



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)

- 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)

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

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

Open Board Meeting Minutes

DATE & TIME: 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:

C. Anderson, Board Chair

K. Morris Secretary Treasurer



School District No. 59 (Peace River South)

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:

C. Anderson, Board Chair

K. Morris, Secretary Treasurer

School District Literacy Professional Learning Plan

Please submit your final professional learning plan to
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

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 keynote 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.

Teacher's Chart

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

Class _____
 Date _____
 STUDENT'S NAME _____

| STUDENT'S NAME | KINDERGARTEN SKILLS | | | | | | | | | | GRADE ONE: ADDITIONAL SKILLS: | | | | | | | | | | |
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| | Rhyming Discrimination | Rhyming Production | Isolation (Initial letters) | Blending Syllables (Parts of words) | Segmentation (Words in sentences) | Deletion (Compound words) | Isolation (Medial letters) | Isolation (Final letters) | Blending (Phonemes/Letters) | Segmentation (Syllables/Compound words) | Segmentation (Phonemes) | | | | | | | | | | |
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Skill Mastery Progress
 Black - September/October/November
 Green - December/January
 Yellow - February/March
 Red - April/May/June

Degree of Skill Mastery
 ● - Skill Mastery
 ○ - Skill Review Required
 ○ - Skill Instruction Required

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Resources

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Grade 2 & 3:
 Mastery of Essential
 Literacy Skills Checklist

Book Title _____
 Date of Reading _____

STUDENT'S NAME _____

| STUDENT'S NAME | WRITING CONVENTIONS | | | | | | | | | | PERSONAL WRITING | | | | | | | | | | | | | | | |
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| | Grammar & Usage | Punctuation & Capitalization | Vocabulary & Spelling | Presentation | Meaning | Form & Organization | Style | Complete sentences | Some compound sentences | Capital letters | End punctuation | Commas in a series | Use of phonics | High frequency words correct | Most spelling correct | Spacing | Legibility | Topic | Ideas | Details | Logic | Sequence | Connections | Word choice | Sentence fluency | Voice |
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Skill Mastery Progress
 Black - September/October/November
 Green - December/January
 Yellow - February/March
 Red - April/May/June

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 |
|-------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
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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 |
|-------|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
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| 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.

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



School District No.59 (Peace River South)

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 |

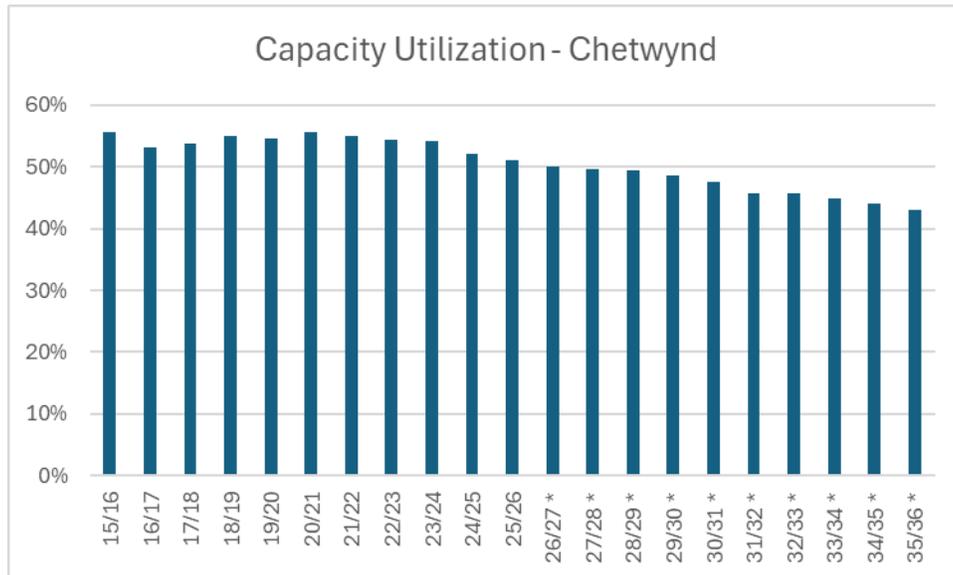
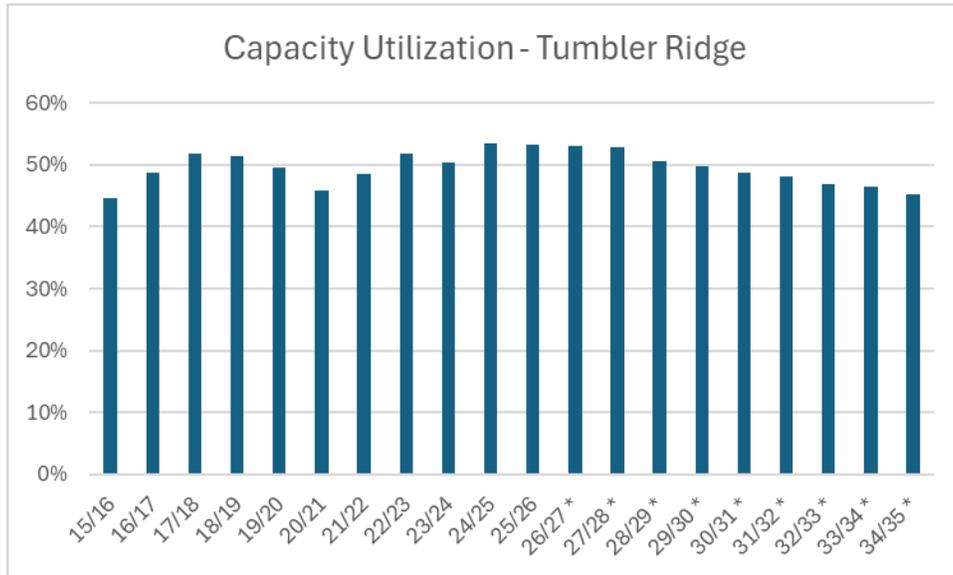
Utilization

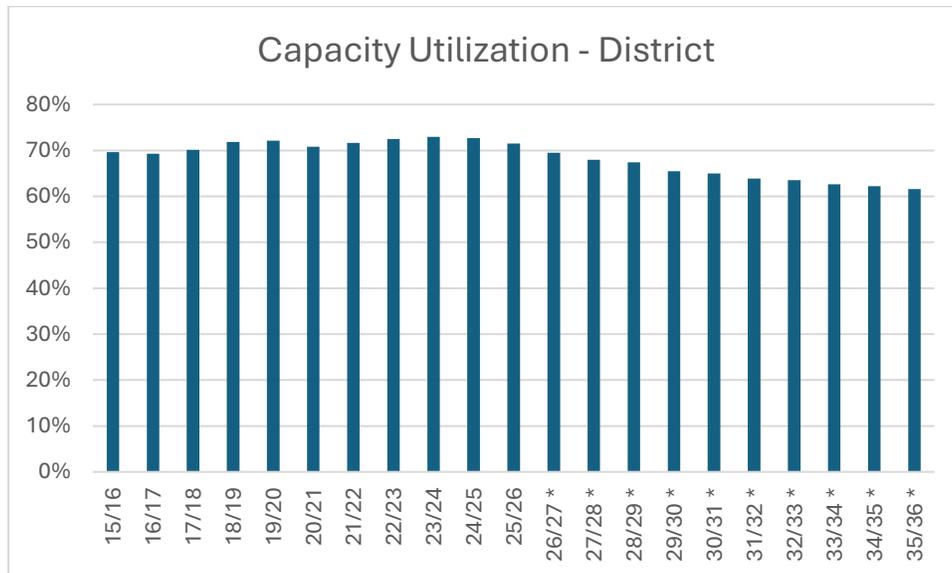
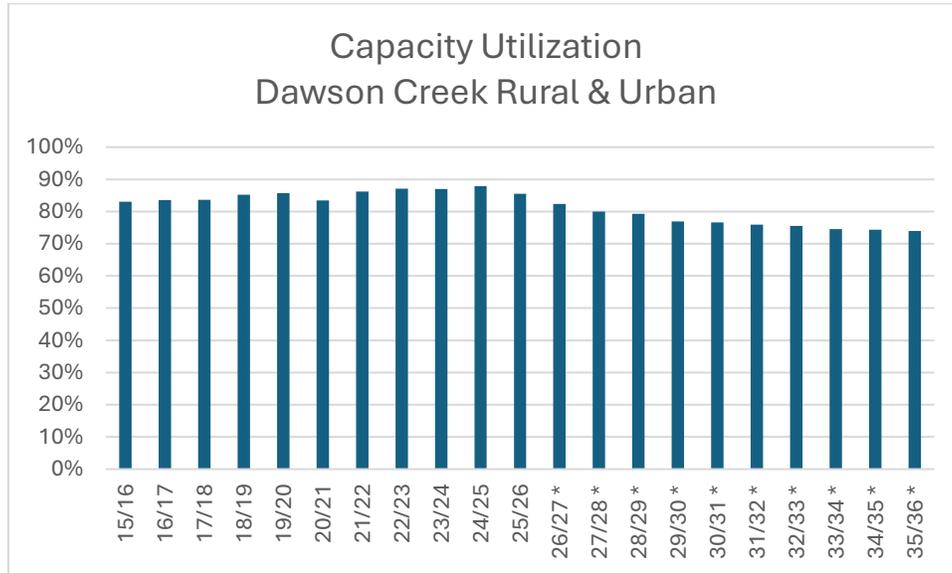
Utilization rates indicate the percentage of a school's space that is occupied for K-12 education. The Ministry's Nominal (as built) capacity has been adjusted down for early learning, child care and long-term rentals, as well as the restored BCTF class size and composition language resulting in smaller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



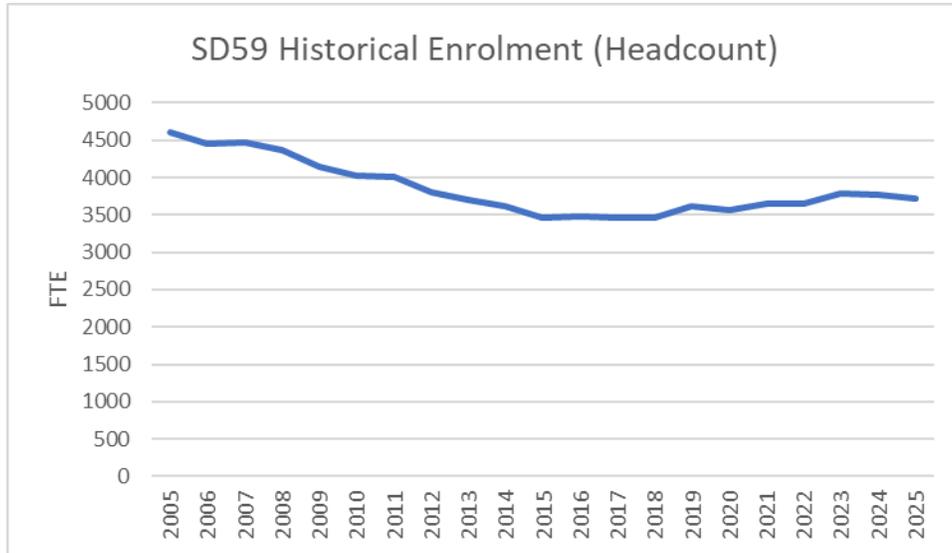


Both Chetwynd and Tumbler Ridge schools have a little above 50% capacity utilization as do 3 out of 4 of the Dawson Creek Rural schools: Devereaux, McLeod, and Parkland. Most Dawson Creek Elementary Schools: Canalta, Crescent Park and Ecole Frank Ross Elementary schools are indicating capacity utilization 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



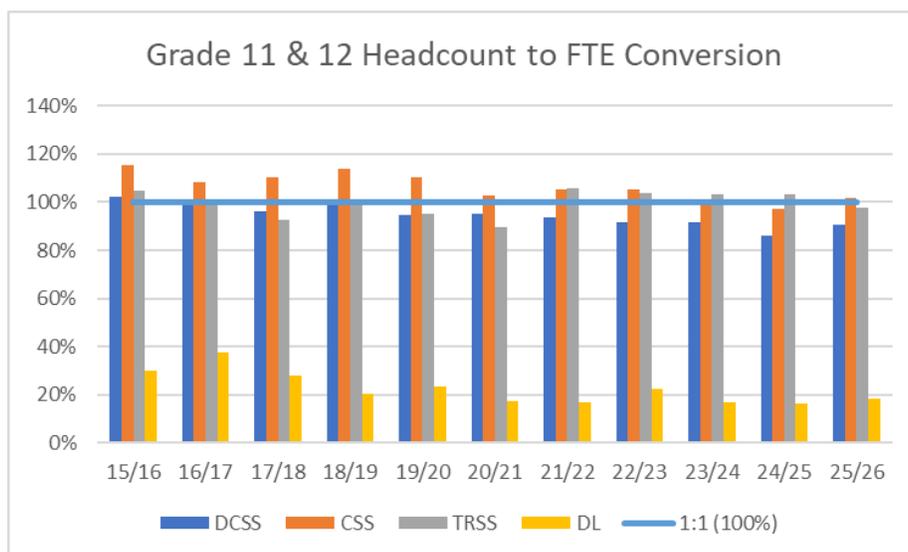
Impacts on Enrolment

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.

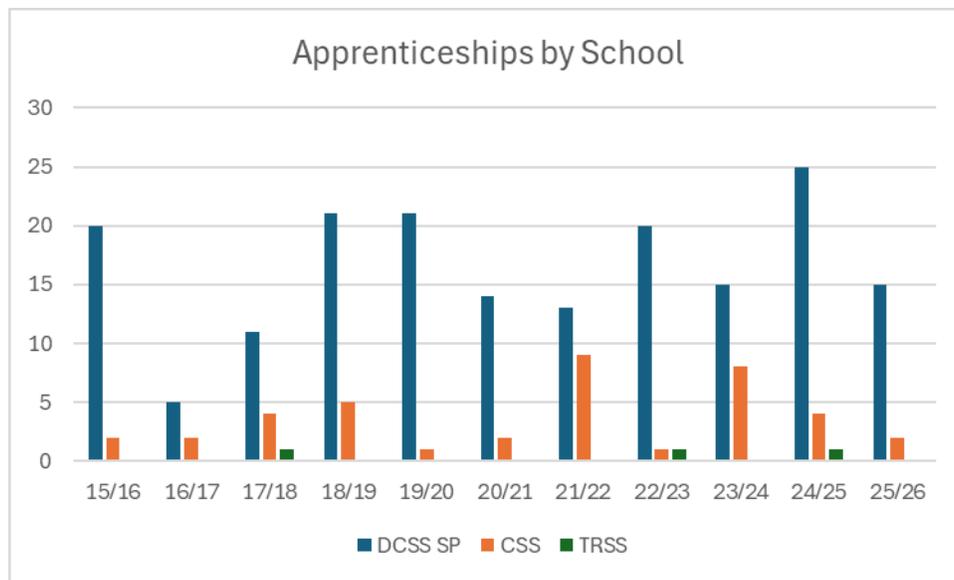
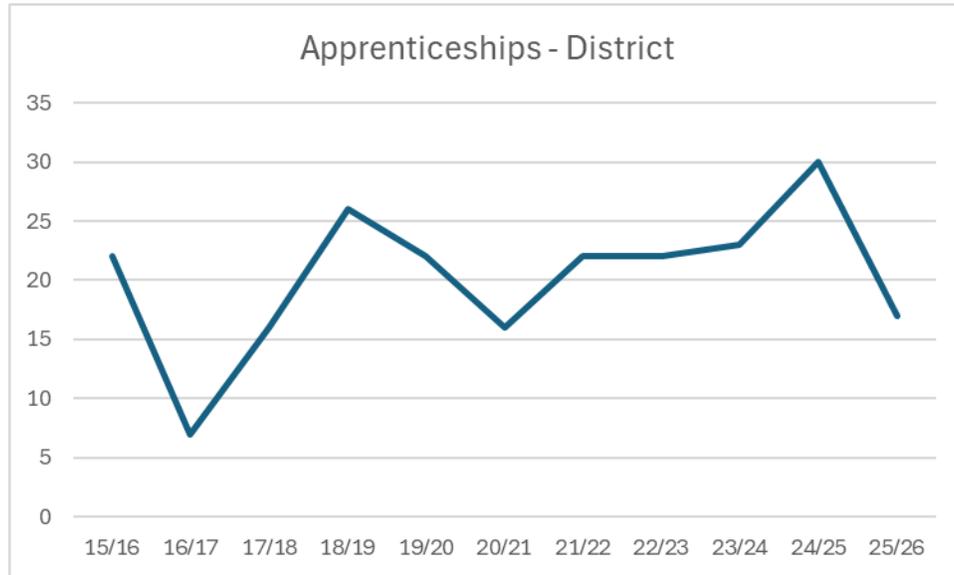
2. Work Experience and Apprenticeship:

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

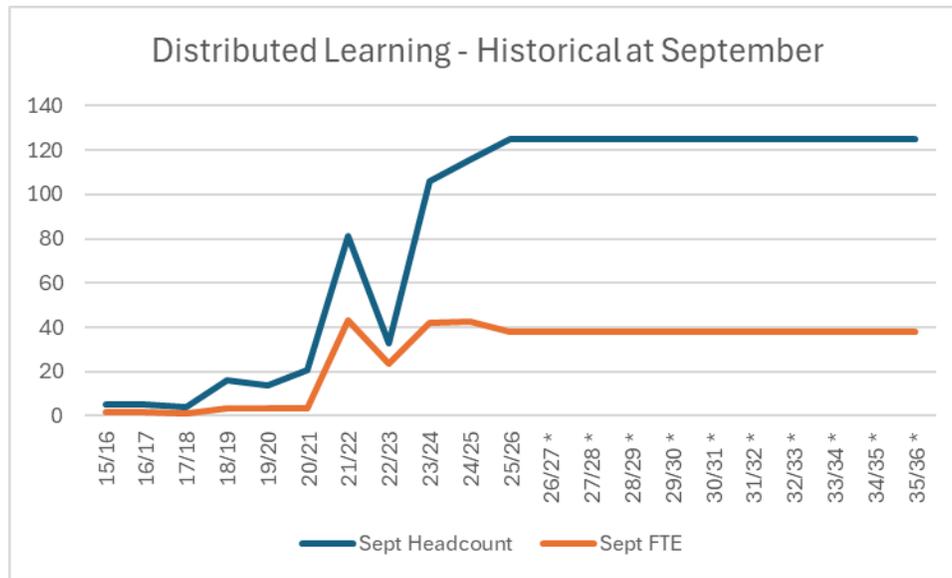
Distributed learning allows a student to register for K-12 courses throughout the year. Students or their families may choose a DL course for a number of reasons: withdrawing from a classroom course, to repeat a course in order to receive a better mark, to self-pace completion of a course, instructor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

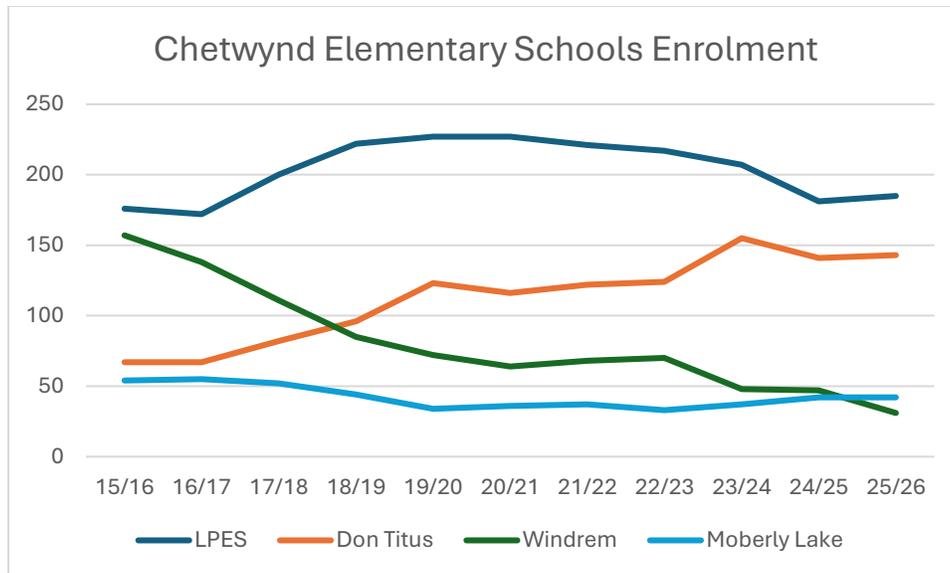
1. Schools and Programs of Choice

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:



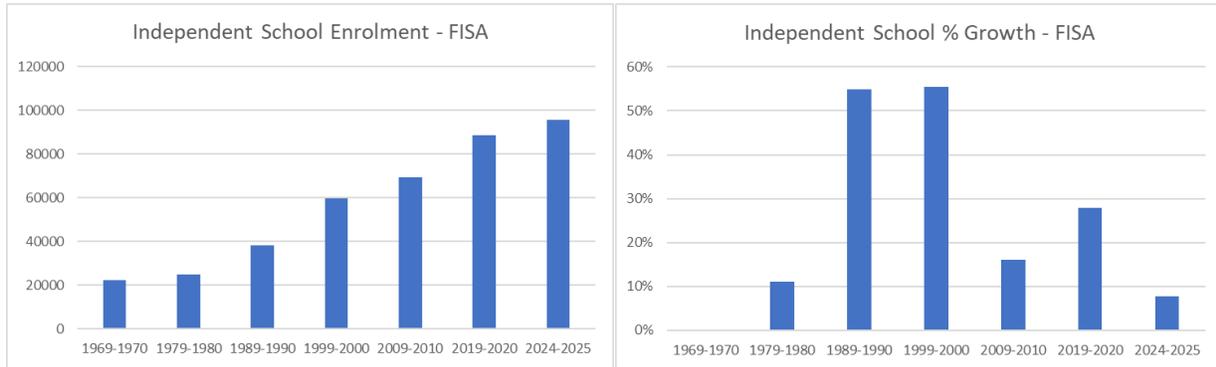
Note in the above, the trend upward for the school of choice (Don Titus) and the decline in other schools (e.g. Windrem).

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.

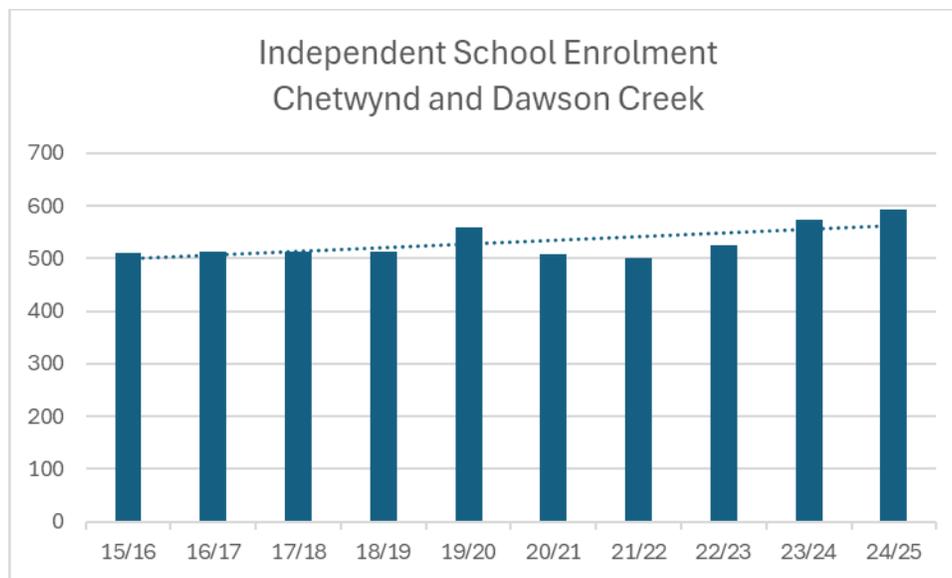
Any enrolment in independent schools, decreases the potential for enrolment in public schools, and vice-versa.

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

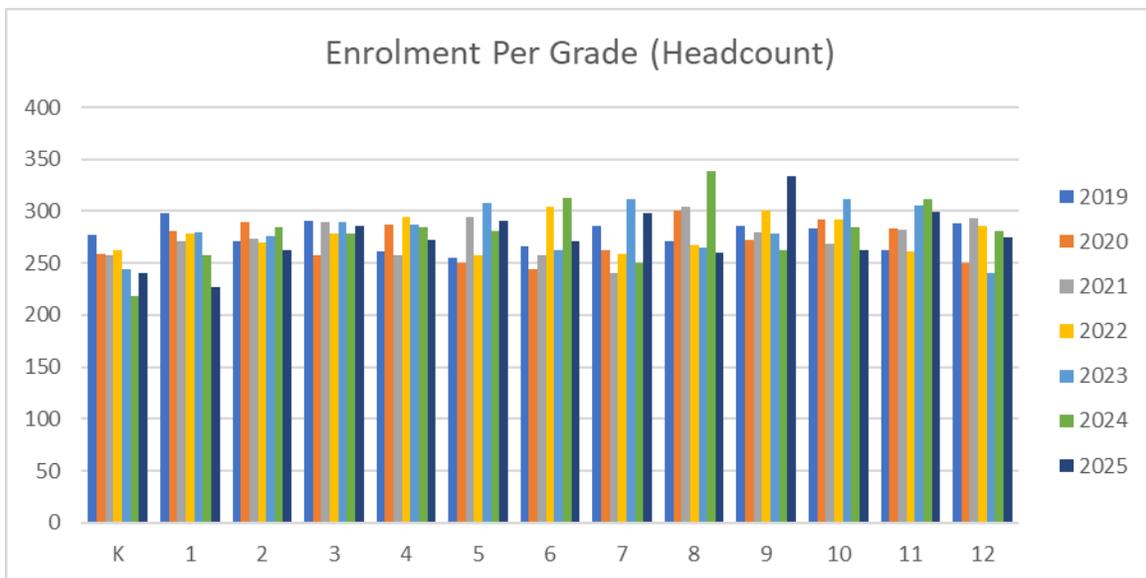
students and added students. A negative number means between the previous year’s grade and the new year’s grade, not all students were retained by the district.

| 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 | 0 | 2 | 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 | 62 | 0 | 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% |
| Total Catchment | 264 | 111 | 135 | 82 | 73 | 285 | 235 | 83 | 348 | 64 | 64 | 143 | 212 | 394 | 607 | 219 | 191 | 5 | 3515 | 10.0% |

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 | | | | | |
| 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 |

Facility Condition

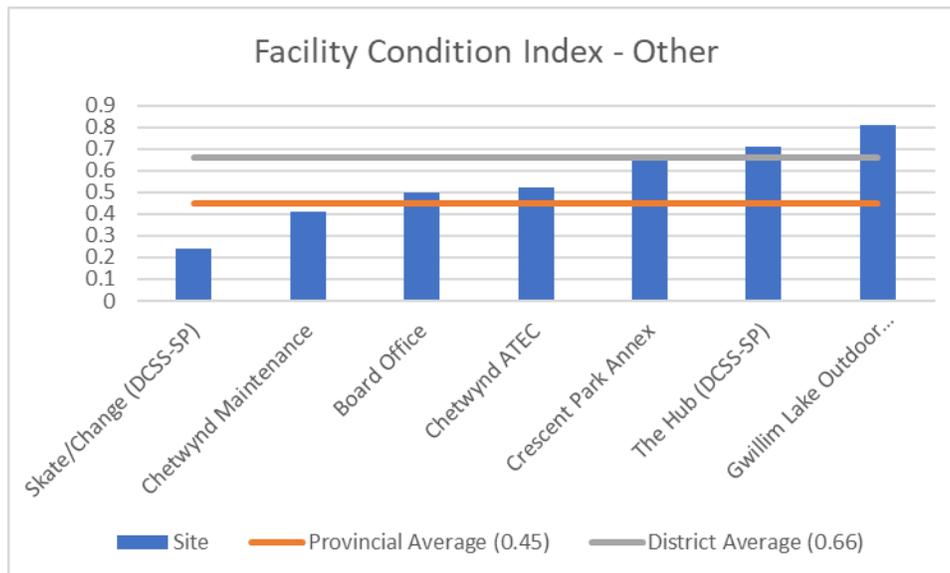
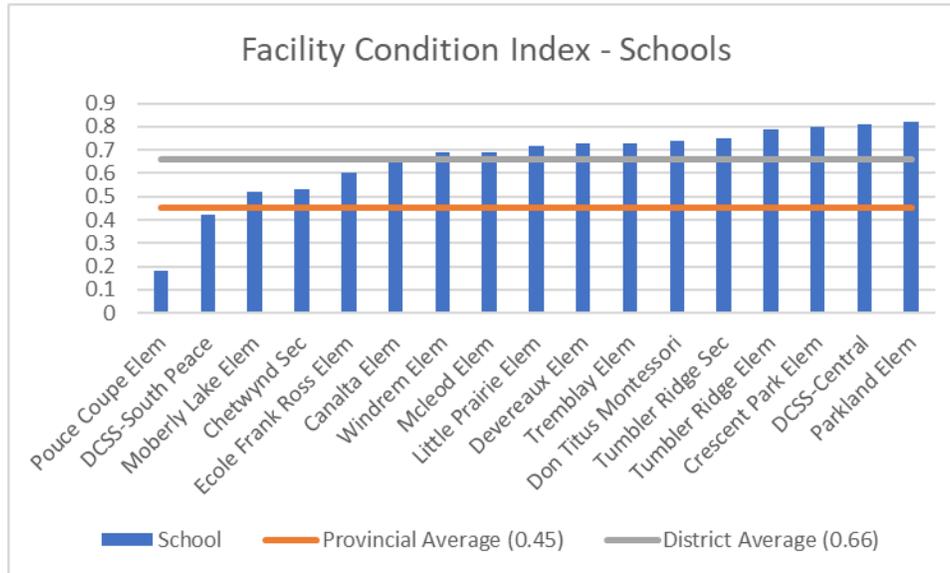
Facility condition Index (FCI) results from a Ministry of Education led standardized facility condition assessment of all schools in the province. The last assessment in SD59 was completed in 2021. Assessments at a point in time are adjusted annually by the Ministry's web application VFA for subsequent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

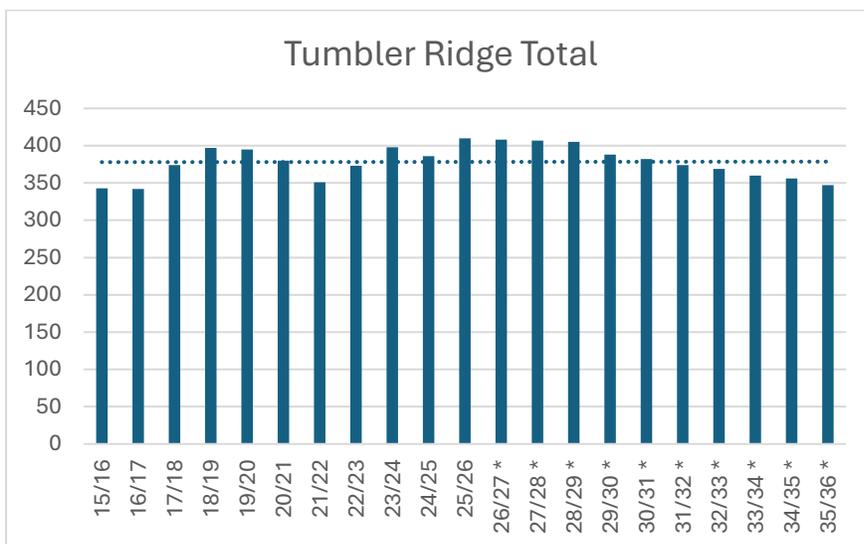
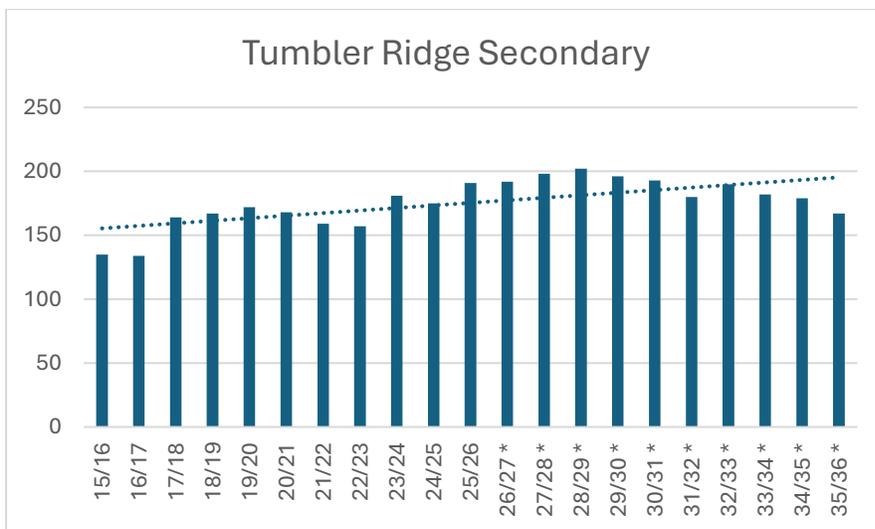
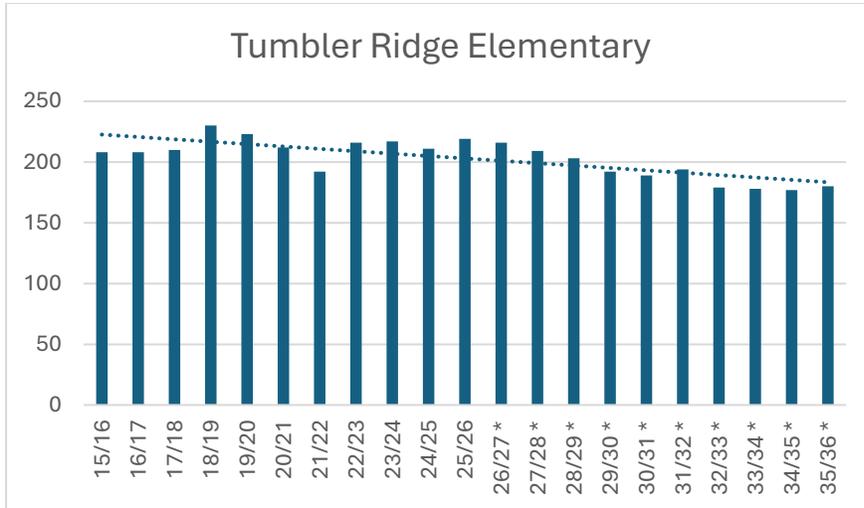
DCSS-Central anecdotally loses approximately 10 of its incoming Grade 8s (last year's Grade 7s) each year to independent schools in Dawson Creek, therefore Grade 8 enrolment is adjusted downward year to year in Grade 8.

McLeod Elementary headcount does not include Kelly Lake Students.

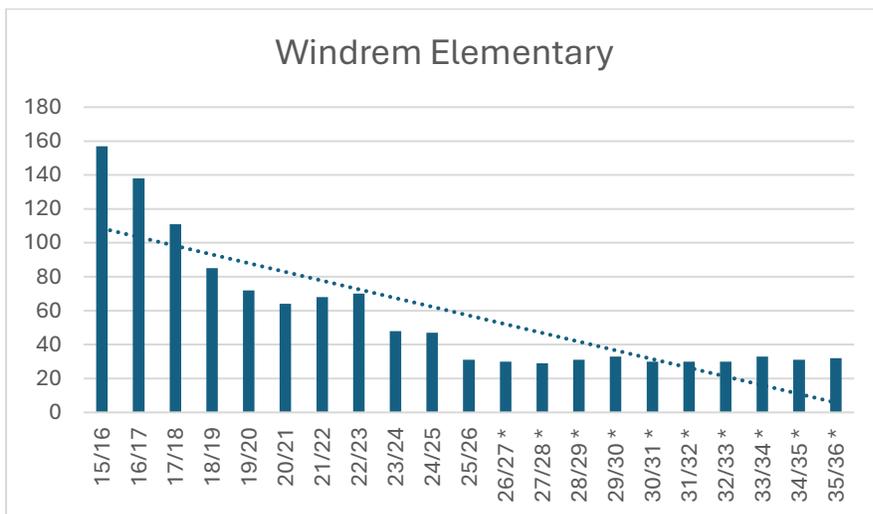
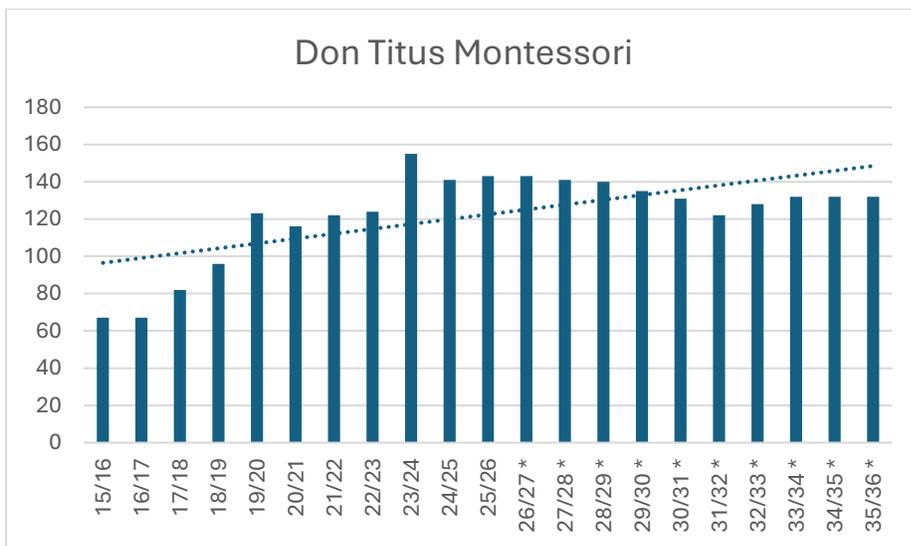
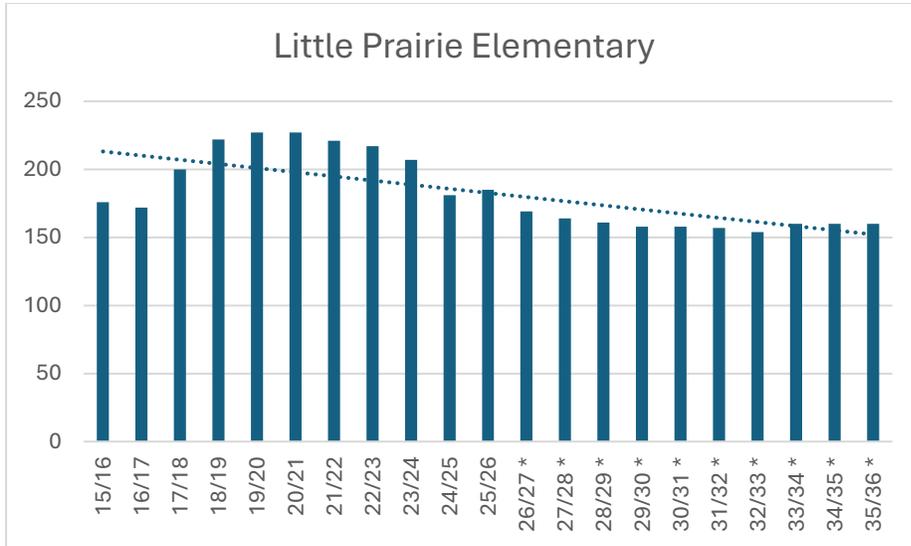
DCSS-South Peace Campus:

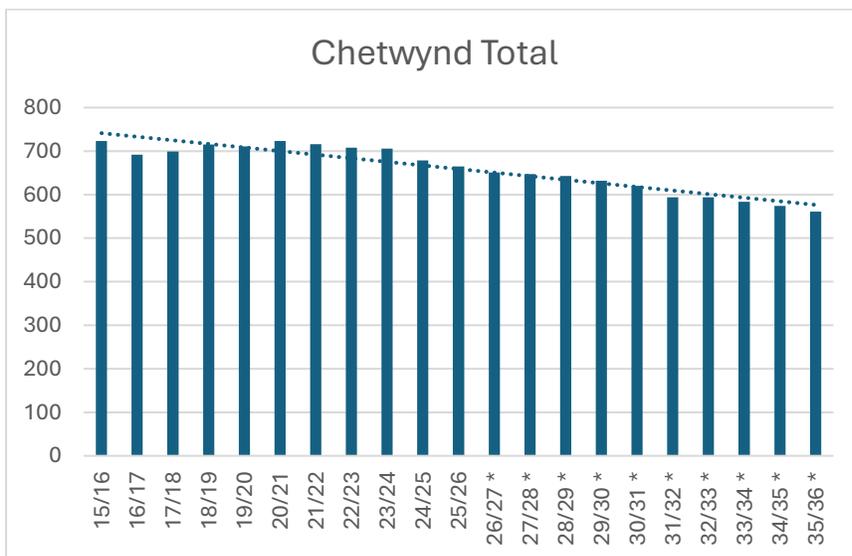
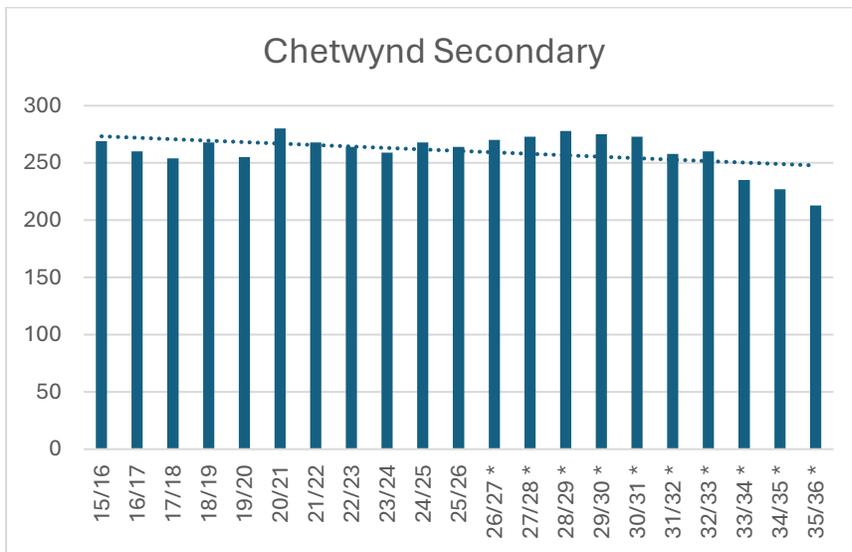
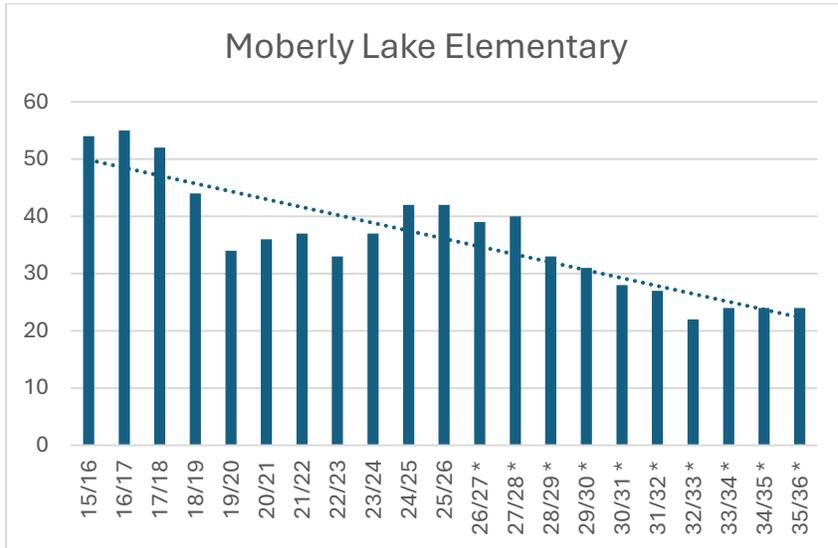
- 2015/16 to 2019/2020 includes Distributed Learning actual headcount (all < 30) and the Alternate program actual headcount
- 2020/2021 to 2021/2022 includes Distributed Learning actual headcount (< 30) and no Alternate (ceased to operate 2019/2020)
- 2022/2023 onward includes Distributed Learning as 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

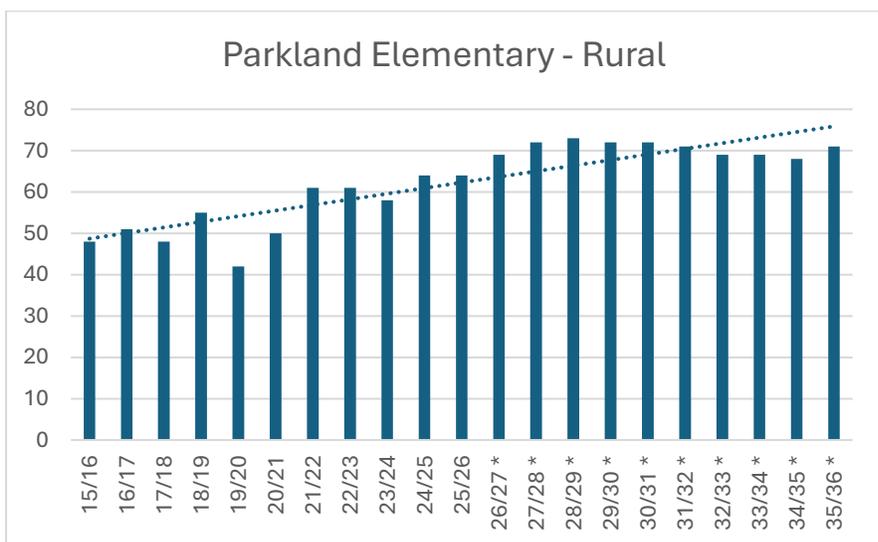
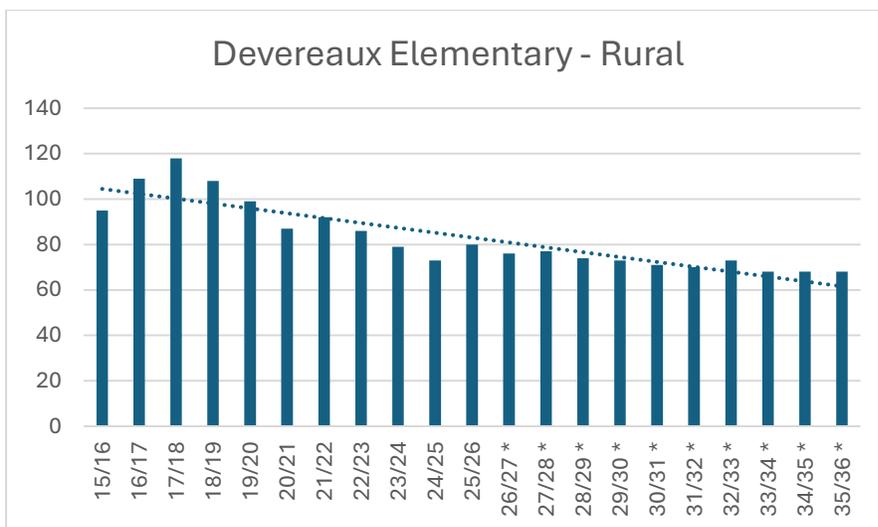
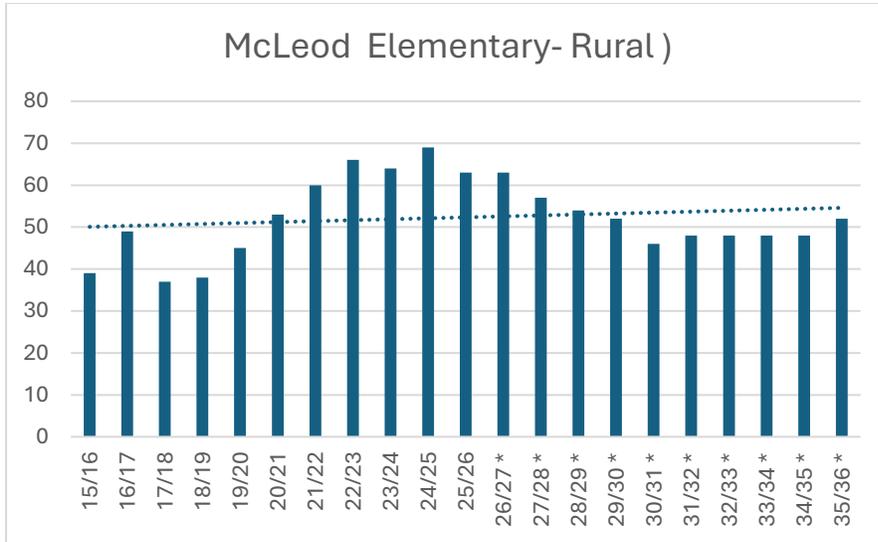


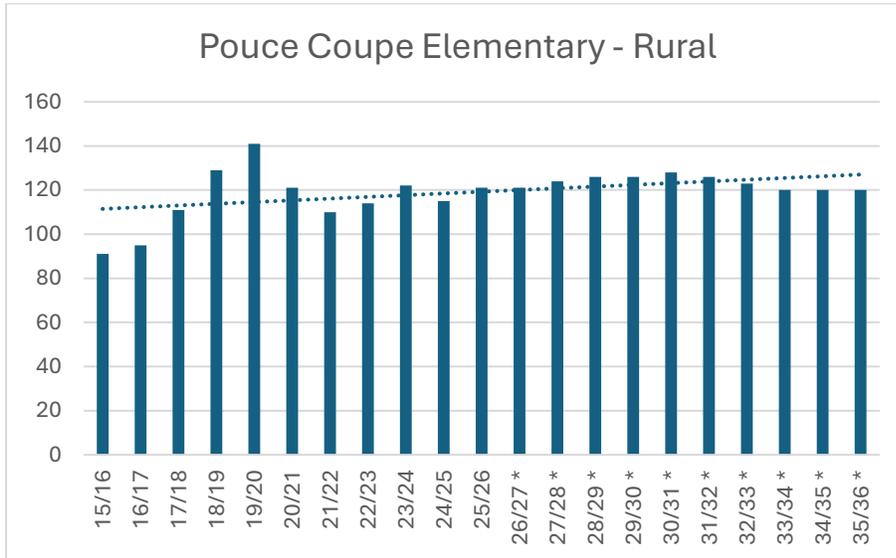
Chetwynd



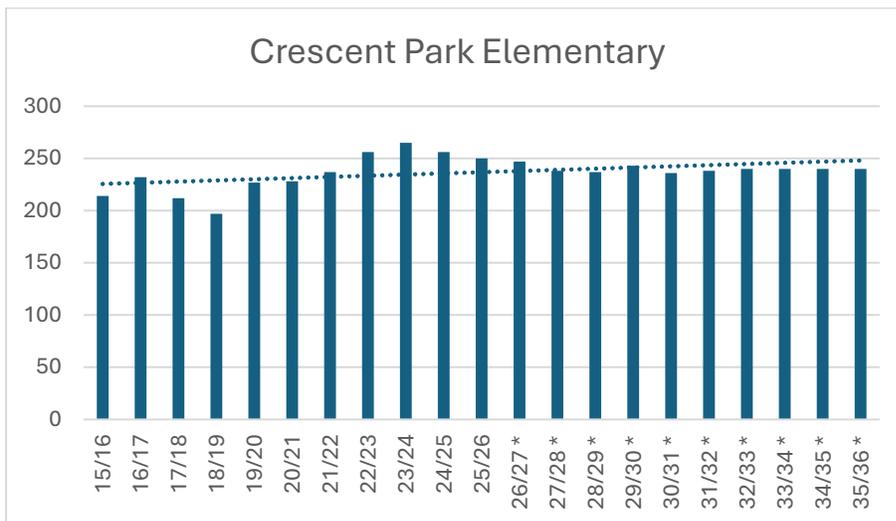
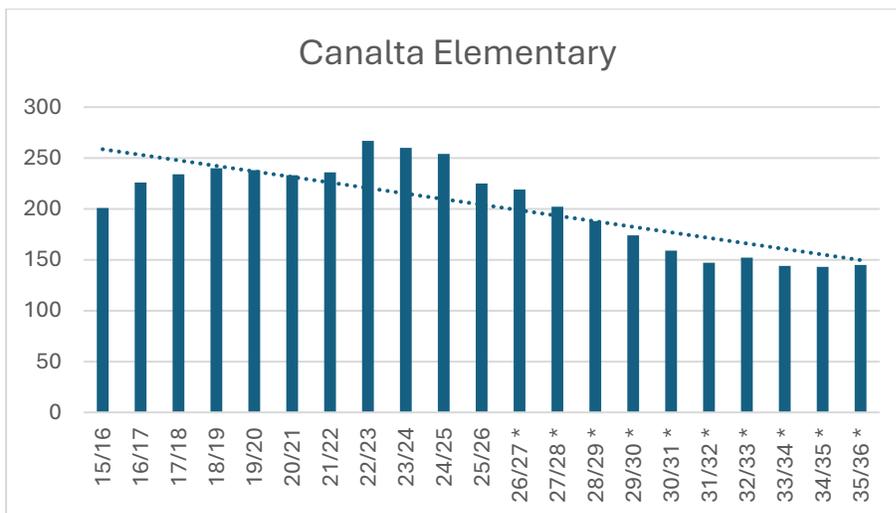


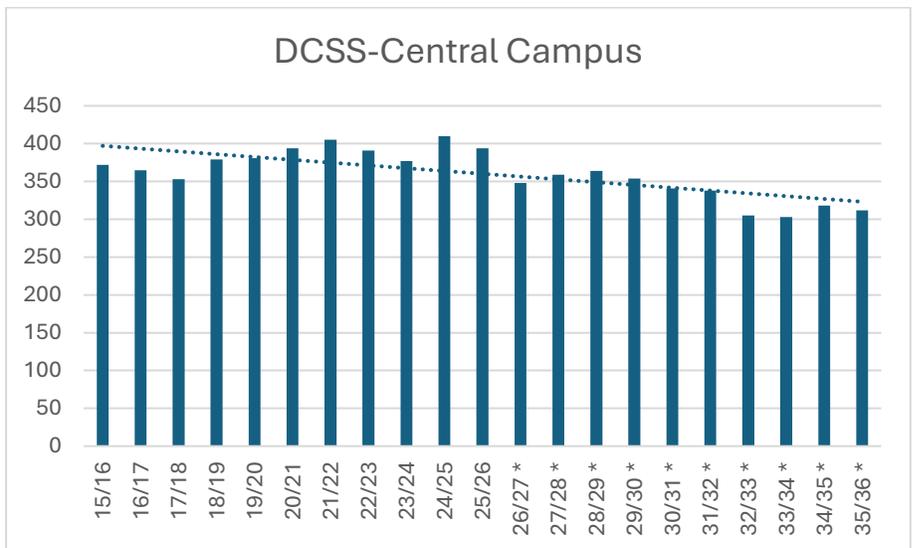
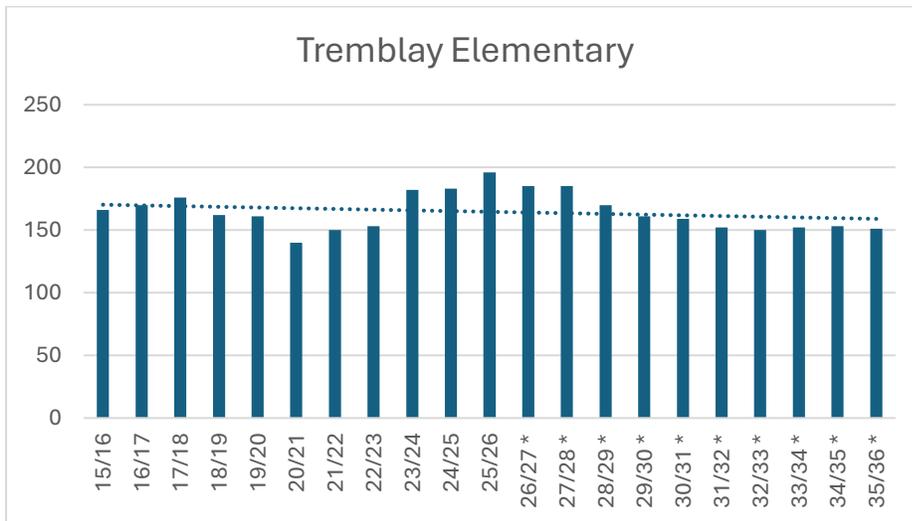
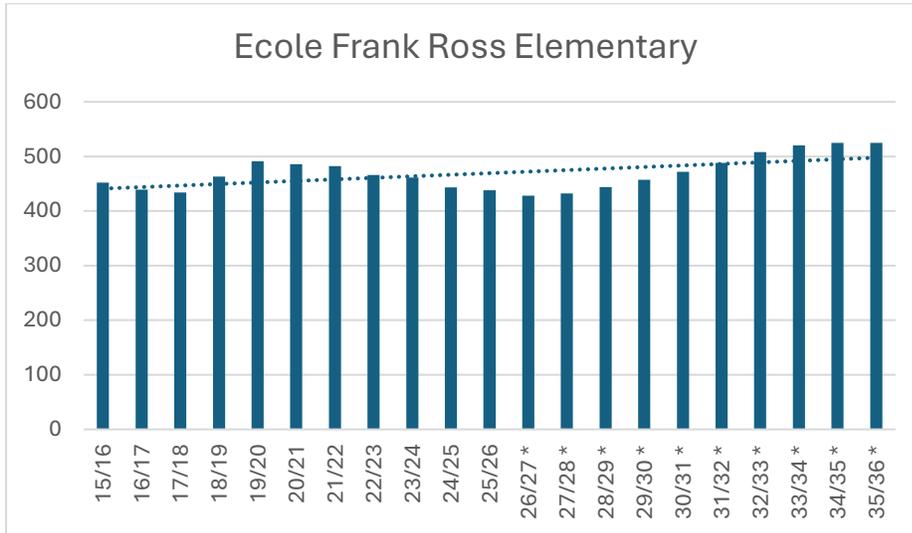
Dawson Creek – Rural

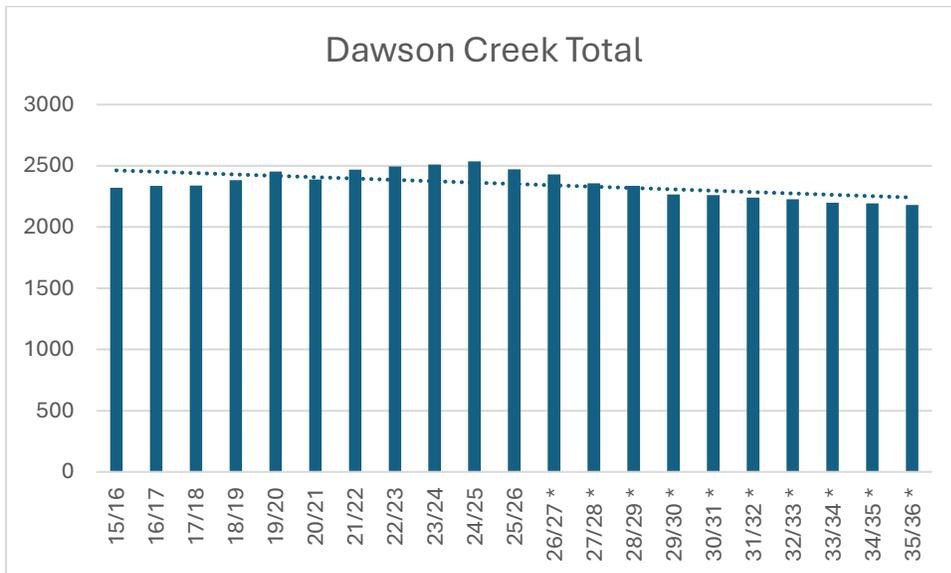
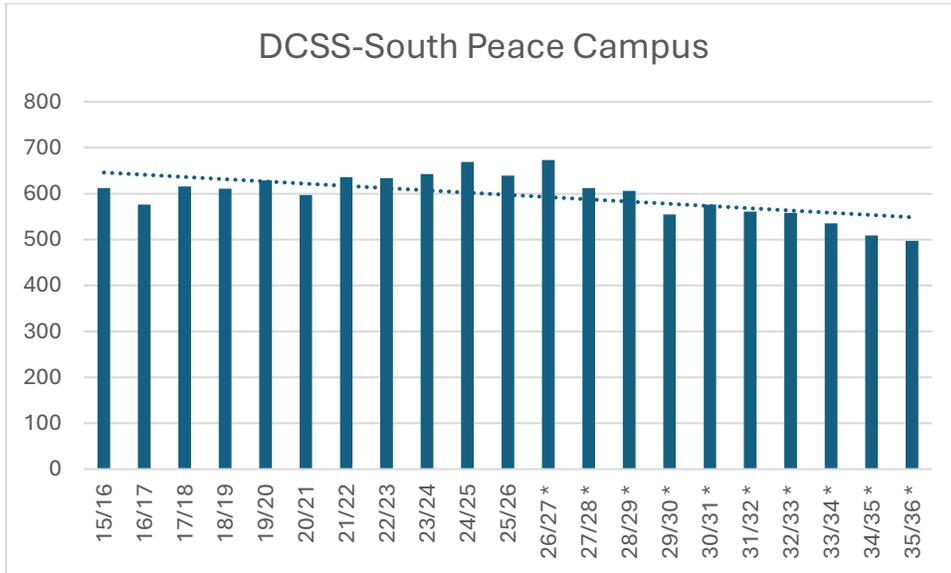




Dawson Creek Urban







Appendix B – Out of Catchment Matrix

| | CSS | DON TITUS | LITTLE PRAIRIE | MOBERLY | WINDREM | CANALTA | CRESCENT PARK | DEVEREAUX | FRANK ROSS | MCL EOD | 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 | 217 | 1 | 0 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 225 | 3.6% |
| Crescent Park | 0 | 0 | 0 | 0 | 9 | 220 | 0 | 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 | 607 | 0 | 0 | 0 | 0 | 394 | 0.0% |
| DCSS-SP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 609 | 0.3% |
| Deveraux | 0 | 0 | 0 | 0 | 2 | 0 | 77 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 3.8% |
| EFR (PoFC) | 0 | 0 | 0 | 0 | 48 | 14 | 5 | 327 | 0 | 2 | 20 | 22 | 0 | 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 | 2 | 0 | 0 | 0 | 0 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 3.1% |
| Pouce Coupe | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 112 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 121 | 7.4% |
| Tremblay | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 12 | 0 | 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 | 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% |
| Total Catchment | 264 | 111 | 135 | 82 | 73 | 285 | 83 | 348 | 64 | 64 | 143 | 212 | 394 | 607 | 219 | 191 | 5 | 3515 | 10.0% | |

MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

| | 2025-2026 | | 2025-2026 | | | 2024-2025 | | 2024-2025 | | |
|------------------------------------|-------------------------|---------------------|-------------------|-------------------|------------|-------------------------|---------------------|-------------------|-------------------|------------|
| | Budget (Preliminary) | Budget (Amended) | YTD | Available | % | Budget (Preliminary) | 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% | | | | | |
| GRAND TOTAL | 59,904,439 | 641,094 | 12,022,991 | 48,522,542 | 80% | 57,118,602 | 2,506,179 | 12,106,192 | 47,518,589 | 83% |

MONTHLY FINANCIAL REPORT - OPERATING - OCTOBER MONTH END

| | 2025-2026 Budget (Preliminary) | 2025-2026 Budget (Amended) | YTD | Available | % | 2024-2025 Budget (Preliminary) | Oct YTD | Available | % |
|--|--------------------------------------|----------------------------------|------------------|-------------------|------------|--------------------------------------|------------------|-------------------|------------|
| SALARIES | | | | | | | | | |
| 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 Repalcement 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% |
| TOTAL SALARIES | 39,862,262 | 0 | 9,509,360 | 30,352,902 | 76% | 39,284,793 | 9,248,402 | 30,036,391 | 76% |
| BENEFITS | | | | | | | | | |
| 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% |
| TOTAL BENEFITS | 9,030,775 | 0 | 2,125,759 | 6,905,016 | 76% | 8,804,219 | 2,016,429 | 6,787,790 | 77% |
| SERVICES & SUPPLIES | | | | | | | | | |
| 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 | 2025-2026 | YTD | Available | % | | 2024-2025 | Oct YTD | Available | % |
|--------------------------------------|-------------------------|---------------------|-------------------|-------------------|------------|--|-------------------------|-------------------|-------------------|------------|
| | Budget (Preliminary) | Budget (Amended) | | | | | Budget (Preliminary) | | | |
| 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 | | |
| TOTAL SERVICES & SUPPLIES | 9,140,902 | 641,094 | 2,770,563 | 7,011,433 | 72% | | 8,879,588 | 2,536,503 | 6,389,677 | 72% |
| GRAND TOTAL | 58,033,939 | 641,094 | 14,405,682 | 44,269,351 | 75% | | 56,968,600 | 13,801,334 | 43,213,858 | 76% |

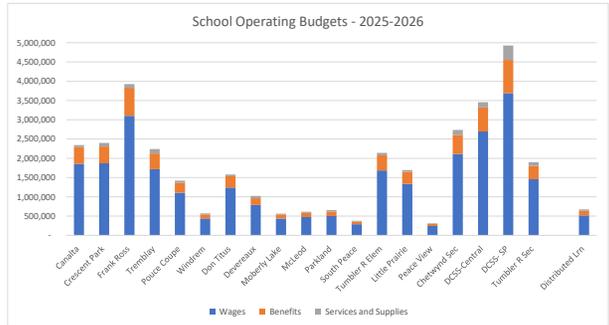
MONTHLY FINANCIAL REPORT - OPERATING -OCTOBER MONTH END

| | 2025-2026 Budget (Preliminary) | 2025-2026 Budget (Amended) | YTD | Available | % | 2024-2025 Budget (Preliminary) | Oct YTD | Available | % |
|---|--------------------------------------|----------------------------------|-------------------|-------------------|------------|--------------------------------------|-------------------|-------------------|------------|
| FUNCTION 1: INSTRUCTION | | | | | | | | | |
| 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% |
| TOTAL INSTRUCTION | 43,242,932 | 549,826 | 10,274,031 | 33,518,727 | 77% | 42,123,428 | 9,493,779 | 32,629,649 | 77% |
| FUNCTION 4: ADMINISTRATION | | | | | | | | | |
| 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% |
| TOTAL ADMINISTRATION | 2,544,922 | 18,585 | 978,488 | 1,585,019 | 62% | 2,416,588 | 854,021 | 1,562,567 | 65% |
| FUNCTION 5: OPERATIONS & MAINTENANCE | | | | | | | | | |
| 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% |
| TOTAL SERVICES & SUPPLIES | 8,140,401 | 72,683 | 2,144,069 | 6,069,015 | 74% | 8,130,723 | 2,387,316 | 5,743,407 | 71% |
| FUNCTION 7: TRANSPORTATION | | | | | | | | | |
| 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% |
| TOTAL SERVICES & SUPPLIES | 4,105,684 | - | 1,009,094 | 3,096,590 | 75% | 4,297,861 | 1,066,218 | 3,231,643 | 75% |
| GRAND TOTAL | 58,033,939 | 641,094 | 14,405,682 | 44,269,351 | 75% | 56,968,600 | 13,801,334 | 43,167,266 | 76% |

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

| School | Pupil Budget Ratio | Enrolment Headcount | 2024-2025 Operating Budget | 2025-2026 Operating Budget Preliminary | Operating Expenditures Instruction | 2025-2026 CEF Expenditures | | | | | | | | | | | | | YTD Total | Remaining | % Rem | 2025-2026 CEF Budget Preliminary | Expenditures Instruction | Library | Counselling | Inclusion | ELL | YTD Total | Remaining | % Rem |
|-----------------------------|--------------------|---------------------|----------------------------|--|------------------------------------|----------------------------|---------------|----------------|------------------|---------------|--------------|------------------|------------------|-------------------|------------|-----------|-----------|----------------|-----------|-----------|-------|----------------------------------|--------------------------|---------|-------------|-----------|-----|-----------|-----------|-------|
| | | | | | | Careers | Library | Counselling | Inclusion | ELL | Indigenous | School Admin | YTD Total | Remaining | % Rem | 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 | #DIV/0! | | | | | | | | | | | | |
| Crescent Park Elementary | 9,590 | 250.00 | 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 | #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 | #DIV/0! | | | | | | | | | | | | |
| Don Titus Montessori | 11,043 | 143.00 | 1,384,651 | 1,579,997 | 190,123 | 0 | 690 | 0 | 72,999 | 1,268 | 0 | 51,192 | 316,272 | 1,262,825 | 80% | 0 | 0 | #DIV/0! | | | | | | | | | | | | |
| Ecole Frank Ross Elementary | 8,962 | 438.00 | 3,851,893 | 3,925,370 | 545,103 | 0 | 23,490 | 0 | 138,911 | 0 | 215 | 138,113 | 845,832 | 3,079,538 | 78% | 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 | #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 | #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 | #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 | #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 | #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 | #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 | #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 | #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 | #DIV/0! | | | | | | | | | | | | |
| Windrem 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 | #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 | #DIV/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 | #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 | #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 | #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 | #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 | #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 | | | | | | | | | | | | |
| 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 | #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 |





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)

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% | |
| Net | 8,434,385 | 245,297 | 8,679,682 | 6,079,060 | 2,600,622 | 30% | |
| 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 | | | | |



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)

DATE: November 19, 2025

CHAIR: TBD

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**

Legal Requirement

Board Approved & Codified: June 19, 2013

Last Revised: June 19, 2013

Description:

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

4320 Custody of Students

Policy 4320

STATUS: ADOPTED

CUSTODY OF STUDENTS

Board Approved and Codified: February 24, 1986

Last Revised: June 19, 2012, November 2025

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

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**

RESPONSE TO UNEXPECTED HEALTH EMERGENCIES

Board Approved & Codified:

Last Revised:

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:

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**

EMPLOYEE RECORDS - FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Adopted and Codified: June 28, 1995

Last Revised: June 19, 2012

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

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.~~