School District No. 59 (Peace River South)

Open Board Meeting Agenda

Date: November 18, 2026 @ 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

1. **ITEMS FOR ADOPTION**
   - R1.1 Regular Board Meeting Minutes – October 21, 2026
   - R1.2 Closed Meeting Excerpts – October 21, 2026
   - R1.3 Inaugural Board Meeting – November 2, 2026
   - R1.4 Special Closed Meeting Excerpts – November 9, 2026
2. **BUSINESS ARISING**
3. **ESSENTIAL ITEMS**
4. **CORRESPONDENCE**
5. **PRESENTATIONS**
6. **REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**
   - R6.1 School/Student News
   - R6.2 Consultation Process
   - R6.3 Indigenous Education Enhancement Agreement
   - R6.4 Don Titus Mural Request
7. **REPORTS FROM THE SECRETARY-TREASURER**
   - R7.1 Monthly Financial Report – October 2026
   - R7.2 Capital Projects Report
   - R7.3 Enrolment and Revenue Update
8. **TRUSTEE ITEM**
   - R8.1 BCSTA Update – C. Wards
9. **COMMITTEE REPORTS**
   - R9.1 Policy Committee
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 16, 2026 (Dawson Creek)

ADJOURNMENT

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 21, 2026 – 1:00 PM

PLACE: School Board Office – Dawson Creek, BC

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

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

REGRETS: Nil

Called to Order – 1:00 PM

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

APPROVAL OF AGENDA

Additions: Nil

Deletions: Nil

(2026-10-006)
MOVED/SECONDED – Jones/Wards
THAT the Board of Education of School District No. 59 (Peace River South) approve the October 21, 2026 Regular Board Meeting agenda as amended.
CARRIED

1.0 ITEMS FOR ADOPTION

The Chair asked for any corrections to the minutes.

R1.1 Regular Board Meeting Minutes – September 23, 2026

(2026-10-007)
The Chair declared the minutes of the open meeting September 23, 2026 approved as presented.

R1.2 Excerpts of Closed Board Meeting – September 23, 2026

(2026-10-008)
The Chair declared the excerpts of the closed board meeting September 23, 2026 approved as presented.

R1.3 Excerpts of Special Closed Meeting – September 18, 2026

(2026-10-009)
The Chair declared the excerpts of the special closed board meeting September 18, 2026 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 CORRESPONDENCE

5.0 PRESENTATIONS

7.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R7.1 School/Student News

The Superintendent reported school/student news:

- Orange Shirt Day was celebrated on September 29, 2026 in schools, including the StrongStart programs.
- All schools in the district participated in the annual Terry Fox run campaign. Devereaux Elementary staff took it one step further and challenged their students that if they met their fundraising goal, the staff would dress up in costumes for the run.
- Fire Prevention Week was from October 4 to 10. Many schools in the district had a visit from the local fire stations to learn about fire safety and prevention and participate in other fun activities like climbing into the firetruck!
- Many schools in the district have had the Earth Rangers School Assembly visit. The assembly has live games, visuals, and unforgettable storytelling to teach kids about wildlife, ecosystems, and environmental solutions. The assemblies always spark curiosity, build environmental literacy, and inspires students to believe they can make a

difference. Schools receive curriculum connections and follow-up resources for further classroom learning.

- Pouce Coupe students are learning about survival skills and classes are focusing on leadership and connecting with their buddies.
- TRSS senior girls' volleyball team attended a tournament at DCSS. The school is also excited because they have junior boys team this year.
- TRSS Kodiak Campus appreciates the therapy dogs that are brought into the school by Victim Services for support for the students and staff. Highschool students are applying ADST skills by building marble mazes which encompasses engineering and design skills.
- DCSS held their own elections to coincide with the municipal and school trustee elections held this fall.
- Canalta students are designing their own towns as part of the ADST curriculum. Students are focusing on literacy through poems and having fun doing visual arts by working with pastels and learning how to shade pictures. Canalta PAC held a BBQ to welcome parents and meet the staff. Canalta is excited to have the opening of the YMCA before and after school care program.
- Crescent Park Elementary students have been working together to clean up the school property and learn about recycling. Crescent Park students created a medicine wheel that has miniature student artwork showcased in it.
- Little Prairie Elementary students are learning with pumpkins. The students are enjoying games, math and science lessons that are related to pumpkins. Students are also having fun participating in the outdoor scavenger hunts.
- Tremblay Elementary classes made ribbons to connect each class together to honour and show support for Truth and Reconciliation. Tremblay Elementary is starting their focus groups. Focus groups are an afternoon program (3X per week) that focus on dance, cooking, and sewing.
- Don Titus Montessori students are learning dot math which literally had students wearing their math problems! The students always enjoy doing sidewalk art.
- Moberly Lake Elementary continues to learn about stewardship of the land.

R7.2 Enhancing Student Learning Report

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.

The report shows gains in achievement in literacy and numeracy especially for First Nations students on reserve and off reserve which was an intentional goal of the Indigenous Education department.

R7.3 BCSTA Rural & Remote Network Report

The Rural and Remote Network is a group within the BCSTA that is made up of school trustees and education leaders (BCSSA, BCPSEA, BCSTA staff) representing rural, isolated, and remote school districts across British Columbia. The group has completed a three-year term and provides information for advocacy and feedback on BCSTA initiatives from a rural perspective.

7.0 REPORTS FROM THE SECRETARY TREASURER

R7.1 Monthly Financial Report – September 2026

The Secretary Treasurer presented the monthly financial report ending September 2026.

R7.2 Capital Projects Update

Crescent Park Elementary Expansion Project

Final work is nearing completion on the Crescent Park Elementary school expansion. Students and staff have been enjoying the new spaces. Total budget is expected to complete at $9.21 million.

ChildcareBC New Spaces – Tremblay & Tumbler Ridge Elementary

Work is progressing on both child care facilities. Foundations are being completed, structural beams have been erected and installation of water and sewer services are being connected. The walls for the Tumbler Ridge centre are being built off site and will be delivered and erected once completed.

Tumbler Ridge Kodiak Campus

Final work is being completed on the new parking lot and installation of millwork is being completed in the new center complex.

Ministry of Education and Child Care provided approval to lease a new space for the StrongStart program while the new school is being built.

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

R7.3 Auditing Services

The Secretary Treasurer requested the Board consider an extension of the current contract for audit services with Eclipse LLP.

(2026-10-010)
MOVED/SECONDED – Hillton/Wards
THAT the Board of Education of School District No. 59 (Peace River South) hereby extends the audit contract of Eclipse LLP to March 31, 2028, subject to successful completion of an extension of the current contract and fees for services between Eclipse LLP and with the Board Chair and the Secretary-Treasurer.

CARRIED

R7.4 2025-2026 Executive Compensation Report

The 2025-2026 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.

(2026-10-011)
MOVED/SECONDED – Hillton/Jones
THAT, the Board of Education of School District No. 59 (Peace River South) receive the 2025-2026 Executive Compensation Report as presented.

CARRIED

R6.5 2026 Final Enrolment Report
A final enrolment count of 3525.56 FTE was submitted to the Ministry. The enrolment count increased 49.56 FTE from the spring projections; however enrolment remains 120.44 FTE lower than the prior year.

R6.7 Election Results
The 2026 General School Trustee Election concluded on the evening of October 17, 2026. The Chief Election Officers for all Trustee Electoral Areas have completed a review of the preliminary results and official election results have been confirmed and shared with the board.

8.0 TRUSTEE ITEMS

R8.1 BCSTA Update – C. Anderson
Chair Anderson presented the latest news and events from the BCSTA.

BCSTA Academy/Provincial Council – November 26-28, 2026 in Vancouver.

9.0 COMMITTEE REPORTS

R9.1 Indigenous Education Partners' Advisory Council (Dawson Creek) – T. Jones
Trustee Jones reported the Dawson Creek council will be meeting on October 27, 2026. Council is expecting to see the final stages of the Enhancement Agreement.

R9.2 Indigenous Education Council – C. Hillton
Trustee Hillton reported the Indigenous Education Council will be meeting on October 26, 2026 and will be finalizing the Enhancement Agreement.

R9.3 Policy Committee
Policy 2205 Trustee Remuneration, Benefits and Recognition is out for feedback until October 30th, 2026.

10.0 DIARY

11.0 NOTICE OF MOTION

12.0 QUESTION PERIOD
A question and answer period was provided.

13.0 FUTURE BUSINESS
R13.1 - Regular Board Meeting – November 18, 2026

ADJOURNMENT

(2026-10-012)
MOVED – Hillton
THAT, the Board of Education of School District No. 59 (Peace River South) Regular Board Meeting of October 21, 2026 be terminated. (2:22 PM)

CARRIED

CERTIFIED CORRECT:

_____
C. Anderson, Board Chair

_____
P. Neale, Secretary Treasurer

School District No. 59 (Peace River South)

MEETING: **Closed Board Meeting**
DATE: **October 21, 2026 10:20 AM**
PLACE: **School Board Office – Dawson Creek, BC**

The meeting was called to order at 10:30 a.m. and the following was reported:

Items for Adoption
- Approval of Agenda
- Closed Meeting Minutes – September 23, 2026
- Special Closed Meeting Minutes – September 18, 2026

Business Arising

Presentation

Trustee Items
Items discussed and reported included:
- BCPSEA Update
- Legal Matters

Superintendent's Reports
Items discussed and reported included:
- Personnel Matters
- Tumbler Ridge Update

Secretary Treasurer's Reports
Items discussed and reported included:
- Union Agreement Ratification

Adjournment Motion @ 12:35 p.m.

CERTIFIED CORRECT:

_____
C. Anderson, Board Chair

_____
P. Neale, Secretary Treasurer

School District No.59 (Peace River South)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

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

Open Session Minutes of the Inaugural Meeting

DATE & TIME: November 2, 2026 – 1:00 PM

PLACE: School Board Office – Dawson Creek

PRESENT: Trustees:
C. Anderson
R. Gulick
K. Kurjata
T. MacTavish
D. Shankel
D. Sudnik
C. Wards

C. Fennell, Superintendent
P. Neale, Secretary-Treasurer
R. Schwartz, Recording Secretary

Called to Order – 1:06 PM

The Inaugural Meeting was opened by the Secretary Treasurer.

The Secretary-Treasurer acknowledged that we share this territory with the people of Treaty 8.

APPROVAL OF AGENDA

Additions: NIl

Deletions: Nil

(2026-11-001)
MOVED/SECONDED – Gulick/Wards
THAT, the meeting agenda be approved as printed.
CARRIED UNANIMOUSLY

1.0 Election of Chair & Vice-Chair

The Secretary Treasurer called for nominations for the position of Board Chair.

Trustee Sudnik nominated Trustee Anderson. (accepted)

The Secretary Treasurer made a second and third call for further nominations.

Congratulations to Trustee Anderson to hold position as Board Chair by acclamation.

The Secretary Treasurer turned the gavel over to the Board Chair.

The Board Chair called for nominations for the position of Vice-Chair.

Trustee Wards nominated Roxanne Gulick. (accepted)

The Board Chair made a second and third call for further nominations for the position of Vice-Chair of the Board.

Congratulations to Trustee Gulick to hold position as Vice-Chair.

2.0 Declaration of Conflict of Interest

- Trustee Anderson declared conflict with family members belonging to BCNU and UFCW local 247 and owner of New Harvest Media.
- Trustee Wards declared conflict with family member belonging to CUPE local 2403 and BCGEU local 310 (outside of school district unions).
- Trustee Sudnick declared employment with SPCRS as Director of Victim Services (excluded position)
- Trustee Gulick declared conflict as owner of Wild River Operations Inc. (does business with schools)

3.0 Committee Appointments

The Board appointed trustees to standing committees and school liaison reps for the 2026-2027 school year.

QUESTION PERIOD

A question and answer period was held.

FUTURE BUSINESS

Regular Board Meeting – November 18, 2026 – Dawson Creek

ADJOURNMENT

(2026-11-002)
MOVED – Gulick
THAT, the Regular Meeting be terminated. (1:27 PM)
CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

_____
Chad Anderson, Board Chair

_____
P. Neale, Secretary Treasurer

School District No. 59 (Peace River South)

MEETING: **Special Closed Board Meeting**
DATE: **November 9, 2026 4:30 PM**
PLACE: **School Board Office – Dawson Creek, BC**

The meeting was called to order at 4:33 pm and the following was reported:

Approval of Agenda

1.0 Legal Updates

Adjournment Motion @ 7:52 pm

CERTIFIED CORRECT:

_____
C. Anderson, Board Chair

_____
P. Neale, Secretary Treasurer

November 5, 2026

Update Regarding Consultation on New Secondary School

Planning for a new secondary school in Tumbler Ridge is moving forward, with the Ministry of Infrastructure and Peace River South School District 59 preparing to hear from students, families, school staff, and other stakeholders about what matters most as the project advances. This consultation will take place during the week of November 16th, 2026. In addition, Urban Systems has been hired to help with the consultation. They will work with Safer Schools Together to make sure we are gathering input in a safe, trauma-informed environment.

While there are still important decisions ahead about how the new school will be designed and delivered, the School District has already heard clearly about what is important to preserve and enhance. Based on this feedback, we already know the new school will include a gymnasium appropriately sized to meet the needs of the school and broader community. The School District has also heard how important trades education is to students and the community, and the new school will provide a trades workshop that offers the same or better functionality and learning opportunities for students.

Two approaches are being explored for the design and construction of the new school: modular or prefabricated construction and traditional site-built construction. Conceptual designs and other visual information will be shared during the upcoming consultation sessions to help participants understand what each approach could look like and consider how the future school could best support learning, student and staff wellbeing, safety, community needs and the transition to a permanent school.

Beginning the week of November 16, focused engagement sessions will be held with people closely connected to the school and its future. Opportunities will be tailored for students, parents and caregivers, educators, school administration and other community representatives. Invitations and additional information about how to participate will be shared in the coming days.

11600-7th Street,
Dawson Creek, B.C. V1G 4R8
Phone: (250) 782-8571 Fax: (250) 782-3204
www.sd59.bc.ca

School District No.59 (Peace River South)

October 30, 2026

INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT

(IEEA)

School District No. 59 (Peace River South)

Indigenous Education Advisory Council

Dawson Creek Indigenous Education Partnership Advisory Council

MEMORANDUM OF UNDERSTANDING

BETWEEN:

The Indigenous Education Advisory Council (IEC)
and Indigenous Education Partnership Council (IEPAC)

AND:

School District No. 59 (Peace River South)

Working together in harmony, trust and mutual collaboration with respect and honour for all Indigenous peoples, we will develop culturally appropriate and meaningful structures, actions, policies, programs and services for the benefit and success of all Indigenous learners. As partners, we jointly recognize our collective responsibility for the success of all Indigenous learners attending public schools in School District No. 59 (Peace River South). We, the undersigned agree to the terms of this Indigenous Education Enhancement Agreement. This Agreement is in effect from October 30, 2026 to June 30, 2031.

Dated in Moberly Lake, BC on the 30th day of October, 2026.
Dated in Dawson Creek, BC on the 30th day of October, 2026.

_____	_____
IEC Acting Chair Saulteau First Nations	IEC Acting Chair West Moberly First Nations
_____	_____
IEPAC Acting Chair Dawson Creek	IEPAC Acting Vice Chair Dawson Creek
_____	_____
Christy Fennell, Superintendent School District No. 59 (Peace River South)	Dianne Bassendowski, District Principal School District No. 59 (Peace River South)
_____	_____
Trustee – Crystal Hillton School District No. 59 (Peace River South)	Trustee-Chair of Board School District No. 59 (Peace River South)

GUIDING PRINCIPLES

Success Relationships Culture

All Indigenous students need to believe they can be successful, proud, confident, independent, fully involved learners. This is achieved with a strong sense of belonging, respectful mutual relationships where Indigenous ways of being and doing are deeply embedded into daily curriculum. This ensures the opportunity to graduate with a sense of purpose, dignity and options.

Educators will uphold high expectations in the areas of attendance, academics, social and career development.

The values and cultural beliefs of Indigenous students and their families need to be understood, respected, valued and shared. This understanding will provide the conditions that will lead to success.

We can engage each student by having them participate in planning their learning through a grade or graduation goal setting process that provides educators with information they can include in the student's classroom experience. The graduation coach mission is to ensure successful transitions; provide comprehensive intervention or prevention and ensure students receive timely resources they need to be successful.

We can engage educators by having them participate in creating classroom instructional plans through a collaboration process with a focus on Indigenous student achievement. The classroom profiles drive the instructional plan using a Response to Intervention (RTI) approach that links student goals. This collaborative planning lends itself to a high expectation of respect and acceptance of individual student strengths and learning needs.

Collaboration between teachers with a focus on the needs of Indigenous learners impacts both Indigenous student achievement and a positive culture in the classroom. While simultaneously engaging Indigenous students in grade and grad coaching while giving students the power to choose their pathways, provides lifelong skills and knowledge on cause/effect while emphasizing the outcomes and consequences of their choices.

This is our fifth Enhancement Agreement. Since our last Indigenous Education Enhancement Agreement (IEEA) in 2021, we continue to use a Relationship Based Learning context that is enhancing the system, and school capacities that leads to improved achievement for Indigenous students. SD 59 collects Indigenous student achievement using a variety of data sources including alphabet knowledge, phonological skills, reading levels, numeracy data, Foundational Skills Assessment results, report cards, transition rates and graduation rates.

For the purpose of this agreement, this is a summary of success, relationships and culture defined by the Indigenous Education Advisory Council and The Dawson Creek Indigenous Education Partnership Advisory Council.

1. PREAMBLE

We would like to acknowledge that School District No. 59 resides on Treaty 8 Territory.

The Indigenous communities of School District No. 59 (Peace River South) represented by members of the Indigenous Education Council and the Indigenous Education Partnership Advisory Council guide and approve the development and implementation of this Indigenous Education Enhancement Agreement. Through a year-long consultation process with both councils, the vision and spirit of this agreement is to improve the educational performance and sense of belonging for each Indigenous learner within the school district's jurisdiction. Please note, the Local Education Agreement (LEA) supersedes the Indigenous Education Enhancement Agreement.

School District No. 59 (Peace River South) recognizes and honours the historical and critical importance Indigenous peoples place on understanding the value of their history and culture. We also recognize that culture is not static, it continually changes. Further we recognize the importance of Indigenous people feeling pride in who they are, feeling accepted, valued and understood. Indigenous learners and family members feel a need to see their world represented in classrooms throughout the district. Indigenous learners are unique, as each differs in learning styles, beliefs, customs, traditions, political views, and cultural backgrounds. Being Indigenous does not entirely define the student.

School District No. 59 (Peace River South) supports the Indigenous communities' commitment to the achievement of their learners and the desire to receive educational benefits to fulfill personal and professional goals. In addition, this Indigenous Education Enhancement Agreement acknowledges and honours the vital role played by First Nations, school representatives and agencies, who bring forward the interests and needs of Indigenous students and families.

School District No. 59 (Peace River South) and the Indigenous communities acknowledge the collective responsibility for the success of each Indigenous learner. With the guidance from the Indigenous Education Advisory Council and Indigenous Education Partnership Advisory Council, School District No. 59 (Peace River South) will maintain a close working relationship with the Indigenous community. Recommendations from the Council and from individual student data information collected will result in a process whereby student success is measured and improved over the time frame of this agreement.

In respect and honour of all Indigenous peoples, we intend, with their participation, guidance and wisdom, to keep the success of each Indigenous learner a priority.

Definition: for the purposes of this Agreement the term "Indigenous" includes
First Nations (Status and Non-Status), Métis and Inuit.

2. PURPOSES

The purposes of the Indigenous Education Enhancement Agreement are:

- To improve the overall academic achievement of each Indigenous student.
- To ensure each Indigenous student has the best possible opportunity to graduate with a sense of purpose, dignity and options.
- To affirm that each student feels respected, understood, accepted and valued.
- To build strong relationships and improve communication between all stakeholders.

3. Performance and Goals

The performance areas selected for improvement are those where there is assurance that the data can be:

- Tracked with integrity and authenticity.
- Tracked over time.
- Used to guide the design and implementation of effective teaching strategies.
- Used to monitor the culture of school community and the impact on Indigenous students.

Goals

1) **Create learning spaces where Indigenous students feel engaged in their learning, motivated to do well and have a sense of belonging.**

2) **Schools will improve two-way authentic communication with students and families.**

3) **Connect Indigenous students to rich, meaningful learning opportunities that empower them to discover and pursue their talents, passions, and aspirations leading to improved academic success.**

APPENDIX I – Strategies

This list includes several expected intended strategies that will be used to carry out the IEEA. However, based on each school's culture and student data, individual schools can also determine which strategies to use from the menu of strategies.

The list is not exhaustive and new strategies could evolve.

Expected Intended Strategies to meet all Goals:

- Coach Mentors, in collaboration with school administration, to provide an annual school staff orientation in each school on the purpose and content of the Indigenous Education Enhancement Agreement and the Relationship Based Learning framework in September.
- Coach Mentors in collaboration with school administration provide an annual staff orientation in each school on the purpose and roles of Indigenous Education staff.
- Keeping Indigenous Education at the forefront, administrators will ensure coach mentors have an allotted time on the agenda at each staff meeting.
- Support classroom teachers in the use of Restorative Practices and Relationship Based Learning.
- Administrators to ensure Indigenous protocol is recognized at assemblies and school gatherings.
- Coach Mentors will connect through phone, person or email with every parent or guardian of each Indigenous student by the end of September.
    - Introduce staff and supports offered.
    - Explain the role and responsibilities of Indigenous Education staff.
- Grade/Grad Coach/Coach Mentor in each school.
- Ensuring each student has a signed program participation form.
    - Forms will follow students from K-12.
- First goal setting to be completed for all Indigenous students no later than November 15th.
- All elementary teachers to have completed Term 1 Classroom Profiles no later than October 31st.
- Coordinate with school staff to actively acknowledge and plan for dates and events important to Indigenous people.
    - September 30 – Truth and Reconciliation Day
    - November 8 – Indigenous Veterans Day
    - November 16 – Louis Riel Day
    - Moosehide Campaign – Standing Up Against Violence
    - May 5 – Missing and Murdered Indigenous Women, Girls, and 2-Spirit (MMIWG2S)
    - June 21 – National Indigenous Peoples Day
- Maintain a district leadership role specific to Indigenous Education.
- Indigenous Education department staff to participate in on-going training in Restorative Practices, Grade/Grad Coaching, Coach Mentoring, Relationship Based Learning, and Framework for Understanding Poverty.

- Share and incorporate First Nations Education Steering Committee (FNESC) and British Columbia Teacher's Federation (BCTF) best practices with staff.
- Secondary coach mentors to expose Indigenous students to various regional, provincial and national Indigenous organizations (Metis Nation BC, NENAS & Indspire).
- Share and work collaboratively with administrators and school staff to incorporate Truth and Reconciliation Commission of Canada (TRC) recommendations.
- Posted visual representations of the Enhancement Agreement in every school.
- Maintain a Treaty 8 acknowledgement sign in each school district building.
- Family School Liaison workers to actively consult with Indigenous families.
- Secondary Grad Coaches working in collaboration with school counsellors to enhance students, parents and guardians, awareness of the graduation path, dual credit options, scholarships, bursaries, and post-secondary options.
- Enhance communication to students and families secondary course options and descriptions.
- In Grade 10, Indigenous Education staff will assist students in obtaining important documents: birth certificate, driver's license, SIN, resumes, Treaty cards, Status cards, BCeID, MNBC citizenship and opening a bank account.
- All SD 59 staff members will attend the Indigenous Focused NID each year as part of the district's commitment to Truth and Reconciliation.

GOAL 1: Create learning spaces where Indigenous students feel engaged in their learning, motivated to do well and have a sense of belonging.

Goal 1-Intended Strategies and Measurable Indicators

Rationale:
We believe when Indigenous students know that their cultural and historical backgrounds are valued, understood, respected and represented in their school, they will be active participants/partners in the learning environment.

We believe when students know what they are learning and why, and their next steps, they will be active participants/partners in the learning environment.

We also believe a focus on developing positive meaningful relationships creates trust, confidence and engagement.

Measurable Indicators:

- Student voice through personal narratives (face-to-face interviews)
- Family voice through personal narratives
- Student participation in extracurricular activities and events
- Anecdotal data
- Attendance data
- Satisfaction survey
- Schools have visual representation of local and national Indigenous cultures
- Indigenous parents on the Parent Advisory Council (PAC)
- Goal setting success
- Transition Data
- Graduation Data
- Track who attended the transition opportunities

Menu of Strategies

- Coach Mentors will ensure that teachers are aware of which students in their classrooms self-identify as Indigenous.
- Support classroom teachers to embed Indigenous content and perspectives across K-12 curriculum.
- Collaboration between Chetwynd school administrators, coach mentors, Saulteau First Nations and West Moberly First Nations Education Departments.
- Collaborate with staff to create opportunities on better understanding Treaties and the Indian Act.
- Encourage a team collaborative approach for ensuring relevant resources are in schools.
- Promote a team collaborative approach to professional development training for staff.

- Encourage and support Relationship Based Learning and Visible Learning in the classroom and school community.
- Encourage and support use of Restorative Practices as a means of participatory learning and decision making about positive behavior.
- Support classroom teachers in obtaining relevant Indigenous resources.
- Support and encourage teachers with inviting the participation of positive role models throughout the year for special events and activities: guest speakers, elders, cultural performances and cultural demonstrations, etc.
- Local cultural representations are visual in all schools.
- Encourage classroom teachers to use outdoor learning opportunities.
- Encourage teachers to invite Indigenous students to share and talk about their culture.
- Support enhanced transitioning for Indigenous students.
    - Coach Mentors to collaborate with school staff on transitions.
    - South Peace to offer a "South Peace Experience" for all incoming Grade 10 students.
    - Chetwynd elementary schools and Moberly Lake Elementary, to offer a minimum of four transition opportunities.
    - Central Campus to offer a minimum of two transition opportunities for incoming Grade 8 students.

Goal 2: Schools will improve two-way authentic communication with students and families.

Intended Strategies and Measurable Indicators

Rationale:
We believe a strong collaborative approach will strengthen academic success.

We also believe a focus on developing positive meaningful relationships creates trust, confidence and engagement.

Measurable indicators:

- Student Learning Database to show reciprocal parent communication
- Parent Voice – face-to-face interviews
- Student Voice – narratives of student school experiences
- Anecdotal data
- Student goals
- Attendance data
- Number of parents who participate on school committees, volunteer and attend parent meetings
- Number of visits to outside agencies and First Nations from schools
- Number of visits from outside agencies and First Nations to schools

- Parent representative on Indigenous Education Partnership Advisory Council

Menu of Strategies

- Assist Indigenous students and families to make informed decisions regarding their educational options, pathways, and opportunities.
- Coach Mentors to collaborate with administration for schools to develop proactive strategies of open communication with parents through a variety of sources that could include school newsletters, social media, phone calls, informal and formal gatherings.
- Coach Mentors collaborate with families to assess which form of communication they prefer.
- Timely communication from teachers to students and families regarding student progress.
- Timely marking of assignments, quizzes, tests and projects.
- Timely communication from teachers when there are student absences.
- Share FSA and graduation assessments outcomes with parents.
- Share the grad program with students and families prior to Indigenous students entering Grade 10.
- Encourage and support educators in making random positive phone calls home.
- Opportunity for Saulteau First Nations and West Moberly First Nations Education Department to work consistently at Chetwynd Secondary School.
- Council members will meet with all school principals and coach mentors to discuss strategies to meet goals and review progress.
- Collaborate with administrators to support school staff in developing a team approach in each school that involves parents, teachers and students.
- Collaborate with administration to clarify role of Indigenous Education staff.
- Encourage recognition of Indigenous student success (academic and non-academic) through celebrations, awards, phone calls and newsletters, etc.
- Collaborate with staff to create opportunities for parents to meet school staff in welcoming environments.
- Provide opportunities for school staff to visit local First Nations, friendship centers and agencies.
- Create opportunities for all parents/guardians to become aware of the IEEA, student supports and staff roles.
- Encourage and invite Indigenous parents to fulfill a variety of parent roles at the school.
- Secondary schools to maintain a culturally safe and welcoming space for Indigenous students (Welcome Room).

Goal 3: Connect Indigenous students to rich, meaningful learning opportunities that empower them to discover and pursue their talents, passions, and aspirations leading to improved academic success.

Intended Strategies and Measurable Indicators:

Rationale:

We believe by building positive relationships with students, educators can identify and connect students to their interests.

We believe the Relationship Based Learning framework (RBL), using a strength-based approach, classroom profiles and the goal setting process will enable students and teachers to identify and use student strengths to create action plans that promote academic success and strengthen social emotional growth.

Measurable indicators:

- Classroom profiles developed focusing on Indigenous student learning needs, interests and strengths
- Classroom profiles that drive instructional plans using research-based practices
- Track number of teachers who participate in classroom profiles
- Individual student goal setting data
- Report card data
- District data-literacy and numeracy
- Provincial data-FSA and Highschool literacy and numeracy assessment
- Office referrals/suspensions data
- Track number of students who attend career and post-secondary fairs, visit Northern Lights College, dual credit presentations
- Track number of students entering dual credit
- Track number of students applying for post-secondary

Menu of Strategies

- High schools participate in career fairs and dual credit presentations.
- Maintain Indigenous student achievement awards and celebrations.
- Coach Mentor to support teachers in incorporating RBL and Visible Learning strategies.
- Indigenous Education support staff will provide a variety of literacy and numeracy interventions for identified K-3 Indigenous students who are not yet meeting literacy and numeracy expectations.
- Elementary Indigenous Education Assistants will receive ongoing training in literacy and numeracy interventions and culturally responsive strategies.
- Work in collaboration with the District to improve numeracy.

- Investigate why students disengage or if they moved out of district.
- Classroom profiles, grade and grad coaching and goal setting
- Ongoing/monthly coach mentor learning and sharing opportunities.
- Scholarships and opportunities (ex. Bold Eagle, Verna Kirkness) are clearly explained to students and support is given if needed for applying.

ACKNOWLEDGEMENTS

Indigenous Education Advisory Council Members

Carly Gentry	Saulteau First Nations
Cheri Koenig	Saulteau First Nations
Alex Canning	West Moberly First Nations
Asher Atchiqua	West Moberly First Nations

Dawson Creek Indigenous Education Partnership Advisory Council Members

Stacey Shaw	DCSS South Peace Campus
Serena Brent	Parkland/McLeod Elementary
Jodi Rushton	Tremblay Elementary
Beverly Bowles	Community
Coline Casey	Ecole Frank Ross/Northern Lights College
Katie Potratz	Canalta Elementary
Jacinda Squirrel	Crescent Park Elementary
Angela Keech	Devereaux Elementary
Michelle Calliou	DCSS South Peace Campus
Lara Frederick	Pouce Coupe Elementary
Caron Jones	Community
Sheena Haaf	Nawican Bergeron Youth & Culture Center
Travis Jones	Dawson Creek Trustee
Elaine Fitzpatrick	Peace River South Teachers Association
Leah March	Peace River South Teachers Association
Angie Johnsen	Secretary

School District No. 59 (Peace River South) Representatives
Chetwynd

Dianne Bassendowski	District Principal
Christy Fennell	Superintendent
Crystal Hillton	Chetwynd Trustee

For the purpose of this agreement, regular monthly meetings were held.

"Our mission is to unite our community to encourage and support all Indigenous learners to reach their full potential."

November 18, 2026

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

Agenda Item: Don Titus Montessori Mural Request

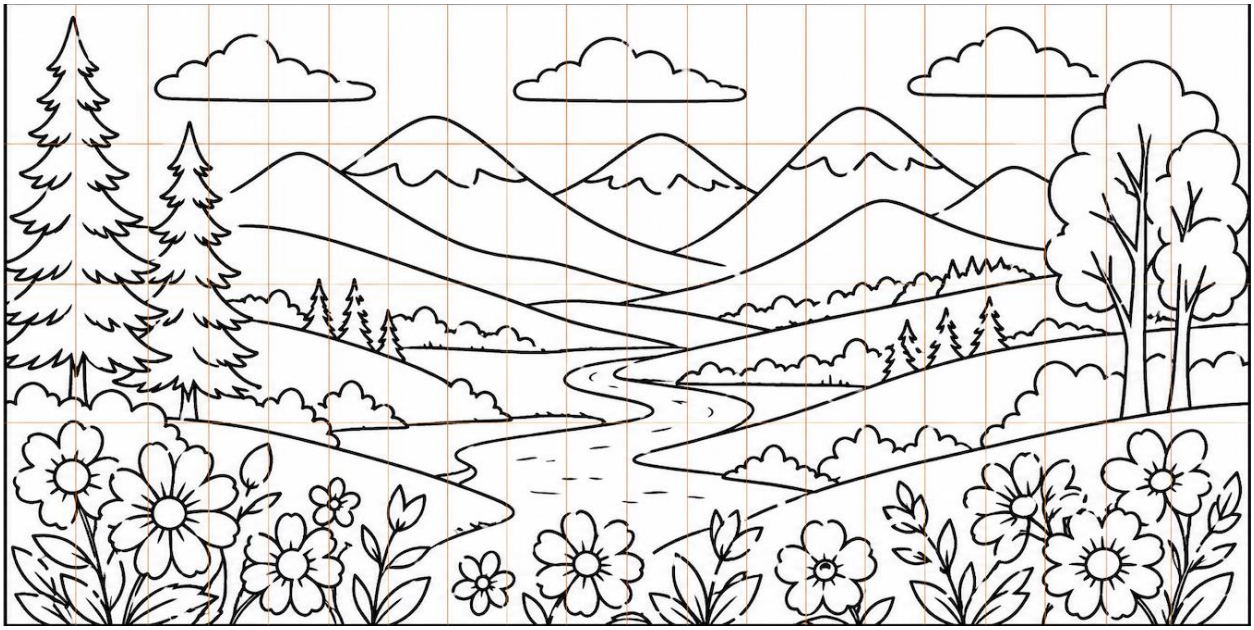
The Principal at Don Titus Montessori is requesting approval for a mural students will paint as a part of a school-wide project. The project will be financially supported by the Parent Advisory Council. The mural will be painted on high quality vinyl, similarly to the murals already in place on the exterior of the building.

The mural will be a collage of student artwork, where students will take responsibility for a section of the mural. This project is intended to be collaborative, offering students time to work with one another practicing within the Core Competencies. Elements of Communication, Thinking, and Personal and Social competencies will be a focus in connection with the hands-on work students will engage as they complete their parts of the mural.

The mural is being proposed to be mounted on an exterior wall, by the second the entrance located at the front of the building, once used by Strongstart (the wall indicted by the yellow star below).



Sample sketch of the proposed mural:



Recommendation:

THAT, the Board approve Don Titus Montessori to proceed with planning the wall mural as presented;

WHEREAS, the planning must follow the process as established in Policy 6060.

Christy Fennell
SD59 Superintendent

FINANCIAL REPORT
OPERATING FUND
as at 2026-10-31

REVENUES	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
6210 PROVINCIAL OPERATING GRANT	(51,528,050)	(10,863,061)	40,664,989	21%
6290 MINISTRY OF EDUCATION GRANTS	-	4,326	4,326	
6292 MINISTRY OF EDUCATION GRANTS	-	(2,353)	(2,353)	
6293 MINISTRY OF EDUCATION GRANTS	(441,458)	(309,021)	132,437	70%
6294 MINISTRY OF EDUCATION GRANTS	(944,395)	(61,386)	883,009	7%
6295 MINISTRY OF EDUCATION GRANTS	-	(413,174)	(413,174)	
6296 MINISTRY OF EDUCATION GRANTS	-	(57,385)	(57,385)	
6297 MINISTRY OF EDUCATION GRANTS	(35,000)	-	35,000	0%
6298 MINISTRY OF EDUCATION GRANTS	(464,721)	(316,459)	148,262	68%
6410 OTHER PROVINCIAL MINISTRIES	(188,288)	(75,698)	112,590	40%
6470 NON-RESIDENT TUITION	(75,000)	-	75,000	0%
6480 LOCAL EDUCATION AGREEMENT	(1,030,494)	-	1,030,494	0%
6488 JB4 MISC REVENUE	-	(827)	(827)	
6489 REVENUE CAREERS	(90,000)	-	90,000	0%
6490 MISCELLANEOUS REV	(50,000)	(57,214)	(7,214)	114%
6495 CENTRAL STORE HANDLE FEE	-	(822)	(822)	
6500 RENTALS & LEASES	(180,000)	(47,644)	132,356	26%
6601 INTEREST SHORT TERM DEPOSIT	(300,000)	(103,199)	196,801	34%
Grand Total	**(55,327,406)**	**(12,303,918)**	**43,023,488**	**22%**

EXPENDITURES	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
04 DISTRICT ADMINISTRATION	2,682,831	940,693	1,742,138	35%
05 OPERATIONS AND MAINTENANCE	7,800,000	2,076,782	5,723,218	27%
07 TRANSPORTATION & HOUSING	4,123,500	1,083,143	3,040,357	26%
01 INSTRUCTION	40,721,075	9,270,709	31,450,366	23%
Grand Total	**55,327,406**	**13,371,327**	**41,956,079**	**24%**

NET SURPLUS (DEFICIT)	**-**	**1,067,410**	**(1,067,410)**	

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY OBJECT
as at 2026-10-31

Expenditure by Category (Object)	PRELIM BUDGET	YTD ACTUALS
BENEFITS	**8,733,544**	**1,969,639**
2000 BENEFITS - REGULAR	8,410,529	1,908,030
2004 BENEFITS - CASUAL	323,015	61,610
SALARIES	**37,744,688**	**8,712,351**
1050 PRINCIPAL/VICE PRINCIPAL SAL	4,413,477	1,544,600
1100 TEACHER SALARIES	16,917,554	3,649,516
1101 HEAD TEACHER ALLOWANCE	10,581	1,734
1102 COUNSELLOR ALLOWANCE	5,884	5,638
1103 TEACHER IN CHARGE ALLOWANCE	40,667	3,677
1105 DEPARTMENT HEAD ALLOWANCE	57,403	7,171
1200 SUPPORT STAFF SALARIES	4,981,163	1,251,910
1204 CLERICAL - SALARIES	1,357,639	248,384
1208 SUMMER STUDENT	78,800	21,229
1230 EDUCATION ASSISTANT SALARIES	5,390,313	689,899
1300 OTHER PROFESSIONAL SALARIES	2,342,966	823,025
1303 PARA EDUCATOR SALARIES	393,855	18,991
1400 SUBSTITUTE SALARIES	239,260	151,576
1401 DISCRETIONARY SUBS	1,300,351	266,335
1404 CLERICAL SUBSTITUTES	29,649	1,036
1411 CASUAL SALARIES - RECOVERABLE	-	(4,968)
1430 AIDES - SUBSTITUTE SALARY	185,126	32,597
SUPPLIES AND SERVICES	**8,844,174**	**2,689,337**
3101 LEGAL	106,594	7,251
3102 AUDIT	24,000	-
3103 LABOUR RELATIONS	5,000	-
3104 CONTRACT SERVICES	1,279,244	525,579
3105 TELEPHONE	101,025	24,645
3106 PHOTOCOPY	100,000	18,983
3107 POSTAGE	15,530	2,267
3108 ADVERTISING	6,300	4,866
3300 STUDENT TRANSPORTATION	209,880	43,040
3301 BUSING CONTRACT	1,000,000	213,916
3303 TRANSPORTATION ALLOWANCE	12,500	2,120
3400 TRAVEL	151,290	41,147
3405 RECRUITMENT TRAVEL	8,000	-
3406 TRAVEL KILOMETERS	161,570	35,912
3409 REGISTRATION FEES	104,380	12,707
3410 RECRUITMENT INCENTIVES	90,000	45,431
3415 PROF GROWTH & DEV	10,000	4,903
3499 MEALS AND MEAL SUPPLIES	123,620	20,227
3600 RENTALS & LEASES	22,000	3,827
3601 EQUIPMENT RENTAL	13,500	301
3700 DUES/FEES/LICENSES	617,459	430,691
3706 RADIO LICENCES	5,000	-
3707 TEACHER CRIMINAL RECORD CHECKS	1,000	250
3708 SUPPORT CRIMINAL RECORD CHECKS	5,000	725
3710 SCHOLARSHIPS	7,000	2,000
3900 INSURANCE	260,500	113,097
4124 BANK CHARGES	3,000	1,166
5100 SUPPLIES - GENERAL	1,937,282	486,703
5101 BOOKS ONLY	147,627	11,724
5102 OTHER SUPPLIES	5,000	1,832
5103 NON VIOLENT CRISIS INTERVENTION	5,000	6,165
5400 UTILITIES - ELECTRICITY	467,500	134,366
5401 UTILITIES - NATURAL GAS	410,000	15,938
5402 UTILITIES - PROPANE	35,000	8,414
5403 VEHICLE FUEL	640,000	175,115
5404 UTILITIES - WATER & SEWER	160,000	48,684
5405 UTILITIES - GARBAGE	60,000	18,625
5406 CARBON OFFSETS	55,000	(25,950)
5407 NEXT GENERATION NETWORK	145,000	1,354
5800 EQUIPMENT	241,585	13,968
5900 COMPUTER REPLACEMENTS	91,788	237,346
Grand Total	**55,322,406**	**13,371,327**

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY FUNCTION
as at 2026-10-31

EXPENDITURE by Function (Program)	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
01 INSTRUCTION	**40,721,075**	**9,270,709**	**31,450,366**	**23%**
02 REGULAR INSTRUCTION	23,397,537	5,864,973	17,532,564	25%
03 CAREER PREPARATION	397,774	136,897	260,877	34%
07 LIBRARY	403,160	94,293	308,867	23%
08 COUNSELLING	1,273,591	223,214	1,050,377	18%
10 INCLUSION	8,512,358	1,273,930	7,238,428	15%
30 ENGLISH AS A SECOND LANGUAGE	171,918	29,311	142,608	17%
31 INDIGENOUS EDUCATION	2,096,573	418,954	1,677,619	20%
41 ADMINISTRATION	4,243,164	1,170,059	3,073,105	28%
62 OFF-SHORE STUDENTS	225,000	59,078	165,922	26%
04 DISTRICT ADMINISTRATION	**2,682,831**	**940,693**	**1,742,138**	**35%**
03 CAREER PREPARATION	132,500	41,811	90,689	32%
11 EDUCATION ADMIN	662,831	286,767	376,064	43%
40 SCHOOL BOARD GOVERNANCE	250,000	92,741	157,259	37%
41 ADMINISTRATION	1,637,500	519,374	1,118,126	32%
05 OPERATIONS AND MAINTENANCE	**7,800,000**	**2,076,782**	**5,723,218**	**27%**
41 ADMINISTRATION	816,561	246,714	569,847	30%
50 MAINTENANCE OPERATIONS	4,872,500	1,409,289	3,463,211	29%
52 MAINTENANCE OF GROUNDS	778,439	219,600	558,839	28%
56 UTILITIES	1,332,500	201,180	1,131,320	15%
07 TRANSPORTATION & HOUSING	**4,123,500**	**1,083,143**	**3,040,357**	**26%**
41 ADMINISTRATION	328,441	99,818	228,623	30%
70 STUDENT TRANSPORTATION	3,795,059	983,325	2,811,734	26%
Grand Total	**55,327,406**	**13,371,327**	**41,956,079**	**24%**

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY SCHOOL
as at 2026-10-31

EXPENDITURE by School	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
101 CANALTA	1,916,191	422,283	1,493,908	22%
102 CENTRAL MIDDLE SCHOOL	3,149,951	690,782	2,459,169	22%
103 CRESCENT PARK	2,113,317	430,632	1,682,685	20%
105 ECOLE FRANK ROSS	3,529,398	779,547	2,749,852	22%
108 SOUTH PEACE SECONDARY	4,676,631	1,083,284	3,593,347	23%
109 TREMBLAY	1,818,426	449,783	1,368,643	25%
110 POUCE COUPE	1,217,144	271,386	945,758	22%
111 CHETWYND SECONDARY SCHOOL	2,631,544	543,414	2,088,130	21%
112 WINDREM	436,156	104,456	331,700	24%
113 DON TITUS	1,317,718	284,978	1,032,740	22%
114 DEVEREAUX	858,572	173,234	685,338	20%
118 MOBERLY LAKE	482,946	96,393	386,553	20%
119 MCLEOD	628,566	134,148	494,418	21%
124 PARKLAND ELEMENTARY	699,360	187,047	512,313	27%
125 SOUTH PEACE ELEMENTARY	337,289	79,174	258,115	23%
127 TUMBLER RIDGE SECONDARY SCHOOL	1,680,268	369,425	1,310,843	22%
129 TUMBLER RIDGE ELEMENTARY SCHOOL	1,905,741	407,353	1,498,388	21%
131 LITTLE PRAIRIE ELEMENTARY	1,380,453	298,481	1,081,972	22%
132 PEACE VIEW COLONY	299,394	85,017	214,377	28%
138 DISTRIBUTED LEARNING	711,259	180,449	530,810	25%
Grand Total	**31,790,324**	**7,071,267**	**24,719,057**	**22%**

CLASSROOM ENHANCEMENT	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
01 CANALTA	254,674	25,806	228,868	10%
02 CENTRAL MIDDLE	278,998	56,067	222,931	20%
03 CRESCENT PARK	159,687	36,757	122,930	23%
05 FRANK ROSS	442,823	79,222	363,601	18%
08 SOUTH PEACE SENIOR SECONDARY	328,195	74,032	254,163	23%
09 TREMBLAY	234,606	63,884	170,722	27%
10 POUCE COUPE	204,444	31,075	173,369	15%
11 CHETWYND SECONDARY SCHOOL	304,238	56,032	248,206	18%
12 WINDREM ELEMENTARY	37,216	7,594	29,622	20%
13 DON TITUS	97,297	23,548	73,749	24%
14 DEVEREAUX ELEMENTARY	61,660	39,365	22,295	64%
18 MOBERLY LAKE	149,350	4,132	145,218	3%
19 MCLEOD ELEMENTARY	153,486	4,537	148,949	3%
24 PARKLAND	23,109	-	23,109	0%
25 SOUTH PEACE ELEMENTARY	89,901	16,530	73,371	18%
27 TUMBLER RIDGE SECONDARY	409,863	66,033	343,831	16%
29 TUMBLER RIDGE ELEMENTARY	370,579	38,895	331,684	10%
31 LITTLE PRAIRIE	243,727	49,060	194,667	20%
32 PEACE VIEW COLONY SCHOOL	84,428	18,967	65,461	22%
Grand Total	3,928,281	**691,535**	**3,236,747**	**18%**

School District No.59 (Peace River South)

DATE: 2026-11-18

TO: Board of Education

FROM: Peter Neale
Secretary-Treasurer/CFO

RE: CAPITAL PROJECTS UPDATE

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

Purpose

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

Crescent Park Elementary School Expansion Project

October-November 2026

- Addition handrails were installed
- Millwork was built and installed in the storage room
- New staff room reno was completed and staff began using it
- Working on final few deficiencies

Financial Update

Work is nearly completed, and the below should comprise the majority of the final expenses, including holdbacks. Primarily, all expenses should now be reflected, and the project will be closed by the end of November. A final summary will be provided in December 2026.

Project Budget Update

$9,118,579	Spent to Date (2026-10-16)
$91,421	Outstanding to Complete (Estimated)
$9,210,000	Total Spend Expected

$7,500,000	Funding from BC Government
$632,000	Dollars from Other Capital Funding
$173,000	Capital Fund Reserve Dollars (Restricted, Approved by Government)
$905,000	Funding from School District (Operating Reserve)
$9,210,000	Total Funding Available

ChildCareBC New Spaces – Dawson Creek & Tumbler Ridge

October-November 2026

Tumbler Ridge

- Flooring system was installed
- Exterior walls were built and stood up
- Roofing system will arrive in the next couple of weeks and will be installed
- BC Hydro is working on the design to get power to the facility

Tremblay

- Flooring system was installed
- Exterior walls were built and stood up
- Roofing system is on site and getting installed
- Water connection is complete
- Sewer connection is complete
- Storm drains are almost complete
- Gas connection to be completed in the next 2 weeks

Project Budget Update

$1,729,653 Spent to Date (2026-11-13)
(Note: costs relate to invoices received and may not reflect all costs incurred to date for work done)

$13,659,175 Funding from BC Government

$223,561 Interest Accrued ($97,401 is from 2024-25)

Tumbler Ridge Kodiak Campus

October-November 2026

- Sea can funding was approved and 3 sea cans have been placed
- Parking lot signage was installed
- Construction and installation of millwork in the centre complex continued
- Some of the furniture for the centre complex arrived and has been assembled and installed
- Alarm systems were tested and some changes were made
- Block heater plug stations were installed
- Request has been sent in to the Ministry to add some additional surveillance cameras

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Childcare Spaces Funding

October-November 2026

Canalta Before and After School Care

- Before and after school childcare opened October 19, 2026

Funding: $144,000
Spent to Date: $109,281
(Note: costs relate to invoices received and may not reflect all costs incurred to date for work done)

Crescent Park Before and After School Care

- Renovations continued
- Suspended ceiling was installed
- LED light fixtures have been installed
- Walls are getting painted
- Plumbing fixtures and flooring have been ordered
- YMCA has received licensing for the extra 12 spots

Funding: $72,000
Spent to Date: $41,875
(Note: costs relate to invoices received and may not reflect all costs incurred to date for work done)

School District No. 59 (Peace River South)

DATE: 2026-11-18

TO: Board of Education

FROM: Peter Neale
Secretary-Treasurer

RE: Funding and Enrolment Update

Purpose

To provide a financial update following the report to the Board of Education on the September 2026 student enrolment counts, as a process step to the AMENDED budget due early 2027.

Appendix

Page 3 Financial Comparison (Prior Year, PROJECTED, and ESTIMATED AMENDED)

See also the enrolment update report provided to the Board of Education on October 17, 2026, available on-line in the public agenda.

Background

The information provided represents an estimate of revenues based on revised enrolments, including regular student enrolments, students with designations (level 1, 2 and 3), students who are assessed as English Language Learners (ELL), and self-identified Indigenous students.

All data is estimated, and subject to the preliminary funding profile expected from the BC Government in December 2026. Dollars unchanged from the spring projected budget are estimated to be unchanged or are subject to provincial calculations.

Information provided is also focused on the operating grants provided by the BC Government. Other grants, such as pay equity, labour settlement, grants supporting specific programming, and special purpose funding (funding provided and restricted) are not included here and will be provided later in the AMENDED budget process.

School districts in British Columbia typically have two official budgets. The budget developed and approved in the spring is due to the BC Government no later than June 30 for each year. The AMENDED budget is based on actual student enrolment and actual projected enrolment, and represents a more accurate budget: the amended budget is due February following the start of the school year.

Considerations

Enrolment-Based Funding

As shared with the Board of Education on October 17, 2026, enrolment is higher than projected, providing a positive variance on the "Standard (Regular) Schools" funding (per student funding) of $566,259. We are projecting lower enrolment than projected for our distributive learning ("Online Learning") resulting in a slight reduction in funding of $52,780.

Offsetting the increase in student enrolment funding is the decrease in "Enrolment Decline" funding that was projected, with a net decline in this funding of $306,443. "Enrolment Decline" funding is provided to school districts experiencing an enrolment decline greater than 1%.

Between the increase in "Enrolment-Based" funding and decrease in "Enrolment Decline" is a net increase of $208,286. The increase noted is tentatively identified to have been committed to schools through our allocation (more students represent more dollars to schools) to support the increase in teaching staff.

Classroom Enhancement Funding

Supplementing the "Enrolment-Based" funding is classroom enhancement funding (CEF). As this is a special purpose fund these dollars are not shared here and will be shared later in the amended budget process. Tentatively, the increase in funding from the BC Government will allow for an additional two (2.0) full-time equivalent teachers from the spring projection. The Board of Education was updated in the spring during the projected budget process that leadership has requested higher classroom enhancement teachers than in prior years from the BC Government based on information provided and a collaborative approach with education leadership to understand complex needs. The total classroom (enrolment-based) teachers submitted for funding in October 2026 is 19.939 FTE. Should the CEF classroom teachers not be fully supported, dollars would be expected to be drawn from reserves (contingency) for 2026-27.

Unique Student Needs

Funding for students with unique needs will increase by $387,245. The increased dollars have been allocated to provide educational assistant supports for students (in the case of designated students and ELL), or to our Indigenous Learner program in the case of self-identified students.

Summary

As noted in the information provided, the increase in funding has been committed to classroom supports including teaching staff and educational assistant staffing, in accordance with our allocation framework. CEF funding is expected to be higher than projected by 2.0 FTE teachers.

Recommendation

Submitted for the Board of Education's information.

September Enrolment Count	2025-26 ACTUAL Funding			2026-27 PROJECTED Funding				2026-27 ESTIMATED AMENDED Funding			
	Funding Level	School-Age Enrolment	Funding	Funding Level	School-Age Enrolment	Funding	Variance	Funding Level	School-Age Enrolment	Funding	Variance
Standard (Regular) Schools	9,015	3,556.875	32,065,228	9,015	3,384.000	30,506,760	(1,558,468)	9,015	3,446.813	31,073,019	566,259
Continuing Education	9,015	0.000	0	9,015	0.000	0		9,015	0.000	0	
Alternate Schools	9,015	0.000	0	9,015	0.000	0		9,015	0.000	0	
Online Learning	7,280	37.750	274,820	7,280	42.000	305,760	30,940	7,280	34.750	252,980	(52,780)
Home Schooling	250	32.000	8,000	250	32.000	8,000		250	37.000	9,250	1,250
Course Challenges	282	0.000	0	282	0.000	0		282	0.000	0	
Total Enrolment-Based Funding (September)		**3,594.625**	**32,348,048**		**3,426.000**	**30,820,520**	**(1,527,528)**		**3,481.563**	**31,335,249**	**514,729**
		Total Enrolment Change	Funding		Total Enrolment Change	Funding	Variance		Total Enrolment Change	Funding	Variance
1% to 4% Enrolment Decline	4,508	-1.34%	55,243	4,508	-4.00%	486,137	430,894	4,508	-3.15%	347,638	(138,499)
4%+ Enrolment Decline	6,761	0	0	6,761	-0.69%	167,943	167,943	6,761	0	0	(167,943)
Significant Cumulative Decline (7%+)	4,508	0	0	4,508	0	0		4,508	0	0	
Supplement for Enrolment Decline			**55,243**			**654,080**	**598,838**			**347,638**	**(306,443)**
		Enrolment Funding	Funding		Enrolment Funding	Funding	Variance		Enrolment Funding	Funding	Variance
Level 1 Special Needs	51,300	3	153,900	51,300	3	153,900		51,300	3	153,900	
Level 2 Special Needs	24,340	216	5,257,440	24,340	230	5,598,200	340,760	24,340	252	6,133,680	535,480
Level 3 Special Needs	12,300	107	1,316,100	12,300	105	1,291,500	(24,600)	12,300	89	1,094,700	(196,800)
English Language Learning	1,815	138	250,470	1,815	130	235,950	(14,520)	1,815	124	225,060	(10,890)
Indigenous Education	1,790	1,170	2,094,300	1,790	1,136	2,033,440	(60,860)	1,790	1,166	2,087,140	53,700
Adult Education	5,755	1	5,036	5,755	0	0	(5,036)	5,755	1	5,755	5,755
Equity of Opportunity Supplement			273,540			246,703	(26,837)			246,703	
Supplement for Unique Student Needs			**9,350,786**			**9,559,693**	**208,907**			**9,946,938**	**387,245**
Variance from Provincial Average		2,502			2,502				2,502		
Estimated Number of Educators		199.750			193.833				193.420		
			499,775			484,970	(14,804)			483,937	(1,033)
	Fund Level	Enrolment		Fund Level	Enrolment			Fund Level	Enrolment		
FTE Distribution	180.37	3,595	648,377	180.33	3,489	629,171	(19,206)	180.33	3,482	627,830	(1,341)
Supplement for Salary Differential			**1,148,151**			**1,114,142**	**(34,010)**			**1,111,768**	**(2,374)**
Supplement for Unique Geographic Factors			**9,773,131**			**9,895,540**	122,409			**9,895,540**	
Curriculum & Learning Support Fund			**32,790**			**32,352**	(438)			**32,352**	
September Enrolment Count, Total			**52,708,148**			**52,076,327**	(631,821)			**52,669,485**	**593,158**
February Enrolment Count			**341,915**			**203,840**	(138,075)			**203,840**	
May Enrolment Count			**205,660**			**218,400**	12,740			**218,400**	
Indigenous Education Councils			**152,777**			**57,385**	(95,392)			**57,385**	
2025-2026 Full Year Estimated Total			**53,408,500**			**52,555,952**	**(852,548)**			**53,149,110**	**593,158**
Indigenous Services Canada			1,030,494			1,030,494				1,030,494	
Operating Grant from Ministry of Education			52,378,006			51,525,458	(852,548)			52,118,616	593,158