

AGENDA

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

***PSS LEARNING COMMONS
WEDNESDAY, May 14, 2025, 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
 - a) Open Meeting held April 9, 2025
 - b) Open Meeting held May 7, 2025
4. Business Arising from the Minutes
5. Reports
 - a) Closed Meeting held April 9, 2025
6. **EDUCATION**
 - a) Indigenous Education Report
 - b) Early Learning and Child Care Report
 - c) Inclusive Education Report
 - * d) Superintendent's Report
7. **OPERATIONS**
 - a) Riverside Learning Centre Update
 - b) Board Meeting Dates – 2025-2026
 - c) School Closure – Central Elementary School

8. **AUDIT AND FINANCE**

- a) 2025-2026 Budget Development Memo
- b) 2025-2026 Preliminary Annual Budget Bylaw – 2nd and 3rd Readings

9. **POLICY**

First Reading

- a) 3.50 Nsyilxcən and Nl̓eʔkepmxcín and Culture
- b) 6.20 Signing Authorities
- c) 6.30 Expense Reimbursement
- d) 6.40 Public Use of Facilities
- e) 6.50 School Closure
- f) 6.60 Video Surveillance
- g) 6.70 Student Transportation

Second Reading

- a) None

Third Reading

- a) 4.10 Respectful Working Environments
- b) 4.20 Employee Recognition
- c) 4.30 Protection of Employees from Violence
- d) 4.40 Employment of Relatives
- e) 4.50 Teacher Professional Development

Policies Recommended for Repeal

- a) None

10. **TRUSTEE REPORTS**

- * a) Student Trustee Reports
- * b) P.A.C. Reports
- * c) Other Reports

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 9, 2025, 6:00PM**

Success for ALL Learners Today and Tomorrow

Present:	Chairperson	G. Swan (Virtual)
	Vice-Chair	L. Ward (Absent)
	Trustees	J. Jepsen J. Kent-Laidlaw E. Hoisington J. Chenoweth D. Rainer
	Student Trustees	H. Clarke (Absent) J. Davis
	Superintendent	C. Lawrance
	Assistant Superintendent	J. Kempston
	Interim Secretary Treasurer	H. Cull (Absent)
	Assistant Secretary Treasurer	L. Rusnjak
	Executive Assistant	K. Buckland
	Manager of IT	E. Park

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

Assistant Secretary Treasurer to Acting Secretary Treasurer

25/066 It was moved by Trustee Jepsen and seconded by Trustee Chenoweth

THAT Assistant Secretary Treasurer Laura Rusnjak be appointed to Acting Secretary Treasurer for the April 9, 2025, Board of Education Meeting.

MOTION CARRIED

AGENDA

25/067 It was moved by Trustee Rainer and seconded by Trustee Kent-Laidlaw

THAT the agenda be approved as presented.

MOTION CARRIED

MINUTES

25/068

It was moved by Trustee Hoisington and seconded by Trustee Jepsen

THAT the minutes of the Open Meeting held March 12, 2025, be adopted as presented.

MOTION CARRIED

Business Arising from the Minutes

None.

Report of the Closed Meeting held March 12, 2025.

Presentations to the Board

CUPE President

Superintendent Lawrance introduced the CUPE President, Kristen Lupton, for her presentation.

CUPE President, Kristen Lupton expressed concern about the proposed budget cuts, which would impact frontline staff, and questioned the alternatives considered before cutting frontline staff. She emphasized the importance of maintaining student safety and inclusion.

NVPDTU Presidents

Vince Kanigan, President of the Merritt District Teachers' Union, presented a slide showing the District's allocation to instruction, which has declined over the last 6 years. He suggested finding a more balanced approach to cutting costs.

Trina Moulin, President of the Princeton District Teachers' Union, shared feedback from Princeton teachers, emphasizing the importance of personal stories in the budget process.

EDUCATION

Indigenous Education Report:

Superintendent Lawrance presented the written report submitted by District Principal of Indigenous Education, Angela McIvor, highlighting Angela was that the Inspire Empowerment Gathering with four of the District's Indigenous Student Advocate and approximately 16 students.

Early Learning and Child Care Report:

Superintendent Lawrance presented the written report submitted by District Vice Principal of Early Learning and Childcare, Daniella Bennie. Daniella is actively involved with various literacy associations within the District. One notable event she organized was at John Allison Elementary is "Once Upon a Book Tasting," where participants will read three books: "Give a Mouse a Cookie," "Dragon's Love Tacos," and "The Very Hungry Caterpillar." The event will feature crafts and games related to each book, along with tacos and cookies as a meal.

Inclusive Education Report:

Director of Instruction – Inclusive Education, Misty Sheldon, presented an update on Inclusive Education initiatives in the District. She highlights a new progress report template for competency-based Individual

Education Plans (IEP) that aligns with regular learning updates and can be easily accessed by parents. Misty also discusses a new online course for Education Assistants on Inclusive Education, which is now part of the onboarding process for new hires. Additionally, she mentions the implementation of an updated achievement test (WIAT-4) and an ongoing internal file review to ensure quality and compliance of student support documents. Lastly, Misty announces the appointment of Tracy Dunsmore as the new Indigenous Student Engagement Facilitator.

Superintendent's Report:

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

OPERATIONS

Riverside Learning Centre Update

Superintendent Courtney Lawrance provided the Trustees with an update that the Riverside Learning Center project is nearing completion, with a projected finish on budget and within the timeline. The project will make the District a landlord, with the Y.M.C.A. being responsible for staffing and operation.

Trustee Rainer mentioned that he would like to schedule a meeting with the Trustees and the YMCA.

School Calendar and PD Days

Chair Swan informed the Board about the formation of a committee tasked with reviewing the District calendar and PD Days. Chair Swan noted that Vice-Chair Ward, Trustee Chenoweth, and senior staff are part of this committee. They plan to meet in the coming months to discuss the terms of reference and aim to report back to the Board by October this year.

AUDIT AND FINANCE

2024 - 2025 Annual Facilities Grant Program Approval

Superintendent Lawrance provided the Trustees with that the District has been approved \$794, 000 from the ministry for upgrades. She mentioned that a few of these projects are a continuation or another part to projects that already existed. The next step is to require a motion from the Board to approve the list of Annual Facilities Grant (AFG) project as presented.

25/069

It was moved by Trustee Chenoweth and seconded by Trustee Rainer

THAT the list of Annual Facilities Grant projects be approved as presented.

MOTION CARRIED

2025 – 2026 Capital Plan Bylaw

Superintendent Lawrance provide the Trustee with the memo that Interim Secretary Treasurer Harold Cull provided. Ms. Lawrance requested that the Board of allow all three readings of the Capital Plan Bylaw be read.

25/070

It was moved by Trustee Rainer and seconded by Trustee Jepsen

THAT 2025-2026 Capital Plan Bylaw No.2025/26-CPSD58-01 be moved for first and second reading.

MOTION CARRIED

25/071 It was moved by Trustee Hoisington and seconded by Trustee Rainer
THAT 2025-2026 Capital Plan Bylaw No.2025/26-CPSD58-01 be moved third reading.

MOTION CARRIED

25/072 It was moved by Trustee Hoisington and seconded by Trustee Rainer
THAT 2025-2026 Capital Plan Bylaw No.2025/26-CPSD58-01 be approved for third and final reading.

MOTION CARRIED

2025-2026 Preliminary Annual Budget Update

Superintendent Lawrance presented a memo from Interim Secretary Treasurer Harold Cull, which highlighted the initial projection of approximately \$2.5 million in cuts within the District by the budget working group (BWG) and Mr. Cull. At the last board meeting, the BWG managed to reduce this figure to approximately \$2 million. With the cuts already made this year, the District now needs to make additional cuts of approximately \$1.5 million, or 4.7%. Public budget meetings were announced for April 16th and 17th, to be held via YouTube and Facebook.

POLICY

First Reading

None

Second Reading

- a) 4.10 Respectful Working Environments
- b) 4.20 Employee Recognition
- c) 4.30 Protection of Employee from Violence
- d) 4.40 Employment of Relatives
- e) 4.50 Teacher Professional Development

Third Reading

a) 3.80 Animals in Schools

25/073 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw
THAT the Board move Policy, 3.80, Animals in Schools, forward for third and final reading.

MOTION CARRIED

b) 5.10 Bullying and Harassment of Students

25/074 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw
THAT the Board move Policy, 5.10, Bullying and Harassment of Students, forward for third and final reading.

MOTION CARRIED

c) 5.20 Controlled and Regulated Substances

25/075 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy, 5.20, Controlled and Regulated Substances, forward for third and final reading.

MOTION CARRIED

d) 5.30 Weapons

25/076 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy, 5.30, Weapons, forward for third and final reading.

MOTION CARRIED

e) 5.40 Severe Allergic Reaction

25/077 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy, 5.40, Severe Allergic Reaction, forward for third and final reading.

MOTION CARRIED

f) 5.50 Use of Physical Restraint & Seclusion

25/078 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy, 5.50, Use of Physical Restraint & Seclusion, forward for third and final reading.

MOTION CARRIED

g) 5.60 Provision of Menstrual Products

25/079 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the Board move Policy, 5.60, Provision of Menstrual Products, forward for third and final reading.

MOTION CARRIED

BYLAW

Third Reading

a) Appeal Bylaw 5-23

25/080 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the Board approve Bylaw 5-23, as presented for third reading as amended.

MOTION CARRIED

Policies Recommended for Repeal

None.

Administrative Procedures

- a) School Administration: Accessibility
- b) School Administration: Collection of Personal Information
- c) School Administration: Employee Criminal Record Check
- d) School Administration: Parent/Guardian Concerns & Complaints
- e) School Administration: School Volunteers

Superintendent Lawrance provided the School Administrative Procedures to the Trustees for review.

Trustee Reports:

Student Trustee Reports

Assistant Superintendent Kempston requested Student Trustees to reflect on the current budget considerations and speak on behalf of students how extracurricular activities impact students.

Student Trustee Haidyn Clarke, who was not able to attend, submitted a power point presentation to the Board about her recent trip to Costa Rica.

Student Trustee Jacob Davis highlighted a couple of opportunities that MSS should consider revisiting. One opportunity was a University trip to Vancouver and Victoria, which Indigenous students had the chance to participate in before Christmas. Jacob mentioned that he asked the students who went on the trip, and they replied that it was a great opportunity for them to explore their post-secondary education options. He also mentions that he was able to attend a Band trip last year to Vancouver, which he got to work with professional orchestra directors at VSO. He stated that the directors showed the students a different way to look at music and how they connect with each other. They also got to show their talent to other schools in the lower mainland and inspire younger students.

P.A.C. Reports

Trustee Hoisington mention that there is no PAC report for Nicola Canford Elementary.

Trustee Rainer reported on John Allison Elementary.

Trustee Chenoweth reported on SCIDES, Collettville Elementary and attended MSS on behalf of Chair Swan.

Trustee Kent-Laidlaw reported on Princeton Secondary School.

Trustee Jepsen reported on Merritt Central Elementary and Diamond Vale Elementary has no PAC report.

Trustee Ward was not present.

Chair Swan reported on Bench Elementary.

Other Reports:

Trustee Rainer requested that the Board draft a letter to the town of Princeton concerning the homeless camp located below the daycare center.

CORRESPONDENCE:

NONE

PUBLIC QUESTION PERIOD

None.

ADJOURNMENT

25/081

Motion to adjourn was made by Trustee Chenoweth and seconded by Trustee Kent-Laidlaw

THAT the Open Board meeting be adjourned at 8:20pm

Chairperson

Interim Secretary Treasurer

MINUTES

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

**VIA ZOOM
WEDNESDAY, MAY 7, 2025, 6:00PM**

Success for ALL Learners Today and Tomorrow

Present:	Chairperson	G. Swan
	Vice-Chair	L. Ward (Virtual)
	Trustees	J. Jepsen (Virtual) J. Kent-Laidlaw (Virtual) E. Hoisington (Virtual) J. Chenoweth (Absent) D. Rainer (Virtual)
	Superintendent	C. Lawrance
	Assistant Superintendent	J. Kempston (Absent)
	Interim Secretary Treasurer	H. Cull (Virtual)
	Assistant Secretary Treasurer	L. Rusnjak (Virtual)
	Executive Assistant	K. Buckland
	Executive Assistant	S. Chenoweth
	Manager of IT	E. Park

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

AUDIT AND FINANCE

2025-2026 Preliminary Annual Budget – Feedback received

Chair Swan presented details from the public budget meetings held on April 16th and 17th in Merritt and Princeton. Over the past decade, the District has used reserve accounts to cover costs in an underfunded system. Now, the District must reduce expenses by 4.7% or \$1.5 million.

Chair Swan issued a notice of motion for the Board to consider a school closure process at the Open Public Board Meeting at Princeton Secondary School Learning Commons at 6:00pm.

Superintendent Lawrance shared parents' concerns about reduced bussing to Collettville Elementary School. The District received feedback about the budget, including concerns about French immersion and busing. For students beyond the walk limit to their neighborhood school, the District will continue to provide bus transportation, consolidating students from Lower Nicola, Upper Nicola, and Douglas Lake

onto a single bus at MSS or Central. The final details for the last 1.7 km are still being worked out, but the District believes it can manage transportation for these students.

The District received 13 responses, 12 from outside the district and province, related to proposed cuts in Surrey, Maple Ridge, and Burnaby. The District is considering cutting grade 7 band in Merritt, a halftime position designed for teacher prep. Parents dislike the mandatory nature of the program, and one parent expressed concern about not offering band within the district. Previous meetings with rights holders, partners, the budget working group, and admin contributed to the decision not to pursue some mitigation strategies listed in the memo.

2025-2026 Preliminary Annual Budget Bylaw – 1st Reading

25/082

It was moved by Trustee Rainer and seconded by Trustee Jepsen

THAT the 2025-2026 Preliminary Annual Budget Bylaw be approved for first reading.

MOTION CARRIED

PUBLIC QUESTION PERIOD

None.

ADJOURNMENT

25/083

Motion to adjourn was made by Vice-Chair Ward and seconded by Trustee Kent-Laidlaw

THAT the Open Board meeting adjourned at 6:23pm

Chairperson

Interim Secretary Treasurer

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

RE: INDIGENOUS EDUCATION REPORT

DATE: May 14, 2025

The District Principal for Indigenous Education's monthly report is provided.



CL/sc

NADOC Week | 7-11 July

May 14, 2025

INDIGENOUS EDUCATION UPDATE

I just wanted to share how much I truly enjoy my role as the District Principal of Indigenous Education. It's challenging and deeply rewarding, and I'm learning as much as I can every day. I'm committed to this work and genuinely hope to make a meaningful difference in our school communities.

Exposure to Opportunities was a theme for the high school students. I attended the 2025 Soaring: Indigenous Youth Empowerment Gathering in Vancouver, BC, April 7-9, 2025. (These opportunities are so important, especially those from rural or remote communities. Many students may not be aware of the full range of educational and career paths available to them. Seeing these options firsthand can spark interest and motivation. It breaks barriers and demystifies the post-secondary experience and reduces feelings of intimidation or exclusion. It shows students that they belong in those spaces and gives them motivation to graduate.

Indigenous high school students from across the country learned about career and post-secondary education options by participating in interesting, informative, and engaging workshops. Students got to see speakers such as Ashley Callingbull, listening to Juno award recipients of rap and singing. Everything about this gathering screamed Indigenous pride, and you can do ANYTHING!



MSS & PSS

Students attended Thompson River University Transition.



The Indigenous School Leadership Summit at TRU took place on May 2. The theme of This event was Anti-racism, and students got to attend workshops on: Navigating Two Worlds: Indigenous and Western Perspectives, Healthy Relationships, Cultural Identity and Belonging, Traditional Healing and Wellness, We Are Not Our Trauma; Mental Health Awareness and Coping Strategies.



Students attended the Thompson River University Transition in April..



Schools have been using the Kids in the Know Program. (Canadian Centre for Child Protection's national safety education program. The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and offline.) SD 58 has added an Indigenous supplement, which ISA have been supporting classes to implement. Lessons have a local traditional story and activity. The Elementary schools have also been bringing in the RCMP to do safety talks before the National Day of Awareness and Action for MMIWG2S day on May 4.



Traditional Games was a huge success. All grade 6 students in the district participated in stations focusing on traditional Indigenous games. (Big Drum singing, Lahal, Rock Throw, Spear Throw, Knobbyball, High Kick, Bannock Station, Hoop Jump) The ISA team is truly amazing with their ability to organize and implement such amazing events.





Nte?kepmxcin Language Classes went out on the land to gather Red Willow branches to turn into charcoal, which will be used for painting projects. They also gathered Saskatoon branches to turn into Run and Scream stakes, which is used to 'find your voice' typically done just before puberty. Running and screaming as loud as you can for as long as you can then placing your stake into the ground. On the trip we also had the opportunity to view some pictographs, that were used to tell stories.

Grade 9's participated in Conservation and Outdoor Recreation Education (CORE). Student's learned about safe and ethical hunting, their role in the protection and conservation of wildlife and natural habitat, bird and animal identification, first aid, and firearms safety.



The ISA team continue to amaze me with all of their hard work. Supporting Indigenous students with cultural activities is a powerful way to promote self-awareness and self-identity, which are foundational for their well-being, confidence, and academic success.

Grad planning is well under way, and I am looking forward to being a part of this amazing event. An Indigenous graduation ceremony held separately from the regular graduation can be a deeply meaningful and affirming event. It creates a culturally safe space where Indigenous students are celebrated on their own terms.



Princeton schools have been enjoying the pleasant weather, gardening, walking outside.



MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

RE: EARLY LEARNING AND CHILDCARE REPORT

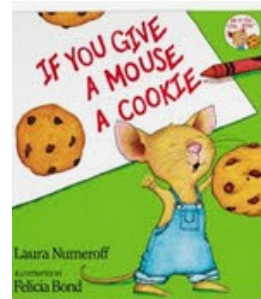
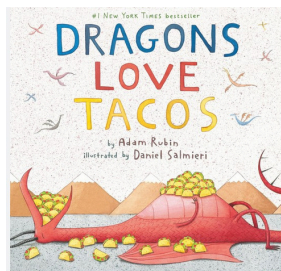
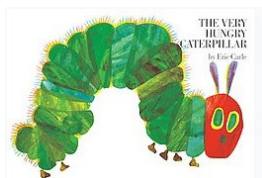
DATE: May 14, 2025

The District Vice Principal for Early Learning and Childcare monthly report is provided.

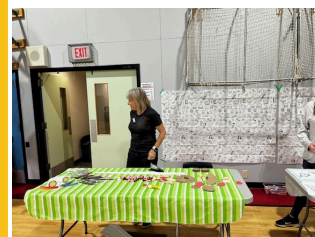


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EARLY LEARNING APRIL - 2025



What's Happening in Early Learning?



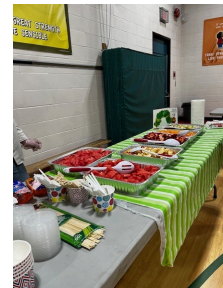
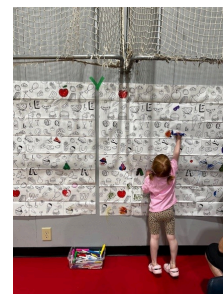
- Once Upon a Book Tasting was a great success. We had about 37 children and their families attend for a Taco Dinner with story time and crafts. This particular event helped link literacy and community connections while welcoming our Early Learners into the school to connect with staff. A huge thank-you to the SEY2KT table for helping to make this event a success. This table is comprised of members from the school district, Princeton Family Services, the Princeton Public Library, YMCA Merritt/Ashcroft CCRR. Additional thanks go out to the Ministry of Education and Childcare for funding our SEY2KT projects.



- The After School Program has been at Collettsville this month. Students have engaged in learning about Bees and making Bee Houses, painting and decorating wooden boat crafts, gym games and Taekwondo. We are moving to Nicola Canford mid-month.
- Riverside has been paved, program rooms are being set-up in preparation for children and staff to start on-site. We are at the stage of finishing touches. We look forward to providing further information about opening up!
- Our Seamless Day site continues to be up and running despite working through some staffing challenges. We will be working closely with the Ministry of Education and Childcare to determine how we can adapt this model for next year.



- StrongStart - I've included some pictures from Nicola Canford's StrongStart. You can see some great, hands on science learning and story time in the library with Ms. Dreger. A big thank-you to our StrongStart Educators who plan engaging activities for the children who attend their centers.



MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

RE: INCLUSIVE EDUCATION REPORT

DATE: May 14, 2025

The Director of Instruction for Inclusive Education's monthly report is provided.



CL/sc

Director of Instruction – Inclusive Education Report May 2025

******To enhance accessibility, this document can be easily read out loud through various text-to-speech programs. The background color, font size, and font choice are intentionally selected to enhance readability. ******

Engaging Provincial Partners to Support Inclusive Education

Our district continues to benefit from strong and collaborative relationships with our provincial partners in inclusive education. This year, we have actively engaged the Provincial Outreach Program (PSO), POPARD, and Inclusion Outreach to enhance our capacity to support diverse learners. These partnerships reflect our commitment to building inclusive school communities through responsive, student-centered practices. We are deeply grateful for the expertise, resources, and hands-on support provided by these organizations, which have significantly contributed to the success of our students and school teams. Their commitment to including families and taking their lead aligns with Nicola-Similkameen's strategic plan meaningfully.

Provincial Outreach Program (PSO)

We are thankful to the PSO for their direct and responsive support of students with complex needs in our district. This year, their team travelled to Princeton Secondary School (PSS) to work alongside staff supporting an individual learner with diverse needs. They have also continued to support a student in Merritt through virtual weekly lessons and are scheduled for an in person visit for three days in June—demonstrating their flexibility and commitment to accessible, student-focused programming. Their collaboration with school teams has been invaluable.

POPARD

POPARD has provided our district with 16 days of service this year, working with a range of students with Autism Spectrum Disorder (ASD). This is over and above the Student Centered Project I was a part of earlier this year that was featured in a previous report. Their support has empowered school teams with practical strategies and professional learning that directly benefit our students. We appreciate the ongoing

partnership and the role POPARD plays in helping us deliver inclusive, evidence-informed education.

Inclusion Outreach

We are also grateful to Inclusion Outreach team for spending three days in our district to support the needs of a student with a complex learning profile. Their strong and mighty team of three was focusing on staff training and was well received and this has enhanced the school team's ability to deliver meaningful, individualized supports for increased meaningful inclusion. This team will follow the student, currently in elementary school, through until graduation providing both virtual and in person continued training.

Thank You!

We extend our sincere thanks to our provincial partners for their collaboration, commitment, and impact. Their support continues to strengthen our collective efforts to create inclusive, equitable learning environments for all.

MEMORANDUM

TO: All Trustees

**FROM: Harold Cull
Interim Secretary Treasurer**

RE: RIVERSIDE LEARNING CENTRE UPDATE

DATE: May 14, 2025

We are excited to share the latest progress on the project:

- Paving has been completed.
- Landscaping has been started and nearing completion.
- Furniture has arrived and the rooms are in the process of being set up.

The YMCA has received licensing and will be able to open for children and parents on June 2, 2025!

A grand opening date is to be determined, but we are planning to hold it in the month of June.

Prepared by:

Harold Cull

Interim Secretary Treasurer/CFO

Nicola-Similkameen School District

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent**

RE: 2025-2026 BOARD MEETING DATES

DATE: May 14, 2025

Trustees will be provided with an opportunity to discuss and provide direction on the proposed Board Meeting dates for the 2025/26 school year.

September 10, 2025	Princeton
October 8, 2025	Merritt
November 12, 2025	Princeton
December 10, 2025	Merritt
January 14, 2026	Princeton
February 11, 2026	Merritt
March 11, 2026	Princeton
April 8, 2026	Merritt
May 13, 2026	Princeton
June 10, 2026	Merritt



CL/sc

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent**

RE: SCHOOL CLOSURE – MERRITT CENTRAL

DATE: May 14, 2025

One of the suggestions from parents at our public budget consultation meeting on April 16, 2025, was school closure. Additionally, school closure was raised as a potential mitigation strategy in conversations with Rights Holders.

We have surplus capacity in many schools across the district, with low utilization rates in some of our elementary schools in Merritt. Upon reviewing our enrollment data over the last decade, as well as the age of our buildings, senior staff recommend to the board that a motion be passed to initiate the school closure process for Merritt Central.

While our largest elementary school in terms of numbers, it is our oldest facility, meaning the maintenance costs will continue to increase over time. Our ten-year facilities report indicates that extensive maintenance will be needed at Central Elementary prior to 2029. Our initial review of capacity shows that we will be able to accommodate current Central students in our other four elementary schools in Merritt.

The school closure process requires extensive consultation with the public as well as extensive research and planning. It is a year-long process that requires the Board to follow the process outlined in our district's School Closure policy as well as the requirements in the School Act.

This motion does not mean that Merritt Central will close; it is a motion to initiate the process. It is estimated that potential savings are between \$400,000-\$600,000 a year through a reduction of an administration position, custodial position/hours, and maintenance costs, among others.

As our budget becomes tighter with declining enrollment in brick-and-mortar schools across our district, these cost savings could be used to prevent further staff reductions in the future.

The staff of Merritt Central are phenomenal, and the learning environment is safe and caring. The recommendation to start the school closure process is not to negate the wonderful atmosphere of the school; it is recommended based on the age of the building and increased costs over time.



CL/sc

MEMORANDUM

TO: All Trustees

FROM: Harold Cull
Interim Secretary Treasurer

RE: 8a 25-26 Preliminary Budget Update

DATE: May 14, 2025

Background

Following the Board's 1st reading of the Preliminary Budget Bylaw on March 7th, staff wanted to create time and space on the agenda for discussion on the budget including any unanswered questions that have been posed since the 1st reading.

Staff will provide an update on any feedback/questions received.

Prepared by:

Harold Cull

Interim Secretary Treasurer/CFO

Nicola-Similkameen School District

May 7, 2025 Public Budget Meeting – Public Questions and Responses

In relation to transportation, could you also clarify whether students from Collettville who opt to transfer to other schools would be picked up on the same routes where Collettville students currently are not?

- Students would transfer to their neighbourhood or catchment school. Bussing is only provided for students outside of our walking limits: grades K-3 are 4 km and grades 4-12 are 5 km. No bussing is provided for students choosing to attend schools outside of their catchment. Transportation is the parent's responsibility if a student is attending a school outside their catchment or neighbourhood.

If so, how would this impact overall busing capacity and operational costs?

- Our overall number of students riding the buses would be reduced. Currently, 6 buses go to Collettville. Cost savings would be realized through reduced staffing and maintenance costs.

Can you please confirm that students living beyond the School District's walking distance policy (4km/ 5km) will be bussed to Collettville next school year?

- Students who are living beyond our walking limits (4 kms/5 kms) to their neighbourhood or catchment school, not Collettville School, will have bussing. A transfer bus will be available at either MSS or Central, and bell times will be adjusted to accommodate.

How does the district plan to ensure equal access to French Immersion for families without reliable transportation?

- We would encourage those families to reach out to the school principal to explore options. All families within walking limits potentially have similar challenges getting their children to school, regardless of FIM or not.

Has the impact on low-income or rural families been assessed?

Yes. For students outside of the walking limits to their neighbourhood or catchment school (not Collettville) will be provided with bussing. There will be one transfer bus from either MSS or Central.

Is there a long-term plan to maintain or expand French Immersion in Merritt?

- There is grant funding through the province for French Immersion growth. The numbers are declining in French Immersion, so there are no plans for expansion. Enrollment would need to increase for expansion. Mr. Sambrook has done a wonderful job in helping to rebuild our Kindergarten numbers. We only had 6 Kindergarten students for 2024-2025. However,

Kindergarten numbers are trending low across all of our Merritt schools for 2025-2026 based on numbers to date, including Collettsville. We no longer have classes that start out at 22-25 students at Collettsville.

Was the Ministry of Education consulted about how this aligns with provincial bilingual goals?

- Bussing is not a core service per the Ministry of Education and Childcare. French Immersion programming is still offered K-12.

What steps will be taken to involve families, staff, and the broader community in future decisions?

- We hold public budget consultation meetings each year. This year they were held on April 16 in Merritt and on April 17 in Princeton. We also met extensively with our Rights Holders and partner groups (including staff representation). We look forward to increased engagement as we move forward. This year, we had the most people ever attend our budget consultation sessions in both Merritt and Princeton. We also provided live-streamed options for both meetings.

Given the reported 5.35% decrease in enrollment across SD58 and the resulting \$500,000 reduction in government funding, can you please provide enrollment numbers for all SD58 schools over the past 10 years and not just Collettsville?

Nicola-Similkameen Enrollment - 2014-2024											
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Merritt											
Collettsville	139	142	156	166	176	162	153	153	155	132	114
Diamond Vale	163	189	178	182	176	160	128	141	138	159	128
Merritt Bench	169	175	172	160	141	149	141	151	138	160	153
Merritt Central	223	216	229	228	229	236	207	233	216	221	226
Nicola-Canford	146	161	150	145	170	145	135	144	159	160	140
Merritt Secondary	566	588	568	588	601	607	552	608	611	609	620
Princeton											
John Allison	128	145	155	154	141	129	128	128	137	140	136
Vermilion Forks	109	115	141	145	153	156	132	158	150	145	138
Princeton Secondary	175	179	157	145	163	173	168	176	176	176	193
	1818	1910	1906	1913	1950	1917	1744	1892	1880	1902	1848

Are you getting rid of MSS French Immersion?

- As explained in the meeting, MSS French Immersion program will continue with combined classes. Enrollment determines the number of grades that are combined. Students will take the courses in person and still be able to receive their dual dogwood.

Will bell times be adjusted to accommodate students who are walking?

- Yes, bell times will be adjusted to accommodate the transfer bus and those walking to Collettville.

Big changes like discussing closing an elementary school, getting rid of MSS French immersion, getting rid of bussing to Collettville should be open publicly available meetings.

- There is misinformation in this statement that has been answered in other questions. You may be looking at the list of possible mitigation strategies that were not recommended. We held public meetings both in person and online for our public consultation on our budget in both communities. There is a delay from when we finish the meeting and when it finishes rendering to YouTube, allowing comments to continue to be posted. As a result, we posted the questions to our Facebook page and provided answers. Moreover, Chair Swan asked at the start of the meeting that any further questions be submitted by this Friday and will go in our Board Meeting Package for May 14, 2025. In addition, we will also include the questions and answers in our board package from YouTube and Facebook.

Are school counsellors being reduced?

- No, we have maintained our school counsellors. They are almost double the ratio required by our Collective Agreement.

At what point will the School District determine which school they are closing and how will that decision be made?

- Chair Swan provided notice of a motion to explore school closure. It is a long (one-year) process with required steps from the Ministry, as Chair Swan explained. Merritt Central is our oldest school, but we have three schools with surplus capacity.

How does Collettville's enrollment decline compare percentage-wise to other schools in the district?

School	Population Decline – 2018/2019 to 2024-2025	Number/Percentage
Collettville	176-114	-62/35% Drop
Diamond Vale	176 – 128	-48/27% Drop
Merritt Bench	141 – 153	+12/8% Increase
Merrit Central	229-226	-3/1.3% Drop
Nicola Canford	170-140	-30/18% Drop
Merritt Secondary	601 -620	+19/3.2% Increase
John Allison	141-136	-5/3.5% Drop
Vermillion Forks	153-138	-15/9.8% Drop
Princeton Secondary	163-193	+30/18.3% Increase

- This is not an apples-to-apples comparison. Most students who leave our French Immersion program remain in one of our other schools unless they leave the community entirely. Overall, we are collectively down 102 students across our district over the last seven years (high of 1950 in 2018-2019 to 1848 in 2024-2025) . There are a combination of factors leading to the decline – lower birth rates, aging communities (average age in Merritt is 46.5 and average age in Princeton is 48.5), and families leaving due to business closures or reduction in staffing/hours. We have conducted exit interviews with some of the students and families who have left the program to understand how to better support FIM students in staying in the program.

Will there be a working group to address parent concerns collaboratively?

- A budget working group and public consultation meetings were held. We have responded to our parents' emails and shared the concerns with the entire board of trustees. If you have not reached out already, please do so. Please also consider attending your school's Parent Advisory Committee to support your child's school and ensure parent voice.

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 2025/2026 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 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$42,228,817 for the 2025/2026 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 2025/2026.

READ A FIRST TIME THE 7th DAY OF MAY, 2025;

READ A SECOND TIME THE 14th DAY OF MAY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF MAY, 2025;

(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 2025/2026, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer

Annual Budget

School District No. 58 (Nicola-Similkameen)

June 30, 2026

School District No. 58 (Nicola-Similkameen)

June 30, 2026

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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

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(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 2025/2026, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer

School District No. 58 (Nicola-Similkameen)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	2,086,500	2,275,330
Adult	15,000	23,563
Total Ministry Operating Grant Funded FTE's	2,101,500	2,298,893
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	34,856,938	34,587,900
Other	91,444	100,210
Other Revenue	4,247,321	4,249,599
Rentals and Leases	224,600	224,594
Investment Income	379,370	404,880
Amortization of Deferred Capital Revenue	1,537,856	1,336,345
Total Revenue	41,337,529	40,903,528
Expenses		
Instruction	31,859,729	31,962,129
District Administration	2,182,370	2,097,932
Operations and Maintenance	6,523,198	6,945,963
Transportation and Housing	1,508,377	1,517,447
Total Expense	42,073,674	42,523,471
Net Revenue (Expense)	(736,145)	(1,619,943)
Budgeted Allocation (Retirement) of Surplus (Deficit)		827,705
Budgeted Surplus (Deficit), for the year	(736,145)	(792,238)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(736,145)	(792,238)
Budgeted Surplus (Deficit), for the year	(736,145)	(792,238)

School District No. 58 (Nicola-Similkameen)

Annual Budget - Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	31,252,431	31,752,431
Special Purpose Funds - Total Expense	8,382,099	8,203,968
Special Purpose Funds - Tangible Capital Assets Purchased	155,143	105,447
Capital Fund - Total Expense	2,439,144	2,567,072
Capital Fund - Tangible Capital Assets Purchased from Local Capital		430,962
Total Budget Bylaw Amount	42,228,817	43,059,880

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, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(736,145)	(1,619,943)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(155,143)	(105,447)
From Local Capital		(430,962)
From Deferred Capital Revenue	(1,566,263)	(10,882,097)
Total Acquisition of Tangible Capital Assets	(1,721,406)	(11,418,506)
Amortization of Tangible Capital Assets	2,439,144	2,269,540
Total Effect of change in Tangible Capital Assets	717,738	(9,148,966)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(18,407)	(10,768,909)

School District No. 58 (Nicola-Similkameen)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	27,391,445	27,061,468
Other	79,695	79,695
Other Revenue	3,187,321	3,189,599
Rentals and Leases	224,600	224,594
Investment Income	369,370	369,370
Total Revenue	31,252,431	30,924,726
Expenses		
Instruction	23,524,420	23,854,647
District Administration	2,182,370	2,097,932
Operations and Maintenance	4,268,756	4,509,265
Transportation and Housing	1,276,885	1,290,587
Total Expense	31,252,431	31,752,431
Net Revenue (Expense)	-	(827,705)
Budgeted Prior Year Surplus Appropriation		827,705
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, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	28,483,647	28,568,022
ISC/LEA Recovery	(3,037,321)	(3,037,321)
Other Ministry of Education and Child Care Grants		
Pay Equity	120,216	120,216
Funding for Graduated Adults	50,000	112,021
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		261,110
Integrated Child & Youth Teams Grant		64,448
Feb/May Enrolment Count Adjustment (Online Learning)	1,567,080	650,879
Inclusive Education Enrolment Growth - Feb Enrol Count		114,270
Total Provincial Grants - Ministry of Education and Child Care	27,391,445	27,061,468
Provincial Grants - Other	79,695	79,695
Other Revenues		
Funding from First Nations	3,037,321	3,037,321
Miscellaneous		
Miscellaneous Revenue	150,000	152,278
Total Other Revenue	3,187,321	3,189,599
Rentals and Leases	224,600	224,594
Investment Income	369,370	369,370
Total Operating Revenue	31,252,431	30,924,726

School District No. 58 (Nicola-Similkameen)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	9,496,385	9,647,647
Principals and Vice Principals	2,348,962	2,388,799
Educational Assistants	3,129,355	3,312,282
Support Staff	3,127,338	3,566,036
Other Professionals	1,429,943	1,425,695
Substitutes	1,524,649	1,427,089
Total Salaries	21,056,632	21,767,548
Employee Benefits	4,897,484	4,901,568
Total Salaries and Benefits	25,954,116	26,669,116
Services and Supplies		
Services	1,663,090	1,630,480
Student Transportation	404,866	396,927
Professional Development and Travel	406,466	398,496
Rentals and Leases	46,393	45,483
Dues and Fees	116,400	114,117
Insurance	113,507	111,281
Supplies	1,654,353	1,493,291
Utilities	893,240	893,240
Total Services and Supplies	5,298,315	5,083,315
Total Operating Expense	31,252,431	31,752,431

School District No. 58 (Nicola-Similkameen)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	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	7,264,841	469,271		294,675	108,984	1,053,618	9,191,389
1.03 Career Programs							-
1.07 Library Services	9,026			26,604		750	36,380
1.08 Counselling	884,884			13,456			898,340
1.10 Inclusive Education	1,109,516	162,735	2,428,508			163,996	3,864,755
1.30 English Language Learning	228,118						228,118
1.31 Indigenous Education			689,312		86,134	16,115	791,561
1.41 School Administration		1,716,956	11,535	536,302		40,170	2,304,963
Total Function 1	9,496,385	2,348,962	3,129,355	871,037	195,118	1,274,649	17,315,506
4 District Administration							
4.11 Educational Administration					425,457		425,457
4.40 School District Governance					178,102		178,102
4.41 Business Administration				221,016	250,057		471,073
Total Function 4	-	-	-	221,016	853,616	-	1,074,632
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				18,964	297,153	1,000	317,117
5.50 Maintenance Operations				1,338,560		129,000	1,467,560
5.52 Maintenance of Grounds				167,721			167,721
5.56 Utilities							-
Total Function 5	-	-	-	1,525,245	297,153	130,000	1,952,398
7 Transportation and Housing							
7.41 Transportation and Housing Administration				18,964	84,056		103,020
7.70 Student Transportation				491,076		120,000	611,076
Total Function 7	-	-	-	510,040	84,056	120,000	714,096
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	9,496,385	2,348,962	3,129,355	3,127,338	1,429,943	1,524,649	21,056,632

School District No. 58 (Nicola-Similkameen)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	9,191,389	2,112,786	11,304,175	1,028,112	12,332,287	13,471,660
1.03 Career Programs	-		-	82,824	82,824	81,200
1.07 Library Services	36,380	84,511	120,891	61,175	182,066	197,194
1.08 Counselling	898,340	210,136	1,108,476	5,406	1,113,882	158,483
1.10 Inclusive Education	3,864,755	865,706	4,730,461	468,930	5,199,391	5,453,540
1.30 English Language Learning	228,118	53,359	281,477	2,458	283,935	127,447
1.31 Indigenous Education	791,561	181,748	973,309	476,591	1,449,900	1,437,229
1.41 School Administration	2,304,963	521,867	2,826,830	53,305	2,880,135	2,927,894
Total Function 1	17,315,506	4,030,113	21,345,619	2,178,801	23,524,420	23,854,647
4 District Administration						
4.11 Educational Administration	425,457	99,646	525,103	101,980	627,083	622,426
4.40 School District Governance	178,102	39,782	217,884	195,249	413,133	394,772
4.41 Business Administration	471,073	110,172	581,245	560,909	1,142,154	1,080,734
Total Function 4	1,074,632	249,600	1,324,232	858,138	2,182,370	2,097,932
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	317,117	74,378	391,495	108,314	499,809	493,479
5.50 Maintenance Operations	1,467,560	342,597	1,810,157	772,910	2,583,067	2,832,988
5.52 Maintenance of Grounds	167,721	39,239	206,960	85,680	292,640	289,558
5.56 Utilities	-		-	893,240	893,240	893,240
Total Function 5	1,952,398	456,214	2,408,612	1,860,144	4,268,756	4,509,265
7 Transportation and Housing						
7.41 Transportation and Housing Administration	103,020	19,648	122,668	2,840	125,508	128,984
7.70 Student Transportation	611,076	141,909	752,985	398,392	1,151,377	1,161,603
Total Function 7	714,096	161,557	875,653	401,232	1,276,885	1,290,587
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	21,056,632	4,897,484	25,954,116	5,298,315	31,252,431	31,752,431

School District No. 58 (Nicola-Similkameen)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	7,465,493	7,228,900
Other	11,749	20,515
Other Revenue	1,060,000	1,060,000
Total Revenue	8,537,242	8,309,415
Expenses		
Instruction	8,335,309	8,107,482
Operations and Maintenance	10,711	60,407
Transportation and Housing	36,079	36,079
Total Expense	8,382,099	8,203,968
Net Revenue (Expense)	155,143	105,447
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(155,143)	(105,447)
Total Net Transfers	(155,143)	(105,447)
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, 2026

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
Deferred Revenue, beginning of year	\$	\$	\$	\$	\$		\$	\$	\$
			4,135	813,790	29,859	27,959	244,293		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	125,854	98,463			128,000	14,700	79,446	322,729	344,347
Other				1,000,000					
	125,854	98,463	-	1,000,000	128,000	14,700	79,446	322,729	344,347
Less: Allocated to Revenue	125,854	98,463	4,135	1,000,000	157,859	7,800	323,739	322,729	344,347
Deferred Revenue, end of year	-	-	-	813,790	-	34,859	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	125,854	98,463	4,135		157,859	7,800	323,739	322,729	344,347
Provincial Grants - Other				1,000,000					
Other Revenue	125,854	98,463	4,135	1,000,000	157,859	7,800	323,739	322,729	344,347
Expenses									
Salaries									
Teachers							123,186	185,978	
Principals and Vice Principals									79,316
Educational Assistants		75,817			107,143		19,371	70,000	25,000
Support Staff									51,000
Other Professionals									72,000
Substitutes							930		
	-	75,817	-	-	107,143	-	143,487	255,978	227,316
Employee Benefits		22,646			20,857		32,142	56,315	48,522
Services and Supplies	10,711		4,135	1,000,000	29,859	7,800	148,110	10,436	28,509
	10,711	98,463	4,135	1,000,000	157,859	7,800	323,739	322,729	304,347
Net Revenue (Expense) before Interfund Transfers	115,143	-	-	-	-	-	-	-	40,000
Interfund Transfers									
Tangible Capital Assets Purchased	(115,143)								(40,000)
	(115,143)	-	-	-	-	-	-	-	(40,000)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 58 (Nicola-Similkameen)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning
Deferred Revenue, beginning of year	\$	\$	\$	\$	\$	\$	\$	\$	\$
		5,140	25,471	23,695	38,114	62,254	50,000	20,424	33,824
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	4,883,971	30,939	57,000	6,750	55,400			19,000	175,000
Other									
	4,883,971	30,939	57,000	6,750	55,400	-	-	19,000	175,000
Less: Allocated to Revenue	4,883,971	36,079	82,471	6,750	88,859	62,254	-	10,000	175,000
Deferred Revenue, end of year	-	-	-	23,695	4,655	-	50,000	29,424	33,824
Revenues									
Provincial Grants - Ministry of Education and Child Care	4,883,971	36,079	82,471	6,750	88,859	62,254		10,000	175,000
Provincial Grants - Other									
Other Revenue									
	4,883,971	36,079	82,471	6,750	88,859	62,254	-	10,000	175,000
Expenses									
Salaries									
Teachers	3,970,708		21,138						
Principals and Vice Principals									137,931
Educational Assistants					66,887				
Support Staff									
Other Professionals									
Substitutes									
	3,970,708	-	21,138	-	66,887	-	-	-	137,931
Employee Benefits	913,263		4,862		15,384				31,034
Services and Supplies		36,079	56,471	6,750	6,588	62,254		10,000	6,035
	4,883,971	36,079	82,471	6,750	88,859	62,254	-	10,000	175,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 58 (Nicola-Similkameen)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Feeding Futures Fund	Health Career Grants	Professional Learning Grant	Charitable Society	ASSAI	United Way	National School Food Prog	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	22,388	47,709	247,553	179,254	11,749	29,398	65,242	1,982,251
Add: Restricted Grants								
Provincial Grants - Ministry of Education and Child Care	350,000	25,000						6,716,599
Other				40,000				1,040,000
	350,000	25,000	-	40,000	-	-	-	7,756,599
Less: Allocated to Revenue	372,388	50,000	247,553	60,000	11,749	-	65,242	8,537,242
Deferred Revenue, end of year	-	22,709	-	159,254	-	29,398	-	1,201,608
Revenues								
Provincial Grants - Ministry of Education and Child Care	372,388	50,000	247,553				65,242	7,465,493
Provincial Grants - Other					11,749			11,749
Other Revenue				60,000				1,060,000
	372,388	50,000	247,553	60,000	11,749	-	65,242	8,537,242
Expenses								
Salaries								
Teachers	56,776							4,357,786
Principals and Vice Principals								217,247
Educational Assistants								364,218
Support Staff	55,000				7,250			113,250
Other Professionals								72,000
Substitutes								930
	111,776	-	-	-	7,250	-	-	5,125,431
Employee Benefits	25,150				1,668			1,171,843
Services and Supplies	235,462	50,000	247,553	60,000	2,831		65,242	2,084,825
	372,388	50,000	247,553	60,000	11,749	-	65,242	8,382,099
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	155,143
Interfund Transfers								
Tangible Capital Assets Purchased								(155,143)
	-	-	-	-	-	-	-	(155,143)
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 58 (Nicola-Similkameen)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care			-	297,532
Investment Income		10,000	10,000	35,510
Amortization of Deferred Capital Revenue	1,537,856		1,537,856	1,336,345
Total Revenue	1,537,856	10,000	1,547,856	1,669,387
Expenses				
Operations and Maintenance			-	297,532
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,243,731		2,243,731	2,078,759
Transportation and Housing	195,413		195,413	190,781
Total Expense	2,439,144	-	2,439,144	2,567,072
Net Revenue (Expense)	(901,288)	10,000	(891,288)	(897,685)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	155,143		155,143	105,447
Total Net Transfers	155,143	-	155,143	105,447
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(746,145)	10,000	(736,145)	(792,238)

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

**RE: POLICY RECOMMENDATIONS, REVIEWS,
REPEALS AND ADMINISTRATIVE PROCEDURES**

DATE: May 14, 2025

Recommendations:

Our policy committee's last meeting will be held on May 20, 2025. There is one final policy to review: Section 6.51, Disposal of Land or Improvements. The following policies are presented for first and third readings:

Policies:

First Reading

- a) 3.50 Nsyilxcən and Ntəʔkepmxcín and Culture
- b) 6.20 Signing Authorities
- c) 6.30 Expense Reimbursement
- d) 6.40 Public Use of Facilities
- e) 6.50 School Closure
- f) 6.60 Video Surveillance
- g) 6.70 Student Transportation

Second Reading

- a) None

Third Reading

- a) 4.10 Respectful Working Environments
- b) 4.20 Employee Recognition
- c) 4.30 Protection of Employees from Violence
- d) 4.40 Employment of Relatives
- e) 4.50 Teacher Professional Development

Policies Recommended for Repeal

- a) None



CL/sc



Policy 3.50 Nsyilxcən and Nłeʔkepmxcín Traditions and Culture

The Board of Education supports the Truth and Reconciliation Calls to Action regarding education, and more specifically the revitalization of Nsyilxcən and Nłeʔkepmxcín and the recognition of language as a fundamental and valued element of the local Nicola Valley's First Nations communities' traditions, cultures, and guiding practices. It is acknowledged that there is an urgent need to preserve Nsyilxcən and Nłeʔkepmxcín languages.

Students shall have the opportunity to learn the local ancestral languages, Nsyilxcən and Nłeʔkepmxcín with the district making every effort to make curriculum, teaching resources and language learning educators available.

Further, the Board understands and affirms that the preservation, revitalization and strengthening of Nsyilxcən and Nłeʔkepmxcín and culture are best managed by local First Nations and communities.



POLICY 6.20 SIGNING AUTHORITIES

The Board of Education seeks to ensure a balance of efficiency and oversight in the handling of financial transactions, with particular attention to safeguarding against unauthorized expenditures.

The Secretary Treasurer will develop appropriate administrative procedures to delineate signing authority throughout the district.



POLICY 6.30 EXPENSE REIMBURSEMENT

The Board believes that an adequate level of reimbursement should be provided for expenses incurred when trustees and staff participate in Board approved meetings, workshops and conferences.

The Board authorizes reimbursement for in-district and out-of-district activities in accordance with the British Columbia School Trustees Association (BCSTA) policy and rates for trustees, exempt and support staff, except for BCSTA dependant care costs. Teacher's expense reimbursement is in accordance with the Nicola Valley and Princeton District Teachers' Union Collective Agreement.

Guidelines

1. The Board expects that individuals traveling for district-related purposes will demonstrate fiscal responsibility similar to that of a prudent individual, ensuring a clear distinction between business-related and personal expenses.
2. All claims for expenses will be reimbursed upon submission of a properly completed and approved expense claim form, together with supporting receipts as required by the Secretary-Treasurer.



POLICY 6.40 PUBLIC USE OF FACILITIES

The Board of Education believes that District facilities represent a major public investment and should be available for public use to the greatest extent possible. The first consideration for the use of District facilities is to meet the needs of students and school programs as may be required.

The schedule of fees and terms and conditions for public use of school facilities are governed by the following considerations:

- Need for recognition of building-related costs
- Need for adequate control of use by District employees
- Provision of graduated fees, with lowest rates charged to student-related activities and highest to private or commercial activities

Administrative Procedures will be established to make district facilities available to the public on a rental basis in accordance with the guidelines within this policy.

Guidelines

1. When facilities are not required for District purposes, preference will be given to activities that support children and youth. Public use will be in accordance with the following priorities:
 - 1.1. Local First Nations, NVIT continuing education programs and Municipal/City general interest programs.
 - 1.2. Non-profit community and recreational groups
 - 1.3. For-profit commercial and private enterprises
2. The following categories shall apply regarding scheduling and fees related to the use of school buildings, grounds and facilities:
 - 2.1. CATEGORY A – Includes children, Parent (DPAC) Advisory Councils, and youth groups (comprised of children up to 19 years of age) such as: Scouts, Girl Guides, Embers,



youth non-profit organizations, non-profit religion-based youth groups and non-profit minor sports.

- 2.2. CATEGORY B – includes all adult groups using facilities for non-profit purposes that are not covered under the provisions of a joint-use agreement such as: service clubs, civic and community agencies, organized non-profit adult recreation and appropriate celebrations.
- 2.3. CATEGORY C– includes all for-profit enterprises – where individual(s), groups, and/or organizations stand to make personal gain and/or profit from such use, such as: private and/or for-profit programs, commercial organizations, private recreational or instructional activities

3. Application for Use

- 3.1. Applications for rental reservations must be directed to the Secretary Treasurer or designate at the School District Administration building.
- 3.2. Applications for use on a repetitive or seasonal basis must be made and approved annually.



POLICY 6.50 CLOSURE OF SCHOOLS

The Board of Education is responsible under the School Act for the management of the schools in its school district and for the custody, maintenance and safekeeping of all property owned or leased by the board, as well as for the effective and efficient use and operation of school buildings and associated grounds.

From time to time the Board may consider the possible closure of a school or schools in the District as authorized by the *School Act*. This Policy sets out the processes that will be followed by the Board in the event it is to consider such a possibility. The Board may close schools for reasons including but not limited to:

- declining enrollment resulting in a school no longer being educationally, operationally, or economically viable;
- restructuring of educational programs, consolidation of operations, relocation of students to other schools, or similar, such that the school is deemed surplus to the District's educational needs; and
- replacement of a school with a newly constructed school.

Permanent closure of a school is a significant event and therefore before a closure is effected, the Board will follow a process that provides for sufficient consultation with those who are or may be impacted by the possible closure.

The process for considering a school closure is as follows:

1. Initial Resolution

- 1.1. If the possible closure of a school is to be considered, the Board must pass a resolution at a regular open meeting of the Board determining that it will consider the closure of a school or schools within the district.
- 1.2. The Board must provide the public with no less than two weeks' notice that such a resolution will be considered at an upcoming open meeting.
- 1.3. If the Board passes such a resolution, the consultation process set out below must occur prior to any final decision regarding the closure or closures under consideration by the Board.



2. Consultation Process

- 2.1. The community and any relevant constituencies (including but not limited to parents, students, First Nations, employee groups, community members and community organizations) will be provided an opportunity to provide input, information and opinion(s) to the Board through the consultation process.
- 2.2. The Board will give fair consideration to public input before making any final decision with respect to school closure(s).
- 2.3. The consultation process will last at least sixty days measured from the date the Board passes a resolution providing for the consideration of a school closure or closures.
- 2.4. To support effective participation from the public in the consultation process, the Board will disclose relevant facts and information that will or may be considered by the Board in respect of the school closure(s) being considered. Such disclosure may include:
 - 2.4.1. the specific school(s) for which closure is being considered;
 - 2.4.2. the reasons for the potential closure of the school(s);
 - 2.4.3. the general effect of the potential closure(s) on surrounding schools;
 - 2.4.4. the number of students potentially affected at both the closed school(s) and surrounding schools;
 - 2.4.5. the effect of the potential closure(s) on student transportation;
 - 2.4.6. educational program implications for any affected students;
 - 2.4.7. the proposed date of the closure(s);
 - 2.4.8. financial considerations;
 - 2.4.9. impact on the Board's capital plan;
 - 2.4.10. proposed use of the closed school(s); and
 - 2.4.11. any other relevant information which will be considered by the Board related to the possible closure.
- 2.5. At any time prior to the conclusion of the consultation process, members of the public may provide written submissions to the Board in respect of school closure(s) under consideration. Information and directions regarding the provision of such submissions to the Board will be provided to the public within twenty days of the Board passing a



resolution or bylaw providing for the consideration of school closure(s). The information and directions will advise potential correspondents that their written response may be referred to and made public as part of the consultation process, unless the correspondent specifically states in the written response that the correspondent wishes their name and address to remain confidential.

- 2.6. The Board will hold a minimum of one public consultation meeting to hear opinion and submissions from the public regarding the school closure(s) under consideration. The Board may hold additional public consultation meetings as it deems necessary in order to meet its obligation to receive and consider public input.
- 2.7. The time and location of any public consultation meetings will be advertised to the public to ensure the community and relevant stakeholders are provided adequate advance notice of the meeting(s). Notice will include written notification to students and parents/guardians of students currently attending the school(s) considered for closure and public notice in local print or online newspapers and/or electronic postings on the Board's website. Specific notice will also be provided to affected or potentially affected First Nations.
- 2.8. At any public consultation meeting(s), the Board will welcome input on all matters relevant to the school closure(s), including the following:
 - 2.8.1. the implications or consequences of the potential school closure;
 - 2.8.2. implementation plans including the timing of the potential closure;
 - 2.8.3. options that the Board should consider as alternatives to the potential closure;
 - 2.8.4. the possibility of future enrolment growth in the area of the potential closure;
 - 2.8.5. possible future uses for the school building or property; and
 - 2.8.6. other relevant written submissions provided to the Board by members of the public.
- 2.9. Minutes will be kept of any public consultation meeting(s). The Board will also maintain the following consultation records: advertising and notice of meetings, meeting agendas and dates, working group and public community consultation meeting submissions, names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, a record of questions asked and responses given, and any other related correspondence to and from the Board.



3. Decision of the Board

- 3.1. The Board may vote to close the school, not to close the school, or make another decision, based on the results of the consultation process, which may include engaging in further consultation on options other than the school closure(s) under consideration.
- 3.2. A decision to close a school or schools must be effected by the Board through the passing of a bylaw.

4. Notification of the Minister

- 4.1. If the Board decides to proceed with a school closure or closures pursuant to section 73 of the *School Act*, the Board will, without delay, provide the Minister with written notification of the decision containing the following information:
 - 4.1.1. the school's name,
 - 4.1.2. the school's facility number,
 - 4.1.3. the school's address, and
 - 4.1.4. the date on which the school will close.

5. Opportunities for Students Displaced by a School Closure

- 5.1. The Board will ensure that any students displaced by a school closure will have opportunities to receive an appropriate educational experience in another school in the district or otherwise.



POLICY 6.60 VIDEO SURVEILLANCE

The Board of Education recognizes their responsibility to provide a learning environment for students, staff and others that recognizes the right to assemble and associate without undue intrusion on personal privacy. This responsibility is balanced with a commitment to ensuring student safety, protecting Board property, deterring acts of vandalism and crime, and addressing inappropriate behavior.

The intent of this policy is to ensure that the need to deploy video surveillance is compelling and that any resulting effects on privacy rights are minimized and implementation of video surveillance considers recommendations made by the BC Privacy Commissioner from time to time.

Video surveillance is not intended to monitor the work of staff.

This policy is not intended for emergency deployments such as a short-term covert action relating to a specific criminal investigation.

This policy does not apply to non-school buildings owned or operated by the School District as video surveillance cameras are being deployed in increasing numbers to improve safety and reduce vandalism.

Parties whose privacy may be impacted by video surveillance have the right to be aware that they are under video surveillance.

The limited use of video surveillance systems shall comply with all federal and provincial legislation and regulation. The Board authorizes the Superintendent to develop administrative procedures to guide the implementation of this policy.

Guidelines

1. In accordance with the *School Act*, appropriate approvals of the Parent Advisory Council will be obtained.
2. Ensure that there is a compelling reason for each deployment.



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3. Ensure that video surveillance is only used after all other reasonable and less invasive alternatives have been considered.
4. Ensure that video surveillance records are secure, and that access is restricted to Senior Staff, school administrators and the Operations Manager.



POLICY 6.70 STUDENT TRANSPORTATION TO AND FROM SCHOOL

The Board of Education recognizes the rural nature of the District and safe and accessible transportation plays a key role in the provision of education programs for some students. In accordance with the *School Act*, transportation for students going to and from school is provided at the discretion of the Board.

The Board is required to develop and submit to the Ministry, annually, a Joint First Nation Students Transportation Plan for First Nations served by the Board which guides the transportation services for each First Nation needing transportation for their First Nation Students to a District school.

It is a parent/guardian's responsibility to determine how their children will safely travel to and from school or to and from the bus pick-up and drop-off locations.

The following factors are considered when determining the provision of transportation services:

- whether there are sufficient students to justify the service,
- whether road conditions are suitable for school buses,
- the distance affected students live from the nearest school,
- available funding, and
- the need for operational efficiencies.

The needs of students with a disability or diverse ability shall be fully considered in planning transportation services.

It is recognized that bus transportation routes may not satisfy the requests of all parents/guardians.

Guidelines

1. Where school bus transportation is established, eligible riders include:
 - 1.1. Primary (K-3) students residing more than 4.0 kilometres from a public school; or
 - 1.2. Students in grades 4-12 residing more than 5.0 kilometres from their neighbourhood school.
2. The Board may provide transportation assistance to parents/guardians who transport students outside the limits described above.



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POLICY 4.10 RESPECTFUL WORKING ENVIRONMENTS

The Board of Education recognizes a fair, collaborative, inclusive and respectful workplace is a critical prerequisite to the Board's commitment to delivering high quality public education and cultivating a reputation of excellence. The Board is committed to creating and maintaining a respectful learning and working environment free from harassment and bullying, where people respect one another regardless of their roles or levels of responsibilities and are treated and treat each other respectfully and professionally in their interactions.

Everyone has a responsibility to create and sustain a respectful workplace.

1. The Board is responsible for:
 - 1.1. Supporting an environment respectful of human rights and free from bullying and harassment; and
 - 1.2. Understanding and communicating with members of the community about the Workers' Compensation Act.
 - 1.3. Ensuring that the policy is periodically reviewed and updated.
2. The Superintendent is responsible for:
 - 2.1. Implementing the Workers' Compensation Act and ensuring that the provisions of this policy are communicated to all stakeholders such that:
 - 2.1.1. A consistent understanding and expectation is developed regarding respectful and appropriate behaviour in dealing with others, including the ability to speak or act without offending;
 - 2.1.2. If bullying or harassment occurs, the process to resolve it is understood and utilized to resolve the problem in a timely and effective manner.
 - 2.2. Ensuring appropriate training is provided to all employees on the *Workers' Compensation Act*.
 - 2.3. Determining if the complaint is best handled under this policy, or if it is a matter better dealt with through other Board Collective agreement processes such as, but not limited to, performance management, professional misconduct and progressive discipline or harassment complaints under the teacher collective agreement.
 - 2.4. Conduction/assisting in investigations and the administration of corrective disciplinary action as appropriate.
 - 2.5. Reviewing and recommending updates to the policy on an annual basis.

Legislative References: Canadian Human Rights Act; Canadian Charter of Rights and Freedoms; 1 British Columbia Human Rights Code

Collective Agreement References: Nil

Date of Adoption: October 16, 2013

Date of Revision: October 19, 2016; xxx, 2025



3. Principals and Vice-Principals are responsible for:
 - 3.1. Communicating and reviewing this policy and related procedure with the staff they supervise or manage;
 - 3.2. Formulating, communicating and enforcing work requirements and behavioral expectations;
 - 3.3. Conducting or arranging for investigations into complaints under the *Workers' Compensation Act*;
 - 3.4. Mediating or arranging for mediation for resolution of complaints as appropriate, and;
 - 3.5. Administering corrective disciplinary action.
4. All employees are responsible for:
 - 4.1. Being aware of, and sensitive to issues of bullying and harassment, and taking proactive steps to encourage respectful, courteous behaviour with staff and students;
 - 4.2. Demonstrating professional and positive behavior consistent with individuals who are responsible for the safety, learning and well-being of staff and students;
 - 4.3. Conducting themselves in a professional manner that meets the accepted standards of practice and the spirit and intent of this policy, including in the use of electronic communication;
 - 4.4. Accessing the complaint procedure if they observe or experience bullying or harassment in the working or learning environment; and
 - 4.5. Co-operating in the investigating of complaints, and working to achieve resolution at the earliest possible stage.
5. Definitions:

The following definitions shall apply:

 - 5.1. **Bullying and Harassment** - WorkSafeBC's OHS policies use the phrase "bullying and harassment" as a single term, which:
 - 5.1.1. Includes any inappropriate, frivolous or vexatious conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated, or offended or intimidated. It may include discriminatory harassment, personal harassment (both verbal and visual), and retaliation.
 - 5.1.2. It excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment. Managers and supervisors need to ensure performance problems are

Legislative References: Canadian Human Rights Act; Canadian Charter of Rights and Freedoms; 2 British Columbia Human Rights Code

Collective Agreement References: Nil

Date of Adoption: October 16, 2013

Date of Revision: October 19, 2016; xxx, 2025



identified and addressed in a constructive, objective way that does not humiliate and intimidate.

- 5.1.3. Examples of bullying and harassment may include, but are not limited to: verbal aggression or insults, vandalizing personal belongings, sabotaging someone's work, physical or verbal threats, aggressive or threatening gestures, and spreading malicious gossip or rumours.
- 5.2. **Mediation** – Involves an unbiased third party acting as facilitator in direct communication between the parties who voluntarily agree to this process. It is an opportunity to resolve disputes in a mutually respectful manner at the Early/Site based resolution phase of a complaint.
- 5.3. **Confidentiality** – Information about a complaint will be shared only with those who need to know in order to facilitate the investigation process. The respondent(s) will be provided with a copy of the complaint and both parties will be provided with a copy of the findings at the end of the investigation. All participants in the investigation process are to keep the information in the process confidential and not disclose it to anyone other than their union representatives.
- 5.4. **Standard of Proof** – The standard of proof to be applied is the balance of probabilities. This means that on the evidence provided, the occurrence of the event was more likely than not.
6. Application:
 - 6.1. This policy covers all individuals involved in the working or learning environment regardless of their role or function. This includes School District employees, students, parents, volunteers, third parties doing business with the School District and members of the general public who interface with the School District. It is the expectation of the School District that all employees and persons invited to or visiting Board property, will strive to maintain the highest level of professional and personal courtesy when interacting with board employees.
 - 6.2. For School District employees, this policy does not supersede any provision of an applicable Collective Agreement.
 - 6.3. Inappropriate behavior by an adult toward a student is not covered by this policy. The *School Act*, The Ministry of Education – Teacher Regulation Branch, Child, Family



- and Community Service Act and the District's Collective Agreements will define and govern the standard of behavior required by adults when dealing with students.
- 6.4. The policy is not intended to address issues where the cause of the conflict or behavior is based on a personal characteristic that is protected under the *BC Human Rights Code*, such as homophobic or racist views.
 - 6.5. This policy excludes the legitimate exercise of management rights and any reasonable action taken by the District or supervisor relating to the management and direction of employees or the place of employment including supervisory decision involving work direction, evaluation, investigations and disciplinary action.
 - 6.6. This policy excludes the reasonable exercise of parent and student rights in bringing forward concerns about the treatment of students by employees when done in a respectful manner.
 - 6.7. The policy does not cover interpersonal conflicts or interpersonal relations, unless they are threatening or abusive.
7. Expected Respectful Behaviour:
- 7.1. We respect and value the contributions of all members of our community, regardless of status or role in the organization;
 - 7.2. We treat one another with the respect, civility and courtesy;
 - 7.3. We work honestly, effectively and collegially with employees and others;
 - 7.4. We respond promptly, courteously, and appropriately to request from others for assistance or information;
 - 7.5. We use conflict management skills, together with respectful and courteous verbal communication, to effectively manage disagreements among employees;
 - 7.6. We encourage and support all employees in developing their individual conflict management skills and talents;
 - 7.7. We have an open and cooperative approach in dealings with employees, recognizing and embracing individual differences;
 - 7.8. We recognize that differing social and cultural standards may mean that behavior that is acceptable to some may be perceived as unacceptable or unreasonable to others;
 - 7.9. We abide by applicable rules, regulations, legislation, policies and collective agreement provisions, and address any dissatisfaction with, or violation of these policies and procedures through appropriate channels;
 - 7.10. We demonstrate commitment to a culture where all employees cooperate and collaborate in using best practices to achieve high work-related outcomes;
-

Legislative References: Canadian Human Rights Act; Canadian Charter of Rights and Freedoms; 4 British Columbia Human Rights Code

Collective Agreement References: Nil

Date of Adoption: October 16, 2013

Date of Revision: October 19, 2016; xxx, 2025



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- 7.11. If we are in leadership positions, we model civility for others and clearly define expectations for how employees treat each other, and are responsive to complaints when they are brought forward.
8. Annual Review:
- 8.1. This policy statement will be reviewed on an annual basis. All workers will be provided with a copy.



POLICY 4.20 EMPLOYEE RECOGNITION

The Board of Education believes that employee recognition, both formal and informal, is integral to supporting, valuing and retaining staff .

The Board will formally recognize length of service for employees with 5, 10, 20, 30, 35, 40, and 45 years of service to the district.

Retirement recognition will be provided by the Board for employees who are retiring from the district each school year.

Guidelines

1. For purposes of service recognition, service will be determined by the anniversary date of the employee's appointment to the district (most recent if applicable), and honoured within the year the employee achieves the service recognition.
2. Service is defined as all service with the Board – including interrupted service.



POLICY 4.30 PROTECTION OF EMPLOYEES FROM VIOLENCE

The Board of Education recognizes that employees have the right to a safe and secure environment free from violence. Violence means the attempted or actual exercise by a person, other than another worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that the worker is at risk of injury.

Any act or threat of violence directed toward an employee shall not be tolerated. The Superintendent will establish Administrative Procedures to identify the potential sources of violence and work to eliminate or minimize the risks to employees.

Employees are to follow the procedures implemented for their protection and immediately report all incidents of violence.

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POLICY 4.40 EMPLOYMENT OF RELATIVES

The Board of Education believes that employees involved in a personal relationship outside work which compromises objectivity, or the perception of objectivity, are not to be placed in a direct reporting relationship to one another.

The Board further believes that employment shall be based on merit.

For purposes of this policy, a direct relative is defined as a spouse (including a common law spouse), parent, grand-parent, brother, sister, son or daughter. A person married (or common-law) to one of the above is considered a direct relative. Further, informal living arrangements, or custody situations that resemble the relationships described above, may be considered as those of a direct relative, for purposes of this policy.

Guidelines

1. A supervisor-subordinate relationship is considered to exist where one level of supervision does not intervene between the direct relatives.
2. No employee with hiring authority may employ their own direct relatives defined above.

No employee with hiring authority shall knowingly employ a person, as a favour, or as part of a staffing scenario, that involves collusion or reciprocation.

3. Employment of direct relatives is possible within the same department or school, provided that:
 - 3.1. a supervisor-subordinate relationship is not created; or
 - 3.2. the relative is not appointed, transferred or promoted where the supervisor is a direct relative; or
 - 3.3. a reporting relationship does not exist where one employee has influence, input or decision-making power over the other employee's performance evaluation, salary, benefits, special permissions, conditions of work and similar matters; or
 - 3.4. the working relationship would not afford an opportunity for collusion between the two employees that would have a detrimental effect on the employer's and employee's interests.



- 3.5. no special consideration or privileges are granted with regard to vacation time, time-off or shift schedules.
4. Where the supervisor is a step in the grievance or discipline procedure affecting a direct relative, the supervisor shall be excluded from that case and the District shall designate an alternate for that purpose.
 5. Subject to the terms of collective agreements, the Superintendent or designate may direct and organize staff of the District to minimize a close working association of direct relatives.
 6. Employees are to disqualify themselves as participants in personnel processes and decisions when their objectivity may be compromised for any reason in accordance with these guidelines or that a benefit or perceived benefit could accrue to them.
 7. These guidelines may be waived provided that the Board is satisfied that sufficient safeguards are in place to ensure that the employer's and employees' interests are not compromised.



POLICY 4.50 TEACHER PROFESSIONAL DEVELOPMENT

The Board of Education believes that the professional development of teachers is an integral part of the educational program and should provide opportunities which will enable and motivate teachers to maintain a high level of professional competence.

The objectives of Professional Development in the district are:

1. To establish an ongoing needs assessment process.
2. To ensure that Professional Development activities are supported within the limits of the budget in terms of personnel, materials, release time and money.
3. To provide Professional Development activities to meet the needs of individual teachers, specific disciplines, special interest groups, individual schools and the district as a whole.
4. To encourage the establishment of long-term priorities for the Professional Development Program.
5. To ensure that Professional Development resources are used in the most efficient way.
6. To encourage communication on Professional Development matters that is effective within the district.