



# School District No. 59 (Peace River South)

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## Open Board Meeting Agenda

**Date:** November 19, 2025 @ 1:00 PM

**Place:** School Board Office – Dawson Creek, BC

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

### APPROVAL OF AGENDA

**RECOMMENDED MOTION:** *THAT the Board of Education of School District No. 59 (Peace River South) adopt the November 19, 2025 Regular Meeting agenda as presented.*

#### 1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – October 22, 2025
- R1.2 – Excerpts Closed Meeting – October 22, 2025

#### 2. BUSINESS ARISING

#### 3. ESSENTIAL ITEMS

#### 4. PRESENTATIONS

#### 5. CORRESPONDENCE

#### 6. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

- R6.1 – School/Student News
- R6.2 – Literacy Professional Learning Plan
- R6.3 - Quebec Field Trip



**Recommended Motion:**

*THAT, the Board approve in principle Dawson Creek Secondary School – Central Campus Grade 8 and 9 French Immersion students to proceed with planning a French Immersion trip to Quebec from May 28, 2026 to June 6, 2026.*

- R6.4 – Gwillim Lake Outdoor Education Site Upgrades (presentation)
- R6.5 – Recruitment and Retention Initiatives (presentation)

#### 7. REPORTS FROM THE SECRETARY-TREASURER

- R7.1 – Enrollment Review Report
- R7.2 – Monthly Financial Report – October 2025
- R7.3 - Secretary Treasurer Report – November 2025
- R7.4 – Capital Projects Report - November 2025

#### 8. TRUSTEE ITEM

- R8.1 – BCSTA Update – C. Anderson

#### 9. COMMITTEE REPORTS

- R9.1 - Indigenous Education Advisory Partners' Councils
- R9.2 – Policy Committee
  - Policy 2060 Legal Requirement
  - Policy 4320 Custody of Students



## School District No. 59 (Peace River South)

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- Policy 4535 Response to Unexpected Health Emergencies
- Policy 4615 Employee Records

***Recommended Motion:***

THAT the Board of Education of School District No. 59 (Peace River South) circulate the following policy for feedback for a minimum of 30 days:

- Policy 2060 Legal Requirement
- Policy 4320 Custody of Students
- Policy 4535 Response to Unexpected Health Emergencies
- Policy 4615 Employee Records

**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 – December 10, 2025

**ADJOURNMENT**

***RECOMMENDED MOTION:*** *THAT the Regular Meeting of November 19, 2025 be adjourned.*



# School District No. 59 (Peace River South)

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

11600 – 7<sup>TH</sup> Street, Dawson Creek, BC V1G 4R8

### Open Board Meeting Minutes

DATE & TIME: October 22, 2025 – 1:00 PM

PLACE: Little Prairie Elementary School – Chetwynd, BC

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

C. Fennell, Superintendent  
K. Morris, Secretary-Treasurer & 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

(2025-10-006)

MOVED/SECONDED – Wards/Hillton

THAT the Board of Education of School District No. 59 (Peace River South) approve the October 22, 2025 Regular Meeting agenda as presented.

CARRIED

## 1.0 ITEMS FOR ADOPTION

### R1.1 Regular Board Meeting Minutes – September 17, 2025

The Chair asked for any corrections to the minutes.

(2025-10-007)

The Chair declared the minutes of the open meeting September 17, 2025 approved as presented.

### R1.2 Excerpts of Closed Board Meeting – September 17, 2025

(2025-10-008)

The Chair declared the excerpts of the closed board meeting September 17, 2025 approved as presented.

## 2.0 BUSINESS ARISING

## 3.0 ESSENTIAL ITEMS

## 4.0 PRESENTATIONS

## 5.0 CORRESPONDENCE

## 6.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

### R6.1 School/Student News

The Superintendent reported school/student news:

- Schools throughout the district recognized Truth and Reconciliation Day and Orange Shirt Day.
- Moberly Lake Elementary students are learning orienteering skills and learning about the forest and being on the land with guided tours and tree planting activities.
- Little Prairie has started their morning breakfast club and created a bulletin board to honour Truth and Reconciliation.
- The Earth Rangers Science group visited many schools in the district. The program empowers kids to become environmental leaders at home, in school and in their communities.
- Mr. Ford's grade 5/6 class at Crescent Park Elementary created a beading project to honour Residential Schools. Canalta also had great participation in the cross-country running club for their fall season. Crescent park staff and students are eagerly awaiting the opening of the schools five classroom expansion project.
- Schools throughout the district participated in Terry Fox runs and raised money through a variety of activities, many of the challenges for raising money were aimed at staff - challenging them to dye hair, wear wigs, kiss a duck, or wear a tutu.
- Crescent Park Leadership students Gwillim Lake Outdoor Education site
- Central visited outside agencies to inform them of Orange Shirt Day and held their annual walk from the school to the Mile 0 post to honour Truth and Reconciliation. The school raised \$800 for the Terry Fox Foundation and grade 9 students attended an Open house at Northern Lights College.

- Ecole Frank Ross has a boot swap where students can trade in boots. Students are enjoying the French presentations from as part of the French Immersion program where they have different song writers and artists come in.
- Chetwynd Secondary School has had many field trips already to the Outdoor Education site at Gwillim Lake. Metis focussed beading work was presented at the Truth and Reconciliation assembly. Students are having a great time developing an ADST project creating stop motion pictures.
- McLeod Elementary enjoyed their field trip to Gwillim Lake, especially the evening where they played instruments and sang songs around the fire. Students are painting a mural with Wayne Lariviere that will go up in the gym & community centre.
- Don Titus students participated in a STEM activity that challenged students to create displays to hold their pumpkins. Students also enjoyed learning about different animals during Pet Week.
- Many schools had thanksgiving themed lunches.
- Windrem Elementary students are learning about different cultures and are enjoying experiencing many cultural activities.
- Devereaux Elementary is continuing their Minute to Win It challenges at their monthly assemblies. Students are excited the buddy reading program has started.
- Tremblay Elementary has started their focus groups (athletics, ADST, coding and music).
- Canalta Elementary received a donation from the Landry Woman in Agriculture Foundation – they used the donation for a student field trip to Murphy's Pumpkin Patch where they learned about growing and harvesting pumpkins. Canalta harvested 3000 lbs of potatoes that they as a school fundraiser. Students are using math skills to design and engineer haunted houses and then focus on language arts when they write about how haunted their houses are.
- Fire Safety and Fire Prevention Week activities happened throughout the district. Many school partner with the local fire departments who bring their firetruck and do presentations about fire safety and prevention.

#### R6.2 Enhancing Student Learning Report - DRAFT

The Superintendent presented the draft version of the Enhancing Student Learning Report. The report is an annual report that is submitted to the Ministry of Education and Child Care and focuses on equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

#### R6.3 Montessori Program Review Recommendation

After further review of the 2024/25 Montessori Program Review report that was presented in the June 2025 board meeting, the Superintendent added a third option that supports the continuation of the school maintaining a Montessori themed program in Chetwynd.

(2025-10-009)

MOVED/SECONDED – Gulick/Wards

That the Board of Education of School District No. 59 (Peace River South) support the Superintendent's Option C recommendation for Don Titus Montessori school resulting from the Spring 2025 program review;

WHEREAS the following shall occur:

- the school name remains Don Titus Montessori;
- the school remains a school of choice;

- the school is Montessori themed and focuses on some of the philosophies of Montessori, while continuing to use the British Columbia Kindergarten to Grade 7 curriculum in a public school;
- add 'Montessori Programming' to the portfolio of one of the senior leadership team members;
- reinstate language outlining the desired qualifications of teachers applying to work at Don Titus Montessori;
- maintain structures that promote inclusivity, relationship-building, and a supportive school culture; and
- create a professional learning community and/or in-service opportunities to research and apply the Montessori delivery of instruction led by the current Principal who is trained in Montessori.

CARRIED

## 7.0 REPORTS FROM THE SECRETARY TREASURER

### R7.1 Financial Statement Discussion and Analysis Report

The Secretary Treasurer presented the Financial Statement Discussion and Analysis Report that was submitted to the Ministry of Education and Child Care. The report is meant to accompany the audited financial statements for a more in-depth narrative. The full report is available for review on the school district website: [Financial Statement discussion & analysis](#).

### R7.2 2024-2025 Executive Compensation Report

The 2024-2025 Executive Compensation Disclosure report was presented. The report is an annual reporting requirement and includes the compensation philosophy of the district, including labour market comparators, cash and non-cash compensation, compensation administration and accountability. The disclosure includes the executive level decision makers with compensation of over \$125,000. The report is reviewed by both BCPSEA and PSEC.

(2025-10-010)

MOVED/SECONDED – Hillton/Wards

THAT, the Board of Education of School District No. 59 (Peace River South) receive the 2024-2025 Executive Compensation Report as presented.

CARRIED

### R7.3 2025-2026 Final Preliminary Enrollment

A final enrollment count of 3648.8 FTE was submitted to the Ministry. The enrollment count is a decrease of 74 FTE from the preliminary report. Enrollment decline is observed across elementary and secondary levels throughout the district.

### R7.4 2025-2026 Budget Change Report

The Secretary Treasurer presented the 2025-2026 Budget Change Report, indicating changes from the Preliminary Budget approved in April 2025.

### R7.5 Enrollment Review

The Secretary Treasurer recommended an enrollment review of all schools to understand the variance in enrollment over time and enrollment decline's impact on the district in an effort to provide stability and sustainability into the future.

R7.6 Monthly Financial Report – September 2025

The Secretary Treasurer presented the monthly finance report for September 2025. As of September, 12-month budgets should have 75% left and 10-month budgets should have 90% of their budget remaining.

R7.5 Secretary Treasurer Report – October 2025

The Secretary Treasurer's report for October was provided for information.

R7.6 Capital Projects Report

Crescent Park Elementary School Expansion

Work continues on the modulars that are in place, pricing for the new electrical kiosk has been received, civil plans have been submitted to the City of Dawson Creek for approval, and contractors met to finalize the plan for the fire alarm system

ChildcareBC New Spaces – Tremblay & Tumbler Ridge Elementary

Since the last board meeting, the SD59 project team and architect met to finalize the request to the Ministry for additional funding for both Dawson Creek and Tumbler Ridge projects. Quarterly reports and project extension requests have been submitted to the Ministry for both projects and updated costing information has been received.

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.

Mr. Anderson reported the Minister has provided a response to the BC Teachers Council on a number of requests for action and a requirement for a report on progress by February 2026.

The Ministry of Education and Child Care provided an update on the employment placement incentives, practicum placement awards and shared new initiatives including the launch of Northern B.C. Return of Service Award Program where teacher candidates who commit to working for three years in one of the participating northern schools will be eligible to receive an award of up to \$18,000 during the final year of their teacher education program. This funding will be applied directly toward their tuition costs.

In regard to the request to streamline the LOP process, The Ministry of Education and Child Care is focussed on bringing more people into the teacher profession rather than extending LOPs permission.

Upcoming BCSTA Events:

BCSTA Provincial Council – October 24, 2025 - Virtual

BCSTA Academy – November 27-29, 2025 – Vancouver

## 9.0 COMMITTEE REPORTS

### R9.1 Indigenous Education Partners' Advisory Councils

Trustee Jones reported the Dawson Creek council will meet on October 28, 2025. – similar agenda to Chetwynd's Council meeting that was held October 21, 2025.

Trustee Hillton reported the Chetwynd Council met on October 21, 2025. The meeting focused on reviewing Orange Shirt Day activities (district wide), and an update was provided on the Learning Enhancement Agreement negotiations with Saulteau First Nations and West Moberly First Nations. The next council meeting will focus on the Indigenous Education Enhancement Agreement's annual goals. Council reviewed the process to develop a new enhancement agreement as the current agreement expires in 2026.

### R9.2 Policy Committee

The Policy Committee provided an update to the policies they have in the queue for review.

The committee is working on developing a new policy that must be in place in relation to the Ministerial Order Amendment (July 1, 2025) requiring all Board of Education to establish, maintain, and make publicly available a policy (by December 31, 2025) for responding to unexpected health emergencies at schools in the district. This policy must ensure that lifesaving first aid tools, including Automated External Defibrillators (AEDs) and naloxone kits are readily accessible and maintained in every school.

## 10.0 DIARY

## 11.0 NOTICE OF MOTION

## 12.0 QUESTION PERIOD

A question-and-answer period was provided.

## 13.0 FUTURE BUSINESS

R12.1 - Regular Board Meeting – November 19, 2025

## ADJOURNMENT

(2025-10-011)

MOVED – Hillton

THAT, the Regular Meeting of October 22, 2025 be terminated. (2:48 PM)

CARRIED

CERTIFIED CORRECT:

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C. Anderson, Board Chair



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K. Morris Secretary Treasurer



## School District No. 59 (Peace River South)

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**MEETING:** Closed Board Meeting  
**DATE:** October 22, 2025 11:00 AM  
**PLACE:** Little Prairie Elementary School – Chetwynd, BC

The meeting was called to order at 11:14 a.m. and the following was reported:

### Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – September 17, 2025

### Business Arising

### Presentation

### Trustee Items

Items discussed and reported included:

- BCPSEA Update

### Superintendent's Reports

Items discussed and reported included:

- Personnel Matters
- Montessori Review
- Student Appeal

### Secretary Treasurer's Reports

Items discussed and reported included:

- Personnel Matters

Adjournment Motion @ 12:13 p.m.

CERTIFIED CORRECT:

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C. Anderson, Board Chair

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K. Morris, Secretary Treasurer

## School District Literacy Professional Learning Plan

Please submit your final professional learning plan to  
[literacy.supports@gov.bc.ca](mailto:literacy.supports@gov.bc.ca).

### Section 1 – Recipient Information

School District:

SD 59 – Peace River South

Primary Contact (Name and Role):

Jan Proulx – Director of Instruction

Christy Fennell - Superintendent

Contact Email:

[japroulx@sd59.bc.ca](mailto:japroulx@sd59.bc.ca)

[cfennell@sd59.bc.ca](mailto:cfennell@sd59.bc.ca)

### Section 2 – Learning Plan

Please provide information about your school district's approach to providing professional learning opportunities for classroom teachers and support staff, and information/resources for parents and caregivers, on evidence-based approaches to literacy development.

The district offers professional learning communities for primary literacy that primary teachers attend on Zoom. There are between 30 and 40 primary literacy teachers (K-3) at each meeting.

We focus on the foundational skills: alphabet knowledge, phonemic and phonological awareness, sight words, fluency, vocabulary building and comprehension. Data is collected in January and June of each year to see how students are doing and if they are having growth. These have been on-going in our district, once a month, since the fall of 2013. They are in-person or on Zoom, and offer keynotes speakers, breakout sessions, and collaboration time with peers.

For new teachers hired to the district, we provide three days of in-service and will increase that to five days of in-service on our primary literacy program.

We will also create 5 days of in-service for intermediate teachers for literacy focusing on John Hattie's Visible Learning research on what teaching strategies will have the largest impact on student achievement in Language Arts.

Information/resources for parents and caregivers is an area we need to work on this year. We will be sending home information brochures on how to make the home rich in literacy. We will connect with our Early Learning: Strong Start and Just B4 to provide rich literacy learning before entering Kindergarten.

Year 1 - Literacy Proposal – Teacher Release time and in-service

- Intermediate 17 people X 5 days X \$500 = \$40,000
- Middle Years - Secondary afternoons only - 12 people X 3 afternoons X 250 = \$9000
- Primary - 12 people X 5 days X \$500 = \$30,000
- Plus food and mileage and supplies - \$10 000 to cover the costs of those days

- Bring Maria Walther to the district to offer in-service - \$7 000 contract
- 2 days of release time for Maria – for 20 teachers - \$20 000 – focused on explicit read alouds and implementing shared reading in the core classroom instruction
- Purchases of UFLI and Heggerty – phonics resources for Kindergarten to grade 3 - \$10 000
- Planning and delivery of resource to families - \$10 000
- Connecting with the early learning partners – meetings 3 times a year - \$2000
- Year 1 – Total \$ \$138 000

#### Year 2

- Intermediate 17 people X 5 days X \$500 = \$40,000
- Middle Years - Secondary afternoons only - 12 people X 3 afternoons X 250 = \$9000
- Primary - 12 people X 5 days X \$500 = \$30,000
- Plus food and mileage and supplies - \$10 000 to cover the costs of those days
- May/June – in-service for new BC screener – 50 teachers at 0.4 of a day - \$12 500

#### Year 3 –

- September/October in-service on new screener for people who did not take it in May/June - 20 people at .4 of a day - \$10 000

Please provide information on engagement activities that informed the development of this plan.

- Literacy lead meetings with the district literacy team – every second week since June.
- Working group to look at John Hattie’s Visible Learning research and the impact on literacy for middle years and high school
- Afternoon meeting with the principals and vice-principals to look at literacy data and brainstorm what next steps can/could look like with a goal of increasing all data by June of 2026.
- Meeting with LRT’s (literacy resource teachers) to look at data and then determine what we need based on the data.

Please provide information on linkages to existing district literacy initiatives, plans, and programming.

Our district underwent a Literacy Initiative in the 2013-2014 school year to impact literacy achievement. The district partners with Dr. Janet Mort to implement a Joyful Literacy project to increase our data. The goal was to have 90% of students reading a grade level in Kindergarten to grade 3.

10 days of in-service was offered that year to make sure teachers knew the research and pedagogy on the foundational skills of primary literacy. By collecting formative data throughout the year it guided our classroom instruction, allowed us to provide quick and specific interventions, and helped us close the gaps for students by focusing on specific, missing skills. This data is collected by classroom teachers throughout the year. There are circle charts for alphabet knowledge, phonological awareness, sight words, and fluency. Here is an example of the phono chart.

Class \_\_\_\_\_

Date \_\_\_\_\_

(Instructions can be found in August 26th Handouts.)

STUDENT'S NAME

[illegible]

© 2013 Early Learning Inc.

**Degree of Skill Mastery**

- – Skill Mastery
- – Skill Review Required
- – Skill Instruction Required

## Resources

Page 2 of 2

## Grade 2 & 3: Mastery of Essential Literacy Skills Checklist

Book Title

Date of Reading

STUDENT'S NAME

[illegible]

**Degree of Skill Mastery**

- – Skill Mastery
- ◐ – Skill Review Required
- – Skill Instruction Required

A district database was created to collect all the primary literacy data (K to 3) so teachers had access to all of a student's primary literacy data. We also collect reading comprehension levels, and accuracy in grades 1 to 9. We collect primary literacy data throughout the year, but have specific intakes in January, and June, and then data meetings to look and see how we are doing and where we need interventions. The next two charts are information gathered by teachers in their classrooms.

#### Primary Literacy – grade 1 example

Grade	Alphabet Knowledge	Rhyme Identification	Rhyme Production	Blending Syllables	Blending Sounds	Isolating Initial	Isolating Final	Isolating Medial	Segmenting Words	Segmenting Syllables	Segmenting Sounds	Deletion Syllables
01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Reading Comprehension – grade 1 example

Grade	Last Assessment	Level	Letter	Accuracy	Comprehension	Fiction
01	Sep 2025	2	B	96	0	
01	Sep 2025	2	B	91	0	
01	Sep 2025	1	A	90	0	
01	Sep 2025	3	C	96	0	

We do a Kindergarten Screen at the beginning of each year. It is not completed by classroom teachers but by the Learning Service department. They visit each school and screen the Kindergartens and any new grade 1's to the district. These have already been completed and teachers have them. This too helps to guide instruction and determine if further assessment needs to be done on a child. The screen is created and organized by the speech pathologist and the education psychologist.

Grade	Last Assessment	Articulation	Phono Awareness	Expressive Language	Verbal Working Memory	Linguistic Math	RAN Objects	RAN Letters	Pencil Grip	Formation	Hearing	Vision
01	2024	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
01	2024	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
01	2024	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
01	2024	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Since the pandemic we have had a slide in our data, and it is not because the framework does not work, but because we have been dealing with staff shortages and turnover. We continue to provide in-service each year to try to get teachers where they need to be to offer rich literacy instruction. With the proposal we will be able to provide even more in-service.

#### Please provide a timeline of key activities and milestones.

##### Year 1 - Literacy Proposal – Teacher Release time and in-service

- Intermediate 17 people X 5 days X \$500 = \$40,000
- Middle Years - Secondary afternoons only - 12 people X 3 afternoons X 250 = \$9000
- Primary - 12 people X 5 days X \$500 = \$30,000
- Plus food and mileage and supplies - \$10 000 to cover the costs of those days
- -Bring Maria Walther to the district to offer in-service - \$7 000 contract
- -2 days of release time for Maria – for 20 teachers - \$20 000 – focused on explicit read alouds and implementing shared reading in the core classroom instruction
- Purchases of UFLI and Heggerty – phonics resources for Kindergarten to grade 3 - \$10 000
- In-service/training will be offered on UFLI and Heggerty within the primary in-service days
- Planning and delivery of resource to families - \$10 000

- Connecting with the early learning partners – meetings 3 times a year - \$2000
- Year 1 – Total \$ \$138 000

#### Year 2

- Intermediate 17 people X 5 days X \$500 = \$40,000
- Middle Years - Secondary afternoons only - 12 people X 3 afternoons X 250 = \$9000
- Primary - 12 people X 5 days X \$500 = \$30,000
- Plus food and mileage and supplies - \$10 000 to cover the costs of those days
- May/June – in-service for new BC screener – 50 teachers at 0.4 of a day - \$12 500
- Year 2 - Total - \$101 500

#### Year 3 –

- September/October in-service on new screener for people who did not take it in May/June  
-20 people at .4 of a day - \$10 000

Please describe expected outcomes and indicators for success, including how your plan will build the long-term capacity of classroom teachers and support staff in your school district.

Our goal for this year is to increase all data sets by 10%. We are targeting student in areas of developing to administer interventions that quickly put them into the proficient range in the mastery of skills.

	<b>Primary</b>	<b>Intermediate</b>
September	<b>Any Grade Ones, if they weren't assessed in Kindergarten or are new Any new Grade twos or threes</b>	<b>New students with no data</b>
November/December	<b>Grade ones under Level D Grade two/threes below grade level</b>	<b>Intermediates below grade level</b>
February/March	<b>Any Grade ones under Level G  Grade 2/3 students below grade level</b>	<b>Intermediates below grade level</b>
May to June	<b>All Grade 1-3 students 0.4 Release time *Any Ks who are reading</b>	<b>All intermediate students .4 release time .4 release time</b>



## School District No.59 (Peace River South)

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November 19, 2025

To: The Board of Education of School District No. 59 Peace River South

Re: **Approval to proceed with planning for the DCSS trip to Quebec - May 28, 2026 to June 6, 2026.**

This letter is to inform you that Kaelee Vincent, the French-Immersion teacher at DCSS: Central Campus, has asked for approval to proceed with planning for the student trip to Quebec in the Spring of 2026.

This DCSS: Central Campus students' trip would include grade 8 and 9 French Immersion students. The tentative itinerary has students traveling to Quebec City, Montreal, and Ottawa. The tentative dates for travel are between May 28, 2026 and June 6, 2026. The trip fundraising and organization has already started and is being led by a group of parent volunteers. Kaelee Vincent and Nicole Stefanyk will be the teacher-supervisors on the trip. Ms. Stefanyk has experience traveling with out of province class trips. The trip is supported by a tour company, EF Tours, which is the same company that has been used in previous years.

I have been working with Ms. Percy, DCSS: Central Campus Principal, assessing risks, both for travel and associated activities, planned for this trip. Based on the information received to date, it is evident this trip will be a valuable and memorable learning experience for our students.

Recommendation:

THAT, the Board approve in principle Dawson Creek Secondary School – Central Campus Grade 8 and 9 French Immersion students to proceed with planning a French Immersion trip to Quebec from May 28, 2026 to June 6, 2026.

Sincerely,

Paul Chisholm  
Director of Instruction



# ENROLMENT REVIEW

November 2025



*School District 59 ~ Peace River South*

School District  
No. 59 Peace  
River South

## Purpose

The student enrolment data collection (1701) for Fall 2024 and 2025 along with future projections indicating declining enrolment for future years, this enrolment review is being provided to the Board for planning purposes. The report will outline how SD59 uses its buildings, enrolment factors and trends, facility condition and reconfiguration process considerations, if any.

## Capacity Utilization

Capacity utilization is a measure of how much of the building is being used for K-12 education. The calculation for utilization is the headcount enrolment over the number of available seats in each school. The figures in this report use what is called an Adjusted Operating capacity to determine the number of seats available. Adjusted Operating capacity is the 'as built' or designed number of seats less Strong Start and long-term rentals involving dedicated space and factored for the teacher collective agreement restored language.

Details of child care, early learning and long-term renters are explained below.

## Child Care and Early Learning Inventory

Early learning services and child care in schools reduces the building capacity for K-12 education which works well in schools with declining enrolment over time. These services are integral to student transition to Kindergarten and are in demand.

An inventory of services in SD59 schools and sites is shown below:

School/Site	Opening Date	Room Assignment	Shared Y/N	# of Seats	# of Seats				
				Strong Start	Before and After	PreSchool	0-2 Years	3-5 Years	Total
Windrem	Pre 15/16	Classroom	N	Unlimited					
Hub	Pre 15/16	Hub	N	Unlimited					
Devereaux	Pre 15/16	Classroom	Y	Unlimited					
McLeod	Pre 15/16	Classroom	N	Unlimited					
Parkland	Pre 15/16	Classroom	N	Unlimited					
Tremblay	Pre 15/16	Classroom	N	Unlimited					
Tumbler Ridge Secondary	Pre 15/16	Classroom	N	Unlimited					
Windrem Elementary	Sept, 2021	ATEC	Y		12				12
Pouce Coupe		Library	Y		12				12
Tumbler Ridge Elem		Multi-Purpose Room	Y		12				12
Crescent Park	Sept 21, 2021	Library	Y		24				24
Ecole Frank Ross	Sept 1, 2021	Library	Y		24				24
Tremblay (JustB4)	Nov 23, 2007	Classroom	N			10			10
				0	84	10	0	0	94

It is noted above that services may take place in a shared space in a school like the library or may have a dedicated space such as a classroom or non-instructional K-12 space like the Hub.

## Long Term Rentals

Renting or leasing empty space is another way to utilize empty space in schools with declining enrolment. In SD59 there are a number of long-term rentals, some overlapping with child care and early learning on page 1. Long-term rentals are separate from community use of facilities which are for sporadic, day-to-day rentals.

An inventory of long-term rentals is shown below.

Site	Location at Site	Original Lease Start Date	Purpose
DCSS-SP	Annex A & B	2008	Northern Lights College regular programs
TRSS	2nd Floor	2003	Northern Lights College trades programs
Kiwanis Early Learning Centre (The Hub)	Main Floor (partial)	2011	Child Care
Crescent Park Elementary	Library (shared)	2021	YMCA before and after school childcare
Ecole Frank Ross	Library (shared)	2021	YMCA before and after school childcare
Tumbler Ridge Elementary	Multi-Purpose Room (shared)	2023	YMCA before and after school childcare
Windrem	ATEC (shared)	2021	YMCA before and after school childcare
Pouce Coupe Elementary	Library (shared)	2023	YMCA before and after school childcare
Indigenous Education Offices	Shared	2025	YMCA office space

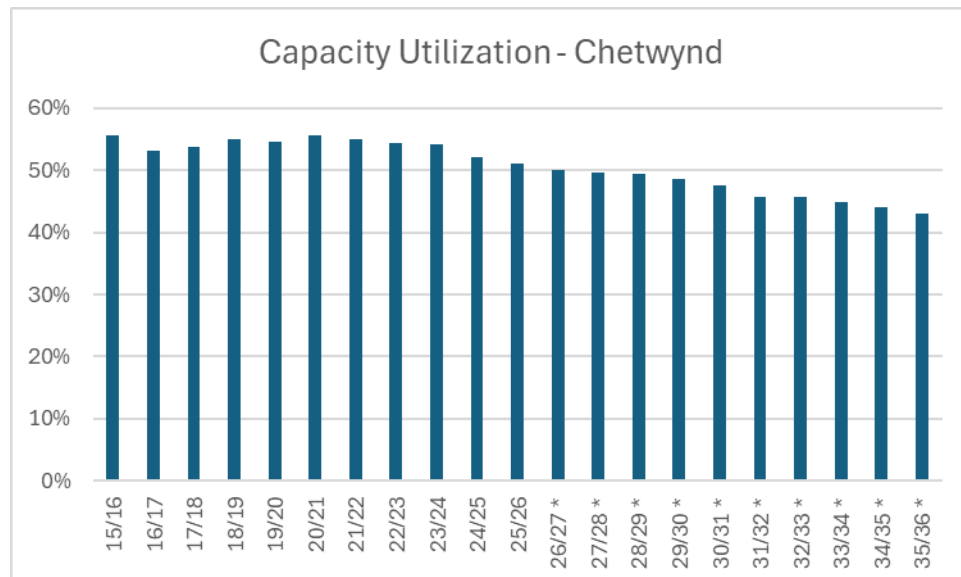
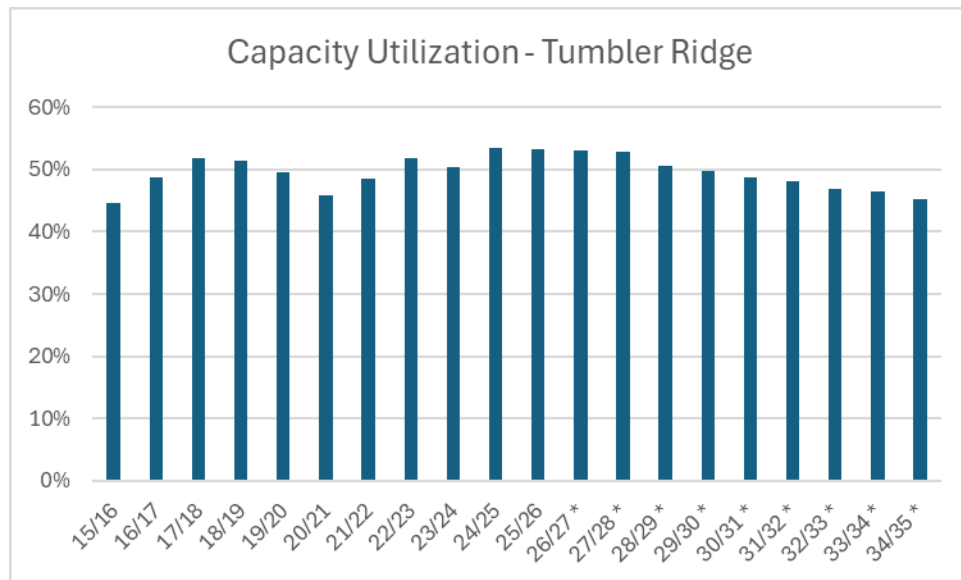
## Utilization

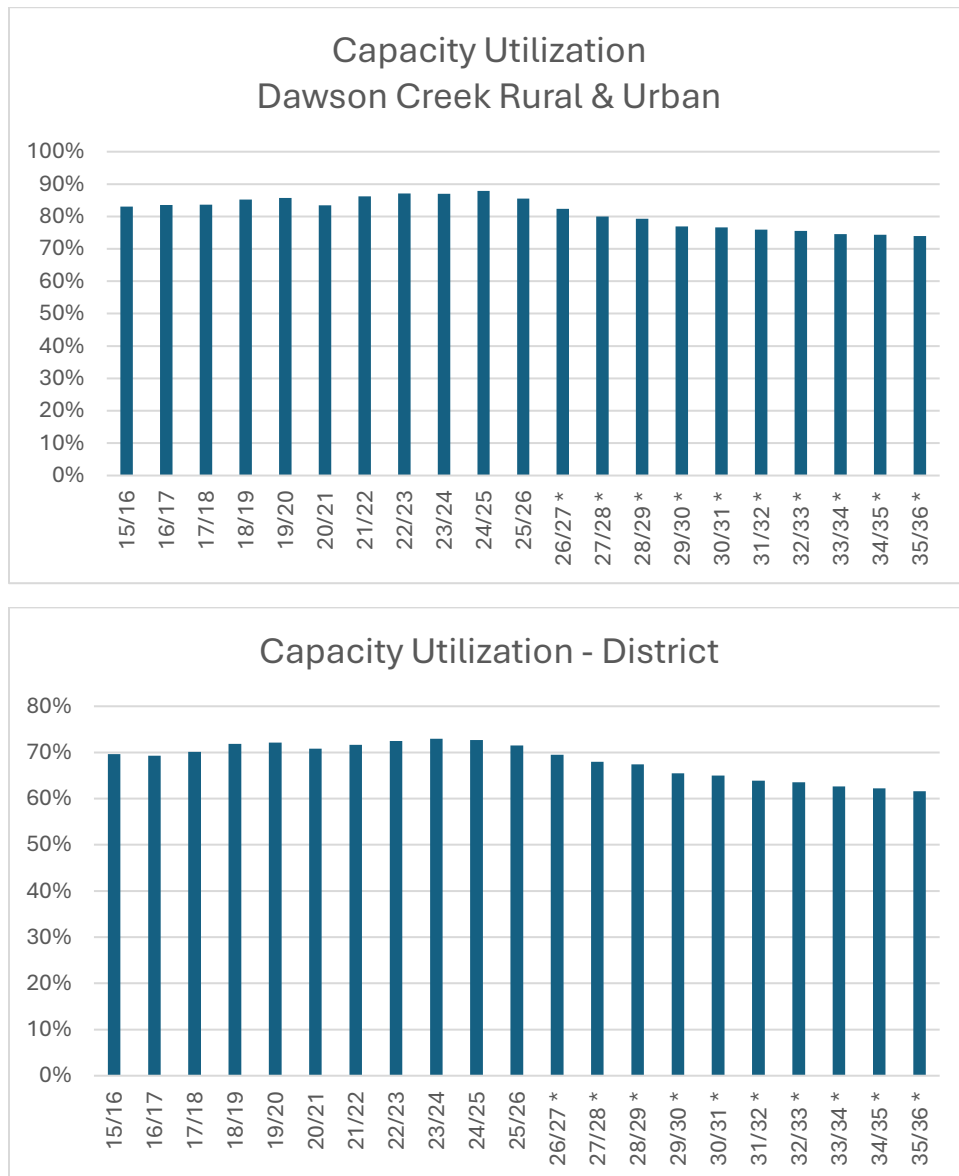
Utilization rates indicate the percentage of a school's space that is occupied for K-12 education. The Ministry's Nominal (as built) capacity has been adjusted down for early learning, child care and long-term rentals, as well as the restored BCTF class size and composition language resulting in smaller maximum class sizes.

It is important to keep in mind that leases and rentals are for specific terms and are renegotiated at end of the term for renewal, or terminated as a result of unsuccessful negotiations, the tenant choosing to vacate the space, or returning the rented space to classrooms for K-12 enrolment if needed.

While capacity utilization percentages are no longer explicitly stated in capital planning instructions, the Ministry reviews capacity utilization when it is approving capital plans. A district or specific school with high utilization rates is more likely to receive a new, replacement or expansion capital project.

Utilization rates for Tumbler Ridge, Chetwynd and Dawson Creek are shown on the next pages, as well as district overall:



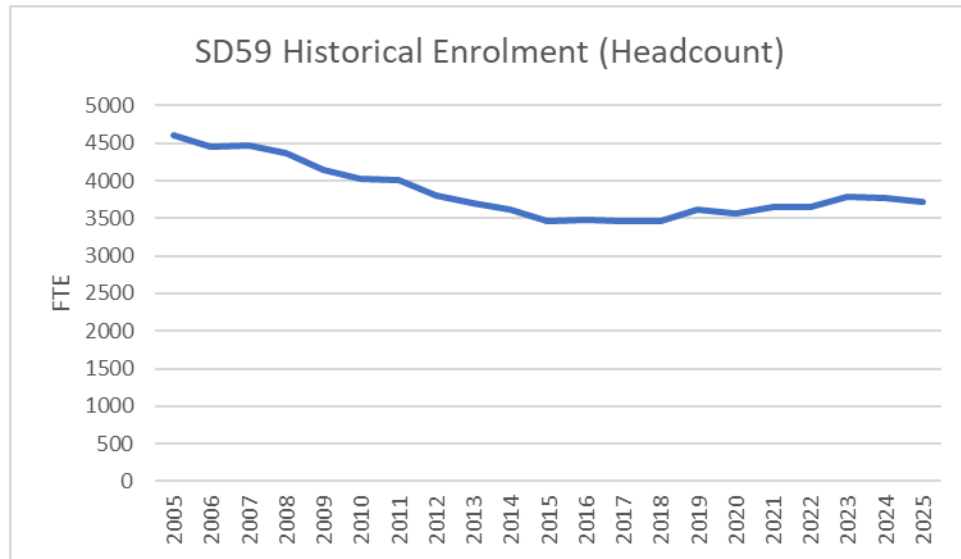


Both Chetwynd and Tumbler Ridge schools have a little above 50% capacity utilization as do 3 out of 4 of the Dawson Creek Rural schools: Devereaux, McLeod, and Parkland. Most Dawson Creek Elementary Schools: Canalta, Crescent Park and Ecole Frank Ross Elementary schools are indicating capacity utilization rates of 80%-90% over the foreseeable future with Tremblay being the anomaly at 50%-60% utilization. Both DCSS campuses show good utilization rates between 70% and 90%.

Some attention should be given to increasing the utilization rates in both Tumbler Ridge, Chetwynd and rural Dawson Creek where possible to determine if they are fulfilling facilities planning guiding principles the Board has established.

Capacity Utilization charts by school can be found in Appendix A starting on page 16.

## Enrolment Trends



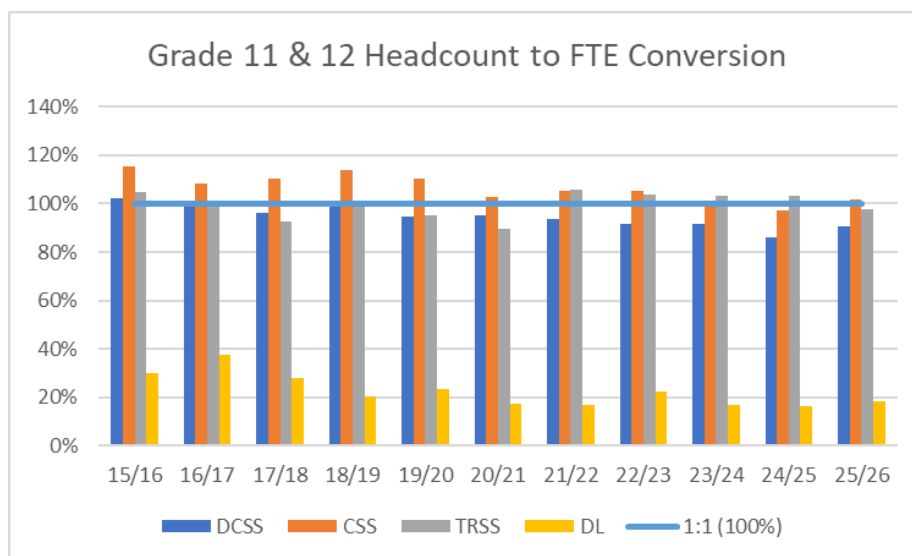
## Impacts on Enrolment

### Secondary Headcount to FTE Conversion Rates

Grades 10 to 12 full time equivalents (FTE) are based on number of courses taken with 8 courses equalling a 1.0 FTE. Grade 10-12 students are able to take more or less than 8 courses and therefore would count as less than or greater than 1.0 FTE (example: 10 courses = 1.25 FTE for funding, 7 courses = 0.875 FTE).

There are a number of reasons courses per student varies: spare blocks, apprenticeships, graduation credits completed by end of semester 1 in Grade 12, distributed learning classes, among others.

Grade 11 and 12 headcount to FTE conversion rates are below.



Conversion rate patterns over time are important to note because one secondary headcount in a standard school assumes the student is in class 8 blocks of each day, 10 months of the year or 100% of the time. The conversion rate demonstrates that not all students are in attendance for 100% of the year (less than 8 courses) and some students theoretically could be at school more than 100% of the time (more than 8 courses).

When a school is approaching “full” based on headcount, and the conversion rate is consistently below 100%, the school may be able to operate successfully over 100% capacity when that capacity is based on headcount because not all of the students are in the building all the time.

## Career Prep

### 1. Dual Credit:

Students can take post-secondary courses while still in high school. In addition to providing the post-secondary credits, these courses count as elective credit at the Grade 12 level. Dual credit students are funded at the usual levels according to the number of courses they take.

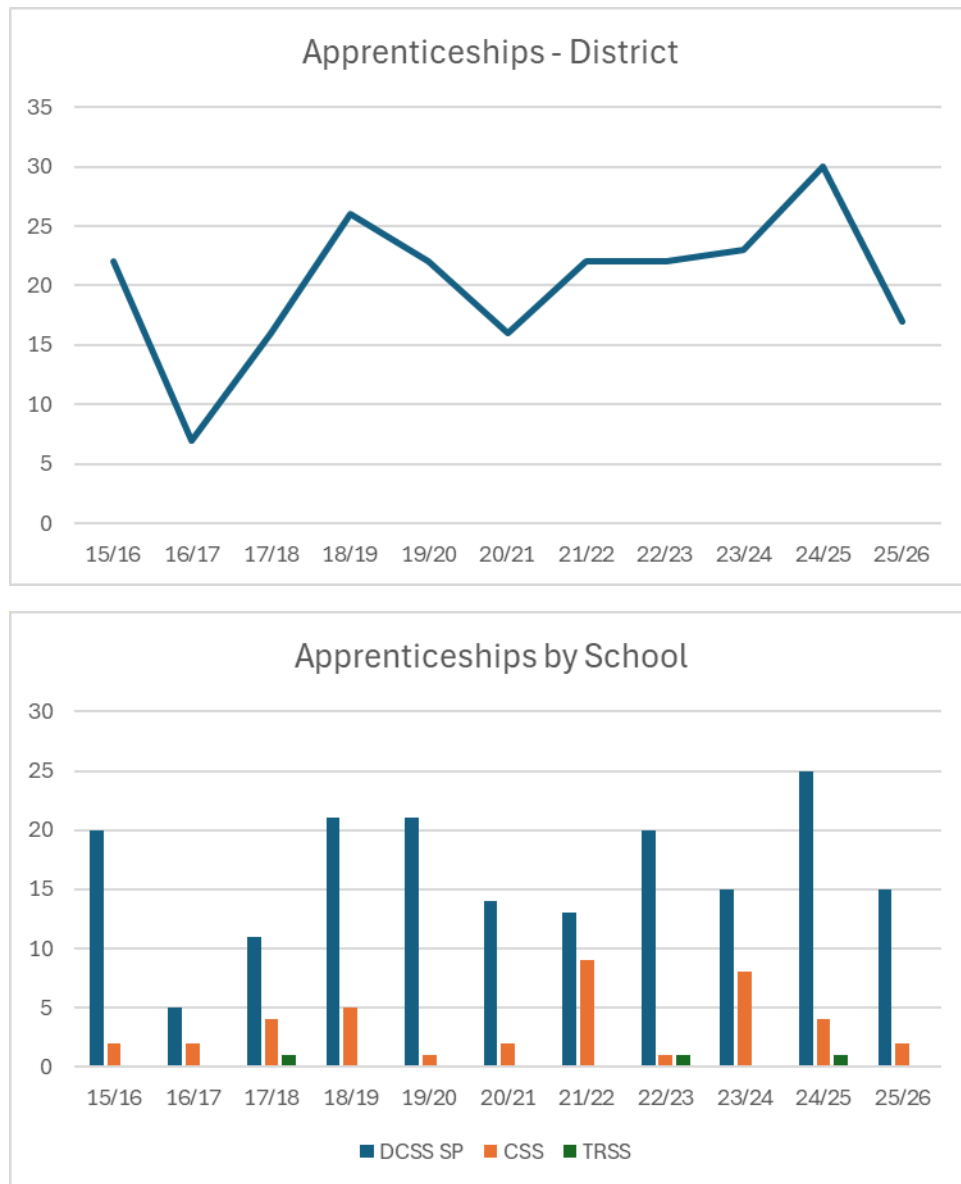
### 2. Work Experience and Apprenticeship:

CSS and TRSS run all of their career prep instruction through the school. DCSS-SP runs work experience and apprenticeship through Distributed Learning (DL). This can leave DCSS-SP counting less than 8 courses (equivalent of 1.0 FTE for funding) for the student. So, while the student is a 1.0 headcount, their conversation to FTE may be as low as 0.5 FTE if they leave for a semester.

The advantage of running these programs through DL is the ability to claim funding three times per year (September, February and May) as students complete work or register for additional courses, instead of once a year for a standard school (September).

Career prep impacts funding as well as available space in schools when the student is not in session at the K-12 school.

A history of apprenticeships in SD59 is shown on page 7. Historical work experience data is not available at the time of writing.



## Distributed Learning

Distributed learning allows a student to register for K-12 courses throughout the year. Students or their families may choose a DL course for a number of reasons: withdrawing from a classroom course, to repeat a course in order to receive a better mark, to self-pace completion of a course, instructor choice, to accommodate other schedules like work or family caregiving.

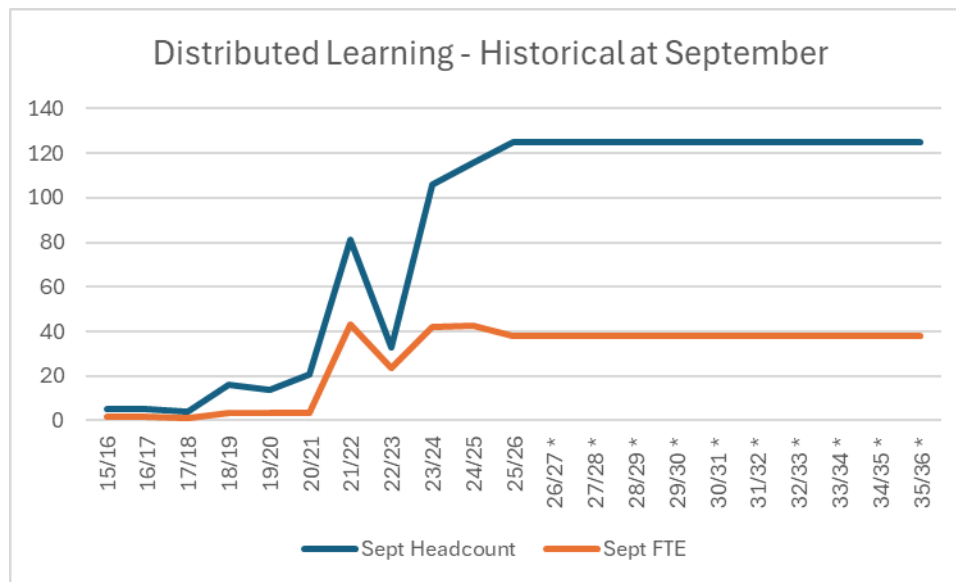
FTE rather than headcount is a more valuable measure of DL over time as students rarely take 8 courses (1.0 Full Time Equivalent) but may take a course or two in a year (0.125 FTE per course).

DL is a valuable option to provide choice for students, but it can impact enrolment in standard schools by removing a student from a classroom and placing them in a distributed, sometimes, on-line platform.



The net impact of the growth of DL on standard school enrolment is difficult to measure. On the one hand, for each course a student takes in DL, standard school enrolment is decreased. However, it is unknown the number of students that simply would not have chosen the classroom setting at all and had there not been a DL option, may have withdrawn from completing the course entirely.

A history of the headcount and FTE growth of DL is shown below.



## Economy

The economic outlook for the South Peace River region is promising, with several factors contributing to its growth:

- **Population Growth:** The region is expected to see population growth, which is crucial for sustaining local services and maintaining a good standard of living.
- **Economic Development Initiatives:** The Economic Development team is actively working to support local businesses, attract new investment, and foster a resilient economy.
- **Real Estate Market:** The real estate market is anticipated to be more active in 2025, with a strong year expected after a challenging year in 2024.

Despite the optimistic economic outlook, SD59 is once again in enrolment decline and is projected by District staff as well as the Ministry to decline for some coming years.

## Choice

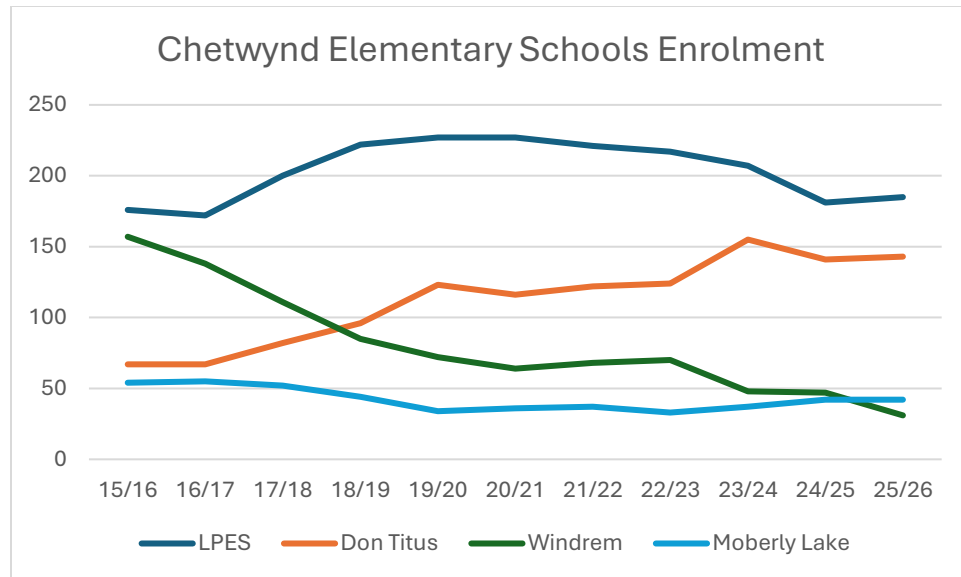
### 1. Schools and Programs of Choice

SD59 has two school/programs of choice in the district: Grade 1-7 Montessori at Don Titus Elementary in Chetwynd, and the K-12 French Immersion Program in Dawson Creek at Ecole Frank Ross, DCSS-Central campus and DCSS-South Peace campus.

Schools and programs of choice generally do not have catchment areas which enforce addresses in neighbourhoods attending their catchment school in the neighbourhood. Schools and programs of choice can register enrolment district-wide if parents are willing to transport their students to the school/program. This means that neighbourhood schools may experience declining enrolment when parents choose a school/program of choice that is not in their catchment.

A classic example of this may be Don Titus where we can see its lack of catchment growing enrolment while shrinking enrolment in its neighbouring schools like Windrem Elementary. Of course, schools and programs of choice are only one reason enrolment will change over time.

Historical enrolment of Chetwynd Elementary schools is evidenced below:



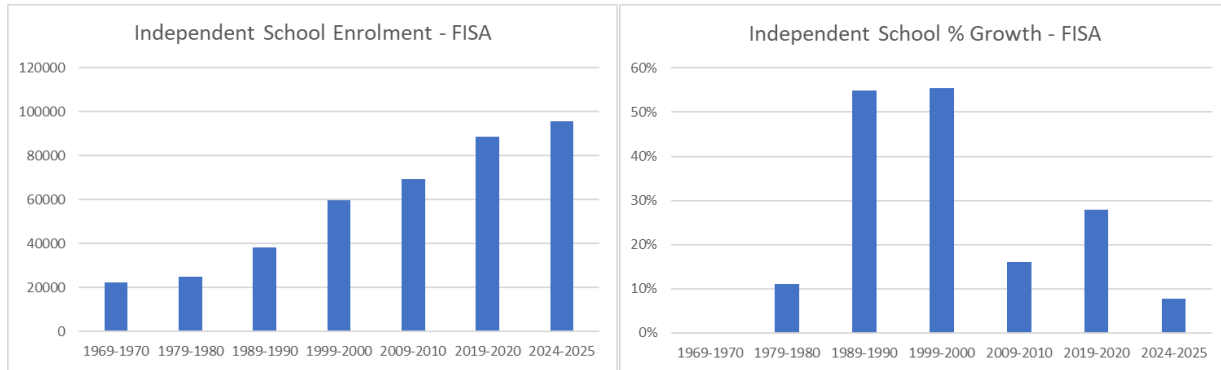
Note in the above, the trend upward for the school of choice (Don Titus) and the decline in other schools (e.g. Windrem).

## 2. Competition

Private and independent schools are present across British Columbia. In Chetwynd and Dawson Creek there are three independent schools that serve alongside the public school system to educate students.

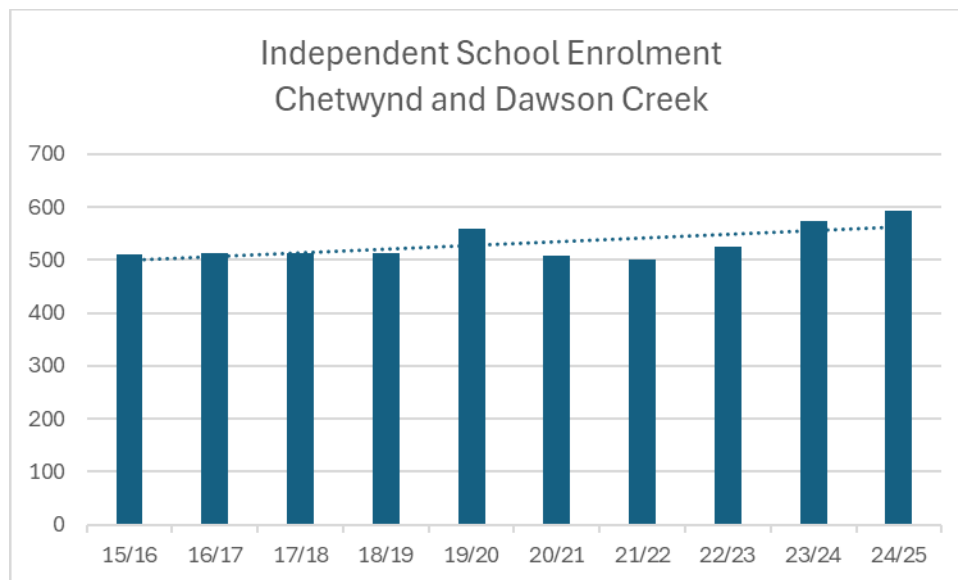
Any enrolment in independent schools, decreases the potential for enrolment in public schools, and vice-versa.

A 1969-1970 to 2024-2025 history of independent school enrolment in British Columbia is shown below on page 10.



While independent school choice continues to grow in BC, the rate of growth has slowed substantially with over 50% growth in each of two decades 1989-1990 and 1999-2000, compared to less than 10% between 2019-2020 and 2024-2025.

Independent school enrolment in Chetwynd and Dawson Creek combined, is shown below:



If independent schools did not exist, parents would choose to send their children to public school or homeschool. The potential to attract independent school students to public schools is approximately 500 students district wide.

## Population Growth

Birth rates, retention rates and in/out migration are variables that impact enrolment. School-aged population projections were provided in the June 2022 long-range facilities plan and will need to be updated in the next iteration of the facilities plan.

## Year to Year Retention

Year to year retention is a way of looking at the current year's grade enrolment compared to the feeder grade the year before. A positive number means the district held all of the previous year's

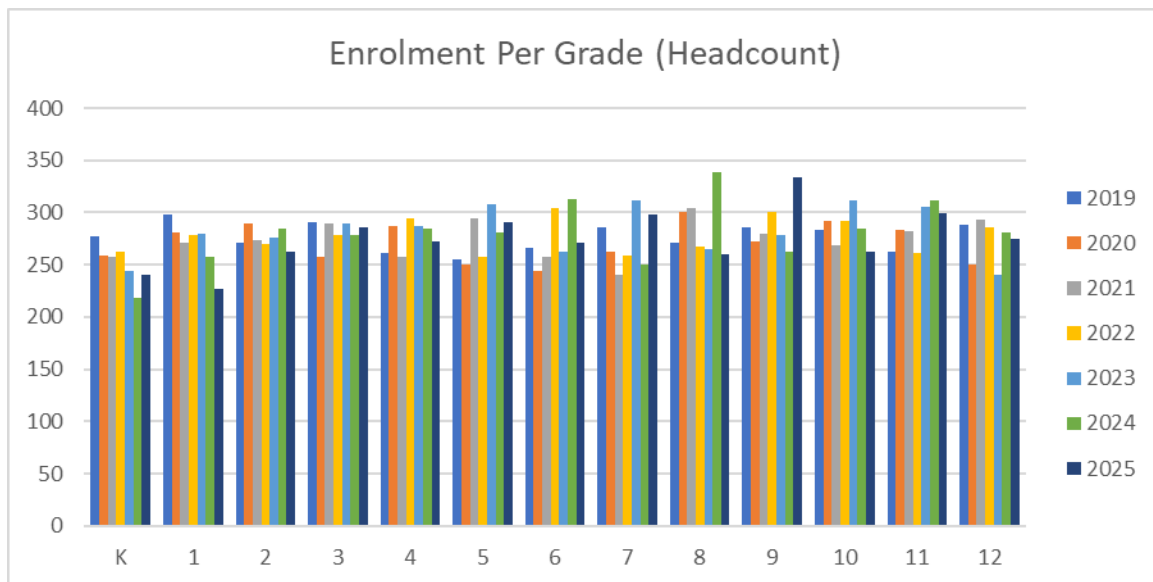
students and added students. A negative number means between the previous year's grade and the new year's grade, not all students were retained by the district.

Grade	Grade Advancement Retention					
	2020	2021	2022	2023	2024	2025
K						
1	1.4%	4.6%	8.2%	6.9%	5.7%	4.1%
2	-2.7%	-2.5%	-0.4%	-0.7%	1.8%	1.9%
3	-5.2%	0.0%	1.5%	7.0%	0.7%	0.4%
4	-1.4%	0.0%	1.4%	3.2%	-1.7%	-2.2%
5	-4.2%	2.4%	0.4%	4.8%	-2.1%	2.5%
6	-4.3%	3.2%	3.4%	1.9%	1.6%	-3.6%
7	-1.5%	-1.6%	0.4%	2.6%	-4.9%	-4.8%
8	4.9%	16.0%	11.3%	2.3%	8.7%	4.0%
9	0.4%	-6.7%	-1.0%	4.1%	-1.1%	-1.5%
10	2.1%	-1.1%	4.3%	3.3%	2.5%	0.0%
11	0.0%	-3.4%	-3.0%	4.5%	0.0%	4.9%
12	-4.6%	3.5%	1.4%	-8.0%	-7.9%	-11.6%

For example, the Grade 8s in 2021 were higher than the Grade 7s in 2020 indicating the district held all of its grade 7s and transitioned them to Grade 8. Alternatively, in 2025 the Grade 7s were lower than the Grade 6s in 2024 indicating the district did not retain and transition all of the Grade 6s.

Again, based on all the factors that contribute to enrolment trends, year to year retention is not a single indicator of retention or transition, but it can show a pattern over time. For example, the data above indicates that consistently over 2023, 2024 and 2025 the District did not transition all Grade 11s from the previous years into Grade 12.

The chart below shows the grade-to-grade retention over time.



## Catchment

A catchment area refers to the geographical zone surrounding a school from which the school draws its students. This area determines eligibility for enrolment, ensuring children living within the vicinity have priority access to the school. Enforcing catchment areas can keep neighbourhood schools robust and viable as long as the community demographics remain relatively the same over time.

However, there are various circumstances that can lead to a parent registering their child in a school outside of their catchment such as grandfathering for school closure or movement out of the catchment after the first years in catchment, distance from the BC/Alberta border to nearest school, educational or social-emotional imperatives.

Usually as long as there is room at a school, with a buffer for new families that may move into the neighbourhood throughout the year, out of catchment requests are largely granted.

Please see page 8 under Choice, Schools & Programs of Choice for other catchment impacts.

Approximately 10% of the district's enrolment is out of catchment as set out in the table below. See Appendix B on page 24 for a larger scale chart.

	CSS	DON TITUS	LITTLE PRAIRIE	MOBERLY	WINDREM	CANALTA	CRESCENT PARK	DEVEREAUX	FRANK ROSS	MCLEOD	PARKLAND	POUCE COUPE	TREMBLAY	DCSS-CENTRAL	DCSS-SOUTH PEACE	TRE	TRSS	OUT OF DISTRICT	TOTAL	% Out of Catchment
CSS	264	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	264	0.0%
Don Titus (SofC)	0	74	24	16	29	0	0	0	0	0	0	0	0	0	0	0	0	0	143	48.3%
Little Prairie	0	32	108	12	33	0	0	0	0	0	0	0	0	0	0	0	0	0	185	41.6%
Moberly	0	0	0	42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42	0.0%
Windrem	0	5	3	12	11	0	0	0	0	0	0	0	0	0	0	0	0	0	31	64.5%
Canalta	0	0	0	0	0	217	1	2	0	0	2	3	0	0	0	0	0	0	225	3.6%
Crescent Park	0	0	0	0	0	9	220	7	0	0	6	8	0	0	0	0	0	0	250	12.0%
DCSS-Central	0	0	0	0	0	0	0	0	0	0	0	0	394	0	0	0	0	0	394	0.0%
DCSS-SP	0	0	0	0	0	0	0	0	0	0	0	0	0	607	0	0	2	0	609	0.3%
Deveraux	0	0	0	0	0	2	0	77	1	0	0	0	0	0	0	0	0	0	80	3.8%
EFR (PofC)	0	0	0	0	0	48	14	5	327	0	2	20	22	0	0	0	0	0	438	11.0%
McLeod	0	0	0	0	0	0	0	0	63	0	0	0	0	0	0	0	0	0	63	0.0%
Parkland	0	0	0	0	0	2	0	0	0	0	62	0	0	0	0	0	0	0	64	3.1%
Pouce Coupe	0	0	0	0	0	4	0	0	0	0	112	2	0	0	0	0	0	3	121	7.4%
Tremblay	0	0	0	0	0	3	0	1	12	0	3	177	0	0	0	0	0	0	196	9.7%
TRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	219	0	0	0	219	0.0%
TRSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	191	0	0	191	0.0%
<b>Total Catchment</b>	<b>264</b>	<b>111</b>	<b>135</b>	<b>82</b>	<b>73</b>	<b>285</b>	<b>235</b>	<b>83</b>	<b>348</b>	<b>64</b>	<b>64</b>	<b>143</b>	<b>212</b>	<b>394</b>	<b>607</b>	<b>219</b>	<b>191</b>	<b>5</b>	<b>3515</b>	<b>10.0%</b>

Yellow boxes indicate out of catchment HINT: For example: of the 121 student that attend Pouce Coupe, 4 are from the Canalta catchment, 2 from Tremblay, 3 from Out of Province (Gundy).

112 students attending Pouce Coupe are from the Pouce Coupe catchment or are "in catchment".

Total students living in the Pouce Coupe catchment attending all schools is 143.

SofC = School of Choice

PofC = French Immersion

## Early Learning and Child Care

Proximity to child care, particularly before and after school care where a child attends school, can be a factor in choosing schools for parents. Parents may find transition from early learning to Kindergarten more seamless where there is child care on site. This is supported by research and the Ministry of Education's additional child care mandate.

Once again the inventory of childcare spaces in SD59 schools/sites is below.

School/Site	Opening Date	Room Assignment	Shared Y/N	# of Seats	# of Seats				
				Strong Start	Before and After	PreSchool	0-2 Years	3-5 Years	Total
Windrem	Pre 15/16	Classroom	N	Unlimited					
Hub	Pre 15/16	Hub	N	Unlimited					
Devereaux	Pre 15/16	Classroom	Y	Unlimited					
McLeod	Pre 15/16	Classroom	N	Unlimited					
Parkland	Pre 15/16	Classroom	N	Unlimited					
Tremblay	Pre 15/16	Classroom	N	Unlimited					
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Windrem Elementary	Sept, 2021	ATEC	Y		12				12
Pouce Coupe		Library	Y		12				12
Tumbler Ridge Elem		Multi-Purpose Room	Y		12				12
Crescent Park	Sept 21, 2021	Library	Y		24				24
Ecole Frank Ross	Sept 1, 2021	Library	Y		24				24
Tremblay (JustB4)	Nov 23, 2007	Classroom	N			10			10
				0	84	10	0	0	94

## Facility Condition

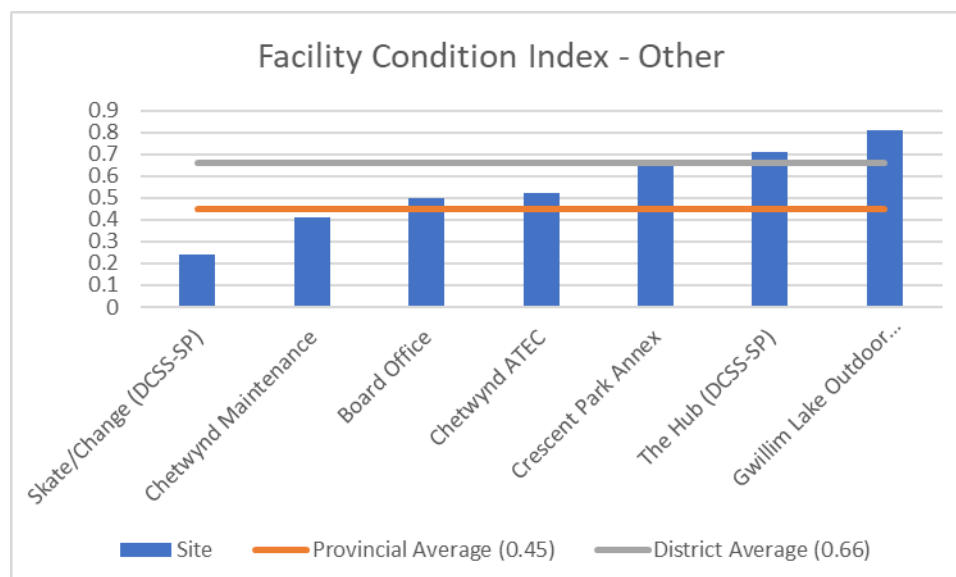
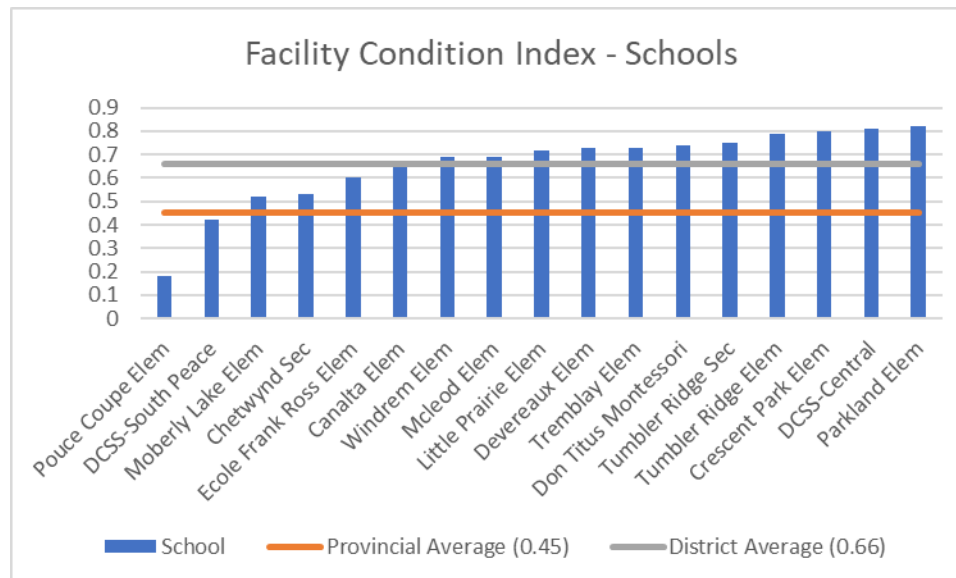
Facility condition Index (FCI) results from a Ministry of Education led standardized facility condition assessment of all schools in the province. The last assessment in SD59 was completed in 2021. Assessments at a point in time are adjusted annually by the Ministry's web application VFA for subsequent years after the assessment date.

FCI is expressed as a percentage: cost of deferred maintenance over the current replacement value and can be used in a business case for renewal where the cost of repairing all deficiencies starts to outweigh the cost of new construction.

In simple terms, the lower the FCI, the better the condition of the building, according to Ministry assessments.

Based on the Ministry's banding of condition ratings, 1 school in SD59 is rated as average, 4 schools are rated poor and the remaining 12 schools with greater than 0.6 FCI are rated very poor.

The provincial average FCI is 0.45, while SD59's average FCI is 0.66.



## Reconfiguration

Reconfiguration options should be considered as part of the next iteration of the district-wide Long-Range Facilities Plan, last published in 2022.

In the meantime, In terms of a process for the immediate future, the Board should consider:

1. Re-establishing guiding facilities planning principles
2. Review policies and regulations relative to reconfiguration and other
3. Public consultation in the three families of schools to present data and facts and ask the communities for their input and ideas
4. Analyze information from public consultation based on guiding principles
5. Report back to Board and communities to gather further feedback

6. Formulate recommendations based on analysis, guiding principles and feedback
7. Invoke policy processes and timelines if recommendations pertain to policy



## Appendix A – Enrolment Trends by School

All enrolment figures are headcount.

Headcount includes all out of district and out of province students.

An asterisk beside a year indicates the enrolment is a projection based on kindergarten trending, 100% previous year grade advancement/retention and grade 12s leaving the school from year to year.

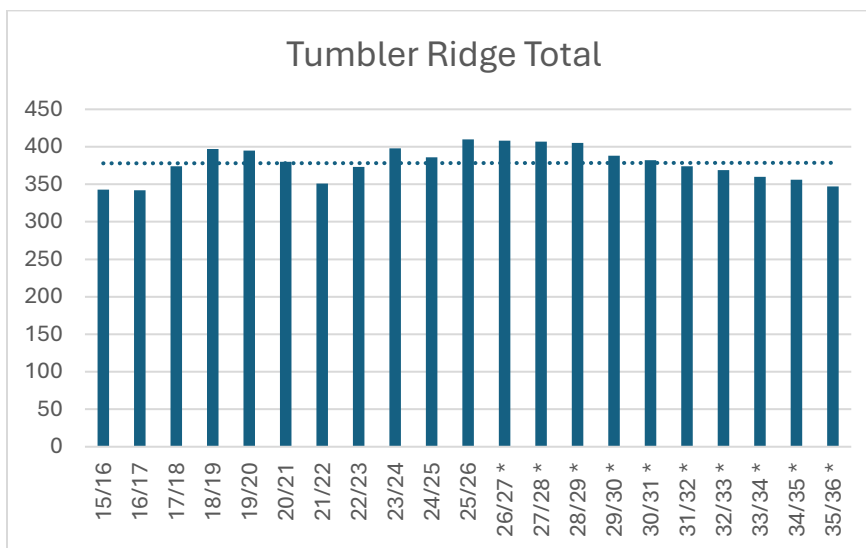
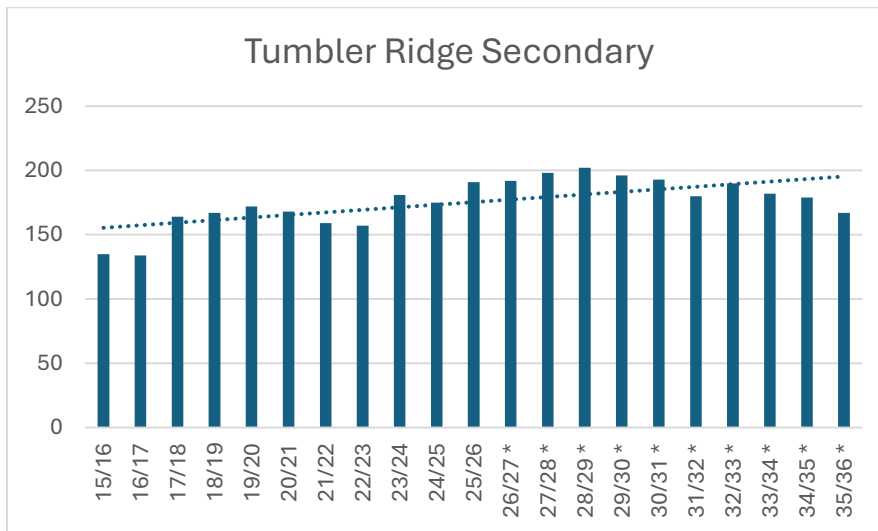
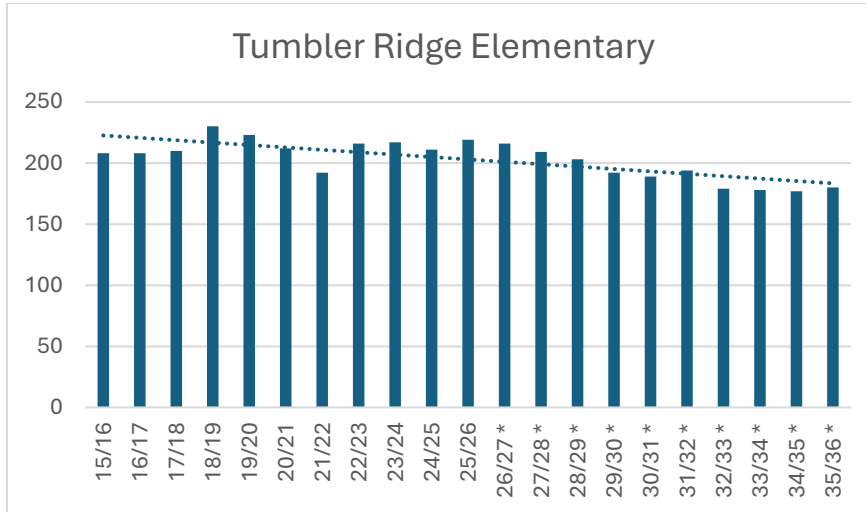
DCSS-Central anecdotally loses approximately 10 of its incoming Grade 8s (last year's Grade 7s) each year to independent schools in Dawson Creek, therefore Grade 8 enrolment is adjusted downward year to year in Grade 8.

McLeod Elementary headcount does not include Kelly Lake Students.

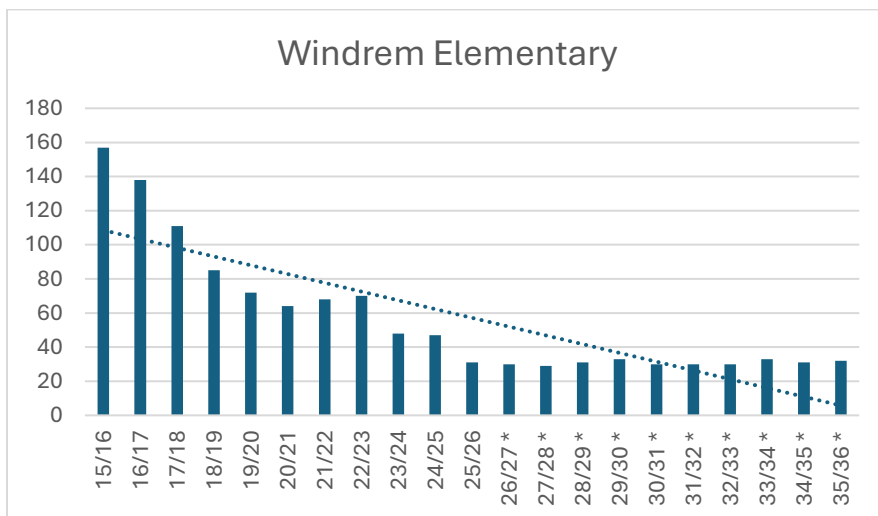
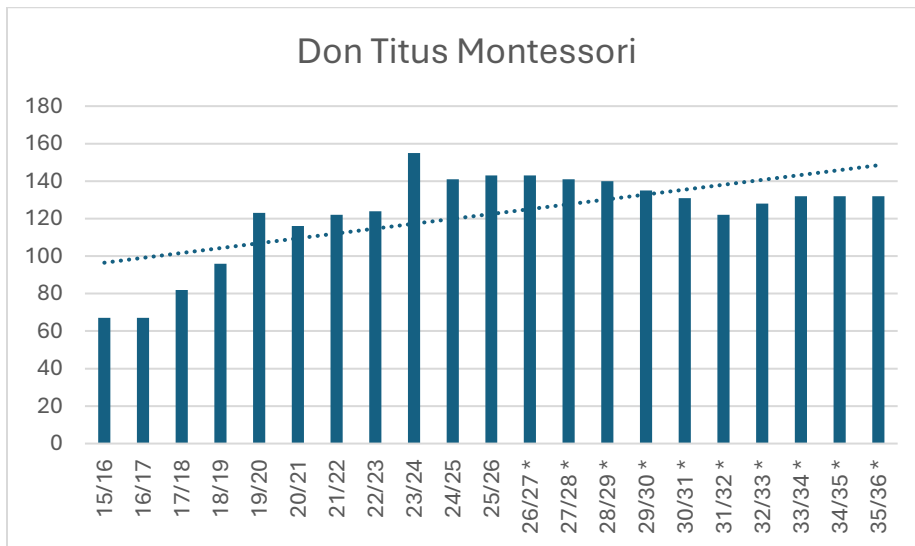
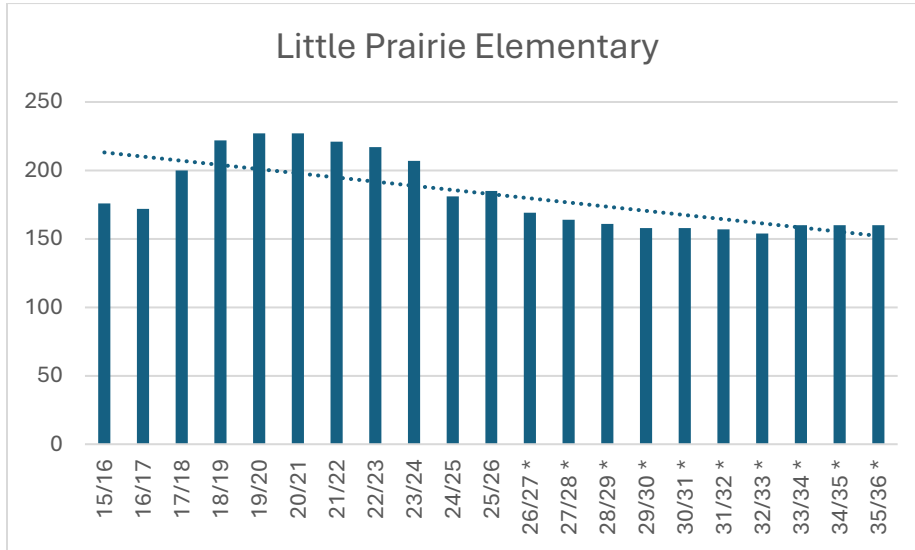
DCSS-South Peace Campus:

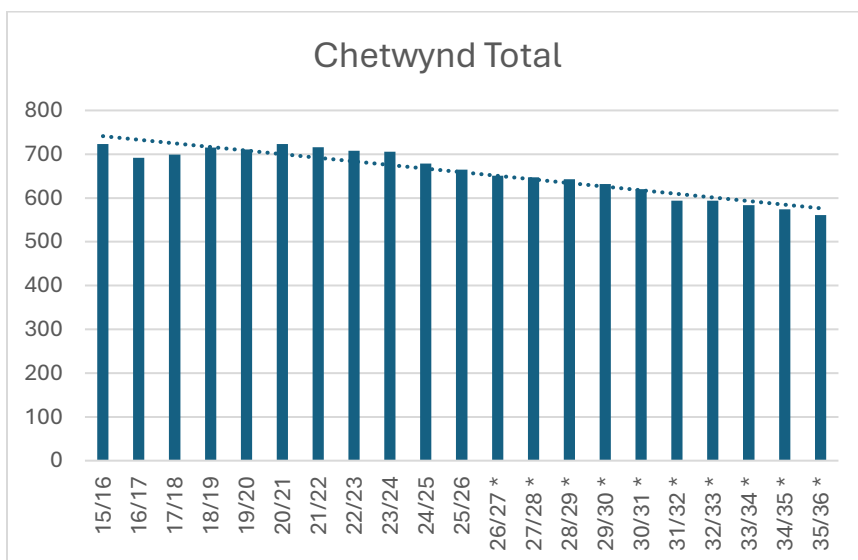
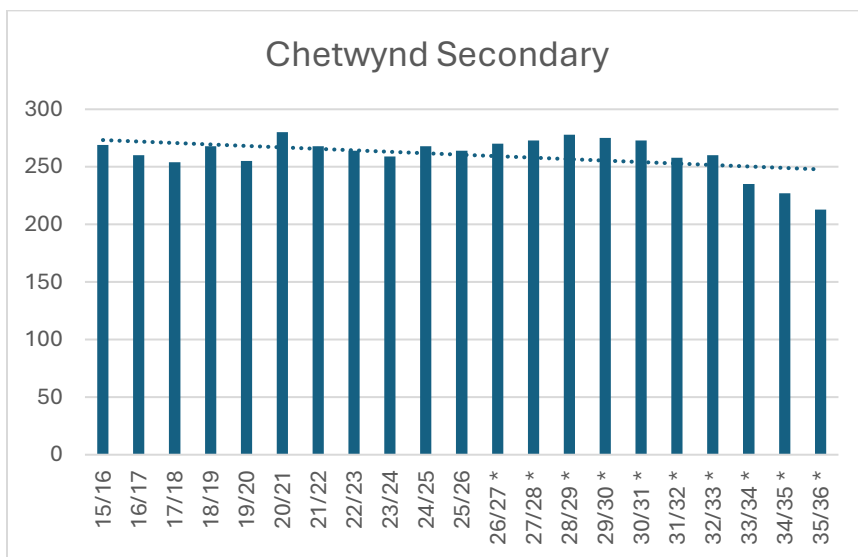
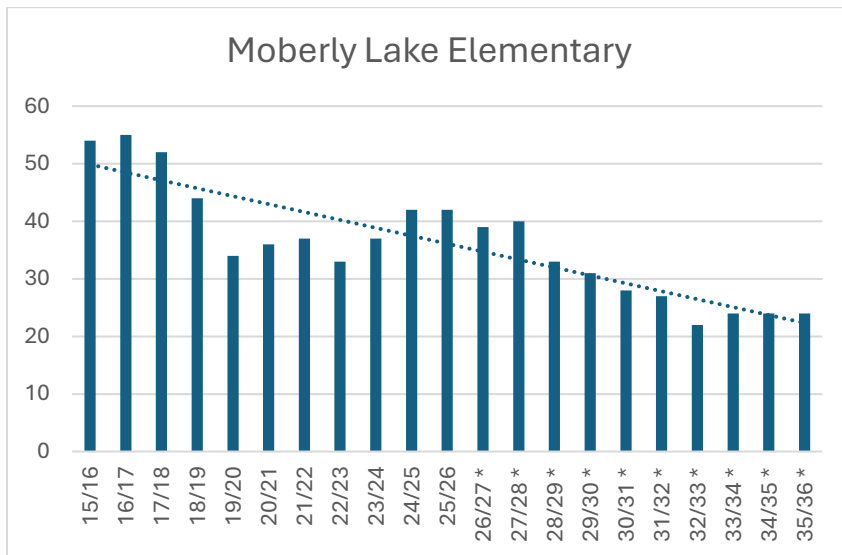
- 2015/16 to 2019/2020 includes Distributed Learning actual headcount (all < 30) and the Alternate program actual headcount
- 2020/2021 to 2021/2022 includes Distributed Learning actual headcount (< 30) and no Alternate (ceased to operate 2019/2020)
- 2022/2023 onward includes Distributed Learning as a fixed 30 spaces (actual headcount is high but FTE is low so assumes 30 students on any given day would be in attendance)
- Distributed Learning enrolment includes only September.

## Tumbler Ridge

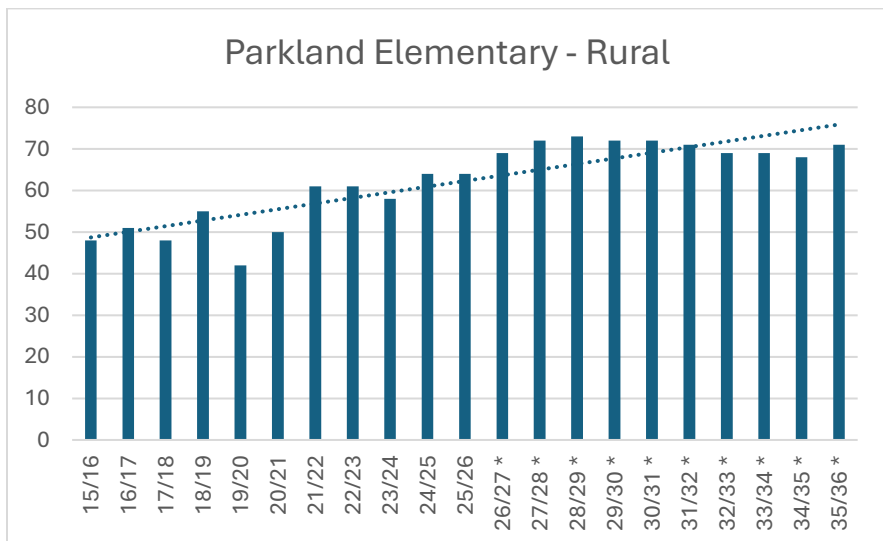
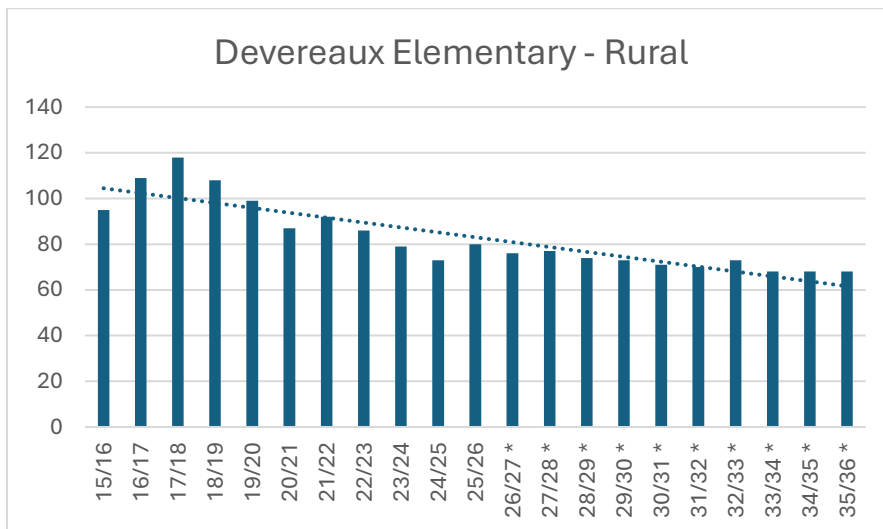
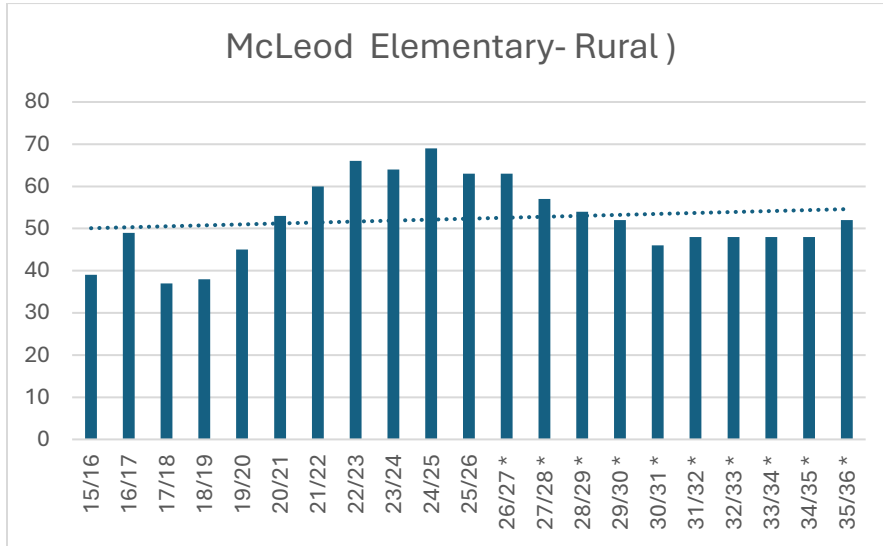


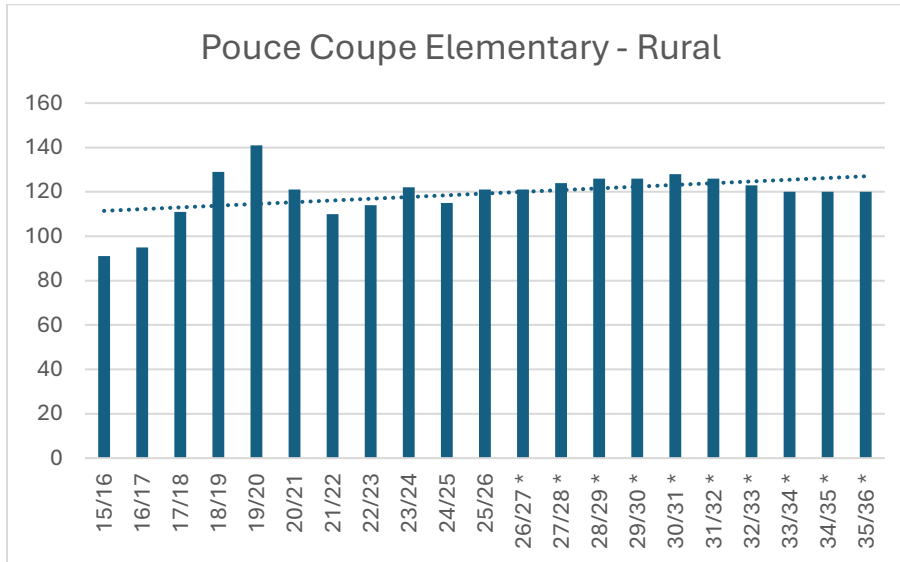
## Chetwynd



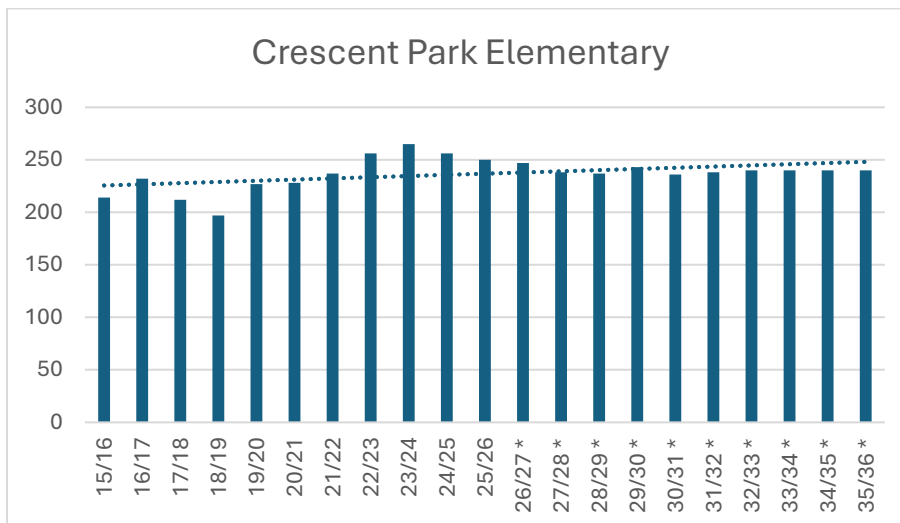
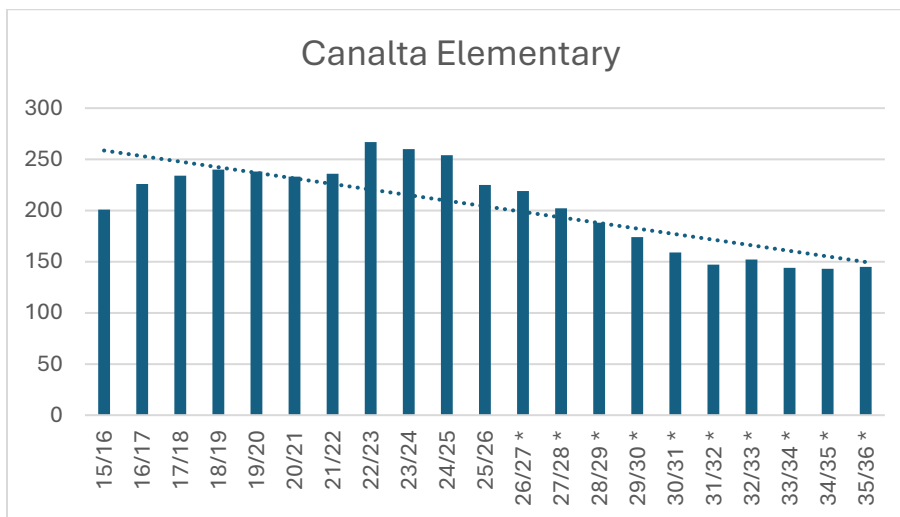


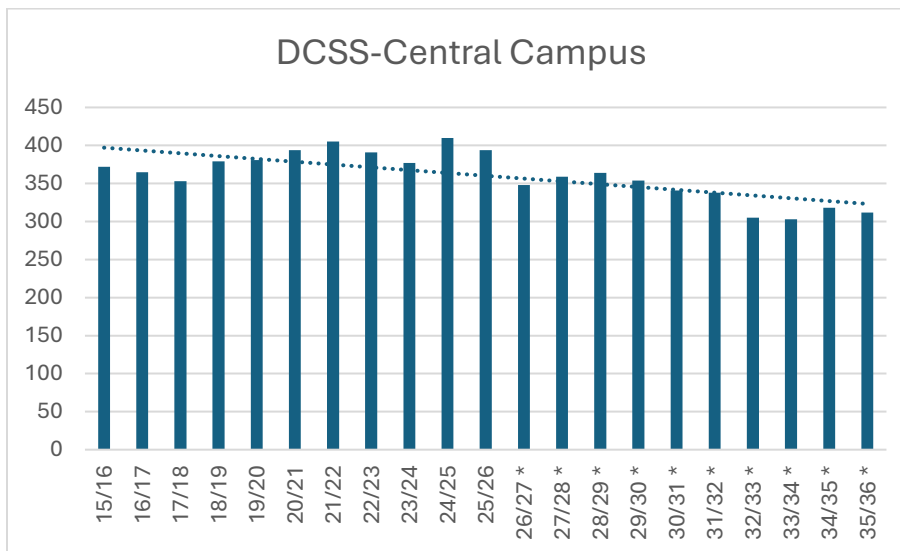
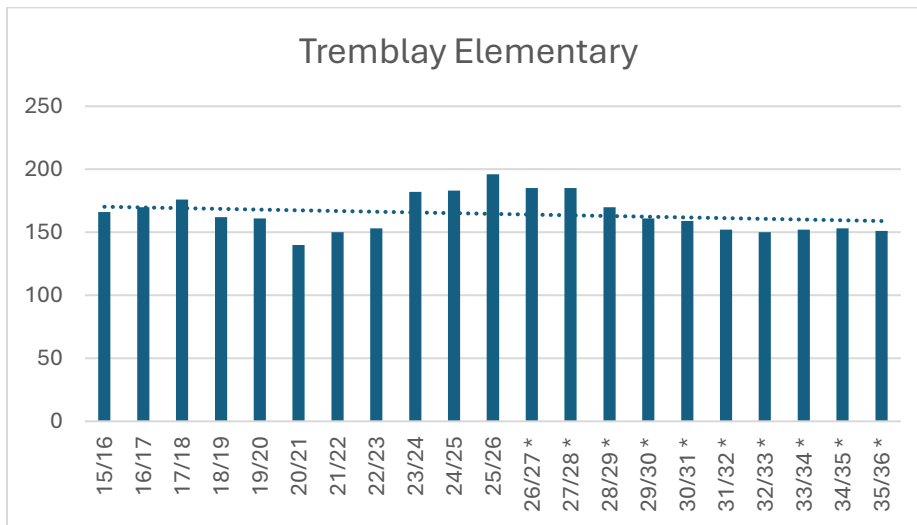
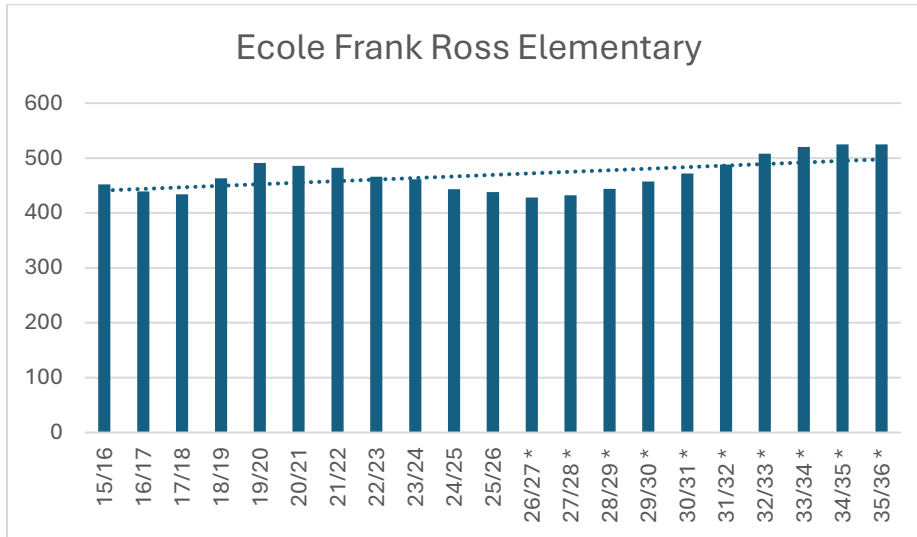
## Dawson Creek – Rural

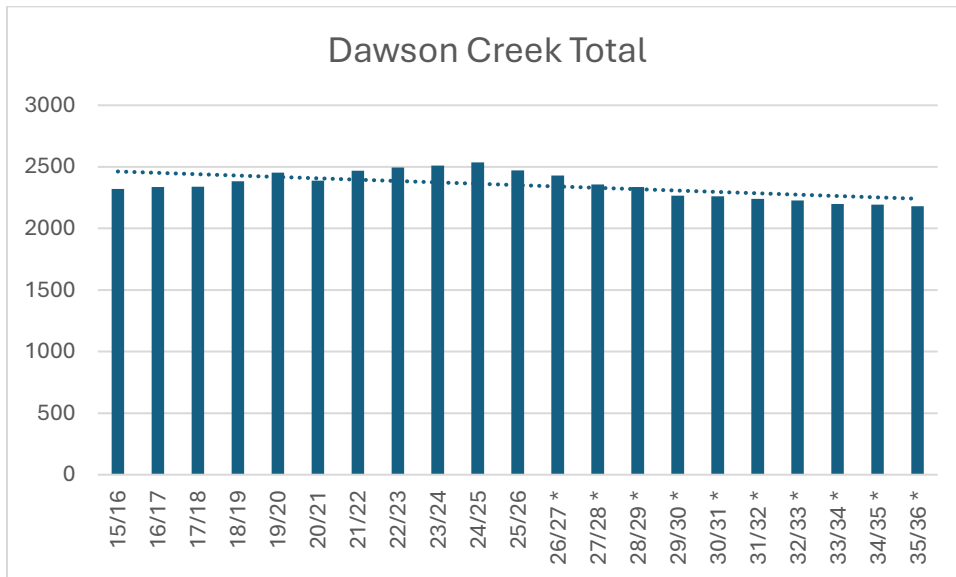
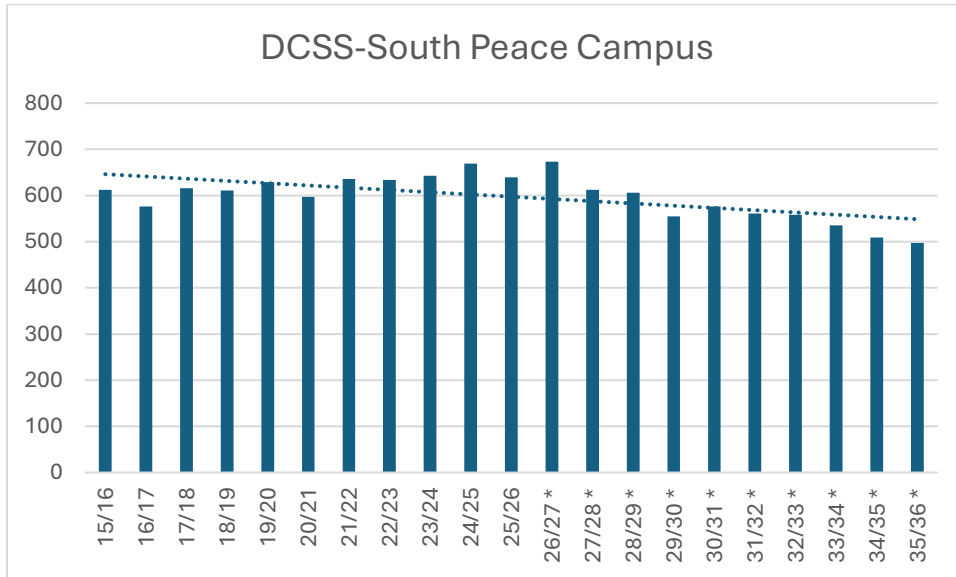




## Dawson Creek Urban









# Appendix B – Out of Catchment Matrix

	% Out of Catchment																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	CSS		DON TITUS		LITTLE PRAIRIE		MOBERLY		WINDREM		CANALTA		CRESCENT PARK		DEVEREAUX		FRANK ROSS		MCLEOD		PARKLAND		POUCE COUPE		TREMBLAY		DCSS-CENTRAL		DCSS-SOUTH PEACE		TRE		TRSS		OUT OF DISTRICT		TOTAL		% Out of Catchment																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			

## MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	2024-2025 Budget (Amended)	Oct YTD	Available	%
6210 MOE Grant - Operating	52,364,395	0	11,216,625	41,147,770	79%		51,803,154		11,064,015	40,739,139	79%
6290 MOE Grants - Other	1,476,040	0	440,306	1,035,734	70%		1,839,912		469,402	1,370,510	74%
6410 Other Ministries	204,594	0	62,765	141,829	69%		204,594		62,765	141,829	69%
6470 Non-Resident Tuition	54,692	0	7,494	47,198	86%		16,250		10,934	5,316	33%
6480 Local Education Agreements	1,204,517	0	0	1,204,517	100%		1,278,023		0	1,278,023	100%
6490 Private School Bussing	51,500	0	45,580	5,920	11%		50,000		38,191	11,809	24%
6488 Just B4	9,500	0	1,935	7,565	80%		9,500		1,708	7,792	82%
6489 Careers	56,800	0	11,360	45,440	80%		75,000		13,562	61,438	82%
6490 Miscellaneous	24,000	0	6,861	17,139	71%		54,000		7,356	46,644	86%
6495 Central Stores Recovery	-	0	1,031	-1,031			-		976	-976	
6496 Resource Centre Recoveries	-	0	0	0			-		5,716	-5,716	
6500 Community Use of Facilities	180,000	0	68,605	111,395	62%		180,000		77,192	102,808	57%
6601 Interest	575,000	0	160,429	414,571	72%		608,169		354,375	253,794	42%
6760 Surplus Internally Restricted	1,707,901	585,711	0	2,293,612	100%		750,000	2,046,853	0	2,796,853	100%
6770 Surplus Schools	125,000	55,383	0	180,383	100%		250,000	459,326	0	709,326	100%
Capital - Crescent Park	1,700,000			1,700,000	100%						
Capital - Local Capital	150,000			150,000	100%						
Capital - School Equipment	20,500			20,500	100%						
<b>GRAND TOTAL</b>	<b>59,904,439</b>	<b>641,094</b>	<b>12,022,991</b>	<b>48,522,542</b>	<b>80%</b>		<b>57,118,602</b>	<b>2,506,179</b>	<b>12,106,192</b>	<b>47,518,589</b>	<b>83%</b>

# MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	Oct YTD	Available	%
<b>SALARIES</b>										
1050 Principal Vice-Principal Salaries	4,835,507		1,479,050	3,356,457	69%		4,491,916	1,451,044	3,040,872	68%
1100 Teacher Salaries	18,292,909		3,781,857	14,511,052	79%		18,828,964	3,720,459	15,108,505	80%
1200 Support Staff Wages	5,161,702		1,370,682	3,791,020	73%		5,513,685	1,496,405	4,017,280	73%
1204 Clerical Wages	1,347,339		384,606	962,733	71%		1,216,131	370,096	846,035	70%
1208 Summer Worker Student Wages	100,570		48,104	52,466	52%		93,197	37,013	56,184	60%
1230 Education Assistant Wages	5,713,396		1,140,792	4,572,604	80%		4,972,852	1,040,063	3,932,789	79%
1300 Other Professionals Wages	2,047,552		697,358	1,350,194	66%		1,929,366	656,620	1,272,746	66%
1303 Para Educator Wages	539,558		109,611	429,947	80%		437,355	33,462	403,893	92%
1400 Replacement Wages - Teachers	1,332,707		297,254	1,035,453	78%		1,305,381	271,131	1,034,250	79%
1400 Replacement Wages - Maintenance & Custodial	264,813		109,532	155,281	59%		272,717	114,986	157,731	58%
1400 Replacement Wages - Transportation	94,251		29,979	64,272	68%		97,264	27,627	69,637	72%
1404 Replacement Wages - Clerical	21,436		2,769	18,667	87%		0	1,938	-1,938	0%
1411 Recoverable Wages - Casual			-1,165	1,165			0	-2,012	2,012	0%
1430 Replacement Wages - Ed Assistants	110,522		58,931	51,591	47%		125,965	29,570	96,395	77%
<b>TOTAL SALARIES</b>	<b>39,862,262</b>	<b>0</b>	<b>9,509,360</b>	<b>30,352,902</b>	<b>76%</b>		<b>39,284,793</b>	<b>9,248,402</b>	<b>30,036,391</b>	<b>76%</b>
<b>BENEFITS</b>										
2000 Benefits - Regular Employees	8,819,833		2,061,933	6,757,900	77%		8,571,185	1,953,661	6,617,524	77%
2004 Benefits - Casual Employees	210,942		63,826	147,116	70%		233,034	62,768	170,266	73%
<b>TOTAL BENEFITS</b>	<b>9,030,775</b>	<b>0</b>	<b>2,125,759</b>	<b>6,905,016</b>	<b>76%</b>		<b>8,804,219</b>	<b>2,016,429</b>	<b>6,787,790</b>	<b>77%</b>
<b>SERVICES &amp; SUPPLIES</b>										
3101 Legal	81,000		15,575	65,425	81%		83,000	0	83,000	100%
3102 Audit	24,000		137	23,863	99%		20,000	3,339	16,661	83%
3103 Labour Relations	5,000		5,000	0	0%		5,000	-361	5,361	107%
3104 Contract Services	1,386,110	352,139	479,590	1,258,659	72%		1,529,750	0	1,529,750	100%
3105 Telephone	101,450		32,596	68,854	68%		93,885	494,616	-400,731	-427%
3106 Photocopy	89,881		20,574	69,307	77%		88,700	30,436	58,264	66%
3107 Postage	19,234		2,548	16,686	87%		23,722	22,961	761	3%
3108 Advertising	31,600	0	25,845	5,755	18%		6,600	4,007	2,593	39%
3300 Student Transportation	258,100		43,319	214,781	83%		233,700	508	233,192	100%
3301 Bussing Contract	981,909		229,970	751,939	77%		841,435	57,807	783,628	93%
3303 Transportation Allowance	12,500	0	2,765	9,735	78%		12,500	233,601	-221,101	-1769%
3400 Travel	172,700		36,100	136,600	79%		175,500	2,111	173,389	99%
3405 Recruitment Travel	8,000		0	8,000	100%		-	44,070	-44,070	0%
3406 Travel - Kilometres	160,667		42,082	118,585	74%		148,050	0	148,050	100%
3409 Registration Fees	110,830		21,812	89,018	80%		84,400	41,158	43,242	51%
3410 Recruitment Incentives	70,000		86,622	-16,622	-24%		59,660	24,444	35,216	59%

## MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	Oct YTD	Available	%
3415 Professional Development	15,000		14,766	234	2%		15,000	40,554	-25,554	-170%
3499 Meals and Meal Supplies	135,980	0	29,901	106,079	78%		115,054	9,304	105,750	92%
3600 Rentals & Leases	25,000		3,827	21,173	85%		16,000	35,996	-19,996	-125%
3601 Equipment Rental	13,500		654	12,846	95%		12,600	3,027	9,573	76%
3700 Dues/Fees/Licenses	574,750		277,827	296,923	52%		426,734	2,132	424,602	100%
3706 Radio Licenses	4,900		0	4,900	100%		4,700	258,882	-254,182	-5408%
3707 Criminal Record Checks	6,000	0	1,506	4,494	75%		6,000	0	6,000	100%
3710 Scholarships	2,000	0	0	2,000	100%		5,000	2,099	2,901	58%
3900 Insurance	258,450		113,098	145,352	56%		199,900	2,000	197,900	99%
4124 Bank Service Charges	3,000		937	2,063	69%		3,000	200,400	-197,400	-6580%
5100 Supplies General	1,818,164	153,804	495,185	1,476,783	75%		1,843,659	1,205	1,842,454	100%
5101 Books	137,292	18,585	18,916	136,961	88%		150,039	465,163	-315,124	-210%
5102 Other Supplies	10,000		2,541	7,459	75%		10,000	39,835	-29,835	-298%
5103 Non-Violent Crisis Intervention	5,000		1,685	3,315	66%		5,000	2,938	2,062	41%
5400 Utilities - Electricity	465,000		128,831	336,169	72%		465,000	5,129	459,871	99%
5401 Utilities - Natural Gas	410,000		25,365	384,635	94%		410,000	164,298	245,702	60%
5402 Utilities - Propane	35,000		5,726	29,274	84%		35,000	51,892	-16,892	-48%
5403 Vehicle Fuel	670,000		141,232	528,768	79%		650,000	5,192	644,808	99%
5404 Utilities - Water & Sewer	160,000		34,889	125,111	78%		160,000	167,173	-7,173	-4%
5405 Utilities - Garbage	60,000		23,557	36,443	61%		60,000	39,996	20,004	33%
5406 Carbon Offsets	70,000		-24,624	94,624	135%		70,000	21,958	48,042	69%
5407 Next Generation Network (NGN)	146,600	0	1,056	145,544	99%		145,000	-22,593	167,593	116%
5800 Equipment	96,246	72,683	69,832	99,097	59%		216,000	1,010	214,990	100%
5900 Computer Replacements	506,039	43,883	359,321	190,601	35%		450,000	33,624	416,376	93%
								46,592		
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>9,140,902</b>	<b>641,094</b>	<b>2,770,563</b>	<b>7,011,433</b>	<b>72%</b>		<b>8,879,588</b>	<b>2,536,503</b>	<b>6,389,677</b>	<b>72%</b>
<b>GRAND TOTAL</b>	<b>58,033,939</b>	<b>641,094</b>	<b>14,405,682</b>	<b>44,269,351</b>	<b>75%</b>		<b>56,968,600</b>	<b>13,801,334</b>	<b>43,213,858</b>	<b>76%</b>

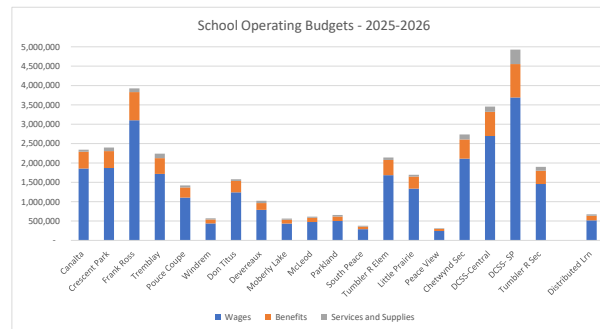
## MONTHLY FINANCIAL REPORT - OPERATING -OCTOBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	Oct YTD	Available	%
<b>FUNCTION 1: INSTRUCTION</b>										
102 Regular (Classroom)	25,084,457	131,925	5,902,907	19,313,475	77%		24,964,886	5,324,295	19,640,591	79%
103 Career Prep	394,202	30,121	205,706	218,617	52%		414,956	167,469	247,487	60%
107 Library	546,897		104,627	442,270	81%		499,806	99,886	399,920	80%
108 Counselling	856,183		244,311	611,872	71%		830,190	200,336	629,854	76%
110 Inclusion	8,951,915	177,252	1,830,487	7,298,680	80%		8,711,079	1,740,316	6,970,763	80%
130 ELL	195,118		22,729	172,389	88%		135,814	22,843	112,971	83%
131 Indigenous Education	2,338,196	210,528	569,196	1,979,528	78%		2,205,407	508,857	1,696,550	77%
141 School Administration	4,675,964		1,394,068	3,281,896	70%		4,161,290	1,392,777	2,768,513	67%
162 Offshore Students	200,000		0	200,000	100%		200,000	37,000	163,000	82%
<b>TOTAL INSTRUCTION</b>	<b>43,242,932</b>	<b>549,826</b>	<b>10,274,031</b>	<b>33,518,727</b>	<b>77%</b>		<b>42,123,428</b>	<b>9,493,779</b>	<b>32,629,649</b>	<b>77%</b>
<b>FUNCTION 4: ADMINISTRATION</b>										
411 District Education Administration	657,574		244,744	412,830	63%		607,349	244,910	362,439	60%
420 Early Learning & Child Care	-		0	0			0	0	0	
440 Governance	258,256		93,349	164,907	64%		242,991	93,154	149,837	62%
441 Business Administration	1,629,092	18,585	640,395	1,007,282	61%		1,566,248	515,957	1,050,291	67%
<b>TOTAL ADMINISTRATION</b>	<b>2,544,922</b>	<b>18,585</b>	<b>978,488</b>	<b>1,585,019</b>	<b>62%</b>		<b>2,416,588</b>	<b>854,021</b>	<b>1,562,567</b>	<b>65%</b>
<b>FUNCTION 5: OPERATIONS &amp; MAINTENANCE</b>										
541 Maintenance Administration	784,157		254,355	529,802	68%		618,288	367,588	250,700	41%
550 Maintenance & Custodial	5,265,343	72,683	1,467,257	3,870,769	73%		5,523,329	1,505,541	4,017,788	
552 Grounds	740,901		227,437	513,464	69%		639,106	252,502	386,604	60%
556 Utilities	1,350,000		195,020	1,154,980	86%		1,350,000	261,685	1,088,315	81%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>8,140,401</b>	<b>72,683</b>	<b>2,144,069</b>	<b>6,069,015</b>	<b>74%</b>		<b>8,130,723</b>	<b>2,387,316</b>	<b>5,743,407</b>	<b>71%</b>
<b>FUNCTION 7: TRANSPORTATION</b>										
741 Transportation Administration	326,631		102,696	223,935	69%		313,130	99,393	213,737	68%
770 Student Transportation	3,779,053		906,398	2,872,655	76%		3,984,731	966,825	3,017,906	76%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>4,105,684</b>	<b>-</b>	<b>1,009,094</b>	<b>3,096,590</b>	<b>75%</b>		<b>4,297,861</b>	<b>1,066,218</b>	<b>3,231,643</b>	<b>75%</b>
<b>GRAND TOTAL</b>	<b>58,033,939</b>	<b>641,094</b>	<b>14,405,682</b>	<b>44,269,351</b>	<b>75%</b>		<b>56,968,600</b>	<b>13,801,334</b>	<b>43,167,266</b>	<b>76%</b>

# SCHOOLS BUDGET - OPERATING & CLASSROOM ENHANCEMENT FUND (CEF) -OCTOBER MONTH END

School	Pupil Budget		2024-2025	2025-2026											2025-2026											
	Ratio	Enrolment Headcount	Operating Budget	Operating Budget	Operating Expenditures										CEF Budget		Expenditures									
			Preliminary	Instruction	Careers	Library	Counselling	Inclusion	ELL	Indigenous	School Admin	YTD Total	Remaining	% Rem	Preliminary	Instruction	Library	Counselling	Inclusion	ELL	YTD Total	Remaining	% Rem			
Canalta Elementary	10,406	225.00	2,267,624	2,341,258	271,404	0	629	0	118,280	552	0	90,674	481,539	1,859,719	79%	0	0	0	0	0	0	0	#DIV/0!			
Crescent Park Elementary	9,590	250.64	2,345,579	2,397,393	331,871	0	1,603	0	95,664	1,421	56	89,995	520,610	1,876,783	78%	0	0	0	0	0	0	0	#DIV/0!			
Devereaux Elementary	12,788	80.00	940,774	1,023,074	143,846	0	-944	0	65,142	0	0	25,224	233,268	789,806	77%	0	0	0	0	0	0	0	#DIV/0!			
Don Titus Montessori	11,043	143.00	1,384,651	1,579,097	190,123	0	690	0	72,999	1,268	0	51,192	316,272	1,262,825	80%	0	0	0	0	0	0	0	#DIV/0!			
Ecole Frank Ross Elementary	8,962	438.00	3,851,833	3,925,370	545,103	0	23,490	0	138,911	0	215	138,113	845,832	3,079,538	78%	0	0	0	0	0	0	0	#DIV/0!			
Little Prairie Elementary	9,161	185.00	1,809,709	1,694,783	223,237	0	1,166	0	60,572	0	0	84,481	369,456	1,325,327	78%	0	0	0	0	0	0	0	#DIV/0!			
McLeod Elementary	9,721	63.00	610,521	612,449	110,470	0	658	0	13,004	600	0	15,633	140,365	472,084	77%	0	0	0	0	0	0	0	#DIV/0!			
Moberly Lake Elementary	13,469	42.00	460,656	565,717	72,738	0	0	0	19,274	0	0	12,625	104,637	461,080	82%	0	0	0	0	0	0	0	#DIV/0!			
Parkland Elementary	10,257	64.00	703,287	656,443	106,555	0	262	0	25,015	0	0	17,793	149,625	506,818	77%	0	0	0	0	0	0	0	#DIV/0!			
Peace View Colony	9,747	32.00	298,733	311,917	68,599	0	0	0	0	227	0	10,915	79,741	232,176	74%	0	0	0	0	0	0	0	#DIV/0!			
Pouce Coupe Elementary	11,731	121.00	1,287,914	1,419,417	129,936	0	255	0	89,811	0	0	45,280	265,282	1,154,135	81%	0	0	0	0	0	0	0	#DIV/0!			
South Peace Elementary	10,236	37.00	338,948	378,735	35,041	0	1,554	0	9,355	2,322	0	30,634	78,906	299,829	79%	0	0	0	0	0	0	0	#DIV/0!			
Tremblay Elementary	11,430	196.00	1,791,295	2,240,305	247,095	0	715	0	148,922	0	191	95,325	492,248	1,748,057	78%	0	0	0	0	0	0	0	#DIV/0!			
Tumbler Ridge Elementary	9,776	219.00	1,990,732	2,140,985	250,305	0	4,567	0	77,380	0	0	86,544	418,796	1,722,189	80%	0	0	0	0	0	0	0	#DIV/0!			
Winderm Elementary	18,393	31.00	694,783	570,168	73,854	0	1,120	0	30,884	0	0	30,634	136,492	433,676	76%	0	0	0	0	0	0	0	#DIV/0!			
Elementary Total	10,281		20,777,039	21,857,111	2,800,177	0	35,765	0	965,213	6,390	462	825,062	4,633,069	17,224,042	79%	0	0	0	0	0	0	0	#DIV/0!			
												0	0													
Chetwynd Secondary	10,241	267.06	2,433,798	2,734,955	309,869	28,738	9,080	12,966	123,284	23	0	103,217	587,177	2,147,778	79%	0	0	0	0	0	0	0	#DIV/0!			
DCSS - Central	8,777	394.00	3,251,631	3,458,304	445,522	0	9,769	30,626	97,837	1,121	1,437	136,239	722,551	2,735,753	79%	0	0	0	0	0	0	0	#DIV/0!			
DCSS - South Peace	8,645	570.13	4,875,274	4,928,483	573,273	109,182	22,823	60,752	216,890	4,562	44	164,120	1,151,646	3,776,837	77%	0	0	0	0	0	0	0	#DIV/0!			
Tumbler Ridge Secondary	10,030	189.56	1,807,511	1,901,399	236,369	6,337	8,344	0	64,234	401	0	69,066	384,751	1,516,648	80%	0	0	0	0	0	0	0	#DIV/0!			
Secondary Total	9,166		12,368,214	13,023,141	1,565,033	144,257	50,016	104,344	502,245	6,107	1,481	472,642	2,846,125	10,177,016	78%	0	0	0	0	0	0	0	#DIV/0!			
Distributed Learning	17,709		642,945	675,158	131,126	18,461	0	0	0	0	0	26,645	176,232	498,926	74%	0	0	0	0	0	0	0	0			
District																										
Total Total	9,918		33,788,198	35,555,410	4,496,336	162,718	85,781	104,344	1,467,458	12,497	1,943	1,324,349	7,655,426	27,899,984	78%	0	0	0	0	0	0	0	#DIV/0!			

	Wages		Benefits		Services and Supplies	
Canalta	1,855,284	435,739	50,235			
Crescent Park	1,868,601	438,149	90,643			
Frank Ross	3,102,188	727,191	95,991			
Tremblay	1,719,433	404,752	116,120			
Pouce Coupe	1,105,762	262,249	51,406			
Windrem	438,981	102,095	29,112			
Don Titus	1,242,354	295,431	41,312			
Devereaux	789,229	174,015	59,830			
Moberly Lake	435,915	100,202	29,600			
McLeod	474,815	108,031	29,603			
Parkland	501,686	115,485	39,272			
South Peace	290,183	64,489	24,063			
Tumbler R Eler	1,684,943	392,422	63,620			
Little Prairie	1,337,481	311,935	45,367			
Peace View	244,690	52,577	14,650			
Chetwynd Sec	2,110,623	494,982	129,350			
DCSS-Central	2,697,656	623,930	136,688			
DCSS- SP	3,692,742	859,695	376,056			
Tumbler R Sec	1,456,637	342,667	102,095			
Distributed Lrn	519,604	117,902	37,652			
Total	27,568,807	6,423,938	1,562,665	35,555,410		





## School District No. 59 (Peace River South)

November 19, 2025

Board of Education

### **RE: Secretary-Treasurer's Report for November 2025**

The purpose of this memo is to keep the Board apprised of some of the activities of the Secretary-Treasurer to November 14, 2025.

To date I have attended/initiated the following meetings and events:

- Weekly meetings with each of the Finance Manager and the Director of Operations
- Weekly stand-up meetings with Finance Team
- Weekly Senior Leadership Team meetings
- Monthly SD59 Technology Planning Working Group
- SD59 Management meeting
- BCASBO Zone Meeting
- BCPSEA Sector Calls
- Budget discussions with numerous Principals
- Clerical Non-Instructional Day In-Service
- Canalta Elementary Remembrance Day Ceremony
- Crescent Park meeting with Staff and Director of Operations

### **Finance**

The Finance Team hosted a Clerical In-Service day on October 28, 2025 at DCSS-Central. 15 out of 20 secretaries and bookkeepers attended. The agenda included presentations on records management and privacy and confidentiality before breaking out into six thirty-minute sessions on:

1. 1701 Debrief, EDX reporting, Year End Debrief and Annual Timelines
2. Absence Management and Dispatch
3. Website Updating
4. SchoolCa\$h Trust Account Round Table
5. MyEd Round Table
6. Finance in Schools: Atrieve report reading, standardized chart of accounts for trust accounts, Trust Account Audit Debrief, Amazon Tips and Tricks, Clerical Sharepoint centralized resource

A follow up survey was issued after the event.

Major goals of the day were to:

1. Establish what resources new clerical staff require to start the job (9 secretaries in SD59 have less than 2 years' experience)
2. Tap into the experienced clerical staff to determine the resources they could develop and share
3. Introduce and garner interest to work on the SchoolCa\$h standardized chart of accounts
4. Agree on a place for shared resources to reside, that would be accessible to all to add and update
5. Determine a process to provide in-service throughout the year
6. Develop a district clerical day/week/month/year timeline of day-to-day and critical tasks

The District will apply for funding under the support staff collective agreement to supplement ongoing in-service throughout the year for clerical staff.

A resounding theme from feedback from the day was how great it was to be face to face together and how the day could have been its own conference over two days.

A huge thank you to Lauralee Cooper, Lauren Speer, Chaeryn Davison, Janice Lescano and Rohani Roberts for preparing a full agenda and resources and spending the day with Secretaries. Thanks also to Angie Johnsen for the records management presentation.

Kim Morris  
Secretary-Treasurer/CFO





## School District No.59 (Peace River South)

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November 19, 2025

Board of Education

### **RE: Capital Projects Update**

#### Crescent Park Elementary School Expansion Project

Since October 17, 2025 the following have occurred:

October 21, 2025

- Director of Operations met with Ministry for regular update; Estimated occupancy date January 2026.

October 29, 2025

- City of Dawson Creek got comments and questions relative to civil drawings.

October 30, 2025

- City's comments and questions relative to civil sent to engineer.

November 3, 2025

- SD59 staff and engineer to plan to resolve Fort Modular's remaining deficiencies.

November 10, 2025

- Director of Operations and Secretary-Treasurer met with Crescent Park staff including an update and a tour of the expansion.

November 13, 2025

- Site meeting with Fort Modular, Northern Legendary, SD59 and Force Engineering was held to plan for to resolve the remaining deficiencies.

#### Current Project Status

- Original move in date of January 2026 is not attainable.
- Once Fort Modular addresses remaining deficiencies, Northern Legendary will install drop ceiling, lighting and fire alarm system.
- SD59 staff is starting to work on upgrading the school PA system, installing the security system and additional millwork.

#### Current unknowns that will determine occupancy:

- BC Hydro's timeline to upgrade the electrical service to the school.
- Completion of civil work particularly water and sewer.
- Winter weather conditions. Frozen ground will cause challenges and delays with required earthwork.

## Project Budget

Crescent Park Summary		Budget					
		Bid & Award	Change Orders	Total Revised	Exp YTD	Remainder	
	Force Engineering	296,000	22,000	318,000	332,961	-14,961	-5%
	Fort Modular	3,033,730	134,286	3,168,016	2,822,890	345,126	11%
	Northern Legendary	4,084,193	85,148	4,169,341	2,663,326	1,506,015	36%
	City of Dawson Creek	79,023		79,023	79,023	0	0%
	BC Hydro	74,933		74,933	74,933	0	0%
	Other - Signage and Install	667		667	667	0	0%
	Spaces - Boot Rack Equipment	5,749		5,749	5,749	0	0%
Estimate	TBD - 3rd Tender: Catchbasin, Hydro, Storm, Paving	655,000		655,000	0	655,000	100%
	Millwork SD59 (No GST)	55,000		55,000	0	55,000	100%
Estimate	EA Wages and Benefits (1.5 hour/day Sept-Nov)	18,131		18,131	3,778	14,353	79%
	Sub-Total	8,302,426	241,434	8,543,860	5,983,327	2,560,533	30%
	GST	412,371	12,072	424,443	299,166	125,277	30%
	GST Rebate	-280,412	-8,209	-288,621	-203,433	-85,188	30%
	<b>Net</b>	<b>8,434,385</b>	<b>245,297</b>	<b>8,679,682</b>	<b>6,079,060</b>	<b>2,600,622</b>	<b>30%</b>
	Funding						
	MOECC Above			5,000,000			
	MOECC Below			2,500,000			
	SD59 Reserve			1,700,000			
	Total Funding Available			9,200,000			
	Contingency			520,318			



Crescent Park Elementary Modular Addition



## ChildCareBC New Spaces – Dawson Creek & Tumbler Ridge

October 17, 2025

- Architect provided updated cost escalation for both projects

November 5, 2025

- Secretary-Treasurer sent the project team the final draft of the additional funding request

November 10, 2025

- Secretary-Treasurer submitted the request for additional funding to the Ministry for both Dawson and Tumbler childcare facilities.

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

Kim Morris  
Secretary-Treasurer/CFO



## School District No. 59 (Peace River South)

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DATE: November 19, 2025

CHAIR: TBD

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### **Policy for Discussion:**

### **Policy for Circulation:**

- 2060 Legal Requirement
- 4320 Custody of Students
- 4535 Response to Unexpected Health Emergencies
- 4615 Employee Records

### **Policy for Adoption:**

### **Policy/Regulation Under Review:**

### **Policy/Regulation for Repeal:**

### **Regulations for Board Information:**

## 2060 Legal Requirement

Policy 2060 STATUS: **FOR REVIEW**

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### *Legal Requirement*

Board Approved & Codified: June 19, 2013

Last Revised: June 19, 2013

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#### Description:

- ~~1.1~~ 1. The ~~Head~~ **Board** Office of the Board of Education of School District No. 59 (Peace River South) is located at: 11600-7<sup>th</sup> Street, Dawson Creek, BC V1G 4R8.
- ~~1.2~~ 2. Books, **documents and** records are securely located at: 11600-7<sup>th</sup> Street, Dawson Creek, BC V1G 4R8, **in paper copy or electronically.**
- ~~1.3~~ 3. The District Seal is located at: 11600-7<sup>th</sup> Street, Dawson Creek, BC V1G 4R8.

## 4320 Custody of Students

Policy 4320

STATUS: ADOPTED

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### *CUSTODY OF STUDENTS*

Board Approved and Codified: February 24, 1986

Last Revised: June 19, 2012, November 2025

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#### Description:

The Board of Education directs that ~~it~~ all schools shall guard and protect the legal custody and identity of students in attendance in our schools.

1. A school (~~principal, head teacher, teacher~~) shall not give custody of a student to any person whatsoever, except to the custodial ~~parent~~/parent(s) or legal guardian, unless specifically authorized ~~in writing~~ by the custodial parent or legal guardian
2. A school (~~principal, head teacher, teacher~~) shall not give names, addresses or other ~~pupil student~~ information to anyone except to the custodial ~~parent~~/parent(s), legal guardian or to those persons specifically authorized ~~in writing~~ by the custodial parent or legal guardian.

## **4320 Custody of Students**

### **Regulation 4320**

Board Approved November 2025

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#### **Release of Students**

1. A school shall not give custody of a student to any person, except to the custodial parent/parents or legal guardian, unless:
  - a. The custodial parent/legal guardian has provided authorization naming the individual.
  - b. The school has confirmed the identity of the person picking up the student.
  - c. In situations of uncertainty or dispute, the student remains under school supervision until clarification is obtained.

#### **Protection of Student Information**

Information requests from organizations, agencies or extended family members must be referred to the school principal and may require additional documentation such as a sharing of information consent form.

#### **Verification of Legal Custody**

Where a custody agreement exists, schools should ensure that up-to-date documentation of custody and guardianship (such as court orders or guardianship agreements) are on file and references in the student information system where appropriate. Staff must be aware of the legal decision-making authority, access, and information sharing expectations.

## 4535 Response to Unexpected Health Emergencies

Policy 4535

STATUS: **NEW – FOR REVIEW**

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### *RESPONSE TO UNEXPECTED HEALTH EMERGENCIES*

Board Approved & Codified:

Last Revised:

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#### Description:

The Board of Education is committed to ensuring the health and safety of all students, staff, and visitors in schools. A timely and effective response to unexpected health emergencies is essential to ensuring a safe school environment. Unexpected health emergencies can occur without warning and require an immediate response to improve survival outcomes before emergency responders arrive.



*RESPONSE TO UNEXPECTED HEALTH EMERGENCIES*

Board Approved & Codified:

Last Revised:

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Description:

1. Automated external defibrillators (AED's) and naloxone kits will be made accessible at all schools.
2. Tools will be clearly marked with standardized signage to support easy identification and use.
3. Routine inspections will be carried out to ensure functionality and monitor expiry dates.
4. Barrier free access will be provided to accommodate diverse user needs.
5. Tools will be presented in a non-stigmatizing manner to encourage comfortable and equitable use.
6. School communities will be informed of the location of the AED's and naloxone kits.

## 4615 Employee Records

Policy 4615

STATUS: **FOR REVIEW**

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### *EMPLOYEE RECORDS - FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*

Adopted and Codified: June 28, 1995

Last Revised: June 19, 2012

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#### Description:

In accordance with the Freedom of Information and Protection of Privacy Act, the Board of Education will ensure the confidentiality of personal information of its employees. Personal information may only be obtained as authorized by the Act and used for the specific purpose for which it is gathered. An employee shall have access to all personal information which the District holds about ~~himself or herself.~~ **themselves.**

*EMPLOYEE RECORDS - FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*

Adopted and Codified: June 28, 1995

Last Revised: June 19, 2013

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Description:

**Guidelines**

1. The employee record consists of all personal information collected or maintained by the District pertaining to the employee. The employee file shall be maintained by the ~~Personnel~~ Human Resource Department, but employee records may exist in other locations.
2. Access to an employee's personal information can be gained during normal business hours upon appointment with the ~~Personnel~~ Human Resource Department. An employee's personal information is available to:
  - i) the employee, in the presence of ~~a supervisor or the Personnel Manager~~ the Director of Human Resources or designate;
  - ii) other parties, such as legal counsel of the employee with the specific written consent of the employee;
  - ~~iii) an employee's supervisor.~~
3. Confidentiality must be protected by each employee who is authorized to have access to the personal information of other employees

**Removal or Correction of Employee Record Entries**

1. The Freedom of Information and Protection of Privacy Act gives employees the right to request that personal information on file be removed or corrected. This procedure is not intended to be in conflict with, or supersede, an employee's rights outlined in a collective agreement.

**Under the Freedom of Information and Protection of Privacy Act:**

1. Employees may request the District to correct or remove entries in their personal records. Such a request must be made in writing, either on forms provided or in a letter.
2. The ~~Personnel~~ Human Resources Department, upon receiving such a request, will make a recommendation to the ~~Information and~~ Chief Privacy ~~Coordinator~~ Officer, who may consult with the Superintendent/CEO or designate before making a decision.
3. If the District denies the request, the applicant shall be informed of the right to appeal to the Office of the Information and Privacy Commissioner ~~of Information and Privacy.~~

**Retention of Employee Records.**

1. Employee records shall be maintained for the periods outlined in Board Policy and Regulation 4660. ~~and Regulations.~~