



Open Board Meeting Agenda

Date: May 20, 2026 @ 1:00 PM

Place: Visitor Information Centre – Tumbler Ridge, BC

“We acknowledge that we share this territory with the people of Treaty 8.”

APPROVAL OF AGENDA

1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – April 22, 2026
- R1.2 – Excerpts Closed Meeting – April 22, 2026
- R1.3 – Excerpts Special Closed Meeting – April 29, 2026
- R1.4 – Excerpts Special Closed Meeting – May 5, 2026
- R1.5 – Excerpts Special Closed Meeting – May 7, 2026

2. BUSINESS ARISING

3. ESSENTIAL ITEMS

4. PRESENTATIONS

5. CORRESPONDENCE

6. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

- R6.1 – School/Student News
- R6.2 – Tumbler Ridge Phase 2 Update
- R6.3 – Agriculture Safety Day
- R6.4 – Enhancing Student Learning Feedback Letter
- R6.5 – High School Graduation Activities

7. REPORTS FROM THE SECRETARY-TREASURER

- R7.1 – Banking Services
- R7.2 - Annual Capital Plan Update
- R7.3 – 2026-2027 Budget Update
- R7.4 - BCSTA Compensation Survey
- R7.5 – Monthly Financial Report
- R7.6 - Capital Projects Update

8. TRUSTEE ITEM

- R8.1 – BCSTA Update – C. Anderson
- R8.2 – Tumbler Ridge Consultation Report – C. Anderson
- R8.3 – Board of Education Motion – C. Anderson
- R8.4 – Press Release – C. Anderson
- R8.5 – Letter of Permission Policy Update

9. COMMITTEE REPORTS

- R9.1 - Indigenous Education Advisory Partners' Council (Dawson Creek) – T. Jones
- R9.2 - Indigenous Education Council – C. Hillton
- R9.3 – Policy Committee
 - Trustee Election Bylaw No 2026-01-2



School District No. 59 (Peace River South)

10. DIARY

11. QUESTION PERIOD

Questions or comments must relate to items in this meeting's agenda.

12. FUTURE BUSINESS / EVENTS

R12.1 – Open Board Meeting – June 17, 2026

ADJOURNMENT



School District No. 59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)

11600 – 7TH Street, Dawson Creek, BC V1G 4R8

Open Board Meeting Minutes

DATE & TIME: April 22, 2026 – 1:00 PM

PLACE: School Board Office – Dawson Creek, BC

PRESENT: Trustees:
C. Anderson (Chair)
R. Gulick (Vice-Chair)
C. Hillton
S. Mounsey - absent
A. Schurmann
C. Wards
T. Jones

C. Fennell, Superintendent *via Zoom*
P. Neale, Secretary Treasurer
R. Schwartz, Recording Secretary

REGRETS: Nil

Called to Order – 1:05 PM

The Board Chair acknowledged that we share this territory with the people of Treaty 8.

APPROVAL OF AGENDA

Additions: Nil

Deletions: Nil

(2026-04-003)

MOVED/SECONDED – Wards/Jones

THAT the Board of Education of School District No. 59 (Peace River South) approve the April 22, 2026 Regular Board Meeting agenda as presented.

CARRIED

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – March 11, 2026

The Chair asked for any corrections to the minutes.

(2026-04-004)

The Chair declared the minutes of the open meeting March 11, 2026 approved as presented.

R1.2 Excerpts of Closed Board Meeting – March 11, 2026

(2026-04-005)

The Chair declared the excerpts of the closed board meeting March 11, 2026 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

5.0 CORRESPONDENCE

- R5.1 – March 9, 2026 – Received from District of Tumbler Ridge – Re: Invitation to District of Tumbler Ridge Let's Talk
- R5.2 – March 24, 2026 - Received from Ministry of Education and Child Care - Re: Child Care Capital Funding Program (Dawson Creek)
- R5.3 – March 24, 2026 - Received from Ministry of Education and Child Care - Re: Child Care Capital Funding Program (Tumbler Ridge)
- R5.4 – March 31, 2026 – Received from Ministry of Infrastructure – Re: Funding for Modular Classroom Complexes at Tumbler Ridge Secondary

6.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R6.1 School/Student News

The Superintendent reported school/student news:

- Intermediate students at Tremblay Elementary made poetry cards and then sent them over to the local hospital. The Kindergarten and Just B4 students have been going on some field trips together. The students visited the Mile 0 Academy for gymnastics and Dawson Creek Dance Company for interpretive dance lessons. Intermediate students at Tremblay are learning about astronomy. The students presented their learning to the office staff.
- Schools celebrated Bus Driver Appreciation Day. Bus drivers were met with signs and posters as they arrived at the schools, and many were presented with flowers, plants, other small gifts and cards to celebrate their day!
- At Canalta Elementary, the Library Club is having fun learning how to play a variety of games. Students are using strategies of Visible Learning, an evidence-based educational approach focusing on making student learning and teacher impact visible, transparent, and measurable. Students are also using the Jigsaw Model, a cooperative learning strategy where students become “experts” on a topic and then teach it to others.

Students worked together to learn more about the topic, 'What Did We Learn About Hamsters'. The school also has Soup Day – students bring their own mug and enjoy a cup of soup. Students always look forward to Flashlight Fridays – the lights are turned out, and students read their favourite books with flashlights.

- Parkland Elementary students are studying about electricity in science by building circuits and learning how they work.
- At Devereaux Elementary, Mrs. Edwards class earned a classroom party, and they chose to have a bright colour party. The classroom was decorated with bright coloured streamers everywhere! Students are enjoying the warmer weather outside by having boat races. Spring artwork is filling up school bulletin boards.
- Don Titus Montessori students are helping water move away from their playground area. Students had fun creating rivers and dams to move the water. On the colder days, students enjoyed having snowball fights in the school gym using paper balls and socks as snowballs.
- DCSS – South Peace Campus Indigenous studies class is learning about Metis culture and art. The students created dot art pictures.
- DCSS South Peace teacher, Mr. Chau held their own Skills Competition for digital media and photography since all the registrations were from SD59. This allowed five students to travel to Abbotsford to compete in the provincial competition where Johnny-Rose Pollitt placed 3rd in graphic design.
- Windrem Elementary School has been hosting family nights which have been well attended.
- The Early Years Health Fair was held on April 15, 2026. The School District partnered with outside agencies to host the event. The event included booths and activities for families to participate in and learn more about the local services available to families with young children.
- Adventures in Health Care is a 3-day event to learn about health care services and career opportunities in the region. Students toured various sites including the new hospital build in Dawson Creek. Student had the opportunity for hands on activities and learned about the local post secondary options available to them.
- The District is hosting Maria Walther in district from April 22-24, 2026. Ms. Walther is an educator, author, and literacy expert. The District is very excited to have her share her knowledge with our educators.
- The Career Team will be holding their FutureReady! event in the evening of April 22, 2026. The event is co-hosted with Northern Lights College. Students and families are encouraged to attend to learn more about dual credit and the programs available. The information session also has an alumni panel of past dual credit students that share their experiences and opportunities that have led them to where they are now.
- The annual professional development Truth and Reconciliation Day is May 1, 2026. Madelaine McCallum and Kevin Lamoureaux are guest speakers at this district wide event. The theme of the event is 'Reconciliation Within Myself.' Staff will learn about recognizing truth and identifying their own bias.

R6.2 Field Trip Requests

The following field trip applications were submitted for board approval:

DCSS Central Campus field trip to Quebec and Ontario – May/June 2026

(2026-04-006)

MOVED/SECONDED – Hillton/Gulick

That the Board of Education of School District No. 59 (Peace River South) grant final approval to Dawson Creek Secondary School – South Peace (?) Campus to proceed with the French Immersion Trip to Quebec & Ontario from May 27, 2026-June 5, 2026.

CARRIED

DCSS South Peace Campus international trip to Greece – spring 2027

(2026-04-007)

MOVED/SECONDED – Hillton/Schurmann

That the Board of Education of School District No. 59 (Peace River South) grant approval, in principle, to Dawson Creek Secondary School – South Peace Campus to proceed with planning the international field trip to Greece in the spring of 2027

CARRIED

R6.3 Windrem Elementary Mural Request

Windrem Elementary school submitted a request for approval to paint and install a mural on the outside wall of the school library. The mural ties into their biodiversity unit in their science class and identifies fish that live in Moberly Lake.

(2026-04-008)

MOVED/SECONDED – Hillton/Wards

That the Board of Education of School District No. 59 (Peace River South) approve Windrem Elementary School to proceed with planning the wall mural as presented; WHEREAS, the planning must follow the process established in Policy 6060.

CARRIED

R6.3 Tumbler Ridge Phase 2 Update

The Superintendent reported on the timeline for the Phase 2 project. Double-wide portables are in place to become classrooms in this phase. Work is continuing on the walkways, installation of phone, PA and alarm systems, power hook-ups and the installation of shelving, projectors, screens, and whiteboards.

The District will communicate to students and families once a final move in date is set. The move in will happen over three days. On the first day, teachers will set up their new classrooms (students do not attend classes), students and parents/guardians can visit the new campus on the second day, and the third day will be a full return to classes.

7.0 REPORTS FROM THE SECRETARY TREASURER

R7.1 Monthly Financial Report

The Secretary Treasurer presented the monthly finance report for March 2026. Most budgets are on track with 70% (10 month) and 75% (12 month) spent.

R7.2 2026-2027 Capital Plan Response Letter/Bylaw

The Secretary Treasurer announced Ministry approval of the following 2026-2027 minor capital projects:

Facility:	Project:	Funding:
Don Titus Montessori	SEP – Roofing Upgrades	\$650,000
Tremblay Elementary	SEP – Roofing Upgrades	\$650,000
Tremblay Elementary	CNCP – HVAC Upgrades	\$575,000

Crescent Park Elementary	FIP – Kitchen Equipment and Infrastructure Upgrades	\$40,000
Bus Approval		
A-1591	Internal Combustion Engine – Type C (0 wheelchair space)	TBD
A-1593	Internal Combustion Engine – Type C (0 wheelchair space)	TBD

Note: Bus funding amounts will be identified in the Bus Standing Offer.

Capital Bylaw No. 2026/27-CPSD59-01 was presented to the Board for approval.

(2026-04-009)

MOVED/SECONDED – Jones/Wards

THAT, the Capital Project Bylaw No. 2026/27-CPSD59-01 of the Board approved by the Minister as outlined in the letter received from the Capital Management Branch dated March 27, 2026 be read a first time.

CARRIED

(2026-04-010)

MOVED/SECONDED – Hillton/Schurmann

the Capital Project Bylaw No. 2026/27-CPSD59-01 of the Board approved by the Minister as outlined in the letter received from the Capital Management Branch dated March 27, 2026 be read a second time.

CARRIED

(2026-04-011)

MOVED/SECONDED – Hillton/Schurmann

THAT the Board allows the third reading of Capital Project Bylaw No. 2026/27-CPSD59-01 to occur in the April 22, 2026 meeting.

CARRIED

(2026-04-012)

MOVED/SECONDED – Jones/Hillton

the Capital Project Bylaw No. 2026/27-CPSD59-01 of the Board approved by the Minister as outlined in the letter received from the Capital Management Branch dated March 27, 2026 be read a third time, passed, and adopted.

CARRIED

R7.4 Capital Projects Report

Crescent Park Elementary School Expansion

The following project updates occurring since the last meeting:

- BC Hydro confirmed SD59 will have to give BC Hydro a right of way for the new service. BC Hydro has started the paperwork.
- Civil work was awarded to Northern Legendary.
- Work continued in the interior of the addition
- Fence was installed on top of the retaining wall

- Water and sewer work will begin as soon as the ground is thawed

Costs to date are within budget and the Board's capital bylaw, including contingency.

ChildcareBC New Spaces – Tremblay & Tumbler Ridge Elementary

The Ministry of Education and Child Care approved the District's submission for additional funding for both childcare applications. The District will receive an additional \$5.7 million which brings the total funding for the two childcare facilities to \$13.7 million.

Planning will commence to move forward with both childcare facilities as awarded.

Tumbler Ridge Campus

Phase 1 Complex Update

The following updates were provided by the Secretary Treasurer:

- Sound barriers were placed around generators to lower the noise for the neighbors.
- Dividing walls were installed in trailer 1 to create two counsellor offices.
- Work in the parking area with thawing conditions is creating mud. Some rig mats were installed.

Phase 2 Complex Update

- Two camera trailers were placed on the roof of TRE for better coverage of the school.
- Eight portables were lifted off their blocking and placed to the side.
- Ground where portables are to be placed was thawed out.
- Excavation and framing for foundations.
- Concrete poured for foundations.
- Portables were placed onto the new foundations.
- Electrical distribution sea-can arrived onsite and was placed.

Multiple meetings have been held with consultants, contractors, Safer Schools Together, Fire Chief, RCMP, school district and project managers to coordinate all the work that must be completed.

The Government has shared that the modulares being placed on-site will be under the ownership of the school district. As such, \$2,603,052 is recognized as a capital asset.

In early April, the District submitted a reimbursement request of \$328,310 and requested a carryover of \$880,000 for unspent dollars in February and March. Both were supported by the BC Government.

Total dollars available to support the recovery of the staff and students in the Tumbler Ridge have been committed to the school district at \$3.775 million for April 2026 to March 2027 as a needs-basis.

Full updates on the capital projects are available at <https://www.sd59.bc.ca/district/capital-projects>.

8.0 TRUSTEE ITEMS

R8.1 BCSTA Update – C. Anderson

Chair Anderson presented the latest news and events from the BCSTA. The BCSTA AGM was held in Vancouver from April 9-11, 2026.

The Board has applied to present to the Select Standing Committee at the budget consultation meeting being held in Dawson Creek.

Canadian School Board Association (CSBA) Conference – July 5-8, 2026

9.0 COMMITTEE REPORTS

R9.1 Indigenous Education Partners' Advisory Council (Dawson Creek) – T. Jones

Trustee Jones reported the Dawson Creek council met on April 21, 2026. The planning has started for the Indigenous student achievement awards. A brief update was provided to council on the development of the new Enhancement Agreement. The current Enhancement Agreement will be extended into the fall to allow more time to develop the new agreement.

R9.2 Indigenous Education Council – C. Hillton

Trustee Hillton reported the Indigenous Education Council meeting was held on April 14, 2026 at Saulteau First Nations. The current Enhancement Agreement expires in June; however, it will be extended into the fall to allow more time to develop a new agreement. Council also looked at the 'How Are We Doing?' report and grad rates. Council was informed that a reduction in student enrolment is being projected for the 2026-27 school year which will affect the overall Indigenous Education budget.

R9.3 Policy Committee

The Policy Committee developed a new policy to implement formalized procedures for course withdrawal in accordance with the Ministry of Education and Child Care and the School Act.

(2026-04-013)

MOVED/SECONDED – Hillton/Wards

THAT the Board of Education of School District No. 59 (Peace River South) circulate Policy and Regulation 4105 Student Withdrawal for feedback for a minimum period of thirty days.

CARRIED

10.0 DIARY

11.0 NOTICE OF MOTION

12.0 QUESTION PERIOD

A question and answer period was provided.

13.0 FUTURE BUSINESS

R13.1 - Regular Board Meeting – May 20, 2026

ADJOURNMENT

(2026-04-014)

MOVED – Jones

THAT, the Board of Education of School District No. 59 (Peace River South) Regular Board Meeting of April 22, 2026 be terminated. (2:07 PM)

CARRIED

CERTIFIED CORRECT:

C. Anderson, Board Chair

P. Neale, Secretary Treasurer



School District No. 59 (Peace River South)

MEETING: Closed Board Meeting
DATE: April 22, 2026 10:00 AM
PLACE: School Board Office – Dawson Creek, BC

The meeting was called to order at 10:01 a.m. and the following was reported:

Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – March 11, 2026

Business Arising

Presentation

Trustee Items

Items discussed and reported included:

- BCPSEA Update

Superintendent's Reports

Items discussed and reported included:

- Personnel Matters
- Protocol Meeting
- Tumbler Ridge Update

Secretary Treasurer's Reports

Items discussed and reported included:

- Compensation Update
- BCSTA Survey Results & Trustee Remuneration
- Procurement
- Budget Update & Engagement

Adjournment Motion @ 3:36 p.m.

CERTIFIED CORRECT:

C. Anderson, Board Chair

P. Neale, Secretary Treasurer



School District No. 59 (Peace River South)

MEETING: Special Closed Board Meeting
DATE: April 29, 2026 9:00 AM
PLACE: School Board Office – Dawson Creek, BC

The meeting was called to order at 8:57 a.m. and the following were reported:

Approval of Agenda

1.0 Consultation Presentation

Adjournment Motion @ 1:09 p.m.

CERTIFIED CORRECT:

C. Anderson, Board Chair

P. Neale, Secretary Treasurer



School District No. 59 (Peace River South)

MEETING: Special Closed Board Meeting
DATE: May 5, 2026 2:00 PM
PLACE: Zoom Meeting

The meeting was called to order at 2:02 p.m. and the following were reported:

Approval of Agenda

1.0 Consultation Update

2.0 2026-2027 Budget Conversations

Adjournment Motion @ 4:04 p.m.

CERTIFIED CORRECT:

C. Anderson, Board Chair

P. Neale, Secretary Treasurer



School District No. 59 (Peace River South)

MEETING: Special Closed Board Meeting
DATE: May 7, 2026 12:00 PM
PLACE: Zoom Meeting

The meeting was called to order at 12:00 p.m. and the following were reported:

Approval of Agenda

1.0 Consultation Update

Adjournment Motion @ 12:30 p.m.

CERTIFIED CORRECT:

C. Anderson, Board Chair

P. Neale, Secretary Treasurer



School District No. 59 (Peace River South)

May 20, 2026

Tumbler Ridge Phase 2 Update

We are officially into Phase 2 of Tumbler Ridge Secondary School – Kodiak Campus. On May 11th teachers set up their new classrooms. May 12th allowed for tours of the new classrooms for students and parents. Classes resumed May 13th. They will be moving into a two-block timetable and the school day will slowly be extended.

Walkways were built connecting the classrooms and wash bays. Each portable has a covered entrance way that leads into the room. Flowers and hanging baskets were donated by community. Washrooms were moved over from the wildfire camp as well as a few extra trailers to help provide space for offices. The trades trailers were also situated





Inside the classrooms.



Phase 1 has been packed up and moved away.



Thank you to the Ministry of Infrastructure and SD 59 maintenance, electronics, and technology departments.



School District 59
Peace River South

Hosted by

AGRICULTURE SAFETY DAY

JUNE 11TH, 2026

DAWSON CREEK EXHIBITION FAIRGROUNDS



Thank You

TO OUR SPONSORS:



WORKING TOGETHER FOR A SAFER TOMORROW



March 31, 2026

Ref: 315996

Christy Fennell
Superintendent
School District No. 59, Peace River South
Email: cfennell@sd59.bc.ca

Dear Christy:

On behalf of the Ministry of Education and Child Care, I would like to thank you and your team for your work on and submission of School District No. 59, Peace River South's 2025 Enhancing Student Learning Interim Progress Report in the first year of the new three-year submission cycle.

This continuous improvement work is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

The Ministry acknowledges that one year is not enough time to realize changes within a district between submissions of the annual Enhancing Student Learning Report. The shift to a three-year cycle increases time between full reports for changes to be made. It is also meant to reduce the administrative burden of annual reporting for district teams and annual review for the Ministry. The 2025 Interim Progress Reports were reviewed to ensure district teams had reviewed data and evidence and provided information on the approach to continuous improvement of student achievement, as required in the Enhancing Student Learning Reporting Order (Reporting Order).

It is important to note that the Ministry approached this process with the awareness that one report, especially an Interim Progress Report, cannot provide a full and accurate picture of a given district. The review outcomes reflect the contents of the Report and are not firm conclusions about district performance. Feedback for the Interim Progress Reports acknowledges the inclusion of required content within the Report and does not include specific input on the targeted strategies, adjustments, or adaptations identified within the Report.

.../2

The intent of this feedback is to acknowledge the work that is in progress to support continuous improvement and to build upon a recognized commitment to improving student outcomes. Where recommendations are included, the intent is to support district teams to ensure their processes are clearly reflected in future reporting. In this light, the Ministry is pleased to share the following feedback with you:

The submitted Interim Progress Report includes the required information and provides evidence that the district team has a continuous improvement approach in place to enhance student learning outcomes. This includes processes to review data and evidence, reflect on and adjust targeted strategies, and focus on priority learners.

As we work together on continuous improvement, the Ministry recognizes that district teams are identifying areas for growth and refining annual reports to best reflect district processes, successes, and opportunities. Similarly, the annual review process for both full Enhancing Student Learning Reports and Interim Progress Reports will continue to be refined to best support overall system improvement. The intention of a three-year cycle that includes Interim Progress Reports is to be 'lighter touch' for both the sector and the Ministry. We have received some feedback that we didn't strike the right balance this year. We will be sending a survey to districts teams soon and your feedback will be essential as we look at adjustments for next year.

Thank you for your ongoing leadership and collaboration in improving outcomes for all students. I look forward to continuing this work alongside you.

Sincerely,



Mary Shaw
Assistant Deputy Minister

cc: Chad Anderson, Chair, Board of Education, School District No. 59, Peace River South



School District No.59 (Peace River South)

May 20th, 2026

To The Board of Education,

This year the graduation events in each location are as follows:

1. Tumbler Ridge Secondary School
The graduation ceremony will be at 4:30, Friday, June 19th, at the curling rink.
2. Dawson Creek Secondary: South Peace campus
The scholarship and bursary evening will be on Tuesday, June 16th at 7:00 pm.
The graduation ceremony will be on Friday, June 19th, at 7:00 pm.
The Dry Grad is Friday, June 19th, at 10:00 pm, at the Ovintiv Center.
The Red Carpet event is Saturday, June 20th at 4:00 at the school and Kin Park.
The Prom is Saturday June 20th, at 6:00 at Mercer Hall.
3. Chetwynd Secondary
The graduation ceremony will be on Saturday, June 20th at 1 pm.
The prom is Saturday, June 20th.

Sincerely,

Christy Fennell
Superintendent School District 59 – Peace River South



School District No. 59 (Peace River South)

DATE: 2026-05-20
TO: Board of Education
FROM: Peter Neale
Secretary-Treasurer
RE: Banking Services 2026-27

Purpose

To recommend that the Board of Education approve a one (1) year extension of the current banking services arrangement with CIBC.

Appendix

None

Background

The current banking services agreement with CIBC came into effect on November 16, 2021, for a five-year term and was awarded through a proposal invitation process.

Under Board Policy 5050 “Auditors and Bankers”, the Secretary-Treasurer is to seek proposals after no more than five (5) years, and the Board of Education is to appoint the successful proponent for a period of three (3) to five (5) years.

Accordingly, 2026 would normally be the year to begin the proposal process for banking services.

Considerations

The district has been satisfied with the service and working relationship with CIBC over the past five (5) years. The following considerations support a one (1) year extension:

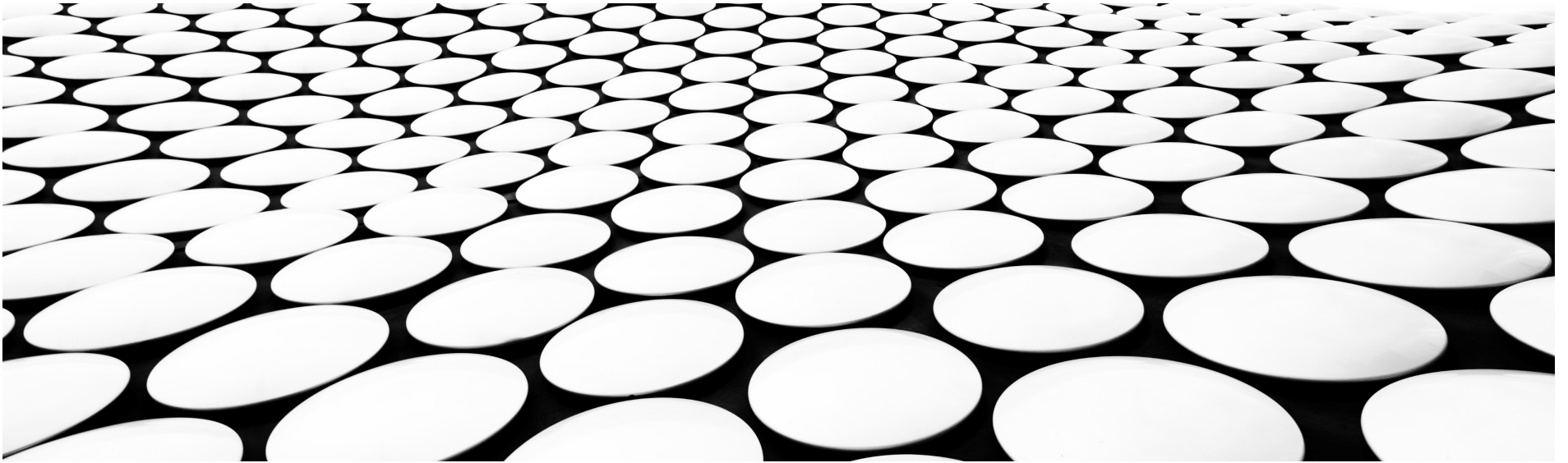
- 1) Changing banking service providers would result in transition costs, including staff time to update banking processes, payment information, signing authorities, and related administrative procedures.
- 2) As the Secretary-Treasurer is new to the district, an additional year would allow for a more fulsome review of the current banking arrangement, service requirements, and future proposal criteria.

- 3) The timing of a banking services proposal process and potential appointment of a new service provider may overlap with upcoming trustee election processes and Board transition timelines.
- 4) A one (1) year extension would provide time to plan and complete a competitive process in 2026-27 while maintaining service continuity.

Recommendation

The recommendation of the Secretary-Treasurer is to approve a one-time one (1) year extension of the current banking services arrangement with CIBC. This would maintain continuity of banking services while allowing additional time for planning and review before a full proposal process is undertaken.

“THAT the Board of Education approve a one (1) year extension of the current banking services arrangement with CIBC, with the extension to expire no later than December 31, 2027.”



ANNUAL FIVE-YEAR CAPITAL PLAN - DRAFT

MAY 20, 2026 BOARD MEETING

PLANNING PRINCIPLES

Safety

Enrolment & Capacity

NEW! Accessibility

Existing Building Condition

Climate

CATEGORIES

Annual
Facilities Grant

Additions

Replacement

New School

Expansion

Seismic

Rural Districts
Program

School
Enhancement
Program

Carbon Neutral
Capital
Program

Playground
Enhancement
Program

Bus

Food
Infrastructure
Program

Building
Envelope
Program

ANNUAL FACILITIES GRANT (AFG)

- Used to maintain assets that do not meet minor or major capital threshold
- In 2025-26 (to June 2026) will have spent \$2,182,660
- In 2026-27 (to March 2027) planned to spend \$2,034,983

Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project	Project Description	Total Project Cost
172065	No	Board Office	Exterior Wall Systems	REQ-1606534	800	Window Replacement	\$15,000
172001	No	Bus Garage	Site Upgrades	REQ-165658	425	Paving	\$215,000
172064	No	Bus Garage	Exterior Wall Systems	REQ-1606532	775	overhead door replacement	\$10,000
171978	Yes	Canalta Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171981	Yes	Chetwynd Secondary	Accessibility Upgrades		050	Door Opener	\$7,131
171987	Yes	Chetwynd Secondary	Interior Construction	REQ-162322	125	Washroom upgrade	\$10,000
171988	Yes	Chetwynd Secondary	Interior Construction	REQ-162341	150	Painting	\$47,000
172002	Yes	Chetwynd Secondary	Interior Construction	REQ-162325	450	Library flooring	\$24,000
172015	Yes	Chetwynd Secondary	HVAC (AFG)		750	Duct cleaning	\$44,004
171990	Yes	Crescent Park Elementary	Electrical (AFG)	REQ-154879	175	Lighting upgrade	\$100,000
171998	Yes	Crescent Park Elementary	Site Upgrades	REQ-837278	350	Landscaping	\$50,000
172008	Yes	Crescent Park Elementary	Interior Construction	REQ-170499	575	Classroom / hall refurbish	\$84,000
172010	Yes	Crescent Park Elementary	Exterior Wall Systems (AFG)	REQ-1606604, REQ-840129	625	Exterior siding	\$60,000
171975	Yes	Dawson Creek Secondary (Central Campus)	Exterior Wall Systems (AFG)	REQ-160611, REQ-1930479, REQ-1606728	025	Window Replacement	\$325,000
171989	Yes	Dawson Creek Secondary (Central	Interior Construction	REQ-161094	150	Painting	\$47,000
171991	Yes	Dawson Creek Secondary (Central	HVAC (AFG)		200	Duct Cleaning	\$50,000
171999	Yes	Dawson Creek Secondary (Central	Interior Construction	REQ-1607198	375	Millwork refurbish	\$89,000
172004	Yes	Dawson Creek Secondary (Central	Accessibility Upgrades		500	Bus drop off sidewalk	\$50,000
171985	Yes	Dawson Creek Secondary (South	HVAC (AFG)		075	Boiler Venting	\$80,000
171994	Yes	Dawson Creek Secondary (South	HVAC (AFG)	REQ-839928	275	Shop ventilation	\$60,000
172012	Yes	Dawson Creek Secondary (South	Plumbing (AFG)		675	Water Lead mitigation	\$7,900
171979	Yes	Don Titus Montessori	Accessibility Upgrades		050	Door Opener	\$7,131
172009	Yes	Don Titus Montessori	Exterior Wall Systems	REQ-840139	600	Siding repairs	\$40,000
171977	Yes	Ecole Frank Ross Elementary	Accessibility Upgrades		050	Door opener	\$7,131
171992	Yes	Ecole Frank Ross Elementary	Site Upgrades		225	Play ground fall protection	\$50,000
172005	Yes	Ecole Frank Ross Elementary	Asbestos Abatement	REQ-1606654	525	interior wall	\$37,500
172013	Yes	Ecole Frank Ross Elementary	Interior Construction	REQ-165808	700	2nd floor hall flooring	\$26,000
172007	No	Gwillim Lake Outdoor Facility	Site Upgrades	REQ-182056	550	Climbing Wall	\$14,000
171986	Yes	Little Prairie Elementary	Site Upgrades	REQ-167782, REQ-168051	100	Paving	\$100,000
171983	Yes	McLeod Elementary Secondary	Accessibility Upgrades		050	Door opener	\$7,131
171996	Yes	McLeod Elementary Secondary	Electrical (AFG)	REQ-155032	325	VOIP	\$75,000
172000	Yes	McLeod Elementary Secondary	Electrical (AFG)	REQ-1606344	400	Car Plug Rail	\$8,000
172003	Yes	McLeod Elementary Secondary	Site Upgrades	REQ-164716	475	Fencing	\$25,000
171984	Yes	Moberly Lake Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171982	Yes	Parkland Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171997	Yes	Parkland Elementary	Electrical (AFG)	REQ-155126	325	VOIP	\$75,000
172011	Yes	Pouce Coupe Elementary	HVAC (AFG)		650	Boiler insulation	\$5,000
171976	Yes	Tremblay Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171993	Yes	Tremblay Elementary	Exterior Wall Systems		250	Window replacment	\$70,000
171995	Yes	Tremblay Elementary	Plumbing (AFG)	REQ-1606482	300	Domestic water upgrade	\$15,000
172006	Yes	Tremblay Elementary	Asbestos Abatement	REQ-1606379	525	roof drain pipe	\$37,500
172014	Yes	Tumbler Ridge Elementary	Interior Construction	REQ-163397	725	lobby flooring	\$24,900
171980	Yes	Windrem Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
Submission Category Total:							\$2,034,983

MINOR CAPITAL – COMPLETED 2025-26 (SOME DOLLARS ADDRESSED THROUGH AFG)

Bus	Carbon Neutral Capital Program (CNCP)	Playground Enhancement Program (PEP)	School Enhancement Program (SEP)
<ul style="list-style-type: none">• 0 Replacements	<ul style="list-style-type: none">• DC Central Exterior Wall System Upgrade (\$321,360)	<ul style="list-style-type: none">• Tremblay Playground (\$199,841)	<ul style="list-style-type: none">• Tumbler Ridge Elementary HVAC Upgrades (\$1,700,160)

MINOR CAPITAL – APPROVED 2026-27

Bus	Carbon Neutral Capital Program (CNCP)	Playground Enhancement Program (PEP)	School Enhancement Program (SEP)	Food Infra
<ul style="list-style-type: none">• 2 Replacements	<ul style="list-style-type: none">• Tremblay HVAC (\$575,000)	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• Don Titus Roof (\$650,000)• Tremblay Roof (\$650,000)	<ul style="list-style-type: none">• Crescent Park Kitchen Upgrade (\$40,000)

MINOR CAPITAL – GATHERING COSTING FOR SEPTEMBER SUBMISSION

Bus

- 5 Replacements

Carbon Neutral Capital Program (CNCP)

- Tumbler Ridge Elementary Windows

Playground Enhancement Program (PEP)

- McLeod

School Enhancement Program (SEP)

- District (Various Schools) Security
- Frank Ross Elevator
- McLeod Electrical Service Upgrade

OTHER



Rural Districts
Program

No submission



**Child Care
Expansion**

**Submitted May 2026
Crescent Park
(\$72,000)
Canalta (\$144,000)**

MAJOR CAPITAL

Submitted June 2025

Next Submission June 2026

- Moberly Lake Gymnasium Addition (\$4,539,168)
- Chetwynd/Windrem Replacement (\$99,094,968 + \$12,000,000)
- Canalta Replacement (\$34,907,261)
- Tumbler Ridge Secondary (Cost TBD; Approved)

DEADLINES



Annual Facilities Grant
May 15

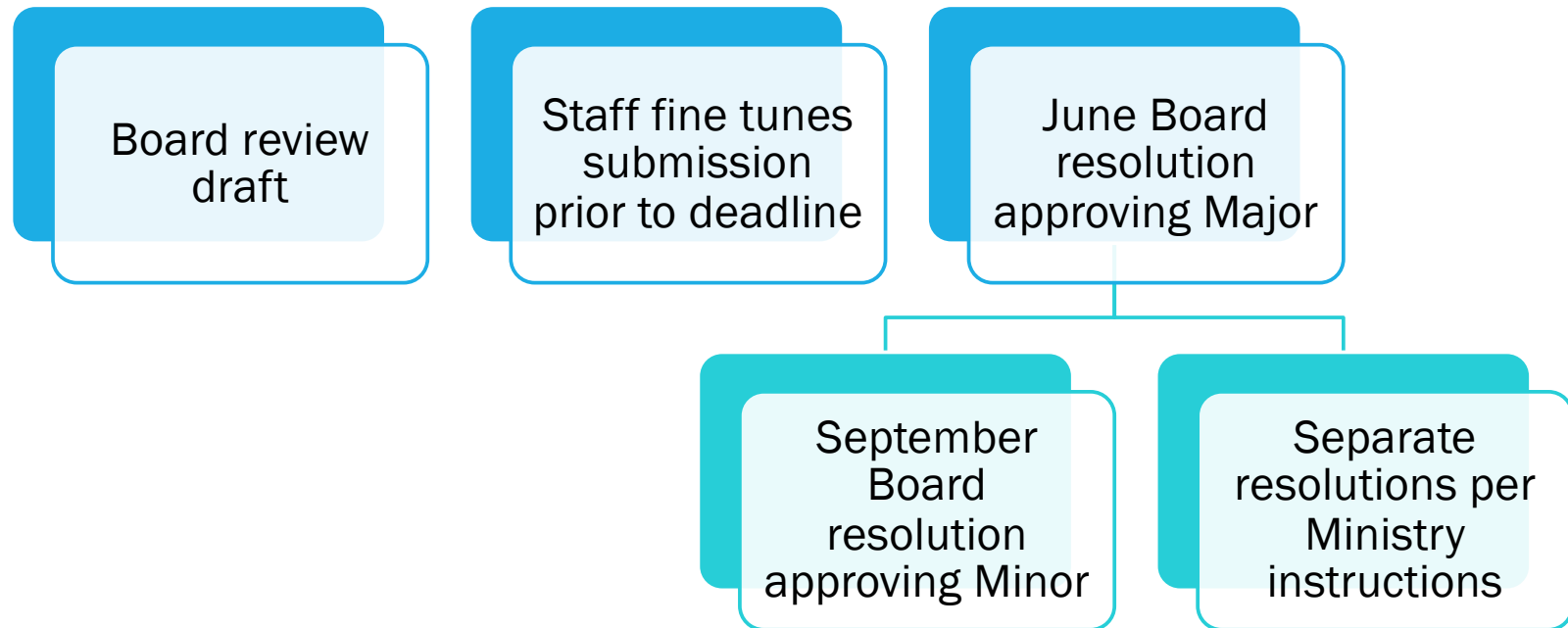


Major Capital
June 30



Minor Capital
September 30

NEXT STEPS



OTHER CONSIDERATIONS

- Current Long Range Facility Plan (2022-23) to be updated
- Copy is available on our website: <https://www.sd59.bc.ca/node/13878>
- Seek a review and update (refresh) starting in the winter of 2026



QUESTIONS?



School District No. 59 (Peace River South)

DATE: 2026-05-20
TO: Board of Education
FROM: Peter Neale
Secretary-Treasurer
RE: Budget Update

Purpose

To provide the Board of Education with a summary of consultations completed in relation to the 2026-27 projected budget, for information.

Appendix

What We Heard: 2026-27 Projected Budget Conversations (2026-05-20)

Background

None

Considerations

None

Recommendation

“THAT the Board of Education accepts the 2026-27 Projected Budget “What We Heard” report regarding consultations with staff and families, as information.”

School District No. 59 (Peace River South)

WHAT WE HEARD

2026-27 Budget Consultation Report

Prepared for the Board of Education and the public

May 20, 2026

This report summarizes feedback received through the 2026-27 budget consultation process. The Board of Education will consider this information, along with financial, operational, and strategic planning information, in preparing and approving the 2026-27 budget in June 2026.

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Executive Summary

School District No. 59 (Peace River South) engaged families, staff, school principals, and union organizations in budget conversations to support development of the 2026-27 preliminary budget. The consultation process was intended to hear community and staff perspectives on emerging issues, learning success, priorities for starting, changing, reducing, and continuing services, and additional information respondents wanted the district and Board of Education to understand.

The responses show a consistent desire to protect direct supports for students and staff while recognizing that the district is planning in a challenging financial environment. Key themes include financial and enrolment pressures, staffing shortages, student needs and mental health, safety and behaviour, literacy and numeracy, practical life and career skills, communication, and the need to keep student-facing supports central in budget planning.

This report does not provide recommendations. It summarizes what was heard through the engagement process. The Board of Education will consider the feedback summarized in this report, together with budget information, enrolment projections, strategic priorities, legal requirements, collective agreement obligations, and operational needs, in preparing and approving the 2026-27 budget in June 2026.

At a Glance

Area	Summary
Purpose	To gather feedback to inform the 2026-27 budget planning process.
Participants	Families, staff, school principals, and union organizations were invited to provide input.
Responses	Forty-seven responses were collected and met the guidelines for respectful input.
Major themes	Student supports, staffing, literacy and numeracy, safety, behaviour, communication, financial pressures, and protection of student-facing services.
Use of information	The Board will consider the feedback as part of budget deliberations and approval in June 2026.

Purpose and Context

Through the district strategic planning and budget process, School District No. 59 annually consults with interested individuals and groups to understand where financial resources, staffing, and programming may be aligned to support student and staff success.

For the 2026-27 preliminary budget, the district used an online budget conversation survey and consultation with school leaders. The purpose was to gather perspectives that could inform budget planning, action planning connected to strategic priorities, and future conversations.

The district communicated that responses would be collected anonymously and that a What We Heard report would be provided to the Board of Education and made publicly available.

Consultation Process

On April 8, 2026, a communication with the budget feedback tool was shared with staff and families. Staff received a reminder on April 13, and the feedback tool closed on April 15, 2026.

An opportunity for budget input was also sent to union organizations on April 8, with feedback requested by April 29, 2026. A consultation process was completed with school leaders on April 16, 2026. As of the trustee update dated May 5, 2026, no response had been received from union organizations.

The survey information was summarized into themes and abridged response information. Duplicate responses were removed, individual responses were randomized and abridged, and responses that met the guidelines for respectful input were included.

Budget Planning Context

The consultation occurred while the district was preparing the 2026-27 preliminary budget. The budget planning context included enrolment projections, provincial funding assumptions, inflationary pressures, staffing and benefit costs, collective bargaining uncertainty, Classroom Enhancement Fund planning, inclusive education supports, facilities and technology pressures, and the need to identify and mitigate funding gaps where possible.

The budget presentation described several major planning considerations, including no change to base funding rates, projected enrolment decline, rising costs for software, supplies and services, insurance and utilities, compensation and benefits uncertainty, and the need to align services and staffing with available resources.

The feedback summarized in this report should be understood within this broader financial and operational planning environment.

Who Participated

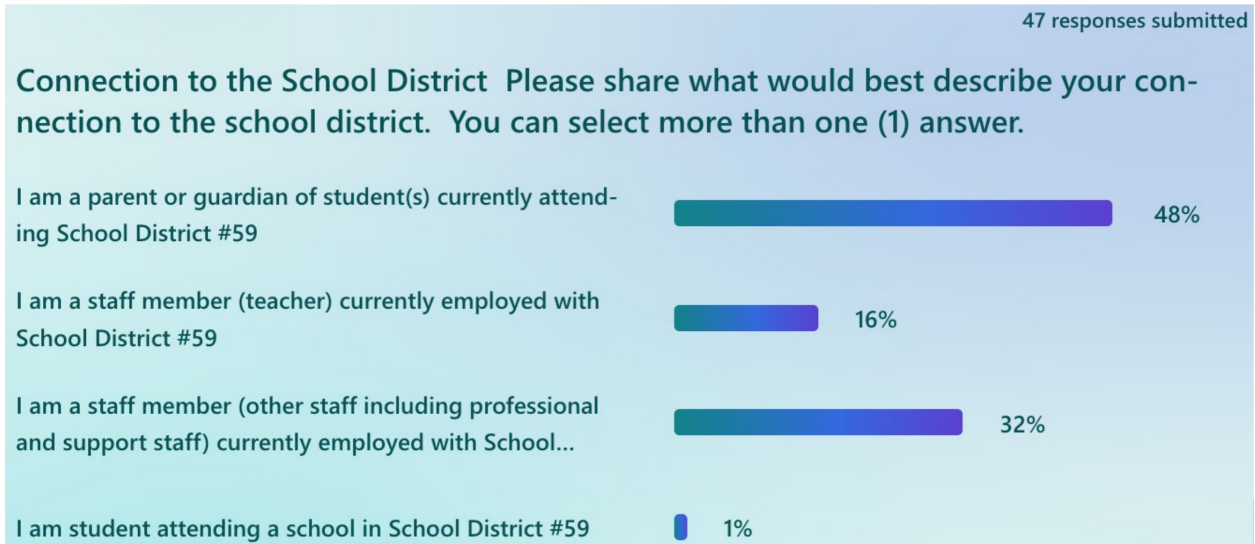
The consultation gathered feedback from families, staff, school principals, and other interested parties. Forty-seven responses were collected and met the guidelines for respectful input. The trustee update noted that approximately half of the responses were from parents or guardians and approximately half were from staff, with approximately half associated with Dawson Creek.

The survey also invited respondents to identify their relationship to the school district and the community or school area with which they were most closely associated. This information was used to support understanding of the feedback and was not used to identify individual respondents.

The following charts summarize respondent connection to the school district and community or school association. Respondents were able to select more than one answer, so percentages may not total 100%.

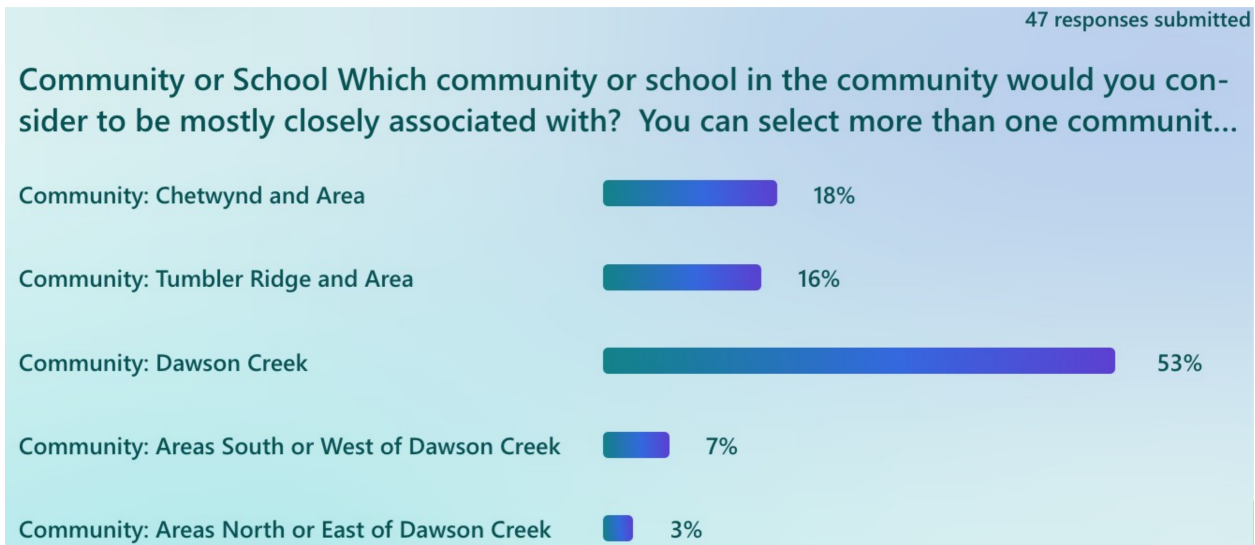
Connection to the school district

Consultation



Community or school association

Consultation



What We Heard: Overall Themes

Protect student-facing supports: Across questions, respondents consistently emphasized the importance of protecting supports that directly affect students and classrooms, including teachers, education assistants, learning support, counselling, food programs, and supports for students with complex or diverse needs.

Focus on literacy, numeracy, and foundational skills: Many responses described success in terms of stronger literacy, numeracy, basic life skills, practical skills, and clearer expectations for learning and behaviour.

Address staffing, retention, and training: Respondents identified shortages and retention challenges for teachers, education assistants, specialists, counsellors, bus drivers, and other staff. They also raised the need for training and support for new staff, teachers on letters of permission, and education assistants.

Strengthen safety, behaviour, and mental health supports: Safety, bullying, discipline, student behaviour, anxiety, mental wellness, and access to counselling or other mental health services were recurring concerns.

Improve communication and transparency: Respondents asked for clearer communication, better coordination, greater involvement of students, staff, families, and communities, and more understandable reporting of student progress.

Use reductions carefully and protect classrooms: Where reductions were discussed, many respondents preferred reviewing administration, meetings, travel, reporting, duplication, underused roles, or other non-classroom costs before reducing direct school-based supports.

What We Heard by Question

The following section shares the Summary and Key Themes from the consultation report by survey question. Detailed abridged responses by question are included in Appendix B.

Question 1: What is on the immediate horizon that could impact education in our communities?

Response count: 43

Summary: Overall, respondents see the immediate horizon as challenging. The survey points to a combination of financial pressure, declining enrolment, staffing shortages, rising student needs, facility strain, and uncertainty created by AI and broader social change. A recurring concern is that cuts to supports or failure to address behaviour, safety, and communication will further weaken student learning and family confidence in public education.

Key themes:

- Funding, enrolment, and cost pressures are a dominant concern, especially declining enrolment, provincial budget pressure, inflation, and rising operating costs.
- Staffing shortages and retention issues are repeatedly identified, especially teachers, education assistants, specialists, and bus drivers.
- Families and staff are worried about student safety, behaviour, bullying, discipline, and mental health supports.

Question 2: What does education and learning successes look like in five (5) years?

Response count: 44

Summary: Across responses, learning success in five years is defined less by abstract measures and more by visible student readiness. Respondents want students to be strong in literacy and numeracy, able to behave responsibly, prepared for work or post-secondary pathways, and supported by stable adults and safe schools. Technology and AI are seen as part of the future, but most responses place them behind strong fundamentals, clear reporting, and dependable supports.

Key themes:

- Success in five years is most often described as stronger literacy, numeracy, and basic life skills.
- Respondents want students better prepared for adulthood through behaviour expectations, work habits, practical skills, and career or trades pathways.
- Many responses connect success to better supports: more teachers, EAs, counsellors, specialists, and clearer, more stable staffing.

Question 3: Are there initiatives, services, or practices we need to START doing (new or differently)?**Response count:** 44

Summary: Responses to what the district should start doing focus on building capacity and strengthening the student experience. The strongest calls are for more staff support and training, more direct help for students, better communication, and practical programming that meets a wider range of learner needs. Many respondents also want a reset toward basics, clearer accountability, and more trust in professional judgment.

Key themes:

- Respondents want stronger support and training for teachers, principals, EAs, and other frontline staff.
- Many comments call for a renewed focus on basics, clearer expectations, discipline, and more understandable reporting of student progress.
- Additional student supports are a major theme, including counselling, food programs, early intervention, small-group help, and alternative learning options.

Question 4: Any opportunities to CHANGE what we are doing that will enhance learning, enhance services, minimize costs, or be more efficient?**Response count:** 39

Summary: Suggestions for change combine instructional, organizational, and operational ideas. Many respondents want the district to change course toward stronger core academics, clearer grading, improved discipline, and more targeted supports for complex needs. Others focus on operational improvements such as communication, facilities coordination, technology decision-making, newsletters, and making better use of staff time and school facilities.

Key themes:

- Many responses recommend changing practice to refocus on basics: literacy, numeracy, grammar, discipline, and clearer grading.
- Respondents also point to structural changes such as different grade configurations, class caps, alternative settings, and more appropriate support for diverse learners.
- Stronger staffing supports are a major theme, including teacher retention, more classroom support, EA training, counselling, and early intervention.

Question 5: Are there services, initiatives or activities we should STOP or REDUCE doing, if needed?**Response count:** 37

Summary: This question produced the least consensus. Many respondents either do not support reducing services or do not feel informed enough to suggest what should stop. Where suggestions are offered, they tend to protect student-facing supports and instead reduce administration, meetings, travel, reporting, food at

meetings, or other peripheral costs. A number of comments also use this question to challenge grading practices, over-assessment, and weak discipline rather than to identify budget cuts.

Key themes:

- A large share of responses either oppose reductions altogether or say they are unsure what should be stopped.
- Where reductions are suggested, respondents most often target administration, meetings, reporting, travel, and other non-classroom or non-student-facing costs.
- Several comments specifically question current grading practices, assessment requirements, and some district-level initiatives or processes.

Question 6: If we need to REDUCE areas of staff, services, or programming, how can this be done to minimize impacts to student learning or school district services?

Response count: 39

Summary: Responses strongly prioritize protecting classroom-level learning and services. Many participants state directly that cuts to staff, services, or programming will inevitably hurt students. When reductions are discussed, respondents most often suggest reviewing district administration, duplication, non-enrolling roles, or low-impact efficiencies first, while keeping teachers, EAs, and student supports in schools.

Key themes:

- The strongest message is that reducing school-based staff, services, or programming will harm students, and many respondents explicitly oppose such cuts.
- Where reductions are considered, respondents generally prefer district-level, central office, administrative, or other non-enrolling positions to be reviewed first.
- Many comments call for efficiency reviews to identify duplication, underused roles, shared services, or enrolment-based adjustments before cutting classroom supports.

Question 7: In considering your information towards starting, changing or reducing any initiatives or services, what must CONTINUE?

Response count: 37

Summary: What must continue is clear: respondents want the district to protect direct supports for students and staff, maintain strong teaching and foundational learning, and preserve programs that build safety, belonging, and opportunity. This includes not only literacy and numeracy, but also counselling, food programs, inclusive supports, arts, trades, community participation, and professional learning.

Key themes:

- Core supports for students and teachers must continue, especially classroom staffing, EAs, learning support, counselling, and food programs.
- Literacy, numeracy, and strong classroom teaching remain central priorities in what should be protected.
- Respondents also want safety, relationships, communication, and stability for students to continue.

Question 8: Is there anything else we need to know or understand?

Response count: 29

Summary: Final comments largely reinforce patterns already seen across the survey. Respondents again emphasize behaviour, staffing, early support, clearer academic expectations, mental health, and the need for stable, adequately resourced schools. Several comments also caution against relying on narrow metrics like graduation rates and urge the district to protect arts, supplies, and future-ready programming.

Key themes:

- Additional comments reinforce concerns about behaviour, discipline, and the need for clear expectations in schools.
- Many respondents return to concerns about supports: trained teachers and EAs, early intervention, mental health, and stable staffing.
- Several comments argue for clearer measures of success, stronger academics, and better preparation for life beyond school.

Closing

The 2026-27 budget consultation process provided families, staff, principals, and other interested parties with an opportunity to identify priorities, concerns, and areas for continued attention. The feedback points to strong support for protecting student learning, classroom supports, mental health and safety, literacy and numeracy, and stable staffing while recognizing pressures related to enrolment, funding, inflation, facilities, and operational needs.

No recommendations are included in this report. The Board of Education will consider all consultation feedback, financial information, strategic priorities, and operational requirements as part of preparing and approving the 2026-27 budget in June 2026.

Appendix A: Survey Questions

The open-ended questions used in the feedback tool were:

1. What is on the immediate horizon that could impact education in our communities?
2. What does education and learning successes look like in five (5) years?
3. Are there initiatives, services, or practices we need to START doing (new or differently)?
4. Any opportunities to CHANGE what we are doing that will enhance learning, enhance services, minimize costs, or be more efficient?
5. Are there services, initiatives or activities we should STOP or REDUCE doing, if needed?
6. If we need to REDUCE areas of staff, services, or programming, how can this be done to minimize impacts to student learning or school district services?
7. In considering your information towards starting, changing or reducing any initiatives or services, what must CONTINUE?
8. Is there anything else we need to know or understand?

Appendix B: Survey Information - Summary/Abridged Responses by Question

The following appendix contains the abridged response information by question from the trustee consultation report. It is included as the detailed evidence base for the What We Heard summary. Responses have been summarized and abridged, and duplicate responses were removed in the source material.

Question 1

What is on the immediate horizon that could impact education in our communities?

Response count: 43

Summary

Overall, respondents see the immediate horizon as challenging. The survey points to a combination of financial pressure, declining enrolment, staffing shortages, rising student needs, facility strain, and uncertainty created by AI and broader social change. A recurring concern is that cuts to supports or failure to address behaviour, safety, and communication will further weaken student learning and family confidence in public education.

Key themes

- Funding, enrolment, and cost pressures are a dominant concern, especially declining enrolment, provincial budget pressure, inflation, and rising operating costs.
- Staffing shortages and retention issues are repeatedly identified, especially teachers, education assistants, specialists, and bus drivers.
- Families and staff are worried about student safety, behaviour, bullying, discipline, and mental health supports.

Individual responses (abridged)

- Staffing shortages and retention
- There is a shortage of counselling and mental health services.
- Facilities, space, and capital pressures
- Not losing programming that benefits students
- Budget cuts to education, reducing services
- Poor EA attendance and a lack of EA substitutes are affecting schools.
- Mental health, accessibility, and inclusion
- More students needing a level 2 EA and not enough level 2 EA's
- Reduced education assistant support is affecting schools.
- Staffing shortages and retention
- Student safety, behaviour, and discipline
- Shortage of qualified staff across departments
- Greater community involvement in education
- A new hospital will open, which will hopefully bring professionals to our community
- The impact of non-enrolling positions should be reviewed, especially where roles are filled by less experienced staff.
- Student safety, behaviour, and discipline
- Stronger focus on literacy, numeracy, and core skills
- Support for students with complex needs
- AI and misinformation
- Staffing shortages and retention
- Complex learning needs and class configurations are increasing.
- Consistent staffing is needed.
- Inflation and rising operating costs
- Lack of a permanent school in Tumbler Ridge and limited elective offerings
- Need more classroom technology
- False information, isolation of some groups socially, racism- especially in the Dawson area
- Money
- Down enrollment for our elementary school with budget cuts affecting the children's activities

- Student mental wellness needs are increasing, and schools need more capacity to respond.
- Risk of families leaving the public system
- Professionals leaving the community
- Staffing levels
- AI and technology impacts
- Changes in local employment are affecting what students need from education.
- Shortage of bus drivers and teachers
- Staffing shortages and retention
- EA reductions
- Staff retention remains important.
- Mental health, accessibility, and inclusion
- Improved literacy and numeracy remain important priorities.
- Space
- Facilities, space, and capital pressures
- Budget cuts
- Student anxiety and reduced perseverance
- Newer teachers need additional support and professional learning.
- Facilities, space, and capital pressures
- Remote schools face staffing challenges, and road conditions make travel harder.
- Mental health, accessibility, and inclusion
- Inflation and rising operating costs
- School safety
- Greater supply costs are expected next year as fewer students bring their own materials.
- Support for students with complex needs
- Students are being pushed through to graduation as quickly as possible, rather than trying to inspire students to learn and continue their learning
- Not investing in education
- Reduced peer interaction among students
- Declining enrolment and related budget pressure
- AI and misinformation
- Support for students with complex needs
- Important professional development should include experienced teachers, not only newer teachers.
- Mental health, accessibility, and inclusion
- Inflation and rising operating costs
- Provincial budget pressure and reduced services
- Student engagement and disengagement
- Loss of funding ?
- More training is needed for staff, teachers, and education assistants.
- Shifts in local employment may also affect enrolment.
- We want these professionals to enrol their children in our schools
- Provincial budget pressure and reduced services
- Our schools are emphasizing far too much on outside topics when it comes to children's learning (beliefs, politics) Children need to focus on the basic fundamental learning
- Facilities, space, and capital pressures
- Declining enrolment and related budget pressure
- Consistent student attendance remains a concern.
- Economic instability
- Getting school back to normal, not just kids stuck in one class all day
- AI and misinformation
- More funding is needed to support students with diverse abilities.
- Facilities, space, and capital pressures
- Price rises that could impact funds available for teaching supplies
- Staffing challenges continue, including difficulty finding TTOCs.
- Student safety, behaviour, and discipline
- Reduced supplemental funding for students with significant needs is affecting safe and inclusive learning environments.

- Remedy is not working effectively, creating extra planning and workload for principals and vice-principals.
- Having more LOP's than teachers
- Mental health, accessibility, and inclusion
- Risk of families leaving the public system
- Improved communication

Question 2

What does education and learning successes look like in five (5) years?

Response count: 44

Summary

Across responses, learning success in five years is defined less by abstract measures and more by visible student readiness. Respondents want students to be strong in literacy and numeracy, able to behave responsibly, prepared for work or post-secondary pathways, and supported by stable adults and safe schools. Technology and AI are seen as part of the future, but most responses place them behind strong fundamentals, clear reporting, and dependable supports.

Key themes

- Success in five years is most often described as stronger literacy, numeracy, and basic life skills.
- Respondents want students better prepared for adulthood through behaviour expectations, work habits, practical skills, and career or trades pathways.
- Many responses connect success to better supports: more teachers, EAs, counsellors, specialists, and clearer, more stable staffing.

Individual responses (abridged)

- Stronger focus on literacy, numeracy, and core skills
- Increased graduation rates remain an important goal.
- Emphasis on core subjects
- High degree of emotional and social needs
- Focus/enhancement on Indigenous learning and truth and reconciliation
- Staffing shortages and retention
- More support for kids that need it, and the ones that are needing support but are not able to get it
- Students feel safe at school and they are excited to learn
- Concern that more families may choose homeschooling
- Career, trades, and pathway programming
- Students should gain core knowledge, feel connected to their community, and experience success that builds motivation and engagement.
- Stronger focus on literacy, numeracy, and core skills
- Preserve enrichment and specialty programs
- I don't know how you make students take school more seriously
- Risk of families leaving the public system
- Concerns about poor outcomes due to lack of supports
- Scary
- Improved student attendance would be a sign of success.
- Stronger focus on literacy, numeracy, and core skills
- Literacy comprehension and numeracy should both improve.
- Clear expectations and consequences for student behaviours
- Teaching needs to go back to the books, the amount that they rely on
- Facilities, space, and capital pressures
- Some long-term teachers on permission to teach should become certified.
- Hopefully have separate grounds for Trss
- More hands on and experiential learning
- Mental health, accessibility, and inclusion
- Better FSA results, stronger grade-to-grade transitions, and higher graduation rates would indicate success.
- Moving towards a way of learning that supports more types of students and away from the classic sit and listen methods

- Mental health, accessibility, and inclusion
- Kids who are supported on every level not just grades
- More security and safety measures will no doubt be put
- Getting schedules back to normal and having a consistent learning environment
- Students should show stronger literacy, numeracy, and executive functioning skills.
- It will impact different age groups, differently for sure
- Clearer grading and reporting
- Improved ability to interact with others and to find meaningful employment according to regional
- Better preparation for real-world life skills
- Higher graduation rates for all students including diverse needs and indigenous students
- Career, trades, and pathway programming
- Numeracy skills should progress consistently across grades, supported by recommended programs and aligned best practices.
- Student safety, behaviour, and discipline
- Stronger focus on literacy, numeracy, and core skills
- Staffing shortages and retention
- AI and misinformation
- There should be more options to support diverse academic, social-emotional, and behavioural needs.
- Greater accountability and stronger life skills
- More students graduating
- Teachers being fully supported in their classroom with multiple grade level splits with students not being left behind in learning
- Clear expectations and consequences
- Stronger focus on literacy, numeracy, and core skills
- Indigenous students are thriving and feeling connected to their cultures and school community
- Mental health, accessibility, and inclusion
- Facilities, space, and capital pressures
- Kids who are being met at their level and not just shuffled along
- Literacy achievement should improve significantly.
- Success will depend on using technology as a support rather than as the primary
- Mental health, accessibility, and inclusion
- AI and misinformation
- Happy, well adjusted kids
- Technology updates and upgrades
- Teacher retention and professional development should improve.
- More remote learning
- Free education to become a certified teacher
- Math growth should improve.
- Numeracy achievement should improve significantly.
- I don't want to see my child having to rely on a device to learn
- Digital literacy and equitable technology access
- Clearer grading and reporting
- Good question
- Keeping children on task, with academics only
- Stronger focus on literacy, numeracy, and core skills
- With increasingly rapid and shifting technological advancements, education must adjust its teaching
- Research-based practices should guide instruction.
- Stronger focus on literacy, numeracy, and core skills
- Students disengagement and not knowing how to interact due to technology

Question 3

Are there initiatives, services, or practices we need to START doing (new or differently)?

Response count: 44

Summary

Responses to what the district should start doing focus on building capacity and strengthening the student

experience. The strongest calls are for more staff support and training, more direct help for students, better communication, and practical programming that meets a wider range of learner needs. Many respondents also want a reset toward basics, clearer accountability, and more trust in professional judgment.

Key themes

- Respondents want stronger support and training for teachers, principals, EAs, and other frontline staff.
- Many comments call for a renewed focus on basics, clearer expectations, discipline, and more understandable reporting of student progress.
- Additional student supports are a major theme, including counselling, food programs, early intervention, small-group help, and alternative learning options.

Individual responses (abridged)

- Training when new technology (ie smart boards)
- More funds to support our vulnerable students
- Better preparation for real-world life skills
- Tech for everyone
- Following the model of personal digital devices being minimized is a great start
- Start including current students, future students, and staff in their opinions and discussions about the future of schooling
- Better education for EA's they work with the most vulnerable population
- Provide clearer program recommendations to support best practices and consistency across classrooms.
- Focus on all students, to improve overall education at all levels and grades
- Someone could be in a school 2-3 times a week, instead of just once
- Mental health, accessibility, and inclusion
- More focus on world cultures and world politics
- Mandatory Physical Education classes for Grades 11 and 12
- AI and misinformation
- Preserve enrichment and specialty programs
- Review whether district helping positions are improving student achievement and how they can be used more effectively.
- Mental health, accessibility, and inclusion
- Ideally these would be year long classes
- Clearer grading and reporting
- Stronger focus on literacy, numeracy, and core skills
- Career, trades, and pathway programming
- Consider blended models that combine asynchronous and classroom learning.
- Fewer or more efficient meetings
- Greater community involvement and feedback
- Stronger focus on literacy, numeracy, and core skills
- Tutoring or after school help
- Preserve enrichment and specialty programs
- Staffing shortages and retention
- AI and misinformation
- Student safety, behaviour, and discipline
- I see many high school students with spares
- Student safety, behaviour, and discipline
- Extra help and special programming to help kids with different needs, better school lunch programs, bring back letter grades
- Staying with the basics for learning
- Improved communication
- Funding for better lunch programs and funding to hire more EA's
- We need to see you are around and care
- We are very limited in our communitiy
- Board office staff out in schools
- Mental health, accessibility, and inclusion
- Preserve enrichment and specialty programs

- We need to ensure students learn the skills that are built
- For those students with a full schedule, an extra curricular physical activity could count
- Improved communication
- Greater community involvement and feedback
- (Traditional learning)
- Stronger focus on literacy, numeracy, and core skills
- Casual teachers need to do more hands on teaching
- Very difficult in this community to get any help after hours
- Strengthen consistency in instruction from year to year, including common language in areas such as numeracy.
- More positive news
- Mental health, accessibility, and inclusion
- More training
- Media
- Clarify what initiatives are currently in place.
- Stronger focus on literacy, numeracy, and core skills
- Preserve enrichment and specialty programs
- Stronger focus on literacy, numeracy, and core skills
- AI and misinformation
- More hands on learning would be beneficial rather than relying on devices
- Professional learning and mentorship
- Could do more classes and stuff for older highschool students pertaining to how to do taxes and money management,
- Continue inclusive practices and review how distributed learning is serving students.
- More guidance for grade 10-12 to help them discover their future paths in life and strengths etc
- More place based learning
- House district learning staff in Chet and TR - less travel and more efficient
- Mental health, accessibility, and inclusion
- Allow schools to retain and carry over surplus funding where appropriate.
- Indigenous learning and truth and reconciliation
- Reduce administrative and operating costs
- More support for classroom teachers, less paperwork, less time demands

9

Question 4

Any opportunities to CHANGE what we are doing that will enhance learning, enhance services, minimize costs, or be more efficient?

Response count: 39

Summary

Suggestions for change combine instructional, organizational, and operational ideas. Many respondents want the district to change course toward stronger core academics, clearer grading, improved discipline, and more targeted supports for complex needs. Others focus on operational improvements such as communication, facilities coordination, technology decision-making, newsletters, and making better use of staff time and school facilities.

Key themes

- Many responses recommend changing practice to refocus on basics: literacy, numeracy, grammar, discipline, and clearer grading.
- Respondents also point to structural changes such as different grade configurations, class caps, alternative settings, and more appropriate support for diverse learners.
- Stronger staffing supports are a major theme, including teacher retention, more classroom support, EA training, counselling, and early intervention.

Individual responses (abridged)

- Their attitude is they dont have to do the work
- If you pay more you get more
- Expanded online and flexible learning

- Staffing shortages and retention
- More hands-on learning and student-led learning
- More training for EAs - most of our EAs are thrown into classrooms and it is a sink or swim situation, which can be detrimental to student learning and safety
- Train teachers better in marking
- More pictures attached to service requests in Asset Planer, really helps bring out the correct items to fix the problem
- Teacher retention packages to stop the revolving door and stability for students
- Longer recess in Elementary grades
- Revisit PLC structures and encourage participation from both primary and intermediate teachers.
- Use remedy funding to increase support staff time so programs are delivered effectively.
- Getting back to the basics with expected outcomes I believe will enhance education of our children
- Mental health, accessibility, and inclusion
- Reduce in-person meetings by using virtual options where possible.
- Preserve enrichment and specialty programs
- Increase support for intermediate literacy.
- Expanded online and flexible learning
- Find a better way to deal with bathroom vandalism and Vaping
- Consider aligning PLC structures with Visible Learning and UDL to improve teacher buy-in and reduce initiative overload.
- Not all students are the same
- Improved communication
- Change how technology is managed and governed
- The grade 8's and 9's are not doing well in the high school
- Some students may need an alternate program where they can go to the bathroom
- Retaining more support staff by not rotating them so they can build relationships with students
- Stronger focus on literacy, numeracy, and core skills
- Change how in-service learning is delivered
- Preserve enrichment and specialty programs
- Instead of building a school to support the current number of students attending the high school, build a school that can support current and future students
- Support for students with complex needs
- Staffing shortages and retention
- Make a middle school with the 7, 8 and 9
- Facilities, space, and capital pressures
- This will improve efficiency in teaching
- Fewer or more efficient meetings
- Involve educators in technology and application approval decisions, not just IT
- Consider centralized supply ordering to improve efficiency.
- Fewer or more efficient meetings
- Mental health, accessibility, and inclusion
- No specific recommendation provided
- Move away from one-time, sit-and-get sessions toward ongoing, job-embedded learning - coaching, collaborative inquiry
- Food and nutrition supports
- Retain surplus funds rather than spending them unnecessarily.
- Focus on staff retention and promote district learning resources more effectively so teachers feel less overwhelmed.
- Student safety, behaviour, and discipline
- Equip each classroom in every school with education assistants to help in every classroom
- Mental health, accessibility, and inclusion
- Improved communication
- More efficient purchasing and procurement
- Making sure to value all students' learning time and environment
- Interventions for students past grade 3
- Not all students fit into a traditional school setting

- A more collaborative vetting process could unlock better tools while maintaining appropriate safeguards
- Restore letter grades
- Stronger focus on literacy, numeracy, and core skills
- Student safety, behaviour, and discipline
- More adult support time in classrooms, more support for students in small groups,
- Take grade 8 and 9 out of the high school

Question 5

Are there services, initiatives or activities we should STOP or REDUCE doing, if needed?

Response count: 37

Summary

This question produced the least consensus. Many respondents either do not support reducing services or do not feel informed enough to suggest what should stop. Where suggestions are offered, they tend to protect student-facing supports and instead reduce administration, meetings, travel, reporting, food at meetings, or other peripheral costs. A number of comments also use this question to challenge grading practices, over-assessment, and weak discipline rather than to identify budget cuts.

Key themes

- A large share of responses either oppose reductions altogether or say they are unsure what should be stopped.
- Where reductions are suggested, respondents most often target administration, meetings, reporting, travel, and other non-classroom or non-student-facing costs.
- Several comments specifically question current grading practices, assessment requirements, and some district-level initiatives or processes.

Individual responses (abridged)

- We have great initiatives in our district
- Stop asking teachers to do more with less
- Shorten after-school PLC sessions.
- Allow flexibility in whether a TOC is called when coverage is less necessary.
- No change or reduction suggested
- Streamline paperwork tied to field trips, IEPs, AIPs, and learning plans.
- Get rid of F&P in favour of something more research-based and less time-consuming (costly) to administer
- Mental health, accessibility, and inclusion
- Group based on skills and skill level
- Clearer grading and reporting
- Begin planning for electric vehicle charging options for the fleet.
- Mental health, accessibility, and inclusion
- Reduce the frequency and length of admin and CM meetings to lower travel, meal, and TTOC costs.
- No user groups on pro d days, or during school breaks
- Preserve enrichment and specialty programs
- Increase suspension and consequences for actions for students
- Less assessments like snap
- Reduce the frequency of some assessments, such as EDI or MDI.
- Do not let the students loiter in hallways or vape in the washrooms
- Reduce administrative and operating costs
- Less travel to other communities - hire someone in those areas
- We should stop putting on ICBIEPs for students to have general movement breaks
- Facilities, space, and capital pressures
- Dont stop anything
- If they need a movement break, they can move in the classroom
- Stop the new proficiency scale grading system
- You need to stop reducing the funds that support student needs
- Need actual teachers, not sponsored by a teacher educator in class rooms
- Stop putting putting the kids in one subject everyday
- Reduce Pro-D that occurs during the workday to lower TOC, food, and travel costs.

- Fewer or more efficient meetings
- Transition them to the new platform
- Career, trades, and pathway programming
- Reduce class sizes
- Mental health, accessibility, and inclusion
- No: services are good
- Stronger focus on literacy, numeracy, and core skills
- Yes you can farm out but you get what you pay for
- Preserve enrichment and specialty programs
- Fewer or more efficient meetings
- Alternate full-day admin meetings with shorter after-school Zoom meetings and monthly update memos.
- Smaller buses? They seem to be carrying very few students
- Stronger focus on literacy, numeracy, and core skills
- Reduce elite courses or clubs, everyone equal
- I wonder if there are positions outside of the schools that might be not being utilized?
- Mental health, accessibility, and inclusion
- No change or reduction suggested

Question 6

If we need to REDUCE areas of staff, services, or programming, how can this be done to minimize impacts to student learning or school district services?

Response count: 39

Summary

Responses strongly prioritize protecting classroom-level learning and services. Many participants state directly that cuts to staff, services, or programming will inevitably hurt students. When reductions are discussed, respondents most often suggest reviewing district administration, duplication, non-enrolling roles, or low-impact efficiencies first, while keeping teachers, EAs, and student supports in schools.

Key themes

- The strongest message is that reducing school-based staff, services, or programming will harm students, and many respondents explicitly oppose such cuts.
- Where reductions are considered, respondents generally prefer district-level, central office, administrative, or other non-enrolling positions to be reviewed first.
- Many comments call for efficiency reviews to identify duplication, underused roles, shared services, or enrolment-based adjustments before cutting classroom supports.

Individual responses (abridged)

- Seems to get very little from the district, removing staff
- Mental health, accessibility, and inclusion
- Consider each school separately
- Use virtual field trips or bring in single presenters instead of higher-cost activities.
- I STRONGLY oppose reduction of staff, services or programming
- If the culture within our schools can be improved, there can be less staffing
- We need more, not less
- Programs should go back to the way it use to
- Less after school stuff
- It is reaching a point of school being a daycare rather than a place
- Administrative overhead or non-essential central office positions
- This is a terrible option
- Other areas should always be reviewing efficiencies and determining where cost savings could be attained
- More DL
- Reducing top to bottom isn't the answer
- Facilities, space, and capital pressures
- It is not possible to reduce areas of staff, services or programming without impacting student learning and district services

- Alangamate low population schools with other schools with empty classrooms
- Mental health, accessibility, and inclusion
- This will lead to burnout!
- Keep the people in the schools
- Economies of Scale
- Deferring non-essential facility upgrades or equipment replacements
- Reduce in head office, and district offices not the schools
- The minute a kid goes to home schooling they become isolated
- Reduce hours of staff in schools with low student population
- Work with PACs to support opportunities where appropriate.
- Mental health, accessibility, and inclusion
- We need more trained teachers and EA's not less
- I personally think staffing services is extremely important
- Do job assessments to see if there are area's that are duplicated or underutilized with more duties added to optimize staff
- Staff that have to monitor the doors so they are not propped open
- You can not reduce staff or services without impacting the learning of students
- Explore creative scheduling options for students with diverse abilities.
- Reduce administration
- Preserve enrichment and specialty programs
- Work with the union to create job descriptions for non-enrolling teachers that emphasize meaningful student engagement and student success.
- Underutilized elective programs or clubs
- The basic fundamentals of teaching
- Mental health, accessibility, and inclusion
- Allow teachers to job share
- Possibly at a district office level, not at a school level
- Look at ways to bring in more revenue so that the reductions aren't in the form of staff and programming that benefit our learners
- Put the same grades together rather than splitting two grades into two split classrooms
- Student learning must not be reduced any further
- Staffing shortages and retention
- We need to maintain staff levels that provide face to face support for students
- There is no way to reduce services without impacting student learning
- If staff or services are reduced it will create drop out rates
- Professional learning and mentorship
- Non enrolling staff
- Untrained EA's are more work for classroom teachers!
- EA support staff that is not trained is not helpful

Question 7

In considering your information towards starting, changing or reducing any initiatives or services, what must CONTINUE?

Response count: 37

Summary

What must continue is clear: respondents want the district to protect direct supports for students and staff, maintain strong teaching and foundational learning, and preserve programs that build safety, belonging, and opportunity. This includes not only literacy and numeracy, but also counselling, food programs, inclusive supports, arts, trades, community participation, and professional learning.

Key themes

- Core supports for students and teachers must continue, especially classroom staffing, EAs, learning support, counselling, and food programs.
- Literacy, numeracy, and strong classroom teaching remain central priorities in what should be protected.
- Respondents also want safety, relationships, communication, and stability for students to continue.

Individual responses (abridged)

- Stronger focus on literacy, numeracy, and core skills
- Student safety, behaviour, and discipline
- Bring the problem to the masses and see the answers
- District helping staff need to stay
- Preserve enrichment and specialty programs
- The safety at the school we need to keep that in place
- Maintaining teachers
- Support for students with complex needs
- Strengthen support for principals
- Indigenous learning and truth and reconciliation
- Stronger focus on literacy, numeracy, and core skills
- Certified teachers , both vice and principal for high schools only
- Improved communication
- Mental health, accessibility, and inclusion
- Maintain a focus on Indigenous students.
- We must continue to build relationships with students
- Success is not about the student using technology, but about them knowing why
- Mental health, accessibility, and inclusion
- Continue emphasizing literacy and numeracy skill development.
- Staffing shortages and retention
- Preserve enrichment and specialty programs
- Core classroom staffing (keeping class sizes manageable)
- Support for students with complex needs
- Mental health, accessibility, and inclusion
- Stronger focus on literacy, numeracy, and core skills
- Essential safety and security measures
- Preserve enrichment and specialty programs
- Indigenous learning and truth and reconciliation
- Access to resources - the resource center needs to stay!
- Stronger focus on literacy, numeracy, and core skills
- Better preparation for real-world life skills
- Facilities, space, and capital pressures
- Only principals for elementary schools
- Support for students and teachers
- Teacher Support
- Professional learning and mentorship
- Community support and participation
- Continue responding to the needs of undiagnosed students, especially in the primary years, through EA support.
- Opportunities for growth as a contributing member to society in whatever capacity is available
- Mental health, accessibility, and inclusion
- Support new and LOP teachers
- Food and nutrition supports
- Fostering curiosity and the ability to question information
- High quality education for our students
- Hiring EA's to help teachers not burn out
- Reduce the stress by providing the correct supports for children that need the extra
- Stronger focus on literacy, numeracy, and core skills
- Improved communication
- Consistency for students
- Food and nutrition supports
- Preserve enrichment and specialty programs

Question 8

Is there anything else we need to know or understand?

Response count: 29**Summary**

Final comments largely reinforce patterns already seen across the survey. Respondents again emphasize behaviour, staffing, early support, clearer academic expectations, mental health, and the need for stable, adequately resourced schools. Several comments also caution against relying on narrow metrics like graduation rates and urge the district to protect arts, supplies, and future-ready programming.

Key themes

- Additional comments reinforce concerns about behaviour, discipline, and the need for clear expectations in schools.
- Many respondents return to concerns about supports: trained teachers and EAs, early intervention, mental health, and stable staffing.
- Several comments argue for clearer measures of success, stronger academics, and better preparation for life beyond school.

Individual responses (abridged)

- No change or reduction suggested
- Schools should not have to apply for community grants to purchase supplies for classes/courses
- Preserve enrichment and specialty programs
- Early investment prevents exponentially greater costs later
- Ideas for revenue generation (grants, partnerships)
- Long-term vision or specific community needs
- My child has not had a consistent teacher for a full school year
- Students don't get a second chance at Grade K, 1, 2, or 3
- Career, trades, and pathway programming
- Concerns about equity (how cuts affect different student populations)
- As a rural school with limited technology, we rely heavily on paper-and-pencil learning and on new ideas brought back from workshops.
- Career, trades, and pathway programming
- Trained EA's and teachers
- Facilities, space, and capital pressures
- Stronger focus on literacy, numeracy, and core skills
- Consistency
- Preserve enrichment and specialty programs
- Children need a variety of learning options and as we move into 2026 and 2027 I think its essential we explore and provide those experiences for the kids by providing a mixture of in class learning and other types of learning
- Know that these kinds of surveys should be provided to Students and staff, and that the school district should care more about the opinions of students and staff than parents who have no idea how the students feel
- Mental health, accessibility, and inclusion
- Better preparation for real-world life skills
- You need to find problems in the local fellowship group, and it will open up better answers
- Need more than one option of teacher per grade as some are not a fit for some kids
- Mental health, accessibility, and inclusion
- Less management positions
- Student safety, behaviour, and discipline
- Preserve enrichment and specialty programs
- Clearer grading and reporting
- There is no consistency and it definitely shows in multiple ways
- Student safety, behaviour, and discipline



School District No. 59 (Peace River South)

DATE: 2026-05-20
TO: Board of Education
FROM: Peter Neale
Secretary-Treasurer
RE: BCSTA Compensation Survey

Purpose

To provide for information the BCSTA compensation survey and results.

Appendix

BCSTA Results (2026-03-30)

Background

On March 30, 2026 the BCSTA released the compensation results from their annual survey.

Considerations

No further information.

Recommendation

“THAT the Board of Education hereby accepts as information the 2026 BCSTA Compensation Survey Report as presented.”

2026 BCSTA Trustee Compensation & Demographics Survey

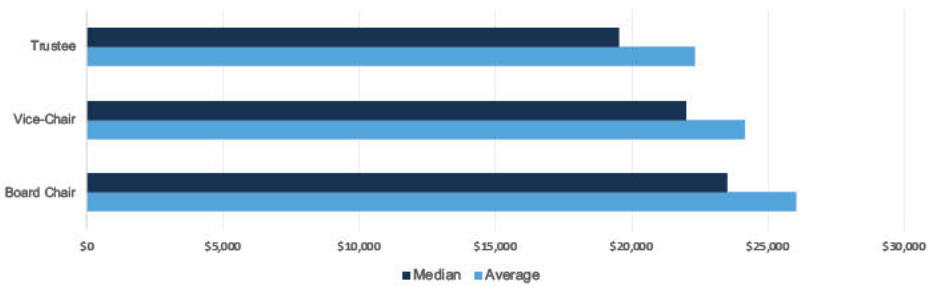
Dashboard Summary — 55 of 60 School Districts Reporting | Compiled March 2026

REMUNERATION

	Minimum	Maximum	Average	Median
Board Chair	\$8,004	\$76,714	\$26,059	\$23,503
Vice-Chair	\$7,572	\$73,227	\$24,184	\$21,992
Trustee	\$7,128	\$69,740	\$22,323	\$19,522

Based on 55 districts reporting.

Remuneration by Role



BENEFITS

Districts Offering Benefits 8 of 55 **% with Benefits** 14.50%

8 districts offer some form of trustee benefits (health, dental, life insurance, or similar).

MILEAGE & MEALS

Mileage (\$/km)	Min	Max	Average	Median
Rate	\$0.63	\$0.73	\$0.71	\$0.72

Meal Allowance	Min	Max	Average	Median
Breakfast	\$10.00	\$26.00	\$15.93	\$15.00
Lunch	\$15.00	\$29.00	\$20.39	\$20.00
Dinner	\$23.00	\$54.00	\$31.57	\$32.00
Full Day	\$50.00	\$97.00	\$68.02	\$67.00

Mileage: 54 responses | Meals: 47-52 responses. Excludes \$0 and blanks.

REMUNERATION POLICY

Have a Remuneration Policy 46 of 55 (84%) **Use a Framework** 19 of 55 (35%)

Most common increase method: Consumer Price Index (CPI).

FINANCIAL REPORT
OPERATING FUND
as at 2026-04-30

REVENUES	AMENDED Budget	YTD	VARIANCE	%
6210 PROVINCIAL OPERATING GRANT	53,915,128	41,786,857	10,586,982	78%
6290 MINISTRY OF EDUCATION GRANTS		1,027,488	513,801	
6410 OTHER PROVINCIAL MINISTRIES	204,594	149,846	54,748	73%
6470 NON-RESIDENT TUITION	74,553	59,642	14,911	80%
6480 LOCAL EDUCATION AGREEMENT	1,030,494	602,759	427,735	58%
6488 JB4 MISC REVENUE	9,500	5,791	3,709	61%
6489 REVENUE CAREERS	64,000	75,420	(11,420)	118%
6490 MISCELLANEOUS REV	85,500	91,954	(16,454)	108%
6493 CHARITABLE DONATIONS	-	-	-	
6495 CENTRAL STORE HANDLE FEE	-	3,720	(3,720)	
6500 RENTALS & LEASES	180,000	161,959	18,042	90%
6601 INTEREST SHORT TERM DEPOSIT	425,000	266,173	158,827	63%
Grand Total	55,988,769	44,231,608	11,747,161	79%

EXPENDITURES	AMENDED Budget	YTD	VARIANCE	%
01 INSTRUCTION - DISTRICT	44,225,014	34,646,922	9,578,092	78%
04 DISTRICT ADMINISTRATION	2,616,848	2,384,303	232,545	91%
05 OPERATIONS AND MAINTENANCE	7,749,480	6,109,955	1,639,525	79%
07 TRANSPORTATION & HOUSING	4,020,018	3,317,616	702,402	83%
Grand Total	58,611,360	46,458,796	12,152,564	79%

NET SURPLUS (DEFICIT)	(2,622,591)	(2,227,188)	(405,403)	
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FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY OBJECT
as at 2026-04-30

Expenditure by Category (Object)	AMENDED BUDGET	YTD	VARIANCE	%
BENEFITS	9,094,983	7,358,890	1,736,093	81%
SALARIES	39,880,471	31,980,476	7,899,995	80%
EDUCATIONAL ASSISTANTS	6,130,925	4,474,197	1,656,728	73%
OTHER PROFESSIONALS	2,721,160	2,208,911	512,249	81%
PRINCIPALS AND VICE PRINCIPALS	4,434,476	3,648,173	786,303	82%
SUBSTITUTES	2,077,627	1,566,642	510,985	75%
SUPPORT STAFF	6,295,559	4,939,988	1,355,571	78%
TEACHERS	18,220,724	15,142,564	3,078,160	83%
SUPPLIES AND SERVICES	9,635,906	7,119,430	2,516,476	74%
ADVERTISING	30,831	60,349	(29,518)	196%
AUDIT	23,640	137	23,503	1%
BANK CHARGES	2,955	2,658	297	90%
BOOKS ONLY	182,172	73,045	109,127	40%
BUSING CONTRACT	967,181	830,182	136,999	86%
CARBON OFFSETS	68,950	(24,624)	93,574	-36%
COMPUTER REPLACEMENTS	516,290	420,333	95,957	81%
CONTRACT SERVICES	1,401,802	1,107,786	294,016	79%
DUES/FEES/LICENSES	559,782	617,039	(57,257)	110%
EQUIPMENT	376,538	188,453	188,085	50%
EQUIPMENT RENTAL	13,298	10,128	3,170	76%
INSURANCE	255,512	254,134	1,378	99%
LABOUR RELATIONS	4,925	5,000	(75)	102%
LEGAL	79,785	119,274	(39,489)	149%
MEALS AND MEAL SUPPLIES	132,951	95,681	37,270	72%
NEXT GENERATION NETWORK	144,401	2,177	142,224	2%
NON VIOLENT CRISIS INTERVENTION	4,925	1,685	3,240	34%
OTHER SUPPLIES	9,850	5,940	3,910	60%
PHOTOCOPY	99,468	65,971	33,498	66%
POSTAGE	19,227	9,547	9,680	50%
PROF GROWTH & DEV	14,775	12,415	2,360	84%
RADIO LICENCES	4,827	5,097	(270)	106%
RECRUITMENT INCENTIVES	68,950	125,669	(56,719)	182%
RECRUITMENT TRAVEL	7,880	-	7,880	0%
REGISTRATION FEES	117,938	53,006	64,932	45%
RENTALS & LEASES	24,625	14,549	10,076	59%
SCHOLARSHIPS	6,970	1,000	5,970	14%
STUDENT TRANSPORTATION	228,916	159,636	69,280	70%
SUPPLIES - GENERAL	2,037,542	1,242,172	795,370	61%
SUPPORT CRIMINAL RECORD CHECKS	4,925	2,541	2,384	52%
TEACHER CRIMINAL RECORD CHECKS	985	641	344	65%
TELEPHONE	104,300	80,737	23,563	77%
TRANSPORTATION ALLOWANCE	12,313	8,848	3,465	72%
TRAVEL	170,468	97,665	72,803	57%
TRAVEL KILOMETERS	163,009	115,944	47,065	71%
UTILITIES - ELECTRICITY	458,025	406,134	51,891	89%
UTILITIES - GARBAGE	59,100	57,628	1,472	98%
UTILITIES - NATURAL GAS	403,850	276,834	127,016	69%
UTILITIES - PROPANE	34,475	26,397	8,078	77%
UTILITIES - WATER & SEWER	157,600	98,580	59,020	63%
VEHICLE FUEL	659,950	489,040	170,910	74%
Grand Total	58,611,360	46,458,796	12,152,564	79%

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY FUNCTION
as at 2026-04-30

EXPENDITURE by Function (Program)	AMENDED BUDGET	YTD	VARIANCE	%
01 INSTRUCTION - DISTRICT	44,225,014	34,646,922	9,578,092	78%
02 REGULAR INSTRUCTION	25,134,485	20,238,295	4,896,190	81%
03 CAREER PREPARATION	534,479	383,623	150,856	72%
07 LIBRARY	470,913	356,514	114,399	76%
08 COUNSELLING	1,275,494	895,675	379,819	70%
10 INCLUSION	9,643,506	7,170,003	2,473,503	74%
30 ENGLISH AS A SECOND LANGUAGE	167,314	129,294	38,020	77%
31 INDIGENOUS EDUCATION	2,446,906	1,723,815	723,091	70%
41 ADMINISTRATION	4,354,917	3,556,990	797,927	82%
62 OFF-SHORE STUDENTS	197,000	192,714	4,286	98%
04 DISTRICT ADMINISTRATION	2,616,848	2,384,303	232,545	91%
03 CAREER PREPARATION	104,456	91,655	12,802	88%
11 EDUCATION ADMIN	685,154	601,186	83,968	88%
40 SCHOOL BOARD GOVERNANCE	236,628	198,040	38,588	84%
41 ADMINISTRATION	1,590,610	1,493,423	97,187	94%
05 OPERATIONS AND MAINTENANCE	7,749,480	6,109,955	1,639,525	79%
41 ADMINISTRATION	811,005	704,831	106,174	87%
50 MAINTENANCE OPERATIONS	4,818,405	3,903,453	914,952	81%
52 MAINTENANCE OF GROUNDS	790,320	657,756	132,564	83%
56 UTILITIES	1,329,750	843,916	485,834	63%
07 TRANSPORTATION & HOUSING	4,020,018	3,317,616	702,402	83%
41 ADMINISTRATION	324,740	254,233	70,507	78%
70 STUDENT TRANSPORTATION	3,695,278	3,063,383	631,895	83%
Grand Total	58,611,360	46,458,796	12,152,564	79%

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY SCHOOL
as at 2026-04-30

EXPENDITURE by School	AMENDED BUDGET	YTD	VARIANCE	%	CLASSROOM ENHANCEMENT	AMENDED BUDGET	YTD	VARIANCE	%
101 CANALTA	2,306,156	1,822,103	484,053	79%	01 CANALTA	166,606	151,516	15,090	91%
102 CENTRAL MIDDLE SCHOOL	3,406,460	2,725,317	681,143	80%	02 CENTRAL MIDDLE	312,863	205,346	107,517	66%
103 CRESCENT PARK	2,361,458	1,885,044	476,414	80%	03 CRESCENT PARK	309,912	265,036	44,876	86%
105 ECOLE FRANK ROSS	3,866,519	3,130,711	735,808	81%	05 FRANK ROSS	300,805	259,440	41,365	86%
108 SOUTH PEACE SECONDARY	4,854,625	3,873,929	980,696	80%	08 SOUTH PEACE SENIOR SECONDARY	424,204	342,908	81,296	81%
109 TREMBLAY	2,206,728	1,719,080	487,648	78%	09 TREMBLAY	238,325	221,122	17,203	93%
110 POUCE COUPE	1,398,141	1,074,276	323,865	77%	10 POUCE COUPE	177,636	146,362	31,274	82%
111 CHETWYND SECONDARY SCHOOL	2,693,945	2,109,994	583,951	78%	11 CHETWYND SECONDARY SCHOOL	215,869	205,829	10,040	95%
112 WINDREM	561,645	443,078	118,567	79%	12 WINDREM ELEMENTARY	45,828	36,225	9,603	79%
113 DON TITUS	1,555,421	1,205,687	349,734	78%	13 DON TITUS	110,681	88,380	22,301	80%
114 DEVEREAUX	1,007,760	806,293	201,467	80%	14 DEVEREAUX ELEMENTARY	74,713	54,917	19,796	74%
118 MOBERLY LAKE	557,236	430,666	126,570	77%	18 MOBERLY LAKE	13,213	13,866	(653)	105%
119 MCLEOD	603,273	466,860	136,413	77%	19 MCLEOD ELEMENTARY	27,719	22,071	5,648	80%
124 PARKLAND ELEMENTARY	646,615	507,974	138,641	79%	24 PARKLAND	49,904	49,613	291	99%
125 SOUTH PEACE ELEMENTARY	373,065	253,155	119,910	68%	25 SOUTH PEACE ELEMENTARY	52,442	23,576	28,866	45%
127 TUMBLER RIDGE SECONDARY SCHOOL	1,872,783	1,358,372	514,412	73%	27 TUMBLER RIDGE SECONDARY	102,834	46,145	56,689	45%
129 TUMBLER RIDGE ELEMENTARY SCHOOL	2,108,888	1,579,631	529,257	75%	29 TUMBLER RIDGE ELEMENTARY	127,471	137,897	(10,426)	108%
131 LITTLE PRAIRIE ELEMENTARY	1,669,369	1,308,322	361,047	78%	31 LITTLE PRAIRIE	244,371	210,080	34,291	86%
132 PEACE VIEW COLONY	307,249	232,187	75,062	76%	32 PEACE VIEW COLONY SCHOOL	68,699	54,615	14,084	79%
138 DISTRIBUTED LEARNING	665,038	504,385	160,653	76%					
Grand Total	35,022,374	27,437,065	7,585,309	78%	Grand Total	3,064,095	2,534,945	529,150	83%



School District No.59 (Peace River South)

DATE: 2026-05-20
TO: Board of Education
FROM: Peter Neale
Secretary-Treasurer/CFO
RE: CAPITAL PROJECTS UPDATE

Please follow <https://www.sd59.bc.ca/district/capital-projects> for updates on these projects.

Purpose

To update the Board of Education on significant capital projects currently in process for the school district.

Crescent Park Elementary School Expansion Project

Since April 22, 2026, the following has occurred or is planned:

May – June 2026

- The electrical feeder was run into the school from the kiosk.
- Additional fire alarm devices were installed.
- Storm and catch basins will be installed.
- Construction of the exterior stairs will begin.
- In early June, power will be cut over from the old electrical service to the new service.
- In mid-June, the Director will attend a Crescent Park staff meeting to answer questions, plan the move, and give staff a tour of the new space.
- Once school is out, final tie-ins for water and sewer will be completed.

Project Budget Update

\$7,392,141	Spent to Date (2026-03-31)
<u>\$1,616,939</u>	Outstanding to Complete (Estimated)
<u>\$9,009,080</u>	<u>Total Spend Expected</u>

\$5,000,000	Funding from BC Government
\$2,500,000	Funding from BC Government (Risk Reserve)
<u>\$1,700,000</u>	Funding from School District
<u>\$9,200,000</u>	<u>Total Funding Available</u>

Costs to date are within budget and the Board’s capital bylaw, including contingency.

ChildCareBC New Spaces – Dawson Creek & Tumbler Ridge

April-May 2026

Multiple meetings and emails occurred between the SD59 project team, Sahuri and Associates Architects, and all consultants to finalize the plan.

April 23

Sahuri and Associates Architects met with the District of Tumbler Ridge to determine whether there were any concerns with the child care facility plan and site plan. Sahuri and Associates Architects and the school district addressed the concerns brought forward by the district.

April 24

Sahuri and Associates Architects met with the City of Dawson Creek to determine whether there were any concerns with the child care facility plan and site plan. Sahuri and Associates Architects and the school district addressed the concerns brought forward by the city.

May 2026

Two change orders were provided to Sahuri and Associates Architects relating to increased consulting fees due to the before- and after-school care program being added to the planning for the Tumbler Ridge child care. Additional costs are expected to be addressed under the increased approved funding, for a total of \$29,500 (before GST).

Project Budget Update

\$432,927 Spent to Date (2026-04-30) [no change]

\$13,659,175 Funding from BC Government

\$164,076 Interest Accrued (in addition to funding, contingency; \$97,401 is from 2024-25)

Tumbler Ridge Campus (Temporary Site)

Phase 2 Complex

April 13-30

As the weather improved and the ground dried up, picnic tables, garbage cans, and bike racks were brought over so staff and students could enjoy the outdoors.

May 9-13

Trailers and equipment were removed from the soccer field.

May-June

CBRE and the Ministry will repair the soccer field with the municipality. The municipality will be reviewing options with the Government, including the potential for an underground sprinkler system. At this time, it is not anticipated that the field will be in use this summer.

May 8-10

Five wildfire classroom trailers plus the wash cars were moved to the Kodiak Campus and set up.

May 8-10

All the contents of the wildfire trailers were moved to the Kodiak Campus.

May 10

RCMP and local Fire Chief toured Kodiak Campus.

May 11

Staff set up their classrooms and toured the campus.

May 12

Students and parents toured the campus. Administrative staff were trained on the new phone, security, and camera systems.

May 13

First day of class at the new campus.

Project Budget Update

The Government has shared that the modulators being placed on-site will be under the ownership of the school district. As such, \$2,603,052 as at March 31, 2026, is recognized as a capital asset in the district's financial disclosures.

In early April, a reimbursement request of \$328,310 was submitted, and carryover of \$880,000 for unspent dollars in February and March was requested. Both were supported by the BC Government.

Total dollars available to support the recovery of staff and students in Tumbler Ridge have been committed to the school district at \$3.775 million for April 2026 to March 2027 on a needs basis.

NEW Childcare Spaces Funding

A funding request was submitted on May 13, 2026, to support the addition of child care spaces in two schools. This is a new program introduced by the BC Government in its new budget year.

The province describes SASG as funding projects that “enhance and/or renovate existing school facilities” to create new licensed spaces, rather than building large new child care centres from scratch. SASG child care spaces are provincially funded before- and after-school child care spaces created inside existing schools, usually by repurposing or improving school space. Funding is available at no more than \$6,000 per child care space/seat.

Canalta Before and After School Care

- Funding requested: \$144,000

- Number of SASG child care spaces requested: 24
- Project scope
 - Renovate an existing portable classroom to house a child care facility. Renovations include adding sewer and water to the portable, building a washroom in the portable, adding a sink, and painting interior walls.
 - All equipment and furniture will need to be purchased for the new program.
- Project timeline if approved
 - Start renovations: July 2026
 - Completion: September 2026
- Project Rationale
 - Canalta Elementary School has a population of 210 students. The principal has shared that parents are inquiring about before- and after-school care, with space being the barrier. We now have an opportunity to utilize an empty portable to create 12 spaces. We conducted a needs assessment and, so far, we have 5 confirmed students needing before-school care and 4 needing after-school care. We are confident this number will increase once the program is opened.
 - The child care space is in its own building, is accessible, and is less disruptive during the summer months because it is not connected to the main school building. The funds requested would allow for the construction of bathrooms. The program would also operate during the summer and on NID days.

Crescent Park Before and After School Care

- Funding requested: \$72,000
- Number of additional SASG child care spaces requested: 12
- Project scope
 - Paint existing facility (Crescent Park Annex)
 - Purchase appliances for the kitchen
 - Purchase furniture, equipment, and toys for additional spaces
- Project timeline if approved
 - Start renovations: July 2026
 - Completion: September 2026
- Project Rationale
 - The current operation of 24 spaces means the program is minimally financially viable. Offering an additional 12 spaces will better meet flexible child care needs. The additional income above the 24 spaces allows the program to offer part-time options to families.
 - Expanding by 12 additional spaces also means offering full-day summer care, which the location is not currently offering because of limited space. The building in which the child care currently operates is a shared space with the school. As of September 2026, this space will no longer be shared, providing sufficient space to add 12 additional child care spaces. The child care space is in its own building, is accessible, has a kitchen and washrooms, and is less disruptive during the summer months because it is not connected to the main school building during the summer deep clean for custodians.
 - The additional spaces will offer flexible child care options, summer care, and a beautiful, expanded space with additional furniture and supplies, supporting a quality child care program.

NEW Major Capital, Minor Capital and Annual Facilities Grant

Major Capital

The following projects were submitted in the prior year and are provided here as an estimate for the June 2026 submission for a Board resolution. The Board of Education will receive a presentation at the Board meeting on May 20, 2026, for generative conversation.

Moberly Lake Elementary (\$4,539,168)
Addition: gymnasium

Chetwynd Secondary (\$99,094,968)
Replacement: CSS and Windrem are one structure. Replacement would consist of a K-12 school. NOTE: For June 2026, the amount will be increased by \$12 million to reflect Windrem school remediation.

Canalta Elementary (\$34,907,261)
Replacement: The 1962 building is at maximum capacity with a portable. The building style is not conducive to major renovations.

Minor Capital

The following projects were submitted in the prior year or represent new needs for 2026-27 and are provided here as an estimate for the September 2026 submission for a Board resolution. The Board of Education will receive a presentation at the Board meeting on May 20, 2026, for information.

Approved Projects Completed in 2025-26

Tremblay Playground

- This project is complete
- Funding: \$200,000
- Actual cost: \$199,841

CMS Second Story Windows

- This project is complete
- Funding: \$300K
- Actual cost: \$321,359.73
- The cost overage will be covered with AFG or unspent capital dollars held.

TRE HVAC Upgrade

- Substantial completion was issued in December 2025. The contractor is just finishing a few deficiencies.
- Funding: \$600K in 2024/25 and \$950K in 2025/26, for a total of \$1,550,000.00
- Actual cost of contract: \$1,700,160.00
- Remaining to pay contractor: \$62,160.00
- The cost overage was anticipated and will be addressed with AFG

Projects Approved 2026-27

Don Titus Montessori (\$650,000)
SEP - Roofing Upgrades

Tremblay Elementary (\$650,000)
SEP - Roofing Upgrades

Tremblay Elementary (\$575,000)
CNCP - HVAC Upgrades

Crescent Park Elementary (\$40,000)
FIP - Kitchen Equipment and Infrastructure Upgrades

School Buses (2)

Projects to be Requested for 2027-28 (DRAFT)
(Submission September 2026)

McLeod School
Electrical Service Upgrade

McLeod
Playground

Various Schools
Upgrade Exterior Doors to an Electronic Access Key System

École Frank Ross
Elevator

School Buses (5)

Other

AFG 2026-27

The following represents the planned AFG projects for 2026-27 based on the approved funding provided to the school district of \$2,034,983 and submitted on May 15, 2026.



Submission Summary

Submission Summary:	AFG 2026/2027 2026-05-15 MAIN - K12
Submission Type:	Expenditure Plan
School District:	Peace River South (SD59)
Open Date:	2026-04-07
Close Date:	2026-05-15
Submission Status:	Draft

Submission Category	Sum Total Project Cost
AFG	\$2,034,983
Total	\$2,034,983

AFG							
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project	Project Description	Total Project Cost
172065	No	Board Office	Exterior Wall Systems	REQ-1606534	800	Window Replacement	\$15,000
172001	No	Bus Garage	Site Upgrades	REQ-165658	425	Paving	\$215,000
172064	No	Bus Garage	Exterior Wall Systems	REQ-1606532	775	overhead door replacement	\$10,000
171978	Yes	Canalta Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171981	Yes	Chetwynd Secondary	Accessibility Upgrades		050	Door Opener	\$7,131
171987	Yes	Chetwynd Secondary	Interior Construction	REQ-162322	125	Washroom upgrade	\$10,000
171988	Yes	Chetwynd Secondary	Interior Construction	REQ-162341	150	Painting	\$47,000
172002	Yes	Chetwynd Secondary	Interior Construction	REQ-162325	450	Library flooring	\$24,000
172015	Yes	Chetwynd Secondary	HVAC (AFG)		750	Duct cleaning	\$44,004
171990	Yes	Crescent Park Elementary	Electrical (AFG)	REQ-154879	175	Lighting upgrade	\$100,000
171998	Yes	Crescent Park Elementary	Site Upgrades	REQ-837278	350	Landscaping	\$50,000
172008	Yes	Crescent Park Elementary	Interior Construction	REQ-170499	575	Classroom / hall refurbish	\$84,000
172010	Yes	Crescent Park Elementary	Exterior Wall Systems (AFG)	REQ-1606604, REQ-840129	625	Exterior siding	\$60,000
171975	Yes	Dawson Creek Secondary (Central Campus)	Exterior Wall Systems (AFG)	REQ-160611, REQ-1930479, REQ-1606728	025	Window Replacement	\$325,000
171989	Yes	Dawson Creek Secondary (Central	Interior Construction	REQ-161094	150	Painting	\$47,000
171991	Yes	Dawson Creek Secondary (Central	HVAC (AFG)		200	Duct Cleaning	\$50,000
171999	Yes	Dawson Creek Secondary (Central	Interior Construction	REQ-1607198	375	Millwork refurbish	\$89,000
172004	Yes	Dawson Creek Secondary (Central	Accessibility Upgrades		500	Bus drop off sidewalk	\$50,000
171985	Yes	Dawson Creek Secondary (South	HVAC (AFG)		075	Boiler Venting	\$80,000
171994	Yes	Dawson Creek Secondary (South	HVAC (AFG)	REQ-839928	275	Shop ventilation	\$60,000
172012	Yes	Dawson Creek Secondary (South	Plumbing (AFG)		675	Water Lead mitigation	\$7,900
171979	Yes	Don Titus Montessori	Accessibility Upgrades		050	Door Opener	\$7,131
172009	Yes	Don Titus Montessori	Exterior Wall Systems	REQ-840139	600	Siding repairs	\$40,000
171977	Yes	Ecole Frank Ross Elementary	Accessibility Upgrades		050	Door opener	\$7,131
171992	Yes	Ecole Frank Ross Elementary	Site Upgrades		225	Play ground fall protection	\$50,000
172005	Yes	Ecole Frank Ross Elementary	Asbestos Abatement	REQ-1606654	525	interior wall	\$37,500
172013	Yes	Ecole Frank Ross Elementary	Interior Construction	REQ-165808	700	2nd floor hall flooring	\$26,000
172007	No	Gwillim Lake Outdoor Facility	Site Upgrades	REQ-182056	550	Climbing Wall	\$14,000
171986	Yes	Little Prairie Elementary	Site Upgrades	REQ-167782, REQ-168051	100	Paving	\$100,000
171983	Yes	Mcleod Elementary Secondary	Accessibility Upgrades		050	Door opener	\$7,131
171996	Yes	Mcleod Elementary Secondary	Electrical (AFG)	REQ-155032	325	VOIP	\$75,000
172000	Yes	Mcleod Elementary Secondary	Electrical (AFG)	REQ-1606344	400	Car Plug Rail	\$8,000
172003	Yes	Mcleod Elementary Secondary	Site Upgrades	REQ-164716	475	Fencing	\$25,000
171984	Yes	Moberly Lake Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171982	Yes	Parkland Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171997	Yes	Parkland Elementary	Electrical (AFG)	REQ-155126	325	VOIP	\$75,000
172011	Yes	Pouce Coupe Elementary	HVAC (AFG)		650	Boiler insulation	\$5,000
171976	Yes	Tremblay Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
171993	Yes	Tremblay Elementary	Exterior Wall Systems		250	Window replacment	\$70,000
171995	Yes	Tremblay Elementary	Plumbing (AFG)	REQ-1606482	300	Domestic water upgrade	\$15,000
172006	Yes	Tremblay Elementary	Asbestos Abatement	REQ-1606379	525	roof drain pipe	\$37,500
172014	Yes	Tumbler Ridge Elementary	Interior Construction	REQ-163397	725	lobby flooring	\$24,900
171980	Yes	Windrem Elementary	Accessibility Upgrades		050	Door Opener	\$7,131
Submission Category Total:							\$2,034,983



EXECUTIVE SUMMARY

TUMBLER RIDGE PRELIMINARY CONSULTATION REPORT



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Executive Summary

Tumbler Ridge Preliminary Consultation Report

Safer Schools Together | School District No. 59 (Peace River South)

PURPOSE AND CONTEXT

This executive summary prepared by Safer Schools Together (SST) for School District No. 59 (Peace River South) documents the findings of a confidential community consultation conducted between March 23 and May 4th 2026, following the mass shooting at Tumbler Ridge Secondary School on February 10, 2026, an event that resulted in profound loss and ongoing trauma for students, staff, families, and the wider community.

The consultation took place during an active period of collective grieving, disruption, and recovery, while students, staff, and families were navigating altered learning environments and processing the impacts of violence within their community. The purpose of the consultation was to inform decisions regarding next steps for local school facilities, including a trauma-informed and culturally relevant secondary learning environment in Tumbler Ridge. This included consideration of continued use of the existing building, the potential construction of a new secondary school, site location factors, school configuration, and access to learning spaces and educational programs. This executive summary captures the dominant findings, where the community agreed and where perspectives differed, considerations for decision-makers, and recommended next steps for consideration by the Board of Education and provincial partners.

SCOPE AND SCALE OF ENGAGEMENT

The consultation engaged a broad cross-section of the Tumbler Ridge community over a five-week period, combining surveys with facilitated discussions to capture both breadth and depth of experience. Engagement included:

- A student survey completed by 116 students in Grades 7 to 12.
- A confidential online community survey completed by participants across multiple cohorts, including families, school staff, First Nations Rights Holders, emergency responders, municipal representatives, and community members.
- Private and small-group meetings facilitated by senior SST staff, including dedicated sessions with victims' families and individuals directly exposed to the violence.

Many respondents had multiple roles within the community, reflecting the interconnected roles common in small communities. Throughout the process, SST prioritized confidentiality, trauma-informed engagement design and facilitation, and the central inclusion of student voice and victims' family perspectives. The consistency of responses provided a strong evidentiary base for identifying decision-relevant themes and considerations despite the challenging timing of the consultation.

WHAT WE HEARD

Across the consultation, the voices of victims' families, students, and individuals directly exposed to the violence carried particular weight in shaping the findings below. Their perspectives, grounded in lived experience, were consistently acknowledged by other cohorts as deserving central consideration. The themes that follow reflect this prioritization, while also capturing the broader range of community input.

Psychological Safety and Trauma

There is strong consensus across students, families, and staff that the existing Tumbler Ridge Secondary School building is psychologically unsafe. Trauma exposure is described as severe and specific, repeatedly tied to particular sensory memories. Participants consistently echoed that learning cannot occur without psychological safety, and forcing return to the school was described not just as harmful but as wrong. Those not directly impacted expressed sympathy for students and staff who were most affected, and there was concern that the impact of traumatic stimuli cannot be reliably predicted.

Student Voice and Choice

Across cohorts, participants emphasized that students' voices and lived experiences must remain central to decisions about the future learning environment. This was framed not as a courtesy but as an ethical and trauma-informed necessity: decisions made without students' meaningful input risk compounding the impact of the tragedy. Participants also recognized that students are affected differently depending on their experiences, and that no single decision can reasonably be expected to meet every student's needs.

Use of the Existing Building

There were varying views on whether the existing building should be removed, renovated, or preserved, though the debate centred on how transformation should occur rather than whether trauma exists. Some participants described simply seeing the building as traumatic. Others indicated they might be able to return to a renovated building but worried about what would happen if they were psychologically unable to do so once renovations were complete. Some emphasized that the building must be made completely unrecognizable. Concern was also expressed for students who may complete the rest of their high school experience in portables and the potential impact this may have on their educational program.

Educational Continuity and Learning Loss

Participants expressed a heightened sense of urgency about educational disruption during the interim period, with fear of prolonged reliance on portables and concerns particularly acute for students in Grades 10 to 12. Educational loss was tied to student disengagement and to a loss of independence and potential developmental regression. This was framed as a current concern rather than only a future risk, with concrete examples including single-class schedules, no labs, no gym, and no electives. Participants also raised the risk of families leaving Tumbler Ridge pre-emptively in response to continued disruption.

Trades, Life Skills, and Specialty Programming

This emerged as the strongest area of consensus across the consultation, with near-universal agreement that existing trades, life skills, and specialty spaces and programs are non-negotiable. Participants drew direct links between these programs and student engagement, mental health regulation, employment pathways, and community identity. There was clear emphasis not only on preservation but on expansion, including dual credit, modern equipment, First Nations-led spaces, and integration with social-emotional learning and trauma recovery. The loss of these spaces and programs would be experienced as punitive. Any future school must match or exceed the capacity of the existing spaces and programs.

Staffing, Retention, and the Future of Tumbler Ridge

Participants drew a direct connection between school infrastructure decisions and the long-term viability of Tumbler Ridge. Concerns were raised about teacher loss, recruitment challenges, and reliance on teachers on call, with educators themselves described as carrying collective trauma. Some educators expressed concerns that a return to the building could exacerbate existing trauma and negatively impact their mental health and well-being, while others raised fears of systemic collapse if a return is mandated, citing daily lived experience and

trauma activators. Participants also drew stronger connections between school decisions and healthcare recruitment, expressed concern about the insufficiency of current and long-term mental health supports, and linked education stability to the town's overall sustainability.

Safety

Participants consistently expressed a desire for improved security while rejecting excessive, fear-inducing measures. Participants framed safety as something to be achieved through environmental design and implementation of school safety training, products, and other initiatives.

Location, Accessibility, and Northern Realities

Walkability, winter climate, and the lack of public transit were identified as decisive factors in determining a future site, with central location framed as essential. Participants emphasized that visibility matters as much as distance, with some respondents describing how they plan their daily routes to avoid seeing the existing building. For some, the desire for a site near the town centre influenced their broader response to whether they wanted a new site at all, as they did not feel another location within walking distance of town was available.

Identity, Grief, and the Future of the Site

Participants expressed strong agreement that, if the school is removed, the site should be transformed into something life-affirming. Suggestions included gardens, splash parks, sports grounds, and youth-focused spaces, with a clear preference for joyful remembrance over tragedy-focused approaches. Participants opposed somber, static memorials, drawing a clear distinction between meaningful remembrance and retraumatization.

School Configuration and K-12 Models

There was predominant opposition to a combined K-12 configuration, with concerns centred on safety, age separation, and developmental appropriateness. Participants opposed a combined model because of fears it would compound trauma and concerns about cultural and developmental impacts. Some conditional support for a combined model was expressed, but it was limited and heavily restricted.

LIMITATIONS AND CONSIDERATIONS

The findings of this consultation must be understood within the context in which it occurred. The consultation was conducted approximately six weeks after a mass shooting that profoundly affected a small and tightly connected community, while many individuals were still grieving and assessing their capacity to re-engage. Participation reflected readiness and emotional safety as much as interest or perspective, and some community members most severely impacted may not have yet felt able to participate. The compressed timeline, while necessary to inform urgent decision-making, limited opportunities for follow-up, and perspectives may evolve over time. These limitations do not undermine the findings. The consistency of core themes across cohorts despite these constraints strengthens confidence in the conclusions drawn, and reinforces the importance of interpreting results through a trauma-informed lens.

DECISION CONSIDERATIONS

Several decision-relevant considerations emerged clearly from the consultation:

- ◆ Trauma associated with the existing building is ongoing and compounded by delay
- ◆ Prolonged uncertainty increases risk of heightened levels of anxiety, student disengagement, staff attrition, and family relocation
- ◆ Loss of programming would be experienced as an inequitable outcome of the tragedy
- ◆ Visible commitment to a clear path forward is important to restoring stability and trust

Together, these factors underscore the importance of timely, trauma-informed decisions grounded in the lived experience of those most affected.

RECOMMENDED PATH FORWARD

Based on the consultation findings, SST recommends the following course of action:

Build a new secondary learning environment with a high priority on a location close to town centre resources.

A new secondary learning environment should be developed at a centrally located site, with accessibility treated as a primary consideration. Given transportation limitations and winter conditions, students must be able to walk to school within a reasonable distance, and the Middle Bench area is identified as the preferred location to support equitable access. While some participants indicated that re-entry into the existing building might be possible if it were substantially altered, many expressed uncertainty about their psychological readiness and concern about the consequences should re-entry prove unsuccessful. SST recognizes the legitimacy of these concerns and recommends proceeding with the development of a new facility, supported by a representative committee, assembled by School District No. 59, that engages the voices of students, staff, and families.

Ensure the existing building is not used for future student learning.

Given the extent of trauma associated with the site, continued use of the existing building for student learning is not recommended. The scale of renovation required to mitigate traumatic stimuli raises serious concerns and many participants indicated that the building's visual presence itself continues to carry significant traumatic impact. SST therefore recommends removal of the school, accompanied by a trauma-informed process led by victims' families wishes and those most impacted by the tragedy. SST recommends consideration for cultural and spiritual protocols identified through input from First Nations Rights Holders, including Elders. SST also recommends establishing clear timelines for the removal of the existing facility, both to demonstrate visible progress on the path forward and to address the ongoing impact of the building's visual presence on students, families, staff, and others affected by the incident.

Ensure the school configuration is for a separate secondary school.

Future planning should retain a distinct secondary learning environment rather than a combined K-12 model. While some participants acknowledged potential benefits of a shared space, predominant feedback emphasized age-appropriate separation, developmental needs, and student safety.

Ensure that the future learning environment provides programming and learning spaces comparable in scope and quality to those of the former building.

The future learning environment must provide programming and learning spaces comparable in scope and quality to those of the former building. A failure to do so would be experienced as punitive and would compound the educational losses already arising from the tragedy. Beyond restoration, the new build offers

an opportunity to develop innovative, community-connected learning spaces (i.e., outdoor education and skills-focused programming aligned with regional strengths) that could attract educators and families to Tumbler Ridge. Connections with local businesses and mentorship pathways should be explored to support student engagement, employment opportunities, and post-secondary transitions. A representative committee should be established to inform decisions about design features, learning spaces, trauma-informed considerations, and the possible incorporation of meaningful elements from the former Tumbler Ridge Secondary School building.

CONCLUSION

There is strong, consistent agreement that returning to the existing Tumbler Ridge Secondary School building is psychologically unsafe for many students and staff, and that this position is grounded in lived experience and a shared understanding of the conditions required for learning and healing. At the same time, the community has articulated a clear expectation that educational opportunities, programming, and identity must not be diminished as a result of the tragedy. Decisions about school facilities are therefore understood as central to student recovery, staff retention, and the long-term future of Tumbler Ridge. Sustained attention to interim planning, including academic programming, access to community resources, and ongoing trauma support, will be essential during the transition to a new learning environment. The path forward must prioritize the voices of those most affected, including victims' families, staff, and students most affected by the violence. It must also reflect a sustained commitment to psychological safety, educational continuity, and community healing. The decisions made at this juncture will shape the conditions under which a generation of students learn, recover, and remain in the community.



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EXECUTIVE SUMMARY ANNEX

TUMBLER RIDGE PRELIMINARY CONSULTATION REPORT



School District 59 ~ Peace River South



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CONFIDENTIAL COMMUNITY CONSULTATION PROCESS

The consultation process engaged a broad cross-section of the Tumbler Ridge community over a five-week period, combining surveys with facilitated discussions to capture both breadth and depth of experience.

Tumbler Ridge Elementary and Secondary staff, students, families, First Nations Rights Holders, emergency responders, Tumbler Ridge Municipality District staff, elected officials, and other community members were invited to share their perspectives to inform the Board of Education's decision-making process regarding a long-term secondary learning environment.

Methodology (Consultation Timeline Summary)

March 13

Tumbler Ridge Secondary School (TRSS) and Tumbler Ridge Elementary (TRE) staff and families were invited to participate in a private consultation process with a senior Safer Schools Together (SST) staff member, either in person or virtually. This invitation was distributed via email, and recipients were advised to contact SST if they required alternative times or formats.

March 16–March 18

Members of the SST leadership team followed up by phone with TRSS and TRE staff and families who had been invited to participate in the consultation process but had not requested a meeting.

March 19

Victim Services and SST's senior leadership members met with victims' families.

March 20–April 22

The online survey opened and was shared with emergency responders, elected officials, and community members. Posters with survey information were distributed to the Health Centre, the Emergency Operations Centre (EOC) table, and the District of Tumbler Ridge, with a request that the survey be shared with their respective teams.

March 23–April 2

Consultations were held either in person or virtually via Zoom. TRSS parents and caregivers who attended were asked to share their children's perspectives, if known. Some students also attended these sessions alongside their parents or caregivers.

March 25–March 27

Reminder emails about the live consultations were sent to all TRSS and TRE staff and students, and included a link to the online survey.

March 31

An email to TRSS parents and caregivers regarding a voluntary student survey scheduled for April 1, 2026. The survey information was provided to all parents and caregivers, who were informed of

their option to withdraw their student(s) from participating and encouraged to contact SST with any questions.

April 1

SST members visited all TRSS classrooms to speak with students about the survey process and provided the option of completing a physical copy of the survey or accessing it through a QR code.

April 13

A small group of students expressed concern that they wanted to provide input beyond the two questions included in the survey. A request was made by a student to collect additional student input and share it with SST in the form of a Google Doc.

April 30–May 4

In response to a student request for additional opportunities to provide feedback, members of the SST leadership team visited all TRSS classrooms to explain the consultation process to date. Students were offered the opportunity to provide input on community questions not initially included in the student survey or to complete the full survey if they had not yet participated. Communication was also sent home to notify families.

Validity and Integrity

Great care was taken to ensure the integrity of the consultation process. For each request to access the survey, SST implemented an authentication process to confirm that respondents were connected to the Tumbler Ridge Community. Survey numbers were assigned to respondents to ensure that each participant could complete the survey only once, and additional measures were in place to ensure that each participant's voice was represented a single time.

To prevent duplication while still allowing participants to provide additional input following in-person consultations, interviewers recorded the date and time of each session for reference. Any supplementary feedback was appended to the participant's original response, maintaining both continuity and confidentiality.



SAFER
SCHOOLS
TOGETHER



School District No. 59 (Peace River South)

May 7, 2026

The Board of Education of School District No. 59 (Peace River South) thanks all families, students, staff and individuals in the community of Tumbler Ridge that participated in the consultation process. As the community continues to move through this difficult time, we want to assure you that your perspectives helped inform the next steps for the future secondary learning environment in Tumbler Ridge.

In response to the Tumbler Ridge Preliminary Consultation Report provided by Safer Schools Together, the Board of Education of School District No. 59 (Peace River South) passed the following motion:

“THAT the Board of Education hereby requests to the BC Government a replacement school building be provided for the Tumbler Ridge Secondary School with a process conducted through a trauma-informed lens guided by provincial school safety experts;

AND FURTHERMORE, THAT the Board of Education requests to the BC Government that the replacement school building be site-built, and offer similar or enhanced educational opportunities and amenities as the school building to be replaced;

AND FURTHERMORE, THAT the Board of Education requests to the BC Government the replacement school building be located on a new site within the Tumbler Ridge community as agreed to with the Board of Education and in consultation with the local community and BC Government;

AND FURTHERMORE, THAT the Board of Education requests to the BC Government regarding the school building for replacement that it be removed and the land be remediated at the earliest timeframe reasonable;

AND FURTHERMORE, THAT the Board of Education affirms their responsibility and expectation to approve the future of the current school building site, in consultation with the local community and the BC Government”

Released by the Board of Education of School District No. 59 (Peace River South).

NEWS RELEASE COMMUNIQUÉ

For Immediate Release
2026INF0022-000511
May 7, 2026

Office of the Premier
Ministry of Infrastructure
Housing, Infrastructure and Communities Canada

Supporting students in Tumbler Ridge with new secondary school Planning for a new school moves forward

TUMBLER RIDGE – The Government of Canada and Province of British Columbia are supporting Tumbler Ridge with plans to build a new secondary school at a new location, with funding from the Province and the Government of Canada, following a school board decision based on consultation with victims’ families, students, teachers, experts and the community.

Following consultations with victims’ families, students, teachers, experts and community members, the Peace River South School Board has requested support from the Province to build a new secondary school at a new location in Tumbler Ridge and to ensure the current school is removed quickly and in a trauma-informed way. The Province and Government of Canada will support both the removal of the existing school and the development and construction of the new school.

The location and design of the new secondary school will be informed by trauma-informed community consultations and expert advice, with that feedback guiding a plan that will come back to the community for design consultation later this year.

Construction activity will begin as early as this summer, starting with the removal of the existing school. The Province will work with the school district to expedite construction of the new school.

Modular campus

In the meantime, finishing touches are being completed on large modular classrooms provided by the Province. Students will move into these later this month. These new classrooms provide students and staff with a more comfortable place to learn until the new secondary school is built.

The modular campus for secondary school students includes:

- eight spacious, modular facilities that are twice the size of the existing temporary classroom trailers
- each of the new classrooms can accommodate 25 to 30 students and are comparable in size and comfort to standard classrooms
- five additional modular units that will be installed by fall 2026 to be used as administrative and common space

As the community continues to move through this difficult time, we will continue to stand with Tumbler Ridge and support people for as long as necessary.

Quotes:

Gregor Robertson, federal Minister of Housing and Infrastructure and Minister responsible for Pacific Economic Development Canada –

“In the wake of an unspeakable tragedy, the community in Tumbler Ridge has persevered and shown such strength. We are focused on providing the students with the support they need and a new school will help make that happen.”

David Eby, Premier of British Columbia –

“The people of Tumbler Ridge have endured unimaginable trauma and grief. We will continue to be there to ensure that they have the supports they need. Building a new school is an important step in providing students and staff a healing and supportive place to learn and work, and is the result of Tumbler Ridge families, B.C. and Canada standing together for the future of this vital community.”

Lisa Beare, B.C. Minister for Education and Child Care –

“As the community continues to navigate and process this tragic event, the commitment to a new school represents the beginning of the path to a brighter future for Tumbler Ridge. As a province, we will continue to stand with the community and ensure that students, staff and families can access what they need on their journey of resilience and recovery.”

Bowinn Ma, B.C. Minister of Infrastructure –

“Students in Tumbler Ridge have endured an unthinkable tragedy, which will continue to shape the community for years to come. We are grateful to everyone who has come together to quickly support the school community with temporary facilities, while we now take next steps to deliver a new permanent school as quickly as possible.”

Chad Anderson, chair, Peace River South School Board –

“Our students and staff have been through an incredibly difficult experience, and their well-being remains our highest priority. This new school will provide a safe, caring environment where students can focus on learning and feel supported as they continue their path forward.”

Darryl Krakowka, mayor of Tumbler Ridge –

“The tragedy experienced in Tumbler Ridge is something no community should ever face. As details move forward regarding the future of the school, our focus remains on supporting students, families, staff, and the broader community through this process and ensuring there continues to be a safe and supportive learning environment for local children.”

Quick Facts:

- Following consultations with students, experts and community members, the Peace River South School District is moving forward with plans to build a new secondary school in a new location, with support from the Province and the federal government.
- Location and design options will be informed by community consultations and expert advice, with feedback informing a plan that could come back to the community for design consultation this year.

- In the meantime, students will move into larger modular classrooms this month.

Learn More:

- For photo and video of the modular campus:
<https://spaces.hightail.com/receive/jhJ3ZX0Q44>
- Mental Health Supports: <https://www2.gov.bc.ca/gov/content/family-social-supports/youth-and-family-services/tumbler-ridge>
- Previous Announcement: Temporary Classrooms Arriving to Tumbler Ridge: <https://news.gov.bc.ca/releases/2026ECC0012-000156>

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Connect with the Province of B.C. at: news.gov.bc.ca/connect

Letter of Permission

✦ Last updated on April 24, 2026

Date came into force or revised

Effective May 1, 2026

Status

Current

Policy statement

Educators in British Columbia, including teachers, principals, vice-principals, superintendents, and other educators are ordinarily required to have a Ministry of Education and Child Care teaching certificate to qualify for work in B.C.'s Kindergarten to Grade 12 education sector. However, the Director of Certification (the Director) may, subject to the Letters of Permission Regulation, issue a Letter of Permission (LOP) to a suitable person who is not a certificate holder for teaching in B.C.'s K-12 school system if the Director considers that the person's services are required for a specific period of time.

Rationale or purpose of policy

Under the Teachers Act and the Letters of Permission Regulation, the Director may issue an LOP authorizing a person to work in either a B.C. public school district, independent



school, or First Nations school.

This policy is intended to help B.C. school employers understand the criteria and process used by the Director to determine the period of time and appropriate limitations and conditions on the LOP.

Authority

The Director of Certification has authority to issue LOPs under section 35 of the [Teachers Act](#). This authority must be exercised consistent with the Letters of Permission Regulation B.C. Reg 5/2012.

Policy in full

Guiding Principles

An educator's pivotal role at the centre of a student's educational experience requires a high degree of skill, training and proficiency. As such, B.C. has rigorous certification standards that must be met before a person can receive a non-expiring and general authorization to teach within the K-12 school system. Employers must make every attempt to hire individuals who hold this qualification for teaching roles.

However, there has always been a role in the B.C. school system for individuals who are not certificate holders to fill positions that either require specialized skills and training or to enable school employers to staff generalist teaching positions when they have not been able to hire a sufficient number of certified teachers.

LOPs allow the Director and the Commissioner for Teacher Regulation to exercise regulatory oversight for employees performing the role of educator within the B.C. K-12 school system. LOP holders appear on the public online registry.

Letter of Permission validity period

The Letters of Permission Regulation states:

The Director of Certification must specify on the letter of permission the period of time for which the letter of permission is valid.

LOPs are generally issued for one school year. In limited circumstances, the Director may issue an LOP for a period of up to three school years where there is evidence that the services of an uncertified teacher are likely to be required for more than one year. In making this determination, the Director will review all evidence and documentation provided by the employer and consider relevant factors, including, but not limited to the following:

- The nature of the role and any specific other designation, certification or training required for it
- Past and current efforts to hire and retain certificate holders for the position
- Data and information available to the Director on whether the school district or specific school is having difficulties recruiting or retaining certificate holders for the position(s) in question
- Whether the applicant is enrolled in a teacher education program that meets the Certification Standards

Procedures related to policy

An application for an LOP will not be assessed until the Teacher Regulation Branch has received the required fee and until all supporting documents are received and deemed acceptable by the Teacher Regulation Branch.

The employer will be required to submit a Request for a Letter of Permission Employer Form (Employer Form) and indicate on the form whether they want the Director to consider issuing an LOP for longer than one school year. The employer and the applicant may be asked to submit additional documents in support of an application for a longer-term LOP.

Once the Employer Form, the application from the applicant, and the supporting documents are ready for assessment, the Director of Certification (or a delegate) will review the documents and make a determination regarding the issuance and appropriate validity period for the LOP.

Resources

- [Letter of Permission requirements and Employer Form](#)
- [Becoming a Teacher](#)

Related Policies

- [Teacher Certification](#)

Did you find what you were looking for?

Yes

No

The B.C. Public Service acknowledges the territories of First Nations around B.C. and is grateful to carry out our work on these lands. We acknowledge the rights, interests, priorities, and concerns of all Indigenous Peoples - First Nations, Métis, and Inuit - respecting and acknowledging their distinct cultures, histories, rights, laws, and governments.



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School District No. 59 (Peace River South)

DATE: May 20, 2026

CHAIR: Trustee Schurmann

Policy for Discussion:

Policy for Circulation:

Policy for Adoption:

Trustee Elections Bylaw 2026-01-2 (revised version of bylaw passed March 11, 2026)

Policy/Regulation Under Review:

- 4105 Student Withdrawal (being circulated until March 26, 2026)

Policy/Regulation for Repeal:

Regulations for Board Information:

School District No. 59 (Peace River South)
TRUSTEE ELECTIONS BYLAW NO. 2026-01-2

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

Preamble:

Under the School Act, a Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 59 (Peace River South), trustee elections are held in the following trustee electoral areas and are the responsibility of the following authorities:

Area:	# Trustees	Area Description	Authority:
Electoral Area I	2	Chetwynd and Contiguous Rural Areas	Shared with District of Chetwynd, PRRD, & School District
Electoral Area II	1	Tumbler Ridge	District of Tumbler Ridge
Electoral Area III	2	City of Dawson Creek	City of Dawson Creek
Electoral Area IV	2	Rural Areas Surrounding Dawson Creek (Rural Areas surrounding Electoral Area III (Dawson Creek), including the Village of Pouce Coupe, and contiguous rural areas within the school district boundaries from the BC/Alberta border to boundary lines of Electoral Area II (Tumbler Ridge) and Electoral Area I (District of Chetwynd and Contiguous Rural Areas))	Shared with Village of Pouce Coupe, PRRD, & School District

The Board of Education wishes to establish various procedures and requirements under the authority of the School Act for trustee elections.

The Board of Education, in an open meeting of the Board, enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the School Act and the Local Government Act, except as the context indicates otherwise.

“Election” means a trustee election including general school elections and by-elections.

“Board” or “School Board” means the Board of Education of School District No.59 (Peace River South).

“Minister” means Minister of Education

“Regional District” means Peace River Regional District

“TEA” means Trustee Electoral Area

“General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

2. Application

This bylaw applies to both general school elections and by-elections carried out by the school board and by other authorities, except as otherwise indicated in this bylaw.

3. Application of Local Government Bylaws

If a municipality or authorized authority enters into an agreement to conduct all or part of a trustee election for the school board, or conducts a trustee election in conjunction with a local government election, the election bylaws of the local municipality or authority, as they may be amended from time to time, apply to trustee elections except for bylaws determining the following:

- a) minimum number of nominators;
- b) the order of names on the ballot;
- c) requiring a nomination deposit,
- d) the resolution of tie votes after judicial recount, and
- e) any other matter on which the local government bylaws may not by law apply to a trustee election.

4. Order of Names on the Ballot

The order of names of candidates on the ballot will be alphabetical.

5. Voting Day Registration Only

5.1 As authorized under Section 69 of the Local Government Act, at each election or other voting, electors who wish to vote at such elections or other voting are required to register at the time of voting;

5.2 Registration as an elector under paragraph (5.1) is effective only for the election or other voting for which the voting is being conducted at the time;

6. Required Advanced Voting Opportunities

6.1 Unless the Board is exempted from the requirement by Order of the Minister of Education, a required advance voting opportunity will be held on the tenth (10th) day before general voting day, and

6.2 Unless the Board is exempted from the requirement by Order of the Minister of Education, the second advanced voting opportunity required for all electoral areas with a population of more than 5,000 will be held on the 3rd day before the general voting local election and other voting, or

- a. in Trustee Electoral Area II and III, (municipal TEA's) on the date specified in the bylaws of the municipality, or as set by the Chief Election Officer;
- b. in Trustee Electoral Area I & IV (non-municipal TEA's), on the date set by the Chief Election Officer taking into consideration additional advance voting dates specified in the bylaws of surrounding municipalities and Regional District, as they may be amended from time to time;
- c. and for by-elections, on the date set by the Chief Election Officer no less than 2 days before general voting day.

7. Additional Advanced Voting Opportunities

Additional advance voting opportunities to be held in advance of general voting day and designation of the voting places and voting hours for these voting opportunities may be established as follows:

- a. in Trustee Electoral Area II and III, (municipal TEA's) on the date(s) specified in the bylaws of the municipality, or as set by the Chief Election Officer;
- b. in Trustee Electoral Area I & IV (non-municipal TEA's), on the date(s) set by the Chief Election Officer taking into consideration additional advance voting dates specified in the bylaws of surrounding municipalities and Regional District, as they may be amended from time to time;
- c. and for by-elections, on the date(s) set by the Chief Election Officer no less than 2 days before general voting day.

8. Resolution for Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the Local Government Act.

9. Number of Nominators

For certainty, the minimum numbers of qualified nominators for a trustee candidate in all Trustee Electoral Areas is two.

10. Nomination Deposit

No nomination deposit is required for nomination for the office of school trustee.

11. Mail Ballot Voting

- 11.1 The following mail ballot voting procedures apply to trustee elections that the school board conducts on its own behalf:
 - a. As authorized under section 110 of the *Local Government Act*, voting may be done by mail ballot and registration of election may be done by mail in conjunction with mail ballot voting.
 - b. Procedures for mail ballot voting and registration are established by separate bylaw.
 - c. The Chief Election Officer may establish time limits in relation to mail ballot voting.
- 11.2 Mail ballot voting provisions of trustee elections where a municipality or an authorized authority enters into an agreement to conduct all or part of a trustee election for the school board or conducts a trustee election in conjunction with a local government election, will be followed as indicated in the election bylaw of the local municipality or authority.

12. Public Access to Election Documents

- 12.1 The School Board authorizes public access to nomination documents of trustee candidates for public viewing during regular office hours of the board office, and/or online by internet or other electronic means from the time the nomination documents are delivered until 30 days after declaration of the election results.
- 12.2 If applicable, the School Board authorizes the Chief Election Officers of local municipalities and regional district to allow public access to nomination documents of trustee candidates for viewing in person/internet or other electronic means as established by the CEO from the time the nomination documents are delivered until 30 days after declaration of the election results.
- 12.3 The School Board will make available to the public by internet access, without charge, during the regular office hours of the board office, access to the

disclosure statements or supplementary reports required to be made available by the BC Chief Electoral Officer on an Elections BC authorized website, other than:

- a. a mailing address or residential address of a significant contributor, or
- b. a telephone number, mailing address, or residential address of a candidate.

until 5 years after general voting day for the election to which the trustee's disclosure statements and supplementary reports relate.

12.4 Before providing the services under section 12 (12.1, 12.2, 12.3) other than to a board officer or employee (including municipal or regional district employees responsible for conducting school trustee election) acting in course of their duties, the Board may require the person requesting the service to:

- a. satisfy to an official that any purpose for which personal information is to be used is permitted by the Local Government Act and section 63 of the Local Elections Campaign Financing Act, and
- b. provide a signed statement that,
 - i. the individual, and
 - ii. if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting, or obtaining a copy or other record,

will not use the information included in the copy or other record except for a purpose permitted under the Local Government Act or the Local Elections Campaign Financing Act.

13. Publication by means other than newspaper

13.1 The Board designates the following means of publication of notices required to be published pursuant to section 94.2 of the Community Charter:

- a. the school district website: www.sd59.bc.ca, and
- b. official school district social media.

14. Public Notice Posting Places

14.1 For the purpose of trustee elections conducted by the Board, the following are designated as public notice posting places for the purposes of section 50 of the Local Government Act and section 94 of the Community Charter:

- a. the main entrance of the Board Office (11600 7 Street, Dawson Creek, BC)

Additional public posting places may also include:

- b. the board's website (www.sd59.bc.ca),
- c. official school district social media, and
- d. municipal and regional district offices within the Trustee Electoral Areas.

15. Title

This bylaw may be cited as "School District No. 59 (Peace River South) Trustee Elections Bylaw No. 2026-01-2"

16. Repeal

"School District No.59 (Peace River South) Trustee Elections Bylaw No. 2026-01 is hereby repealed"

READ A FIRST TIME THE 20th DAY OF May, 2026;

READ A SECOND TIME THE 20th DAY OF May, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 20th DAY OF May, 2026;

The Corporate Seal of The Board of Education of School District No. 59 (Peace River South)

Signatures:	
Chad Anderson, Board Chair	
Peter Neale, Secretary-Treasurer	