
OPEN MEETING

AGENDA

Board of Education for Nicola Similkameen School District

Merritt School Board Office

Wednesday, October 14, 2026, 6:00 pm

1. Acknowledgement of the Traditional Territories and Metis Community
2. Agenda
3. Minutes of the Open Meeting held September 16, 2026
4. Business Arising from the Minutes
5. Report on Closed Meetings
 - a) September 16, 2026
6. **EDUCATION**
 - a) Enrolment Update
 - b) Indigenous Education Report
 - c) Inclusive Education, Early Learning and Child Care Report
 - d) Achievement Update
 - e) Superintendent's Report *
7. **OPERATIONS**
 - a) N/A
8. **AUDIT AND FINANCE**
 - a) 2026-27 Amended Budget Update
 - b) 2026-27 Indigenous Education Targeted Funding Update

9. **POLICY**

- a) Administrative Procedures

10. **TRUSTEES REPORTS**

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

11. **CORRESPONDENCE**

- a) Director Herb Graham letter

12. **PUBLIC QUESTION PERIOD**

13. **ADJOURNMENT**

MINUTES

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

**PRINCETON SECONDARY SCHOOL, BOARD ROOM
WEDNESDAY, SEPTEMBER 16, 2026, 6:00PM**

Success for ALL Learners Today and Tomorrow

Present:	Chairperson	G. Swan (Absent)
	Vice-Chair	L. Ward
	Trustees	J. Jepsen J. Kent-Laidlaw E. Hoisington J. Chenoweth D. Rainer
	Superintendent	C. Lawrance
	Assistant Superintendent	M. Sheldon
	Secretary Treasurer	M. Friesen
	Assistant Secretary Treasurer	L. Rusnjak
	Executive Assistant	K. Buckland

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

AGENDA

- 26/112 It was moved by Trustee Chenoweth and seconded by Trustee Kent-Laidlaw
THAT the agenda be approved as presented.

MOTION CARRIED

OPEN MEETING HELD JUNE 10, 2026

- 26/113 It was moved by Trustee Rainer and seconded by Trustee Jepsen
THAT the minutes from the open meeting held June 10, 2026, be adopted as presented.

MOTION CARRIED

Business Arising from the Minutes

None.

REPORT ON CLOSED MEETINGS

26/114 It was moved by Trustee Kent-Laidlaw and seconded by Trustee Rainer

THAT the minutes of the Closed Meeting held June 10, 2026, July 7, 2026, July 13, 2026, August 5, 2026, August 14, 2026, and August 31, 2026, be adopted as presented.

MOTION CARRIED

PRESENTATIONS TO THE BOARD

2025/2026 Audited Financial Statements (virtual Presentation, BDO Canada)

Trustees were provided with a presentation of the 2025-2026 Audited Financial Statement by the Board's Auditor, Mario Piroddi, of BDO Canada LLP. Trustees were requested to make a motion to approve the Audited Financial Statement and submit to the Ministry of Education and Child Care.

26/115 It was moved by Trustee Rainer and seconded by Trustee Hoisington

THAT the Board of Education approve the 2025-2026 Audited Financial Statement and submit to the Ministry of Education and Child Care.

MOTION CARRIED

AUDIT AND FINANCE

2025-2026 Financial Statement Discussion & Analysis Report

The Secretary Treasurer provided Trustees with a summary presentation of the Financial Statement Discussion and Analysis (FSDA) Report for the fiscal year 2025-2026. Once approved, staff will submit to the Ministry of Education and Child Care and publish the report on the School District's Website.

26/116 It was moved by Trustee Jepsen and seconded by Trustee Kent-Laidlaw

THAT the Board of Education approve the 2025-2026 Financial Statement Discussion & Analysis Report and submit to the Ministry of Education and Child Care.

MOTION CARRIED

Multi-Year Financial Plan Report

The Secretary Treasurer provided Trustees with a summary presentation of the Multi-Year Financial Plan for the three-year period July 1, 2026, through to June 30, 2029. Trustees were requested for a motion to approve the Multi-Year Financial Plan for submission to the Ministry of Education and Child Care.

26/117 It was moved by Trustee Hoisington and seconded by Trustee Rainer

THAT the Board of Education approve the Multi-Year Financial Plan, July 1, 2026 – June 30, 2029, and submit to the Ministry of Education and Child Care.

MOTION CARRIED

Carry Forward Targeted Funds

The Secretary Treasurer provided an overview of revenue and expenses for Indigenous Education targeted dollars, finishing the 2025-2026 school year with a surplus of \$134,430 as of June 30, 2026.

Trustees were requested to make a motion to submit a letter to the Minister of Education and Child Care, seeking permission to underspend Indigenous Education dollars by \$134,430 for the 2025/26 school year, and carry forward the targeted funds into the 2026/27 school year.

26/118 It was moved by Trustee Chenoweth and seconded by Trustee Kent-Laidlaw

THAT the Board of Education accepts the Targeted funds report as presented.

MOTION CARRIED

26/119 It was moved by Trustee Rainer and seconded by Trustee Chenoweth

THAT the Board of Education approves to submit a letter to the Ministry requesting that the school district underspend Indigenous Education dollars by \$134,430 for the 2025/26 school year and carry forward the targeted funds into the 2026/27 school year.

MOTION CARRIED

EDUCATION

Framework for Enhancing Student Learning Report – 2025-2026

Superintendent Courtney Lawrence presented the Ministry-required FESL report, highlighting strong FSA participation rates, significant growth in Grade 4 literacy outcomes for both resident and Indigenous students, and improvements in student well-being indicators, including sense of belonging and access to caring adults. Literacy and numeracy outcomes in Grades 7 and 10 remain areas of concern, with literacy and numeracy coaches providing over 900 hours of classroom support during the year.

Strategic Plan 2026-2030

The Board reviewed the 2026–2030 Strategic Plan, which was developed through extensive collaboration with trustees, rights holders, senior administration, staff, parents, and students. Courtney Lawrence highlighted the plan's three pillars of well-being, learning, and communication, with Indigenous language integrated throughout the document. Supporting communication materials, including an AI-generated video, pamphlets, and a flip book, were created to promote the plan. Trustees commended the plan's accessibility and collaborative development process, and administration confirmed it will be shared through the district website and PAC presentations.

Indigenous Education Report

Superintendent Lawrence presented the Indigenous Education written report submitted by the District Principal of Indigenous Education Angela McIvor, highlighting the language program and the dedicated 0.4FTE coaching support for Indigenous language teachers have been a key factor in retention and program quality, credited to coach Lisa Nelson-Smith. Superintendent Lawrence also highlighted a hybrid pilot for secondary language classes, with potential to expand languages classed in Princeton virtually.

Inclusive Education, Early Learning and Child Care Report

Superintendent Lawrence presented the written report submitted by Director of Instruction – Inclusive Education & Early Learning & Child Care Adriane Moulard, highlighting improved student supports, expanded speech-language service time for students has expanded and is now fully implemented following a successful pilot. Trustees also discussed enrollment trends, noting that economic challenges and population decline in Merritt may be affecting the transition from Strong Start participation to kindergarten enrollment, while Princeton has remained more stable.

Preliminary Enrollment Data

Superintendent Lawrance reported that enrollment is tracking close to projections, with approximately 1,762 students currently enrolled and final numbers expected to align with budget estimates. Lawrance also mentioned growth in SCIDES enrollment and ongoing advocacy efforts regarding the future renewal of its provincial licence.

Superintendent's Report

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

OPERATIONS

2027/28 Capital – Minor Capital Plan Submission

Trustees were presented with a copy of the 2027/28 Minor Capital Plan for submission.

26/120

It was moved by Trustee Rainer and seconded by Trustee Jepsen

THAT the Board of Education approved and submit the 2027-2028 Minor Capital Plan for submission to the Ministry of Education and Child Care.

MOTION CARRIED

Brookmere Property

Secretary Treasurer Friesen provided an update that two district properties being listed for sale.

2026 Trustee Election Update

Secretary Treasurer Friesen provided an update on the upcoming 2026 General Local Elections for school trustees. TNRD Rual Electoral areas M & N will be administered by the School District, while Merritt will be administered by the City of Merritt and Princeton will be administered by the town of Princeton.

26/121

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

THAT the Board of Education appoints Mark Friesen as Chief Election Officer and Kassandra Buckland as the Deputy Chief Election Officer.

MOTION CARRIED

POLICY & ADMINISTRATIVE PROCEDURES

Administrative Procedures

Trustees were provided a list of new administrative procedures and discussed the proposed Purchasing Administrative Procedure. Secretary Treasurer Friesen presented Administrative Procedure 603, which outlines district purchasing processes, procurement thresholds, and requirements for quotations, tenders, and exceptions such as emergency and sole-source purchases. Trustees discussed how emergency purchasing is managed, with administration confirming that significant unforeseen expenditures are communicated promptly through established channels.

Trustee Reports:

P.A.C. Reports

Trustee Hoisington reported on Nicola Canford Elementary School PAC.

Trustee Rainer reported on John Allison Elementary PAC.

Trustee Chenoweth reported on SCIDES PAC.

Trustee Kent-Laidlaw reported on Princeton Secondary School PAC.

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

Trustee Ward reported on Vermillion Forks Elementary PAC.

Chair Swan was absent for this meeting.

Other Reports:

None.

CORRESPONDENCE:

None.

PUBLIC QUESTION PERIOD

None.

ADJOURNMENT

26/122

Motion to adjourn was made by Trustee Jepsen and seconded by Trustee Rainer

THAT the Open Board meeting be adjourned at 7:40pm

Chairperson

Secretary Treasurer

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

RE: Enrollment - Brick and Mortar

DATE: October 14, 2026

September 30, 2026 – Snapshot Enrollment Data

Projections & Current Enrollment

School	EMCE - E	EMCE - FI	Bench	NC	DV	MSS	JAЕ	VFE	PSS	Total
Kindergarten	9	19	12	7	15	n/a	36	n/a	n/a	98
Grade 1	21	13	12	7	16	n/a	26	n/a	n/a	95
Grade 2	27	4	15	10	14	n/a	40	n/a	n/a	110
Grade 3	33	15	15	16	17	n/a	41	n/a	n/a	137
Grade 4	17	12	21	16	18	n/a	n/a	41	n/a	125
Grade 5	19	16	20	22	15	n/a	n/a	27	n/a	119
Grade 6	24	10	15	19	14	n/a	n/a	38	n/a	120
Grade 7	33	14	22	14	22	n/a	n/a	38	n/a	143
Grade 8	n/a	n/a	n/a	n/a	n/a	123	n/a	n/a	33	156
Grade 9	n/a	n/a	n/a	n/a	n/a	129	n/a	n/a	37	166
Grade 10	n/a	n/a	n/a	n/a	n/a	132	n/a	n/a	34	166
Grade 11	n/a	n/a	n/a	n/a	n/a	97	n/a	n/a	44	141
Grade 12	n/a	n/a	n/a	n/a	n/a	109	n/a	n/a	26	135
Total	183	103	132	111	131	590	143	144	174	1711
Projections	177	107	137	114	131	597	148	150	177	1738*

***Projection to Ministry was 1765 with Community Learning Center and The Bridge Included**

School – Alternative Programs	Enrollment	Projection
Community Learning Center	15	12
The Bridge	12	15
Total	27	27

We are at 1711 for our Brick-and-Mortar schools and with our Alternate programs we are at 1738.

Homeschool Students	Number
PSS	2
VFE	2
MSS	2
Nicola Canford	6
Ecole Merritt Central	1
SCIDES	2

Total – 15

Merritt – 11

Princeton - 4

Analysis:

- We are down 81 students in year-over-year enrollment with 1738 as our final September 30 numbers. This includes our Brick-and-Mortar Schools (including CLC and The Bridge). This is 27 under projections, which were already 54 lower than the previous year.
- We have seen a drop in enrollment in Princeton from projections – 490 to 473: 17 below projections.
- We continue to see declining enrolment in Merritt as well – Projected – 1275 – Actual 1265: 10 below projections
- Enrollment at SCIDES is steady, but we have many students carrying over from the summer.
- French Immersion is very close to projections. There was not a significant exodus from program after the school closure. French Immersion Kindergarten numbers (19) are double our English Kindergarten numbers (9) at EMCES.
- Homeschooling numbers are lower than the last two years (2025/2026 – 22; 2024-2025 – 23).
- We are continuing to see declining enrollment at a rate higher than the Ministry or the District predicted.



CL/sc

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

RE: INDIGENOUS EDUCATION REPORT

DATE: October 14, 2026

Please find the District Principal of Indigenous Education's report attached.



CL/sc

INDIGENOUS EDUCATION UPDATE

OCTOBER 14, 2026

It is exciting to be back in full swing for another wonderful school year! September is a busy time of the year. ISA's were busy getting to know students, making schedules, planning events and making sure Indigenous self-identified students were on their list to receive support. Organizing the Welcome Room is also a way to ensure students have a safe, caring space in the school.

Indigenous Events and Activities

We began the year in a good way with the District Welcome Dinner. The event brought district staff, stakeholders, community partners, and Indigenous organizations together to learn about available services, strengthen relationships, and identify practical ways to provide more coordinated support for children, youth, and families.

Round table discussions led by Scw'exmx Child and Family, Conayt Friendship Center, Kwu stemtíma? (Upper Nicola Grandmothers Group), CNA, Nlaka'pamux Health. Each table clarified what each agency does, what support is offered, how referrals can be made and how we can work together this year. We were so thankful to have such a good turnout from our local agencies!

Orange Shirt Day is recognized in every school, with each school participating in ways that are meaningful for its students and community. Activities include wearing orange shirts, classroom learning about residential schools and the meaning of Every Child Matters, school assemblies, walks, displays, art projects, drumming, storytelling, and learning with local Elders and Knowledge Keepers. Several of the schools were fortunate to have Dennis Saddleman (Residential School survivor and author of "Word Warrior") in to speak at the assembly about his experiences and insights.





Each school also has an Open House, Welcome Dinner or Meet the Teacher Night. ISA's take part and support this evening through attendance or helping organize/make food to share with families.

Language Teachers

We are thankful to welcome Marilyn Lytton to Nicola-Canford. She is teaching nte?kepmxcin k-7. We are also pleased to welcome back our language teacher staff from last year. Jo-Anne Mansfield at MSS, Central, DVE, Nexpetko Joe is teaching nsyilxcān at Central first semester and MSS and Central second semester, Joella Bolan MSS grades 10-12. Tea picking was one of the many planned field trips for language students. The district has put Lisa Nelson-Smith in place to support the language teachers with lesson planning, reporting, and management strategies. Core dollars support this 0.4 position.



More New Faces

We are incredibly happy to welcome Megan Spahan join our team as the new Indigenous Student Engagement Facilitator. Megan has spent time getting to know staff students and familiarizing herself with the role. The ISEF works with school staff and ISAs to support students with significant attendance challenges. She helps identify barriers and brings together families, school teams, and community agencies to connect students with the support they need.

We are also thankful to have Lindsay Fairwether join our IEC team temporarily as the Education Coordinator for the Upper Similkameen Indian Band.

Nicola Similkameen News



It was amazing being a part of the Strategic Planning Committee with district staff, board staff, teachers, First Nations representatives, and a member of the ISA team. The district's new Strategic Plan focuses on well-being, learning, and communication. In Indigenous Education, the focus is on reconciliation, helping students feel safe and connected and making sure there are more opportunities for land-based education at every school. The plan will help work towards building strong relationships with Rights Holders, families, and communities.

Supporting Schools

On November 3, all Merritt administrators and staff in Merritt will take part in Indigenous-focused professional development. I am thrilled to have Tim Manuel and Chief Leanne Joe deliver a workshop on "Understanding Your Responsibility as a Teacher to Include Indigenous Curriculum."

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

**RE: INCLUSIVE EDUCATION, CHILDCARE
& EARLY LEARNING REPORT**

DATE: October 14, 2026

The Director of Instruction for Inclusive Education, Childcare, and Early Learning's report is attached. Ms. Mouland will present in person.



CL/sc

Director of Instruction – Inclusive Education &

Early Learning Child Care Report

October 2026

**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. **

This month, three areas of work highlight our continued commitment to ensuring that students are welcomed, included, and supported throughout their learning journey.

- **1701 Inclusive Education Data Collection**

Each of our Student Support teachers, school principals, and members of the district team have done an excellent job working through the Ministry's annual 1701 Inclusive Education data collection process. This work requires careful review, collaboration, and attention to the individual needs and supports of students across the district.

- **B.C.'s Welcoming Schools – New Provincial Webpage**

The Ministry of Education and Child Care has launched a new B.C.'s Welcoming Schools webpage. The provincial resource was developed to make it easier for people to find information that supports safe, inclusive, and welcoming learning environments. Resources include information related to student safety, mental health, anti-racism and inclusion, online safety, learning resources, and other topics relevant to students, families, and educators.

Our district has added a direct link to the B.C.'s Welcoming Schools webpage on all school websites, making this provincial resource easy for families and staff to access. This is another way we can connect our school communities with current provincial resources that support our commitment to well-being, learning, and communication.

- **Navigating K-12 Inclusive Education in B.C.**

The B.C. Council of Administrators of Inclusive Support in Education (BC CAISE) has developed a new resource, Navigating K-12 Inclusive Education in B.C.: Roles, Responsibilities and Processes. Developed in collaboration with provincial education and community organizations, the resource is intended to build a common understanding of inclusive education and help students, families, educators, administrators, and community partners navigate the B.C. education system.

The resource provides a particularly useful overview of roles and responsibilities at the Ministry, Board, district, school, and classroom levels, as well as key processes including School-Based Teams, designation and de-designation, Individual Education Plans, case management, assessment and reporting, meaningful consultation, and resolution processes.

This resource aligns closely with our District Strategic Plan and our commitment to Well-being, Learning, and Communication. By building a shared understanding of inclusive education practices, roles, and responsibilities, it supports well-being by helping ensure students experience equitable access, meaningful participation, and appropriate support; strengthens learning by promoting inclusive practices that remove barriers and support student success; and enhances communication by providing a common language and clear information for educators, administrators, families, and community partners. As a district, we can use this resource to help bring our strategic commitments to life through consistent, collaborative, and inclusive practices across our schools.

Over the next few weeks, I will be working with school teams to identify opportunities to further connect these resources to our current inclusive education practices and priorities.

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

RE: Achievement Update

DATE: October 14, 2026

Mrs. Mouland, our Director of Instruction, and Mrs. Sheldon, our Assistant Superintendent, will be in person to present on achievement data, specifically literacy and numeracy data from the previous year.



CL/sc

Literacy 7 – Foundation Skills Assessment			
SCORE	DESCRIPTOR	# of STUDENTS	% of STUDENTS
1	Emerging	70	39.1
2	On Track	105	58.6
3	Exceeding	4	2.2

Literacy 10 – Provincial Assessment			
SCORE	DESCRIPTOR	# of STUDENTS	% of STUDENTS
1	Emerging	14	9.9
2	Developing	61	42.9
3	Proficient	64	45.1
4	Extending	3	2.1

English 10 & English First Peoples' 10 – Final Grades			
SCORE	DESCRIPTOR	# of STUDENTS	% of STUDENTS
IE/F	No demonstration of minimally acceptable performance in relation to learning outcomes	17	9.5
C, C-	Satisfactory or minimally acceptable performance in relation to learning outcomes	63	35.4
B, C+	Good to Very Good performance in relation to learning outcomes	67	37.6
A	Excellent or outstanding performance in relation to learning outcomes	31	17.4

Numeracy 7 – Foundation Skills Assessment			
SCORE	DESCRIPTOR	# of STUDENTS	% of STUDENTS
1	Emerging	96	53.0
2	On Track	69	38.1
3	Exceeding	16	8.8

Numeracy 10 – Provincial Assessment			
SCORE	DESCRIPTOR	# of STUDENTS	% of STUDENTS
1	Emerging	28	20.4
2	Developing	80	58.4
3	Proficient	26	18.9
4	Extending	3	2.2

Workplace Math 10 & Foundations & Pre-Cal 10 – Final Grades			
SCORE	DESCRIPTOR	# of STUDENTS	% of STUDENTS
IE/F	No demonstration of minimally acceptable performance in relation to learning outcomes	7	4.8
C, C-	Satisfactory or minimally acceptable performance in relation to learning outcomes	42	28.6
B, C+	Good to Very Good performance in relation to learning outcomes	60	40.8
A	Excellent or outstanding performance in relation to learning outcomes	38	25.8

MEMORANDUM

TO: All Trustees

**FROM: Mark Friesen
Secretary Treasurer**

RE: 2026-27 Amended Budget Update

DATE: October 14, 2026

The Secretary Treasurer will provide an update to the Board on changes in enrolment and funding that will effect the work on the 2026-27 Amended Budget.

Trustees will be given an opportunity to ask questions.

Prepared by:

Mark Friesen

Secretary Treasurer/CFO

Nicola-Similkameen School District

MEMORANDUM

TO: All Trustees

**FROM: Mark Friesen
Secretary Treasurer**

**RE: 2026-27 Indigenous Education Targeted
Funding Carryforward Update**

DATE: October 14, 2026

At the September 2026 Open Board meeting, the Board asked that the Secretary Treasurer bring an update on how the Indigenous Education Council intends to spend the carryforward amount of Targeted funding that was reported at June 30, 2026.

Trustees will be given an opportunity to ask questions.

Prepared by:

Mark Friesen

Secretary Treasurer/CFO

Nicola-Similkameen School District

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

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

DATE: October 14, 2026

Recommendations:

We continue to work on our Administrative Procedures, which is the next step in the policy review process. There are no policies to review currently. Please see the list of Administrative Procedures that are listed below. The administrative procedures have been organized by category and number.

Policies:

- a) First Reading, second and third reading or policies recommended for repeal.
 - I. None currently.

Administrative Procedures (For Information Only)

- a) 311 - Wearable Smart Glasses, Wearable Recording Devices, and AI Enabled Wearable Technology



CL/sc

Administrative Procedure 311

SMART GLASSES, WEARABLE RECORDING DEVICES, AND AI ENABLED WEARABLE TECHNOLOGY

Purpose and Guiding Principles

Rapid developments in consumer technology have placed cameras, microphones, wireless connectivity, artificial intelligence, and cloud-based processing into devices that can look almost indistinguishable from ordinary eyewear, watches, earbuds, pendants, body worn cameras, and other everyday accessories.

Unlike a conventional smartphone, some wearable devices can capture photographs, video, audio, or other information from a first-person perspective without it being readily apparent to people nearby that recording or data processing is taking place. Some devices may also transmit information to third party servers where artificial intelligence can analyze images, recognize objects, transcribe conversations, translate speech, identify text, generate descriptions, or perform other automated functions.

The District recognizes that these technologies can provide legitimate educational and accessibility benefits. In particular, AI enabled smart glasses and similar technologies may assist students who are blind or visually impaired, students with disabilities, or students requiring other accommodations.

At the same time, covert or inappropriate recording can interfere with privacy, dignity, safety, academic integrity, and the school's responsibility to maintain a safe and respectful learning environment.

Information captured through wearable devices may also be copied, uploaded, analyzed, manipulated, or combined with other publicly available information. Images, voices, and video may potentially be used for impersonation, harassment, synthetic media, voice cloning, sexualized deepfakes, or other harmful purposes.

The purpose of this administrative procedure is to establish reasonable boundaries governing when and how wearable recording and AI enabled technologies may be used on school property and during school activities.

Scope

1. This policy applies to students, employees, volunteers, parents and caregivers, contractors, guests, and other visitors while:
 - a) on school property;
 - b) participating in school sponsored activities;
 - c) attending school events where the school has supervisory responsibility;
 - d) participating in field trips or extracurricular activities; or
 - e) travelling on school provided or school arranged transportation.

2. This procedure applies regardless of whether a device is personally owned, school owned, borrowed, or supplied by a third party.

Devices Covered

3. For the purposes of this administrative procedure, a wearable recording or AI enabled device means a device worn or carried on the body that is capable of one or more of the following:
 - a. taking photographs;
 - b. recording video;
 - c. recording or transmitting audio;
 - d. live streaming;
 - e. transmitting captured information to another device or online service;
 - f. using artificial intelligence to analyze images, voices, text, surroundings, or individuals;
 - g. performing facial, object, text, or environmental recognition;
 - h. generating transcripts, summaries, descriptions, translations, or other AI generated outputs from information captured around the wearer.
4. Examples may include smart glasses, camera glasses, AI glasses, body worn cameras, camera equipped watches, wearable cameras, AI enabled pendants, and similar technologies, and may include a cellphone.
5. The presence of an AI feature is not required for this administrative procedure to apply. A pair of glasses containing only a camera or microphone, for example, remains a wearable recording device for the purposes of this administrative procedure.

General Principle: Possession Is Different From Use

6. The School distinguishes between possessing a device and activating its recording, transmission, or AI processing functions. Mere possession of a wearable device will not automatically constitute misconduct.
7. Students and other members of the school community must not use a wearable device to photograph, record, livestream, transmit, analyze, or otherwise capture another person's image, voice, activity, personal information, schoolwork, computer screen, conversation, or surroundings where doing so:
 - a. violates this administrative procedures or another school policy;
 - b. interferes with teaching or learning;
 - c. compromises academic integrity;
 - d. constitutes harassment, bullying, intimidation, or discrimination;
 - e. creates a safety concern;
 - f. infringes upon a reasonable expectation of privacy;
 - g. involves sexualized or intimate content;
 - h. circumvents school security or safeguarding procedures; or

- i. is otherwise contrary to applicable law.
- 8. The fact that Canadian criminal law may permit a particular recording does not necessarily mean that the recording is permitted under school policy. Schools may establish reasonable rules governing conduct and technology use on its property or during school sponsored events, in order to maintain a safe, respectful, and effective learning environment.

Students

- 9. Students may not activate or use smart glasses or other wearable or hand held recording devices to photograph, video record, audio record, livestream, transmit, or AI-process people or activities at school unless:
 - a. the use has been expressly authorized by a teacher or administrator for an educational purpose; or
 - b. the device forms part of an approved disability related accommodation or individualized learning support.
- 10. Where a student brings such a device to school without authorization to use it, recording, transmission, and AI processing functions must remain disabled during instructional time and in other circumstances where school or district personal digital device rules require the device not to be used.
- 11. Where reasonably necessary, the School may require the device to be securely stored in accordance with established school procedures.

Recording Teachers, Staff, or Other Students

- 12. Students must not use wearable or handheld technology to covertly record teachers, staff members, students, visitors, classroom discussions, meetings, presentations, assessments, or private conversations contrary to school policy.
- 13. The District recognizes that Canadian law relating to recording conversations is more nuanced than a simple requirement that everyone being recorded must consent. This policy therefore establishes a school conduct expectation rather than representing that every unauthorized recording is necessarily illegal.
- 14. Unauthorized recording may nevertheless result in school-based consequences where it interferes with privacy, safety, respectful conduct, learning, or the operation of the school.

Accessibility and Disability Accommodation

- 15. Smart glasses and other wearable technologies can provide important accessibility functions, including reading printed text aloud, recognizing objects, describing surroundings, assisting with navigation, identifying colours, translating text, providing captions, and supporting communication.
- 16. Accordingly, the District will not impose a blanket prohibition where doing so would improperly interfere with a student's disability related needs.
- 17. Where wearable technology is required or proposed as an accommodation, documented in the student's Individualized Education Plan (IEP), the School will work collaboratively with the student, parent or caregiver where appropriate, relevant educational or accessibility

professionals, administration, and the School as well as the District Privacy Officer where necessary.

18. An accommodation plan should consider:
 - a. what functions are required by the student;
 - b. when and where the device needs to operate;
 - c. whether continuous recording is necessary;
 - d. whether photographs, video, or audio are stored;
 - e. whether information is transmitted to cloud based services;
 - f. what third parties receive or process information;
 - g. applicable privacy and security requirements;
 - h. whether less intrusive settings can provide the required accessibility function;
 - i. how other student's and staff member's privacy can reasonably be protected; and
 - j. how the accommodation can be implemented without stigmatizing the student.
19. An accommodation should be designed to meet the student's legitimate accessibility needs while minimizing unnecessary collection, retention, transmission, or disclosure of information about others.
20. The mere presence of a camera or AI system within an accessibility device is not, by itself, sufficient reason to deny an otherwise reasonable accommodation.

Staff

21. Employees must not use personally owned wearable or handheld recording or AI enabled devices to record students or collect student information in the course of their duties unless the use has been authorized in accordance with school or district policy.
22. School approved wearable technology may be used for legitimate educational purposes, including vocational instruction, accessibility, demonstrations, research activities, media production, or other approved learning activities.
23. Before technology that records or processes identifiable student information is formally adopted for educational use, the District should determine whether appropriate privacy, security, procurement, and information management reviews are required. Consideration should include:
 - a. what information the device collects;
 - b. why the information is necessary;
 - c. where information is processed and stored;
 - d. who has access to it;
 - e. how long information is retained;
 - f. whether information is used for advertising, profiling, analytics, or AI model training;
 - g. whether the provider can use captured information for its own purposes;
 - h. whether recordings can be deleted;

- i. applicable contractual safeguards; and
 - j. whether a Privacy Impact Assessment or other privacy review is required.
24. Where recordings are created for legitimate educational purposes, they should be retained only for as long as required by applicable law, records management requirements, or the educational purpose for which they were collected.

Parents, Caregivers, Contractors, and Visitors

25. Parents, caregivers, contractors, volunteers, and visitors are expected to respect the privacy and dignity of students and staff while on school and District property.
26. The School and District may prohibit or restrict the use of wearable recording devices in classrooms, meetings, offices, counselling spaces, student support areas, and other locations where recording could interfere with privacy, safety, confidentiality, learning, or school operations.
27. Visitors may be required to deactivate recording, live streaming, or AI processing functionality while in restricted areas.
28. A school administrator may direct a visitor to stop using or remove an operational wearable recording device where its use is inconsistent with this policy or reasonably creates a privacy, safety, safeguarding, or operational concern.
29. A person who refuses to comply with a reasonable direction will be required to leave school property in accordance with applicable school district procedures and legal authority.
30. This section does not prohibit ordinary photography or recording at public school performances, sporting events, ceremonies, or similar events where such activity is otherwise permitted by the School. Separate restrictions may nevertheless apply to the publication, distribution, or subsequent misuse of those recordings.

High Privacy and High Risk Locations

31. Wearable and handheld recording devices must not be used to photograph, video record, livestream, or otherwise visually capture individuals in locations where there is a heightened expectation of privacy. These locations include:
- a. washrooms;
 - b. toilet stalls;
 - c. changing rooms;
 - d. locker-room changing areas;
 - e. showers;
 - f. spaces being used for changing clothing;
 - g. medical examination or treatment areas where private care is being provided; and
 - h. other locations in which a person would reasonably expect a high degree of visual privacy.

31.1. Additional restrictions apply in:

- a) Counselling and Student Support Areas

i) Recording is prohibited unless specifically authorized for a legitimate professional, accessibility, or safeguarding purpose.

b) Examinations and Assessments

i) Smart glasses and other wearable and handheld technologies capable of accessing, transmitting, recording, or generating information may be prohibited during examinations, tests, and assessments unless required under an approved accommodation.

Staff and Administrative Meetings

32. Recording must comply with applicable school or district policies and any lawful accommodation requirements.

Artificial Intelligence, Deepfakes, and Manipulated Media

33. Students and other members of the school community must not use photographs, video, audio, biometric characteristics, or other information captured at school to create harmful or deceptive AI generated or digitally manipulated representations of another person.

34. Prohibited conduct includes using another person's likeness, image, or voice for:

- a) sexualized or intimate deepfakes;
- b) so called "nudification;"
- c) sexualized face swapping;
- d) non-consensual synthetic intimate imagery;
- e) malicious impersonation;
- f) deceptive voice cloning;
- g) fabricated recordings intended to portray a person as saying or doing something they did not say or do;
- h) harassment, bullying, intimidation, extortion, or humiliation; or
- i) other conduct prohibited by school policy or law.

35. The School will assess the conduct and resulting harm, rather than simply the technology used.

36. AI generated material should not automatically be characterized as a criminal offence. Depending upon its nature and circumstances, however, synthetic or manipulated material may engage provisions of the Criminal Code or other applicable legislation and may warrant referral to law enforcement.

Sexualized Images, Voyeurism, and Child Sexual Abuse and Exploitation Material

37. The School treats any suspected creation, possession, distribution, or threatened distribution of sexualized imagery involving students or staff as a serious safeguarding matter.

38. Particular care must be taken where technology has been used to:

- a. surreptitiously record a person in circumstances involving a reasonable expectation of privacy;

- b. record a person who is nude or engaged in sexual activity;
 - c. create or distribute intimate images without consent;
 - d. create sexualized AI generated representations depicting a person who is or appears to be under 18; or
 - e. possess, access, distribute, or make available material that may constitute child sexual abuse and exploitation material under Canadian law.
39. Where there are reasonable grounds to believe that material may constitute evidence of a criminal offence, staff should not unnecessarily view, copy, forward, download, screenshot, or distribute the material.
40. The matter must instead be handled under the School's safeguarding, critical incident, and law enforcement referral procedures.

Response to Suspected Violations

41. Where a staff member reasonably believes that a wearable device has been used contrary to this administrative procedure, the immediate priority is to stop any ongoing recording or transmission and protect students and staff from further harm.
42. Depending upon the circumstances, staff may:
- a. direct the person to stop recording or deactivate the device;
 - b. separate the device from continued use in accordance with existing school or district policy;
 - c. notify school administration;
 - d. document what was observed or reported;
 - e. preserve relevant information already lawfully available to the School;
 - f. contact the School or District Privacy Officer where a privacy incident may have occurred;
 - g. follow safeguarding or child protection procedures where appropriate; and
 - h. contact law enforcement where there are reasonable grounds to believe a criminal offence may have occurred or where immediate safety concerns exist.
43. School employees should not conduct forensic searches of personal devices, attempt to defeat passwords, access private cloud accounts, or manipulate suspected evidence unless specifically authorized by law and applicable school or district procedures.
44. Where potential criminal evidence is involved, administrators will consider obtaining direction from law enforcement before accessing, deleting, resetting, searching, or otherwise manipulating the device.

Temporary Possession of a Device

45. Where existing school policy authorizes staff to temporarily take possession of a student's device, the device should be:
- a. handled only to the extent reasonably necessary;

- b. securely stored;
 - c. documented where appropriate; and
 - d. returned in accordance with established school procedures unless another lawful process requires otherwise.
46. Staff should not promise that information on a device can be preserved, and staff should not attempt to electronically isolate, disable, unlock, search, or forensically preserve a device unless authorized under applicable procedures and law.
47. Nothing in this administrative procedure authorizes a search that would otherwise be unlawful.

Privacy Incidents Involving School Controlled Information

48. Where wearable or handheld technology used by the School, an employee, contractor, or service provider results in the unauthorized collection, use, disclosure, loss, or exposure of personal information under the School's custody or control, the incident must be reported promptly to the appropriate administrator and District Privacy Officer.
49. The School will respond in accordance with applicable privacy legislation, district privacy breach procedures, contractual obligations, and any notification requirements.
50. Where an AI or cloud provider is involved, the School should determine what information was transmitted, where it was transmitted, whether it was retained, whether it was accessible to third parties, and what steps are available to contain or delete the information.

Progressive and Proportionate Response

51. A violation of this policy will not automatically result in police involvement.
52. School responses should be proportionate to the student's age, maturity, circumstances, intent, previous conduct, nature of the recording, degree of harm, and any disability or other relevant individual circumstances. Responses may include:
- a. education and restorative intervention;
 - b. temporary loss of device privileges;
 - c. parent or caregiver involvement;
 - d. administrative consequences consistent with the school's code of conduct;
 - e. safeguarding intervention;
 - f. privacy breach procedures;
 - g. threat or risk assessment where appropriate; and
 - h. referral to law enforcement or child protection authorities where circumstances reasonably warrant such involvement.
53. A student who inadvertently activates a device should not ordinarily be treated in the same manner as a student who deliberately records another person in a washroom or uses captured imagery to create sexualized synthetic content.

Education and Awareness

54. The District recognizes that an administrative procedure alone is insufficient.
55. Students, employees, and families should receive age appropriate information explaining:
- when recording is and is not permitted at school;
 - why wearable cameras create different privacy considerations from conventional devices;
 - the difference between Canadian recording law and school rules;
 - consent and reasonable expectations of privacy;
 - appropriate use of AI;
 - risks associated with uploading another person's image or voice to AI platforms;
 - deepfakes and synthetic media;
 - academic integrity;
 - accessibility and disability accommodation; and
 - consequences associated with misuse.

Superintendent Approval Date: October 14, 2026

Legal References

- *Freedom of Information and Protection of Privacy Act, RSBC 1996, c. 165*
- *Freedom of Information and Protection of Privacy Regulation, B.C. Reg. 155/2012*
- *School Act*
- *Human Rights Code*
- *Criminal Code*

Cross References

- *Access to Information and Protection of Privacy and Personal Information Policy*
- *Privacy Management Program*
- *Forms*

This administrative procedure will be interpreted and applied consistently with applicable Canadian and British Columbia law, including the School Act, the Freedom of Information and Protection of Privacy Act where applicable, the Human Rights Code, the Criminal Code, applicable Ministerial Orders and school district policies, and the school's obligations to accommodate students with disabilities. Should this administrative procedure conflicts with applicable legislation, a lawful accommodation, a court order, or binding school district policy, those requirements prevail.



Herb Graham, Director, Area "N"
(Beautiful Nicola-Valley - South)

300-465 Victoria Street
Kamloops, BC V2C 2A9
Tel: 250-377-8673
Toll Free in BC: 1-877-377-8673
Email: admin@tnrd.ca

The Region of BC's Best

October 5, 2026

School District 58 – Nicola-Similkameen
Attention: Mark Friesen, Secretary/Treasurer
1550 Chapman Street
P.O. Box 4100
Merritt, BC V1K 1B8

Via Email: mfriesen@sd58.bc.ca

Subject: Request to reconsider selling the Brookmere School Site outside of the community

Dear Mr. Friesen,

The community of Brookmere has relied on the use of the Schoolhouse as a community hall and gathering place for more than 50 years. It is where the community comes together for important meetings, to share information in times of crisis such as wildfires and floods, to celebrate holidays together, and to host fundraisers and events.

When this school was constructed in the 1950s it was with the people of Brookmere in mind. It has been a fixture of the community ever since and should still be considered as belonging to the community. Particularly as there have been efforts made over the years to bring it properly under Brookmere ownership and control. The School District has always outright refused these overtures and attempts at negotiations. There is now a feeling of unfairness and betrayal that not only is the School District now planning to sell the property without offering Brookmere first right of refusal but also refusing to extend the timeline to allow the TNRD time to take the necessary steps for purchase.

The TNRD, as a local government, should be considered a serious buyer. They have not come alongside Brookmere in this proposal as "tire kickers", they are making a serious attempt to secure the Schoolhouse building and property for the community to which it rightfully belongs. Without this Community Hall, Brookmere has no options. Merritt, for example, has the Civic Centre, the Elks Hall, the Country Music Hall of Honour, the Memorial Arena, several hotel banquet rooms, and the nearby Lower Nicola Hall available to rent for events. In Brookmere every other property is a private residence without the capacity to host the entire community. The School District should consider the negative ramifications of selling this property on the open market, most likely to someone outside of the community who has no connection to its history and importance. Respectfully, a lack of funding for the SD is not Brookmere's fault and Brookmere should not be the one to bear the extreme brunt of this

MUNICIPALITIES: Ashcroft | Barriere | Cache Creek | Chase | Clearwater | Clinton
Kamloops | Logan Lake | Lytton | Merritt | Sun Peaks

ELECTORAL AREAS: "A" "B" "E" "I" "J" "L" "M" "N" "O" "P"

As for concerns around the purchase, any time a group of people comes together there will be naysayers, that is human nature. But that does not in any way negate the fact that at both the 2025 and 2026 AGM there was a unanimous vote in favour of Brookmere acquiring the Schoolhouse property, with more than 30 votes in a community made up of only 50 properties altogether, with many of those being absentee owners who have not been active or present in the community for decades. That is an overwhelming majority in favour of this project. And BPOA members in good standing perform much of the necessary volunteer work in Brookmere, including that related to the Schoolhouse.

Our request remains the same: please reconsider selling the Brookmere Schoolhouse outside of the community and come together with the TNRD to find a workable solution.

Yours truly,

A handwritten signature in black ink, appearing to read 'Herb', is placed over a light gray rectangular background.

Herb Graham, Director
Electoral Area 'N', (Beautiful Nicola Valley – South)

cc: Thompson-Nicola Regional District, Chair Barbara Roden