

AGENDA

OPEN MEETING OF THE BOARD OF EDUCATION SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)

**PRINCETON SECONDARY SCHOOL
WEDNESDAY, NOVEMBER 8, 2023, 4:30 P.M.**

Success for ALL Learners Today and Tomorrow on the Traditional Territories of the Nleʔkepmux and Syilx

1. Acknowledgement of the Traditional Territories and Metis Community
2. Call To Order & Approval of the Agenda (Chairperson, Secretary Treasurer)
3. Introduction of Student Trustees
4. Minutes of the Open Meeting held October 11, 2023
5. Business Arising from the Minutes
6. **EDUCATION**
 - a) Truth and Reconciliation – Ministry of Education Update
 - b) Roles of Schools and Educators in Supporting Resilience in Young Children after Disasters
 - c) Princeton Secondary School – Student Cell Phone Use
 - d) Inclusive Education Report
 - e) French Immersion Field Trip Proposal
 - f) French Immersion Program Update
 - g) Enrolment Update
 - h) * Superintendent's Report
7. **OPERATIONS**

- a) Nicola-Canford Perimeter Access
- b) Merritt Secondary School Cameras

8. **AUDIT AND FINANCE**

- a) Quarterly Report

9. **POLICY**

- a) Procedural Bylaw
Motion For Third Reading
- b) Use of School District Property Bylaw
Motion For Second Reading
- c) Freedom of Information Bylaw
Motion For Second Reading
- d) Indemnification Bylaw
Motion for Second Reading

10. **CORRESPONDENCE**

11. **TRUSTEE REPORTS**

- a) * Trustee Reports
- b) * Student Trustee Reports
- c) * Trustee Branch Meeting Report
- d) * Other Reports

12. **PUBLIC QUESTION PERIOD**

13. **ADJOURNMENT**

MINUTES

OPEN MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)

**MERRITT SCHOOL BOARD OFFICE
WEDNESDAY, OCTOBER 11, 2023, 6:00P.M.**

Success for ALL Learners Today and Tomorrow

PRESENT:	Chairperson	G. Swan
	Trustees	J. Jepsen J. Kent-Laidlaw E. Hoisington (ABSENT) J. Chenoweth L. Ward D. Rainer
	Superintendent	S. McNiven
	Assistant Superintendent	J. Kempston
	Secretary Treasurer	D. Richardson
	Assistant Secretary Treasurer	L. Rusnjak
	Executive Assistant	J. McGifford

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

AGENDA

23/082 It was moved and seconded:

 THAT the agenda be approved as presented.

MOTION CARRIED

MINUTES

23/083

It was moved and seconded:

THAT the minutes of the Open Meeting held September 13, 2023, be adopted as amended.

MOTION CARRIED

Business Arising from the Minutes

None.

EDUCATION

South Central Interior Distance Education School Update:

Dan Duncan, Principal of South Central Interior Distance Education School (SCIDES), introduced SCIDES teacher, Cory Hermiston. Together they provided an update on the following items: new initiatives, “The Rink” program, increased enrollment, SCIDES move to Coquihalla Middle School, and future plans.

Truth and Reconciliation Update:

Director of Indigenous Education, Shelley Oppenheim-Lacerte, presented Trustees with an Indigenous Education update that included an overview of the following items: Aboriginal Events & Activities for 2023/2024, engagement, Local Education Agreement Committee updates, student attendance and engagement, the hiring of an Indigenous Student Engagement Facilitator. Ms. Oppenheim-Lacerte introduced First Nation Support Worker, Melissa Pinyon, who presented on the North American Indigenous Games and extra-curricular activities for Indigenous youth within the school district.

French Immersion Program Update:

The Assistant Superintendent informed trustees about the progress being made with implementing the French Immersion Grant and the many French Immersion initiatives it will launch for the district.

Feeding Futures Memo:

The Assistant Superintendent reported that the \$350,000 Feeding Futures Grant has been disbursed for the 2023 – 2024 school year. Some of the funds will be directed towards minor equipment upgrades and the hiring of a food program coordinator; however, as reported at the September open meeting, over \$280,000.00 has been put directly into the hands of schools to ensure that every child has access to nutritional food on a daily basis.

Trustee Branch Meeting Report:

Trustees were provided an overview of the upcoming Thompson-Okanagan Branch Meeting being hosted on October 13th and 14th by the Nicola-Similkameen School District. In advance of the event, the School District thanked Nicola Valley Institute of Technology, Nicola-Canford Elementary School and the Ministry of Education and Child Care for their support. In preparation for the upcoming branch meeting, Trustees discussed the importance of mental health supports.

23/084

It was moved and seconded:

THAT the Board sponsor and present the following motion for Youth Mental Health Support at the BCSTA Provincial Council meeting in October:

That BCSTA request that Government supports the creation of a working group consisting of BCSTA, applicable Ministry's, Right Holders, and Partner Groups to prepare a recommendation to the Ministry of Finance that will provide incentives for Youth Mental Health Workers to locate in Rural and Remote Communities to meet the needs of Children and Youth in said communities. The work is desired to be completed prior to the tabling of the Provincial Budget in 2024.

MOTION CARRIED

Superintendent's Report:

The Superintendent circulated and spoke to his report, reflecting on the district events that have taken place over the past month.

OPERATIONS

Capital Projects Update:

The Secretary Treasurer provided Trustees with an update on the district's ongoing and upcoming capital projects aimed at enhancing our infrastructure and services. With many projects being completed throughout the first quarter of the school year, the Secretary Treasurer expressed thanks and gratitude to Operation Manager, Darrell Finnigan, and his maintenance team for this work.

2023-2024 Amended Capital Plan:

The Secretary Treasurer presented Trustees with the Ministry Response Letter, dated September 15, 2023, regarding the Amended Annual Five-Year Capital Plan Submission, Capital Bylaw No. 2023/24-CPSD58-03. The amendment to the capital plan includes the newly introduced Food Infrastructure Program introduced last year by the Ministry of Education and Childcare.

23/085

It was moved and seconded:

THAT the Board approve the amended Capital By-Law No. 2023/24-CPSD58-03 for first reading.

MOTION CARRIED

23/086

It was moved and seconded:

THAT the Board approve the amended Capital By-Law No. 2023/24-CPSD58-03 for second reading.

MOTION CARRIED

23/087

It was moved and seconded:

THAT the Board approve the amended Capital By-Law No. 2023/24-CPSD58-03 to third and final reading.

MOTION CARRIED

23/088

It was moved and seconded:

THAT the Board approve the amended Capital By-Law No. 2023/24-CPSD58-03 for third and final reading.

MOTION CARRIED

Merritt Central School Bus Stop:

The Secretary Treasurer provided the Board with an update on the reconfiguration changes being introduced to the road and sidewalk on Voght Street and how these changes will affect the school bus stop at Merritt Central School.

Nicola-Canford Perimeter Access:

The Secretary Treasurer reported that meaningful discussions took place with a unified stance towards safety for students and citizens of Lower Nicola as it pertains to safe travel to/from Nicola-Canford Elementary School. The school district and stakeholders continue to work towards a short-term and long-term solution to provide the community with safe access to Nicola-Canford Elementary School.

AUDIT AND FINANCE

2023-2024 Budget Timeline:

The Secretary Treasurer provided Trustees with a timeline of key events that influence the budget process for the 2023-2024 fiscal year.

Public Interest Disclosure Act:

Barb McLean, Director of Human Resources, provided an overview of the Public Interest Disclosure Act highlighting the following key areas: the Purpose of the Public Interest Disclosure Act, The Definition of Serious Wrongdoing, Responsibilities of the District and Trustee Training Requirements.

POLICY

Policy Committee Update:

The Superintendent informed Trustees of the next Policy Committee meeting on October 24, 2023.

Procedural Bylaw:

23/089

It was moved and seconded:

THAT Bylaw No. 2-23, Procedural Bylaw, be moved for second reading.

MOTION CARRIED

Use of School District Property Bylaw:

23/090

It was moved and seconded:

THAT the Board move Bylaw 6-23, Use of School District Property, be moved for first reading.

MOTION CARRIED

Freedom of Information Bylaw:

23/091

It was moved and seconded:

THAT the Board move Bylaw 4-23, Freedom of Information Bylaw, forward for first reading.

MOTION CARRIED

Indemnification Bylaw:

23/092

It was moved and seconded:

THAT the Board move Bylaw 3-23, Indemnification Bylaw, forward for first reading.

MOTION CARRIED**TRUSTEE REPORTS****Student Trustee Reports:**

Merritt Secondary School Vice-Principal, David Andersen, introduced Merritt Student Trustees Owen Bateson and Haidyn Clarke. Together they provided Trustees with their perspective on what being an engaged/involved high school student looks like, as well as how grade 8's and new students get introduced to

(and engage with) school life at MSS. When asked what they would like to see more of, they would like to see more ways to express their thoughts and opinions (via surveys/polls), collaboration and teamwork with staff, and learning engagement via field trips and activities.

Trustee Reports:

Trustee Chenoweth reported on Collettsville Elementary and SCIDES.

Trustee Rainer reported on John Allison Elementary.

Trustee Hoisington reported on Nicola Canford Elementary.

Trustee Ward reported on Vermilion Forks Elementary.

Trustee Kent-Laidlaw reported on Princeton Secondary School.

Trustee Jepsen reported on Diamond Vale Elementary and Merritt Central Elementary.

Trustee Swan reported on Merritt Bench Elementary and Merritt Secondary School.

Selection of Board Committee & Representative Members:

The Superintendent led discussion on the selection of board committee and representative members. The following changes were made:

BCPSEA Representative:	Trustee Jepsen
BCPSEA Alternate:	Trustee Rainer
BCSTA Representative:	Trustee Rainer
BCSTA Alternate:	Trustee Kent-Laidlaw
OLRC Representative:	Trustee Jepsen
OLRC Alternate:	Secretary Treasurer, Dylan Richardson

CORRESPONDENCE

None.

PUBLIC QUESTION PERIOD

None.

ADJOURNMENT

The regular meeting adjourned at 8:05 pm.

Chairperson

Secretary Treasurer



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

**RE: TRUTH AND RECONCILIATION
MINISTRY OF EDUCATION UPDATE**

DATE: November 8, 2023

Senior staff will provide an overview of the updates to the School Act announced by the Ministry of Education on October 25th. This announcement and the proposed amendments to the School Act are in response to the commitments in the Declaration Act Action Plan and the BC Tripartite Education Agreement (BCTEA). The changes are intended to support better education outcomes for First Nation and other Indigenous students attending provincial public schools, and more effective relationships between Boards of Education and First Nations. The proposed changes take a distinctions-based approach and were developed collaboratively with the First Nations Education Steering Committee and reflect consultation with First Nations and Indigenous people throughout B.C.

The changes will require all Boards to establish an Indigenous Education Council (IEC) and a new school-of-choice provision that will enable First Nations to decide which school First Nations students who live on reserve, self-governing or Treaty Lands will attend.

SMcN/sc



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

**RE: ARTICLE – ROLES OF SCHOOLS AND
EDUCATORS IN SUPPORTING RESILIENCE
IN YOUNG CHILDREN AFTER DISASTERS**

DATE: November 8, 2023

Presentation – Princeton Secondary School teacher Leanne Atkinson will provide a presentation outlining her recent article published in the Canadian Journal of Emergency Management. The overview will highlight the important role that schools and educators play in supporting students and families after disasters.

SMcN/sc

Roles of Schools and Educators in Supporting Resilience in Young Children after Disasters

L. J. Atkinson, T. A. Fowler

Abstract

The increasing frequency and severity of natural and human-induced disasters have had detrimental effects on global populations, resulting in heightened human suffering and disruptions to social structures. This paper explores the multifaceted impact of disasters, encompassing both natural hazards and unnatural disasters, on children and the role of schools and educators in mitigating these effects. While the immediate concern during crises is children's safety, there are ways to protect and support resilience in young children.

Schools hold significant importance as centres for education, socialization, and economic development, and their role in disaster response and recovery is crucial. Schools provide a sense of normalcy and continuity for communities affected by disasters. However, many schools lack the necessary preparedness, and physical structure in some cases, to effectively respond to these events, and educators often find themselves as first responders without adequate training.

The paper underscores the need for comprehensive disaster skills training for educators and school staff, ensuring they are equipped to address children's psychological, emotional, and educational needs before, during and after disasters. Additionally, schools can serve as a 'place attachment' for children which aids in disaster preparedness, processing traumatic experiences, and fostering resilience and recovery.

This *Bridging the Gap* paper highlights the urgent need for proactive measures in education including disaster-focused training, robust disaster management plans, and the

integration of resilience-building strategies. By prioritizing children's well-being and leveraging the pivotal role of schools and educators, communities can enhance their capacity to cope with, respond to, and recover from disasters, ultimately promoting greater overall resilience.

Keywords: hazard, disaster, resilience, children, schools, educators

Introduction

Natural disasters due to the changing climate have negatively affected people around the globe, increasing human suffering and disrupting social structures. Furthermore, unnatural disasters, phenomena not attached to earth's processes that may cause death and damage, pose additional threats to society (World Bank, 2010). In the moment of a crisis, the immediate concern is for children's safety, thus for this paper, we refer to disasters to encompass both the natural and unnatural, causing disruption to everyday life (Chmutina & von Meding, 2022). Disasters cause harm to schools and the school community. In Northwest Territories and Yukon, for example, schools built on melting permafrost will need to be rebuilt due to thawing and slumping, in Toronto, a lack of adequate air conditioning in buildings is causing children to miss school due to extreme heat, and schools are being used as shelters outside of the school year (Sawyer et al., 2020). Educators in the United States also believe that if climate change and its outcomes of corresponding disasters have not yet impacted their school community, they will soon (Prothero, 2022).

Communities rely on schools as children's educational, social, and economic developmental hubs, and schools can be safe and caring environments in a disaster, highlighting their importance in supporting children's resilience and rebuilding communities (Alpen Institute, 2021; Mirzaei et al., 2021). Schools and educators are often regarded as trusting spaces and individuals, thus, schools become a haven, educators' roles surpass traditional classroom teaching, and caring educators regularly monitor their students' well-being, inherently nurturing

resilience during a disaster (Brooks & Goldstein, 2008; D’Emidio-Caston, 2019; Gardner & Stephens-Pisecco, 2019). Supporting children’s social and emotional health can foster childhood and community resilience post-disaster (Edmeade & Buzinde, 2021). When an educator is first on the scene after a disaster, there are many factors for them to consider, but they can only rely on their available resources and skills.

Disasters disrupt everyday life. In this paper, some examples of disasters can be considered natural hazards attributed to the global climate crisis, such as fires and floods, or unnatural disasters, such as accidents, pandemics, political violence, and poverty (Chmutina & von Meding, 2022; Kong, 2020; Southwick et al., 2014). The primary objective of this literature review is to inform emergency managers and school policymakers of how schools and educators can support resilience in early learners before, during, and after disasters. In addition, the outcomes of this project are intended to be a source of information for elementary educators to solidify the value of developing resilience in early elementary students.

Role of Schools in Disasters

Schools exist as meaningful environments for children and their communities; therefore, ensuring that schools remain open or open as quickly as possible post-disaster as an educational environment provides a sense of normalcy for the affected community (Mirzaei et al., 2021; Pacheco et al., 2022; Seyle et al., 2013). Masten (2015) reiterates that “schools are a powerful symbol of normal life in societies,” which is why they are so significant after a disaster or tragedy (p. 218). However, if schools and their staff are not prepared for disasters and given that most educators feel they will at some point be impacted by a disaster, the role of the school and its’ staff needs to be defined and procedures developed to support coordinated responses to disasters.

After a severe tornado in Texas in 2019, the Walnut Hill Elementary School relocated and reopened two days post-event because the principal felt the best way to maintain continuity was to return students to a building and a routine (Potter et al., 2020). After experiencing a flood in 2021 in Leanne's community of Princeton, BC, two schools were closed due to continued flooding concerns, a lack of potable water, and other essential and emergency services. Students were relocated to a central school several days after the flood. However, attendance was poor, especially for older children. Understandably, those who attended were not necessarily ready for academic learning, but parents and students appreciated the sense of normalcy and connection to caring adults.

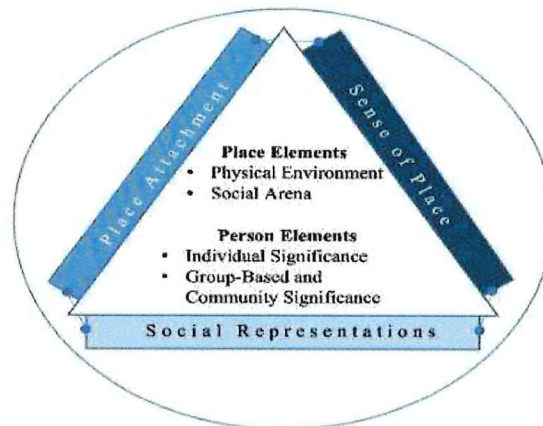
Reopening schools allows families to return to some form of routine, and working parents can feel confident that their children are in a caring environment, thus allowing them to return to work (Masten, 2020; Pacheco et al., 2022). Communities are very dependent on schools, and Masten (2020) strongly suggests that there are "profound and widespread effects" if schools shut down for prolonged periods (p. 5). The adverse effects are felt by individuals, families, communities, and even the economy (Masten, 2020). Due to the melting permafrost in the aforementioned northern communities, failed essential infrastructure can close schools, severely disrupting the continuity of daily life and eroding stability for community members (Sawyer et al., 2020). In addition, rebuilding in the remote North is very expensive, placing further financial strain on municipalities (Sawyer et al., 2020). Schools need to be prepared to respond to the "acceleration of the climate crisis globally and other emerging risks" stemming from disasters, as not only do the buildings offer a haven during a disaster, but the potential disruptions to the quality of life of children must also be addressed (GADRRRES, 2022, p.1).

Impact on Students

Elementary students may feel a sense of belonging or attachment to their school, referred to as ‘place attachment’; it is their sense of community (Pacheco et al., 2022). Place attachment allows children to process disaster experiences better, move on to recovery, and eventually develop resilience (GADRRRES, 2022; Pacheco et al., 2022). Figure 1. emphasizes how schools can have person-place bonds in disaster contexts. Place attachment incorporates the external elements of a space and the memories and experiences the individual feels – a sense of place. These contribute to a school becoming a meaningful place, and when children feel a favorable attachment to their school, positive psychological impacts can be felt by the individual and the community (Pacheco et al., 2022).

Figure 1

Person Place Bond



Note: Pacheco et al., 2022 proposed this conceptual framework model to describe the functional resilience-building elements of schools. A unified framework (lens) exists between place attachment, sense of place, and social representations theories. From: “How schools can aid children’s resilience in disaster settings: The contribution of place attachment, sense of place and social representations theories,” by Pacheco, E.-M., Parrott, E., Oktari, R. S., & Joffe, H., (2022), *Frontiers in Psychology*, 13, p. 4. Copyright 2022 by Creative Commons Attribution License.

When schools reopen post-disaster, young learners can resume attendance, possibly gaining a sense of regular life. When a disaster disrupts the academic year, students lose

instructional time and risk not being able to master fundamental academic concepts and skills, leading to future weaker academic achievement and even lowered life outcomes (Lai et al., 2016). The COVID-19 pandemic demonstrated that school closures lead to apparent academic delays and widened achievement gaps across all grades, further increasing student inequalities (University of Toronto, 2021). In addition, negative psychological impacts, such as a lack of motivation and engagement, may have been incurred, leading to increased high-school dropout rates (University of Toronto, 2021).

Impact on Communities

Schools also play an essential role in community disaster risk, response, and recovery (Masten, 2020; Mirzaei et al., 2021). Pacheco et al. (2022) suggest that schools play a significant role as “community hubs for local disaster risk management planning,” and they are environments that are locally accessible (p. 7). If a school is not structurally damaged post-disaster, it may be utilized as a community multi-purpose resource center for evacuation sheltering, managing the emergency operations center, and coordinating disaster response activities (Danese et al., 2019; Edmeade & Buzinde, 2021; GADRRRES, 2022; Seyle et al., 2013).

From a disaster risk perspective, most school buildings have greater structural integrity than the average residential structure (Pacheco et al., 2022). In the aftermath of an earthquake that struck Christchurch, New Zealand, in 2011, many buildings, including schools, were damaged, and there were 185 fatalities, but none of them occurred in schools (O’Toole & Friesen, 2016). If a school building is not urgently needed as a community resource center, it can safeguard the well-being of children and youth, providing them with a secure place to go when disasters occur; these protective spaces are essential in supporting children’s resilience (Pacheco et al., 2022).

Role of Educators in Disasters

When disasters occur during school hours, educators may need to be first responders with little to no training (Costa et al., 2015; Danese et al., 2019; GADRRRES, 2022; Masten, 2020). They might be first aid attendants, firefighters, comforters involved in triaging, a communication link between students and caregivers, and ultimately, multidisciplinary individuals called upon during a crisis (Masten, 2020). After a disaster, a school may be the only place to deal with students' emotional needs. The relationships that educators develop with their students may allow them to be the first to notice changes in student behavior (Costa & Cross, 2015). During crises, teachers may actively support their students' emotional well-being (Edmeade & Buzinde, 2021). Most educators will naturally go beyond their traditional roles to assist children in processing negative experiences such as disasters (Pacheco et al., 2022).

Disasters can disrupt regular routines, possibly resulting in missed school and delayed academic progress for young learners, hindering their development, health, and relationships (GADRRRES, 2022; Lai et al., 2016; Peek, 2008). Educators can assist students in recovering from disasters by returning to established routines. Additionally, encouraging play and positive social connections increase resilience (Lai et al., 2016; Masten, 2020; Sapienza & Masten, 2011). Some children may be able to replace their emotional crises with feelings of joy or connection at seeing and being in the presence of their classmates (Pacheco et al., 2022). Also, educators can naturally weave protective factors into their daily routines, such as the ones recorded in Table. 1.

Table 1

Building Student Resilience

Description	Examples of Techniques
Create a safe environment	Ensure the school environment is safe and inviting
Build relationships	Encourage positive peer relationships (attachments)
	Ensure that educators are approachable and show empathy
	Respect students
Affect regulation	Teach students how to describe their emotions
	Encourage students to take responsibility for their thoughts and behaviors
	Teach relaxation and mindfulness techniques
Perception of self	Help students develop a positive sense of self.
	Promote cultural education
	Help students understand their strengths and weaknesses
Personal qualities	Help students develop, understand, and exercise their values and beliefs in a respectful manner
Fortitude	Help students find a sense of purpose
Cognitive skills	Help students recognize how they learn best
Adaptive coping strategies	Teach coping strategies as a group and to individual students

Note: Educator tips. Adapted from “Fostering childhood resilience: A call to educators,” by Ronald L. Gardner & Tammy L. Stephens-Pisecco, 2019, *Preventing School Failure: Alternative Education for Children and Youth*, 63(3), p. 197. Copyright 2019 by Taylor & Francis Group LLC.

In a broader societal context, the burden placed upon community mental health resources will be immense after a disaster (Danese et al., 2019; GADRRRES, 2022). Educators can be effective resources for assessing and supporting children's mental health following collective

traumas (Seyle et al., 2013). Children may experience many symptoms, including fear, jumpiness, irritability, anxiety, depression, headaches, and stomachaches (Danese et al., 2019; Lai et al., 2016). Unfortunately, little is known about how young children cope with disasters, particularly the long-term health impacts. Still, school personnel, such as educators, counselors, and social workers, are in a unique position as they may be able to provide formal and informal psychological assistance (Danese et al., 2019; Edmeade & Buzinde, 2021). If there is a significant loss, teachers, counselors, and peers may be able to ease some pain associated with grief (Seyle et al., 2013). Furthermore, organizing response activities is critical, and educators may be able to locate assessment and counseling services for affected students (Danese et al., 2019; GADRRRES, 2022).

Other Roles for Educators and Community Planners

One additional method of promoting resilience is for educators and community planners to allow children to play an integral role in suggesting creative restoration and rebuilding ideas for their school and community after a disaster (GADRRRES, 2022; Mirzaei et al., 2021). During each disaster phase, young people are recognized as having great potential as active agents (Peek, 2008). Children are surprisingly aware of their ability to contribute to restoration initiatives, being resourceful and more mindful than we often give them credit for (GADRRRES, 2022; Peek, 2008). Children were active in the recovery after a devastating earthquake in El Salvador in 2001; examples of their initiatives were “organizing clean-up campaigns, removing loose stones and walls, and helping to clean up refuse” (Peek, 2008, p.17). These actions can give children greater well-being and a positive attachment to the school building and community (Pacheco et al., 2022; Peek, 2008). In Ottawa-Gatineau, Ontario, high school and university-aged students were involved in a program promoting engagement and youth development in disaster risk reduction (Pickering et al., 2021). The program allowed students to disseminate disaster and

climate change information to schools and their communities. One of the key goals was to demonstrate that youth can contribute to disaster risk reduction by sharing knowledge about disasters (Pickering et al., 2021).

Implications

Natural hazards or unnatural disasters can occur at any time, and understanding the crucial role that schools and educators play in supporting children during and after these adverse events is vital. One implication of this research is to inform school policymakers, administrators, and educators of the value of implementing foundational skills training about local disaster risks, response, and recovery (Mirzaei et al., 2021). Educator disaster skills training should occur before adverse events to increase confidence, perhaps in teacher training or professional development (Edmeade & Buzinde, 2021; GADRRRES, 2022; Masten, 2020; Southwick et al., 2014). Future studies could also address how to effectively inform personnel regarding the preventative measures and training already being implemented or available to educators so that they can respond to clear early warnings to increase disaster risk reduction. Educators should be aware of the available disaster prevention literature. Each province and territory should have an emergency management plan for schools, and if not, school districts can refer to organizations such as the Global Alliance for Disaster Risk Reduction & Resilience in The Education Sector (GADRRRES) for additional strategies to better prepare for disasters. The Emergency Management Planning Guide from British Columbia is also a helpful resource to assist and support stakeholders in understanding their responsibilities in responding to and recovering from disasters (Ministry of Education and Child Care, 2023).

Children informed about their community's risks are less likely to sustain injuries or experience lasting negative emotions during an adverse event (GADRRES, 2022; Peek, 2008). One suggestion is that educators could weave education about the risks in their local areas into

daily routines or their curriculum, further reducing vulnerability and increasing resilience (Mirzaei et al., 2021; Peek, 2008). Additionally, it is crucial to provide strategic resilience training to educators and educational leaders to support children after disasters, particularly as they become more commonplace (Dyregrov et al., 2018; Masten, 2020; Mirzaei et al., 2021). Resilience training that includes strengths-based learning and resilience-building programs could also be introduced during teacher training (Gardner & Stephens-Piseco, 2019).

In-depth research on the effect of disasters on communities, including rural communities and young children, specifically in Canada, needs to be prioritized. Further investigation is necessary as smaller communities require more resources, specialized disaster response systems, and personnel (Seyle et al., 2013). Therefore, educators in these geographic locations will likely play critical roles in recovery, and schools may be repurposed for disaster response activities (Seyle et al., 2013).

Conclusion

Dyregrov et al. (2018) suggest that approximately 175 million children will be negatively affected yearly due to climate change hazards, and educators believe that if their schools have not yet been impacted, they will soon. While there is much debate in the literature about child resilience, there is little question that when resilience is promoted early and holistically, children can better adapt positively to adversity, and unfortunately, disasters are becoming more commonplace (Cichetti, 2010; GADRRRES, 2022; Heubner et al., 2016; Masten, 2014). The World Meteorological Society reports that between the years 1971 and 2021, extreme weather and climate events have caused nearly 12 000 disasters globally, economic losses are close to US 4.3 trillion dollars, and the death toll during that time was approximately two million, most of which occurred in developing countries (World Meteorological Society, 2023). According to the Insurance Bureau of Canada, 2.4 billion dollars of insured damage due to climate-related events

was reached in 2020 (Insurance Bureau of Canada, 2021). That particular year is the fourth-highest insured loss in Canada since 1983 (Insurance Bureau of Canada, 2021).

Schools and educators play a fundamental role in responding to disasters and supporting resilience. The role of schools after a disaster will vary depending on many factors, such as whether the building is structurally sound, if there is enough staff to support attending students, and whether all the essential services, like electricity, potable water, and gas, are functioning correctly. Common possibilities for the role of schools are to be utilized as a community multi-purpose facility, educational environment, or a physical building to safeguard children and youth during a disaster event such as a tornado. Ultimately, communities depend on schools to support resilience in children (Mirzaei et al., 2021). Educators will act as first responders when disasters occur during the school day (Costa et al., 2015; Masten, 2020). However, due to the emergent and ongoing possibility of disasters, educator and school staff training is imperative as many still require more training to respond effectively to disasters during school hours.

The frequency and intensity of disasters are increasing worldwide, resulting in growing human suffering and damage to physical community structures. Developing and implementing community-specific educator disaster skills training and school policies to support children's resilience through an inclusive and intersectional lens is paramount to making their lives safer and communities more resilient to disasters (GADRRRES, 2022; Peek, 2008). Due to 'place attachments,' returning to regular routines at school can help normalize life for students and communities and promote resilience opportunities for play, social interactions, and traditional academics. Community mental health resources will be strained after disasters, and schools often have access to counselors or social workers needed to support young children. Schools and educators play a central role in communities after disasters; thus, they will play an equally

important role by assisting children in preparing for risks and supporting the development of resilience.

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**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161, Fax: (250) 378-6263

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

RE: INCLUSIVE EDUCATION REPORT

DATE: November 8, 2023

Misty Sheldon, Director of Instruction – Inclusive Education, will provide a report on Inclusive Education. Topics will include:

- Education Assistant recruitment
- Competency Based Individual Education Plans
- File Reviews
- Mental Health Grant
- Accessibility Committee

SMcN/sc



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Jane Kempston
Assistant Superintendent**

**RE: FRENCH IMMERSION FIELD
TRIP PROPOSAL**

DATE: November 3, 2023

Collettville Elementary has put forward a proposal for a French Immersion Trip to Quebec City for Carnaval from February 8 to 12, 2024. A total of 14 Collettville and Merritt Secondary students from grade 7 and grade 10 will have the opportunity to travel to Quebec and enjoy the cultural experiences and adventures offered by this trip. The trip is enthusiastically supported by the administration, staff, parents, and students, and we believe that this will be a successful experience for all involved.

Merci!

JK/sc



École Élémentaire Collettville • Collettville Elementary School

615 Lindley Creek Road, Merritt, B.C. V1K 1L4

Ph: (250) 378-2230 • Fax: (250) 378-4498

October 19, 2023

Jane Kempston, Assistant Superintendent of Schools

In accordance with Policy 603.2, École Élémentaire Collettville School is requesting approval from the Board of Education for an out-of-province field trip. The trip involves 13 students, 9, Grade 7, (Collettville) and 4, Grade 10 students (MSS), February 8-12, 2024. Janis Tancowny, the Grade 7 teacher, and Mme. Parker, Principal of Collettville, will be travelling with the children from Kamloops to Quebec City, via Air Canada. We will advise who the male district 58 staff/teacher will be as we do not have the current information.

This trip to Quebec City is to experience the French culture, authentically, during the Winter Carnaval, February 8-12, 2024. The parents will be consulted after this proposal has been approved. There has been a lot of support to offer this field trip from the PAC as discussed during the September 26, 2023 PAC meeting.

Although the plans are in the preliminary stages, I do have a tentative booking with Bon Vivant in Quebec to secure a guided tour, including some meals and hotel, without a deposit. The interest in travelling to Carnaval in February is indicating that these tour companies are beginning to sell out, and hotels are becoming completely booked. I will continue to work with Janis Tancowny as together we have both begun fundraising initiatives that could support this field trip, but if this proposal is denied, any fundraising would go to the entire school. I have reached out to Neufeld Farms to begin fundraising with them, and Janis Tancowny is going to work with Purdy's Chocolates. I will continue to provide all updates with the school board before and after this field trip proposal is approved.

The screen shot of the flights is to illustrate the variation of price points depending on what flight we can secure for all passengers to travel together. I will work with a travel agent to complete that booking as we have to align our arrival with the pick up of the tour company in Quebec City.

Thank you for your consideration for this cultural field trip to Quebec City for Carnaval February 8-12, 2024.

Sincerely,
Kim Parker-Principal



Quebec City Winter Carnival Tour Proposal

Thursday, February 8th – Monday, February 12th, 2023

Thursday February 8th

- 6:10 Flight departure from Calgary International Airport.
- 15:30 Arrive in Quebec City.
- 16:15 Hop on the coach that will take you to your hotel (**Palace Royal**).
- 16:45 Check into your hotel and unwind.
- 17:45 Walk to the restaurant for a nice welcome meal in Old Quebec. (**Livernois**) 18:00
- 19:00 What a nice supper. Let's walk together in Lower town and learn about Place Royale, where Champlain first established a fort and trading post in 1608. Walk down le Petit Champlain, one of North America's oldest streets then head to Upper Town (**with funiculaire?**).
- 20:00 That was a great first night! Head to the hotel for a great night's sleep
- 21:00 Check into your hotel and unwind after a long day.
- 22:00 Lights out – big day ahead.

Friday, February 9th

- 7:00-8:00 Breakfast in residence and orientation with guide.
- 8:00 Dress warmly for today and walk to breakfast in Old Quebec.
- 8:30 Have a delicious breakfast at **Casse Crêpe Breton**.
- 9:30 Walk to your first activities.
- 10:30 Enjoy the **Carnaval activities** at the Parc de la Francophonie across the street. 10:30
- 11:30 Walk to the Quebec legislature building.
- Noon Cross the street to visit the **Bonhomme's Ice Castle!**
- 13:00 Walk to **rue Saint Jean** where you will find nice shops and restaurants. Have lunch with your friends (**own expense**)
- 14:45 Walk to your next activity.
- 15:30 Learn about the battle of the Plains of Abraham that changed the course of North American history forever, during this fun, interactive activity called **Le Militaire**.
- 16:00 Head back to the residence and prepare for the evening activity.
- 16:45 Walk to supper.
- 17:15 Enjoy a meal at **St Hubert on Grande Allée**.
- 18:15 walk back to your hotel to unwind and get ready for the evening.
- 19:30 Enjoy some **skating time at the Place D'Youville** outdoor skating rink (skate rentals included).

Saturday, February 10th

- 7:30-8:30 This morning, we'll have breakfast **chez Pallard**.
- 9:15 Dressed warmly for a full day outside? Let's go! (**Autobus Auger charter**)
- 10:00 Visit the **Incredible Ice Hotel**, a functioning seasonal hotel built entirely of ice. Stroll and explore on your own the rooms with the ice beds. There is even an ice chapel where people get married! Pretty cool, er, chilly. It's a one-of-a-kind experience!



- 11:00 Have a blast tubing and rafting at the largest snowpark in North America at **Village Vacances Valcartier!** Crazy Fun!! Make sure to hold on tight!! Have lunch at the park (own expense)
At Valcartier, this is a very large main building where students can go inside whenever they want to warm up.
- 15:30 Jump on the coach and head back to your room to relax and unwind.
- 17:30 Ready? Big final night of your trip. Jump on the charter bus and head out.
- 18:15 Enjoy a fun-filled **sugar shack experience** at **Érablière du Lac Beauport**. Learn about how maple syrup is made, and chow down on amazing food. Then hit the dance floor as you spin to traditional music.
- 20:30 That was great! Back to the hotel for a well-deserved night's rest.

Sunday, February 11th

- 8:00-9:00 Breakfast at the hotel this morning and orientation with your guides.
- 8:45 Jump on the **charter bus** and head to your first activity.
- 10:00 Have a great time **Dog sledding**.
- 11:30 Go to **Le Pyramide** for lunch in the food court (own expense)
- 13:00 Jump on the bus and head to **the Beaupré Coast** – visit the beautiful **Saint Anne's Basilica** and also make a stop at **Albert Gilles Copper museum** and make your own souvenir of embossed copper art. Also make a stop at **Chez Marie's Bakery** for a maple treat.
- 16:00 Great visits! Let's head back to the hotel to change and get ready for the evening activity.
- 17:00 Have **pizza at the hotel**
- 18:30 Get settled in on **Grande Allée** for the parade.
- 19:00 Enjoy the **Carnaval parade**.
- 20:30 Walk back to your hotel.

Monday, February 12th

- 7:30-8:30 Breakfast and check-out.
- 8:30 Keep your luggage stored at the hotel and head out.
- 8:45 Have a great breakfast at **Cochon Dingue** on rue Saint Jean.
- 10:00 Take time to find some last-minute souvenirs in Old Quebec and to take in the beauty of this amazing place.
- 11:30 Take a charter bus to the airport to catch your plane. (time TBD) Lunch at the airport (own expense)

See you next year!

Proposed tour dates:

Tuesday, February 8th – Monday, February 12th, 2024

Tour Destination:
Quebec City

This quote includes:

1. 4 breakfasts & 4 other meals
2. A high quality 3* hotel with evening security from 10:00 pm – 4:00 am.



3. 1 tour local director- he/she will join the group at the destination city and participate in all activities, including overnight stays at the hotel. The tour director(s) will be available for emergencies only from 10:30 pm – 8:00 am.
4. All activities on the tour itinerary excluding those mentioned "own expense".
5. 4 students/hotel room & 2 chaperones/hotel room

Not Included:

- a. Return flight from British Columbia – Quebec City
- b. Medical emergency & Cancellation/Interruption insurance

Cost range for proposed itinerary*

# Students	Complimentary Chaperones	Cost/student
7-9	2	\$2650.00
10-12	3	\$2075.00
13-15	3	\$1775.00

**It is up to the school to determine the student-chaperone ratio, but Bon Vivant Educational Tours suggests 10:1 and will offer one free adult chaperone spot per 10 paying students.

The final cost **does not include gratuities** for tour directors and drivers. About \$300 for the guide is a good base. An invoice will be sent to the school once final numbers and final cost is confirmed.

Representative for Collettsville Elementary

Representative for Bon Vivant Educational Tours

Ms. Kim Parker, Principal

Mr. Patrick Hurley, Director



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Jane Kempston
Assistant Superintendent**

RE: FRENCH IMMERSION PROGRAM UPDATE

DATE: November 3, 2023

We are pleased to bring forward developments in the French Growth Grant Initiative in the areas of:

1. Promotional Video Development
2. French speaking Assistant hiring
3. French Advisory Committee
4. Implementation of a FIM Program review
5. Fieldtrip Support
6. Resource purchasing
7. "French for a Day" pre-k events
8. French Immersion teacher support

JK/sc



THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

RE: ENROLMENT UPDATE

DATE: November 4, 2023

Senior Staff will provide Trustees with an update on final enrolment and an overview of class size averages across the district.

School Enrolment

Panel	School	All Grades	EL	KF	01	02	03	04	05	06	07	08	09	10	11	12	EU	SU	HS	GR	GA	AD	AN
All Students		2849		129	135	125	124	136	146	159	170	165	187	264	297	499		36	3	2	143	30	99
Elementary		1089		128	130	125	123	133	142	147	161												
	Collettsville Elementary	126		14	14	20	12	15	24	18	9												
	Diamond Vale Elementary	157		25	20	17	15	22	13	17	28												
	John Allison Elementary	138		33	42	26	37																
	Merritt Bench Elementary	154		19	19	20	18	18	17	19	24												
	Merritt Central Elementary	219		25	17	21	22	26	32	37	39												
	Nicola-Canford Elementary	153		12	18	21	19	18	26	18	21												
	Vermillion Forks Elementary	142						34	30	38	40												
Secondary		1760		1	5		1	3	4	12	9	165	187	264	297	499		36	3	2	143	30	99
	Kengard Alternate	40												7	15	11					7		
	Merritt Secondary	588										109	119	129	105	124			1				1
	Princeton Alternate	19											1	1	4	10					3		
	Princeton Secondary	171										44	30	36	38	23							
	South Central Interior DE	988		1	5		1	3	4	12	9	12	38	96	151	355		36	2	2	143	20	98

SMcN/sc



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Dylan Richardson
Secretary Treasurer/CFO**

RE: NICOLA-CANFORD PERIMETER ACCESS

DATE: November 3, 2023

Since our last update provided to Trustees on October 11th, the school district has continued to work with various stakeholder groups within the community of Lower Nicola on short and long-term solutions for pedestrians walking to and from Nicola-Canford Elementary School.

We are pleased to announce that access to Nicola-Canford Elementary School via the pathway on private property has been reopened for students and citizens of Lower Nicola—effective Thursday November 2, 2023.

The school district passes along its thanks and gratitude to all stakeholders involved to make this possible. With access being reopened, work continues to develop a long-term solutions.

Dylan Richardson
Secretary Treasurer/CFO

DR/jmg



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

**RE: MERRITT SECONDARY SCHOOL CAMERA
UPDATE**

DATE: November 8, 2023

Principal Adriane Mouland will provide an update on the installation of Cameras at Merritt Secondary School. The update will include the following:

- Communication
- Stakeholder Feedback
- Process for Accessing Video Information
- Impact of Cameras on Administrative Processes
- Impact of Cameras on the School

A handwritten signature in black ink, appearing to read 'SMcN', followed by a horizontal line.

SMcN/sc



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161

MEMORANDUM

TO: All Trustees

**FROM: Dylan Richardson
Secretary Treasurer/CFO**

RE: QUARTERLY UPDATE

DATE: November 3, 2023

Trustees will be provided with a quarterly update using the enclosed report, on the school district's spending to budget for the first quarter of the school year, July 1 – September 30, 2023.

Dylan Richardson
Secretary Treasurer/CFO

Quarterly Budget Report - Operating Fund
For the Period Ended September 30, 2023

	Annual Budget	July - Sept Expenses	Remaining	%	Outstanding Purch Orders
<u>Salaries & Benefits</u>					
Salaries - Teachers	\$ 9,510,322	\$ 994,023	\$ 8,516,299	10%	
Salaries - Principals and VP	2,363,937	603,602	1,760,335	26%	*
Salaries - Support Staff	3,265,963	633,993	2,631,970	19%	
Salaries - Educational Assts	3,084,368	291,323	2,793,045	9%	
Salaries - Other Professionals	1,280,395	305,695	974,700	24%	*
Salaries - Repl TTOC	250,429	22,302	228,127	9%	
Salaries - Repl CUPE	524,510	50,363	474,147	10%	
Total Salaries:	\$ 20,279,924	\$ 2,901,302	\$ 17,378,622	14%	
200 Benefits	4,334,185	528,277	3,805,908	12%	
Total Salaries & Benefits:	\$ 24,614,109	\$ 3,429,579	\$ 21,184,530	14%	
	21.37%	18.21%			
<u>Services & Supplies</u>					
Professional Services	\$ 1,010,479	\$ 550,548	\$ 459,931	54%	** \$ 133,972
Student Transportation	160,000	11,660	148,340	7%	
Professional Dev & Travel	290,000	54,848	235,152	19%	
Rentals and Leases	45,390	11,683	33,707	26%	*
Dues and Fees	99,488	59,878	39,610	60%	**
Insurance	72,225	50,416	21,809	70%	**
Supplies	1,365,311	454,186	911,125	33%	\$ 62,862
Utilities	696,000	106,683	589,317	15%	
Total Services & Supplies:	\$ 3,738,893	\$ 1,299,902	\$ 2,438,991	35%	
Grand Total	\$ 28,353,002	\$ 4,729,480	\$ 23,623,522	17%	

The majority of school district expenses are incurred during the School Year, September - June.

* *Expenses Are Represented By Three Months of Costs.*

** *Expenses Are Represented By Front-End Loaded Expenses For The School Year.*



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161, Fax: (250) 378-6263

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

**RE: PROCEDURAL BYLAW
REVISION AND THIRD READING**

DATE: November 3, 2023

Enclosed, please find an updated copy of Bylaw No. 2-23 Procedural Bylaw. The bylaw has been updated based on the feedback provided by the Nicola Valley Princeton District Teacher Union. The updates are highlighted in the draft document included in the package and include the following:

- 5.10.1 Minutes will ~~not~~ record the names of movers and seconders.
- 5.10.2 Minutes will ~~not~~ record who voted for or against motions. ~~Trustees may ask to have their vote recorded.~~
- 7.7 A motion to reconsider a decision can be made the day on which the original motion was voted upon, ~~by a member who voted on the prevailing side~~. It may be seconded by any member. It is debatable if the motion proposed to be reconsidered is debatable, and the debate can be on the merits of the original question. No question can be reconsidered twice.

Trustees will be asked to complete the third reading of the Procedural Bylaw.

A handwritten signature in black ink, appearing to read 'SMcN', followed by a horizontal line.

SMcN/sc

**BOARD OF EDUCATION OF SCHOOL DISTRICT NO.58
(NICOLA-SIMILKAMEEN)**

**BYLAW NO. 2-23
PROCEDURAL BYLAW**

A Bylaw of the Board of Education of School District No. 58 (Nicola-Similkameen), hereinafter called "the Board", to establish procedures governing the conduct of meetings of the Board

WHEREAS the *School Act* requires the Board to establish procedures to govern meetings of the Board.

AND WHEREAS the Board wishes to enact meeting procedures to support meetings being conducted in a democratic, transparent and efficient manner.

NOW THEREFORE the Board of Education of School District No.58 (Nicola-Similkameen) in an open meeting, hereby **ENACTS AS FOLLOWS**:

1. CITATION

- 1.1 This Bylaw may be cited as School District No. 58 (Nicola-Similkameen) Procedural Bylaw xx.
- 1.2 The rules contained in this Bylaw may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting and in the notice of the meeting.
- 1.3 A copy of the Board's procedural Bylaw shall be available for inspection at all reasonable times by any person.

2. DEFINITIONS

- 2.1 The terms used in this Bylaw have the meanings assigned by *the School Act* except as when the context indicates otherwise.

3. OATH OF OFFICE, INAUGURAL MEETING AND ELECTION OF BOARD OFFICERS

- 3.1 A person elected or appointed as a Trustee must take a prescribed oath of office, by oath or solemn affirmation, within the timelines outlined in the *School Act*, before assuming their role as a Trustee on the Board.
- 3.2 After the general local election of Trustees, the Secretary Treasurer shall convene a first meeting of the Board as soon as possible and, in any event, within 30 days from the date that the new Board begins its term of office.
- 3.3 The Secretary Treasurer will call the meeting to order and will preside until a Chair has been elected.

- 3.4 The Secretary Treasurer shall announce the results of Trustee elections and confirm that all Trustees have taken the oath of office, or shall administer, or cause to be administered, the oath of office to Trustees who have not taken it.
- 3.5 The Secretary Treasurer shall call for nominations three times for the position of Board Chair.
- 3.5.1 Trustees may not nominate themselves.
 - 3.5.2 Nominations do not require a seconder.
 - 3.5.3 After each nomination, the Secretary Treasurer will request that each candidate accept or decline their nomination.
 - 3.5.4 Once nominations are closed, Trustees, who have accepted a nomination, may address their colleagues for two minutes.
 - 3.5.5 Trustees who are not elected for one office may accept a nomination for another office.
- 3.6 The Secretary Treasurer will then conduct a vote, if necessary, by secret ballot. The Secretary Treasurer may designate one or more staff members as scrutineers to count the ballots. A person receiving a majority of the total votes cast will be elected Chair of the Board.
- 3.6.1 If no person receives a clear majority, further ballots will be taken.
 - 3.6.2 If more than two candidates are on a ballot and no majority is reached, the person with the least number of votes will be dropped from the nominees and a further ballot conducted.
 - 3.6.3 If any vote involving only two Trustees ends in a tie vote, the election shall be decided by drawing of lots.
 - 3.6.4 All ballots will be destroyed.
 - 3.6.5 The Secretary Treasurer will declare the duly elected Chair of the Board and will vacate the Chair.
- 3.7 The Chair so elected shall assume the Chair for the remainder of the meeting.
- 3.8 Upon assuming the Chair, the Chair will call for nominations for Vice Chair of the Board, and then for the BCSTA Provincial Council and BCPSEA Representatives (and their alternates) for the ensuing year and will conduct each election in the same manner as described in 3.5 and 3.6 above.
- 3.8.1 If possible, the Chair shall be from one electoral area and the Vice-Chair shall be from another electoral area.
- 3.9 The Chair and Vice Chair serve in their roles at the pleasure of the Board or until the annual Special Meeting in the following November.
- 3.9.1 A majority of the Board may elect a new Chair or Vice-Chair at any time.
- 3.10 Following the elections, the order of business shall include:
- 3.10.1 passage of banking resolutions and appointment of signing officers; and,
 - 3.10.2 appointment of time and place for meetings.

4. ANNUAL SPECIAL MEETING OF THE BOARD AND ELECTION OF BOARD OFFICERS

- 4.1 In the years when no inaugural meeting is required, an annual Special Meeting of the Board will be held, in public, no later than the third Wednesday in November to appoint representatives to the BCSTA Provincial Council and BCPSEA Representatives (and their alternates) for the ensuing year in accordance with 3.8 above.

5. MEETINGS OF THE BOARD – AGENDAS, QUORUM AND MINUTES

- 5.1 Prior to each meeting, the Secretary Treasurer is responsible to prepare an agenda in consultation with the Chair and Superintendent outlining all business to be brought before the Board.
- 5.2 Proposed agenda items may be requested to be on the agenda in one of the following ways:
 - 5.2.1 Individual Trustees wishing to have business brought before the Board will forward the business item to the Chair and Secretary Treasurer to facilitate appropriate action.
 - 5.2.2 As a request from a Committee of the Board.
 - 5.2.3 At the commencement of a meeting, in the event a Trustee believes that an item requires immediate attention, the Chair will allow the item to be added to the agenda provided that no objection is raised by any Trustee in attendance. If an objection is raised, the item will be added to a subsequent Board meeting.
- 5.3 The Board agenda and supporting documentation will be provided to each Trustee in an electronic format, at least 48 hours prior to the meeting.
 - 5.3.1 Every effort will be made to deliver the agenda and all supporting material to Trustees at least three working days prior to the time of Regular and Closed Meetings.
 - 5.3.2 Non receipt by a Trustee shall not void the proceedings.
 - 5.3.3 Written notice of any meeting will be waived provided that reasonable steps have been taken to notify all Trustees of the meeting and that the majority of the sitting Trustees agree to the waiving of the written notice.
 - 5.3.4 The agenda and supporting material for each Regular Meeting will be emailed to Rights-Holders and stakeholders 48 hours in advance of the meeting.
 - 5.3.5 The agenda and supporting material for each Regular Meeting will be available for the public and interested media through the District website subsequent to delivery of the agenda to Trustees.
 - 5.3.6 Additional supporting information or related correspondence may be provided to the Board up to the start of the meeting if the information and correspondence is related to items on the published agenda.
- 5.4 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting.
 - 5.4.1 If, prior to any meeting, the Chair and/or the Secretary Treasurer have received information suggesting there will not be a quorum, the meeting may be rescheduled, and attempts will be made to contact all Trustees.
 - 5.4.2 At the appointed time for commencement of a meeting, the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, then the meeting will stand adjourned until the next meeting date or until another meeting has been called in accordance with this Bylaw.
 - 5.4.3 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if so found, adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this Bylaw.
- 5.5 In the event both the Chair and Vice Chair are absent, and a quorum is present, the Secretary Treasurer will call the Trustees to order and the Trustees will choose a Trustee to chair the meeting until the arrival of the Chair or Vice Chair.

- 5.6 All meetings will begin with meaningful recognition of the ancestral, traditional and unceded territories of the Nl̓eʔkepmx and Syilx people and acknowledgement of the Metis communities.
- 5.7 At all meetings, the Secretary Treasurer must be present at the time that a decision of the Board is rendered and must record any decision. If the Secretary Treasurer is unable to attend the meeting, or if the meeting concerns the work performance or employment of the Secretary Treasurer the Board may designate another employee of the Board to attend the meeting in place of the Secretary Treasurer to perform the duties of the Secretary Treasurer at the meeting.
- 5.8 Any Trustee with a conflict of interest in a Meeting will:
- 5.8.1 state that they have a conflict of interest in the matter;
 - 5.8.2 state the general nature of the conflict of interest;
 - 5.8.3 not take part in any discussion of the matter, if the meeting is not closed to the public, or leave any meeting closed to the public;
 - 5.8.4 not attempt in any way to influence the voting on any question in respect of the matter, before, during or after the meeting; and
 - 5.8.5 abstain from voting on any question in respect of the matter or the part of the meeting during which the matter is under consideration.
- 5.9 The Chair or other Trustee presiding at a meeting may expel from the meeting a person, other than a Trustee, that the Chair or other Trustee presiding at the meeting considers guilty of improper conduct. A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct.
- 5.10 Minutes of the proceedings of all meetings shall be legibly recorded in a minute book, ratified at the next meeting of the Board, certified as correct by the Secretary Treasurer or other employee designated and the Chair or other Trustee presiding at the meeting.
- 5.10.1 Minutes will ~~not~~ record the names of movers and seconders.
 - 5.10.2 Minutes will ~~not~~ record who voted for or against motions. ~~Trustees may ask to have their vote recorded.~~
 - 5.10.3 If a Trustee declares a conflict of interest, such conflict will be recorded in the minutes.
 - 5.10.4 Except for minutes of a meeting or portion of a meeting from which persons other than Trustees or Board officers, or both, were excluded, the minutes will be published on the District website once adopted.

6. MEETING RULES OF ORDER

- 6.1 Meetings of the Board will be conducted in accordance with this Bylaw and, where the Bylaw is silent, using *Robert's Rules of Order, Newly Revised*, except where provisions of the *School Act* may conflict, in which case the latter will prevail.

- 6.2 The Board may adopt a procedural rule for one or more meetings by resolution approved by two-thirds of the Trustees present at the meeting. A rule, other than the requirement for notice of meetings, may be suspended by unanimous consent of the Trustees present.
- 6.3 The presiding officer's ruling on a point of order shall be based on rules of order as stated in paragraph 6.1. The ruling shall be subject to an appeal to the Board if requested by a Trustee immediately after the ruling and before resumption of business.
- 6.4 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of the Trustees present. A successful appeal does not necessarily set a precedent.

7. MOTIONS

- 7.1 A motion, when introduced, brings business before the meeting for possible action. A motion should be worded in a concise, unambiguous and complete form and, if lengthy or complex, should be submitted in writing.
- 7.2 Subject to the concurrence of the seconder, the mover of a motion may withdraw the motion at any time prior to the vote being taken. A motion which has been withdrawn may be re-introduced at the same meeting only by a different Trustee.
- 7.3 The presiding officer may divide a motion containing more than one subject and it shall be voted on in the form in which it is divided.
- 7.4 All motions shall be seconded.
- 7.5 The Chair must vote as any other member.
- 7.6 An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, i.e., closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once, however, there can be only one amendment on the floor at a time and it shall be dealt with before another amendment is presented or the motion is decided. An amendment to an amendment must be germane to the first amendment and cannot be amended.
- 7.7 A motion to reconsider a decision can be made the day on which the original motion was voted upon, **by a member who voted on the prevailing side**. It may be seconded by any member. It is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.
- 7.8 Motions to rescind or to amend something previously adopted will be considered only if notice has been given at the previous meeting or in the call for the present meeting and if no action has been taken which it is too late to undo. Such motions are debatable and debate can go into the merits of the original question. There is no time limit for these motions and they can be moved by any member.
- 7.9 Motions to rescind or to amend something previously adopted for which notice has been given require a majority vote to pass. However, if the original motion required a two-thirds vote or a vote of the majority of the Board, the same vote is required on a motion to amend or rescind.
- 7.10 A motion that has been defeated at a previous meeting can be moved again at a subsequent meeting only if notice is given in the call of the meeting.

8. DEBATE

- 8.1 Debate shall be strictly relevant to the question before the meeting. The presiding officer shall warn speakers who violate this rule or who persist in tedious or repetitious debate.
- 8.2 Speakers shall be recognized by the chair and shall address all remarks to the chair.
- 8.3 The Chair may vacate the chair to enter debate or propose or second a motion in which case the Vice-Chair, if present, or another member appointed by the Chair shall preside.
- 8.4 Each Trustee has the right to speak twice on the same question on the same day but cannot make a second speech so long as any Trustee who has not spoken on the question desires to speak. No Trustee shall speak for more than five minutes at one time.
- 8.5 A matter of privilege (dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 8.6 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

9. VOTING

- 9.1 It is expected that all Trustees present at a meeting will vote on each motion, unless a Trustee has a declared conflict of interest, in which case the Trustee must not vote and such an abstention shall be recorded.
 - 9.1.1 If a Trustee wishes to abstain for any other reason or to have a negative vote recorded he or she must so request before or immediately after the vote is taken.
 - 9.1.2 The Chair will vote at the same time as other Trustees.
- 9.2 Voting shall be by show of hands and only the results recorded unless a member requests recording of names before the vote is taken. Where names are recorded both positive and negative votes shall be recorded.
- 9.3 All questions shall be decided by a majority of the votes of the Trustees present and voting unless otherwise provided by the *School Act*.
 - 9.3.1 In the case of a tie vote, the motion is defeated.

10. REGULAR MEETINGS OF THE BOARD

- 10.1 Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than Trustees be excluded.
- 10.2 A Regular Meeting will normally be held monthly during the school year.
- 10.3 Annually, the Board will determine the schedule of meetings for the following school year and will publish the schedule at the beginning of each school year in non-general election years, and within sixty (60) days following the election date in general election years.
 - 10.3.1 The meetings will alternate between Merritt and Princeton.

- 10.4 Significant consideration will be given will be given to one of Regular Meeting per year taking place, on a rotating schedule, at a "Rights-Holder" location.
- 10.5 A Regular Meeting shall stand adjourned at three hours after its commencement unless a consensus has been reached to extend the hour of adjournment.
- 10.6 The order of business at Regular Meetings will be:
- 10.6.1 Call to Order and meaningful acknowledgement of the ancestral, traditional and unceded territories of the Nle?kepmx and Syilx people and acknowledgement of the Metis communities.
 - 10.6.2 Approval of Agenda
 - 10.6.3 Adoption of Minutes of Prior Meetings
 - 10.6.4 Report from Closed Meeting
 - 10.6.5 Recognition, Presentations, and Delegations
 - 10.6.6 New Business
 - 10.6.7 Indigenous Education Report
 - 10.6.8 Superintendent Report
 - 10.6.9 Committee Reports
 - 10.6.10 Trustee Reports
 - 10.6.11 Public Question Period
 - 10.6.12 Adjournment
- 10.7 A change to the order of business may be proposed by any Trustee and shall require unanimous consent.

11. RECOGNITION, PRESENTATIONS AND DELEGATIONS AT REGULAR MEETINGS

- 11.1 The Board welcomes and encourages presentations and delegations from students, parents, Rights-holders, staff, partners, and others at meetings.
- 11.1.1 The Superintendent, or designate, will be responsible to schedule in-district presentations and recognition activities.
 - 11.1.2 Attempts should be made to keep such presentations to approximately 10 minutes.
- 11.2 A person or group wishing to address the Board as a delegation on an item not otherwise on the agenda will provide a written request outlining the item(s) they wish to present and naming a spokesperson.
- 11.2.1 Consideration of the request is subject to article 5 of this Bylaw for placement on the agenda of a Regular or Closed Meeting.
 - 11.2.2 A request to present at a Regular Meeting will require a brief written submission, including the purpose (information, request for action, etc.) of the presentation seven days in advance of the scheduled Regular Meeting for distribution to Trustees as part of their agenda package.
- 11.3 The Board will hear the delegation's presentation and the Trustees may ask questions for clarification. The Board will ordinarily take the presentation under advisement and will take action after due deliberation, usually at a subsequent meeting.

- 11.3.1 The Chair will rule on the propriety of all presentations and comments and may terminate any presentation or comment or refer it to a Closed Meeting of the Board if that is deemed to be appropriate by the Chair.
 - 11.3.2 A maximum of ten minutes will be allowed for each Delegation to make a presentation.
- 11.4 If circumstances warrant, the Board may receive such individuals or Delegations in a Closed Meeting.

12. PUBLIC QUESTION PERIOD

- 12.1 The Regular Meeting is the formally designated means of transacting Board business. Communication with the public is extremely important and therefore, a public question period of fifteen minutes will be set aside at each Regular Meeting solely as a means for ensuring that public who are present in the audience have an opportunity to ask questions about business or issues pertaining to the Board agenda.
- 12.1.1 Questions regarding personnel or specific students must be raised with the Superintendent privately.
 - 12.1.2 Matters currently under negotiation or litigation, or related to personnel or student circumstances, are not permitted and will not be addressed in the public question period.
- 12.2 One question will be taken from each person, after which, time permitting, each person may present a second question.
- 12.2.1 Speakers must identify themselves and their connection to the District before speaking.
 - 12.2.2 All questions will be limited to five minutes and directed to the Chair, who may refer the question to the Superintendent or Secretary Treasurer.
 - 12.2.3 The Chair may restrict the length of time any one individual may speak.
 - 12.2.4 The response to a question will be made during the meeting, when possible, or deferred until a later date when information becomes available.
 - 12.2.5 Individuals addressing the Board assume personal responsibility for all statements made to the Board.
 - 12.2.6 The Chair will use judgment to stop any inappropriate questions that would be better discussed in a different forum.
 - 12.2.7 The Chair may use discretion to terminate any speaker's privilege or exclude a speaker from the meeting if, after due warning, the speaker persists with conduct or remarks which the Chair considers inappropriate.

13. SPECIAL MEETINGS

- 13.1 Special Meetings are any meetings held between the regularly scheduled meetings.
- 13.2 A special meeting open to the public, or a Special Closed Meeting may be called by the s or, upon written request by a majority of the Trustees, shall be called by the Secretary Treasurer.
- 13.3 No business other than that for which the meeting was called shall be conducted at the meeting.

14. CLOSED MEETINGS

- 14.1 All matters coming before the Board shall be considered in public unless the public interest requires otherwise. In these circumstances, persons other than Trustees may be excluded from a meeting or from part of a meeting. Accordingly, the following matters shall be considered in closed session unless the Board determines otherwise:
- 14.1.1 Personnel matters including contract and collective agreement negotiations; matters pertaining to individual employees including medical matters, appointment, promotion, demotion, transfer, conduct, competence, discipline, suspension, termination or retirement; grievances and requests of employees, Board officers or their bargaining agents or representatives; plans that relate to the management of personnel of or the administration of the Board and that have not yet been implemented or made public.
 - 14.1.2 Legal matters: accident claims and other matters where Board liabilities may arise; legal opinions and advice respecting the liability or interest of the Board or respecting any matter to be considered in closed session; information or action regarding legal actions brought by or against the Board.
 - 14.1.3 Matters pertaining to individual students including medical matters and the conduct, discipline, suspension or expulsion of students.
 - 14.1.4 Acquisition and disposition of real property prior to finalization including: future site planning and designation; negotiations regarding purchase, lease sale or exchange of real property; purchase of real property; consideration of appraisal reports and claims by owners; determination of Board offers; expropriation procedures.
 - 14.1.5 Matters pertaining to the safety, security or protection of Board property.
 - 14.1.6 Other matters where the Board decides that the public interest so requires.
- 14.2 The Secretary Treasurer, or other employee designated in accordance with the *School Act*, must be present at the time that a decision of the Board is rendered and must record any decision.
- 14.3 No Trustee shall disclose to the public the proceedings of a closed meeting unless a resolution has been passed at the closed meeting to allow such disclosure, except such as might be necessary to enforce the conflict of interest provisions of the School Act.
- 14.4 The Secretary Treasurer shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than Trustees or officers of the Board or both were excluded, and the record shall be provided in the subsequent Regular Meeting of the Board.

15. BYLAWS

- 15.1 The following matters shall be dealt with only by bylaw:
- 15.1.1 adoption of the budget;
 - 15.1.2 a capital bylaw;
 - 15.1.3 the acquisition or disposal of property;
 - 15.1.4 rules and procedures relative to the organization of meetings of the Board;
 - 15.1.5 amendments to bylaws; and,
 - 15.1.6 where specifically required by the School Act.

- 15.2 Every bylaw shall be dealt with in the following stages:
- 15.2.1 First reading: no debate or amendment;
 - 15.2.2 Second reading: discussion of the principle of the bylaw;
 - 15.2.3 Third reading: consideration of amendments made and final decision.
- 15.3 When a bylaw has been amended it shall be reprinted as amended and shall not proceed until the amended version has been distributed.
- 15.4 Subject to 14.3, at each of the three readings of a bylaw, the bylaw must be read in full, however, a reading of the bylaw may, if a written or printed copy of a bylaw is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, consist of a description of the bylaw by its title and a summary of its contents.
- 15.5 The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at the meeting.
- 15.6 The Secretary Treasurer shall certify on a copy of each bylaw, the readings and the times thereof and the text of any amendment passed in committee.
- 15.7 A bylaw may be withdrawn at any stage with consent of the Board.

16. ELECTRONIC PARTICIPATION BY TRUSTEES

- 16.1 In accordance with the *School Act*, Trustees may participate in or attend any meeting of the Board by telephone or other means of communication, provided that all Trustees and other persons participating in or attending the meeting are able to communicate with each other.
- 16.2 If a Trustee participates in or attends a meeting of the Board by telephone or other means.

17. MISCELLANEOUS PROVISIONS

- 17.1 All points of procedure not provided for in this Bylaw shall be decided in accordance with *Robert's Rules of Order, Newly Revised*.
- 17.2 If any part of this Bylaw is held to be invalid by the decision of a court of competent jurisdiction, such decision shall not affect the validity of the remaining portions of this Bylaw.

18. REPEAL

- 18.1 School District No. 58 (Nicola-Similkameen) xxx Bylaw xxx dated December 2, 1996 and any previous xx Bylaws, including and amendments thereto, are hereby repealed.

Read a First Time	this	xx th	day of	xxx 2023
Read a Second Time	this	xx th	day of	xxx 2023
Read a Third Time	this		day of	2023
ADOPTED	this		day of	2023

Chair

Secretary Treasurer

DRAFT



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161, Fax: (250) 378-6263

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

RE: BYAW 6-23 USE OF SCHOOL DISTRICT PROPERTY SECOND READING DATE: November 8, 2023

Enclosed please find an updated copy of draft Bylaw No. 6-23 Use of School District Property. The bylaw has received first reading and no feedback was received so it is being brought forward for second reading. Areas of focus include:

- Definitions
- Access to Property
- Restrictions While On Board Property
- Trespass
- Responsibility of Registered Owner
- Penalty
- Authority to Make Regulations

SMcN/sc

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.58 (NICOLA-SIMILKAMEEN)

BYLAW NO. 6-23

ACCESS TO SCHOOL DISTRICT PROPERTY

A Bylaw of the Board of Education of School District No. 58 (Nicola-Similkameen), hereinafter called "the Board", to regulate and control the access to school district property.

WHEREAS the *School Act* provides that the Board is responsible for the custody, maintenance and safekeeping of all property owned or leased by the Board.

WHEREAS it is in the public interest to permit and encourage public use of school lands, buildings and facilities for other than strictly instructional activities when said lands, buildings and facilities are available;

AND WHEREAS persons other than students, staff, parents, guardians and employees of the Board have occasion from time to time to make use of said lands, buildings and facilities;

AND WHEREAS it has been felt necessary by the Board to define the permissible limits within which students, parents, guardians and employees of the Board and all other persons making use of said lands, buildings and facilities may operate;

AND WHEREAS the *Motor Vehicle Act* provides guidance as to the operation of motor vehicles.

NOW THEREFORE the Board of Education of School District No.58 (Nicola-Similkameen) in an open meeting, hereby **ENACTS AS FOLLOWS**:

1. CITATION

- 1.1 This bylaw may be cited as School District No. 58 (Nicola-Similkameen) Access to School District Property 6-23.

2. DEFINITIONS

The terms used in this Bylaw have the meanings assigned by *the School Act* and the *Motor Vehicle Act*, [RSBC 1996] CHAPTER 318, except as when the context indicates otherwise.

3. ACCESS TO PROPERTY

- 3.1 No person shall drive, operate or ride a vehicle as defined by the *Motor Vehicle Act*, and amendments thereto (hereinafter called "vehicle") on or over any land owned or administered by the Board (hereinafter called "said land") except:

- 3.1.1 Deliveries – Persons proceeding to or from said land on a roadway provided for that purpose in the course of delivering or receiving chattels in connection with the operation of the of the said land or improvements thereon.;

- 3.1.2 Board Employees – Persons proceeding to or from said land on a roadway provided for that purpose in connection with their duties therein, or on other bona fide business pertaining to the operation of the said land or improvements thereon;
- 3.1.3 Students – Persons proceeding to or from a public school on a roadway provided for that purpose, and who are students registered within the school district; or
- 3.1.4 Board Consent – Rightsholders, parents, guardians, partners or such other persons proceeding to or from a public school on a roadway provided for that purpose, who have received permission from the Board, either deemed or expressed.

4. 2. RESTRICTIONS WHILE ON BOARD PROPERTY

- 4.1 Speed Limit – No person shall operate any motorized vehicle on or over any land owned or administered by the Board at a rate of speed greater than eight (8) kilometres per hour.
- 4.2 Parking – No person shall park, or otherwise leave unattended, a motor vehicle upon land owned or administered by the Board in any area other than those set aside for parking by the Board, unless written permission has been received.

5. TRESPASS

- 5.1 No person shall enter upon any properties owned or administered by the Board, other than bona fide students registered at a school, parents or guardians of such students and employees of the Board, or such other persons whom the Board has given prior permission to be on that property at that time.
- 5.2 No person, having been requested by a school principal or other person in authority, shall refuse to leave any land owned or administered by the Board.
- 5.3 No person shall cause, suffer or permit any domestic or range animal to enter upon land owned or administered by the Board without permission...

6. RESPONSIBILITY OF REGISTERED OWNER

- 6.1 The owner of a motor vehicle shall be held responsible for any violation of this Bylaw by a person entrusted by the owner with the possession of the said motor vehicle. The burden of proving that the person so in possession of the motor vehicle was not a person entrusted by the owner with the possession of said motor vehicle shall be the said owner.

7. PENALTY

- 7.1 Any person contravening any breach of or committing any offence against this Bylaw or any of the provisions of this Bylaw or who fails, refuses, omits or neglects to fulfil, observe, carry out or perform any duty, obligation, matter or thing whatsoever by this Bylaw prescribed or imposed or required to be done, is liable, to the provisions of the Offence Act, [RSBC 1996] and amendments thereto.

8. AUTHORITY TO MAKE REGULATIONS

The Secretary Treasurer may provide for the erection of traffic control devices to regulate, prohibit, control and direct vehicular and pedestrian traffic on land owned or administered by the Board, and the erection of any such traffic control device shall be deemed prime facie evidence that such device was erected at the direction and with the authority of the Board.

9. REPEAL

9.1 School District No. 58 (Nicola-Similkameen) Bylaw Limitations on the Use of School District Property 901.1 dated May 18, 2013 and any previous Limitations on the Use of School District Property Bylaws, including and amendments thereto, are hereby repealed.

Read a First Time	this	xx th	day of	xxx 2023
Read a Second Time	this	xx th	day of	xxx 2023
Read a Third Time	this		day of	2023
ADOPTED	this		day of	2023

Chair

Secretary Treasurer



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161, Fax: (250) 378-6263

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

**RE: BYAW 4-23 FREEDOM OF INFORMATION
SECOND READING**

DATE: November 8, 2023

Enclosed, please find an updated copy of draft Bylaw No. 4-23 Freedom of Information. The bylaw has been updated based on the feedback provided by the Nicola Valley Princeton District Teacher Union. The updates are highlighted in the draft document included in the package and include the following:

"AND WHEREAS Section 77 of the Freedom of Information and Protection of Privacy Act ("Act") gives the School District the authority to set any fees the School District requires to be paid **under section 75** of the Act."

Trustees will be asked to complete the second reading of the Procedural Bylaw.

SMcN/sc

**BOARD OF EDUCATION OF SCHOOL DISTRICT NO.58
(NICOLA-SIMILKAMEEN)**

BYLAW NO. 4-23

**FREEDOM OF INFORMATION AND PROTECTION OF
PRIVACY BYLAW**

A Bylaw of the Board of Education of School District No. 58 (Nicola-Similkameen), hereinafter called "the Board", to implement the *Freedom of Information and Protection of Privacy Act*.

WHEREAS the Board must designate a person or group of persons as the head of the public body for the purposes of the Act.

AND WHEREAS Section 77 of the *Freedom of Information and Protection of Privacy Act* ("Act") gives the School District the authority to set any fees the School District requires to be paid under **section 75 of** the Act.

NOW THEREFORE the Board of Education of School District No.58 (Nicola-Similkameen) in an open meeting, hereby **ENACTS AS FOLLOWS:**

1. CITATION

- 1.1 This Bylaw may be cited as School District No. 58 (Nicola-Similkameen) Freedom of Information and Protection of Privacy Bylaw 4-23.

2. DEFINITIONS

- 2.1 The terms used in this Bylaw have the meanings assigned by the *Freedom of Information and Protection of Privacy Act* except as when the context indicates otherwise.

3. DESIGNATION OF HEAD

- 3.1 The Board of Education designates the Secretary Treasurer as the head of the School District for the purposes of the Act and authorizes the Secretary Treasurer to be responsible for the administration of the Act.

4. AUTHORIZATION TO ACT

- 4.1 The Secretary Treasurer is authorized to issue any procedures required to support the district's administration of the Act.

5. MISCELLANEOUS PROVISIONS

5.1 If any part of this Bylaw is held to be invalid by the decision of a court of competent jurisdiction, such decision shall not affect the validity of the remaining portions of this Bylaw.

6. REPEAL

6.1 School District No. 58 (Nicola-Similkameen) Freedom of Information and Protection of Privacy Fees Bylaw 3-98 dated April 8, 1998 is hereby repealed.

Read a First Time	this	xx th	day of	xxx 2023
Read a Second Time	this	xx th	day of	xxx 2023
Read a Third Time	this		day of	2023
ADOPTED	this		day of	2023

Chair

Secretary Treasurer



**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)**

ADMINISTRATION OFFICE

P.O. Box 4100, 1550 Chapman Street, Merritt, B.C., V1K 1B8, Phone: (250) 378-5161, Fax: (250) 378-6263

MEMORANDUM

TO: All Trustees

**FROM: Stephen McNiven
Superintendent of Schools**

**RE: BYAW 3-23 INDEMNIFICATION
SECOND READING**

DATE: November 8, 2023

Enclosed please find an updated copy of draft Bylaw No. 3-23 Indemnification. The bylaw has received its first reading, and no feedback was received, so it is being brought forward for a second reading. Areas of focus include:

- Definitions
- Indemnification
- Contracts
- Exclusions
- Legal Counsel
- Amounts Payable
- Advancing Legal Costs
- Miscellaneous Provisions

SMcN/sc

**BOARD OF EDUCATION OF SCHOOL DISTRICT NO.58
(NICOLA-SIMILKAMEEN)**

BYLAW NO. 3-23

INDEMNIFICATION BYLAW

A Bylaw of the Board of Education of School District No. 58 (Nicola-Similkameen), hereinafter referred to as the "Board", to establish Board indemnification for trustees, officers and employees.

WHEREAS section 95 of the *School Act* provides that the Board may enact a Bylaw to indemnify a trustee, officer, or an employee of the Board.

AND WHEREAS the Board wishes to enact indemnification provisions.

NOW THEREFORE the Board in an open meeting, hereby **ENACTS AS FOLLOWS:**

1. CITATION

- 1.1 This Bylaw may be cited as 'School District No. 58 (Nicola-Similkameen) Indemnification Bylaw 3-23.

2. DEFINITIONS

- 2.1 The terms used in this Bylaw have the meanings assigned by *the School Act* except when context indicates otherwise.
- 2.2 Within this this Bylaw:
- 2.2.1 "trustee" means an elected member of the Board;
 - 2.2.2 "officer" means a Superintendent, Assistant Superintendent, Secretary-Treasurer, or Assistant Secretary Treasurer of the Board;
 - 2.2.3 "employee" means Director, district and school based administrators and all excluded staff, teachers and non-teaching personnel other than officers;
 - 2.2.4 reference to a trustee, officer or employee includes a former trustee, officer or employee;
 - 2.2.5 "court" means a court of law and includes a tribunal, an arbitrator and any other person who is acting in a judicial or quasi-judicial capacity.

3. INDEMNIFICATION

- 3.1 Subject to the exclusions below, the Board will, in accordance with the provisions of this Bylaw, indemnify a trustee, officer or employee:

- 3.1.1 against a claim for damages against arising out of the performance of their duties, or
 - 3.1.2 if an inquiry under the Public Inquiry Act or other proceeding that involves the administration and conduct of the business of the School District.
- 3.2 The Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding which involves the administration and conduct of the business of the School District.
- 3.3 The Board shall not seek indemnity from a trustee, officer or employee in respect of any action of the trustee, officer or employee that results in a claim for damages against the Board, except :
 - 3.3.1 where the claim for damages arises out of the gross negligence of the trustee, officer or employee; or
 - 3.3.2 where the officer or employee willfully acted contrary to the terms of their employment or, an order of a superior.

4. CONTRACTS

- 4.1 This Bylaw shall be read into all officer and employee employment contracts that are in force, or may be in force in the future, including collective agreements.

5. EXCLUSIONS:

- 5.1 The Board shall not indemnify a trustee, officer or employee against:
 - 5.1.1 any matters for which insurance coverage is available to cover the liability of the trustee, officer or employee;
 - 5.1.2 a fine or penalty imposed as a result of their criminal conviction, conditional discharge or absolute discharge;
 - 5.1.3 an action or proceeding by the Board against the trustee, officer or employee; or an action or proceeding by the trustee, officer or employee against the Board; or where the interests of the Board are, or may become, adverse to the interests of the trustee, officer or employee
 - 5.1.4 criminal prosecution that arises out of the performance of their duties, unless the Board agrees to do so by an affirmative vote of not less than two-thirds of all its members
 - 5.1.5 proceedings under the *Teachers Act*, unless the Board agrees to do so by an affirmative majority vote
 - 5.1.6 allegations of harassment, unless the Board agrees to the contrary, by an affirmative vote of a majority of its members
 - 5.1.7 a claim brought by a third party for liability arising out of the operation of a vehicle owned by or leased to the School District
 - 5.1.8 actions or claims regarding bodily injury caused intentionally, except when done to protect persons or property
 - 5.1.9 a restitution ordered pursuant to the *School Act*
 - 5.1.10 personal injury actions or claims arising out of the performance or alleged performance of a criminal or illegal act, unless they were not aware of, or party to, the performance of any such act
 - 5.1.11 legal cost or liability, where a Court determines that they knowingly contravened the *School Act* or other legislation; or knowingly permitted and/or authorized an expenditure which is not authorized by an enactment
 - 5.1.12 legal cost or liability where, in the opinion of the Board, they did not have

reasonable grounds to believe that their conduct was lawful

6. LEGAL COUNSEL

- 6.1 For those matters provided for in Section 3 of this Bylaw, and not excluded by Section 5, the trustee, officer or employee may:
 - 6.1.1 retain legal counsel appointed by the Board, and the Board shall provide instructions and pay the appointed legal counsel directly, or
 - 6.1.2 retain legal counsel of their choice, and the Board shall have the right to:
 - 6.1.2.1 approve in advance, any agreement for legal fees and disbursements;
 - 6.1.2.2 pay all or part of the legal fees and disbursements, and set a maximum amount for legal fees and disbursements;
 - 6.1.2.3 direct the defense, and to settle or compromise the claim, action, or proceeding. The trustee, officer or employee agrees to include such a term in the agreement with their legal counsel;
 - 6.1.2.4 determine whether all, or any part, of the legal costs paid prior to the approval of the Board shall be reimbursed.

7. AMOUNTS PAYABLE

- 7.1 Any amount that may be payable by the Board shall be reduced by any court costs awarded to the trustee, officer or employee.

8. ADVANCING LEGAL COSTS

- 8.1 The Board may advance legal costs to the trustee, officer or employee prior to the final resolution of a claim, action or proceeding.
- 8.2 When the Board advances legal costs to a trustee, officer, or employee, they shall provide written authorization for the Board to deduct an amount equivalent to the costs advanced from future funds payable to them by the Board, to be used if it is later determined that the trustee, officer or employee is not entitled to be indemnified pursuant to the terms of this Bylaw.

9. MISCELLANEOUS PROVISIONS

- 9.1 If any part of this Bylaw is held to be invalid by the decision of a court of competent jurisdiction, such decision shall not affect the validity of the remaining portions of this Bylaw.

10. REPEAL

10.1 School District No. 58 (Nicola-Similkameen) Indemnification Bylaw 2-96 dated December 2, 1996 and any previous Indemnification Bylaws, including and amendments thereto, are hereby repealed.

Read a First Time	this	xx th	day of	xxx 2023
Read a Second Time	this	xx th	day of	xxx 2023
Read a Third Time	this		day of	2023
ADOPTED	this		day of	2023

Chair

Secretary Treasurer