

AGENDA

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

**PRINCETON SECONDARY LEARNING COMMONS
WEDNESDAY, MAY 8, 2024, 6:00 P.M.**

Success for ALL Learners Today and Tomorrow

1. Acknowledgement of the Traditional Territories and Metis Community
2. Agenda
3. Minutes of the Regular Meeting held April 10, 2024
Minutes (Un-adopted) of the Policy Committee Meeting held on April 15, 2024
4. Business Arising from the Minutes
5. Reports
 - a) Closed Meeting held April 10, 2024
6. **EDUCATION**
 - a) Princeton Secondary School – Trip to Italy
 - b) SD58 Rocks Presentation
 - c) Strategic Plan – Communication Plan / Visual Identity Update
 - d) Truth and Reconciliation
 - Equity Scan Report
 - e) French Immersion Program Update
 - * f) Superintendent's Report
7. **OPERATIONS**
 - a) 2024-2025 Annual Facility Grant Plan

8. **AUDIT AND FINANCE**

- a) 2023-2024 Quarterly Financial Update
- b) 2024-2025 Annual Budget

9. **POLICY**

- a) Interim Update and Consultation
 - 1. Policy 502.1 Code of Conduct for Students

10. **TRUSTEE REPORTS**

- * a) Student Trustee Reports
- * b) P.A.C. Reports
- * c) Other Reports
- * d) BCSTA Annual General Meeting

11. **CORRESPONDENCE**

12. **PUBLIC QUESTION PERIOD**

13. **ADJOURNMENT**

MINUTES

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

**MERRITT SCHOOL BOARD OFFICE
WEDNESDAY, APRIL 10, 2024, 6:00P.M.**

Success for ALL Learners Today and Tomorrow

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

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

MINUTES

24/082 It was moved by Trustee Kent-Laidlaw and seconded by Trustee Jepsen
 THAT the minutes of the Open Meeting held March 13, 2024, be adopted as presented.

MOTION CARRIED

Business Arising from the Minutes

None.

EDUCATION

Ed Plan Insight Presentation

The Superintendent presented Trustees with an overview of the in-district database system, Ed Plan Insight. Topics discussed during the presentation included newly developed literacy assessment data, class profiles, tools, current applications, and next steps.

Local Education Agreement Update:

The Superintendent provided an update on the implementation of the Local Education Agreement and Bill 40. Topics included an update on the Local Education Agreement Committee, language programs, data sharing, hiring processes and Terms of Reference, the School of Choice process, transportation, budget consultation, and future priorities.

Early Learning Update:

District Vice-Principal of Early Learning and Child Care, Daniella Bennie, provided Trustees with an update on Riverside Learning Centre's child care plans, Ready Set Learn and Strengthening Early Years to Kindergarten Transition (SEY2KT). Ms. Bennie introduced Kate Fretz and Mahtab Azadeh from KMBR Architects & Engineers Consortium Ltd, who shared three-dimensional renderings of the Riverside Learning Centre child care space.

Graduation Ceremonies and Year End Activities:

Trustees were provided with an agenda of year-end activities with the opportunity to select which events they would like to attend.

2024/2025 Budget Consultation Update:

Senior staff provided an update on the 2024-2025 budget consultation process. To date, the areas of Connection and Appreciation/Respect have come forward as priorities. Upcoming consultation opportunities include meeting with the Indigenous Education Council, rightsholders and online input. Public input can be provided to the Secretary Treasurer until April 19th with the goal of the 2024-2025 Annual Budget being presented to the Board for first reading at the May, 2024 Open Board Meeting.

Superintendent Search Process:

The Secretary Treasurer provided an update that The Board of Education for Nicola Similkameen Public Schools has accepted the Notice of Retirement from Superintendent of Schools, Stephen McNiven. The Board has hired Leaders International to manage the search process. Search protocols are in alignment with our District Strategic Plan and our Local Education Agreement. A description of the process was provided with August 1, 2024, being identified as the potential hire date.

Superintendent's Report:

The Superintendent circulated his report and spoke about the events that have taken place across the District over the past month.

OPERATIONS:

Capital Plan By-Law:

The Secretary Treasurer updated Trustees with the outcome of the 2024-2025 Capital Plan that was submitted to the Ministry on June 30, 2023. An overview of the 2024-2025 Capital Plan Funding Agreement and 2024-2025 Capital Plan By-Law No. 2024/25-CPSD58-01 for Ministry-approved projects was provided.

24/083 It was moved by Trustee Ward and seconded by Trustee Kent-Laidlaw

THAT 2024-2025 Capital Plan By-Law No. 2024/25-CPSD58-01 be moved for first reading.

MOTION CARRIED

24/084 It was moved by Trustee Hoisington and seconded by Trustee Chenoweth

THAT the 2024-2025 Capital Plan By-Law No. 2024/25-CPSD58-01 be moved for second reading.

MOTION CARRIED

24/085 It was moved by Trustee Hoisington and seconded by Trustee Ward

THAT the 2024-2025 Capital Plan By-Law No. 2024/25-CPSD58-01 be moved to third reading.

MOTION CARRIED

24/086 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the 2024-2025 Capital Plan By-Law No. 2024/25-CPSD58-01 be approved for third and final reading.

MOTION CARRIED

AUDIT AND FINANCE

2022-2023 Targeted Dollars Update:

The Secretary Treasurer informed Trustees that the Ministry has approved the underspending of targeted dollars for the 2022-2023 school year, totalling \$27,151. These dollars have been brought forward and included with the 2023-2024 budget.

2024-2025 Estimated Operating Grants:

Secretary Treasurer Richardson provided Trustees with the estimated Operating Grants for the 2024-2025 school year, as published by the Ministry on March 15, 2024. The estimated Operating Grants will form the basis of the 2024-2025 annual budget.

Budget planning is underway with plans to bring the 2024-2025 Annual Budget for first reading during the Open Board Meeting in May, 2024.

POLICY

a) Public Consultation:

The Superintendent presented Policy 1.70 Trustee Remuneration and Expenses (previously moved for first and second reading). Trustees discussed the differences between how each position is calculated related to cost-of-living adjustments. Under the current language in the policy, a percentage (based on CPI) is used for the Board Chairs position while a fixed dollar adjustment is used for the Vice-Chair and Trustee positions. Trustees agreed that the CPI percentage approach should be used for all three positions. Despite this policy previously being approved for first and second readings, it will be sent back to the Nicola-Similkameen Policy Committee for further review and public consultation before moving to third and final reading.

24/087

It was moved by Trustee Chenoweth and seconded by Trustee Jepsen

THAT Policy 1.70 Trustee Remuneration and Expenses be amended so that the CPI percentage approach is applied to all Trustee positions when determining increases.

MOTION CARRIED

b) Approval:

The Superintendent introduced three policies being brought forward for approval. The policies have been reviewed and updated by the Nicola- Similkameen Policy Committee. They have also been made available to the public and circulated to both rightsholders and stakeholders.

Policy 2.40 Corporate Sponsorship and Advertising

24/088

It was moved by Trustee Hoisington and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy 2.40, Corporate Sponsorship and Advertising, forward for approval.

MOTION CARRIED

Policy 2.50 Scholarships and Bursaries:

24/089

It was moved by Trustee Hoisington and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy 2.50, Scholarships and Bursaries, forward for approval.

MOTION CARRIED**Policy 2.60 Diversity and Respectful Environments:**

24/090

It was moved by Trustee Hoisington and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy 2.60, Diversity and Respectful Environments, forward for approval.

MOTION CARRIED**c) Policies for Third Reading:**

The Superintendent introduced the policies being brought forward for third reading. The policies have been reviewed and updated by the Nicola-Similkameen Policy Committee. They have been made available to the public and circulated to both rightsholders and stakeholders.

Policy 2.10 Addressing Concerns and Complaints:

24/091

It was moved by Trustee Ward and seconded by Trustee Jepsen

THAT the Board move Policy 2.10, Addressing Concerns or Complaints, forward for third and final reading.

MOTION CARRIED**Policy 2.20 Volunteers:**

24/092

It was moved by Trustee Ward and seconded by Trustee Jepsen

THAT the Board move Policy 2.20, Volunteers, forward for third and final reading.

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

Student Trustee Owen Bateson provided Trustees with his powerpoint presentation showcasing the educational highlights and current events at Merritt Secondary School. These included sports, graduation preparations, SD58 Rocks, and a recent student trip to Italy.

He also spoke to the many events occurring at the elementary level.

Trustee Reports:

Trustee Chenoweth reported on Collettsville Elementary and SCIDES.

Trustee Rainer was not present to report on John Allison Elementary.

Trustee Hoisington reported that Nicola Canford Elementary is meeting this coming Monday.

Trustee Ward reported that Vermilion Forks Elementary is meeting next Thursday.

Trustee Kent-Laidlaw reported on Princeton Secondary School.

Trustee Jepsen reported on Merritt Central Elementary. Diamond Vale Elementary School's meeting was rescheduled to next week.

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

OTHER REPORTS

BCSTA AGM is next week with most of the Board planning to be in attendance. A report on the event will be provided at next month's meeting.

CORRESPONDENCE**National Reconciliation Partnership Award:**

The Board Chair presented a letter from the Canadian School Boards Association. They have established a National Reconciliation Partnership Award that will recognize meaningful partnerships between Indigenous communities and publicly funded school boards from across Canada, including First Nations, Métis and Inuit school boards and educational authorities.

It was recommended by the Board that Rightsholders are consulted prior to submitting an application and the Board Chair will connect with local Chiefs for further discussion.

PUBLIC QUESTION PERIOD

None.

ADJOURNMENT

Motion to adjourn was made by Trustee Chenoweth and seconded by Trustee Jepsen. The Open meeting adjourned at 8:24 pm.

Chairperson

Secretary Treasurer

MINUTES

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

**VIA TEAMS
TUESDAY, APRIL 16, 2024, 5:00 PM**

Success for ALL Learners Today and Tomorrow

PRESENT:	Chairperson	G. Swan
	Trustees	J. Jepsen J. Kent-Laidlaw E. Hoisington J. Chenoweth L. Ward D. Rainer
	Superintendent	S. McNiven
	Assistant Superintendent	J. Kempston
	Secretary Treasurer	D. Richardson
	Assistant Secretary Treasurer	L. Rusnjak (ABSENT)
	Executive Assistant	J. McGifford (ABSENT)
	Director of Education, LNIB	Shane Coutlee
	PDTU Vice President	Trina Moulin
	CUPE Local 847 President	Kristen Lupton
	PVP	Dan Duncan
	Consultant	Anne Cooper

The Secretary Treasurer recorded minutes for the duration of the meeting.

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

1. Approval of Minutes, February 20, 2024

24/093

It was moved by Trustee Hoisington and seconded by Trustee Kent-Laidlaw

THAT the minutes of the Open Policy Meeting held February 20, 2024, be adopted as presented.

MOTION CARRIED

2. Section 3.00 Students, Instruction & School Operations Discussion 3.

Discussion surrounding the new section of policies being considered for revision and repeal.

3. Policies Recommended for Potential Revision

a. 500.1 Expectations for Students

This policy talks about important aspects regarding student behavior and was last revised eleven years ago. This is a good concept that should be kept.

b. 502.1 Code of Conduct for Students

Policy statements followed by regulations that need revision to bring alignment with items such as personal digital devices.

c. 502.8 Student Behaviour To & From School

The district has one encompassing policy on student behaviour that also includes these two policies (502.8 and 503.0). Renovations are required to correlate to the Ministerial Order. Several of these procedures could be moved to the Administrative Procedures guide.

d. 503.0 Student Suspension

The district has one encompassing policy on student behaviour that also includes these two policies (502.8 and 503.0). Renovations are required to correlate to the Ministerial Order. Several of these procedures could be moved to the Administrative Procedures guide.

e. 501.7 Admission of International Students

This pertains to students that are not funded by the Ministry (For example, out of Province or International students). The committee will need to determine what the Board will charge in the way of fees.

f. 603.4 Credit Allocation Textbook Deposit

The Ministry previously provided a credit that would be used for textbook purchases. (This policy dates back to when the Ministry purchased all textbooks).

g. 501.8 Fees to Student & Financial Hardship

Being reviewed in consideration of updated student fees, and hardship, policies.

h. 602.9 Music Program

Being reviewed in consideration of updated student fees, and hardship, policies.

i. 603.5 School Library & Resource Centre

The term, Learning Commons, has now replaced the reference to Library. We will need to update the wording, but this policy should be retained.

j. 602.3 French Immersion (Official Language)

This is not a mandatory policy, but it is recommended. This policy will need to be consistent with a newer version of the Ministry's policy. Do we want to consider a parallel policy for Indigenous languages?

4. Policies Recommended for Potential Repeal in Favor of Administrative Procedures

The committee will need to assess if there is value in the policy, or if it is better suited in Administrative Procedures.

a. 505.1 Student Records and with 601.1 Student Records

505.1 and 601.1 are the exact same policy. They do not specify much information and are mainly procedural in nature, not policy. Board Chair Swan expressed concern surrounding the reference that a person's personal records are the property of the School District.

b. 601.2 Ordinary Resident

601.2 is a duplication of what the Ministry already has. However, having specific instructions for how information is collected and ensuring there is proper oversight for how the information is collected is important. This could be clarified through a procedure versus policy (For example, custody orders, legal guardians). Board Chair Swan provided the example of a rotary exchange student where no fees are collected. Ms. Cooper explained that this is covered off by the Ministry.

c. 602.6 District Technology

Trustee Ward explained the importance that wording regarding privacy is captured in this policy. The policy was last updated in 2013 and there have been many changes since that time. The Superintendent shared Nicola Similkameen's high level Privacy Management Program and how this program is helping address the use of technology in recent times. Board Chair Swan questioned the use of USB sticks. Superintendent McNiven will reach out to the technology team regarding this and report back. Board Chair Swan suggested annual training regarding the use of technology. The Superintendent indicated we do annual training for FOIPPA but will check in with the Director of Human Resources regarding additional training that could be considered. Trustee Ward noted there is an operational piece going on behind the scenes. The Board needs to stay current on the risks and we need to demonstrate that we will have cyclical lists.

d. 602.13 Home Education

Ms. Cooper explained there is a great Ministry policy on Home Education. The existing policy provides instructions to register for Home School along with a series of regulations that add value to the district. (These instructions could perhaps be an Administrative Procedure). The district needs to clarify what services the district is offering to home schoolers, and for that reason this policy should be retained.

e. 605.2 Student Placement and Reporting

This policy reflects students progressing with their peers and refers to the School Act, Ministerial Orders, and District Directives. Therefore, there is nothing in this policy that is not superseded in the other mentioned documents. Having an Administrative Procedure for parent requests would be beneficial. Superintendent McNiven explained that having consistency across the district in terms of student placement is an example for retaining a procedure on this.

f. 606.1 Animals in the School Classroom

Mr. Coutlee explained that as a School Administrator he would want this as a Board Policy. Ms. Cooper explained that this is primarily an Administrative Procedure, and it is best to refer to the Guide Dog Act relating to animal visitors in schools. There is value in having the policy plus the addition of Administrative Procedures providing the processes that are used when accommodating an animal. The Superintendent noted the need to factor in other facilities (not just schools). Board Chair Swan asked about the process for

reporting a concern if someone is placed at health risk because of an animal in a facility. Consensus was to move this out of repeal and retain it as a policy.

g. 603.2 Field Trip Experiences

Mr. Coutlee explained that as a School Administrator he would want this as a Board Policy. The district has an opportunity to promote land-based activities. Ms. Cooper noted we could go much further to enhance this policy with the suggestions brought forward. We will move this out of repeal and retain it as a policy.

5. Polices Recommended for Potential Repeal Outright

a. 602.12 Distributed Learning

Ms. Cooper explained that this is an example where we are confident that the Ministry has a superior policy and we do not need this as a policy or as a procedure. This policy was developed in 1998 and revised in 2013. She suggested that preference be given towards the Ministry's document.

Next Steps:

- Ms. Cooper will prepare drafts of Section 3 (10 policies).
- Ms. Cooper and Mr. McNiven will define the process for addressing all the procedures. Provided these procedures are developed, six policies could be considered for repeal.
- One policy, 602.12, can be repealed outright.

Ms. Moulin: should we work in language regarding plagiarism into Student Code of Conduct (Ex. Chat GBT). Ms. Cooper noted that we will provide some guidance.

Mr. Coutlee: Referenced Policy 3.60 - not many districts have a policy as such and expressed appreciation to Ms. Cooper for bringing this idea forward.

Trustee Rainer: Does the committee need to vote on repealing Policy 602.12 outright? **It was the consensus of the policy committee that Policy 602.12 be recommended for repeal.**

6. Next Meeting

May 22, 2024, 5:00 PM

The Open Policy Meeting was adjourned at 7:00 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

**RECORD OF CLOSED MEETING
Held Wednesday, April 10, 2024
Merritt Board Office**

PRESENT: **TRUSTEES:** G. Swan, J. Kent-Laidlaw, J. Chenoweth, L. Ward (Vice-Chair), J. Jepsen, E. Hoisington

STAFF: S. McNiven, Superintendent of Schools
 D. Richardson, Secretary-Treasurer
 L. Rusnjak, Assistant Secretary-Treasurer
 J. McGifford, Executive Assistant (Recording Secretary)

REGRETS: D. Rainer, Trustee; J. Kempston, Assistant Superintendent

Call to Order: 4:30 p.m.

Motion to approve the agenda.

Motion to exclude the public.

Motion to approve the Minutes of the Closed Meeting held March 13, 2024.

Agenda Items

Education

- Updates provided by the Superintendent & Assistant Superintendent

Personnel

- Teacher, Support, Exempt Updates
- Labour Management Updates

Audit & Finance

- Updates provided by the Secretary Treasurer

Operations

- Property updates provided by the Superintendent and Secretary Treasurer.

Adjournment: 5:58 p.m.

Dylan Richardson
Secretary Treasurer/CFO



NICOLA-SIMILKAMEEN SCHOOL DISTRICT

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: ITALY FIELD TRIP PRESENTATION

DATE: May 8, 2024

Senior staff is pleased to bring Princeton Secondary School forward to provide a presentation on the recent trip to Italy.



A handwritten signature in black ink, appearing to read 'SMcN', is written above the typed name 'SMcN/sc'.

SMcN/sc



NICOLA-SIMILKAMEEN SCHOOL DISTRICT

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: SD58 ROCKS

DATE: May 8, 2024

Senior staff is pleased to bring Kevin McGifford forward to provide a presentation on the inaugural SD58 Rocks project.



A handwritten signature in black ink, appearing to read 'SMcN'.

SMcN/sc



NICOLA-SIMILKAMEEN SCHOOL DISTRICT

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: STRATEGIC PLAN – COMMUNICATION PLAN
AND VISUAL IDENTITY UPDATE

DATE: May 8, 2024

Trustees will have an opportunity to review the update and progress being made on the communication plan review as well as the Visual Identity refresh process. Attached is the summary provided by SOTROPA Communications.

SMcN/sc

SD58 Nicola-Similkameen

DRAFT Communications Assessment - Summary to the Board

May 2, 2024

A summary of progress to date on the SD58 Communications Assessment and Visual Identity projects.

Process:

Interviews and Inventory – Very Constructive Discussions

After initial discussions and priority setting with SD58 senior leadership...on April 15 and 16, 2024

Jeff Sotropa spent two full days in Merritt and Princeton interviewing and attending meetings including:

- seven senior administration/education team members
- six school and program principals in both Merritt and Princeton
- support staff representative
- Indigenous Education Council
- Indigenous Student Advocates
- District Parent Advisory Council representatives
- IT team

The aim was to get perspective on communications across the district, to understand what is working, what isn't, to understand audiences, tactics, aims, and needs. There was also discussion of important themes and considerations around the district visual identity and logo. Great input was received.

On April 29, 2024, Jeff Sotropa met with trustees through an online meeting to discuss the important themes and considerations around the district's identity, including logo, name, tagline, imagery, colours, geography, culture, etc. We also touched on the work being done for the communications assessment. This was further clarifying, and in an encouraging way it reinforced much previous input received.

Further group discussions are soon to happen with students as well as local Indigenous communities, co-facilitated by Jeff Sotropa remotely and Jane Kempston locally.

Sotropa has also been gathering inventory of communications mediums and tactics (digital, print, on-site, etc) to provide evaluation and recommendations. This includes website evaluation.

This is a healthy space from which to expand your efforts:

The interviews and meetings were very beneficial and worthwhile. Strengthened communications is clearly a shared priority. There are many shared perspectives and aims to work from. There is self-awareness. There is respect. There is a shared desire to improve, and many shared priorities.

Assessment summary:

There is a lot of clarity on what is working and what needs attention.

Strengths to Leverage:

- You have **self-awareness** about communications strengths/challenges/needs
- There is much **consistency across many perspectives** on communications (what's working, what isn't, what the priorities are, important audiences, themes)
- You have **strong relationships with rights holders**/Indigenous communities relative to other jurisdictions and based on the feelings shared by many
- You have high cohesion, respect, **collaboration amongst senior leadership**
- **Indigenous** themes, involvement, acknowledgement, and collaboration are high priorities expressed by all, and there is **evidence of growth and commitment**
- School and program **administrators seem connected**/on board with the district at large
- **Princeton principals feel supported** and that there is fairness on many levels; more shared practices, including web, could further unite the communities
- You have a **relevant/guiding Strategic Plan** to reference
 - there seems to be widespread ownership, adoption, shared value in the plan
 - it provides much credible groundwork for visual identity/logo, key messages, communications tactics, audiences, themes
- **Internal/interpersonal communication** (individually and in groups) **is well-developed** and often effective – something that the district can build upon
- **New Visual Identity is a commonly shared priority** – there are clear, shared themes

Needs, Opportunities (many can begin to be addressed right now):

- **Websites and web content** are a significant and immediate liability and opportunity
 - everyone said this, everywhere – and there are good options available for your needs
- **You have the information, but people just don't or can't access it**
- **Inconsistency in tactics of communication** (digital, print, local, public) internally and externally dilute effectiveness and efficiency – coordinating them will pay dividends
- **Lack of shared messaging, informational content, templates, formats** in everyday communication – this is low hanging fruit in our opinion – clear plan, investing in shared resources and practices
- **News/Celebration/Stories aren't being told** (but they are happening) – determining small steps forward, roles (internal or outsourced), providing guidance to schools/programs, and scheduled review for accountability
- **Secretaries could have capacity**, but need training, shared resources, and consistency of effort and method to optimize their time and priorities around communications
- **Non-data cellular service** (no internet, text/calls only) for many constituents remains a challenge, particularly within the outlying communities - more clearly defining the specifics/scenarios will help you more concretely make gradual improvements; adopting common practices

Observations and Recommendations:

- **Continue to build on the strength of your strong "internal" relationships**, groups, meetings, processes, respect, collaboration – you already own this in a healthy way; notice what has got you there, where you could extend best practices, and what you need to maintain and nurture
 - **we are impressed with the organizational and community culture you have created**
- **Websites – return on investment with a new web platform** that is integrated and easy to use
 - there are good options available that will meet your needs
 - the critical (and often missing) component, however, is your ongoing commitment and a plan for supporting staff publishers with clear roles/ongoing training/accountability so that your **content** across all sites is regularly maintained, complete, and timely
- **Document templates/formats, Email signatures, territorial acknowledgements, visual identity guidelines, fonts, etc** all need to be addressed so that there are shared and easily available resources, consistency and professionalism, shared best practices, all of which create greater efficiencies and elevate your image on all fronts
- **New Visual Identity/Logo** – continue this objective not just for its own sake, but as catalyst for overall communications planning and new level of effectiveness (your logo is only ever a reminder of 'what is' whether positive, neutral, or negative)
 - make use of the guidelines and templates that will be provided
 - consider that all schools/departments would greatly benefit from visual identity resources/files/templates across the district – elevates consistency, unity, professionalism; saves time and money
- **You are strong in your "relational communications"** which is foundational to everything. You can continue to build on this internally as a team; you have done well so far.
- **You have needs in your "tactical communications"** which is something you can make great strides in through external help. It becomes a matter of prioritizing your investments.
 - These include tactics, tools, processes, clarity of roles, expectations, and ongoing evaluation communications practices
 - The tactical communications plan to come will identify specific actions across various tactics and mediums; you are already on your way
 - There is opportunity (both locally and further afield) to begin solving many tactical communications issues externally, meaning you don't have to tax your staff further
 - Staff will benefit from shared practices, guidelines, tools, resources – defining and consolidating these will create many efficiencies. This includes the use of:
 - websites
 - email
 - phone systems
 - templates/shared file formats
 - content/footers/acknowledgements
 - visual identity/design
 - guidelines for use of external and online media
 - story development and sharing; photography - roles, best practices, outlets

Visual Identity:

A new visual identity (centered around a visual icon not including any words or numbers, as we will create a separate naming wordmark that sits separate from the icon) is being developed. The aim is for something vivid, simple, and as singular as possible, to find something common that we all share, to speak on behalf of the many themes and identities that define the district.

- We have already gained much input, and consistent themes are emerging
- We will spend time within strategic plan themes already discussed and determined
- In the process of gathering indigenous visual objects/images inventory locally
- There will be some discussion of the district naming: SD58, Nicola Similkameen, etc
- Representation of all local communities/cultures is a priority, including Indigenous
- Primary ideas that have emerged for consideration:
 - river - we all share; foundational to our life, history, place; defining element; deep meaning then and now; it both challenges us and gives us life; contrasts and tensions that are vivid and relevant
 - pictographs - a unique historical feature of the area; could be used as a symbol or as a style of design
 - sense of "us" and community and togetherness
 - landscape elements - could focus on "place": arid environment, grasslands, hills, trees - a unique and sometimes harsh but spectacular ecosystem
 - animals - we cannot depict them all; can we let one theme or attribute be the face for all the others? coyote?
 - colours: muted blue, ochre, sienna, sage green ("drier" colour tones)



NICOLA-SIMILKAMEEN SCHOOL DISTRICT

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 – EQUITY SCAN
REPORT

DATE: May 8, 2024

Senior staff are pleased to report that the Equity Scan Committee has completed the Theory of Change Process – Path Forward. Information will be shared with Trustees with the understanding that the final formatted document will be completed and communicated externally by the end of June. We want to thank the Equity Scan Committee for their commitment to this important work and thank all who provided input and feedback during the process. The internal document is included for your review.

SMcN/sc



Equity Scan

Nicola-Similkameen School District

Who We Are:

The Nicola-Similkameen School District encompasses two distinct communities, Merritt and Princeton, located in the Similkameen and Nicola Valleys. We are proud to serve students from six local Bands, the Métis Nation and from Indigenous communities outside of our District. The Coldwater Band, Lower Nicola Band, Nooaitch Band, Shackan Band, Upper Nicola Band, Upper Similkameen Band, the Métis community, and the School District are mutually committed to ensuring a meaningful, purposeful and rich educational experience for all Indigenous students, and the District is committed to authentically listening to and working collaboratively with the First Nations and Métis community to fulfill this important responsibility.

The Nicola-Similkameen School District serves students and families in seven elementary schools, two high schools, two alternate programs, and a provincial online program. Students are supported by teachers, administrators, counsellors, a Health Promoting Schools Coordinator, a Physical Literacy Coordinator, a Food Coordinator, and Enhancing Learning Teachers in every school. We also have CUPE employees, including Educational Assistants, Early Childhood Educators, school secretaries and an operations team. Indigenous students are further served by Indigenous Student Advocates and an Indigenous Student and Family Engagement Facilitator. The District is also supported by Education Coordinators and an Indigenous Education Committee who advises and collaborates with the District on behalf of indigenous students and families. We are deeply grateful to all.

Our Vision: Success For ALL Learners ~ Today and Tomorrow

Our Mission:

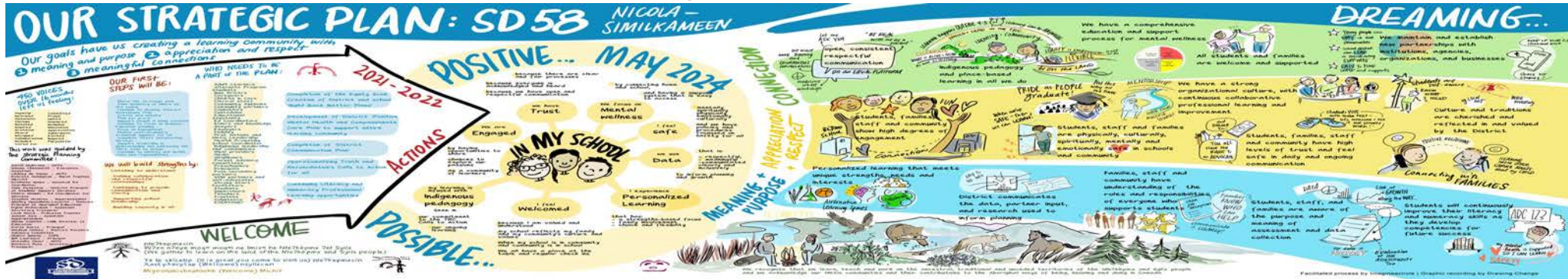
- Supporting excellence in teaching and learning
- Challenging and supporting staff and our students to pursue their personal best
- Recognizing and celebrating cultural diversity and the heritage of our communities
- Encouraging parental involvement with students at home and school through meaningful relationships with families and communities
- Fostering resiliency, resourcefulness, respect, and independence
- Inspiring curiosity, creativity, and critical thinking in all students and staff to achieve their full potential
- Providing safe and nurturing learning environments for ALL students to achieve their full potential
- Recruiting the best qualified personnel, providing ongoing, systematic professional development, and retaining outstanding staff
- Providing timely, relevant, and useful information and data to students, staff, parents and partner groups

Our Values:

- Inclusive education and partnerships
- The diversity of our communities
- Fairness and due process in decision making
- The heritage and culture of Aboriginal (Inuit, Indian and Metis) and First Nations people, with recognition of the traditional territory of the local Nle'kepmx and Syilx peoples
- The dignity of all individuals
- The important role of parents and caregivers in support of their child's education
- The pursuit of excellence and personal best
- The well-being of students and staff
- Parental and student choice with respect to how, when, and where learning takes place
- Responsible Citizenship
- Regular, effective and relevant communications
- Positive relationships based on trust and mutual respect
- Innovation and promising educational practices



Strategic Plan 2021 to 2024



GOAL 1- MEANING/PURPOSE

Engage our learning community through a common understanding and commitment to the purpose and pursuit of student success.

- Students will personalize their learning in ways that meet their unique strengths, needs and interests.
- Students will continuously improve their literacy and numeracy skills as they develop the skills and competencies for future success
- The District will develop and maintain a streamlined and comprehensive educational / support process for student and staff mental wellness
- Students, families, staff, and community will have high degrees of engagement in their learning and school activities.
- The District will demonstrate a strong organizational culture focused on continuous collaborative professional learning and improvement.

GOAL 2 – APPRECIATION/RESPECT

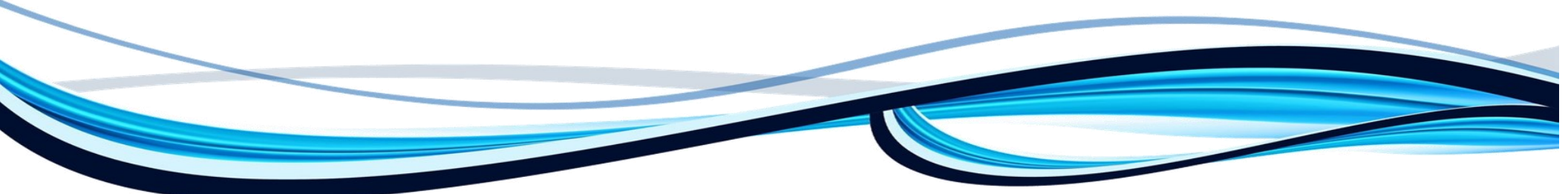
Create a culture of care built on respect and appreciation.

- Students and staff will report feeling physically and emotionally safe in schools and community.
- Students, families and community will have high levels of trust and report feeling safe in both daily and ongoing communication
- Students, families and community will confirm that their values and traditions are both reflected and valued within the District.
- Students, staff and families will be aware of the purpose and meaning of assessment and data collection within the District.
- Students, families, staff, and community will report open and respectful communication.

GOAL 3 – CONNECTION

Build capacity by connecting students, families, staff, and the greater community to learning.

- Indigenous pedagogy, including place-based learning, will continue to be supported, developed, and implemented across the District.
- Students and families will confirm that they feel welcome and supported in their schools.
- The District will maintain existing and establish new partnerships with institutions, organizations or agencies that provide valuable, meaningful, and relevant services or opportunities to all students and families.
- The District will communicate the data, partner input and research used in guiding district vision and direction with students, families, staff, and communities.
- Families, staff and community will understand the roles and responsibilities of those supporting students in the District.



What Is An Equity Scan? The BC Ministry of Education' and Childcare's Equity in Action Plan aims to address systemic barriers and promote inclusive practices within the province's education system. It focuses on fostering equity, diversity, and inclusion to ensure that all Indigenous students have access to quality education regardless of background or identity. The plan includes strategies such as enhancing curriculum diversity, supporting professional development for educators on cultural competency and anti-racism, increasing representation of diverse voices in learning materials, and fostering partnerships with Indigenous communities. The overarching goal is to create an education system that is equitable, responsive, and supportive of the diversity of Indigenous students, families, and communities across British Columbia.

The Equity Scan Committee:

We are very grateful to the representatives from LNIB, Nooaitch, and Upper Nicola Bands; Scw'exmx Family Services, Scw'exmx Health, HeadStart, and the Nicola Valley Institute of Technology who contributed to the creation of this Equity Scan. The Nicola Similkameen District also had representatives from NVPTU, NVPVPA, CUPE, Strong Start, Indigenous Student Advocates, School Trustees, Inclusive Education, Indigenous Education, Senior Education and Finance Staff, to whom we also owe a debt of gratitude.

We are also thankful for the knowledge, support, and guidance provided by the IEC.

We also want to express our gratitude to the Indigenous students and families who provided invaluable feedback and perspectives from which this plan emerged.

How We Collected Data:

- Long Form and Short Form Surveys from the Equity In Action Workbook Questions sent electronically to every Indigenous family District wide.
- Survey of School-based Administrators
- Survey to Indigenous students at high schools with Indigenous Student Advocate and teacher assistance
- Community Meetings at LNIB and Nooaitcg
- IEC discussions and feedback
- Indigenous student discussions at Nicola Canford Elementary

Lessons Learned from our Equity Scan Surveys and Community Meetings

Policy and Governance:

Equity Scan Feedback Summarized

- Develop more inclusive decision-making processes, especially in hiring
- Examine practices/policies/values of the District through the lens of equity in all areas, especially in budgeting, employment/hiring, and the provision of specific services to indigenous students
- Ensure consistency of equity and opportunity in every school, across the District
- Implement parent/family Engagement and Communication Strategies that meet the needs of Indigenous students, families, and community
- Ensure that parents/families are aware of and engaged with the work that is going on within the District on our journey towards TRC and Equity
- Ensure that our current and ongoing policy review has equity as a priority and guiding principle
- Empower Indigenous families/students to use their voices to ensure that their values and perspectives are clearly heard and represented at the District, school, and classroom levels, and ensure that they are aware that as a community they have the right to be involved in decision making and changes to the programs and services that directly affect their children
- Honour the LEA, the EA, the TRC Calls to Action, and UNDRIP in all our relationships with and service to indigenous students, families and communities
- Commit to authentically working with community partners to remove barriers and enhance the strength of students, families, and communities
- Clearly communicate policy and governance responsibilities, accountability, and changes to community, ensuring that families know and understand who is accountable to them and their children and what specific roles carry what responsibilities

Current District Placement on Policy and Governance Rubric

1	2	3	4	No Evidence
District Policy and Governance structures are largely silent on equity. There is no or limited shared language and planning for equity among partners.	The District is aware of the need for Policy and Governance structures related to equity. Partners are willing to work together to support equity.	District Policy and Governance structures consider equity and have some plans for action. Partners are aware of and support equity and the direction of the district.	District Policy and Governance structures are known to and supported by all partners. Policy enables equity work and governance structures routinely focus attention on and review equity in the district. Action plans are obvious to all.	The Equity Team is unable to determine the district's Policy and Governance related to equity work due to lack of evidence.

Learning Environment:

Equity Scan Feedback Summarized				
<ul style="list-style-type: none"> Continue to provide staff development/learning regarding indigenous pedagogy, reconciliation, and anti-racism; needs to be consistent and mandated for all staff Engage all staff in every school in creating equity Ensure consistency between schools and across the District in student access to language and culture Ensure that families have more opportunities for authentic input at the school level; ensure both voice and choice Ensure that families feel welcomed, respected and valued in every school and classroom Review for and address bias throughout the District, at every level and in every school Communicate to and engage with families/parents in ways that meets their needs and preferences Continue to ensure IEC/LEA/Education Coordinator involvement and collaboration, ensuring indigenous representation and voice, and Indigenous student success 				
Current District Placement on Learning Environment Rubric				
1	2	3	4	No Evidence
The Learning Environment lacks attention to equity. There is no or limited understanding about implicit bias and privilege issues and the dominant language characterized by learner deficit and low expectations for success. Focused on equality rather than equity.	The Learning Environment is beginning to acknowledge issues of bias and privilege. The adults are beginning to use a more positive language to refer to learner strengths, contributions, and future. As a result, learners are beginning to connect to the Learning Environment. Shifting from equality to equity.	The Learning Environment is characterized by a commitment to bias and privilege awareness. Most learners have a sense of belonging and experience the positive influence of high expectations. The adults in the environment share a positive language to refer to learner strengths and contributions.	The Learning Environment has a high degree of bias and privilege awareness. Each learner experiences high and motivating expectations for their learning and their future. Upholds values of equity. Learners are confident and have a profound sense of belonging to their classroom, school and district.	The Equity Team is unable to determine the characteristics of the Learning Environment.

Pedagogical Core:

Equity Scan Feedback Summarized				
<ul style="list-style-type: none"> • Ensure that equity in opportunities exists across classrooms, schools, and the District • Ensure that families are aware of the ongoing commitment and actions in ensuring that systems and practices are reviewed through an equity lens, as well as how student, family, and /or community can advocate when they have concerns • Continue with professional learning opportunities that are localized and provided by area knowledge keepers whenever possible • Review assessment practices across the District for bias • Review what is defined or regarded as “success”, what is celebrated, and what is valued for bias; ensure that success and recognition are equitable and decolonized • Elevate student, family, and community voice in classrooms and schools and be reflected in learning practices and school communities • Increase indigenous representation in learning, in resources, in shared learning and exploration of culture and language • Ensure that Indigenous languages are a visible and valued part of students’ learning experience • Ensure that opportunities are in place for students to deepen their understanding of Indigenous worldviews and support students in achieving personal success and well-being 				
Current District Placement on Pedagogical Core				
1	2	3	4	No Evidence
The Pedagogical Core lacks agency and advocacy for equity work. The learners’ experience is singular and does not connect to the need for equitable opportunities. Learners are assigned to programs and classes according to opinion about cultural background and perceived learning abilities. Aboriginal Worldviews and Perspectives are absent. Classrooms are disconnected from families and communities.	The Pedagogical Core is beginning to connect learning to the cultural backgrounds of learners. Aboriginal Worldviews and Perspectives are beginning to be incorporated into the classroom experience of each learner.	The Pedagogical Core is maturing and incorporates empowering experiences for all learners most of the time. Learners’ cultural backgrounds are acknowledged and attempts are made to connect learning to personal experiences. Resources connect to the learners’ experience most of the time. Aboriginal Worldviews and Perspectives are incorporated most of the time.	The Pedagogical Core is mature in taking responsibility for equity of opportunity for all learners. Learners are empowered to challenge themselves to succeed and they recognize that their cultural background is respected through the appropriate use of resources. Learning experiences are intentionally designed to promote opportunities for all learners. Aboriginal Worldviews and Perspectives are always present. Classrooms are highly connected to families and communities.	The Equity Team is unable to determine the characteristics of the Pedagogical Core.

Learning Profile:

Equity Scan Feedback Summarized				
<ul style="list-style-type: none"> Acknowledge that while success is being realized for some indigenous students, there is more to do for many; remove barriers to allowing every indigenous student to find what is success for them Decolonize District view of success and how it is recognized and celebrated Continue quantitative and qualitative student data tracking, acknowledging that specific actions at all levels need to consistently come out of that data and be reviewed and supported ongoing Share and learn from quantitative and qualitative data with rightsholders in order to ensure progress and understanding of what could be done next and why for Indigenous students; diverse types of data need to drive practice, interventions, and support Strategically and transparently inform parents and families about curriculum, teaching practices, and/or graduation requirements impacting their children Ensure that Indigenous families know who are supporting their children in schools and feel connected to those people 				
Current District Placement on Learning Profile				
1	2	3	4	No Evidence
Learning Profiles are random and unconnected to the learner. Learning is not evidence- informed and there are no or limited supports for learners when achievement lags. Profiles are determined by opinion rather than evidence. There is no evidence of collaborative and reflective practice.	Learning Profiles and cultures of reflective practice are emerging and learner needs influence resourcing and interventions. There is professional awareness of appropriate interventions that should be in place and professionals are working toward implementation.	Learning Profiles play an important role in designing, learning and responding to required supports and interventions. Systems are in place that defines professional conversations and collaboration in support of the learner.	Learning Profiles are robust and evidence- informed. Up to date profiles direct resourcing and interventions in time to make a difference. Mature cultures of reflective practice dominate the professional environment. There is a high degree of advocacy for learners and empowering systems of belief are evident.	The Equity Team is unable to determine the characteristics of the Learning Profile.



Path Forward:

Five themes were identified and prioritized in the following order by both the Equity Scan Committee and the Indigenous Education Committee:

1. **Racism**: Nicola-Similkameen School District will be an Anti-Racist District with an authentic and action focused commitment to equity for all Indigenous students, families, staff, and communities.
2. **Connection**: Nicola-Similkameen School District will exemplify authentic connection between students/families/communities and schools.
3. **Voice**: The Nicola Similkameen School District will provide opportunities for the voices of Indigenous students, parents, caregivers, staff, and communities to be heard and responded to with actions. "Community" is to include Rightsholders, Indigenous people, Metis people and people living on and off-reserve.
4. **Representation**: The Nicola Similkameen School District commits to the principle of Representation of Indigenous communities, students, parents, caregivers, and staff in all we do.
5. **Cultural Learning**: Over-arching and embedded throughout student experience and learning, the Nicola Similkameen School District recognizes that cultural and language learning and practices are the essential foundation for Indigenous Students.

1. Nicola-Similkameen School District will be an **Anti-Racist District** with an authentic and action focused commitment to equity for all Indigenous students, families, staff, and communities.

What People Want to See / Evidence	Actions Required	Timeline	Accountable	Indicators of Success
Everyone is respected	Every Code of Conduct/Norms will directly reference anti-racist expectations All norms will have an equity perspective	September 2024	Superintendent or Designate Principals	Will be on every website Visible in every school
			Who Needs to be Engaged? School staff Parents and families Students	What Barriers Will Need to Be Addressed? Prioritization Focus
What People Want to See / Evidence	Actions Required	Timeline	Accountable	Indicators of Success
Authentic Anti-racism Plans are co-developed by District, Schools, and communities; reviewed annually	District Anti-Racism Plan to be created Consideration by Policy Committee and creation of TRC/ anti-racism policy	June 2024	Superintendent or designate	On District website
			Who Needs to be Engaged? District Staff Trustees Ed Coordinators School Staff Students Families Communities	What Barriers Will Need to Be Addressed? Prioritizing as an action item Engagement Trust
	Individual School Anti-Racism Plans to be created and aligned with District Plan	June 2024	Accountable Superintendent or designate Principals	Indicators of Success On school websites
			Who Needs to be Engaged? Staff Parents and Families Community Students	What Barriers Will Need to Be Addressed? Prioritizing Engagement Trust

What People Want to See / Evidence Accountability for racist acts and incidents	Actions Required All incidents to be reported to the District, where records of all incidents are maintained. Families of students who experience racist/discriminatory incidents are to be contacted by the District. Families of students who engage in racist/discriminatory behaviours to be contacted by the District.	Timeline January 2024	Accountable Superintendent or designate HR	Indicators of Success Records of incidents and communication kept at District. Data will be to be analyzed to inform District planning and response/interventions.
	Indigenous staff reporting racist incidents to be supported by the District in the manner the impacted staff member chooses whenever possible.		Who Needs to be Engaged? Principals	What Barriers Will Need to Be Addressed? People need to understand what needs to be reported. System of record keeping and follow up to be developed.
What People Want to See / Evidence Education on antiracism and racism	Actions Required All staff will receive education and training Examples to include: Anti-Racism Standard 9 TRC Calls to Action UNDRIP FPPL Local opportunities	Timeline Yearly	Accountable HR or designate	Indicators of Success Onboarding Online and face to face training Yearly review
			Who Needs to be Engaged? Principals Unions DPAC Ed Coordinators	What Barriers Will Need to Be Addressed? Keeping people engaged year after year. Finding “program” and resources.
	Actions Required	Timeline Ongoing	Accountable Superintendent or designate Principals	Indicators of Success Developmentally appropriate resources available.

	<p>All students will receive developmentally appropriate education about racism, anti-racism and honoring diversity.</p> <p>Teachers will receive support in teaching anti-racism</p> <p>Families to be connected to student learning</p>			Enhancing Learning Teacher and ISA involvement.
			<p>Who Needs to be Engaged?</p> <p>School staff Parents and families Students</p>	<p>What Barriers Will Need to Be Addressed?</p> <p>Financial resources Providing Resources Ensuring implementation across schools and classrooms.</p>
<p>What People Want to See / Evidence</p> <p>District and school practices are reviewed from an equity lens</p>	<p>Actions Required</p> <p>Examples for review to include but not limited to: Resources Content Assessment Recognition Traditions Access Conflict resolution and restorative practices Policy development Administrative Procedures Human Resources – hiring</p>	<p>Timeline</p> <p>Ongoing</p> <p>Universal and specific need to exist at the same time</p>	<p>Accountable</p> <p>Superintendent or designate Principals</p>	<p>Indicators of Success</p> <p>Reports</p>
			<p>Who Needs to be Engaged?</p> <p>School Staffs Community Students</p>	<p>What Barriers Will Need to Be Addressed?</p> <p>Bias / Racism Fear Lack of engagement</p>
<p>What People Want to See / Evidence</p> <p>Racism reporting mechanism clearly posted on websites</p>	<p>Actions Required</p> <p>Confidential and safe</p> <p>Supported emotionally as requested</p>	<p>Timeline</p> <p>April 2024</p>	<p>Accountable</p> <p>Superintendent or designate</p>	<p>Indicators of Success</p> <p>Website School information posted Handbook describes how to report</p>

and in school settings	People they can report to in and out of school system as they choose / role for advocacy Racist acts reported to RCMP and Province as required		Who Needs to be Engaged? Community School staff Province/RCMP	What Barriers Will Need to Be Addressed? Creating trust in being able report Building connections
What People Want to See / Evidence Racist incidents are taken seriously and addressed.	Actions Required Students/families and staff who are impacted by racist incidents will be involved in determining the type of response the District makes to racist incidents whenever possible. The District will respond to any and all systemic racist incidents in ways that are safe and respectful to those impacted whenever possible. Options for addressing racist incidents may include but not be limited to traditional cultural interventions, counselling, and/or discipline.	Timeline January 2024	Accountable Superintendent or designate	Indicators of Success Surveys District records
			Who Needs to be Engaged? Principals School Staffs Students Families Community	What Barriers Will Need to Be Addressed? Fear of reporting, of retaliation Lack of trust of system Willingness to address Legal responsibilities Duty to Report
What People Want to See / Evidence Communication of Equity Scan work and changes	Actions Required District wide Community wide	Timeline Ongoing	Responsible: Superintendent or designate Principals	Indicators of Success Anti -Racism Newsletters Equity Scan Newsletters Website Social media
			Who Needs to be Engaged? Schools Communities Families	What Barriers Will Need to Be Addressed? Communication Engagement

2. Nicola-Similkameen District will exemplify **authentic connection** between students/families/communities and schools.

What People Want to See / Evidence Students, families, and communities will know who is working in schools and have an understanding of "how things work"	Actions Required Examples of actions to include: Welcome letters from District Welcome letters from school Welcome letters from teachers Updated staff lists on websites All classroom changes in teachers communicated in a timely manner	Timeline September 2024	Accountable Superintendent or designate Principals	Indicators of Success School welcome on website Staff updated on website
			Who Needs to be Engaged? Principals Teachers	What Barriers Will Need to Be Addressed? Schedule and commitment Are staff willing to have their photos (for example) posted on websites?
	Actions Required <u>Indigenous Student and Parent Handbook</u> available	Timeline Updated by September 2024 Ongoing updates as required	Accountable Director of Instruction Ab Ed	Indicators of Success Website
			Who Needs to be Engaged? Principals Teachers ISA	What Barriers Will Need to Be Addressed? Communication Hard copies may need to be provided
	Actions Required <u>Student Support Service Parent Handbook</u> available online and in hard copy	Timeline January 2025 Ongoing updates as required	Accountable Director of Instruction Inclusion	Indicators of Success Website
			Who Needs to be Engaged? Principals SST ISA	What Barriers Will Need to Be Addressed? Communication Hard copies may need to be provided

What People Want to See / Evidence Families in Schools	Actions Required Two events a year other than parent/teacher interviews Open door policy clearly communicated, both physical and psychological	Timeline September 2024	Accountable Principals Ed Coordinators	Indicators of Success Attendance Feedback
			Who Needs to be Engaged? Staff Families Ed Coordinators Contemporary and local speakers and knowledge keepers	What Barriers Will Need to Be Addressed? Staff availability Transportation Budgets Engaging topics/speakers; contemporary and local. Communication School engagement
What People Want to See / Evidence Schools in Communities	Actions Required Two events a year where school staff go into community	Timeline September 2024	Accountable District Staff and Board Principals Ed Coordinators	Indicators of Success Attendance Feedback
			Who Needs to be Engaged? Staff Families Ed Coordinators Contemporary and local speakers and knowledge keepers	What Barriers Will Need to Be Addressed? Engagement of staff Attendance of community Invitation

What People Want to See / Evidence	Actions Required	Timeline	Accountable	Indicators of Success
Schools are compassionate and safe places for all Indigenous students and families	Healthy food available always without stigma or judgement	September 2024	Principals	Feedback Planning evident Clearly communicated to families Training for staff
	Safe adult for every Indigenous student		Who Needs to be Engaged? School staff Families	What Barriers Will Need to Be Addressed? Money Communication Trust Attitudes towards support by school staff Training and education
	Gaps for students identified and addressed			
	Alternate welcoming spaces for Indigenous students			
Flexibility and choice for Indigenous families in how they engage with schools				
Active and open listening by all staff; staff responsive in changing practices				
	Codes of Conducts/Norms are strength based	Timeline	Accountable	Indicators of Success
		September 2024 Reviewed yearly	Principals	Websites
			Who Needs to be Engaged?	What Barriers Will Need to Be Addressed?
What People Want to See / Evidence	Actions Required	Timeline	Accountable	Indicators of Success
All students and families honoured	Individuals are celebrated	September 2024	Principals	Feedback Planning evident Clearly communicated to families Recording of absences reflects consideration of life events. Individualized response to return to school and catch up
	Achievements / Successes are celebrated			
	Family events and life experiences met with compassion and understanding			
Each child and family seen and supported as				

unique and important	Cultural practices honored and supported by teachers who understand those practices and traditions		Who Needs to be Engaged? School staff Communities Ed coordinators	What Barriers Will Need to Be Addressed? Engagement Training and education Advocacy for families and students who are not being treated fairly. Corrective actions when not honoured.
What People Want to See / Evidence Students' strengths are explored and celebrated	Actions Required Credits given for cultural work Students encouraged and supported to participate in available opportunities List of contemporary local Indigenous speakers; leadership and role models available for kids Academic advising for Indigenous students to include cultural/individualized planning Indigenous student participation in cultural opportunities supported and celebrated by teachers	Timeline September 2024	Accountable Principals	Indicators of Success Report cards Clear communication of this to parents
			Who Needs to be Engaged? School staff Communities Families Ed Coordinators	What Barriers Will Need to Be Addressed? Finances Community support and resources for other activities. Ensuring that all learning is recognized and honoured.

3. The Nicola Similkameen School District will provide opportunities for the **VOICES** of Indigenous students, parents, caregivers, staff, and communities to be heard and responded to with actions. "Community" is to include Rightsholders, Indigenous people, Metis people and people living on and off-reserve.

What People Want to See / Evidence Indigenous Students have voice and see associated changes	Actions Required Leadership opportunities Decision making opportunities Student to student opportunities Voice and choice in own learning – what it is they are learning, how it is being taught and how they are showing their learning	Timeline January 2024	Accountable Superintendent or designate Principals	Indicators of Success Data collected Visible on social media and in newsletters. Calendar of events and record of attendance kept.
			Who Needs to be Engaged? Students Families Communities School Staff	What Barriers Will Need to Be Addressed? Students feeling safe Adults listening and making changes
What People Want to See / Evidence Indigenous Families have voice and see associated changes	Actions Required Involved in decision making Regarded as experts Families get to choose how they engage with schools in alternative ways if needed	Timeline January 2024	Accountable Superintendent or designate Principals	Indicators of Success Data collected Visible on social media and in newsletters.
			Who Needs to be Engaged? Communities Ed coordinators Families and caregivers School staff	What Barriers Will Need to Be Addressed? Colonized practices around communication and connection. One way communication; schools not open. Classrooms not authentically open Trust Action stemming from voice not being visible. Families not defined by euro perspective

What People Want to See / Evidence Indigenous Communities have voice and see associated changes.	Actions Required Involved in decision making Ensure that various groups have the opportunity to have voice in determining what happens for their children in schools. Opportunities to have fun together	Timeline January 2024	Accountable Superintendent or designate Principals	Indicators of Success Anecdotal evidence Education Coordinator communication Newsletters
			Who Needs to be Engaged? Communities Ed coordinators Families and caregivers School staff	What Barriers Will Need to Be Addressed? Colonized practices around communication and connection. One way communication; schools not open. Classrooms not authentically open. Trust Action stemming from voice not being visible.
What People Want to See / Evidence Indigenous Staff have voice and see associated changes	Actions Required Involved in decision making Exit interview process that is proactive – check in's Indigenous staff have opportunity to share at staff meetings Inclusive school teams for all staff members	Timeline January 2024	Accountable Superintendent or designate Principals	Indicators of Success Surveys Anecdotal reports
			Who Needs to be Engaged? School staff	What Barriers Will Need to Be Addressed? Colonized practices around communication and connection. One way communication; schools not open. District and schools not authentically open. Trust Action stemming from voice not being visible.
What People Want to See / Evidence For every Indigenous student, family, staff, and	Actions Required Relationships built on trust Invitations to people who may have disengaged	Timeline January 2024	Accountable Superintendent or designate Principals	Indicators of Success Surveys Participation in activities

community to have voice.	<p>Diverse voices searched for and honored, diverse voices with different perspectives</p> <p>Listening</p> <p>Elder participation</p> <p>Meaningful and obvious changes are made because of feedback</p> <p>Authentic conversations</p>		<p>Who Needs to be Engaged?</p> <p>Communities</p> <p>Ed coordinators</p> <p>All students</p> <p>All families and caregivers</p> <p>All school staff</p>	<p>What Barriers Will Need to Be Addressed?</p> <p>Bias</p> <p>Judgement</p> <p>One way to interact chosen by schools</p> <p>Lack of compassionate systems</p>
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4. The Nicola Similkameen School District commits to the principle of **Representation** of Indigenous communities, students, parents, caregivers, and staff in all we do.

What People Want to See / Evidence	Actions Required	Timeline	Accountable	Indicators of Success
<p>Classrooms and schools have rich and varied resources that are representative of Indigenous students and their lives.</p> <p>All classroom and school practices and pedagogy reflect the First Peoples Principles of Learning.</p> <p>All staff have a commitment to improving their understanding and practices around</p>	<p>Indigenous books and texts in classrooms and libraries.</p> <p>Indigenous fiction and non-fiction in classrooms and libraries.</p> <p>Indigenous early learning resources in all early learning spaces and childcare spaces</p> <p>Play based learning for all.</p> <p>Place based learning for all.</p> <p>More outdoor learning.</p> <p>Professional development and cultural learning for all staff members.</p>	September 2024	<p>Superintendent or delegate</p> <p>Principals</p>	<p>Visible resources in libraries</p> <p>Classroom scans</p>
			<p>Who Needs to be Engaged?</p> <p>Community knowledge keepers, artists, and language speakers.</p> <p>Unions</p> <p>Enhancing Learning Teachers/Librarians/ Classroom and subject area teachers.</p> <p>School staff</p>	<p>What Barriers Will Need to Be Addressed?</p> <p>Financial resources</p> <p>Embedded colonial practices and values</p> <p>Education and training</p> <p>Trust</p> <p>Courage to address bias and racism in practices and pedagogy.</p>

the FPPL, TRC and local knowledge and cultures.				
What People Want to See / Evidence School environments are representative of Indigenous students, families, and communities.	Actions Required Place based indigenous images and artwork visible and honoured. Teachings connected to artwork. Images of local Indigenous leadership and role models visible and honoured. Signage throughout District facilities in languages. Five senses engaged in schools, grounding and celebrating the whole child.	Timeline September 2024	Accountable Superintendent or delegate Principals	Indicators of Success School scans
			Who Needs to be Engaged? Community knowledge keepers, artists, and language speakers. Students Families School staff	What Barriers Will Need to Be Addressed? Financial resources Embedded colonial practices and values Education and training Trust Being responsive to what communities need and want.
What People Want to See / Evidence Staffing in all areas of the district have representation of and opportunity for Indigenous people.	Actions Required Policies and practices represent the commitment to equity and proportionate representation in staffing at all levels. Specific recruiting and retention strategies for Indigenous employees.	Timeline September 2024	Accountable Superintendent or designate	Indicators of Success Staffing surveys
			Who Needs to be Engaged?	What Barriers Will Need to Be Addressed?

	<p>Indigenous students provided with opportunity and encouraged to explore education-based career opportunities.</p> <p>Supports in place for Indigenous staff members as needed and requested.</p> <p>Anti-racist education for all employees.</p>		<p>HR</p> <p>Principals</p> <p>Community employment partners</p> <p>Post secondary partners</p> <p>Academic advisors</p> <p>School staff</p>	<p>Hiring practices and collective agreements.</p> <p>Communication with potential candidates.</p> <p>Supporting adult learners as they pursue their careers of choice.</p> <p>Systemic history that makes Indigenous people feel unwelcome as employees.</p>
<p>What People Want to See / Evidence</p> <p>Participation of families seen in all areas of schools.</p>	<p>Actions Required</p> <p>Volunteer opportunities provided and welcomed.</p> <p>Events that fit transportation and scheduling needs of families.</p> <p>PAC consideration, ensuring Indigenous family voice.</p> <p>Elders/families/knowledge keepers in schools.</p>	<p>Timeline</p> <p>September 2024</p>	<p>Accountable</p> <p>Superintendent or designate</p>	<p>Indicators of Success</p> <p>Surveys</p>
			<p>Who Needs to be Engaged?</p> <p>School staff</p> <p>Communities</p> <p>Families</p>	<p>What Barriers Will Need to Be Addressed?</p> <p>Trust</p> <p>Past practices and inflexibility, bias</p>
<p>What People Want to See / Evidence</p> <p>Opportunity, engagement, and participation of Indigenous students in all areas</p>	<p>Actions Required</p> <p>Barriers to participation addressed; focus on access and participation for all.</p> <p>Access to and support for participating in all classes and subjects.</p>	<p>Timeline</p> <p>September 2024</p>	<p>Accountable</p> <p>Superintendent or designate</p>	<p>Indicators of Success</p> <p>Surveys</p>

of school learning and activities.	<p>Access and support for participating in all trades opportunities</p> <p>Access and support for participating in all post-secondary opportunities</p> <p>Access and support for all students being engaged in finding their passions.</p> <p>Access and support for all students in participating in athletic opportunities.</p> <p>Equitable scholarship and bursary distribution.</p> <p>Publicly honoring and celebrating the success of each Indigenous learners.</p> <p>All Indigenous students supported to pursue their own excellence</p>		<p>Who Needs to be Engaged?</p> <p>Students</p> <p>School staff</p> <p>Communities</p> <p>Families</p>	<p>What Barriers Will Need to Be Addressed?</p> <p>Trust</p> <p>Past practices and inflexibility, bias</p> <p>Financial resources</p>
<p>5. The Nicola Similkameen School District recognizes that cultural learning and practices are the essential foundation of all experiences and learning for Indigenous Students, All Students, and Staff in every school and community.</p>				
<p>What People Want to See / Evidence</p> <p>Culture and Language as good medicine</p>	<p>Actions Required</p> <p>Examples to include:</p> <p>Appropriate land acknowledgements</p> <p>Circles as standard practice</p> <p>Elders in schools</p>	<p>Timeline</p> <p>June 2024</p>	<p>Accountable</p> <p>Superintendent or delegate</p> <p>Principals</p>	<p>Indicators of Success</p> <p>Communication</p> <p>Social media</p> <p>Data</p>

<p>Culture and Language are embedded in all we do</p> <p>The umbrella under which everything happens</p>	<p>Ceremony</p> <p>Acknowledgment and implementation of healing and restorative practices</p> <p>Knowledge keepers in schools</p> <p>Indigenous community partners in schools</p> <p>Performances</p> <p>Decolonization of logo, websites</p> <p>Communities changing the culture and practices in schools</p>		<p>Who Needs to be Engaged?</p> <p>Communities</p> <p>AAC</p> <p>Families</p> <p>Elders and Knowledge keepers.</p> <p>Students</p> <p>School staff</p>	<p>What Barriers Will Need to Be Addressed?</p> <p>Financial resources</p> <p>Accessing community experts, knowledge keepers, elders.</p> <p>Identifying and implementing authentic local practices as supported by community.</p>
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Quote TBD



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: FRENCH IMMERSION UPDATE

DATE: May 8, 2024

We are pleased to be able to provide an update on the FIM Growth Grant related work that has taken place to date.

Initiatives include:

- Hiring a videographer/director to create promotional videos for the FI elementary and secondary schools
- Hiring a French speaking qualified Education Assistant to support teachers with the goal of retention and benefiting student learning
- Planning and forming a French Advisory Committee with the goal of representation from parents, students, teachers, district staff, First Nations, and the Board of Trustees
- Completing a FI program review
- Providing Cultural Field Trips in and around BC and Canada for FI students
- Purchasing FI resources: i.e., math, science, social studies, and library books, including leveled readers in specific course areas
- Offering pedagogy and engagement specific training to FI teachers
- Sourcing and purchasing French online courses that can be offered to support French learning percentages
- Facilitating “French for a Day” Pre-K Symposiums at daycares to promote the intake of FI students
- Providing co-teaching support for FI elementary and secondary schools

The District is very grateful for this financial support and the opportunity to enhance and improve the FI program within SD 58. This funding is provided by the Government of Canada to provide more students with access to FI programs and to increase bilingualism in British Columbia.

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, Fax: (250) 378-6263

MEMORANDUM

TO: Dylan Richardson, Secretary Treasurer

**FROM: Darrell Finnigan
Operations Manager**

RE: 2024-2025 AFG Update

DATE: May 1st, 2024

I am pleased to present the 2024/2025 Annual Facility Grant (AFG) for your consideration and support. Upon approval, we will submit the proposed AFG plan, which is due May 19, 2024. The enclosed submission plan encompasses 48 projects carefully chosen in collaboration with school principals, maintenance personnel, and mechanical engineers, addressing immediate needs within our educational facilities. The diligent process of engaging engineers, gathering quotes, and consulting stakeholders commenced in December, culminating the compilation of projects for review.

There are 9 main categories of upgrades that are eligible for AFG expenses: accessibility, asbestos abatement, electrical, exterior wall system, HVAC, interior construction, plumbing, roofing, site.

Feedback received from schools and maintenance staff regarding the proposed AFG projects has been overwhelmingly positive. With \$1,500,000 identified projects, and \$793,681 of available funding for the 2024-2025 school year, the selection of projects has been prioritized based on providing a safe and respectful learning environments for students as well as the overarching needs of our educational institutions. Projects not included in the 2024/2025 AFG list will be reconsidered for inclusion in next year's allocation.

AFG funding from the ministry serves a crucial role in supporting our district by addressing smaller projects essential for the safe operation of our schools and attending to minor maintenance issues however, the allocated AFG funding primarily caters to necessary and emergent maintenance, limiting our capacity to proactively address maintenance needs within our educational facilities.

Sincerely,

Darrell Finnigan
Operations Manager

Enc. 2024-2025 Annual Facilities Grant

Annual Facilities Grant - Year Over Year Funding			
	Amount (\$)	Increase %	
2022-2023	\$ 634,623		
2023-2024	\$ 777,079	22.4%	
2024-2025	\$ 793,681	2.1%	

2024-2025 Annual Facilities Grant Plan (AFG)

SCHOOL	Cost & Labour	Total	Comments
Merritt Bench			
Playground	14,350		Add a GAGA Pit and replace swings
TOTAL	14,350		
Collettsville			
Exterior Doors	23,000		Replace old weathered Doors
Field Irrigation	45,000		Replace old sprinkler system
Heating Control Valves	7,000		Replace old valves
Water fountains	4,000		Upgrade fountains to the new water bottle style.
Boiler Repairs	17,000		Replacing aging parts
TOTAL	96,000		
Diamond Vale			
Heating Control Valves	6,800		Replacing heat control valves that control classrooms
Carpet in Speech room	6,300		Replacing old work carpet in Speech Office
Water fountains	7,600		Replacing old style water fountains with the new bottle fill style.
Replace asphalt at north end	24,350		Replacing the old crumbling asphalt
Boiler Repairs	14,250		Replacing aging parts
TOTAL	59,300		
Nicola Canford			
Strong Start Entrance	9,350		Upgrade the strong start entrance. Flower pots and signs.
Stove venting X2	9,500		Stoves in the common areas need venting
Refrigeration relief valves	21,450		Replacing aging valves.
TOTAL	40,300		
Merritt Secondary			
Gym floor refinishing	12,350		Repainting lines and resealing the floor
Portable Windows	4,950		Replacing old double sider windows with new efficient vinyl
Science Wing Electrical Panel Upgrades	32,850		Replacing old made electrical panels.
Heating control Valves	6,900		Replacing heat control valves that control classrooms
Replace air handling Motors	19,681		Replacing worn motors for MSS air handling units.
MSS security upgrades	9,500		Replacing door switches for motion detectors in gym.

SCHOOL	Cost & Labour	Total	Comments
TOTAL	86,231		
Merritt Central			
Refrigeration relief valves	20,000		Replacing aging valves.
TOTAL	20,000		
CMS/SCIDES/CLC			
Bathroom Reno	14,500		Converting the old janitor room into a washroom for the far wing of the school.
Fob IT Door/Gym	4,500		Adding a fob and security to the IT room.
HVAC replacement unit	38,500		Replacing the 20 years + heater with a new HVAC unit.
CMS Trail From Armstrong	15,000		Creating a safe trail from the City's pathway to the school field.
HVAC cleaning	29,500		Cleaning the HVAC system in all rooms.
TOTAL	102,000		
Old Princeton BO/New Riverside			
LED Lighting	7,000		Changing out the old incandescent bulbs with LED.
Stove install	9,500		Addition of a stove to the kitchen area of the old Board Office in Princeton.
TOTAL	16,500		
Princeton Secondary School			
Gym Floor refinishing/Logo	15,500		Sealing the gym floor and adding a center logo.
Painting	10,000		Classroom painting.
Exterior Doors	12,500		Replacing old worn doors.
Boiler Venting	20,000		Replacing the exhaust pipes that were vandalized.
Combustion fan	9,000		Replacing a combustion fan that's not operating.
Gas Valves	14,500		Replacing old gas valves
Safety Guards for Gym Mezzanine	16,500		Installing safety guards on handrailing at the gym mezzanine.
Hydrant bollards	11,500		Installing safety bollards around the fire hydrant.
Door Replacement	17,000		Replacing broken and weathered doors
Animal Proof Garbage Can	2,500		New bear proof garbage cans.
TOTAL	129,000		
Vermilion Forks			

SCHOOL	Cost & Labour	Total	Comments
Portables roofing	39,500		Replacement of the old roofing on portables.
Exhaust Fans	7,000		Replacing old exhaust fans for school system.
Animal Proof Garbage Can	2,500		New bear proof garbage cans.
TOTAL	49,000		
John Allison			
Outdoor asphalt painting	9,500		Painting games on the new asphalt.
Flooring Portable	23,500		Replacing the old worn flooring in the portable.
Classroom Painting	7,000		Painting classrooms with old worn paint
Animal Proof Garbage Can	2,500		New bear proof garbage cans.
TOTAL	42,500		
District Projects/All Schools/Labour			
Labour			
Radon Mitigation Princeton	32,000		Engineering for radon mitigation
1 ton box repair	7,500		Cleaning the rust and painting the box on the dump truck.
School Lock Boxes	14,000		Exterior lock boxes for keys emergency services
District Maintenance and HVAC reports	85,000		Every District building will be reviewed for boiler and HVAC units. This report will intergrade into our asset workorder system. The report will have building drawings with locations of equipment, estimated life span and detailed maintenance requirements.
TOTAL	138,500		
AFG Total	793,681		
Budget	793,681		



**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: 2023-2024 Quarterly Financial Update

DATE: May 3, 2024

Trustees will find enclosed a copy of the quarterly financial update for the period, July 1, 2023– March 31 2024. An overview of the report will be provided followed by an opportunity for questions and discussion.

Dylan Richardson
Secretary Treasurer/CFO

Enc. 2023-2024 Quarterly Financial Update

School District No. 58 (Nicola-Similkameen)

Quarterly Budget Report - Operating Fund

For the Period Ended March 31, 2024

	Amended Budget	July - Mar Expenses	Remaining	%	Outstanding Purch Orders
<u>Salaries & Benefits</u>					
Teachers	8,941,968	6,439,878	2,502,090	72%	
Principals and VP	2,450,488	1,847,766	602,723	75%	
Support Staff	3,393,237	2,438,391	954,846	72%	
Educational Assts	3,365,644	2,109,736	1,255,908	63%	
Other Professionals	1,380,139	1,058,000	322,139	77%	
Replacement TTOC	462,659	344,398	118,261	74%	
Replacement CUPE	507,341	366,966	140,375	72%	
Total Salaries:	\$ 20,501,476	\$ 14,605,134	\$ 5,896,342	71%	
Benefits	4,285,346	3,075,229	1,210,117	72%	
Total Salaries & Benefits:	\$ 24,786,822	\$ 17,680,362	\$ 7,106,460	71%	
Benefits As a % of Total Salaries	20.90%	21.06%			
<u>Services & Supplies</u>					
Professional Services	\$ 1,355,357	\$ 1,262,856	\$ 92,501	93%	** \$ 44,211
Student Transportation	256,531	153,261	103,270	60%	
Professional Dev & Travel	320,857	211,410	109,447	66%	
Rentals and Leases	46,076	35,048	11,028	76%	
Dues and Fees	109,147	82,352	26,795	75%	**
Insurance	93,448	92,792	656	99%	**
Supplies	1,704,791	1,163,663	541,128	68%	\$ 32,340
Utilities	746,782	641,253	105,529	86%	
Total Services & Supplies:	\$ 4,632,989	\$ 3,642,635	\$ 990,354	79%	
Grand Total	\$ 29,419,811	\$ 21,322,997	\$ 8,096,814	72%	

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

MEMORANDUM

TO: All Trustees

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

RE: 2024/25 ANNUAL BUDGET

DATE: May 3, 2024

Trustees will find enclosed a copy of the 2024-2025 Annual Budget with a total budget by-law of \$39,998,694 (See Statement 2), built on the enrolment projection and estimated funding grants provided by the Ministry of Education and Childcare. The September enrolment count followed by the funding announcement in December will form the basis for the Amended Annual Budget that will be prepared and presented to the Board of Education in February 2025. The Annual Budget is broken down into three areas: Operating (Schedule 2), Special Purpose (Schedule 3), Capital (Schedule 4).

The 2024-2025 annual budget was assembled utilizing feedback that was received from the school district's rightsholders and partner groups through the Nicola & Similkameen valleys (Enclosed).

Operating - Over the past number of years the Board of Education has been preparing annual budgets that result in a drawdown of the district's accumulated operating surplus. The enclosed budget intends to spend \$29,965,555 of operating expenses and draw \$389,186 of the accumulated operating surplus.

Special Purpose - Schedule 3A lists all the District's Special Purpose Funds which must be reported separately. Except for the Annual Facility Grant and the First Nations Student Transportation, all funds are used for Instructional purposes. The district plans to spend \$7,209,420 on operating costs and \$155,143 on capital assets.

Capital - This budget recognizes additional Ministry of Education and Childcare grants for capital expenses, totaling \$2,230,451. In addition, it reflects the use of \$438,125 of the Local Capital Reserve for replacement of capital assets (computers, equipment, vehicles), and the continuance of previously approved capital projects.

At this time, we are requesting a motion to approve the 2024/25 Annual Budget Bylaw for FIRST reading.

A handwritten signature in black ink, appearing to be 'DR', is written over a white background.

Dylan Richardson
Secretary Treasurer/CFO

DR/jmg

Enc. 2024-2025 Annual Budget; 2024-2025 Budget Planning Summary of Submissions

Success for ALL Learners ~ Today and Tomorrow

Annual Budget

School District No. 58 (Nicola-Similkameen)

June 30, 2025

School District No. 58 (Nicola-Similkameen)

June 30, 2025

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 58 (Nicola-Similkameen) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$39,998,694 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE _____ DAY OF _____, 2024;

READ A SECOND TIME THE _____ DAY OF _____, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 58 (Nicola-Similkameen) Annual Budget Bylaw 2024/2025, adopted by the Board the _____ DAY OF _____, 2024.

Secretary Treasurer

School District No. 58 (Nicola-Similkameen)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	2,181,499	2,176,193
Adult	23,750	55,750
Total Ministry Operating Grant Funded FTE's	2,205,249	2,231,943
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	31,671,877	31,589,954
Other	69,385	94,992
Other Revenue	4,693,772	4,601,972
Rentals and Leases	181,688	65,860
Investment Income	402,746	422,250
Amortization of Deferred Capital Revenue	1,346,516	1,114,103
Total Revenue	38,365,984	37,889,131
Expenses		
Instruction	29,270,215	29,441,298
District Administration	2,339,598	1,865,675
Operations and Maintenance	6,437,158	6,392,098
Transportation and Housing	1,358,455	1,611,969
Total Expense	39,405,426	39,311,040
Net Revenue (Expense)	(1,039,442)	(1,421,909)
Budgeted Allocation (Retirement) of Surplus (Deficit)	389,186	713,279
Budgeted Surplus (Deficit), for the year	(650,256)	(708,630)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(650,256)	(708,630)
Budgeted Surplus (Deficit), for the year	(650,256)	(708,630)

School District No. 58 (Nicola-Similkameen)

Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	29,965,555	29,419,811
Special Purpose Funds - Total Expense	7,209,420	7,608,807
Special Purpose Funds - Tangible Capital Assets Purchased	155,143	74,240
Capital Fund - Total Expense	2,230,451	2,282,422
Capital Fund - Tangible Capital Assets Purchased from Local Capital	438,125	614,118
Total Budget Bylaw Amount	39,998,694	39,999,398

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary/Treasurer	Date Signed

DRAFT

School District No. 58 (Nicola-Similkameen)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,039,442)	(1,421,909)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(155,143)	(74,240)
From Local Capital	(438,125)	(614,118)
From Deferred Capital Revenue	(12,737,631)	(4,954,502)
Total Acquisition of Tangible Capital Assets	(13,330,899)	(5,642,860)
Amortization of Tangible Capital Assets	2,230,451	1,975,510
Total Effect of change in Tangible Capital Assets	(11,100,448)	(3,667,350)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(12,139,890)	(5,089,259)

School District No. 58 (Nicola-Similkameen)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	25,411,414	24,688,033
Other	69,385	79,704
Other Revenue	3,590,172	3,529,222
Rentals and Leases	181,688	65,860
Investment Income	323,710	343,713
Total Revenue	29,576,369	28,706,532
Expenses		
Instruction	22,331,989	22,127,199
District Administration	2,079,115	1,762,502
Operations and Maintenance	4,383,249	4,198,556
Transportation and Housing	1,171,202	1,331,554
Total Expense	29,965,555	29,419,811
Net Revenue (Expense)	(389,186)	(713,279)
Budgeted Prior Year Surplus Appropriation	389,186	713,279
Budgeted Surplus (Deficit), for the year	-	-

School District No. 58 (Nicola-Similkameen)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	28,033,229	26,967,695
ISC/LEA Recovery	(3,485,172)	(3,485,172)
Other Ministry of Education and Child Care Grants		
Pay Equity	120,216	120,216
Funding for Graduated Adults	53,674	53,674
Student Transportation Fund	170,292	170,292
Support Staff Benefits Grant	30,025	30,025
FSA Scorer Grant	7,506	7,506
Labour Settlement Funding	311,644	448,253
Feb/May 1701 Adjustments	125,000	375,544
English Language Learning funds	45,000	
Total Provincial Grants - Ministry of Education and Child Care	25,411,414	24,688,033
Provincial Grants - Other	69,385	79,704
Other Revenues		
Funding from First Nations	3,485,172	3,485,172
Miscellaneous		
District Entered	105,000	44,050
Total Other Revenue	3,590,172	3,529,222
Rentals and Leases	181,688	65,860
Investment Income	323,710	343,713
Total Operating Revenue	29,576,369	28,706,532

School District No. 58 (Nicola-Similkameen)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	9,251,018	8,941,968
Principals and Vice Principals	2,376,618	2,450,488
Educational Assistants	3,266,306	3,365,644
Support Staff	3,599,259	3,393,237
Other Professionals	1,425,150	1,380,139
Substitutes	1,013,550	970,000
Total Salaries	20,931,901	20,501,476
Employee Benefits	4,373,583	4,285,346
Total Salaries and Benefits	25,305,484	24,786,822
Services and Supplies		
Services	1,532,108	1,355,357
Student Transportation	386,823	256,531
Professional Development and Travel	323,041	320,857
Rentals and Leases	46,132	46,076
Dues and Fees	111,629	109,147
Insurance	93,427	93,448
Supplies	1,387,787	1,704,791
Utilities	779,124	746,782
Total Services and Supplies	4,660,071	4,632,989
Total Operating Expense	29,965,555	29,419,811

School District No. 58 (Nicola-Similkameen)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	9,251,018	441,991		176,171		596,405	10,465,585
1.03 Career Programs							-
1.07 Library Services						750	750
1.08 Counselling							-
1.10 Inclusive Education		161,170	2,545,672			113,939	2,820,781
1.30 English Language Learning							-
1.31 Indigenous Education			720,634		93,175	16,115	829,924
1.41 School Administration		1,773,457		813,228		46,341	2,633,026
Total Function 1	9,251,018	2,376,618	3,266,306	989,399	93,175	773,550	16,750,066
4 District Administration							
4.11 Educational Administration					486,302		486,302
4.40 School District Governance					174,409		174,409
4.41 Business Administration				221,015	429,869		650,884
Total Function 4	-	-	-	221,015	1,090,580	-	1,311,595
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				37,931	241,395	5,000	284,326
5.50 Maintenance Operations				1,703,604		95,000	1,798,604
5.52 Maintenance of Grounds				175,085			175,085
5.56 Utilities							-
Total Function 5	-	-	-	1,916,620	241,395	100,000	2,258,015
7 Transportation and Housing							
7.41 Transportation and Housing Administration							-
7.70 Student Transportation				472,225		140,000	612,225
Total Function 7	-	-	-	472,225	-	140,000	612,225
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	9,251,018	2,376,618	3,266,306	3,599,259	1,425,150	1,013,550	20,931,901

School District No. 58 (Nicola-Similkameen)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries \$	Employee Benefits \$	Total Salaries and Benefits \$	Services and Supplies \$	2025 Annual Budget \$	2024 Amended Annual Budget \$
1 Instruction						
1.02 Regular Instruction	10,465,585	2,257,347	12,722,932	1,033,828	13,756,760	11,913,536
1.03 Career Programs	-		-	81,200	81,200	64,701
1.07 Library Services	750	165	915	59,251	60,166	180,163
1.08 Counselling	-		-	4,700	4,700	259,262
1.10 Inclusive Education	2,820,781	439,173	3,259,954	355,333	3,615,287	5,335,024
1.30 English Language Learning	-		-	2,410	2,410	
1.31 Indigenous Education	829,924	180,326	1,010,250	536,256	1,546,506	1,425,930
1.41 School Administration	2,633,026	580,265	3,213,291	51,669	3,264,960	2,948,583
Total Function 1	16,750,066	3,457,276	20,207,342	2,124,647	22,331,989	22,127,199
4 District Administration						
4.11 Educational Administration	486,302	118,849	605,151	94,948	700,099	601,474
4.40 School District Governance	174,409	19,428	193,837	87,081	280,918	279,299
4.41 Business Administration	650,884	143,195	794,079	304,019	1,098,098	881,729
Total Function 4	1,311,595	281,472	1,593,067	486,048	2,079,115	1,762,502
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	284,326	61,451	345,777	84,800	430,577	489,458
5.50 Maintenance Operations	1,798,604	395,693	2,194,297	674,612	2,868,909	2,707,940
5.52 Maintenance of Grounds	175,085	36,879	211,964	92,675	304,639	254,376
5.56 Utilities	-		-	779,124	779,124	746,782
Total Function 5	2,258,015	494,023	2,752,038	1,631,211	4,383,249	4,198,556
7 Transportation and Housing						
7.41 Transportation and Housing Administration	-		-	2,936	2,936	126,859
7.70 Student Transportation	612,225	140,812	753,037	415,229	1,168,266	1,204,695
Total Function 7	612,225	140,812	753,037	418,165	1,171,202	1,331,554
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	20,931,901	4,373,583	25,305,484	4,660,071	29,965,555	29,419,811

School District No. 58 (Nicola-Similkameen)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	6,260,463	6,595,009
Other		15,288
Other Revenue	1,103,600	1,072,750
Investment Income	500	
Total Revenue	7,364,563	7,683,047
Expenses		
Instruction	6,938,226	7,314,099
District Administration	260,483	103,173
Operations and Maintenance	10,711	91,614
Transportation and Housing		99,921
Total Expense	7,209,420	7,608,807
Net Revenue (Expense)	155,143	74,240
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(155,143)	(74,240)
Total Net Transfers	(155,143)	(74,240)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 58 (Nicola-Similkameen)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP
	\$	\$	\$	\$		\$
Deferred Revenue, beginning of year	-			24,000		
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	125,854	99,260		128,000	14,700	72,364
Other			1,000,000			
Investment Income						
	125,854	99,260	1,000,000	128,000	14,700	72,364
Less: Allocated to Revenue	125,854	99,260	1,000,000	152,000	14,700	72,364
Deferred Revenue, end of year	-	-	-	-	-	-
Revenues						
Provincial Grants - Ministry of Education and Child Care	125,854	99,260		152,000	14,700	72,364
Other Revenue			1,000,000			
Investment Income						
	125,854	99,260	1,000,000	152,000	14,700	72,364
Expenses						
Salaries						
Teachers						23,757
Principals and Vice Principals						
Educational Assistants		81,360		110,736		
Support Staff						
Other Professionals						
Substitutes						10,511
	-	81,360	-	110,736	-	34,268
Employee Benefits		17,900		24,362		6,803
Services and Supplies	10,711		1,000,000	16,902	14,700	31,293
	10,711	99,260	1,000,000	152,000	14,700	72,364
Net Revenue (Expense) before Interfund Transfers	115,143	-	-	-	-	-
Interfund Transfers						
Tangible Capital Assets Purchased	(115,143)					
	(115,143)	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-

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School District No. 58 (Nicola-Similkameen)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year						15,518
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	320,941	337,011	4,311,665	55,000	6,750	55,400
Other						
Investment Income						
	320,941	337,011	4,311,665	55,000	6,750	55,400
Less: Allocated to Revenue	320,941	337,011	4,311,665	55,000	6,750	70,918
Deferred Revenue, end of year	-	-	-	-	-	-
Revenues						
Provincial Grants - Ministry of Education and Child Care	320,941	337,011	4,311,665	55,000	6,750	70,918
Other Revenue						
Investment Income						
	320,941	337,011	4,311,665	55,000	6,750	70,918
Expenses						
Salaries						
Teachers	78,114		3,505,419			
Principals and Vice Principals		79,316				
Educational Assistants	29,164	25,000				56,490
Support Staff	41,318	51,000				
Other Professionals		72,000				
Substitutes						
	148,596	227,316	3,505,419	-	-	56,490
Employee Benefits	32,691	48,522	806,246			12,428
Services and Supplies	139,654	21,173		55,000	6,750	2,000
	320,941	297,011	4,311,665	55,000	6,750	70,918
Net Revenue (Expense) before Interfund Transfers	-	40,000	-	-	-	-
Interfund Transfers						
Tangible Capital Assets Purchased		(40,000)				
	-	(40,000)	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-

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School District No. 58 (Nicola-Similkameen)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Health Career Dual Credit Expansion
Deferred Revenue, beginning of year	\$ 100,000	\$	\$	\$	\$	\$ 25,000
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care		25,000	19,000	175,000	350,000	
Other						
Investment Income						
	-	25,000	19,000	175,000	350,000	-
Less: Allocated to Revenue	100,000	25,000	19,000	175,000	350,000	25,000
Deferred Revenue, end of year	-	-	-	-	-	-
Revenues						
Provincial Grants - Ministry of Education and Child Care	100,000	25,000	19,000	175,000	350,000	25,000
Other Revenue						
Investment Income						
	100,000	25,000	19,000	175,000	350,000	25,000
Expenses						
Salaries						
Teachers					40,650	
Principals and Vice Principals				133,914		
Educational Assistants						
Support Staff						
Other Professionals						
Substitutes						
	-	-	-	133,914	40,650	-
Employee Benefits				29,461	9,350	
Services and Supplies	100,000	25,000	19,000	11,625	300,000	25,000
	100,000	25,000	19,000	175,000	350,000	25,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-
Interfund Transfers						
Tangible Capital Assets Purchased						
	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-

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School District No. 58 (Nicola-Similkameen)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Charitable Society	ASSAI	United Way	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	190,016	49,060	29,398	432,992
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care				6,095,945
Other	76,000			1,076,000
Investment Income	500			500
	76,500	-	-	7,172,445
Less: Allocated to Revenue	97,000	7,100	-	7,364,563
Deferred Revenue, end of year	169,516	41,960	29,398	240,874
Revenues				
Provincial Grants - Ministry of Education and Child Care				6,260,463
Other Revenue	96,500	7,100		1,103,600
Investment Income	500			500
	97,000	7,100	-	7,364,563
Expenses				
Salaries				
Teachers				3,647,940
Principals and Vice Principals				213,230
Educational Assistants				302,750
Support Staff		5,000		97,318
Other Professionals				72,000
Substitutes				10,511
	-	5,000	-	4,343,749
Employee Benefits		1,100		988,863
Services and Supplies	97,000	1,000		1,876,808
	97,000	7,100	-	7,209,420
Net Revenue (Expense) before Interfund Transfers	-	-	-	155,143
Interfund Transfers				
Tangible Capital Assets Purchased				(155,143)
	-	-	-	(155,143)
Net Revenue (Expense)	-	-	-	-

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School District No. 58 (Nicola-Similkameen)**Schedule 4**

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care			-	306,912
Investment Income		78,536	78,536	78,537
Amortization of Deferred Capital Revenue	1,346,516		1,346,516	1,114,103
Total Revenue	1,346,516	78,536	1,425,052	1,499,552
Expenses				
Operations and Maintenance			-	306,912
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,043,198		2,043,198	1,795,016
Transportation and Housing	187,253		187,253	180,494
Total Expense	2,230,451	-	2,230,451	2,282,422
Net Revenue (Expense)	(883,935)	78,536	(805,399)	(782,870)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	155,143		155,143	74,240
Total Net Transfers	155,143	-	155,143	74,240
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	438,125	(438,125)	-	
Total Other Adjustments to Fund Balances	438,125	(438,125)	-	
Budgeted Surplus (Deficit), for the year	(290,667)	(359,589)	(650,256)	(708,630)

2024-2025 Budget Planning Summary of Submissions

Nicola-Similkameen School District



DREAMING



We have a comprehensive education and support process for mental wellness



All students and families are welcome and supported

- ★ Young people can STAY in our Communities
 - ★ School district can LEAD in coordinating SUPPORTS
 - ★ EASY to FIND INFO and supports
- We maintain and establish new partnerships with institutions, agencies, organizations, and businesses

PRIDE as PEOPLE

Feel this way all the time

MENTORSHIP

We have a strong organizational culture, with continuous collaborative



students are self-aware
I KNOW WHAT I NEED

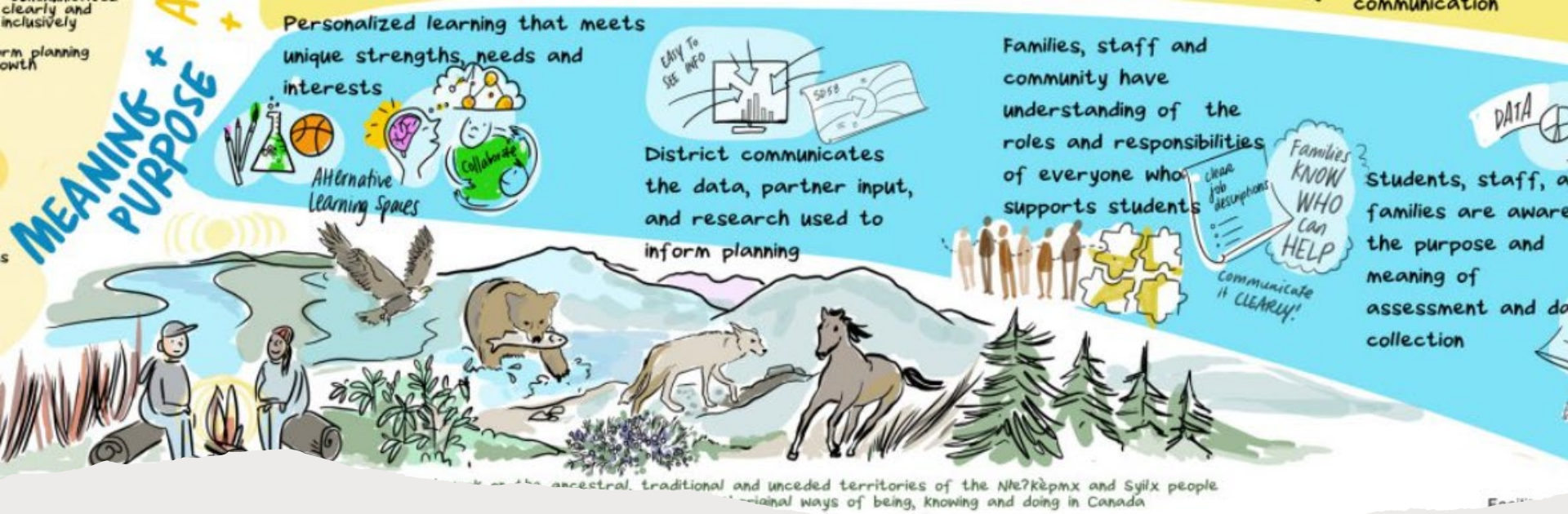
Connection

- Opportunities for students, families, and staff to participate in welcoming/open house events and activities.
- A wide range of joint activities and events for Merritt, Princeton, and communities.
- Arts Festival, Performing Arts, Evening of the Dance, and music are important events that build connection and interest.



Appreciation & Respect

- Mental health support for students and staff.
- School-based counselling support.
- Additional food provision infrastructure and strategies
- Supporting Teachers with TTOCs to attract more volunteers to lead sports and other student activities.



Meaning & Purpose

- Progress update on the school district's strategic goals?
- Making sure that supported activities are aligned with goals.
- Access for all students to participate in land-based learning.
- Increase capacity for sports at a competitive level at both the elementary and grade 8-9 level.
- Increase support for field trips, recognizing the positive impact these trips have on student behavior, attendance and mental health.
- Correlations between the IEC budget and the school district's overall budget.

Discussion Questions

- In what specific ways do you think the school district can better align its activities with its goals?
- Are there any new initiatives or projects you believe should be considered for inclusion in the budget to better achieve the school district's goals?
- How do you think resources should be allocated to best support the needs and goals of the school district?
- Are there any areas where you believe resources are currently overallocated or under allocated, and how would you suggest adjusting them?

****Budget Consultation Deadline: Friday April, 19th ****



NICOLA-SIMILKAMEEN SCHOOL DISTRICT

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: POLICY AMENDMENT AND CONSULTATION
DATE: May 8, 2024

Enclosed, please find a copy of Policy 502.1 Code of Conduct for Students. An interim amendment has been completed in order to meet the ministerial requirements regarding the use of personal digital devices. The interim amendment has been completed to meet the Ministry deadline. The district will be bringing the policy forward to the policy committee for a wholesome review in the near future.

Following Policy 1.40 Policy Development and Currency 3.1.1 the policy will be circulated for comment and feedback.

Policy 1.40 Policy Development and Currency

3. Consultation

- 3.1. The Board welcomes the input of rightsholders and interested and affected parties and public, within the district, with respect to the development and revision of its policies. New policy, or revisions to existing policy, shall be presented at a Board Meeting, and authorized for consultation, depending on the nature of the policy, utilizing one of the mechanisms below.
 - 3.1.1. Public Notice and Comment – The policy may be circulated for comment and feedback, the timelines will coincide with the dates for preparation of the subsequent Board Agenda.
 - 3.1.2. Review By Existing Committees – The policy may be presented to an existing committee for discussion and advice.
 - 3.1.3. Ad-hoc Working Committee – An ad-hoc working committee may be struck to provide feedback and advice regarding the matter.

SMcN/sc

Code of Conduct for Students**-POLICY-**

The Board of Education believes and expects that students will conduct themselves in a manner that demonstrates respect for self, others, property, and the environment.

-REGULATION-**District Code of Conduct**

All members of the District learning community shall conduct themselves, both in language and behaviour, in a manner that:

- Complies with all applicable and relevant legislation including but not limited to the prohibited grounds of discrimination as set out in the *BC Human Rights Code*.
- Reflects the values of tolerance and respect.
- Supports and models the guidelines of *Safe, Caring and Orderly Schools* at home and in the school community.

The Board of Education expects that students will:

- Conduct themselves in a manner that supports a safe, orderly, and caring school environment for all members of the learning community.
- Be aware of, and maintain a healthy respect for the diversity of all members of the school learning community.
- Be an active participant in the development of their own learning and the development of the environment that supports the learning of others.

The Board of Education believes safety and learning are the foundation of student success, and it is expected that students will:

- Engage in their learning through active attendance and the completion of school work;
 - Not use personal digital devices during hours of instruction, except when their use is for educational purposes, with teacher approval; outlined in the students' learning plan; Individual Education Plan; or is integral to addressing diagnosed medical/health needs.
 - Be free of illegal drugs and alcohol, possession, use or influence during any time they are under the jurisdiction of the school district.
 - Maintain a level of conduct that eliminates violent behaviour (physical and emotional) and the use of any form of weapon.
-

It is expected that a progressive discipline process will be actively engaged from the school level up on through to the Board level. Consequences are a result of an individualized assessment of the circumstance relating to each student and the determination of the steps necessary to maintain a safe, orderly and caring environment. It is the duty of the Board to maintain the safety of all students, and when that safety is jeopardized by the actions of others, the Board will act to protect students and remove the source of that danger.

School Code of Conduct

Each school shall develop and maintain a school code of conduct consistent with the *Safe, Caring and Orderly School* guidelines. School codes of conduct must, at a minimum, include:

- A statement of purpose.
- Statements describing acceptable and unacceptable behaviour while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- Strategies with respect to the consequences of unacceptable behaviour, that are guided by a progressive discipline process and/or restorative process rather than punitive methodologies and be cognizant of students with special needs and disabilities of an intellectual, physical, sensory, emotional or behavioural nature.
- A statement of rising expectations indicating changing expectations as students mature
- A statement of indicating the schools' responsibility for notifying parents and, in the event of a serious breach of the code of conduct, other agencies.
- Makes explicit reference to the BC Human Rights Code. Thus the Code of Conduct addresses the prohibited grounds of discrimination set out in the BC Human Rights Code (Section 7) in respect of discriminatory publication:

Discriminatory publication

7 (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that

(a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or

(b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

- (2) Subsection (1) does not apply to a private communication, a communication intended to be private or a communication related to an activity otherwise permitted by this Code.*

And, as set out in the Human Rights Code (Section 8) in respect of discrimination in accommodation, services, facilities, or school environment:

Discrimination in accommodation, service and facility

8 (1) *A person must not, without a bona fide and reasonable justification,*

- (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or*
- (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or class of persons.*

(2) A person does not contravene this section by discriminating

- (a) on the basis of sex, if the discrimination relates to the maintenance of public decency or to the determination of premiums or benefits under contracts of life or health insurance, or*
- (b) on the basis of physical or mental disability or age, if the discrimination relates to the determination of premiums or benefits under contracts of life or health insurance.*

- An expectation that all school codes of conduct will be reviewed on a yearly basis, distributed to all staff, parents and students at the beginning of each school year and to newly assigned staff and students registering mid-year. This can be achieved by having the Code of conduct:

- Available on the school's website.
- Available in printed brochures.
- Included in student agendas (where possible).
- Posted in a prominent location within the school.

VALUES

In its consideration of this policy, the Board has been guided by the principles of responsibility, respect, fairness, and compassion.

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