

**School District #75 (Mission)
Public Meeting of the Board of Education
Agenda**

**April 15, 2025, 6:30 pm
Stave Falls Elementary
30204 Brackley Avenue, Mission, BC**

Pages

1. CALL TO ORDER

This meeting and Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:ltl'el First Nations, stewards of this land since time immemorial.

Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.

We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

2. APPROVAL OF AGENDA

3. DELEGATIONS/PRESENTATIONS

3.1	HR Department Update	Information	1 - 3
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4. MINUTES OF PREVIOUS MEETINGS

4.1	Board of Education Public Meeting Minutes, March 11, 2025	Action	4 - 11
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5. UNFINISHED BUSINESS

5.1	Sexual Orientation and Gender Identity Policy	Action	12 - 19
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To consider the policy for final approval

6. SUPERINTENDENT REPORT

7. STAFF REPORTS

7.1	Reporting out from Closed Meeting		
7.2	MSS Update	Information	20 - 21

8. NEW BUSINESS

8.1	Motion: Amend Purchasing and Procurement Policy 6.3	Action	22
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8.2	Animals in Schools	Action	23 - 30
8.3	Employees Communicating with Trustees	Action	31 - 32
8.4	Capital Plan Bylaw No 2025/26 - CPSD75-01	Action	33 - 40

To approve capital plan bylaw for 2025/2026 capital plans

9. INFORMATION ITEMS

9.1	Graduation Events 2025	Information	41
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10. CORRESPONDENCE

11. LIAISON REPORTS

To report on liaison appointments and deliver information pertinent to the School District.

12. COMMITTEE MINUTES

To review minutes of Board Committee meetings

13. QUESTION PERIOD

Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.

14. ADJOURNMENT

Public Meeting of the Board of Education

Tuesday, April 15, 2025



ITEM 3.1 Information
TO: Board of Education
FROM: T. Phelps, Director of Human Resources
SUBJECT: Human Resources Department Update

1. **Primary Functions of the Department:** Services include employee documentation, contract interpretation and negotiation, recruitment and retention, performance management, conflict management, dispatch of casual employees, service recognition.

2. **Total number of employees:** 6

3. **Major projects and Initiatives of the past year:**

a. **Alignment with the [Strategic Plan](#):**

i. **Honouring Culture and Territory**

- All staff required to read ey kw'ese te shxweli - Welcome To This Place provided by the Indigenous Department. All new hires as of September 2024 also read/view the powerpoint.



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ey kw'ese te shxweli - Welcome To This Place

A Siwal Si'wes Guide for Mission School District Staff Members

Please read the document:



[ey kw'ese te shxweli – Welcome to This Place](#)

For Additional Information, check out these references:

- [Equity Language Guide](#)
- [Recovery Oriented Language Guide](#)
- [Expressions that perpetuate oppression of Indigenous Peoples](#)
- [Culturally Offensive Phrases](#)

☐ I have read the Siwal Si'wes Guide for Mission School District Staff Members.

- Indigenous Cultural Safety & Humility foundational training within Human Resources department

ii. Future Orientation

- Reinforcement professional standards for BC educators #9 Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future with new teacher/TTOC hires
- Mid-contract modification with Mission Teachers Union to modify December earnings to two pay periods versus one resulting in increased teacher personal support and alignment of payroll processes
- Continued increased automation of district data collection and tracking reports along with increased access to instructional/FAQ documents for all staff

iii. Student Centered Learning

- Creation of Supervision Assistant resource information page including Equity Based Language, safety, social and emotional learning as well as trauma informed approach

iv. Effective Learning Environments

- Onboarding process updated to reinforce connections between departments and work site
- Several without prejudice agreements with Mission Teachers' Union to support unique teacher work requests to fill vacant postings
- Created Supervision Assistant Level 2 position (assigned minimum 4 hour shift) with entitlement to all benefits of collective in agreement CUPE

v. Quality Teaching and Leadership

- Special Program of the Office of the BC Human Rights Commissioner newest approval of preferential hiring of applicants with Indigenous ancestry for support staff position: Xwexwilmexwelh Shxwleqlomet Kwelam qas Siyamelh - Stò:lō Cultural Knowledge Holder and Leader.
This is in addition to the previously approved support staff position Indigenous Liaison Workers and the following teacher positions:
 - Indigenous Learning Support Alternative Teacher
 - Stò:lō History, Story, Halq'eméylem Language & Culture Teacher
 - Indigenous Student and Community Outreach Teacher
 - Indigenous Program Area Leader/ Instructional Team Leader
 - Indigenous Student Success Advocate Counselor
- Significant increased use of Early Career Teacher Mentorship Fund in collaboration with Mission Teacher's Union
- 35 Teachers Teaching On Call accepted opportunity to participate in district professional development day
- Continued use of BCTF Peer Support Service in collaboration with Mission Teachers' Union
- LOU 17 Remedy for class size and composition violations to date: 189 teachers received professional Development remedy funding held in trust with Mission Teachers Union and 74 teachers received resource funding

- Departments provided in-services for all education assistants and clerical staff and other support staff training offered such as cross walk supervision, safety related, investigation
- As of April 2024, support staff has accessed \$82,437.64 from the Learning Enhancement/Health/Wellness fund
- Human Resources department recruitment presentations at UFV, SFU and for new immigrant workers at Archway Community Services, Abbotsford.
- Participation in Teacher Education Fairs at various post-secondary institutions and support staff employment fairs in Abbotsford and Mission



- As of September 2024, over 55 teachers have been hired along with over 40 education assistants
- Staff performance evaluations continue to increase annually
- Interviews guaranteed for practicum students within the district

b. Alignment with the Equity Path:

[Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity

- Employer and CUPE participation in the provincial Joint Job Evaluation Committee(JJEC) for Support Staff reviewed over 15 support staff job descriptions to determine points with respect to pay equity which can result in increased wages for support staff positions

4. What is Working well:

- Remedy data process pilot/changes reduced workload for educational leaders, Finance, Payroll and HR
- Public Education Benefits Trust (PEBT) annual report that SD75 support staff return-to-work percentage and percentage of employees who felt well supported exceeded the PEBT average
- Improved rates of TTOC replacing teacher absences

5. What is Challenging:

- Staffing shortages due to staff absences specifically education assistants. Optional additional time has been offered to education assistants to assist with shortages and new availability expectations set for dispatched staff.
- Volume of inquiries related to support staff
- Cancellation of bus routes in September 2024. Bus driver paid training continues to be offered.

School District #75 (Mission)
Public Meeting of the Board of Education Minutes

March 11, 2025, 6:30 pm
Windebank Elementary
33570 11th Avenue, Mission, BC

Members Present: **Board Chair, Tracy Loffler**
 Board Vice-Chair, Linda Hamel
 Trustee, Jash Bains
 Trustee, Randy Cairns

Members Absent: **Trustee, Shelley Carter**

Staff Present: **Superintendent of Schools, Angus Wilson**
 Assistant Superintendent,Carolynn Schmor
 Secretary-Treasurer, Corien Becker
 Manager, Health, Safety & Wellness, Kirsten Yaffe
 MTU President, Shannon Bowsfield (6:36)
 MTU Executive, Ashley Kunz
 CUPE President, Nansy Gibson (6:36)
 MPVPA Co-presidents, Rob Clark, Lisa Clarke (7:36)
 Executive Assistant, Ilona Schmidt (Recorder)

Others Present: **DPAC Chair, Jacquelyn Wickham, A4C: Krystyna Bielecka + 1**

1. CALL TO ORDER

The meeting was called to order at 6:30 pm by the Chairperson. Mission Public School District is located on the Traditional, Ancestral, Unsurrendered, and Shared territories of Stó:lō people, of Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets and Qwó:lt'el First Nations, stewards of this land since time immemorial.

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We, as members of the Mission Public School District community, embrace our commitments to strengthening partnerships and relationships with all First Nations, Métis, and Inuit communities.

Trustee Carter sent regrets for not attending

2. APPROVAL OF AGENDA

MOVED and Seconded that the Agenda be approved as amended.

Amendment:

5.1 Sexual Orientation and Gender Identity Policy Review approval will be referred to April (final edits did not save).

CARRIED

Amendment:

5.1 Sexual Orientation and Gender Identity Policy Review will be moved to April

3. DELEGATIONS/PRESENTATIONS

3.1 H&S Department Update

- The Hazardous Materials Inventory Survey project was successfully completed, implementing **QR codes** in door jambs across the district to provide instant access to hazard information for pre-task planning. This system improves safety awareness for workers and subcontractors.
- The district has strengthened occupational injury claims management with the help of the Claims Coordinator, streamlining claim resolution and introducing "Job Jars" to support return-to-work programs.
- The Early Access to Physio Program (EAPP) has been highly effective in expediting treatment for injured workers, reducing downtime, and improving recovery outcomes.
- Training has been a priority, covering WHMIS, workplace violence, and harassment prevention, along with Crossing Guard training.

Strengthening Our Reporting Culture

As we continue to prioritize workplace safety, we must improve our reporting procedures for workplace injuries and hazards. It is critical that all incidents, no matter how minor, are reported **immediately and correctly** to a supervisor before any further action is taken.

1. **Timely Reporting Ensures Proper Investigation** – If an incident is reported late, we lose the chance to assess the site, gather witness accounts, and identify root causes.
2. **Reporting ≠ Filing a WSBC Claim** – Reporting an injury to your supervisor is a **separate** step from filing a WSBC claim. Reporting helps us take preventive actions and improve safety measures.
3. **Proactive vs. Reactive Safety** – Our goal is to prevent incidents before they happen. When hazards and injuries go unreported or are reported late, we miss opportunities to make necessary improvements.

Upcoming Hazard Hunt Campaign – 2025

To strengthen our safety culture, we are launching a **weeklong Hazard Hunt Campaign**. This initiative will focus on:

- ✓ Identifying and reporting actual or potential hazards.
- ✓ Increasing awareness of workplace risks.
- ✓ Encouraging accountability and proactive safety actions.

Employee participation and commitment to proper reporting are essential to making our workplace safer for everyone. Staff is encouraged to work together to shift our safety culture in the right direction.

4. MINUTES OF PREVIOUS MEETINGS

4.1 Board of Education Public Meeting Minutes, February 18, 2025

MOVED and Seconded that the Board of Education Public meeting minutes dated February 18, 2025, be approved.

CARRIED

5. UNFINISHED BUSINESS

5.1 Sexual Orientation and Gender Identity Policy review and update

Referred to April

5.2 Records Management Policy - new policy

MOVED and Seconded THAT the Records Management Policy be approved.

CARRIED

Reviewed by COTW, Siwal Si'wes and Engage Portal.

5.3 Impairing, Banned or Controlled Substances Policy review and update

MOVED and Seconded THAT the Impairing, Banned, or Controlled Substances Policy be approved.

CARRIED

Reviewed by COTW, Siwal Si'wes and Engage Portal.

5.4 Long Range Facility Plan - Update

The Board reviewed charts of summarized responses from the public survey. Further analysis & summary of the detailed answers and suggestions will be presented to the Board in the late spring, so staff have a chance to assess and summarize.

6. SUPERINTENDENT REPORT

The Superintendent sits on the provincial working mentorship group. Province-wide, we are losing teachers. Mentorship would be beneficial to teacher retention.

The Superintendent met with the Deputy Minister about cybersecurity. More of the budget needs to be applied towards IT, and security.

Ombudsperson's Investigation

Science Fair - commended staff for great work preparing the event.

Secretary-Treasurer RE: cybersecurity - retention policies need to be updated. If we keep records longer than needed, if there ever is a breach, more people need to be notified.

7. STAFF REPORTS

7.1 Reporting out from Closed Meeting

Property, personnel, and student matters were discussed.

7.2 MSS Update

The Secretary-Treasurer provided an update. The team continues to review information and questions from the proponent teams, everything is progressing on schedule. The second group of meetings with the proponents are scheduled for March 11, 12, 13th. In the most recent BC Budget, MSS Replacement was

specifically mentioned. Planning in the volatile times will be a difficult task (tariffs).

7.3 Community/School Site Safety Update

The district staff are always reviewing safety measures in place (drills), and preparedness (considering the recent small earthquake happening nearby).

There was an [incident at HPMS woods last week](#). RCMP investigated. The Principal sent a notification letter to HPMS parents. The wooded area has been closed off for student activity for now. Staff are considering contracting a cleanup company to clear the area and make it a less likely place to inhabit. A need to contact the Deux Rives Francophone school in case of a dangerous incident was noted, as they are not part of SD75.

8. **NEW BUSINESS**

8.1 District Calendar 2025-2026

MOVED and Seconded THAT the 2025-2026 School District Calendar be approved.

CARRIED

8.2 French Immersion

MOVED and Seconded THAT Mission Public Schools offer Late French Immersion in Grade 7 beginning in September 2025.

Amendment: "based on adequate enrolment"

CARRIED

MOVED and Seconded THAT Mission Public Schools offer Late French Immersion in Grade 7 beginning in September 2025 based on adequate enrolment.

CARRIED

The first time we tried offering Late FI, we had students, but no teacher. The second time, we had a teacher, but not enough students (preferred to finish elementary school with their peers), this time, we are considering starting in Grade 7.

Because we get specific funding for this, we are not adding anything we do not have money for. Language is a Culture... Minority language rights.

8.3 DPAC: Punjabi Course Advocacy

MOVED and Seconded THAT the Board to direct staff to explore offering Punjabi Language instruction for exposure model, regular language block at elementary, and elective blocks at middle and secondary level.

CARRIED

We conducted a survey regarding offering Punjabi in elementary schools a few years ago. We had about 100 students interested.

The ideal class size is 25 students. We initially thought to offer Punjabi vs French. We considered a different way to do language exposure. We need to

consider when and how we do this. Students can be exposed to Punjabi the same way as we expose students to Halq'emeyem.

We would need Curriculum and Instructor. We would need to consider funding, as we do not receive funding the same way as for the French program.

We could try the survey one more time, with better communication, to gather more interested participants. We can show the two models considered.

In the past, we have offered Japanese in the district. We could consider a low-barrier language elective at high school, or as a language elective at the Middle Schools. This may be a good starting point, with a lower cost.

The Board is interested in the 7-9 or 10-12 block exposure.

8.4 BCSTAAGM

The AGM is at the end of April. There are 9 Extraordinary Bylaws. Amendments need to be submitted by March 28.

The presented proposal has been thoroughly vetted legally, as BCSTA is trying to get the business of the organization done in a timely manner.

8.5 Notice of Motion: Amend Purchasing and Procurement Policy 6.3

In accordance with Board Meeting Procedure Policy (1.4), Section 8.1 Notice of Motion, the following motion will be presented for consideration at the April 15, 2025 meeting of the Board of Education:

THAT the Finance Policy (6.3) Purchasing and Procurement 8th bullet be amended:

Amend - Purchases will be made locally or Provincially when possible, feasible and financially appropriate.

Change to "Purchases will be made from Canada first, Provincially and locally whenever possible."

9. **INFORMATION ITEMS**

9.1 Minister of Infrastructure Mandate Letter

The Mandate Letter was provided for review in the Agenda. School constructions will now be overseen by the Ministry of Infrastructure.

9.2 DPAC February Minutes were provided for information.

9.3 BC Bilateral Agreement Healthy School Food

BC has signed on to the national food program.

10. **CORRESPONDENCE**

11. **LIAISON REPORTS**

Trustee Cairns: Centre for Civic Governance - Tipping Points: Navigating Turbulent Times

Friday, March 7 Workshop At the breaking point: Mental Health Policy and Political leadership in a shifting Civic Landscape

Canadian Mental Health Association (BC Division) – our work strives to advance equity.

Priority one, close the gap in access to care. Priority two, raise the bar in quality of care. Priority three, respond with care to crisis.

PACT team in communities responding to mental health calls, instead of police.

Save police and EHS resources that are otherwise taken up with mental health situations.

Fireside chat with Minister Brittany Anderson and Parliamentary Secretary George Anderson

Speaking on municipal support, transportation and infrastructure. How do we help insulate communities from unjustified tariffs? Brittany mentioned through all this keeping our focus on the drug crisis, housing, and the environment.

Canadians are banding together. Canadian identity is not American, we value our health care system. Will continue to build community connections. What impact can local leaders have, many are in the room and can share some of these innovative ideas on housing and the environment.

George mentioned climate and housing, working with Rights Holders. The provincial government gave funding to Youth Climate Core who work with communities and local government.

March 8, 2025 Workshop: Being an active bystander, responding to Harassment in the workplace and community.

The audience mentioned no repercussions for target language or action at the council table.

Recognize Harassment - What is harassment, tone, intimidation, and impact? What is your role? Impact on someone when no one stands up. Help change the dynamic. What can you do, distract, delegate (get someone else involved, maybe with more authority). Document, write or record (be thoughtful if filming). Delay - try to pause what is happening, are you ok? Direct - stop right now, enough.

The Chair can direct the meeting if harassment is happening.

Workshop: Cyber Hostility and Political figures: a crisis in Mental Health and Equity

Foundation for a **Path Forward** – The first official Faith-based community convener for Anti-Racism in B.C. We operate across North America, published by the Canadian Senate.

Our vision: a world where every community thrives, free from injustice and inequality

Our Mission: To empower communities across the world to build resilience, challenge systemic barriers, and create a future where everyone belongs.

Spoke about cyber hostility, Islamophobia and online hate. Mentioned "Rise" with the Federal government. Rise Series – comprehensive curriculum, they do school presentations. Universal human values, physiological needs, safety, security, love and connection.

"1488" is a combination of the popular White supremacist numeric symbols. 14 which is shorthand for the "14 words" slogan: "We must secure the existence of our people and a future of white children" 88 – code for "Heil Hitler" 8 for 8th letter H. Shared info with the Board to consider presentation in the future.

Trustee Bains:

February 20 – Special Fraser Valley board meeting

February 21- Mission Welcome workshop by MCSS

February 26 - COTW and MCSS monthly meeting

March 4 - COTW

March 5 - District Science Fair at HPMS: 12 prizes handed out. Next year, should be held at a larger venue and open to all schools.

March 6 - Cultural Diversity Awards, Keynote speaker - Tareq Haddad, the award-winning founder and CEO of Peace of Chocolate and his journey as a Syrian refugee to business owner and entrepreneur.

March 8 - Empowerment in Motion, Abbotsford: where women from different backgrounds met to network with entrepreneurs and business owners from Fraser Valley.

March 11 - LIP council with Mrs. Grewal, representing the school district.

Trustee Hamel:

February 20 Board Chair Meeting with Minister of ECC Lisa Beare & Minister of Infrastructure Bowinn Ma

February 22 Provincial Council

February 26 Special Committee of the Whole

February 27 Mission Community Foundation Meeting

March 5 Elementary Science Fair Judging at EHPMS

March 6 Board Chairs Meeting

- Managing Difficult Conversations Presentation by Gina-Niccoli-Moen
- Trustee Panel re: Bargaining
- BCSTA Infomercials - #1 Capital Working Group, #2 Climate Action Working Group, #3 Bylaw Review Committee, #4 Anti-Racism, Diversity, Equity and Inclusion, #5 Comprehensive School Health, #6 Rural and Remote Network, #7 Inclusion and Accessibility
- March 10 DPAC Meeting

Trustee Loffler:

February 20 - Met with Mayor Horn
 - Joint meeting with Ministers Beare and Ma
 - FV Branch meeting

February 21 - BCSTA Board Meeting

February 22 - BCSTA Provincial Council

February 24 & 25 - BCSTA Legislative Committee review of AGM motions

March 5 - BCSTA Board Meeting

March 6 - BCSTA Board Chair Day

March 7 - BCSTA/MECC Partner Liaison Meeting - update on Feeding Futures, Vapes are gateway to gang activity

March 11 - SWSW Policy Meeting
 - SWSW IEC Meeting

12. COMMITTEE MINUTES

13. QUESTION PERIOD

CUPE: Impairing, banned substances - smoke pit at MSS - dangerous for staff to go by, needs to be addressed.

14. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 7:57 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on [DATE]
at the [NAME] meeting.

Public Meeting of the Board of Education

Tuesday, April 15, 2025



ITEM 5.1 Action
TO: Board of Education
FROM: Committee of the Whole
SUBJECT: Draft Sexual Orientation and Gender Identity Policy

Recommendation

THAT the Sexual Orientation and Gender Identity Policy be finally approved.

1. **Summary:** To consider the final policy as amended for final approval.
2. **Background:** The revised policy was approved in principle in November 24, and is presented for final approval.
3. **Options:**
4. **Analysis and Impact:**
 - a. **Alignment with the Strategic Plan:**
 - i. Honouring Culture and Territory
 - ii. Future Orientation
 - iii. Student-Centred Learning
 - iv. Effective Learning Environments
 - v. Quality Teaching and Leadership
 - b. **Alignment with the Equity Path:**

Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
 - c. **Policy, Legislation, Regulation**

As per the Policy Development and Review policy, the following excerpt outlines the consultation and approval process:

 - a. *The draft policy, or policy being reviewed, will be considered at a Committee of the Whole meeting, soliciting feedback from the public and partner groups attending the meeting.*
 - b. *The draft policy, or policy being reviewed, will be forwarded to the Siwal Si'wes Policy Advisory Working Group, soliciting feedback, and be returned to a Committee of the Whole meeting for consideration of the group's feedback.*
 - c. *The Committee of the Whole is to forward the approved draft or amended policy to the public Board meeting for approval in principle.*
 - d. *The approved-in-principle policy is to be forwarded to employees, the educational community, and the general public using the Engage portal and other methods, to gather additional feedback.*
 - e. *The approved-in-principle policy is to be returned to a Committee of the Whole meeting along with comments from the consultation process.*
 - f. ***The final draft of the policy is to be forwarded to the public Board meeting for final approval.***
 - d. **Organizational Capacity**
 - e. **Risks**
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

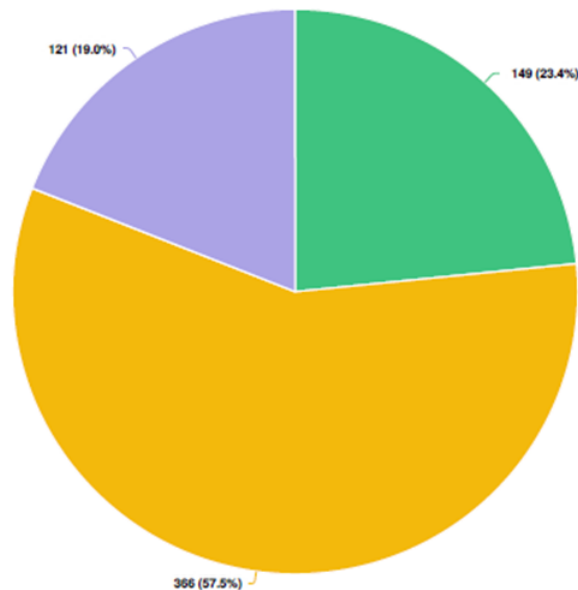
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

The following is a summary from the Engage Portal survey regarding the policy.

Visitors	711	Contributors	419	CONTRIBUTIONS	636
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Q2 Do you agree with the approved in-principle AMENDMENTS to the Sexual Orientation and Gender Identity Policy as it is presented?



Question options

☐ Yes ☐ No ☐ Do you have any suggestions you would like us to take into consideration?

Mandatory Question (636 response(s))
Question type: Radio Button Question

6. Implementation:

7. Attachments:

1. Final Draft of the Policy

Section:	District Administration
Title:	Sexual Orientation and Gender Identity

Purpose:

To provide additional direction and guidance to support the Diversity, Equity, and Inclusion policy as it relates to Sexual Orientation and Gender Identity.

Policy

The Board recognizes and values diversity within the school community and supports every individual contributing to the strength of the School District's culture including and not limited to those who identify as two-spirit, lesbian, gay, bisexual, transgender queer, intersex, asexual, pansexual, (2SLGBTQIAP+) or who are questioning their sexual orientation or gender identity.

All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to conduct themselves in accordance with the *BC Human Rights Code*, the *Canadian Human Rights Act*, and the School District's commitment to non-discrimination and human rights as outlined in the School District's Diversity, Equity, and Inclusion Policy, the Safe, Caring, and Respectful Schools Policy, and the Safe, Caring, and Respectful Workplaces Policy.

The School District recognizes its responsibility to provide a safe school and work environment that is free from harassment and discrimination, ensuring that 2SLGBTQIAP+ employees, and families are treated with dignity and respect at all times.

Guidelines

1. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to conduct themselves in accordance with the School District's commitment to non-discrimination, human rights, and cross-cultural understanding and treat all individuals who self-identify as 2SLGBTQIAP+.
2. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to be vigilant and take action against discriminatory attitudes and behaviour towards individuals who self-identify as 2SLGBTQIAP+.
3. Schools, classrooms, school grounds, worksites, and other spaces supporting a school or School District related activity must be free of discrimination, including sexual orientation and gender identity discrimination.
4. Students and employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment and are not to be negatively affected or disadvantaged in their academic or work advancement.

5. Allegations of homophobia, transphobia, or biphobia language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported in accordance with the Safe, Caring and Respectful Workplaces Policy and Procedures.
6. Staff and students are expected to use language and behaviour that does not degrade, label, stereotype, or incite hatred, prejudice, discrimination, or harassment towards others based on their real or perceived sexual orientation or gender identification.
7. The confidentiality of the sexual orientation and gender identity of students and employees will be protected.
8. Training:
 - a. All employees are expected to develop knowledge, skills, and awareness to be able to identify and eliminate 2sLGBTQIAP+ discrimination and behaviours in the workplace, and foster dialogues of understanding and respect.
 - b. School counsellors are to receive training to be informed and familiar with expectations pertaining to human rights, anti-homophobia, anti-transgender phobia, discrimination, cultural diversity, and harassment, and to be sensitive to 2sLGBTQIAP+ students who are or whose family members are part of the 2sLGBTQIAP+ community.
 - c. Employees are to review this policy annually.
 - d. All new employees are to review this policy during onboarding and orientation.
 - e. All PACs and Trustees are expected to review this policy annually.
 - f. The School District will review and provide training for employees, trustees, Parent Advisory Councils, parents, and other partner groups, to help develop knowledge, skills, awareness, and strategies to identify and eliminate discrimination, including sexual orientation and gender identity discrimination, and to foster dialogues of understanding and respect within the school system.
9. Curriculum:

The School District will support and encourage staff to:

 - a. Discuss this policy using age-appropriate language and behaviour in accordance with school codes of conduct.
 - b. Adapt and include learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to 2sLGBTQIAP+ individuals, human rights, anti-discrimination and cultural diversity.
 - c. Create or acquire age appropriate, current, and relevant non-discriminatory learning resources for physical health education as outlined in the British Columbia Curriculum.
 - d. Support student learning that considers age- appropriate sexual orientation, gender identity, and anti-homophobia and anti-transphobia education, including the use of more inclusive resources.
 - e. Examine resources and curriculum to identify and guard against heterosexism bias that creates a discriminatory learning environment.
10. School and Community Relations:
 - a. The School District will continue to develop partnerships that promote effective participation in the education process by community organizations and 2SLGBTQIAP+ communities.
 - b. The School District will support inclusivity of groups such as Rainbow Clubs, Gay/Straight Alliance Clubs (GSAs), two-spirit clubs, or other groups supporting any 2sLGBTQIAP+ clubs in the School District.

11. Employment:

- a. Staff responsible for personnel selection are expected to receive training to enhance their sensitivity to human rights issues, including sensitivity to sexual orientation and gender identity.
- b. Staff will put processes in place to protect the confidentiality of the sexual orientation and gender identity of staff.
- c. The School District will fully support any employee who chooses to express their gender identity, or to transition from one gender to another.
- d. Employees will be provided with training and support to be able to identify discriminatory attitudes and behaviours as described in this policy. Employees are expected to eliminate inequities and barriers and prevent harm due to sexual orientation or gender identity.
- e. All employees are expected to conduct themselves in accordance with this Policy. Adhering to this policy is a term and condition of employment for all staff.

Date of Original Board Approval: April 22, 2014

**Date Amended: November 19, 2024, approved in principle
. 2025**

*Legal Reference: Canadian Human Rights Act
Canadian Charter of Rights and Freedom
BC Human Rights Code Amendment Act Bill 27 (2016)*

*Cross Reference: District Administration: Equity, Diversity, and Inclusion Policy
School Administration: Safe, Caring, and Respectful Schools Policy
Human Resources: Safe, Caring, and Respectful Workplaces Policy*

<https://humanrights.ca/story/what-two-spirit-part-one-origins>
<https://www.sogieducation.org/resources/>

Section:	District Administration
Title:	Sexual Orientation and Gender Identity (SOGI)

Purpose:

To provide additional direction and guidance to support the Diversity, Equity, and Inclusion policy as it relates to Sexual Orientation and Gender Identity.

Policy

The Board recognizes and values diversity within the school community and supports every individual contributing to the strength of the School District's culture including and not limited to those who identify as two-spirit, lesbian, gay, bisexual, transgender queer, intersex, asexual, pansexual, (2SLGBTQIAP+) or who are questioning their sexual orientation or gender identity.

All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to conduct themselves in accordance with the BC Human Rights Code, the Canadian Human Rights Act, and the School District's commitment to non-discrimination and human rights, as outlined in the School District's Diversity, Equity, and Inclusion Policy, the Safe, Caring, and Respectful Schools Policy, and the Safe, Caring, and Respectful Workplaces Policy.

The School District recognizes its responsibility to provide a safe school and work environment that is free from harassment and discrimination, ensuring that 2SLGBTQIAP+ employees, and families are treated with dignity and respect at all times.

Guidelines

1. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to conduct themselves in accordance with the School District's commitment to non-discrimination, human rights, and cross-cultural understanding and treat all individuals who self-identify as 2SLGBTQIAP+.
2. All students, employees, volunteers, administration, Trustees, contractors, visitors, user groups, tenants, or licensees, or any other persons who use School District facilities are expected to be vigilant and take action against discriminatory attitudes and behaviour towards individuals who self-identify as 2SLGBTQIAP+.
3. Schools, classrooms, school grounds, worksites, and other spaces supporting a school or School District related activity must be free of discrimination, including sexual orientation and gender identity discrimination.
4. Students and employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment and are not to be negatively affected or disadvantaged in their academic or work advancement.

5. Allegations of homophobia, transphobia, or biphobia language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported in accordance with the Safe, Caring and Respectful Workplaces Policy and Procedures.
6. Staff and students are expected to use language and behaviour that does not degrade, label, stereotype, or incite hatred, prejudice, discrimination, or harassment towards others based on their real or perceived sexual orientation or gender identification.
7. The confidentiality of the sexual orientation and gender identity of students and employees will be protected.
8. Training:
 - a. All employees are expected to develop knowledge, skills, and awareness to be able to identify and eliminate 2sLGBTQIAP+ discrimination and behaviours in the workplace, and foster dialogues of understanding and respect.
 - b. School counsellors are to receive training to be informed and familiar with expectations pertaining to human rights, anti-homophobia, anti-transgender phobia, discrimination, cultural diversity, and harassment, and to be sensitive to 2sLGBTQIAP+ students who are or whose family members are part of the 2sLGBTQIAP+ community.
 - c. Employees are to review this policy annually.
 - d. All new employees are to review this policy during onboarding and orientation.
 - e. All PACs and Trustees are expected to review this policy annually.
 - f. The School District will review and provide training for employees, trustees, Parent Advisory Councils, parents, and other partner groups, to help develop knowledge, skills, awareness, and strategies to identify and eliminate discrimination, including sexual orientation and gender identify discrimination, and to foster dialogues of understanding and respect within the school system.
9. Curriculum:

The School District will support and encourage staff to:

 - a. Discuss this policy using age-appropriate language and behaviour in accordance with school codes of conduct.
 - b. Adapt and include learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to 2sLGBTQIAP+ individuals, human rights, anti-discrimination and cultural diversity.
 - c. Create or acquire age appropriate, current, and relevant non-discriminatory learning resources for physical sexual health education as outlined in the British Columbia Curriculum.
 - d. Support student learning that considers age- appropriate sexual orientation, gender identity, and anti-homophobia and anti-transphobia education, including the use of more inclusive resources.
 - e. Examine resources and curriculum to identify and guard against heterosexism bias that creates a discriminatory learning environment.
10. School and Community Relations:
 - a. The School District will continue to develop partnerships that promote effective participation in the education process by community organizations and 2SLGBTQIAP+ communities.

- b. The School District will support inclusivity of groups such as Rainbow Clubs, Gay/Straight Alliance Clubs (GSAs), two-spirit clubs, or other groups supporting any 2sLGBTQIAP+ clubs in the School District.

11. Employment:

- a. Staff responsible for personnel selection are expected to receive training to enhance their sensitivity to human rights issues, including sensitivity to sexual orientation and gender identity.
- b. Staff will put processes in place to protect the confidentiality of the sexual orientation and gender identity of staff.
- c. The School District will fully support any employee who chooses to express their gender identity, or to transition from one gender to another.
- d. Employees will be provided with training and support to be able to identify discriminatory attitudes and behaviours as described in this policy. Employees are expected to eliminate inequities and barriers and prevent harm due to sexual orientation or gender identity.
- e. All employees are expected to conduct themselves in accordance with this Policy. Adhering to this policy is a term and condition of employment for all staff.

Date of Original Board Approval: April 22, 2014

Date Amended: Approved in Principle, November 19, 2024

Legal Reference: *Canadian Human Rights Act*
Canadian Charter of Rights and Freedom
BC Human Rights Code Amendment Act Bill 27 (2016)

Cross Reference: *District Administration: Equity, Diversity, and Inclusion Policy*
School Administration: Safe, Caring, and Respectful Schools Policy
Human Resources: Safe, Caring, and Respectful Workplaces Policy

<https://humanrights.ca/story/what-two-spirit-part-one-origins>

<https://www.sogieducation.org/resources/>

Public Meeting of the Board of Education

Tuesday, April 15, 2025



ITEM 7.2 Information
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: MSS Replacement Project – March 2025 update

1. Summary:

The team continues to review information and questions from the proponent teams. The third group of meetings with the proponents were held April 7, 8, and 9th. The proponents held a meeting with City staff as well to review any offsite works required by the City, and building permit requirements.

Considering the latest round of meetings and inquiries, the schedule has been adjusted slightly.

2. Major Milestones:

Technical Submissions for RFP	May 22, 2025
Financial Submissions	August 5, 2025 (previously July 16, 2025)
Contract Award	September 2025
Building Substantial Completion	July 2028 (previously June 2028)
School Available for Instruction	Fall 2028
Project Completion	Fall 2029

Information on the project can be found on the following websites:

[MPSD MSS Replacement Infrastructure BC.](#)

3. Procurement

Currently in the RFP process, with three proponents preparing to submit proposals.

4. Work that is underway

Additional collaboration meetings with proponents are expected to assist the proponents to develop optimal solutions for the project while minimizing the risk that the proposal is unresponsive to the owner's requirements. These meetings are scheduled for March and April.

5. Engagement

The team continues to engage with First Nations, to discuss Indigenous design priorities for the school. A First Nation advisory committee is currently being developed.

6. Schedule

The following schedule is the current high-level summary of the schedule.

Request for Proposals

Collaborative Meetings	- Apr 8-10 - completed
Evaluation manual draft	- April 7
Evaluation manual approval	- April 16
Issue final draft DBA	- May 5
Technical Submissions due	- May 22
Technical Submission evaluations	- May 22 – June 24
Request Financial Submission	- July 15, 2025 (previously June 24)

Scored Element evaluations	- June 24 – July 9
Financial Submission due	- August 6 (previously July 16)
Financial Evaluations	- July 9 – Aug 1
Final Evaluation Report	- Aug 1
Project Board proponent approval	- Sept 5

Execute Design Build Agreement contract with proponent	- Oct 24 (Earlier if possible)
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The following schedule is to be aligned with the successful proponent's submission (subject to change):

Design completion	- Sept 2026
Permits	- Dec 2025
Target substantial completion of building	- July 2025 (previously June 2028)
Commissioning – move in	- Summer 2028
Open for students	- Sept 2028
Demolition, and site prep after occupancy	- Fall 2028 to Summer 2029

Target substantial completion of Project	- August 2029
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ITEM 8.1	Action	File No.
TO:	Board of Education	
FROM:	R. Cairns, School Trustee	
SUBJECT:	Proposed Amendment to Purchasing and Procurement Policy	

RECOMMENDATION

THAT the Finance Policy (6.3) [Purchasing and Procurement](#) 8th bullet be amended:

Amend - Purchases will be made locally or Provincially when possible, feasible and financially appropriate.

Change to "**Purchases will be made from Canada first, Provincially and locally whenever possible.**"

Rationale:

To strengthen the procurement process in the district for Canadian procurement. This ensures support for Canadian products and employment. It also ensures we are not paying extra tariffs or expenses imposed by foreign producers or countries.

ITEM 8.2 Action
TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Animals in Schools Policy

Recommendation

THAT the draft Animals in Schools Policy be approved in principle.

1. Summary:

The draft Animals in Schools was reviewed by the Siwal Si'wes Policy Working Group and the COTW.

2. Background:

The revisions to the policy were discussed in September 2024, January 2025, and February 2025.

The following summarizes the comments from the Siwal Si'wes Policy working group.

- *Other educational animals...SPCA Guidelines – use full name and short form in brackets*
- *4 a – no dogs at pickup/drop-off times: not sure if a lot of parents are aware of this, many seem to bring dogs at drop off/pick-up. Appreciates this being in policy.*
- *p. 1,2 an equal opportunity, access... change to "equitable" opportunity, access (2a)*

The following summarizes the discussion in February

- *Clarity was provided with definitions.*
We need to provide notice that we will be updating the signage around our fields. When it comes back for board approval, we will start a robust communication campaign.
- *staff are working on reviewing old procedures.*

The following summarizes the discussion in January 2025

- *The policy is mostly about dogs. There are other animals that can be used for education, but need to come with a plan in place.*
- *Medical Therapy dogs - is there a standard or accreditation? Provide clarity about certification. Equal access vs. wording "can be denied" can we have a problem with this phrase?*
- *If the policy is open enough, a procedure can be specified further. A dog cannot be expected to work 8 hours a day with a child handler at school. If a dog is coming in, the school community needs to be given notice (to minimize risk of staff/students' allergies, phobias)*
- *As an inclusive employer - are we willing to hire staff with a service dog? HR: Duty to accommodate.*
- *Stray domestic animals vs wildlife - there are different ways to deal with animals.*
- *Dogs in general may not be acceptable at pick-up time.*
- *Hygiene and safety: signage needs improvement - most signage says NO dogs on property.*
- *Procedure, 17 b 6 - Therapy dogs Canada (there is some national movement, different organizations are certifying).*
- *Student Services - there needs to be a therapeutic goal for the use of the dog.*
- *Procedure 5 a: do we use "may be" language? Do we need to get so granular to mention social media?*

The Animals in Schools policies and procedure were reviewed in September. The following summarizes the discussion.

- Staff requested to combine the two into one policy, Animals in schools.
- Use of School Sites Bylaw also discusses animals. We may need to update the Bylaw as well.
- We need some processes. Animals need to have up-to-date shots, must have obedience training, etc.
- We need to protect students, animals, and employees with allergies. Service animals should be certified. At this point, SBO has not been able to verify that.
- SC: parents bring dogs to pick up kids. The signs around the sites are small and not very visible. YES to combining the policies.
- Certification should be presented.
- If a dog bites, we can be legally responsible.
- Not only dogs, snakes and other creatures should be mentioned.
- Educational purposes - controlled by the teacher is OK. Show & Tell is unlikely.
- Time - bell to bell? After school? Dogs are let loose on the fields, defecating, which leads to requests for banning dogs altogether.
- The Bylaw Officer or BCSPCA will not enforce on a private property, which in this case the SD fields.
- 2x3 update to signs may be needed. \$1000/site?
- The current bylaw signs are approx \$65pp
- some people choose to ignore the signs, no matter how big they are
- Social Media Campaign may be useful to bring awareness
- Staff need direction for creating a clearer procedure
- No animals on school grounds during school hours, except for therapy and educational purposes. Bylaw has more regulatory authority. "8am-5pm. Include requirement that people need to pick up after dog."
- Vancouver School District has signs such as the above.
- need more context and information, cost, what goes on the sign? common language, clearly stated hours.
- At night, we will still have a hard time regulating.
- The Bylaw needs to be redone.
- A big part is communication with the community. Can we have some stats from facilities? We should show the community what is happening. We can discuss with the city. Staff is OK with drafting No dogs 24/7. Fields are learning and sport activity spaces.
- We are at conflict on dogs on fields. We should do a public consultation about dogs on the field.

3. Options:

Considering the previous information and direction, the draft policy is presented for consideration discussion, amendment, and further direction as per the first step in the policy development policy.

As per the policy development policy, the Committee may refer the draft policy to the Siwal Si'wes Policy Advisory Working Group, for feedback.

4. Analysis and Impact:

a. Alignment with the [Strategic Plan](#):

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments

- v. Quality Teaching and Leadership
- b. **Alignment with the Equity Path:**
 - [Q'pethet Ye Tel:exw](#), Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Policy, Legislation, Regulation
- d. Organizational Capacity
- e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

1. **Public Participation:**

Consultation and approval process – as per Board Policy

- a. The approved in principle policy will be forwarded to partner groups and posted on the Engage portal.
- b. The approved in principle policy and comments from the engagement process will be returned to a COTW for final review, and then forwarded to a board meeting for final approval.

2. **Implementation:**

Tentative schedule:

- 1. Board Meeting – April 2025 – approval in principle
- 2. Refer to Employees, Partner Groups, Engage portal – April / May 2025
- 3. COTW – June 2025
- 4. Board Meeting – June 2025 – final approval

3. **Attachments:**

- 1. Draft Policy
- 2. Draft Procedure

Section:	School Administration
Title:	Animals in Schools

Purpose

The Board recognizes the importance of guide dogs, service dogs, and medical therapy dogs, in supporting students with disabilities, or diverse needs, and other animals providing educational or culturally valuable experiences. This policy outlines the conditions under which these animals are allowed in schools, on school property, and on school ~~district~~ buses in accordance with Canadian and British Columbia legislation.

Definitions

Guide Dogs and Service Dogs: Specially trained dogs certified under the Guide Dog and Service Dog Act (British Columbia) and trained at an accredited Assistance Dogs International (ADI), International Guide Dog Federation (IGDF), or a Ministry of Justice approved school. These dogs assist students with physical or developmental disabilities by performing tasks to mitigate their disabilities.

- Autism Support Dogs:** Assistants for persons with autism, certified by Assistance Dogs International.
- Guide Dogs:** Trained to guide blind or visually impaired persons, certified by the International Guide Dog Federation.
- Hearing Dogs:** Alert individuals who are deaf or hard of hearing to specific sounds.
- Seizure Response Dogs:** Provide emergency response for individuals with epilepsy.
- Service Dogs:** Assist individuals who utilize a wheelchair.

Medical Therapy Dogs: Social interactive dogs trained to work for a handler to provide service and comfort to others, such as in hospitals, retirement homes, nursing homes, libraries, rehabilitation units, or for children with learning disabilities or difficulty with literacy. These dogs do not share the same public access rights as guide and service dogs and may ~~not be allowed be denied~~ admittance to public places. Therapy dogs and owners are certified or registered through organizations like Therapy Dogs Canada, Companion Paws, or Canadian Assistance Dog Institute..

Other Educational Animals: Animals brought into schools to provide direct educational or culturally valuable experiences for students. These animals must be housed in suitable, sanitary self-contained enclosures appropriate to their size, as per SPCA guidelines.

Policy

1. Guide Dogs and Service Dogs:

- These dogs are allowed in classrooms, schools, on school property, and on school ~~district~~ buses when the terms and conditions of the supporting Board's Administrative Procedure are met.
- Their use is permitted when they afford students an equ~~itable~~ opportunity to access services, programs, and activities.
- The Board recognizes these dogs as approved aids, supports, and interventions for students with disabilities or diverse needs.
- Service animals must be certified, and up-to-date certification must be presented.

2. Medical Therapy Dogs:

- a. These dogs may be allowed in schools, on school property, and on school ~~district~~ buses, when it has been determined that they are necessary for a student to have ~~equitable~~ access to services, programs, and activities offered by the district, when the terms and conditions of the supporting Board's Administrative Procedure are met.
- b. Medical therapy dogs are not guide dogs or service dogs and do not have the same public access rights.
- c. Medical therapy dogs must have up-to-date vaccinations and obedience training certification.

3. Other Educational Animals:

- a. Live animals may be used in a classroom or school, to support a direct educational or culturally valuable experience for students.
- b. Animals shall not be allowed to roam freely in the school.
- c. Stray animals on school property will be reported to the local animal control centre.³

4. Non Educational Animals

- a. All other animals and dogs are not allowed on school property including during student pick up or drop off times.

Guidelines:

- A. Guide dogs and service animals must be certified, and certification must be presented. Administration is responsible for documenting the certification and authorized use of guide dogs and service dogs in schools.
- B. Administration Procedures must be put in place for the approval of medical therapy dogs in schools.
- C. To ensure students are provided educational learning opportunities, other animals may be allowed in schools for educational purposes, when approved by the school principal, considering this policy, supporting administrative procedures, school district bylaws, and any other legislation or regulation that governs animals in schools.

Date Approved:

Legal Reference:

Cross Reference:

Forms:

Section:	School Administration
Title:	Animals in Schools

Purpose

To provide procedures for the implementation of the Animals in Schools Policy, ensuring the safety and well-being of students, staff, and animals, and compliance with Canadian and British Columbia legislation.

Procedures

1. Approval Process for Animals in Schools

a. Guide Dogs and Service Dogs:

- i. Must be certified under the *Guide Dog and Service Dog Act* (British Columbia).
- ii. Certification must be presented to and documented by the school administration.

b. Medical Therapy Dogs:

- i. Approval must be obtained from the Student Services Department for a medical therapy dog to be used to support a student. Medical documentation may be required to support the request for a medical therapy dog. A therapeutic goal is required when a medical therapy dog is approved.
- ii. In extenuating and infrequent circumstance, the use of a medical therapy dog for non-specific student support will be considered. A plan for use must be developed in discussion with district and school staff and submitted to the Superintendent of Schools or designate for approval.
- iii. The principal must inform the school community when medical therapy dogs will be expected at school and the areas of the building it will be visiting.
- iv. The principal must ensure a risk assessment is completed.
- v. If the medical therapy dog handler is not a school district employee, the principal must ensure the handler has provided a criminal record check in accordance with school district procedures.
- vi. Medical therapy dogs must have up-to-date vaccinations and a current obedience training certificate from an acceptable organization that provides obedience training and certifies the dog (such as Therapy Dogs Canada). Certification must be presented and documented by the school administration.

c. Other Educational Animals:

- i. The principal must approve all animals brought into the school.
- ii. The principal must ensure a risk assessment is completed.
- iii. Approval is based on the educational or culturally valuable experience provided to students.
- iv. The principal must inform the school community when other educational animals will be expected at school and the areas of the building it will be visiting.

2. Pre-Introduction Requirements for Animals in Classrooms for Educational Purposes

- a. Teachers must ensure:
 - i. A risk assessment related to the animal in the school is completed and submitted to the Principal.
 - ii. Students and school personnel are not allergic to the animal.
 - iii. The animals are free from disease or parasites.
 - iv. All animals have up-to-date shots and obedience training.
 - v. Students are instructed in the proper care and handling of the animal.
- b. Teachers are responsible for:
 - i. Ensuring the enclosure and surrounding area are kept in a sanitary condition.
 - ii. Providing animal care on weekends and holidays.
 - iii. Animals should be housed in suitable, sanitary self-contained enclosures appropriate to their size, as per SPCA guidelines.
 - iv. Animals shall not be allowed to roam freely in the school.

3. Hygiene and Safety

- a. If hygiene becomes a concern, the principal may terminate approval for the animal's presence.
- b. Stray animals on school property will be reported to the Principal, who will report to the local animal control centre.
- c. No animals are allowed on school grounds during school hours (8am-5pm), except for guiding, therapy, or educational purposes.
- d. Signs around school sites should clearly state the policy and hours.

4. Documentation and Compliance

- a. Administration is responsible for documenting the certification and authorized use of guide dogs and service dogs in schools.
- b. Procedures must be in place for the approval of medical therapy dogs in schools.
- c. Compliance with school district bylaws and any other legislation or regulation that governs animals in schools must be ensured.

5. Communication and Awareness

- a. Staff will implement A social media-a campaign ~~may be useful~~ to raise awareness of ~~about~~ the policy.
- b. Regular communication with the community about the policy and its implementation is essential.
- c. Consider public consultation to address issues related to dogs on school fields.

6. Emergency and Incident Management

- a. In case of an incident involving an animal, such as a bite, the school must follow appropriate procedures to ensure the safety of all students and staff.
- b. Legal responsibilities and liabilities must be considered and addressed.

Date Approved:

Legal Reference:

Cross Reference:

Forms:

Draft_V1_February 2025

Public Meeting of the Board of Education

Tuesday, April 15, 2025



ITEM 8.3 Action
TO: Board of Education
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Employees Communicating with Trustees Policy

Recommendation

THAT the Employees Communicating with Trustees Policy as amended be approved

1. Summary:

The Board approved the policy in February. Subsequently, the policy was reviewed by the Siwal Si'wes Policy working group, and the comments from the group are incorporated into the policy.

Notes for future consideration:

- Use "matter" instead of issue
- shift towards starting with the positives
- Insert word "district" in front of policies – consider changing the format:
 - o Current - Corporate Policy
 - o Options - Board Policy
 - District Policy

2. Background:

3. Options:

4. Analysis and Impact:

a. Alignment with the Strategic Plan:

- i. Honouring Culture and Territory
- ii. Future Orientation
- iii. Student-Centred Learning
- iv. Effective Learning Environments
- v. Quality Teaching and Leadership

b. Alignment with the Equity Path:

Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity

- c. Policy, Legislation, Regulation
- d. Organizational Capacity
- e. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- f. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments: Amended Employees Communicating with Trustees Policy

Section:	Personnel
Title:	Employees Communicating with Trustees

Purpose

To ensure employees have guaranteed access to elected Trustees, fostering open communication and transparency within the governance of public education.

Policy

Trustees are elected representatives responsible for the governance of the public education system in the community.

Employees have the right to access and communicate with Trustees as elected officials. This right must be respected and upheld.

Employees who communicate ~~concerns~~, feedback, ~~or~~ appreciation, or concerns to Trustees will not face any negative employment consequences, including disciplinary action, as a result of exercising this right.

Guidelines:

1. Right to Communicate:

Employees have the right to reach out to Trustees regarding matters that pertain to the public education system, including policy, programs, and general operations.

2. Labour-related Concerns:

When communicating about ~~matters~~issues related to their roles as employees, staff must follow appropriate channels and procedures. This includes adhering to the BCTF Code of Ethics, applicable Collective Agreements, WorkSafe BC regulations, and other relevant legislation and policies.

3. Handling of Concerns:

Trustees will bring any employee concerns of significance to the Board and Administration for verification and discussion. Trustees are expected to act in accordance with Board policies and to ensure that concerns are properly addressed through established protocols.

Date of Board Approval: January 21, 2025 Approved in Principle

February 18, 2025

Date amended:

Public Meeting of the Board of Education

Tuesday, April 15, 2025



ITEM 8.2 Action
TO: Board of Education
FROM: C. Becker, Secretary-Treasurer
SUBJECT: Bylaw 2025/202-CPSD75-01 for 2025-2026 Approved Capital Plan

Recommendation

THAT the following resolutions be approved:

That the required three (3) readings for Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be carried out in one meeting.

That Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be read the first time.

That Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be read the second time.

That Capital Plan Bylaw No. 2025/26-CPSD75-01, a bylaw for the 2025/2026 Capital Plan, be read the third time and finally adopted.

1. Summary:

The Ministry of Education ("Ministry") reviewed all Capital Plan submissions across the participating School Districts to determine priorities for available capital funding in the various programs. MPSD submitted a detailed report outlining the capital funding needs of the School District. The following projects have been approved for funding and requires a Bylaw to support the funding.

Deroche Elementary	SEP Roofing Upgrades	\$ 870,000
Mission Central Elementary	CNCP – HVAC Upgrades	\$1,000,000
Various Elementary Schools	Food Infrastructure	\$ 100,000
Cherry Hill Elementary	PEP – Universally Accessible Playground	\$ 200,000
9750 Bus	Replacement - internal combustion engine bus with 80 seats, 0 wheelchair	TBD
New Bus	New Internal combustion engine with 80 seats with 3 wheelchair spaces	TBD
New Bus	New internal combustion engine bus under 6350 Kg,(1-24 spaces) with 5 wheelchair spaces.	TBC

2. Background:

The Ministry requires all projects the Ministry Funds to be approved by Bylaw. This Bylaw is then funded through a certificate of approval. In order to release the funding, the Ministry requires the bylaw and funding agreement. The Bylaw includes the projects with approved funding.

The following list summarizes the capital funding submission for 2025/2026, in order of priority within each category. The requests that have been approved are highlighted.

SD Category Rank	Facility/Site	Project Description	Cost
ADDITION	Albert McMahon Elementary	Add 8 rooms to Albert McMahon to accommodate current growth and existing approvals for future development	\$ 28,038,593
NEW SCHOOL	Cedar Elementary School	New School to be built in area of development. Property is owned by the School District.	60,104,470
REPLACEMENT /RENOVATION	Hatzic Elementary	Replace existing 275 student school with larger facility to facilitate area growth	46,861,520
SITE ACQUISITION	Hatzic Elementary Area	New site for replacement of Hatzic Elementary School. Current site is small and has topographical challenges.	10,000,000
SITE ACQUISITION	Silverdale Central Neighborhood	New School required for new development in the Silverdale Central Neighborhood	12,000,000
SITE ACQUISITION	Silverdale Central Neighborhood 2	Site acquisition for new school required in Silverdale Central Neighborhood.	12,000,000
BUS	Replacement	Replacement Bus due to age and kms	247,082
BUS	Replacement	Replacement bus due to age and kms	247,082
BUS	Replacement	replacement of bus for age and kms	175,777
BUS	New (BUS)	New bus needed for a new route as a result of additional bus ridership.	262,790
BUS	New (BUS)	Increased number of inclusive education students that require bussing. An additional SPED bus is required.	161,370
CNCP	Dewdney Elementary	Upgrades to improve the current HVAC system, replacement of damages heat exchanger, re-ducting due to undersized and improperly installed ducting. Add filtration (current system does not have filters for supply air). Adding heat pumps.	700,000
CNCP	Mission Central Elementary	The AHUs, relief fans, and exhaust fans have reached the end of their life and need replacement. ▪ Condensing units have reached the end of their life. They use R22 refrigerant, which has been phased out by the Montreal Protocol as of January 1, 2020. ▪ Fans are driven by constant speed motors.	1,000,000
CNCP	Riverside College	Upgrade the incoming electrical to Riverside College to allow for the electrification of equipment including HVAC and provide capacity for EV charging infrastructure.	400,000
PEP	Cherry Hill Elementary	Installation of an accessible playground for one of our largest elementary schools with no accessible playground.	195,000
SEP	Deroche Elementary	Partial roof replacement of sections 6,10,11 and 13. Due to the construction of the roof, metal roof is the only acceptable replacement	870,000
SEP	Riverside College	Replacement of failing boiler. Additional boiler capacity required due to increase in demand with new dust collection system. This will replace a failing standard efficiency boiler with a larger high efficiency boiler.	580,000
SEP Food Infrastructure	various schools	equipment required to operate our feeding futures program with in-house food preparation.	199,411

In addition, the correspondence from the Ministry confirmed the MSS replacement project.

Current Status of Approved Projects

159066	Mission Senior Secondary	Replacement	Design Development
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3. Options:

Not approving the bylaw would mean the school district would not receive the funding for the projects.

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Q'pethet Ye Tel:exw, Gathering to Understand: A Framework for Creating a Culture of Equity
- c. Funding Guidelines, Costing, & Budget Impact
The approval provides investment of \$2,170,000 in school infrastructure, and approximately \$700,000 of funding for new buses.
- d. Policy, Legislation, Regulation
The Ministry of Infrastructure directs the process for review and approval of capital funding requests.
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

- a. Submit the approved Bylaw to the Ministry
- b. Sign Agreement
- c. Receive Certificate of Approval

7. Attachments:

- a. Bylaw
- b. March 25, 2025 letter from the Ministry of Infrastructure

CAPITAL BYLAW NO. 2025/26-CPSD75-01
CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (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 2025/26 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 25, 2025, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 75 (Mission) Capital Bylaw No 2025/26-CPSD75-01.

READ A FIRST TIME THE DAY OF APRIL 2025;
 READ A SECOND TIME THE DAY OF APRIL 2025;
 READ A THIRD TIME, PASSED THE DAY OF APRIL 2025.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Capital Bylaw No. 2025/26 CPSD75-01 adopted by the Board the day of APRIL 2025.

Secretary-Treasurer



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent
School District No. 75 (Mission)

Capital Plan Bylaw No. 2025/26-CPSD75-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District 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)

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry
Deroche Elementary	SEP - Roofing Upgrades	\$870,000
Mission Central Elementary	CNCP - HVAC Upgrades	\$1,000,000
Albert McMahon Elementary, Cherry Hill Elementary, Christine Morrison Elementary, Deroche Elementary, Dewdney Elementary, Hatzic Elementary, Mission Central Elementary, Silverdale Elementary, Stave Falls Elementary, West Heights Elementary, Windebank Elementary	FIP - Kitchen Equipment	\$100,000
Cherry Hill Elementary	PEP - Universally Accessible Playground Equipment	\$200,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

New projects for BUS

The table below identifies Bus Acquisition Program (BUS) approved projects, with BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Only internal combustion engine buses are currently identified, with approval and funding for electric buses (if applicable) to be identified later through an amended Capital Plan Response Letter. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
9750	INTERNAL COMBUSTION ENGINE - Type D (80+RE) with 0 wheelchair space(s)	TBD
New	INTERNAL COMBUSTION ENGINE - Type D (80+RE) with 3 wheelchair space(s)	TBD

New	INTERNAL COMBUSTION ENGINE - Type A2 Under 6350Kg (1-24) with 5 wheelchair space(s)	TBD
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An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 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 (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 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.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

SCHOOL SITE ACQUISITION CHARGE

As part of the Board's 2025/26 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 Board should adopt 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. At that point, the local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board.

Please contact Regional Director [Travis Tormala](#) with any questions regarding School Site Acquisition Charges.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

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

Sincerely,

A handwritten signature in dark ink, reading "Damien Crowell". The signature is fluid and cursive, with the first name "Damien" and last name "Crowell" clearly distinguishable.

Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch

Public Meeting of the Board of Education

Tuesday, April 15, 2025



ITEM 9.1	Information	File No.
TO:	Board of Education	
FROM:	A. Wilson, Superintendent of Schools	
SUBJECT:	Graduation Events 2025	



Mission Senior Secondary



- **DRY GRAD**
Friday, April 11, 2025, Mission Senior Secondary, 7 pm – 12 am
- **GRAD RECEPTION**
Wednesday, June 18, 2025, Mission Senior Secondary, 3:30 pm
An opportunity for grad's friends and family to enjoy a photo-taking opportunity prior to the grads boarding the buses for the Prom.
- **MSS PROM**
Wednesday, June 18, 2025, Newlands Golf and Country, Buses depart MSS at 4:30pm
- **COMMENCEMENT CEREMONY**
Wednesday, June 25, 2025 at 5:30pm at Abbotsford Centre
33800 King Road, Abbotsford BC V2S 8H8, Canada



Fraserview Learning Centre



- **COMMENCEMENT**
Thursday, June 19, 2025 at 6:00pm (Mission Northview Church)
- **FRASERVIEW PROM**
Thursday, June 12, 2025 (Meadow Gardens Golf)



Riverside College



- **COMMENCEMENT CEREMONY**
Wednesday, June 18, 2025 at 5 pm at the Clark Theatre
- **GRAD DINNER/DANCE** to follow



Siwal Si'wes Indigenous Education Department



- **GRADUATE RECOGNITION CEREMONY**
Wednesday, June 4, 2025, 4 pm – 7 pm, Mission Senior Secondary, Gym B