGATION OF AUTHORITY

The Board delegates to the Superintendent the authority and responsibility to manage the operations of the district in accordance with the School Act, other applicable legislation, Board policy, and the Board's strategic direction.

The Board designates the Superintendent as its Chief Executive Officer. The Board authorizes the Superintendent to make decisions and take actions on the Board's behalf in all matters that may legally be delegated, except for those matters that legislation requires the Board to decide. This authority includes responsibilities set out in the *School Act* and other applicable legislation, the authority to develop administrative procedures, and the ability to delegate responsibilities to staff as needed.

The Board retains final approval authority for Board policy, the Strategic Plan, the annual budget, and any other matters that legislation or Board policy require the Board to decide. The Board will normally proceed in these areas based on recommendations from the Superintendent.

The Superintendent is the principal contact between the Board and staff, and will act as the spokesperson for staff on matters related to District operations.

The Superintendent will assist the Board in making informed decisions and establishing policy, and will provide the Board with relevant facts, information, and reports necessary to keep the Board informed.

The Board will refer complaints about personnel or programs to the Superintendent for appropriate review and action.

The Board will take action related to the employment, discipline, or dismissal of employees only on the recommendation of the Superintendent.

The Superintendent will act within the authority of the *School Act* and other applicable legislation, Board policy, and the Board-approved role description for the Superintendent.

Where an immediate administrative response is required and no Board policy applies, the Superintendent will act in alignment with legislation and the Board's strategic direction, consult with the Board Chair if time permits, and inform the Board as soon as practicable.

The Board will direct the Superintendent only through decisions made by the Board acting as a corporate body.

Trustees will respect the authority of the Superintendent as set out in the *School Act* and delegated by the Board, and will respect the responsibility of the Superintendent and staff to manage District operations and implement Board policy and direction.

POLICY 140 ~~BOARD – SUPERINTENDENT RELATIONSHIP~~ DELEGATION OF AUTHORITY

~~An effective working relationship between the Board and the Superintendent is critical to the operation of the school district. The Board delegates to the Superintendent the authority and responsibility to manage the operations of the district in accordance with the School Act, other applicable legislation, Board policy, and the Board's strategic direction.~~

The Board designates the Superintendent as its Chief Executive Officer, ~~and delegates to the Superintendent the authority and responsibility to manage the operations of the district in accordance with the policies of the Board. The Board authorizes the Superintendent to make decisions and take actions on the Board's behalf in all matters that may legally be delegated, except for those matters that legislation requires the Board to decide. This authority includes responsibilities set out in the School Act and other applicable legislation, the authority to develop administrative procedures, and the ability to delegate responsibilities to staff as needed.~~

The Board ~~maintains responsibility for the~~ retains final approval ~~authority for of Board~~ policy, the ~~district Strategic Plan, and the a~~ Annual ~~b~~ Budgets; ~~the Board will normally proceed in these areas based on recommendations from the Superintendent and any other matters that legislation or Board policy require the Board to decide. The Board will normally proceed in these areas based on recommendations from the Superintendent.~~

The Superintendent is the principal contact between the Board and ~~the~~ staff, and will act as the spokesperson for ~~the staff insofar as~~ on matters related to school-district operations, ~~are concerned.~~

The Superintendent will assist the Board in ~~reaching making sound informed judgments~~ decisions and establishing policy ~~ies~~, and will provide the Board with relevant facts, information, and reports necessary to keep the Board ~~adequately~~ informed.

The Board ~~shall will~~ refer ~~all~~ complaints ~~regarding about~~ personnel or programs to the Superintendent for appropriate ~~investigation review~~ and action.

The Board ~~shall will~~ take actions related to the employment, discipline, or dismissal of employees only ~~upon on~~ the recommendation of the Superintendent.

The Superintendent ~~shall will~~ act within the ~~bounds authority~~ of the *School Act* and other ~~governing applicable~~ legislation, Board policy ~~ies~~, and the Board ~~approved~~ role description for the Superintendent.

Where an immediate administrative response is required and no Board policy applies, the Superintendent will act in alignment with legislation and the Board's strategic direction, consult with the Board Chair if time permits, and inform the Board as soon as practicable.

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The Board will direct the Superintendent only through decisions made by the Board acting as a corporate body.

Trustees ~~shall will~~ respect the authority of the Superintendent ~~of Schools granted as set out by in~~ the *School Act* and ~~by delegation from delegated by~~ the Board, and ~~shall will~~ respect the ~~responsibility of the~~ Superintendent's ~~and their staff's responsibility~~ to manage ~~and~~ District operation ~~salize and implement Board policyies~~ and direction ~~s which have been established and evaluated by the Board.~~

MEETING SUMMARIES

In-Camera Meeting – March 10, 2026

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

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

1. Trustee Resignation and Board Quorum
2. Bargaining Update
3. HR Metrics Quarterly Report
4. Strategic Resources Allocations