



# School District No. 59 (Peace River South)

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## Open Board Meeting Agenda

**Date:** October 22, 2025 @ 1:00 PM

**Place:** Little Prairie Elementary School – Chetwynd, 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 October 22, 2025 Regular Meeting agenda as presented.*

#### 1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – September 17, 2025
- R1.2 – Excerpts Closed Meeting – September 17, 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 – Enhancing Student Learning Report - DRAFT
- R6.3 – Montessori Review Recommendation

**Recommended Motion:** *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 using the British Columbia Kindergarten to Grade 7 curriculum in a public school in BC;*
- *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.*

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

- R7.1 – 2024-2025 Financial Statement Discussion and Analysis Report
- R7.2 – 2024-2025 Executive Compensation Report



# School District No. 59 (Peace River South)

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**Recommended Motion:** *That the Board of Education of School District No. 59 (Peace River South) receive the 2024-2025 Executive Compensation Report as presented.*

R7.3 - 2025-2026 Final Enrollment Report  
R7.4 – 2025-2026 Budget Change Report  
R7.5 – Enrollment Review  
R7.6 - Monthly Financial Report - September 2025  
R7.7 - Secretary Treasurer Report – October 2025  
R7.8 – Capital Projects Report

**8. TRUSTEE ITEM**

R8.1 – BCSTA Update – C. Anderson

**9. COMMITTEE REPORTS**

R9.1 - Indigenous Education Advisory Partners' Councils  
R9.2 – Policy Committee Update

**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 – November 19, 2025

**ADJOURNMENT**

**RECOMMENDED MOTION:** *THAT the Regular Meeting of October 22, 2025 be adjourned.*



# School District No. 59 (Peace River South)

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

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

### Open Board Meeting Minutes

DATE & TIME: September 17, 2025 – 1:00 PM

PLACE: School District 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  
K. Morris, Secretary-Treasurer

REGRETS: Nil

The Organizational Meeting was called to order by the Secretary-Treasurer at 1:01 PM.

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

### APPROVAL OF AGENDA

Additions: Nil

Deletions: R6.1  
• Financial Discussion and Analysis Report

(2025-09-004)

MOVED/SECONDED – Wards/Hillton

THAT the Board of Education of School District No. 59 (Peace River South) approve the September 17, 2025 Regular Meeting agenda as amended.

CARRIED

### Election of Chair & Vice-Chair

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

Trustee Hillton nominated Trustee Anderson, seconded by Trustee Schurmann. Trustee Anderson accepted the nomination.

The Secretary Treasurer made a second and third call for further nominations. With no other nominations, Trustee Anderson was acclaimed as Chair.

The Secretary-Treasurer passed the gavel over to the Board Chair.

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

Trustee Schurmann nominated, seconded by Trustee Wards. Trustee Gulick accepted the nomination.

The Board Chair made a second and third call for further nominations for the position of Vice-Chair of the Board. With no other nominations, Trustee Gulick was acclaimed as Vice-Chair.

The following conflict declarations were made:

- Trustee Hillton declared employment with District of Chetwynd in an excluded position.
- Trustee Anderson declared conflict with family members belonging to BCNU and UFCW Local 247.
- Trustee Mounsey declared conflict with family members belonging to BCTF and PVP Association.
- Trustee Wards declared employment as a casual employee of City of Dawson Creek belonging to CUPE and a family member belonging to CUPE.
- Trustee Schurmann declared no conflicts.
- Trustee Gulick declared conflict as a Councillor with District of Tumbler Ridge.
- Trustee Jones declared conflict with a family member belonging to BCTF and exempt staff.

*Trustee Gulick departed the meeting at 1:07 pm.*

The appointment of 2025-26 Board Committees and Reps was deferred to 9.0 Committee Reports.

### 1.0 ITEMS FOR ADOPTION

#### R1.1 Regular Board Meeting Minutes – June 18, 2025

The Chair asked for any corrections to the minutes.

(2025-09-005)

The Chair declared the minutes of the open meeting June 18, 2025 approved as presented.

#### R1.2 Excerpts of Closed Board Meeting – June 18, 2025

(2025-09-006)

The Chair declared the excerpts of the closed board meeting June 18, 2025 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 CORRESPONDENCE

5.0 PRESENTATIONS

R5.1 Auditors Report – Eclipse, LLP

Mr. Grindle and Mr. Neufeld from Eclipse LLP presented the audit report to the Board. The audit found the financial statements to present fairly, in all material aspects, in accordance with all required regulations.

The audit letter indicates any concerns, observations, and recommendations. The auditors found no major issues and no additional internal controls were recommended.

(2025-09-007)

MOVED/SECONDED – Jones/Wards

The Board accept the Auditors Report as presented.

CARRIED

*Trustee Mounsey exited the meeting at 1:30 pm.*

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 Audited Financial Statements 2024-2025

The Secretary-Treasurer reviewed the 2024-2025 Audited Financial Statements with the Board.

The District reported the use of \$818,740 surplus for the June 30, 2025 year-end. The remaining operating reserve balance of \$7,987,358 is available, of which \$4.3 million is internally restricted.

(2025-09-008)

MOVED/SECONDED – Jones/Hillton

THAT, the Board approve the 2024-2025 Audited Financial Statements as presented.

CARRIED

R6.2 Monthly Financial Report – August 2025

The Secretary-Treasurer presented the monthly finance report for August 2025.

R6.3 2025-2026 Budget Change Report

The Secretary-Treasurer presented the budget change report, indicating changes from the Preliminary Budget approved in April 2025.

R6.4 2025-2026 Preliminary Enrolment

The preliminary enrolment is currently being reported at 3623 FTE (a decrease of 99 FTE from projected enrolment).

The final enrolment report will be presented at the October meeting after the 1701 data is submitted to the Ministry of Education and Child Care.

R6.5 2026-2027 Minor Capital Submission

The Secretary-Treasurer presented the 2026-2027 Minor Capital Submission.

(2025-09-009)

MOVED/SECONDED – Wards/Hillton

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 59 (*Peace River South*) hereby approves the proposed Five-Year Capital Plan (Minor Capital Programs) as provided on the Five-Year Capital Plan Summary for 2026/27 submitted to the Ministry of Education and Child Care.

CARRIED

R6.6 Secretary Treasurer Report – September 2025

The Secretary-Treasurer's report for September was provided for information.

R6.7 Capital Projects Update

The Secretary-Treasurer provided the following updates on the current capital projects:

Crescent Park Elementary School Expansion Project

The Secretary-Treasurer updated the Board on the Crescent Park Elementary School Expansion project. Modular units arrived of the summer and have been placed. Work continues on the tie-in of the modulars to the existing building, the retaining wall construction and backfilling the site with excavated fill after the completion of the retaining wall.

Further updates are available on the district website at [Capital Projects | School District 59 \(sd59.bc.ca\)](https://capitalprojects.sd59.bc.ca).

ChildCareBC New Spaces – Dawson Creek & Tumbler Ridge

Work continues on the applications for increased funds. A team meeting is planned for September 25th to review applications for submission by month end.

Further updates are available on the district website at [Capital Projects | School District 59 \(sd59.bc.ca\)](https://capitalprojects.sd59.bc.ca).

7.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R7.1 School/Student News

The Superintendent reported school/student news:

- A Leadership Retreat for Administrators and Senior Leadership was held at the district's outdoor education site at Gwillim Lake in late August.
- The senior leadership team attended the BCSSA conference planning for the 2025/26 school year and allowed the team time to reflect and conduct a mini-SOAR of the district.
- Moberly Lake Elementary has a great food program and the school has been harvesting their rhubarb patch and cooking and canning all things rhubarb!
- The new bus pass system is going really well.

- Don Titus Elementary students are engaged in 'getting to know you' activities and back to school events
- McLeod and Devereaux are excited to have their StrongStart programs opening.
- Crescent Park Elementary School is having a school wide challenge that encourages students to walk, scooter or bike to school which will help with the parking issues while the school expansion project is happening.
- Tumbler Ridge Secondary focussing on Truth and Reconciliation this month. Outdoor Education program building outdoor shelters.
- DCSS-SP are excited to have new student devices in library and a school goal for this year is to encourage students stay in classes.
- Canalta Elementary classes are participating in a read-aloud competition. Each class has developed their own challenge – 100 books by 100s day, a poem a day, and 100 books in the library challenge.
- Central campus – everyone is a piece of the puzzle! Sport activities are in full swing!
- Chetwynd Secondary School has already started out the school year with trips to the educational site at Gwillim Lake - grade 8's had a chance to connect with each other and team building in a fun environment and grade 12's used the space as a retreat to plan for their grad year.
- Ecole Frank Ross now has a paved basketball court that was supported by the school PAC.
- Tremblay Elementary is focussing on making sure their school is welcoming, music every child matters and the Seven Teachings of Truth and Reconciliation. Students and staff were welcomed back with a Muffin Morning and backpacks were available for students that needed one. Tremblay also had a new playground installed over the summer.
- Little Prairie Elementary students are already immersed in literacy and numeracy activities.
- The Gwillim Lake caretakers have been busy updating the cabins and making the site accessible for all students. They have also built a gorgeous deck on the sauna cabin, and they have been working on replacing the deck on the bridge. They have done an amazing job keeping the site maintained.
- The district provided training for LOP's and a new teacher orientation session prior to the start of the school year.

Trustee Mounsey rejoined the meeting at 2:15 pm (mid R7.1).

#### R7.2 Access Zones

Access zones around K–12 schools have been established through the [Safe Access to Schools Regulation](#) to preserve safe access to education by protecting students, staff and families from disruptive and harmful protest activities at schools.

Access zones are now in place at K–12 schools and police can arrest or ticket anyone found impeding access, disrupting or interfering with educational activities or attempting to intimidate an individual within 20 metres (66 feet) of school property. These zones are in effect on school days from 7 am to 6 pm and during extracurricular school activities at all of BC's K–12 public and independent schools, with limited exceptions.

### R7.3 New Curriculum for Physical Health and Education 10

The Physical and Health Education 10 curriculum will include Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) learning.

The [Support Services for Schools Ministerial Order](#) has been amended to include a [Response to Unexpected Health Emergencies Policy](#) effective July 1, 2025. The amendment requires all boards of education to:

- establish, maintain and make publicly available a policy for responding to unexpected health emergencies at schools in the district.
- ensure that Automated External Defibrillators (AEDs) and naloxone are readily accessible in each school.

Boards of education are expected to have the policy in place and AEDs and naloxone kits accessible in all secondary schools by December 31, 2025. Accessibility of AEDs and naloxone kits in all elementary and middle schools is expected by September 8, 2026.

### R7.4 BC Center for Disease Control Measles Guidance for K-12 Schools

The BCCDC has developed [Measles Guidance for K–12 Schools](#). This resource supplements the [Public Health Communicable Disease Guidance for K–12 Schools](#) and provides additional guidance for educators, administrators and support staff at public and independent schools related to preventing the spread of measles within the school setting.

### R7.5 New Holocaust Education Curriculum

The updates to Social Studies 10 include specifically requiring learning about:

- The Holocaust and the concept of genocide
- Racial segregation and the destruction of Hogan's Alley
- Internment of Japanese Canadians during World War II

In addition, there will be an expanded focus on existing learning about Residential Schools and other injustices towards First Peoples in BC and Canada.

## 8.0 TRUSTEE ITEMS

### R8.1 BCSTA Update – R. Gulick

Chair Anderson presented the latest news and events from the BCSTA on behalf of Trustee Gulick.

#### *Upcoming BCSTA Events:*

Northern Interior Branch Meeting – October 17-18, 2025 – Terrace  
BCSTA Provincial Council – October 24, 2025 - virtual  
BCSTA Academy – November 27-29, 2025 – Vancouver  
Advocacy Day – end of October.

A new Learning Series is in development.

## 9.0 COMMITTEE REPORTS

### R9.1 Indigenous Education Councils

Chetwynd Indigenous Education Council will meet on September 23, 2025 for their first meeting of the school year.



The Dawson Creek Indigenous Education Council will meet on September 23, 2025.

R9.2 Policy Committee

The Policy Committee revised Policy and Regulation 4660 Retention and Destruction of Records and is recommending adoption as amended.

(2025-09-010)

MOVED/SECONDED – Hillton/Wards

THAT, the Board of Education of School District No. 59 (Peace River South) adopt Policy and Regulation 4660 Retention and Destruction of Records as amended.

CARRIED

2025-26 Board Committees and Reps

The Board assigned trustees to standing committees and schools for the 2025-26 school year, effective October 1, 2025.

A vote was held when more than one trustee was running for the same committee.

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 – October 22, 2025 – Little Prairie Elementary School - Chetwynd

ADJOURNMENT

(2025-09-011)

MOVED – Hillton

THAT, the Regular Meeting of September 17, 2025 be terminated. (2:58 PM)

CARRIED

CERTIFIED CORRECT:

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C. Anderson, Board Chair

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K. Morris Secretary Treasurer



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

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**MEETING:** Closed Board Meeting  
**DATE:** September 17, 2025 11:00 AM  
**PLACE:** School Board Office – Dawson Creek, BC

The meeting was called to order at 10:52 a.m. and the following was reported:

### Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – June 18, 2025

### Business Arising

### Presentation

### Trustee Items

Items discussed and reported included:

- BCPSEA Update

### Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

### Secretary Treasurer's Reports

Items discussed and reported included:

- Personnel Matters

Adjournment Motion @ 11:37 a.m.

CERTIFIED CORRECT:

\_\_\_\_\_  
C. Anderson, Board Chair

\_\_\_\_\_  
K. Morris, Secretary Treasurer

**Peace River South**

**SD59**

# **Enhancing Student Learning Report**

## **September 2025**



## **Part 1: Review Data and Evidence**

**In Review of Year 4 of Board of Education of School District No. 59  
Peace River South Strategic Plan 2020-2024**

*Approved by Board: Draft*

## District Context

School District No. 59 (Peace River South) is located in northeastern British Columbia, and consists of Dawson Creek, Chetwynd, Tumbler Ridge, Moberly Lake and Pouce Coupe municipalities and the Peace River Regional District with rural areas spanning from the BC/Alberta border north to the Peace River and west to the Pine Pass. The District has approximately 3750 students and approximately 1150 students identify as being Indigenous. The District works closely with the Saulteau First Nation and West Moberly First Nation, our strong Metis community, and our urban Indigenous population from First Nations across Canada.

In the 2023-24 school year, there continued to be challenges in finding qualified teachers who met the District's requirements for employment. Again, we hired a significant number of unqualified teachers to fill teaching assignments. As the year progressed, the District had many situations where positions were posted and due to the shortage of teachers and teachers on call, the leaves were not filled. This meant there were rotating substitute teachers (often who are also not certified) or the principal was called away from their position to take over the teaching of those classrooms. Across the district, there were a combined total of 3938 days where a teacher's leave was not covered by a call-out substitute. The District is trying a variety of strategies to overcome the recruitment and retention challenges that continually face our district year after year. While the District has had uncertified teachers in the past, the ratio has increased in recent years.

In the 2023-24 school year, on average, 15.34% of the student population was absent on any given day. There was a significant increase in student attendance in comparison to the 2022-23 school year. Collectively, our schools' principals/vice-principals made concerted efforts to address attendance challenges across the district. Messaging connected to the importance of maximizing every learning minute in our school calendar was conveyed in all schools.

Increasing student attendance will continue to be a focus in the coming year that will encompass strategies involving connecting with families and students to determine barriers and obstacles that are keeping students from attending school and, continuing with intentional communication surrounding the importance of attendance and the valuing of every instructional minute.

The Board of Education of School District No. 59 (PRS) is guided by practices that challenge all to learn, work and lead together in equitable and effective ways. The Board values inclusion, equity, Truth and Reconciliation, effective communication, and positive culture within school communities that focus on student learning. We look forward to advancing our plan to ensure the success of each learner in School District No. 59 (PRS).

## **Current Strategic Plan Priorities**

The three areas of focus for the 2024-2028 Strategic Plan are:

1. Student Success
2. Building Capacity
3. Communication

## **District Successes**

As a result of the Strategic Plan engagement, the process identified strengths in the District:

- Access to resources
- Inclusion
- Focus on Indigenous Education and the District's commitment to Truth and Reconciliation
- Diverse learning opportunities including outdoor learning
- Addressing areas of inequity
- Collecting and using data to determine next steps
- Strong new teacher mentorship program, a leadership academy, and growth in creating a framework for Kindergarten to Grade 3 numeracy (which has been implemented and will impact future student achievement in numeracy)
- Training days in August for uncertified teachers

## **Strategic Engagement**

During the 2023 – 2024 school year, the Board of Education worked on creating a new strategic plan. Numerous data sets were looked at for numeracy, attendance, literacy, and graduation rates. An environmental scan was completed using the appreciative inquiry model of a S.O.A.R. (Strengths, Opportunities, Aspirations, Results). All employees were included in these as well as our two Indigenous Education Advisory Councils, the District PAC, and the Board of Education.

One exciting addition to creating the strategic plan included the students involved in Student Voice visiting each school in the district and completing a S.O.A.R. with groups of students from each school. This information was included in when determining themes.

In February of 2024, we invited rights holders and stakeholders of the broader School District No. 59 community to attend an engagement dinner with facilitated discussion to get feedback. Over 80 members of the public attended and participated in the table discussions that evening.

## Enhancing Student Learning Report

District data, environmental scans from adults and students, and feedback from the engagement dinner, were brought together for the Board of Education and leadership team to analyze. Themes were recognized and became priorities. Once the top priorities were identified, they were analyzed and through collaboration evolved into three overarching priorities for the District.

As well, each year Indigenous Education Advisory Councils in Chetwynd and Dawson Creek meet with principals and coach mentors to review Indigenous student data. With a council member, each school sets goals and then presents their data back to council in May of that year. These goals align with the Enhancement Agreement. This process was established over eight years ago and has been effective in building relationships of trust and drives change in schools.

Each year, the Ministry of Education and Child Care's "Aboriginal Education – How Are We Doing Report" is shared with the Board of Education, principals, vice-principals, Indigenous Education Advisory Councils, and the Indigenous Education department. Principals use this data to develop school growth plans.

The Board of Education believes "that our commitment to excellence is driven by what is best for our students, guiding us to continuously learn, improve and lead with integrity.

## Intellectual Development

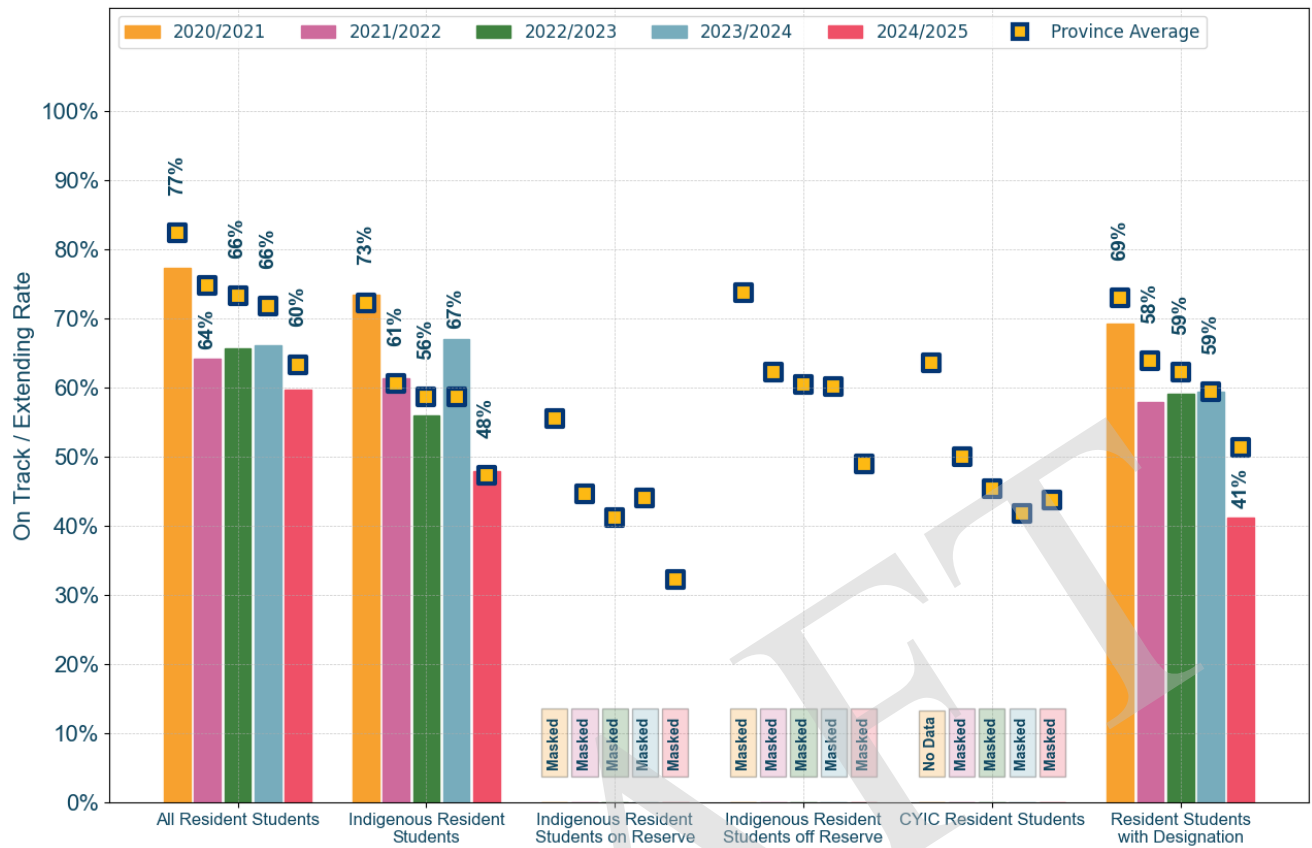
### Educational Outcome 1: Literacy

#### *Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*

#### SD059 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	291   91%	263   92%	295   97%	293   95%	284   97%
Indigenous Resident Students	104   90%	100   88%	97   96%	88   93%	97   97%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	30   87%	29   66%	27   81%	44   84%	38   89%

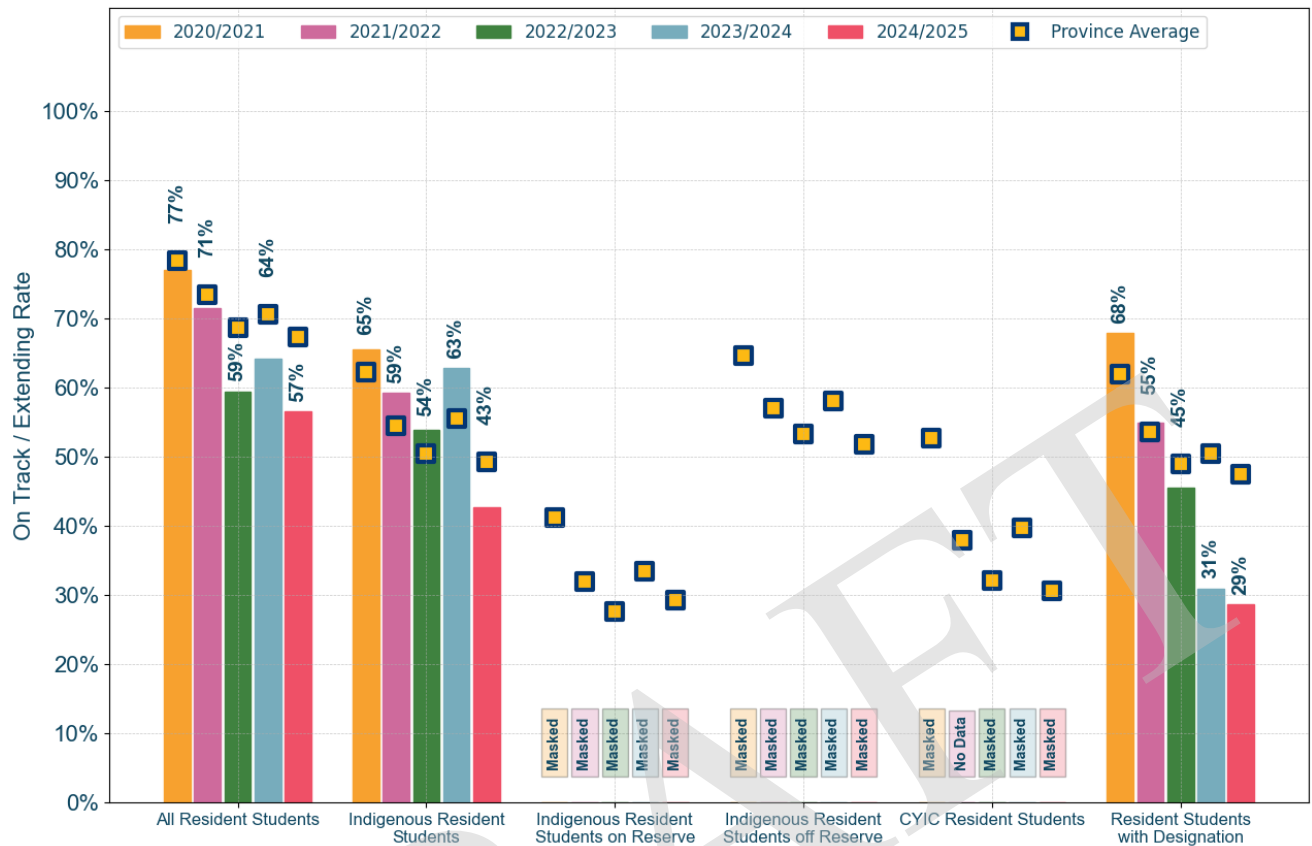
### SD059 - Grade 4 FSA Literacy - On Track / Extending Rate



### SD059 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	268   86%	249   92%	262   97%	318   95%	258   91%
Indigenous Resident Students	107   79%	93   87%	94   97%	113   93%	91   82%
Indigenous Resident Students on Reserve	Masked	12   83%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	81   88%	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	40   70%	25   80%	35   94%	48   88%	48   73%

### SD059 - Grade 7 FSA Literacy - On Track / Extending Rate



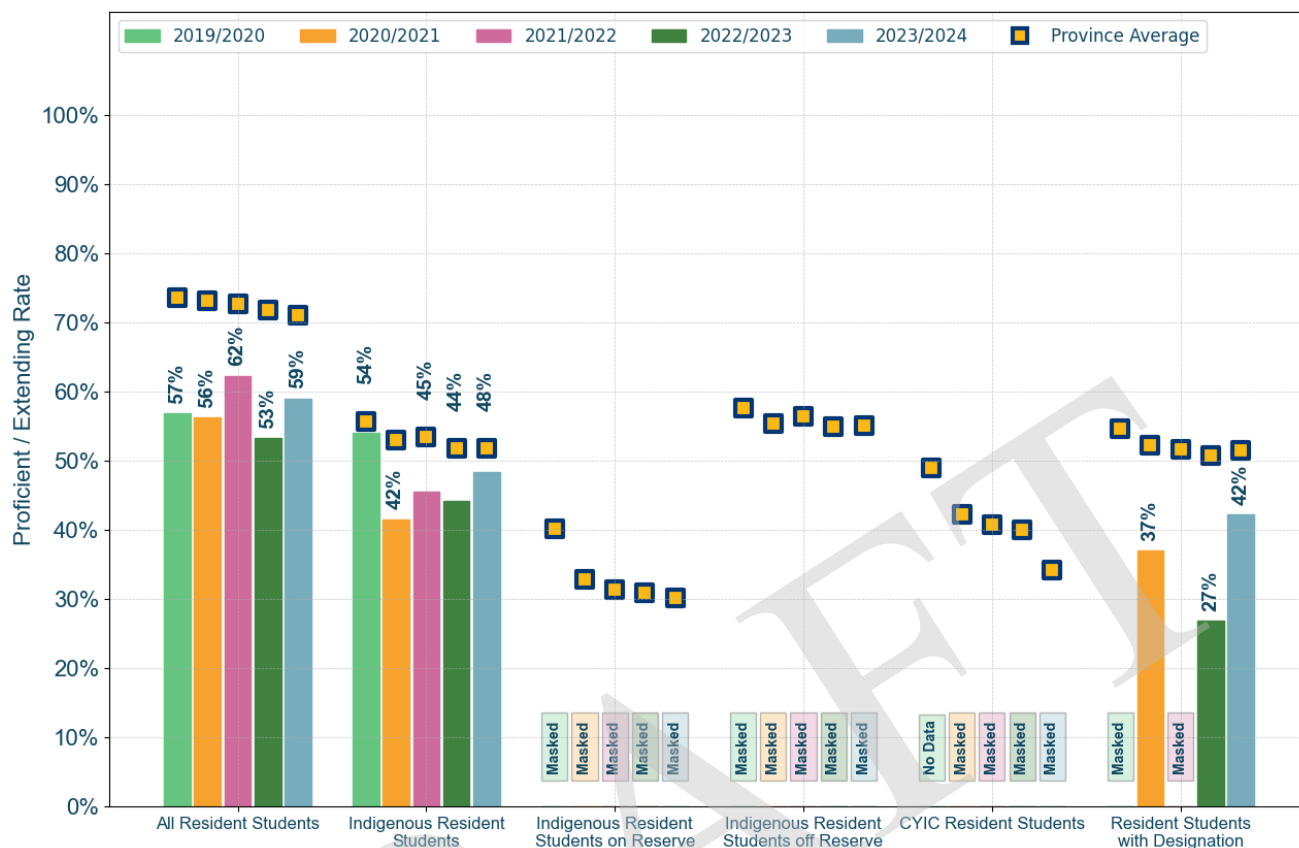
### Measure 1.2: Grade 10 Literacy Expectations

### SD059 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	284   33%	293   76%	266   69%	291   77%	319   82%
Indigenous Resident Students	112   32%	125   66%	113   58%	98   65%	108   73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	61   61%	48   50%	54   69%	56   64%



## SD059 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



### Analysis and Summary: Educational Outcome 1 - Literacy

Student success is one of the priorities in School District No. 59's Strategic Plan. A key component of this priority includes building foundational literacy skills in all learners and ensuring they have the supports and interventions they need to be successful.

The District gathers literacy data throughout the year, assessment of foundational skills in the primary grades and intermediate grades (as needed), a kindergarten screen, phonological awareness, working memory, Fountas and Pinnell and the Basic Reading Inventory. This data is used by school and district literacy teams to guide planning in schools to address gaps and to assess the impact of plans and interventions.

In addition, the provincial literacy assessments provide a further snapshot of literacy data. For all these assessments, data for specific Indigenous populations and Children and Youth in Care (CYIC) are masked due to low numbers. Priority populations including Indigenous students, CYIC and students with designations are tracked at both the school and district level through the District Student Planning Database and My Education BC.

Participation rates in FSAs and in the grade 10 literacy assessment remain strong in School District No. 59, with most assessments at above 80% participation and nearly 100%

participation in Grade 4 FSAs. This includes strong participation rates for our masked data which also trends over 80% when looking at My Education BC. The participation rates for Indigenous students and students with designations trend lower than all resident students. Despite strong participation rates, literacy results show a clear downward trend, with both Grade 4 and Grade 7 students on track declining since 2020/21. The gaps are widest for CYIC, Indigenous students, and students with designations, who all show lower on-track rates. In the grade 10 assessment, resident students remain below the provincial average, with Indigenous learners and students with designations continuing to face significant gaps. For students with designations, literacy appears to be a consistent area of challenge. When looking at local data, there is a need to look at focusing on students with learning disabilities to develop foundational skills as well as skills to use essential supports such as speech-to-text.

It is important to recognize that district factors such as recruitment and retention challenges, unfilled positions, high student and staff absentee rates, and limited availability of replacement staff continue to affect achievement. Overall, results show a downward trend in literacy, particularly for priority groups, despite strong participation rates across the district. Local data highlights the need to strengthen core literacy instruction in primary and intermediate classrooms and to address foundational skill gaps across grade levels. The District continues to focus on stabilizing staffing, reducing absenteeism, and ensuring students have consistent access to research-based practices.

### **Interpretation: Educational Outcome 1 – Literacy**

School District No. 59 draws on both provincial and local data sources—including Foundational Skills Assessments, the kindergarten screen, and tools such as Fountas & Pinnell—to guide literacy planning. Local primary literacy data highlights a need to strengthen core instruction. Intermediate results show most students are reading at grade level, with a need to focus on supporting them to make deeper connections and demonstrate understanding. For CYIC, results show many students are still in the emerging range, with intermediate learners needing targeted interventions and primary students benefiting from whole class supports.

A key strength is the consistently high participation rates in FSAs, ensuring reliable data to guide decision-making. At the same time, equity gaps persist. In 2024/25, Indigenous students performed 12% lower than non-Indigenous peers on the grade 4 literacy FSA, 14% lower on the grade 7 literacy FSA, and 11% lower on the grade 10 literacy assessment.

At grade 10, continued access to supports is essential, particularly for CYIC and students with designations. Encouragingly, when looking at local data many CYIC are already on track, showing that targeted supports can help more students succeed. Among students with designations, students with learning disabilities show the highest proportion of emerging results (59%), making them a clear priority for intervention.

These findings reinforce the importance of the District's literacy work. The District will continue to use provincial and local data to shape literacy supports. This includes continuing phonological interventions and adjusting reading assessment timelines as needed, focusing IEP work for students with learning disabilities on targeted interventions and supports, and providing structured resources such as Heggerty and UFLI to strengthen instruction. In addition, district literacy efforts are being built around Response to Intervention (RTI), offering whole class supports when needed and targeted interventions to address foundational skills. Coach-mentor teachers use the literacy data to hold meaningful classroom profile meetings with teachers to identify early gaps and plan strategic, research-based interventions to target lagging skills with Indigenous students.

By using data to guide instruction, School District No. 59 is committed to ensuring that all students particularly those at the emerging and developing levels receive the consistent classroom, small-group, and individualized supports they need to be successful.

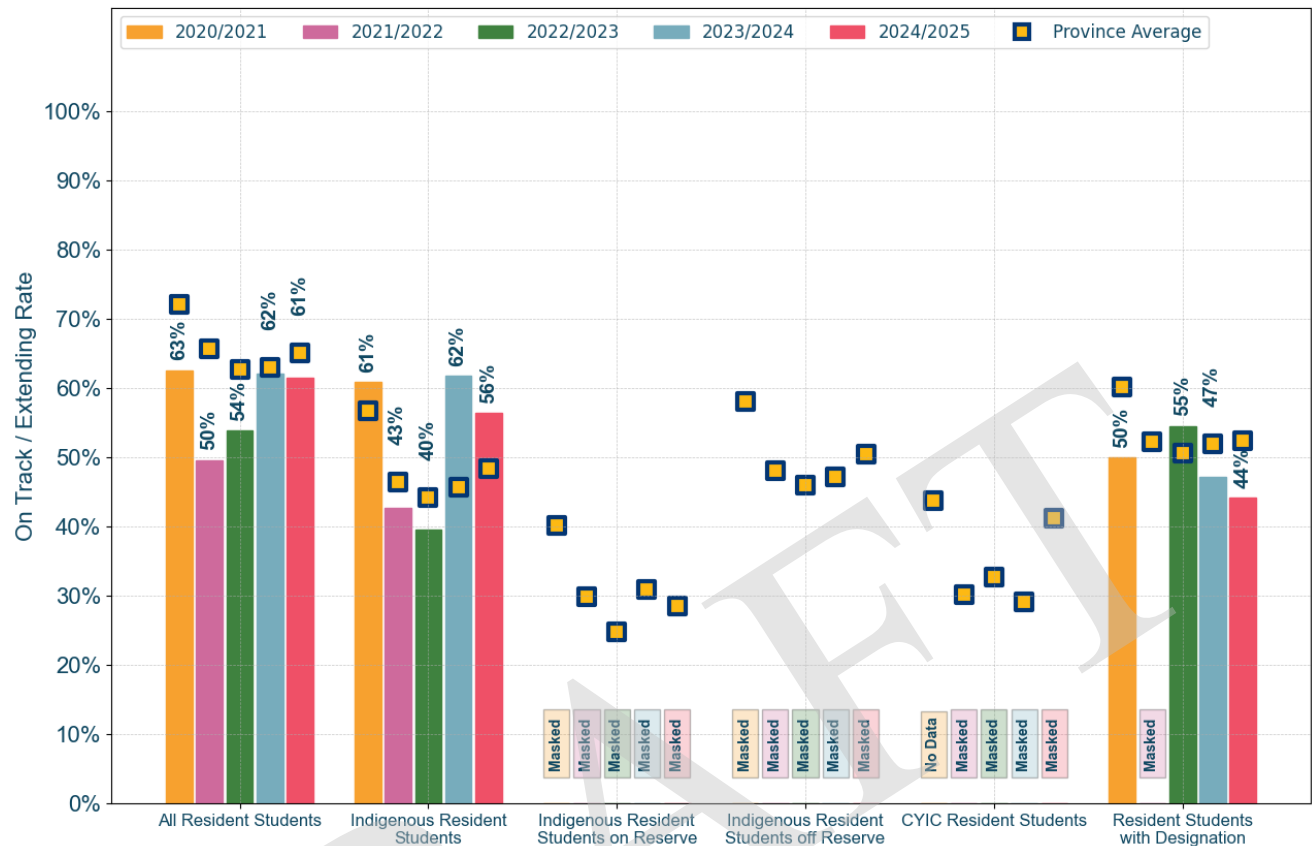
## Educational Outcome 2: Numeracy

### *Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations*

#### SD059 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	291   90%	263   93%	295   96%	293   95%	284   97%
Indigenous Resident Students	104   88%	100   89%	97   94%	88   92%	97   97%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	30   87%	29   66%	27   81%	44   82%	38   89%

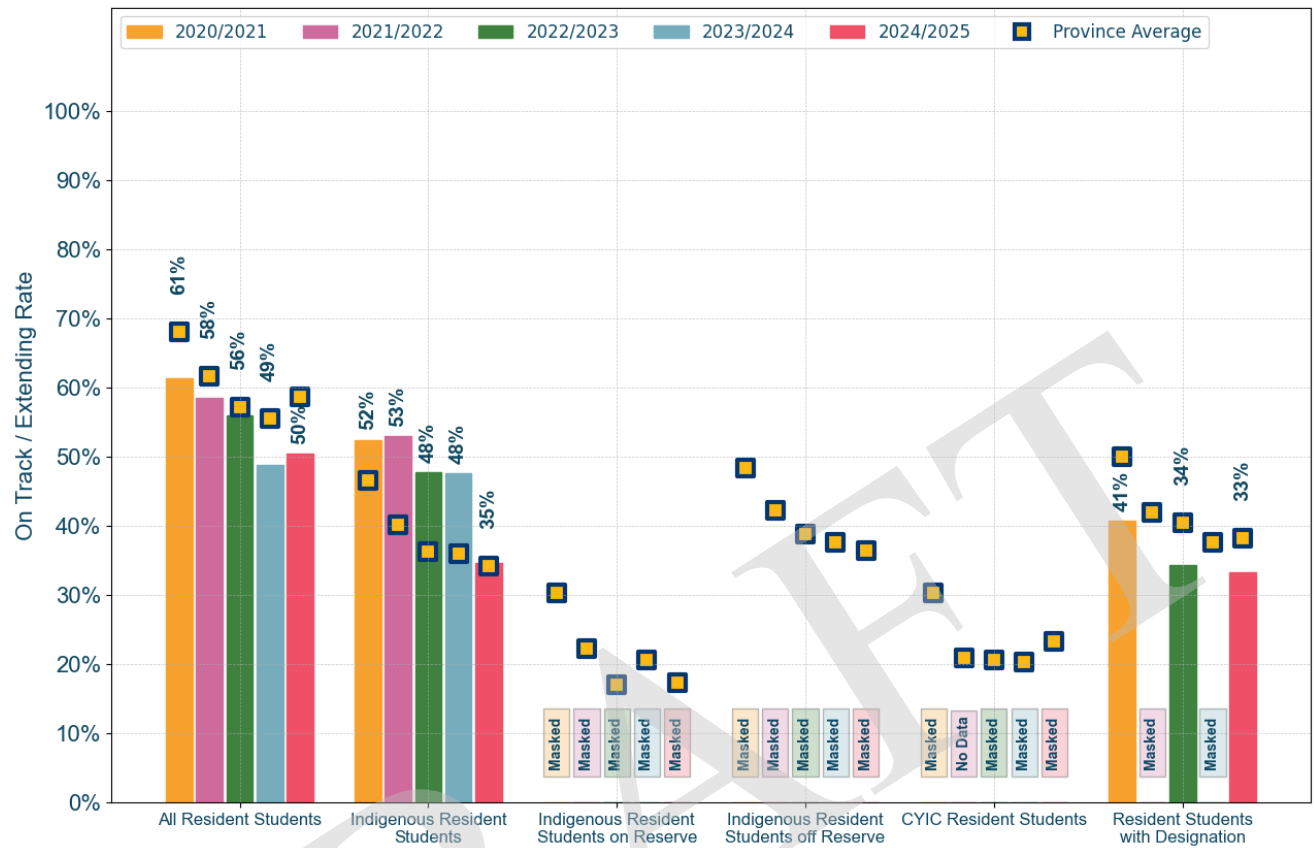
### SD059 - Grade 4 FSA Numeracy - On Track / Extending Rate



### SD059 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	268   85%	249   93%	262   96%	318   95%	258   92%
Indigenous Resident Students	107   77%	93   89%	94   96%	113   93%	91   86%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	40   68%	25   88%	35   91%	48   90%	48   75%

### SD059 - Grade 7 FSA Numeracy - On Track / Extending Rate

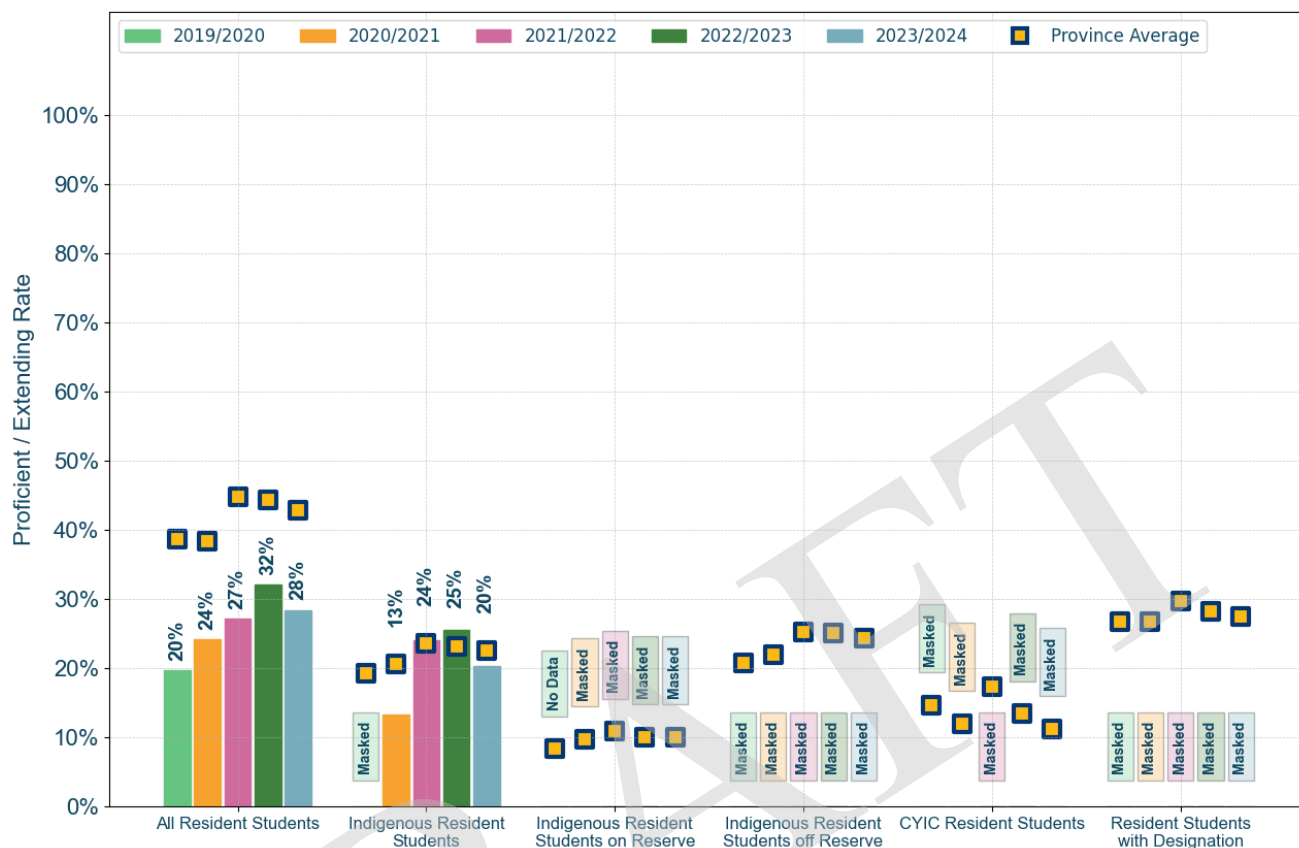


### Measure 2.2: Grade 10 Numeracy Expectations

### SD059 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	292   9%	269   6%	296   25%	318   29%
Indigenous Resident Students	Masked	125   8%	Masked	103   34%	108   26%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	56   32%	Masked

## SD059 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

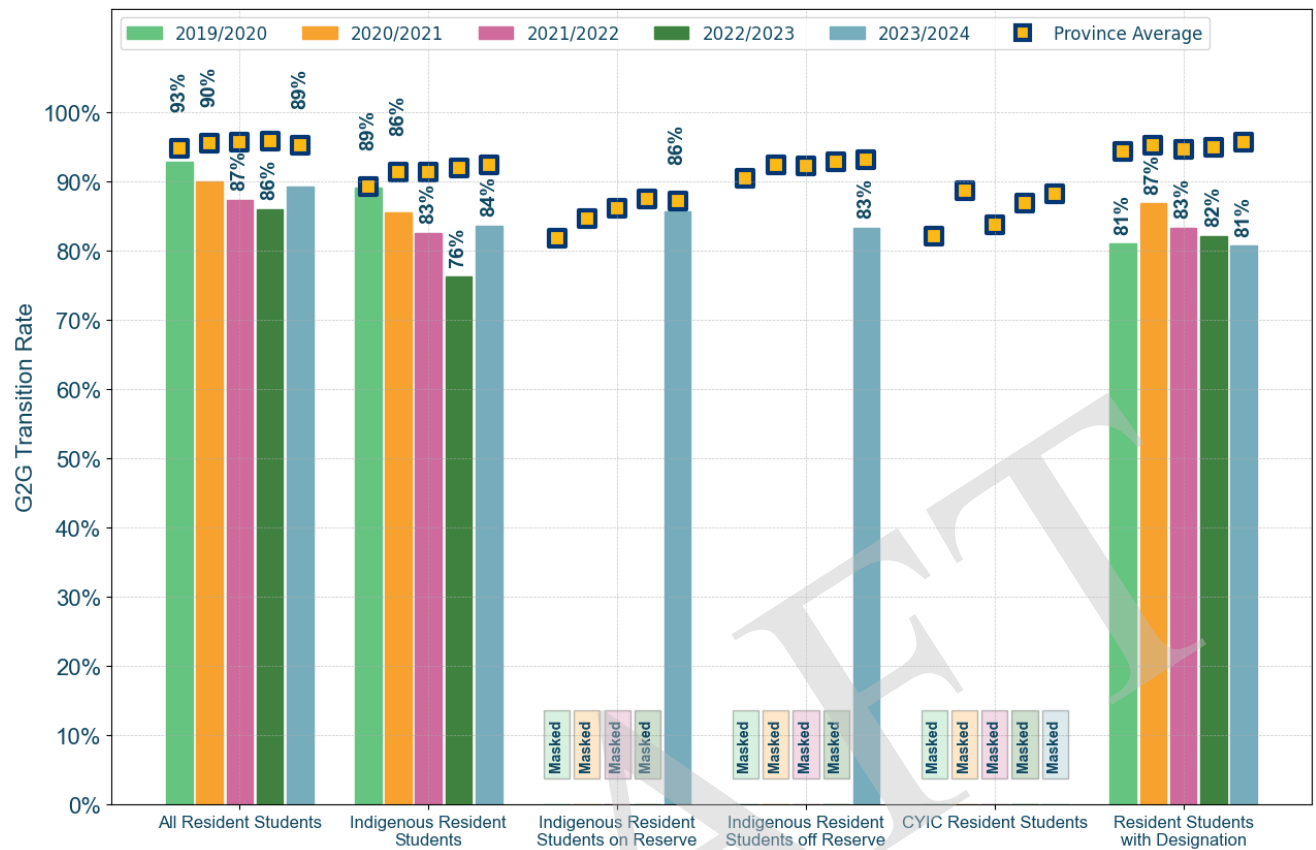


### Measure 2.3: Grade-to-Grade Transitions

#### SD059 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	283	292	269	294	318
Indigenous Resident Students	111	125	115	101	110
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	14
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	96
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37	61	48	56	57

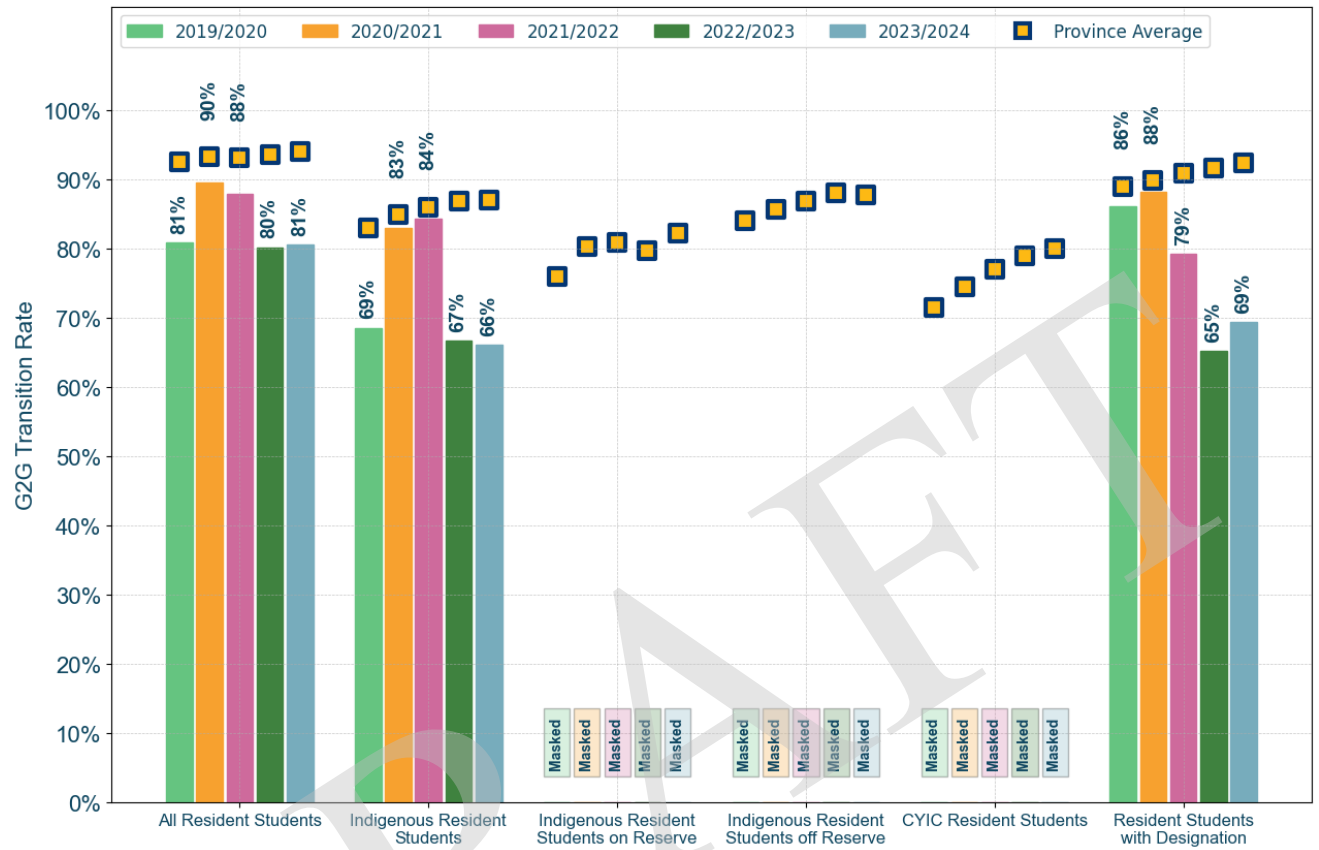
### SD059 - Grade 10 to 11 Transition Rate



### SD059 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	267	287	282	263	309
Indigenous Resident Students	89	118	115	108	109
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	29	34	53	46	62

# SD059 - Grade 11 to 12 Transition Rate





## **Analysis and Summary: Education Outcome 2 - Numeracy**

School District No. 59 has a long history of significant student participation in the both the grade 4 and grade 7 Foundation Skills Assessments. A culture has been created across the district where all students are expected to participate in the annual assessment. The significant participation provides a meaningful snapshot of student data related to numeracy (and literacy).

Although the public facing data for students living on and off reserve is masked, individual student's results are reviewed as raw data immediately upon completion of the FSAs. Overall, there is significant participation for students who are Indigenous across the district, ranging from 88.2%-97.5% for grade 4 students, and 75.0%-96.3% for grade 7 students between 2020 and 2025.

Through the data review process, it was discovered that a significant population of students were not writing the grade 10 numeracy assessment in their grade 10 school year. A practice where students wrote the numeracy assessment in their grade 11 and 12 years had been established. The results the students earned in the numeracy assessment are not reflected in the data displayed in this report. An accurate depiction of the students' results comes from a data mine of students' transcripts after their grade 11 and 12 years.

The five-year trend for the grade 10 numeracy assessment shows a need to focus on numeracy through the middle years into the high school years. Over the past 5 years, only 25.7% of the students who completed the numeracy 10 assessment scored proficient or extending. An overall assessment of the past five years' numeracy data gathered for FSA assessments and the numeracy 10 assessments indicate a strong need on improving core instruction so less interventions are needed.

Our Indigenous students are generally at or above the provincial average in FSA and numeracy 10 assessments. Our results are comparable to the provincial average; however, they are not yet where we want them to be.

## **Interpretation: Educational Outcome 2– Numeracy**

To guide planning and decision-making, School District No. 59 uses a wide range of provincial and local data sources, such as the FSAs, the Grade 10 Graduation Assessment in Numeracy, district-created foundational skills assessments, the Student Numeracy and Assessment Practice (SNAP), and the kindergarten screen. The District has researched and designed an early numeracy skill assessment tool to support the early detection and intervention of numeracy skills. Implementation results show that 72% of students currently meet early numeracy expectations.

The assessment also highlights specific missed skills, allowing for targeted interventions that strengthen foundational understanding. SNAP data further indicates that 85% of Grade 1 students are proficient or extending in numeracy; however, this decreases to 69% in Grade 2 and 57% in Grade 3. Similarly, Grade 4 FSA results from 2023/2024 show 62% of all

students, including Indigenous students, are on track or extending, although by Grade 7 the results drop to 49% of all students and 48% of Indigenous students. District SNAP data reflects this same trend, with 48% of Grade 7 students proficient or extending. A key area for growth is enhancing instruction and support in the later primary and intermediate grades to sustain student achievement.

Priority populations remain a central focus for School District No. 59, with particular attention given to Indigenous students, students with designations, and CYIC. Public-facing reports mask outcomes for students living on and off reserve, individual results are reviewed in detail, allowing targeted supports through Response to Intervention (RTI) profile meetings with coach mentors. These processes ensure students with lagging skills are identified quickly and receive appropriate interventions. Indigenous students' performance, which is at or above the provincial average in FSAs and the Numeracy 10 assessment, highlights strengths, yet overall results point to areas where further progress is necessary. For students with designations and CYIC, the District continues to strengthen supports, but results indicate that interventions and programming are particularly needed at the intermediate level to prevent the decline in proficiency seen as students move through the grades.

### **Analysis and Summary: Education Outcome 2 - Grade-to-Grade Transitions**

Grade-to-Grade transitions remain below the provincial average for both Grade 10 to 11 and Grade 11 to 12, with consistent gaps across multiple years. For Grade 10 to 11, all resident students transition at rates between 86–90% over the last five years, generally 3–5 points below the province. Indigenous resident students transition at lower rates (76–84%), with gaps widening compared to the provincial average. Students with designations show transition rates around 81–83%, consistently trailing the province by 6–9 points.

For Grade 11 to 12, the gap is larger. All resident students transition at 80–81% compared to 88–90% provincially, a difference of 8–10 points. Indigenous resident students have the lowest transitions (66–69%), showing persistent gaps of 15–20 points below the province. Students with designations range from 65–79%, also significantly below provincial averages, with rates fluctuating more year to year.

### **Interpretation: Educational Outcome 2–Grade-to-Grade Transitions**

Comparisons with provincial data show that resident students transition at rates closer to provincial averages, while Indigenous learners, CYIC and students with designations face persistent gaps. Out-migration linked to the Alberta border contributes to lower rates, but attendance, academic readiness, and engagement are also important factors.

Strengths include strong participation rates and stable results for resident students. Areas for growth remain in senior grades, particularly for Indigenous learners and students with designations. To address this, the District is improving tracking systems through school-

based teams, coach-mentors, and more effective use of MyEd to identify students not transitioning, the skills they are missing, and the supports they need.

Transition rates from Grade 10 to 11 and Grade 11 to 12 remain below provincial averages, underscoring the need for targeted strategies such as graduation and grade-level coaching for Indigenous students, intentional transition planning for students with designations, and stronger mentoring for CYIC. The District continues to refine its tracking processes to ensure timely supports that improve grade-to-grade transitions.

## Human and Social Development

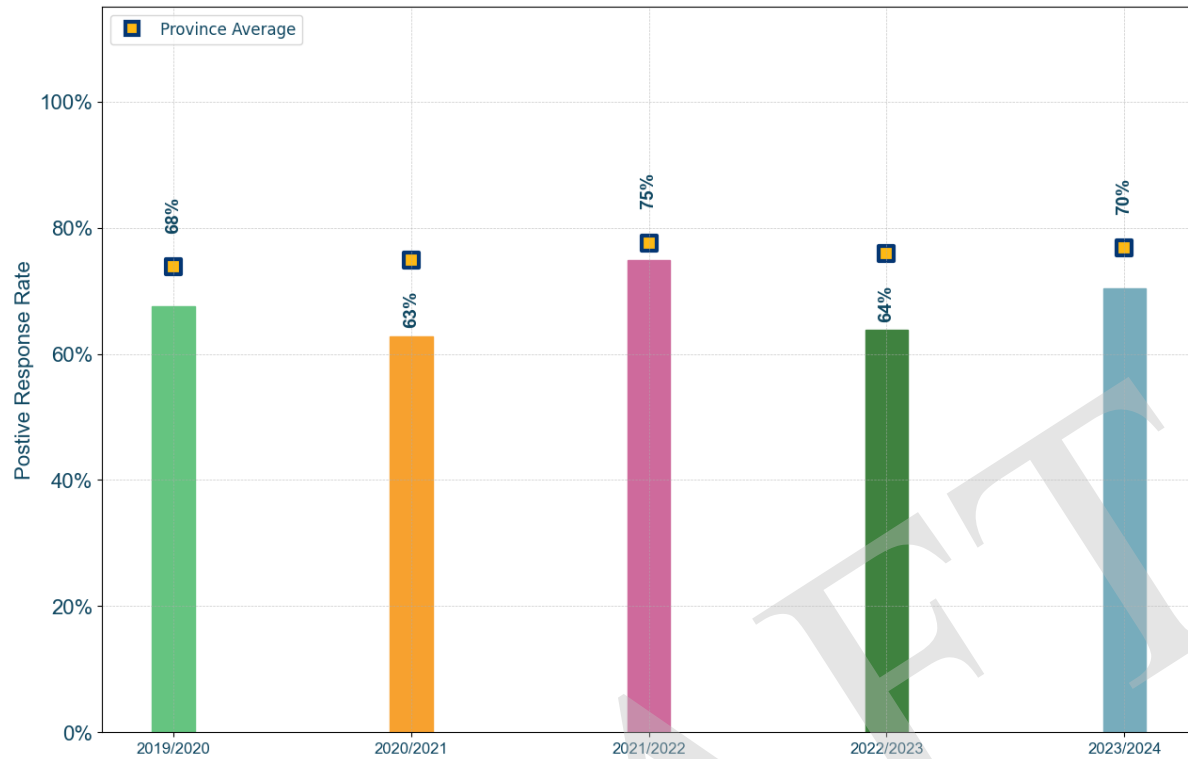
### Educational Outcome 3: Feel Welcome, Safe, and Connected

*Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School*

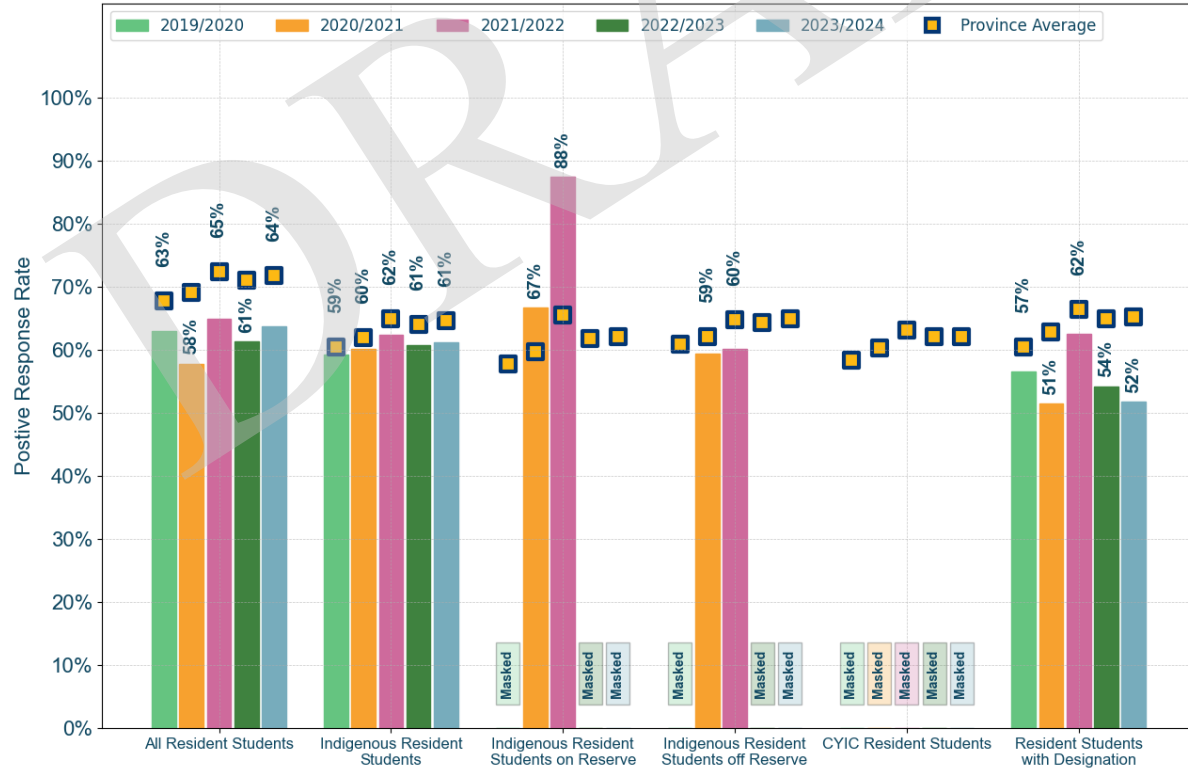
SD059 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	831   54%	842   75%	769   69%	845   77%	913   73%
Indigenous Resident Students	297   54%	334   69%	307   64%	290   71%	306   67%
Indigenous Resident Students on Reserve	18   61%	33   64%	27   63%	25   56%	Masked
Indigenous Resident Students off Reserve	279   53%	301   70%	280   65%	265   72%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	112   42%	131   53%	101   51%	117   68%	147   62%

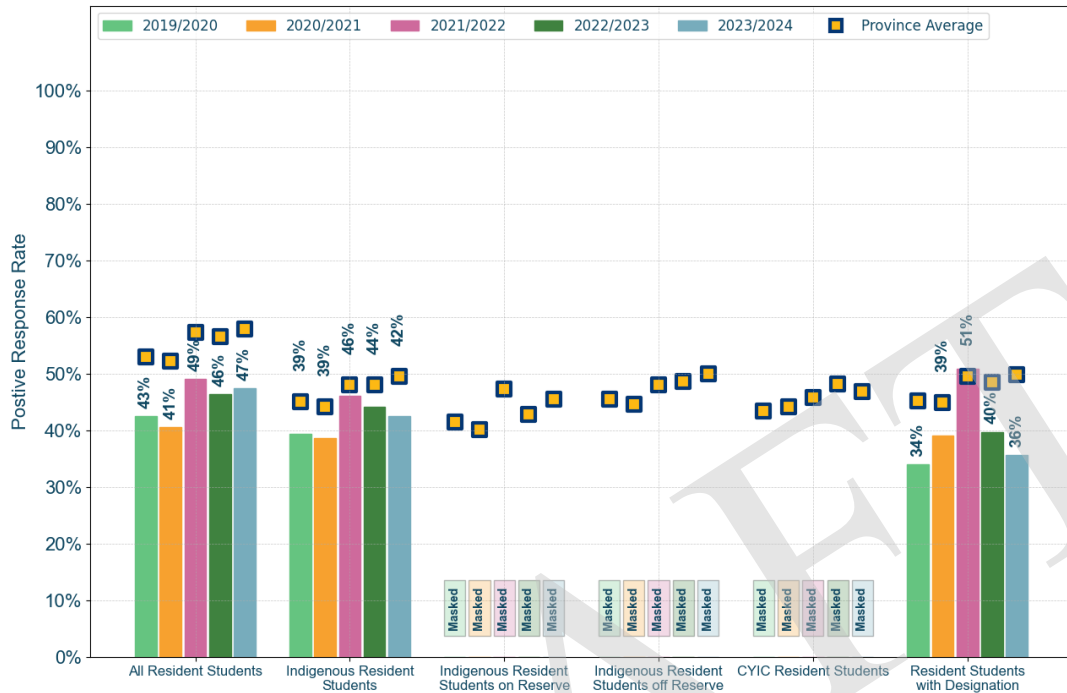
### SD059 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



### SD059 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10

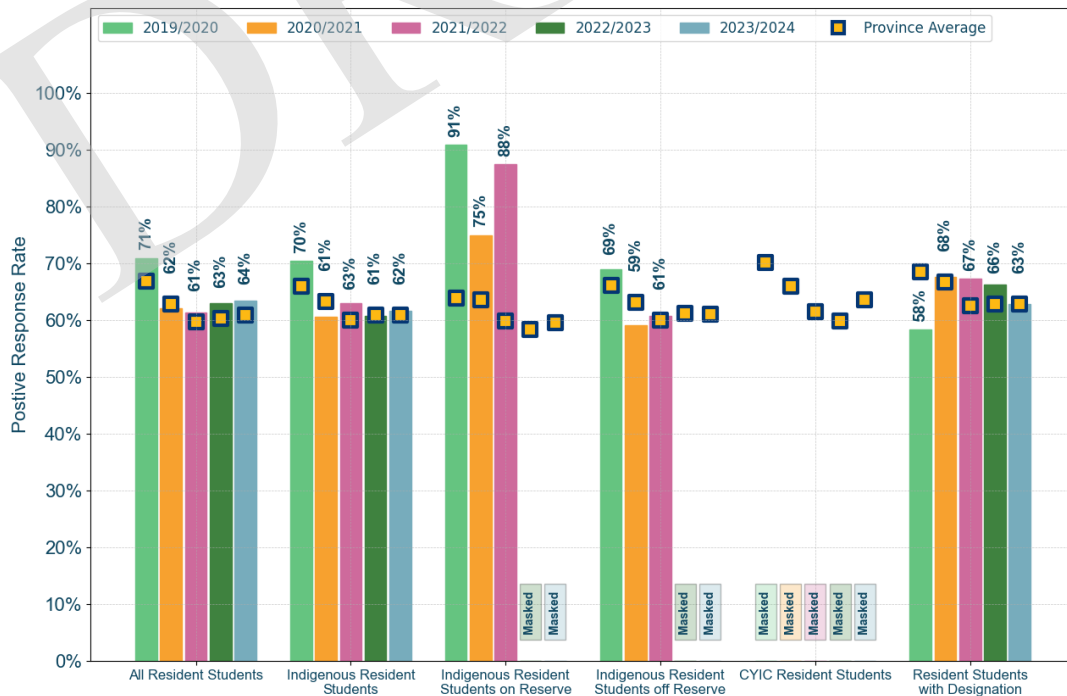


SD059 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



### Measure 3.2: Students Feel that Adults Care About Them at School

SD059 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



## **Analysis and Summary: Educational Outcome 3: Feel Welcome, Safe, and Connected**

School District No. 59 prioritizes creating a strong sense of belonging, supporting social-emotional well-being, and strengthening positive relationships for all students. These priorities as identified in our strategic plan and guide our work to ensure every student feels safe, valued, and connected at school. By focusing on belonging and well-being for all students including Indigenous learners, students with diverse abilities, and other priority groups—we are focused on creating welcoming schools where all children can thrive.

The Student Learning Survey is completed with grades 4, 7, and 10 in the areas of feeling welcome at school, feeling safe at school, sense of belonging, and feeling that two or more adults at school care. Results for smaller groups such as Indigenous students on/off reserve and CYIC are masked due to low numbers.

In 2023/24, 70% of students reported feeling welcome at school, showing improvement from earlier years and moving closer to the provincial average. Similarly, 70% of students said they feel safe at school, a positive increase from the low of 63% in 2020/21 and nearly aligned with provincial levels. In contrast, only 45% of students reported a strong sense of belonging, which, while consistent with past years, remains below 50% and continues to highlight belonging as an area of focus. Finally, 62% of students said that two or more adults at school care about them; although this is lower than the 71% reported in 2019/20, it still shows that a clear majority of students recognize supportive adult relationships in their school.

Over the past five years, results have shown steady majorities in students feeling welcome and safe at school; while belonging and adult care continue to emerge as areas for growth. Feeling welcome ranged from 58% to 65% in earlier years and improved to 70% in 2023/24, though students with designations reported lower results (51%–62%) and Indigenous resident students reported similar outcomes (59%–62%). Feeling safe has varied, dropping to 63% in 2020/21 and peaking at 75% in 2021/22, with the most recent result of 70% showing stability and narrowing the gap with the provincial average (68%–77%). Sense of belonging has remained between 45% and 50% overall, with Indigenous students and students with designations reporting slightly lower results. For two or more adults care, district results in 2023/24 were similar to 2022/23, with a slight increase to 64%, including 62% for Indigenous students and 63% for students with designations.

## **Interpretation: Educational Outcome 3: Feel Welcome, Safe, and Connected**

The 2023/24 results show clear progress in feeling welcome and safe, with both measures rising to 70% and moving close to provincial averages. This reflects positive momentum and suggests that ongoing district work around inclusive practices and safe environments is having an impact. At the same time, results for belonging and caring adult connections remain lower, with fewer than half of students reporting a strong sense of belonging and just over six in ten feeling supported by multiple adults.

In addition to the Student Learning Survey data, School District No. 59 also uses the Middle Years Development Instrument (MDI) for grades 5, 6, 8 and the Youth Development Instrument (YDI) for grade 11 to reflect on the priority of sense of belonging, supporting social-emotional well-being, and strengthening positive relationships for all students.

The MDI and YDI results from 2023-2024 show that most students in these grades report medium to high levels of positive school experiences, though patterns shift as students move into secondary school. In the earlier middle years, adult connectedness is a strength, with 79% of Grade 5 and 74% of Grade 6 students reporting strong adult relationships and about two-thirds identifying two or more important adults at school. In Grade 8, however, these connections decline with only 63% reporting strong adult relationships. At the secondary level, YDI data shows that nearly 80% feel of students feel safe at school most of the time, and almost 70 % report feeling supported by adults. 81% of students fall into the medium-to-high range of sense of belonging, showing that most youth feel connection to their school community.

Many students in SD No. 59 feel safe, supported, and connected, while adult-student relationships and a sense of belonging remain areas for growth, especially as students move into secondary school. To address this, the District introduced PreVenture and Open Parachute in grades 8 and 9 and continued to make social-emotional learning and belonging priorities in school growth plans across all schools. The District also added the Respecting Diversity Program and expanded Mental Health Literacy to help students build resilience, coping skills, emotional awareness, and respect for differences. Additionally, School District No. 59 has used the Student Voice group to gather feedback in real time from students, relevant to their academic and social emotional need. This data has impacted decisions at the school and district level.

Looking ahead, the District will keep strengthening relationships by building staff skills and ensuring that all students feel welcome and supported. The District is committed to assess unmasked data where possible to better reflect the school experiences of Indigenous students, students with designations and CYIC. School District No. 59 will continue to promote belonging and peer connections and celebrate positive examples from schools across the district.

## Career Development

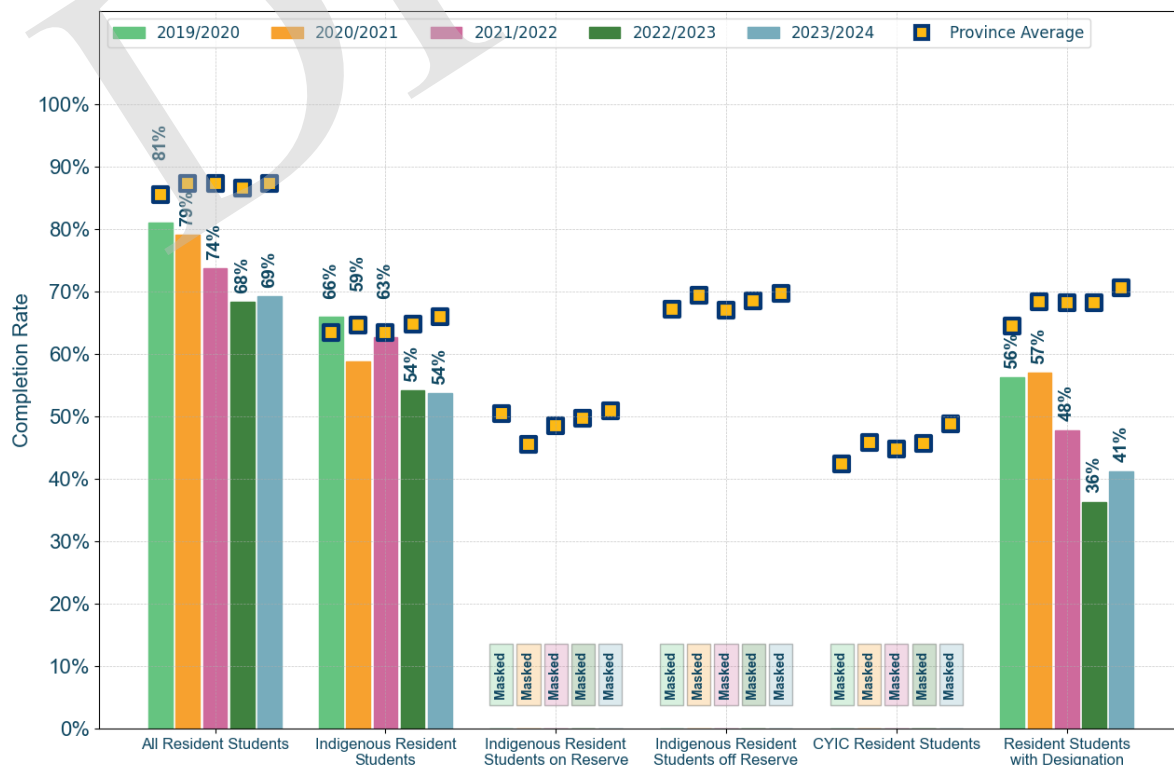
### Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

#### SD059 - Completion Rate - Cohort Count | Outmigration Estimation

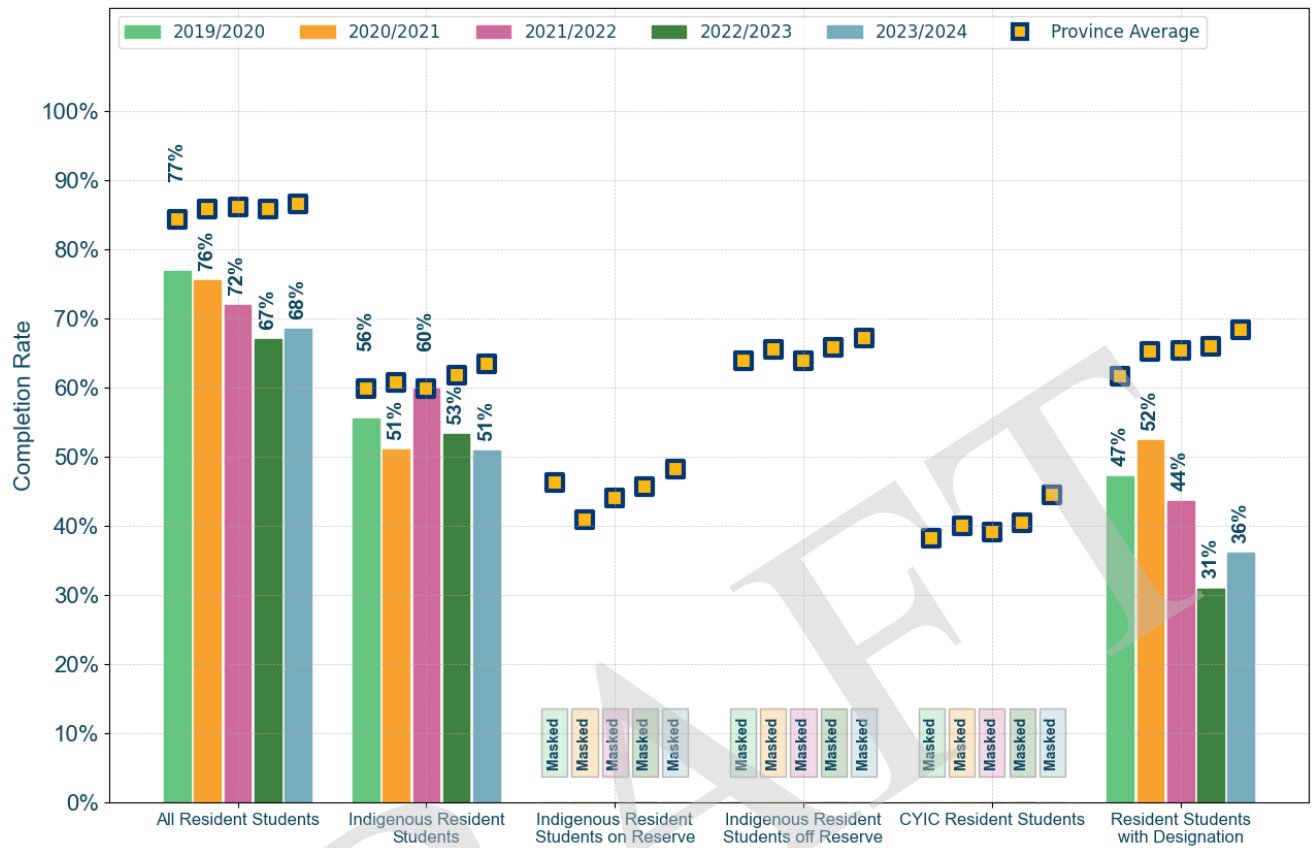
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	322   42	295   41	322   41	322   38	303   36
Indigenous Resident Students	110   15	104   14	121   16	132   16	121   15
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	64   9	51   7	55   7	84   10	66   8

#### SD059 - 5-Year Completion Rate - Dogwood + Adult Dogwood





# SD059 - 5-Year Completion Rate - Dogwood



## **Analysis and Summary: Educational Outcome 4 – Graduation**

Student success and building capacity are central priorities in School District No. 59, where every learner is supported to reach their goals and graduate with dignity and options for the future. Success means ensuring that students have access to rich learning opportunities and supports that connect them to their passions and aspirations, while capacity-building means meeting students where they are and moving them forward on their individual path.

School District No. 59 offers multiple pathways to graduation, including dual credit options that open doors to both post-secondary education and careers. For our Indigenous learners, coach-mentor teachers provide guidance through graduation and grade coaching, focusing on the steps needed to reach success. District graduation results are tracked through both Dogwood and Adult Dogwood completions. Data from 2019/20 to 2023/24, alongside provincial averages, show how our students continue to pursue their goals, with masked data protecting the privacy of smaller groups such as Indigenous students on/off reserve and CYIC. By focusing on equity, flexibility, and meaningful support, School District No. 59 ensures that each student has a clear and supported path to graduation.

Graduation data for the District shows both progress and areas where continued support is needed. For Indigenous students, the five-year completion rate was 56% in 2019/20 and 51% in 2022/23, while non-Indigenous students moved from 77% in 2019/20 to 68% in 2022/23. Looking at Dogwood and Adult Dogwood completions together, resident students range from 68% to 81%, with Indigenous resident students ranging from 54% to 66% and students with designations between 36% and 57%. For Dogwood only, resident students are between 68% and 77%, Indigenous resident students between 51% and 60%, and students with designations from 31% to 52%. These results provide clear direction for focused strategies to close gaps and ensure all students have the necessary supports to reach graduation with dignity and options.

It is important to consider the District context and its impact on graduation. District results for Dogwood and Adult Dogwood are typically 10–20 percentage points below the provincial average, with the largest gaps for Indigenous students and those with designations. For Dogwood alone, resident students are generally within 10–15 points of the provincial average, while wider gaps remain for priority groups. These results highlight the need to continue focused strategies such as graduation and grade-level coaching for Indigenous students and intentional planning for learners requiring additional support. At the same time, challenges with recruitment and retention, unfilled positions, and high student and staff absentee rates continue to impact graduation rates. The District continues to respond by working to stabilize staffing, reduce absenteeism, and ensure students have consistent access to the supports that lead to student success.

## **Interpretation: Educational Outcome 4 – Graduation**

Local data for School District No. 59 shows that most students who enter grade 12 graduate with rates consistently ranging between 80% and 90%. It is important to note that provincial data tracks students who enter Grade 8 and then graduate within five or six years, which does not always capture the full picture for our students. Additionally, the two Hutterite schools in our district have a small impact on graduation data as students leave school at the age of sixteen.

The areas in our district have largely resource-based economies which brings diversity and change to our communities, as families often move in and out with the nature of the work.

This creates an out-migration factor that may be more significant than other districts. In addition, our District's proximity to the Alberta border also impacts out-migration factors. Many students leave the province for post-secondary opportunities or move during their school years. For the students who stay through Grade 12, our graduation rates are strong, showing the support is in place to help them succeed.

Analysis of the graduation data, combined with in-house tracking of students who did not graduate in Grade 12 and the reasons why, provides valuable insight into local strengths and challenges. The data shows a 17% gap between non-Indigenous and Indigenous students, and broader comparisons highlight that while a majority of the District's students do graduate within five years, completion rates remain below provincial levels. Indigenous learners and students with designations face the largest barriers, with results 20–30 percentage points lower than provincial averages. At the same time, there are strengths to build on. In some years, overall student results were much closer to provincial benchmarks, and certain cohorts—such as Indigenous students in 2022/23—achieved notable improvements, showing that higher outcomes are possible.

The District is focused on strengthening supports for student success through a range of strategies and supports. We are committed to reaching out to students and closely tracking data so that all learners receive the supports they need to be successful. Graduation and grade-level coaching remain a priority, with coach mentors developing strong connections with Indigenous students, helping them set meaningful goals, monitoring their progress, and offering ongoing encouragement and support. School-based teams are working together to plan and problem-solve for CYIC, while Learning Assistance Teachers and counsellors are building strong, trusting relationships with students who need extra support and who have designations. Our next steps include doing a deep dive into the years before Grade 12 to understand where students may begin to disengage and create a plan to step in with supports earlier. As the District works to increase graduation rates, the goal is to make sure every student feels supported, stays connected to their learning, and has a clear path forward to reach their goals.

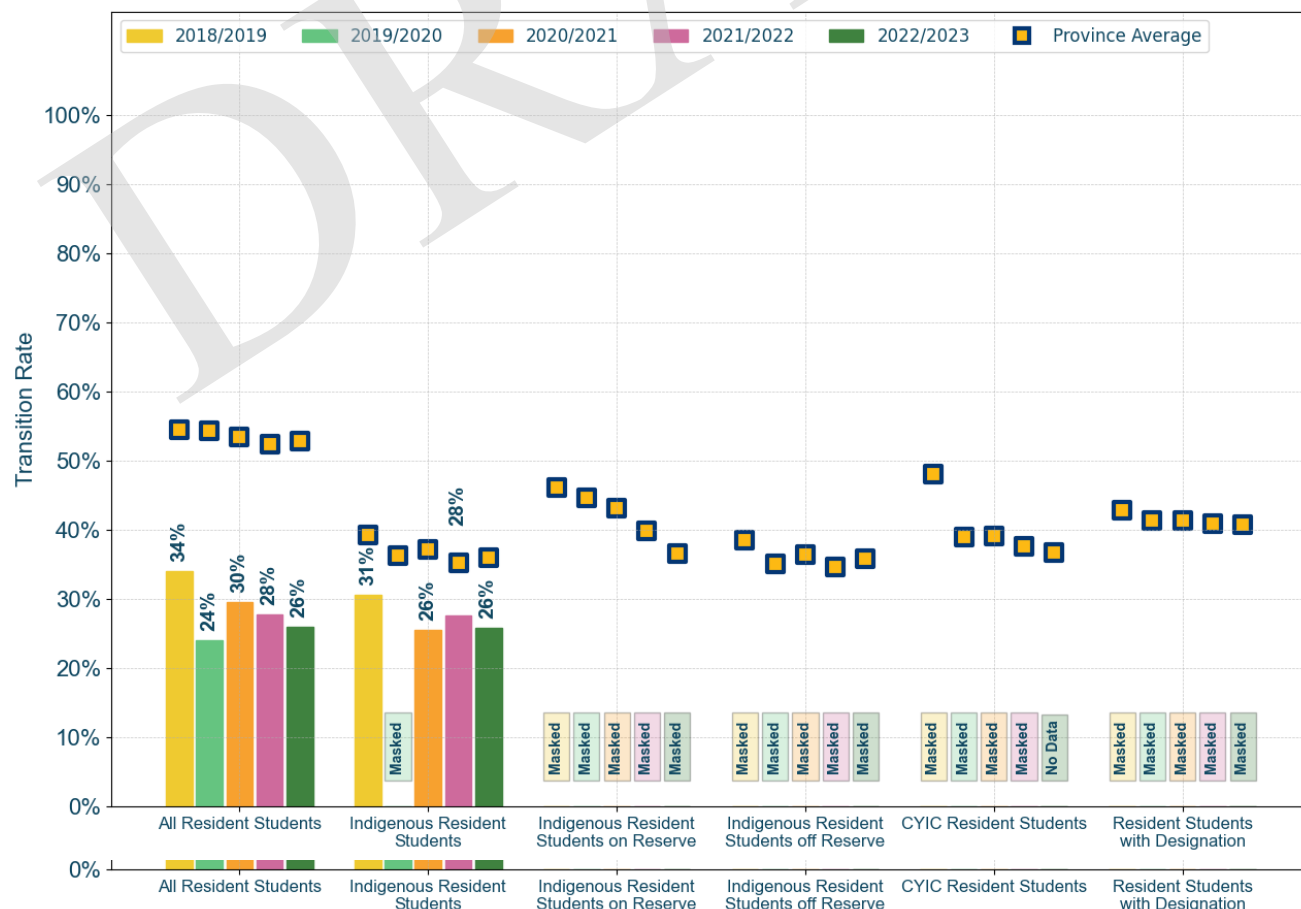
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### SD059 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	203	221	193	216	197
Indigenous Resident Students	59	Masked	47	69	66
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

#### SD059 - Immediate Transition to Post-Secondary



## **Analysis: Education Outcome 5 – Life and Career Core Competencies**

School District No. 59 is committed to making sure every student has opportunities and supports that connect learning to their interests and goals. When students see how school relates to real life, it helps them think about future careers and make plans for what comes next. Starting in the 2022-2023 school year, we continued to grow our efforts to support career exploration, with initiatives underway at both the school and district levels.

As School District No. 59 reflects on post-secondary transition data, helping students plan their path and develop career skills and aspirations must remain a district priority. One important step forward is reimagining our relationship with Northern Lights College and other community partners, by redesigning partnerships that support the development of life and career competencies and provide learning opportunities such as dual credit for our students. By working closely with the college, we supported the expansion of dual credit opportunities that are responsive to regional labour market needs in areas such as early childhood education, healthcare, technology and trades. These programs can help students graduate with both high school credentials and a head start on post-secondary pathways that lead directly to meaningful local employment.

At the same time, the District is focused on expanding career development in schools, ensuring that every learner has access to meaningful exploration, guidance, and mentorship. Career education is being strengthened through classroom programming, work experience opportunities, and increased connections with community partners. By embedding career exploration earlier and more intentionally, schools can help students set goals, understand local and regional pathways, and see post-secondary as both attainable and relevant.

Over the past five years, School District No. 59's immediate transition to post-secondary has remained lower than the provincial average. For all resident students, transition rates ranged from 24% to 34%, compared to steady provincial rates above 50%. Indigenous resident students showed similar patterns, with rates between 26% and 31%, consistently below both district and provincial averages. CYIC and students with designations is masked due to small cohort sizes, available information suggests similar outcomes. Transition rates improve within three years of graduation. For all resident students, three-year transition rates ranged from 40% to 46%, compared to provincial averages closer to 65–70%. Indigenous resident students reported rates between 26% and 41%, highlighting both improvement over time and the persistence of a gap compared to their peers.

Overall, the results show that many School District No. 59 students do pursue post-secondary pathways, often after a short delay, which is an important strength to build on. At the same time, the data points to opportunities for improvement in supporting more immediate and sustained transitions, particularly for Indigenous learners, students with designations, and other priority populations. By strengthening pathways planning and

providing targeted supports, the District can help more students move successfully into post-secondary opportunities.

#### **Interpretation: Education Outcome 5 – Life and Career Core Competencies**

The comparison shows that School District No. 59's post-secondary transition rates are consistently lower than provincial averages, both for immediate and three-year transitions. Importantly, the local context reveals that many students leave the province for post-secondary opportunities, particularly to Alberta, and these transitions are not captured in provincial tracking, which means official data underrepresents the true picture for the District. Out of the 2023-2024 students who went directly into post-secondary following graduation, close to 50% attended post-secondary in Alberta and other provinces. In addition, out of province numbers will not be included in the students who chose to attend post-secondary within 3 years of graduation. A smaller influence on post-secondary transition rates comes from the two Hutterite schools in the district, as students leave school at the age of sixteen.

A key strength of the District is that a significant number of students make the transition to post-secondary within three years, showing persistence and extended pathways to continuing education. Students may choose to delay post-secondary to build readiness, gain work and life experience, explore career interests, or prepare financially for long-term success. They may also choose to enter the workforce directly after graduation, contributing valuable skills to their communities while keeping future education options open.

The results reinforce that every student's pathway matters, whether that means moving out of province, going straight into the workforce, or pursuing post-secondary in another form. Recognizing all forms of student success requires schools to actively monitor transitions and strengthen equity-focused strategies, ensuring that every learner, especially Indigenous students, students with designations, and in CYIC, has a clear and supported pathway forward that aligns with their goals and strengths. This includes stronger transition planning and ensuring trusted adult connections for students who need them most. Together, these efforts reflect School District No. 59's commitment to equity and to helping every student thrive, no matter which pathway they choose beyond graduation.

# Peace River South

SD59

## **Interim Progress Report** for the Enhancing Student Learning Report **For the year 2023-2024**

### Part 2b: Respond to Results

In Review of Year 4 of The Board of Education of School District No.  
59 (Peace River South) Strategic Plan 2020-2024

*Approved by Board: Draft*

# Interim Progress Report for Enhancing Student Learning:

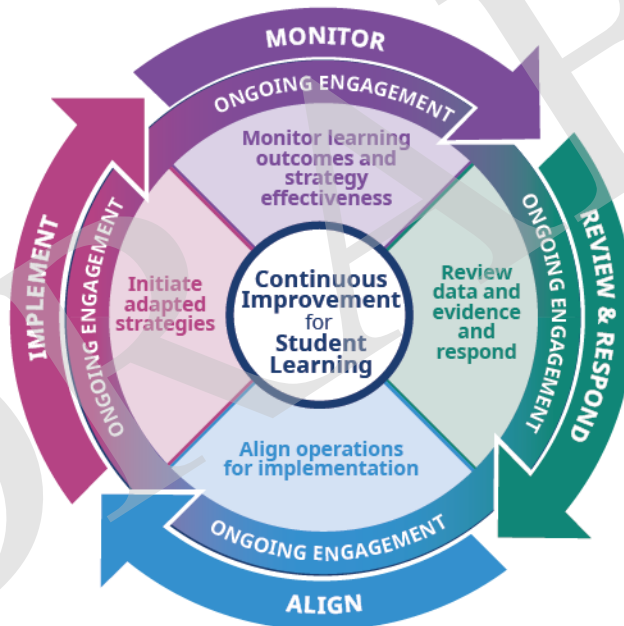
## Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

**The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:**

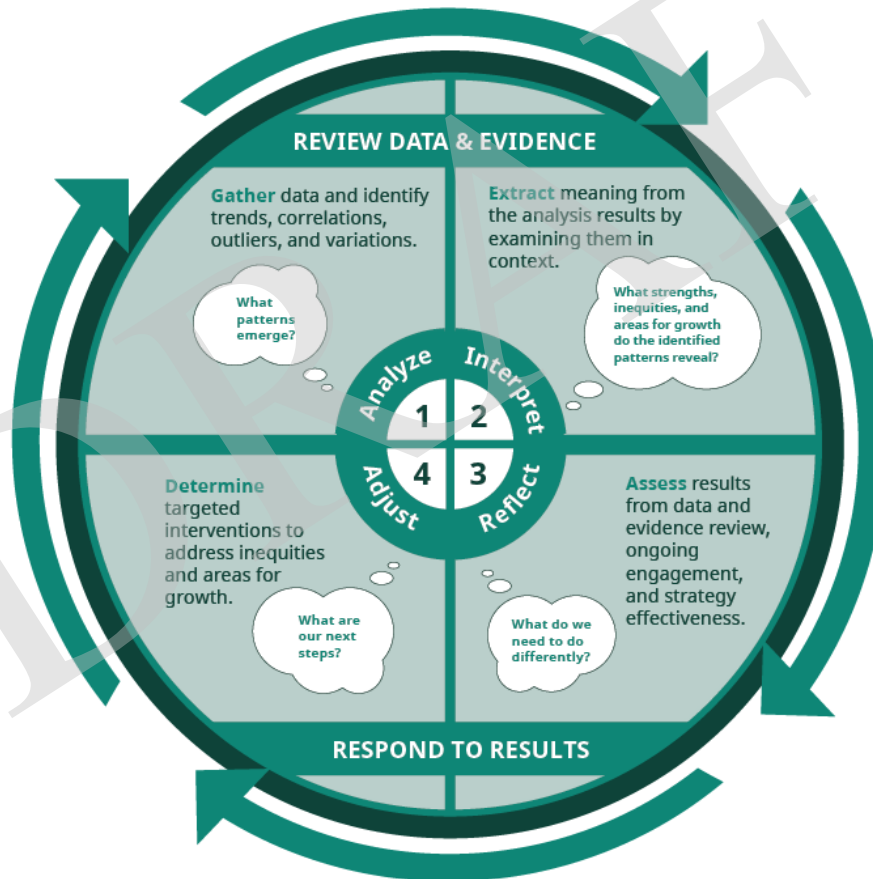


A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.



District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

## Review and Respond Cycle:



### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# Interim Progress Report

## Respond to Results



### Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

### Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

## Reflect and Adjust Chart



**Please note:** If the district's current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

Priority 1: Equity			
Each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.			
Goal 1: School District No. 59 (PRS) will address areas of inequity within the district with a focus on Indigenous Education, Children in Care and Diversabilities.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> <li>• Continue?</li> <li>• Discontinue?</li> <li>• Adapt?</li> <li>• Introduce and implement?</li> </ul>
Gather data in all areas to determine the parity between Indigenous and non-Indigenous students in literacy, numeracy, graduation rates, student learning survey.  Analyze the data to address	There is a gap between achievement levels of Indigenous and non-Indigenous learners. Collecting data regularly informs the work done by schools and the district including guiding the coach-mentor teachers	The ongoing gathering of data has continued to inform practice and direct the work of school and district supports including focused work by the Indigenous education department.  Data is used to set goals collaboratively for each school with Advisory Council representatives, principals, and coach mentors.	Continue to use data to inform practice measure success including using the data to guide the collaborative meetings with Advisory Council representatives, principals, and coach mentors.  Continue to set a goal based on the data in collaboration with Advisory Council representatives, principals, and coach mentors.

<p>gaps at each school. This will be done each November including Advisory Council reps, principals, and coach mentors.</p> <p>Each school creates a goal they will work on for the year to address areas of inequity at their location.</p> <p>Collect personal narratives from Indigenous students who have disengaged from school.</p>	<p>and Indigenous support workers.</p>	<p>Some data trends include:</p> <p>For four straight years, the grade 4 and 7 FSA literacy and numeracy data for Indigenous students was higher than the provincial data with a dip in 2024/2025 which guides us to reflect on targeted practices and interventions.</p> <p>The gap between Indigenous and non-Indigenous students is smaller in numeracy than what we see in literacy.</p> <p>Grade 11-12 transition rates are lower than 10-11 for Indigenous students.</p> <p>A four-year trend shows Indigenous students feeling welcome is about 60% and just below the provincial average.</p> <p>The sense of belonging data for grades 4, 7 and 10 Indigenous students is below both the provincial average and below non-Indigenous students.</p> <p>Graduation rates show a 17% gap between non-Indigenous and Indigenous students.</p>	<p>Continue to expand the data that we use to guide our planning to include multiple sources: FSAs, district literacy and numeracy data, foundational skills, MDI, YDI, school level engagement data, SOAR data, student narratives, feedback from students and parents, etc.</p> <p>Identify the Indigenous students and dig deeper into why there was a sudden decline with the FSAs.</p> <p>Identify Indigenous students who will be writing FSAs this year to prepare them for success and examine FSA scores for Indigenous students as soon as they are marked to better understand the results.</p> <p>Continue meaningful classroom profile meetings with teachers to identify early on where the gaps are for each Indigenous student and planning strategic interventions and research-based core instruction.</p> <p>Increase participation rates for grade 10 numeracy assessment.</p> <p>Gather data to show which students are disengaging prior to grade 11 and 12 and why they are disengaging to plan next steps.</p> <p>Continue to gather graduation data to reflect on success and plan for areas of growth.</p> <p>Prioritize collecting student narratives that provide information on why students are disengaging or not graduating.</p> <p>Continue weekly meetings by the Indigenous education departments at the secondary schools to identify the students who are struggling and creating supports and plans for each student.</p>
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			<p>Expand planning for transition experiences for students entering high school to include a focus on sense of belonging and academic supports.</p> <p>Continue working with teachers using a relationship-based framework to ensure all Indigenous students feel safe, welcome and a sense of belonging.</p> <p>Collect information from on-reserve students to accurately reflect the unmasked data and use it to guide practice.</p>
Continue to monitor graduation rates. Collect data on why students did not graduate and look for themes.	Grad rates continue to decline across all groups. By focusing on the data on why students did not graduate will allow us to create targeted plans of action to address these barriers.	The data highlights that students who transition into grade 12 have a higher rate of graduation. This demonstrates the need to shift this process to gathering data prior to grade 12 to determine when students are disengaging and why. Part of this work would also be to track students who move out of province and therefore impact our graduation rates.	<p>Continue to analyze graduation data and determine themes.</p> <p>Implement earlier transition tracking to identify students who are not on track to graduate in earlier grades and intervene.</p> <p>Continue to work between middle and high schools on transitions and expand to include specific planning for students who need support for core academics.</p> <p>Expand the process at schools to regularly monitor graduation progress and communicate with students and families.</p>

<p>Review and update our “Children in Care” planning document.</p> <p>Create a monthly cycle where data is reviewed at school sites by the case manager and the in-care plan is updated.</p> <p>Foster better relationships with Ministry of Children and Family Development around planning and review of Children and Youth in Care.</p>	<p>Strategic planning helps us track progress, respond quickly with supports, and work with caregivers and staff to ensure CYIC have the same opportunities to succeed as all students.</p> <p>Overall data for literacy and numeracy on Children and Youth in Care (CYIC) is lower than that of all students. Many younger students (K–7) are developing literacy skills, numeracy remains a challenge, and gaps become more pronounced in secondary years. Attendance remains a concern, with many CYIC in grades 8–12 missing more than 20 days per year, which directly impacts credit accumulation and graduation readiness—only about half of older CYIC are considered on track to graduate. Transitions between grades and schools present additional risks,</p>	<p>The data show that CYIC continue to face barriers in attendance, literacy, numeracy, and credit accumulation, yet the In-Care Plan ensures that each student has a living document focused on timely supports, transition planning, and monitoring progress throughout the year.</p> <p>This proactive approach means that schools are identifying risks earlier (such as attendance concerns or missed assignments) and engaging school-based teams, caregivers, and outside agencies to coordinate responses.</p> <p>Feedback from staff indicates that the structured planning process improves consistency, accountability, and communication across teams. While outcome gaps remain, evidence suggests the strategy is making progress by increasing visibility of CYIC in school planning, strengthening adult connections, and creating earlier interventions.</p>	<p>Continue use of In-Care Plans to ensure proactive, student-centered planning.</p> <p>Continue regular data monitoring of attendance, academic achievement, and assessment results, while making reviews timely and aimed at next steps and strategic interventions.</p> <p>Continue collaboration with caregivers, MCFD and school teams to create consistent supports and facilitate ongoing communication.</p> <p>Continue Transition planning meetings at key points (new placements, grade changes, school moves).</p> <p>Strengthen the use of student voice in planning, ensuring CYIC are engaged in setting goals and identifying supports that matter to them.</p> <p>Improve integration with community partners (e.g., MCFD, CYSN, CLBC) so supports extend beyond school.</p> <p>Expand professional learning for staff on trauma-informed practices and the unique needs of CYIC.</p>
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	with fewer students progressing smoothly in high school compared to elementary. Because CYIC numbers are small, data is often masked, data is collected instead through MY ED BC and the District Student Planning Database.		
<p>Using the inclusion review summary, identify areas of strength and inequity to guide interventions and in-service so staff have the tools to better support all learners.</p> <p>Provide ongoing in-service for classroom teachers on Universal Design for Learning and other inclusion best practices to support inclusive planning.</p> <p>Onboard schools to using the Competency Based Individual Education Plan.</p>	<p>Data from the FSAs, the Grade 10 Graduation Literacy Assessment, the Student Learning Survey, and graduation rates show that students with diverse abilities face more barriers than their peers. FSA and graduation assessment results highlight lower literacy achievement, while the Student Learning Survey shows these students report feeling less connected and supported at school. Graduation rates also remain lower for students with designations compared to overall district averages. Together, these sources show the need</p>	<p>Based on the review of data, evidence, and feedback, the strategy of providing ongoing in-service on Universal Design for Learning (UDL) and onboarding schools to the Competency-Based IEP (CBIEP) has begun to address the identified gaps in inclusive planning and supports for students with diverse abilities.</p> <p>Data from FSAs, graduation assessments, surveys, and the district inclusion review showed that students with designations and other priority groups were experiencing lower achievement, weaker connections to school, and lower graduation rates.</p> <p>Feedback from engagement confirmed the need for staff to build skills in differentiation and inclusive practice. By focusing professional learning on UDL, teachers are better equipped to design lessons that reach a wider range of learners. The shift to CBIEPs, with an</p>	<p>Continue ongoing in-service for teachers on Universal Design for Learning (UDL) and inclusive best practices.</p> <p>Provide strategic and intensive in-service for middle and high school teachers on Universal Design for Learning (UDL) to strengthen differentiation and inclusive classroom practices.</p> <p>Strengthen collaboration across schools to share exemplars of effective inclusive practice.</p> <p>Continue regular monitoring of student progress through school-based teams and continue the use of the district-based team to support the inclusion of students with complex needs</p> <p>Solidify the implementation of Competency-Based IEPs (CBIEPs) at all schools.</p> <p>Increase opportunities for student and family input in IEP development at all grade levels.</p>

	<p>for stronger inclusive practices, targeted supports, and regular monitoring to improve outcomes.</p> <p>The inclusion review and environmental scan specifically identified a need for staff to strengthen their skills in differentiation, which points directly to Universal Design for Learning (UDL) as a best practice. In response, the district is providing ongoing in-service on UDL and other inclusive practices, and onboarding schools to the Competency-Based Individual Education Plan (CBIEP), with a focus on incorporating student voice so that learners are active partners in setting goals and planning their supports.</p>	<p>emphasis on student voice, has strengthened the quality of individualized planning and created more consistency across schools.</p> <p>While inequities remain, early evidence suggests this strategy is improving teacher confidence, fostering more inclusive classrooms, and providing students with clearer, strengths-based pathways to success. Ongoing review and monitoring will be important to ensure continued impact and to adjust supports where needed.</p>	<p>Focus on improving the CBIEP at the middle and secondary level.</p> <p>Meaningful integrate the reporting on CBIEPs into the progress update used for all students</p> <p>Streamline the evidence collection process for the CBIEP to provide clear, timely information that shows student progress and guides next steps.</p> <p>Continue to provide targeted interventions for students with learning disabilities to strengthen literacy skills, including direct instruction, guided practice, and ongoing progress monitoring, as well as direct teaching on how to use essential supports such as speech-to-text and other assistive technology.</p>
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Goal 2: School District 59 will build a positive culture that addresses social emotional learning and effective communication within the school community.			
Develop Compassionate Systems Leadership in school district staff.	<p>Data on the Student Learning Survey continues to show gaps in students' sense of belonging including feeling welcome, safe and connected.</p> <p>Compassionate Systems Leadership develops school and district leadership teams who prioritize relationships, resilience and collective well-being. Building capacity in leaders impacts school culture positively.</p>	<p>Although the data still shows room for growth, the impact of Compassionate Systems Leadership can be seen the capacity of staff to support social emotional learning in their schools and work with parents/guardians.</p> <p>It is evident through decision making at a school and district level that Compassionate Systems Leadership and its tools are being used to build school culture.</p> <p>Tools such as the grounding, check-ins, iceberg, shifting the burden, the ladder of connectedness, the ladder of inference and the four-player model were integrated in principals/vice-principals' meetings, leadership academy, district learning services and other staff groups to develop this capacity.</p>	<p>Continue to train staff in the Introduction to Compassionate Systems Leadership</p> <p>Engage with the Compassionate Systems Leadership Director at the Human Early Learning Partnership to further build capacity with the tools</p> <p>Implement Compassionate Systems Leadership training with Student Voice</p> <p>Continue to integrate tools into trainings and meetings with a variety of staff groups</p>
Establish School Vision and Action Plan for Social Emotional Learning based on collected data.	<p>In addition to the Student Learning Survey, MDI, YDI, district counselling department and school level data identified a continued need for social emotional learning at a tier 1 level.</p> <p>Additionally, not all schools had a robust SEL</p>	<p>Despite schools improving their plans for SEL programming and inclusion of an SEL goal in their school growth plans, the data (SLS, MDI, YDI etc) continues to show a need for improved programming at a middle and high school level. Elementary schools implemented researched based programs that aligned with school and students needs such as Caring School</p>	<p>Continue to align school growth plans with the district strategic plan</p> <p>Continue to implement research-based school-wide SEL programming that meets the schools and students' needs</p> <p>Expand SEL programming to include connections with the community using programs such as Classroom Champions.</p>

	<p>vision and action plan to address this need and reflect district priorities.</p>	<p>Communities, Every Day Anxiety Strategies for Educators, Second Step, etc. Consistent school-wide implementation improved school data.</p> <p>Middle and high schools continued to struggle with finding the right fit for school-wide programming and focused instead on implementing components in particular classes such as Physical and Health Education and Careers.</p> <p>MDI and YDI data as well as the McCreary Adolescent Health Survey showed a need for specific programming around the use of substances.</p>	<p>Pilot Open Parachute at the middle school.</p> <p>Train facilitators and implement PreVenture for grade 8/9 students in the district</p>
<p>Foster strong relationships by providing opportunities for stakeholder engagement in public education with a focus:</p> <p>Create a Student Voice Adult Leadership Team (administration and teacher leaders at each school).</p> <p>Adult leaders create quarterly workshops for Student Voice Teams to attend.</p> <p>Student teams to take responsibility for school based (district based) projects connected to the Strategic Plan.</p>	<p>Although we were getting data from things like the SLS, MDI, YDI, we feel that these tools are structured by adults to elicit the responses adults determine were needed.</p> <p>Through Student Voice, students developed their own environmental scans to gather data from their peers to be able to provide the district with an authentic picture of students' needs.</p>	<p>With the data collected, students were able to present to the Board of Education and carry out meaningful change to improve their learning environment and meet their needs better. This happened quickly because they were thoughtful in the data they shared with the board and were solution-based and action oriented. For example, students presented a solution for increased privacy in gendered washrooms which resulted in privacy screens being installed district wide.</p> <p>Student Voice provides a path for students to be heard and impact their learning environment. This creates a sense of value and belonging.</p>	<p>Continue to meet with students on a bi-monthly basis to build capacity and facilitate student feedback,</p> <p>Continue to support school staff to facilitate Student Voice at their school sites.</p> <p>Implement Compassionate Systems for students.</p> <p>Teach students how to use the tools of compassionate systems to reflect on and assess their learning environments.</p> <p>Developing self-advocacy skills in students with a focus on what is best for their learning.</p>

**Priority 2: Foundational Skills and Core Competencies**

**Strong literacy and numeracy skills connected with growth in thinking, communication and social awareness result in students who are successful in education, career and life.**

Goal 1: School District No. 59 (PRS) will integrate core Competencies into all K-12 Curricular areas as a foundation for learning.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Create a core competency working group to create a scope and sequence timeline for meaningful, authentic connections between the curriculum and the core competencies to allow for student success.</p> <p>Provide in-service on linking core competencies across the curriculum.</p>	<p>Data from environmental scans showed that there was a variation of understanding and variable implementation of the core competencies across the district. It was identified that teachers wanted a district exemplar for the core-competency self-assessment.</p> <p>By forming a working group, the district could reflect on what was going well and what needed improvement. In addition, the group could develop tools to support the teaching of core competencies as a foundational piece for learning.</p>	<p>A working group was formed from elementary teachers across the district. The group created a core-competency self-assessment for primary and intermediate grades for each of the competencies. The group also created presentations for staff on the core competencies and how they could be woven into instruction. Inservice was provided to teachers across the district.</p> <p>Additionally, core competencies were integrated with the new reporting order work. Support on implementation of the new reporting including core competencies was provided to all teaching staff across the district.</p>	<p>Continue to support schools in the implementation of core competencies as they are integrated into other learning areas.</p> <p>Continue to support schools and staffs on self-assessments of core competencies, weaving core-competencies into unit planning and reporting in learning updates.</p>

Goal 2: School District 59 will build the skills and efficacy of all learners in balanced numeracy and literacy.			
<p>Compile research on best teaching strategies to engage learners in numeracy.</p> <p>Create a primary numeracy project that models the primary literacy project.</p>	<p>Data in numeracy was consistently below the provincial average for all groups.</p> <p>Although it still has room for growth, Grade 4 FSA data shows is consistently stronger than Grade 7 data.</p> <p>District data showed a decline numeracy skills as students' progress in grades. Student Numeracy Assessment Practice data consistently shows that primary students have a higher success rate.</p> <p>The data provided a clear indication that the district needed to prioritize numeracy.</p>	<p>Research informed the development of district primary foundational skills assessment and primary teacher in-service.</p> <p>Implemented a foundational skill numeracy assessment for the kindergarten level. Based on those early learning skills trained EAs and NRTs to deliver targeted interventions.</p> <p>Integrated numeracy Inservice into our Primary Literacy Professional Learning Community.</p> <p>Numeracy sessions showed strong attendance and feedback from teachers showed that there was a lot of interest in developing their numeracy programs.</p>	<p>Continue to offer in-service to teachers and staff on research-based strategies.</p> <p>Compile resources for teachers to use in primary grades that match research-based best practices.</p> <p>Expand Student Numeracy Assessment Practice to include grade 8s/9s.</p> <p>Continue to gather district and school numeracy data.</p> <p>Continue to research best teaching practices and resources to support numeracy across the grades.</p>
<p>To continue to have a district focus and support for the primary project.</p> <p>Targeted in-service for new teachers on foundational primary literacy skills.</p>	<p>Literacy has been an ongoing priority for the district. In recent years provincial assessment data has trended downward for the district. Additionally</p>	<p>Although our focus on foundational skills has been consistently successful in primary literacy, we have had to regularly re-visit staff in-service due to turnover and people in new positions. Due to high teacher turn over, we are consistently re-teaching research-</p>	<p>Implemented initially at the school level, phonological awareness intervention supports were shifted to a district position due to staff absences, ensuring early, consistent, targeted intervention based on research highlighting the importance of phonological awareness in literacy.</p>

<p>Ongoing in-service for teachers on research-based literacy skills.</p> <p>To continue to engage intermediate teachers through the Intermediate PLC.</p>	<p>local data gather through foundational literacy skills assessments, our kindergarten screen and Fountas and Pinnell data identified specific areas for growth. This included a focus on tier 1 literacy instruction of foundational skills and research-based interventions to target specific skills.</p> <p>Although district shows stronger intermediate literacy skills than provincial data, there is still room for growth. This supports the need to continue developing intermediate literacy instruction.</p>	<p>based literacy instructional strategies which impacts our ability to build momentum and advance practice. At the same time, this makes targeted, ongoing teacher in-service at the primary and intermediate level even more essential.</p> <p>2023-2024 kindergarten screen data, showed that the district needed to take steps address disparities in phonological awareness at primary grades.</p>	<p>Continue to focus our PLCs on research-based practices for teaching foundation skills in whole class instruction including alphabet knowledge, phonological awareness, fluency, sight word acquisition, etc.</p> <p>Continued to offer in-service for new primary teachers on research-based literacy instructional strategies and routines/</p> <p>Continue to collect school and district data through kindergarten screens, ongoing foundational skills assessments and Fountas and Pinnell.</p> <p>Continue to use data to guide the work of classroom teachers, literacy resource teachers and district literacy teachers/</p> <p>Continue to have a district wide data planning session where school data is used for reflection and action planning/</p> <p>Continue to build capacity in staff at all levels to use research-based literacy practices.</p>
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## **Don Titus Montessori Program Review 2024/25**

Conducted by:  
P. Chisholm (Director of Instruction)  
C. Leroux (District Principal)

### **1. Rationale:**

Don Titus Montessori Elementary has been in operation since September 2014, as a district school of choice in Chetwynd BC. In the 2018/2019 school year, a comprehensive review was conducted by then, Superintendent C. Clouthier and Assistant Superintendent C. Fennell. This marked the first formal evaluation of the program since its inception.

Recognizing the importance of maintaining high standards in both Montessori pedagogy and alignment with the British Columbia Curriculum, the Board of Education determined that a structured and ongoing review process was necessary. As a result, the review team from 2019 created a list of four recommendations needed for Don Titus to be defined as a Montessori School in a public system.

### **Recommendations 2019:**

- A. The school staff will create a process for annual review of the Montessori Program.
- B. The staff continues to seek solutions to challenges and barriers that might impact the ability to fully implement Montessori methodology within the BC curriculum.
- C. The staff hired to the school have a commitment to gaining the Montessori qualifications.
- D. That the district conducts a review of the Montessori Program every five years.

### **2. The 2025 Process:**

The processes created for the 2019 review of the Don Titus Montessori Program were reviewed and used as a base for the processes utilized in the 2025 Don Titus Montessori Program Review. In addition, general information and a rubric were taken from the National Centre for Montessori Practice in the Public Sector (NCMPS) website (<https://www.public-montessori.org/>). Information from the NCMPS site, as well as documentation used to complete the 2019 Review,



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supported our creation of a digital staff survey and a digital parent survey. The surveys also aligned with the surveys created for the 2019 review. The surveys previously used were completed on paper. We hoped the digital versions would be more accessible to staff and parents and would give us the opportunity to collate the data in a variety of ways, helping us to understand the current context of Don Titus Montessori. We met with the principal of Don Titus Montessori to review the survey questions in advance of releasing the surveys to staff and parents. The meeting with the principal gave us the opportunity to discuss and refine our questions.

We wanted to give students, staff and parents the opportunity to provide anecdotal / qualitative data relevant to the Montessori program at Don Titus. We created a series of questions for students, staff and parents. We met with classes of students; all staff and a group of parents on May 14, 2025. The anecdotal data collected was reviewed and assessed for themes. This data was also used as evidence to support recommendations found later in this report.

The Principal of Don Titus Montessori gave us a tour of the school prior to the interviews we conducted with students, staff and parents on May 14, 2025. During the tour, we noted the organization of classes and common spaces, discussed structures (e.g. timetables, schedules), and looked at Montessori resources stored at the school.

Foundation Skills Assessment (FSA) data and Student Learning Survey data was collected. The data from Don Titus collected over the past six years was compared to the data collected for all schools within School District No. 59. Local data, Student Numeracy Assessment and Practice (SNAP) and Fountas and Pinell data was collected for the past two school years and compared to the district data as well.

Numerous data sets were collated and simplified for review purposes. Summaries of the individual data sets were used as evidence to highlight assessed values within the NCMPS Essential Elements Rubric for Don Titus Montessori. The five NCMPS domains assessed during the 2019 review were assessed again in the 2025 review; these domains included: Montessori Adults, Montessori Learning Environment, Family Engagement, Leadership and Organizational Development, and Assessment. In addition to the NCMPS rubric, we recreated the rubric staff were given during the 2019 review to assess Don Titus Montessori from their perspective. Within this review, are copies of the various data sets collated in visual formats and accompanied by summary statements.



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The collation of data was summarized in a variety of ways. The staff survey data was scaled. The responses staff could provide were given numeric values. The numeric values were used to display the teacher/admin responses and the educational assistants' responses (Strongly Disagree = -2, Disagree = -1, Neutral = 0, Agree = +1 and Strongly Agree = +2). Six teaching/admin staff completed the survey, and six educational assistants completed the survey. The parent survey was summarized in two ways, one using the Net Promoter Score (NPS) and the other on a ten-point scale where a score of 10 was the strongest, most positive, response. The NPS rating is often used to assess customers' satisfaction with a business or product. We felt the NPS rating provided a unique assessment/collation of the survey data. FSA and Student Learning Survey data was collected from the Ministry of Education and Child Care's Power BI website and the SNAP and Fountas and Pinnell data was collected from the SD59 Student Assessment database.

The teaching staff at Don Titus Montessori are required to submit planning documents on an annual basis. The submitted documents for 2024-25 were reviewed to determine where Montessori practices/principles were addressed and /or discussed. Of the five sets of planning documents created for the 2024-25 school year, only one teacher made connections between Montessori principles and the outcomes they intended to address and assess within the BC curriculum. The teacher created a 'How To' section with their plans that incorporated elements of Montessori principles.

### 3. Timeline:

April 22	Planning Meeting
April 25	Staff invitation to voluntary meeting
April 22 – May 2	Internal data collection
May 2	Don Titus newsletter message sent to principal to be put into newsletters on May 6 <sup>th</sup> and 12 <sup>th</sup>
May 14	All day data gathering at Don Titus: Students during the school day, staff 2:45pm – 3:45pm, parents 6:00pm – 7:00pm
May 16	Due date for Electronic survey submissions
May 20 – 23	May 14 data collection collation
May 26 – 30	Data / Information summary
June 9 – 13	Building Resource Binder and Review Report
June 18	Presentation to the Board of Education





### 4. Findings:

The following are the results of interviews and surveys conducted with teachers, students and parents.

#### Domain 1 Montessori Adults

- Overall Score: Needs Improvement 1.83/4
  - The school currently has 8 teachers: 6 classrooms teachers, 1 part time LAT, 1 prep teacher.
  - There are 3 teachers who are teaching under a letter of permission and 5 BC qualified teachers.
  - Out of the 5 qualified teachers, 1 teacher has completed NAMC qualifications, and 1 teacher reported having some Montessori training.
  - The principal has completed NAMC qualifications.
  - Teaching staff reported that some Montessori professional learning takes place throughout the school year.
  - 5 staff members indicated that they were members of the BCTF Montessori PSA.
  - The school does not have any Montessori trained Educational Assistants.
  - Teachers indicated that they embrace the core Montessori principles of respecting the process of human development and supporting children's independence, freedom, responsibility and growth.

#### Domain 2 Montessori Learning Environment

- Overall Score: Satisfactory / Needs Improvement 2.79/4
- Areas rated satisfactory to exemplary are:
  - The school adheres to the Montessori principle of 3-hour morning work block uninterrupted.
  - During the morning work block, small group instruction and one-on-one instruction takes place in many classrooms.
  - The school adheres to the Montessori principle of student choice in what to work on, where to work and how long to work.
  - The learning environment offers ongoing access to real-world materials and activities.
- Areas rated as needing improvement or unsatisfactory are:
  - The Montessori Scope and Sequence is not used within the school.



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- Classrooms are split grade but do not adhere to the Montessori recommendations of multi-age groupings. Montessori age groupings are:
  - Ages 2.5-6
  - Ages 6-9
  - Ages 9-12
  - Ages 12-15
- School wide practices of multi-age group learning are evident.
- Teachers reported feeling neutral about their music program. The school adheres to the BC curriculum.
- There are a lot of Montessori materials in the school but mostly in storage due to teachers being untrained in how to use the manipulatives.

### Domain 3 Family Engagement

- Overall Score: Satisfactory / Needs Improvement 2.7/4
- Areas rated satisfactory to exemplary are:
  - It was reported that during the enrollment process and orientation information about Montessori education is shared.
  - Parents indicated that information is also shared at PAC meetings.
  - The school has an active and engaged PAC with monthly meetings.
- Areas rated unsatisfactory to needs improvement are:
  - With an NPS score of 45 (good) that there is a well-developed handbook. It was commented that the handbook is given out at the beginning of the year while others commented not having seen the handbook. This gave room for growth in ensuring that all members of the community are informed.
  - Parents indicated with an NPS score of -29 (dissatisfaction) that there are not parent educational opportunities offered.

### Domain 4 Leadership and Organizational Development

- Overall Score: Satisfactory / Needs Improvement 2.36/4
- Areas rated satisfactory to exemplary are:
  - It was noted in both the parent survey and discussion that the school leader actively works to support the implementation of Montessori method and philosophy. This received an NPS score of 61 indicating a "great" score.
  - It was also noted that staff treat each other with respect, grace and courtesy which are hallmarks of Montessori practice.
  - Most teaching staff are members of the BCTF Montessori Professional Learning Community.



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- The program is entirely driven by provincial curriculum with some Montessori structures woven in.
- Areas rated as needing improvement or unsatisfactory are:
  - It was indicated that the school needs to improve having a reflection and review process on the Montessori program. Parents felt that the program is discussed during PAC meetings and direct conversations but otherwise there hasn't been a formal review.
  - The school and district do not have a system in place to ensure Montessori trained teachers are hired.
  - Some staff have engaged in ongoing professional development

### Domain 5 Assessment

- Overall Score: Exemplary / Satisfactory 3.5/4
- Areas rated satisfactory to exemplary are:
  - The school maintains profiles of all students based on work sampling and performance.
  - Both formative and summative assessments are delivered in an unobtrusive manner.
  - Students keep records of their progress and learning.
  - Parent-teacher- student interviews are student centered.

### Student Anecdotal Data

- Indicated that they appreciated the choice and flexibility.
- Indicated they felt food was readily available and students were sometimes responsible for preparation and clean-up of their own food.
- They are responsible for many real-life tasks around the school.
- Several students indicated that the focus of the school was on self-development and not competition of others.
- The lack of bullying was referenced several times.
- Indicated that they felt cared for by multiple adults.

### Parent Anecdotal Data

- Parents indicated a strength of the school was its focus on positive personal and social responsibility.
- Parents indicated that the focus on independence and work habits fostered their children's growth and led to success post elementary.
- There are multi-aged activities at the school.
- Students have a capacity around problem solving.
- There are STEM challenges in the library.
- There is no competition.



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

- There was a displeasure and perception of lack of financial support for the program by the school board.

### Staff Anecdotal Data

- Staff indicated that student choice and flexibility are evident.
- There is a strength-based and Individualization learning approach.
- Classrooms and students all share school supplies and there is a set organizational structure to workbooks.
- Connections are made to the outside world and there are many field trips.
- There is intentional use of authentic learning activities and materials you would see in the world.
- Staff recognized the need for training and that Professional development days had been used to learn from trained staff members.
- There is intentionality around teaching students to help one another and be judgement free with each other.
- The staff has an overall pride with the school.

### The Don Titus Montessori School Improvement Plans

- a. School Improvement Plan 2024-2025 Goal 3: To incorporate Montessori practices into every classroom.
  - Don Titus Montessori staff have initiated an annual internal review to ensure that it is carrying out the principles of a Montessori school and Montessori classrooms in its practice.
- b. Previous school year growth plans at times had a goal to do an internal review. Data collection has shown that there has not been a formal school review of the program.
  - 2019/2020 no internal review goal
  - 2020/2021 internal review goal
  - 2021/2022 no internal review goal
  - 2022/2023 no internal review goal
  - 2024/2025 internal review goal

## 5. Summary:

### **Recommendations 2019:**

- A. The school staff will create a process for annual review of the Montessori Program. **Recommendation Not Met.**
  - In the 2024/25 School Growth Plan, goal number three discussed having the staff initiate an internal review of the program. In



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

discussion with the principal, staff and parents this had not been completed.

- It was evident through both the staff and parent survey and discussion that informal discussion of Montessori programming and implementation happens on a continual basis.

B. The staff continues to seek solutions to challenges and barriers that might impact the ability to fully implement Montessori methodology within the BC curriculum. **Recommendation Not Met.**

- The principal indicated the staff initially made efforts to meet this recommendation but found the process too challenging. It was difficult to weave the BC Curriculum with the Montessori scope-and-sequence. The staff felt they could not maintain the integrity of the BC Curriculum when they made effort to fuse it with the Montessori scope-and-sequence. The staff recognized the requirement to meet the BC Curriculum was expected and superseded the need to meet Montessori's scope and sequence.
- A decision was made to work to meet the Montessori Givens versus making efforts to match the scope-and-sequence.

### **Givens:**

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| ○ Plants that students care for   | ○ Self-correcting opportunities  |
| ○ Hands-on activities and centers | ○ Morning greeting with music    |
| ○ Use of manipulatives            | ○ Peace corner                   |
| ○ Practical life-skills           | ○ Chore list                     |
| ○ Field Trips                     | ○ Student Choice work block time |
| ○ Outdoor Education Time          | ○ Must-Dos with Tracking         |
| ○ Shared supplies                 | ○ Multi-age Groupings            |
| ○ 3-Hour Work Period              | ○ Minimal Direct Instruction     |
| ○ Class Meetings                  | ○ Orderly environment            |
| ○ Peer Teaching                   |                                  |

C. The staff hired to the school have a commitment to gaining the Montessori qualifications. **Recommendation Not Met.**

- There has been significant staff turnover in the past five years at Don Titus.
- There have been several teachers authorized on Letters of Permission teaching at Don Titus in the past five years.



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

- The principal and the one trained teacher in Montessori principles make regular and continued efforts to provide staff with professional development opportunities where possible.

D. That the district conducts a review of the Montessori Program every five years. **Recommendation Met**

### **Summary Statement:**

Don Titus Montessori has a wonderful feeling; evidenced when you walk through the doors of the school. Staff, students and parents love their school and speak positively about the structures that are in place to support learning. An overall sense of positive feeling about the school culture and climate is evident in the anecdotal and survey data. Intentional structures connected to learning through the Montessori principles are evident at Don Titus. The school day is structured to match many of the qualities of a Montessori program. A three-hour block of time, from 9:00 – 12:00 each day is scheduled for students. During the three-hour window, students engage in individual, small group and whole class learning activities. It is here that the Don Titus Program attempts to match the essential elements of a Montessori program. Students have 'uninterrupted independent work period' where they have 'choice' over the work they complete. 'Personalized Learning' takes place during the three-hour block as well, giving the teacher the opportunity to support students individually and in small group settings; personalizing the instruction to the individual needs of the students. The classrooms are organized, permitting students to access the materials and supplies they need to complete their work; their Must Do's. Students and parents alike spoke about valuing the idea that all school materials (pens, pencils, paper, etc.) were provided by the school with an expectation that students take care of what is provided. 'Mixed Age Groupings' appeared to be structured as is commonly done in all elementary schools across the district, it did not appear the mixed-age groupings were based upon the developmental age of the students.

Students and staff shared a collective excitement about the upcoming MALT (Multi-age Learning Time) activities that were planned for June 2025. The MALT activities happen once a year, one day a week over a three-week period. MALT Days were created as an attempt to intentionally meet the Montessori expectations of multi-age learning groups with the infusion of



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

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choice in a real-world setting. In addition to MALT, the students spoke about enjoying opportunities to work with students in other classes for various activities. The connections between classes seemed to be a regular occurrence but it was unclear how often it occurred.

A connection to authentic learning was evident with a focus on food preparation, consumption and the processes related to cleaning-up after one-self. Food, and the processes surrounding eating, was talked about in all interview sessions throughout the May 14<sup>th</sup> interview day. There is an emphasis at Don Titus to provide students with authentic learning experiences around food; authentic to the point of using real dishes versus plastic or paper. Connection to the outdoors as a learning space and ensuring students access the outdoors daily is a significant part of life at Don Titus. Sewing is a skill all students at Don Titus learn as an authentic life-skill. 'Go Outs' or field trips are used significantly at Don Titus as a means of placing students in authentic environments where they can experience learning opportunities. Cleaning-up is also an expectation for all students, although one would hope this is an expectation in all schools, the intentionality placed on teaching students to be socially responsible around cleaning-up was evident and talked about.

Montessori highlights the expectation that children learn through curated authentic learning experiences. The staff at Don Titus Montessori attempt to meet the Montessori criteria of learning through authentic experiences with food, sewing, social responsibility expectations, connections to the outdoors and field trips. Don Titus does not follow the Montessori scope-and sequence as defined/organized by the Montessori Foundation, rather as a public school located in British Columbia, the British Columbia: Building Student Success curriculum is followed at each grade level. Manipulatives used for learning are not specifically Montessori products, but many allow for hands-on, self-guided learning.

Don Titus Montessori is, essentially, a Montessori-inspired school that utilizes many of the tenets of a Montessori program. Don Titus is unable to completely match the criteria of a Montessori school due to it being a school within the public system in British Columbia. Class size and composition, curriculum, reporting expectations and local limitations on professional development preclude Don Titus from matching the Montessori Foundation's criteria for a Montessori School completely while, also, not fully meeting the criteria set by the National Center for Montessori in the Public Sector.





### Recommendations:

We recognize Don Titus has not met the recommendations set out by the 2019 review team. Efforts have been made to maintain tenets of a Montessori school while ensuring the requirements of a public school located in British Columbia are met. In consideration of the recommendations set in 2019 and of the evidence reviewed for the 2025 review, two options have been highlighted for consideration moving forward:

#### Option A: Support and Build-up the Program.

1. **Policy:** Don Titus Montessori is currently defined as a 'School of Choice' within School District No. 59 and located in Chetwynd. There is currently district policy outlining processes connected to the creation of a School of Choice, Policy 4010. Policy 4010 does not provide direction or rationale for a Montessori School within School District No. 59. Policy 4190: French Immersion outlines the District's Goals, Regulations and Responsibilities for a French Immersion Program. It is recommended that the Board consider creating a Policy for a Montessori School with School District No. 59 much like the policy that was created for French Immersion.
2. **Accountability:** Add 'Montessori Programming' to the portfolio of one of the senior leadership team members to ensure regular review of Montessori is happening and to ensure the agreed upon recommendations are met.
3. **Teacher Recruiting:** School District No. 59 no longer adds a descriptor connected to expectations for Montessori Training within job postings. This practice was stopped when the teacher shortage became significant for the district. It is recommended School District No. 59 reinstate the language outlining the desired qualifications of teachers applying to work at Don Titus Elementary.
4. **Financial Support: Training:** Provide additional funding for teachers and educational assistants to complete Montessori certification and training.
5. **Reimagine Classes and How Teachers Are Assigned:** Consider possibilities that meet the current MOU for Class Size and Composition criteria while seeking to better match the Montessori Criteria for Developmental Stages and Multi-Age Groups.





6. **Curate spaces:** within the school where students drive their learning, purely from a curiosity perspective, for extended periods of time.

### Option B:

1. **Rename Don Titus:** Rename the school from Don Titus Montessori Elementary to *Don Titus Elementary: A Montessori Inspired School*
2. **Remove Don Titus as a School of Choice:** Maintain catchment areas for Don Titus Elementary, Windrem Elementary and Little Prairie Elementary.
  - There are structures currently in place at Don Titus that students, staff and parents appreciate and enjoy. Learning is happening. Maintain the structures as they are currently designed. Parents and students value the current structures and wish to stay within the model that has been created.
  - Permit the current population of students and their siblings to remain Don Titus students through to their transition to Chetwynd Secondary School. As a School of Choice, parents could move their children on to Windrem Elementary, Little Prairie Elementary or Moberly Lake Elementary at any time (almost); they choose to stay because they believe the model is working.
3. **Maintain Structures:** Don Titus Elementary exudes a strong sense of community and care, evident in the interactions between students, staff, and families. The school fosters a calm, non-competitive environment where students feel safe, supported, and connected. Structures that promote inclusivity, relationship-building, and a supportive school culture are embedded throughout the school day. It is our recommendation that those structures continue.

### Option C – Recommendation from the Superintendent

1. **Name and School of Choice:** The name of the school stays the same, it continues to be a school of choice, and does not have a catchment area. In the parent/student handbook it will outline that the school is Montessori themed and focuses on some of the philosophies of Montessori, while continuing to use using the British Columbia Kindergarten to Grade 7 curriculum in a public school in this province.
2. **Accountability** - Add 'Montessori Programming' to the portfolio of one of the senior leadership team members to ensure regular review of



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

Montessori is happening and to ensure the agreed upon recommendations are met.

3. **Teacher Recruiting:** School District No. 59 no longer adds a descriptor connected to expectations for Montessori Training within job postings. This practice was stopped when the teacher shortage became significant for the district. It is recommended School District No. 59 reinstate the language outlining the desired qualifications of teachers applying to work at Don Titus Montessori.
4. **Maintain Structures:** Don Titus Montessori exudes a strong sense of community and care, evident in the interactions between students, staff, and families. The school fosters a calm, non-competitive environment where students feel safe, supported, and connected. Structures that promote inclusivity, relationship-building, and a supportive school culture are embedded throughout the school day. It is our recommendation that those structures continue.
5. **Montessori learning** – With existing staff create a professional learning community or in-service to research and apply the Montessori delivery of instruction.

### **Recommended Motion:**

*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 using the British Columbia Kindergarten to Grade 7 curriculum in a public school in BC;*
- *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.*



# FINANCIAL STATEMENT DISCUSSION & ANALYSIS

For the year ended June 30, 2025

School District  
No. 59 Peace  
River South



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## Introduction

The following is a discussion and analysis of the School District's financial performance for the fiscal year ended June 30, 2025. It is based on currently known facts, decisions, and conditions. This report should be read in conjunction with the District's financial statements for the same period.

The purpose of a Financial Statement Discussion and Analysis is to provide an explanation of the information included in the financial statements and the trends and factors that influence them. The Goal is to increase the reader's understanding of the financial statements.

## The School District

School District No. 59 (Peace River South) has approximately 3,775 students and serves the communities of Chetwynd, Dawson Creek, Pouce Coupe, Tumbler Ridge and the surrounding rural area. We acknowledge the South Peace region is located within Treaty 8 Territory, a traditional travelling route for the Cree, Dunne-Za and Métis. The district has 15 elementary schools, 3 high schools and offers a distributed learning program.

The governing body of the School District is the Board of Education comprised of 7 trustees who are each elected for a four-year term 2022-2026. The day-to-day operations are managed by the administrative staff of the School District, lead by the Superintendent of Schools.

### Our Mission

To embrace, inspire, and value learning, meaningful communication, and integrity for each individual and for the communities we serve.

### Strategic Plan

The 2024-2028 Strategic Plan identifies three areas of focus; each area has identified Goals.

1. Student Success
2. Building Capacity
3. Communication

The Strategic Plan serves as a foundation for senior administration to develop operational initiatives to meet the Goals of each priority in the over-arching plan. Targets and fiscal responsibility (if required) are attached to each initiative and reviewed on an ongoing basis.





## Composition of Financial Statements

The financial statements are prepared using fund accounting and are a consolidation of 3 separate funds: operating, special purpose and capital. Financial performance is difficult to ascertain in the audited statements as the three funds are combined. Financial details of each fund are reported in the supplementary schedules that follow the notes to the financial statements.

### Key Audited Statements

1. Statement of Financial Position (Statement 1) summarizes financial assets, liabilities and accumulated surplus as at June 30, 2025.
2. Statement of Operations (Statement 2) summarizes revenues received and expenses incurred between July 1, 2024 and June 30, 2025.

### Schedule 2 – Operating Fund

The Operating Fund accounts for the district's daily operating transactions. Annual and accumulated surpluses within the Operating Fund are an important indication of financial health. School districts are unable to incur an accumulated deficit position. When the district has an available accumulated surplus balance, those funds are available to use for future expenses and to reduce the financial risk of unforeseen circumstances. Accumulated surplus balances are subject to the Board's Accumulated Operating Surplus Policy 5010.

### Schedule 3 – Special Purpose Funds

Special Purpose Funds are funds that are restricted for a specific purpose. These funds do not result in an accumulated surplus position but instead are accounted as deferred revenue (deferral method). This is because revenue is only recognized as related expenses are incurred. If expenses for a program within a Special Purpose Fund exceed the revenues received the deficit must be transferred to the Operating or Capital Fund depending on the nature of the expenditure. School districts are unable to incur a deficit position in any special purpose fund.

### Schedule 4 – Capital Fund

The Capital Fund reports investments in, and financial activities related to, tangible capital assets, including land, buildings, furniture, vehicles, computers and equipment. Capital contributions are accounted for using the deferral method. Recognition of the capital funding revenue is spread out over the life of the related capital asset to match the amortization expense. Therefore, capital fund revenues reflected in the financial statements are not a reflection of actual funding received in a year. Because the amortization of revenue may not keep pace with the rate of amortization expense, the Capital Fund is the only fund that may reflect a deficit.





## District Enrolment

Until the 2016/17 school year, the District had been in a steady enrolment decline for over 10 years. From 2016/17 the District has seen a trend of modest increases.

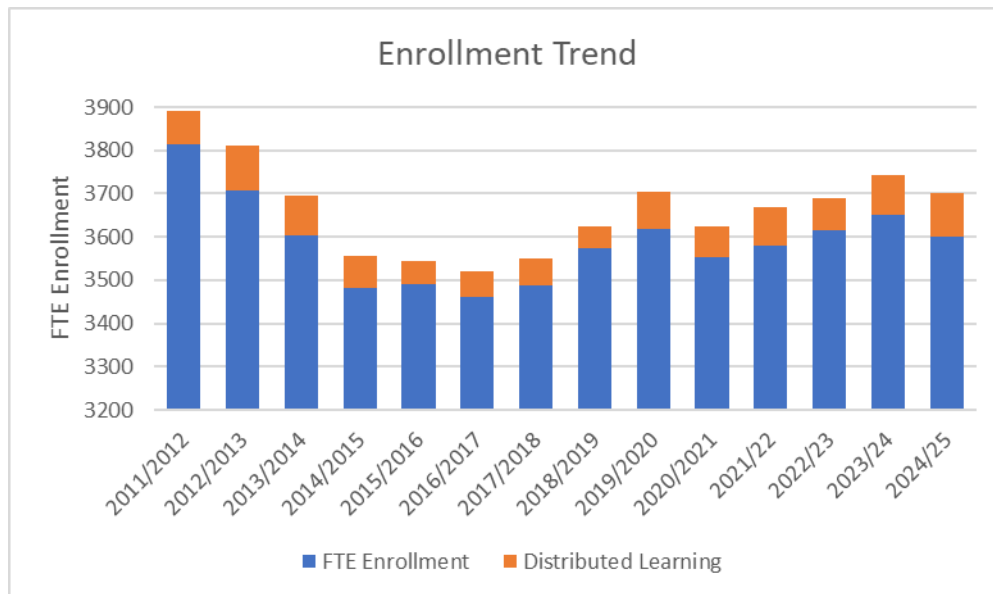
	2024/25 Actual	2024/25 Prelim Budget	2023/24 Actual	Variance to Budget	% Change to Budget	Variance to Prior Year	% Change to Prior Year
Standard School	3,600.50	3,651.25	3,650.94	-50.75	-1.39%	-50.44	-1.38%
DL	100.50	100.00	92.63	0.50	0.50%	7.88	8.50%
Total FTE	3,701.00	3,751.25	3,743.56	-50.25	-1.34%	-42.56	-1.14%

### Variance to Budget

The 2024/25 Preliminary Budget Enrolment estimates were submitted in February 2024. The variance between preliminary and actual enrolment is -50.25 FTE (1.34%) and shows a decrease in enrolment since projections in February 2024.

### Variance to 2023/24

The variance of 2024/25 actual enrolment to 2023/24 actual enrolment is -42.56 (1.14%) and indicates enrolment decline.





## Employees

Salaries and benefits are the highest operational expense of the School District (85%). The table below summarizes the full-time equivalent (FTE) of employees that were allocated to the operating fund.

Operating & CEF	2024/25	2023/24	Variance	% Change
Teachers	221.832	229.067	-7.235	-3.16%
Education Assistants	154.960	150.776	4.184	2.77%
Support Staff	100.298	100.968	-0.670	-0.66%
Principals and Vice Principals	31.335	30.750	0.585	1.90%
Other Professionals	21.251	21.830	-0.579	-2.65%
Total Staffing	529.677	533.391	-3.715	-0.70%

Teachers decreased by 7.235 FTE in accordance with enrolment decline 42.56 FTE and a reduction in the number of long-term leaves with the overall percentage change is 3.16%. Each year, the school's employee per student FTE can vary depending on each school's composition and configuration.

There were 308 students claimed for inclusion funding under a unique needs category in the 2024/25 school year, this is compared to 292 in 2023/24, an increase of 5.5%. The district claimed 531 students with Ministry designations which all receive services from staff in the district compared to 497 in 2023/24 representing a 6.8% increase.

One additional Vice-Principal position was added to the district to support Dawson Creek Secondary School – Central Campus.

The District always strives to be fully staffed but there are also periods of time in the school year where teaching, education assistant, and other positions are unfilled and covered by casual substitute employees not reflected in the above employee FTE. A reminder that the numbers above relate to the operating fund including 'classroom enhancement fund' classroom teachers. Staffing in some classifications is also paid from special purpose funds.







## Statement of Financial Position

The Statement of Financial Position presents the District's financial assets and liabilities at a point in time. This statement provides two key performance measures of the District's ability to finance its operations and provide future service: Net Financial Asset (Net Debt) and Accumulated Surplus (Deficit).

### Net Financial Asset (Debt)

Net Debt is a term unique to public sector financial reporting. It is the difference between a district's financial assets and liabilities at a point in time. This measure provides readers with valuable information regarding the district's requirement to generate future revenues to fund past services and transactions.

School districts will show a Net Financial Debt position due to funding, primarily provided by the Ministry of Education and Child Care, to support capital projects. This balance is reported under the title "Deferred Capital Revenue." Different from a true liability, these funds do not have to be repaid and are decreased (amortized) over time. If the Deferred Capital Revenue balance were eliminated from consideration, the District would be in a Net Financial Asset position.

### Accumulated Surplus (Deficit)

The Accumulated Surplus (Deficit) represents the net recognized economic resources (all assets and liabilities) of a district at the date of the financial statements. This measure provides the new economic position of a district from all years' operations at a point in time.

The District was in an Accumulated Surplus position as at June 30, 2025.



	June 30, 2025 Actual \$	June 30, 2024 Actual \$	Increase (Decrease) \$	Increase (Decrease) %
<b>Financial Assets</b>				
Cash & Cash Equivalents	20,636,158	22,765,353	-2,129,195	-9%
Accounts Receivable				
Due from Province - Ministry of Education	-	-	0	0%
Due from First Nations	-	218,315	-218,315	-100%
Other	399,646	411,627	-11,981	-3%
<b>Total Financial Assets</b>	<b>21,035,804</b>	<b>23,395,295</b>	<b>-2,359,491</b>	<b>-10%</b>
<b>Liabilities</b>				
Accounts Payable and Accrued Liabilities				
Other	3,632,462	2,637,618	994,844	38%
Unearned Revenue	64,093	91,092	-26,999	-30%
Deferred Revenue	2,011,212	1,644,710	366,502	22%
Deferred Capital Revenue	39,029,709	37,836,348	1,193,361	3%
Employee Future Benefits	1,123,487	1,106,173	17,314	2%
Asset Retirement Obligation	6,151,717	6,151,717	0	
<b>Total Liabilities</b>	<b>52,012,680</b>	<b>49,467,658</b>	<b>2,545,022</b>	<b>5%</b>
<b>Net Financial Assets (Debt)</b>	<b>(30,976,876)</b>	<b>(26,072,363)</b>	<b>-4,904,513</b>	<b>19%</b>
<b>Non - Financial Assets</b>				
Tangible Capital Assets	44,704,625	40,461,350	4,243,275	10%
Prepaid Expenses	261,109	175,442	85,667	49%
<b>Total Non-Financial Assets</b>	<b>44,965,734</b>	<b>40,636,792</b>	<b>4,328,942</b>	<b>11%</b>
<b>Accumulated Surplus (Deficit)</b>	<b>13,988,858</b>	<b>14,564,429</b>	<b>-575,571</b>	<b>-4%</b>

### Assets

Cash & Cash Equivalents have decreased. This is largely due to the partial spending down of the \$1.7 million of the Crescent Park Elementary Expansion Project for which \$5 million in deferred revenue was received in 2023/24 in advance of the expenses being incurred. The remaining Crescent Park Expansion Project funds will be fully expended in the capital fund throughout the 2025/26 fiscal year. Other Accounts Receivable are amounts owed to the District and primarily consist of a GST rebate and other receivables, both of which decreased from the prior year.

### Liabilities

Other Accounts Payable is comprised of amounts the District owes and primarily consist of salaries and benefits payable and accrued vacation payable. The 2024/25 increase is due to the timing of source deduction remittances in alignment with June 30, 2025 as well as nominal roll refunds to West Moberly First Nations and Saulteau First Nations. For the 2024/25 fiscal year there was a significant variance



between the joint verification process in Fall and the nominal roll reconciliation in June. These variances each year result in monies owed to the Nations or owed from the Nations at year end.

Deferred Revenue refers to unused funds from the Special Purpose Funds. The majority of this balance consists of school generated funds, Classroom Enhancement Fund remedy carry-forward, Feeding Futures funding along with two new funds: National Food Program and Literacy Professional Learning Grant.

Deferred Capital Revenue relates to funding provided by the Ministry of Education and Child Care for capital projects and is usually decreased as the tangible capital assets are amortized. For the year ended June 30, 2025 Deferred Capital Revenue increased due to increased spending on capital assets and work in progress capital projects, namely the Crescent Park Elementary expansion project, a number of new buses, new spaces childcare consulting and design and various smaller capital projects.

Accrued Employee Future Benefits (liabilities) is actuarially calculated annually and includes vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits resulting from employment contract provisions.

#### Non-Financial Assets

Tangible Capital Assets reflect the unamortized cost of land, buildings, furniture, vehicles, computers and equipment. Prepaid Expenses are a result of making advance payments for a good or service that will be received in the future. At June 30, 2025, the prepaid balance is made up primarily of software licenses and other subscription renewals, membership fees, insurance and school supply and agenda orders in advance of the new fiscal year.

## Operating Fund – Schedule 2

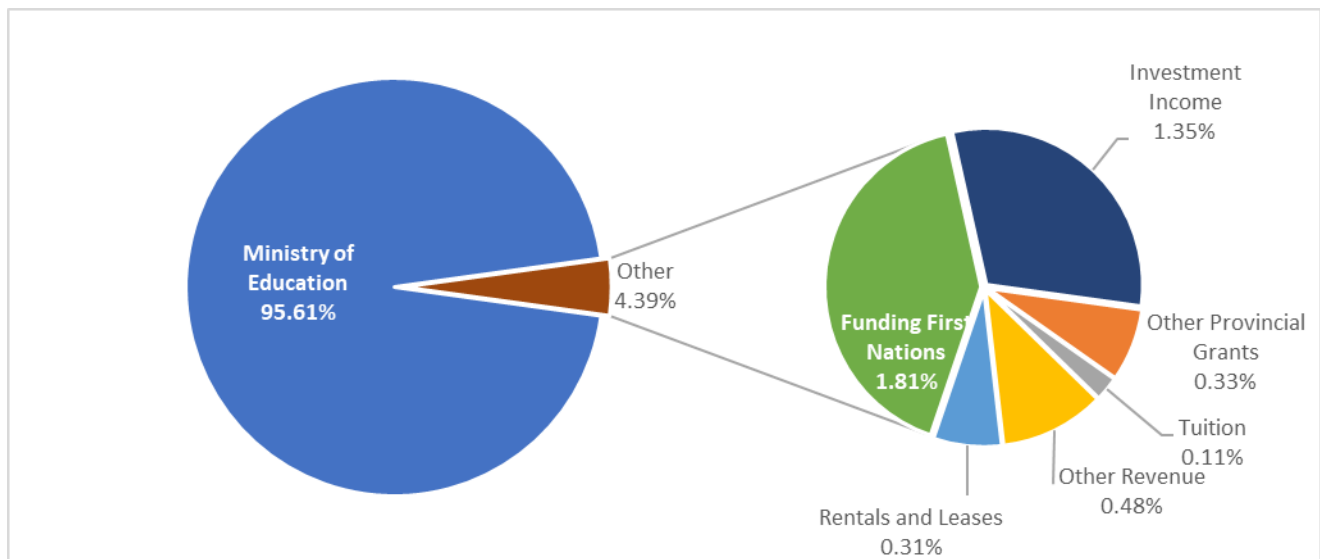
### Revenues

Total operating revenues for the District were \$56.9 million for the 2024/25 school year. The Ministry of Education and Child Care funding makes up 96% of total operating revenue for the school district. This means the District is heavily reliant on the Base Operating Grant, which is calculated primarily on student enrolments.



## Financial Statement Discussion & Analysis

	2024/2025 Actual \$	2024/2025 Budget \$	Variance to Budget \$	2023/2024 Actual \$	Variance to Prior Year \$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education	54,393,293	54,025,660	367,633	51,939,673	2,453,620
Other	188,295	204,594	(16,299)	266,815	(78,520)
Tuition	63,627	54,692	8,935	25,594	38,033
Other Revenue	1,302,362	1,346,317	(43,955)	1,549,571	(247,209)
Rentals and Leases	176,715	180,000	(3,285)	184,854	(8,139)
Investment Income	767,215	767,699	(484)	754,714	12,501
<b>Total Revenue</b>	<b>56,891,507</b>	<b>56,578,962</b>	<b>312,545</b>	<b>54,721,221</b>	<b>2,170,286</b>
<b>Expenses</b>					
Instruction	42,519,213	42,886,415	(367,202)	41,532,012	987,201
District Administration	2,701,903	2,679,107	22,796	2,375,482	326,421
Operations and Maintenance	7,739,619	7,868,783	(129,164)	7,297,946	441,673
Transportation and Housing	4,295,021	4,339,465	(44,444)	3,895,454	399,567
<b>Total Expense</b>	<b>57,255,756</b>	<b>57,773,770</b>	<b>(518,014)</b>	<b>55,100,894</b>	<b>2,154,862</b>
<b>Operating Surplus (Deficit)</b>	<b>(364,249)</b>	<b>(1,194,808)</b>	<b>830,559</b>	<b>(379,673)</b>	<b>15,424</b>
Appropriation of Surplus	818,740	1,483,808	(665,068)	687,574	131,166
Net Transfers from other funds					
Tangible Capital Assets Purchased	(454,491)	(289,000)	(165,491)	(307,901)	(146,590)
<b>Total Operating Surplus</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>





### Revenues - Variance to Budget

Total Variance to Budget was an increase of \$312,545. The positive variance can be broken down to the following.

Operating Grant	\$ 297,023	0.55%
Support Staff Benefits Grant	16,677	100.00%
MCFD	(16,299)	-7.97%
Integrated Child Youth Grant	62,707	100.00%
Recruitment Incentives Grant	(8,461)	-28.20%
Just B4 Supplemental Grant	(313)	-2.61%
Funding First Nations	(174,113)	-14.46%
Non-Resident Tuition	8,935	16.34%
Miscellaneous Revenue	130,158	91.79%
Rentals and Leases	(3,285)	-1.83%
Investment Income	(484)	-0.06%
	<u>\$ 312,545</u>	

The Operating Grant had negligible percentage variance from budget.

Funding First Nations decreased due to the joint verification process enrolment in Fall compared to the Nominal Roll actual count in June, resulting in a reclassification of funding for some students from the First Nations to the province.

Miscellaneous revenue is a year-to-year estimate and is estimated in a general way that may or may not meet its target in any given year. Large increases to this category include auction proceeds from sale of vehicles, equipment and furniture along with a service club donation to a school that had not occurred in the previous year and were unbudgeted.

### Revenues - Variance to Prior Year

Total Variance to Prior Year was an increase of \$2,170,286 representing 4%. The increase is largely made up of the grants from the Ministry of Education as set out in the next table.

Despite a decrease in overall K-12 enrolment in our standard schools, the standard school grant increased because of collective agreement increases of roughly 3%. As well as the Online Learning or Distributed Learning as it is more commonly known, increased from the previous year in the September, February and May enrolment collections.

Because the enrolment decline of 43 students was greater than 1% compared to September 2023, the district was eligible for a small enrolment decline supplement of \$56,597.

As mentioned previously the number of Level 1, 2, 3 inclusion students increased resulting in increased funding along with the per pupil increase consistent with the standard school increase of 3%.



A change in practice in reporting educator salaries relayed to districts by BCPSEA and resulting funding from the Ministry of Education provided a significant increase in Supplement for Salary Differential of \$828,710.

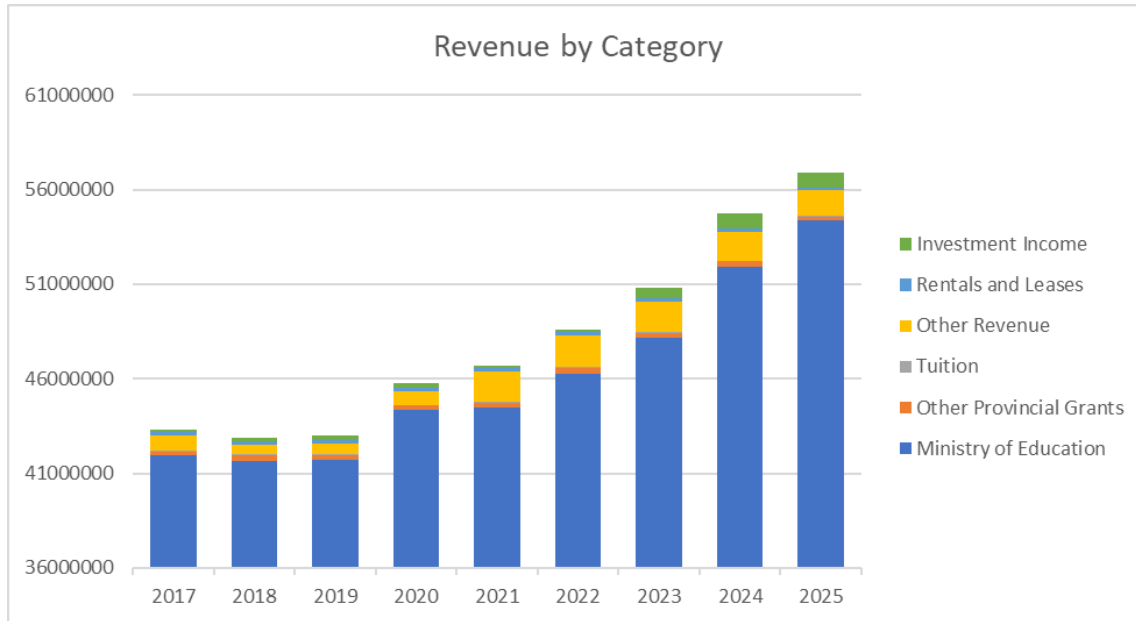
Finally, new in 2024/25 was the Indigenous Education Council funding to support fulfilling legislative requirements for all school districts.

Below is a comparison of the funding line items in the operating grant:

	2024/25	2023/24		
	Actual	Actual	Change	Variance
Enrolment	3,701	3,744	(43)	-1.1%
Standard Schools	32,100,129	31,489,336	610,793	1.9%
Online Learning	306,900	292,320	14,580	5.0%
Home Schooling	6,500	5,250	1,250	23.8%
Enrolment Decline	56,597	-	56,597	
Special Needs Level 1, 2, 3	6,171,530	5,668,280	503,250	8.9%
English Language Learners	288,995	272,395	16,600	6.1%
Indigenous Education	2,040,810	2,014,380	26,430	1.3%
Equity of Opportunity Supplement	241,664	201,422	40,242	20.0%
Supplement for Salary Differential	1,306,317	477,607	828,710	173.5%
Unique Geographic Factors	10,159,281	9,816,537	342,744	3.5%
Curriculum and Learning Support Fund	33,236	32,755	481	1.5%
Indigenous Education Council (IEC)	136,491	-	136,491	
September Enrolment	52,848,450	50,270,282	2,578,168	5.1%
February Enrolment	378,265	204,030	174,235	85.4%
May Enrolment	206,370	205,081	1,289	0.6%
Full Year Funding	53,433,085	50,679,393	2,753,692	5.4%
Less: Indigenous Services Canada	(1,030,404)	(1,214,374)	183,970	-15.1%
Enrolment Based Operating Grant	52,402,681	49,465,019	2,937,662	5.9%



Comparisons of operating revenue from all sources over time is presented below:



### Expenses

Of the School District's expenses 85.1% (84.6% 2023/24) are related to salaries and benefits with most salaries (48%) paid to teachers. The remaining 14.9% of operating expenses are related to supplies and services including professional development, student transportation, utilities, and insurance.

### Expenses - Variance to Budget

Operating expenses as compared to budget were \$518,014 less than the amended budget.

	Budget	Actual	Under / (Over)	%
Teachers and Principals/Vice-Principals	23,323,411	23,337,604	(14,193)	-0.1%
Education Assistants and Support Staff	12,276,289	12,111,064	165,225	1.3%
Other Professionals	2,025,054	2,214,612	(189,558)	-9.4%
Substitutes	1,893,116	1,882,436	10,680	0.6%
Benefits	8,615,889	9,166,138	(550,249)	-6.4%
Services & Supplies	9,640,011	8,543,902	1,096,109	11.4%
<b>Total</b>	<b>57,773,770</b>	<b>57,255,756</b>	<b>518,014</b>	<b>0.9%</b>

Overall, all employee classifications were underbudget except Teacher salaries (less than 1% variance) and Other Professionals salaries (9% increase due to reclassification of non-union support staff). Given the difficulty recruiting positions many years including the 2024/25 school year, the underspend in staffing is expected. It is always the District's Goal to be fully staffed, but when facing recruitment challenges, underspending is often a result.

**Instruction was underbudget by \$367,202**

School budgets are decentralized. Allowable carry forwards from one year to the next are calculated as actual or 2.5% of the school budget, whichever is less, and are represented by the \$183,383 school surpluses in the underspend in the previous table.

Overall district accounts were also underbudget. There are over thirty-five instruction cost centres at the District level. Required carry forwards at the district level are:

Indigenous Education	74,421
Indigenous Education Council	136,107
School-based Surpluses	180,383
Service Improvement Allocation	18,585
Work Experience Enhancement	31,020
Integrated Child and Youth	176,353
Arts Starts	8,659
<b>Total</b>	<b>625,528</b>

The required carry forwards in Instruction of \$625,528 above exceed the underspend overall in Instruction of \$367,202. This means that other budgets in Instruction were overbudget in total by \$258,326.

**Administration was overbudget by \$22,796**

Variances were experienced across the seven district administration departments. Notable variances include an overage in legal of 17,200 as well as education administration salary and benefit increases. New events to the district's consultation plan including Student Symposium and the second Strategic Planning/Budget consultation also contributed to an overage in the governance budget. The recruitment and business administration departments had small surpluses.

**Operation and Maintenance was underbudget by \$129,164**

Total salaries and benefits were underbudget as recruitment of trades during the year presented a challenge resulting in the district not fully staffed in the department. Utilities were also underbudget and contributed to the underspend.

**Transportation was underbudget by \$44,444**

Total salaries and benefits variances were negligible. The main cause of the variance is from underbudget supplies of \$30,800 in the areas of vehicle fuel and bus contracts.

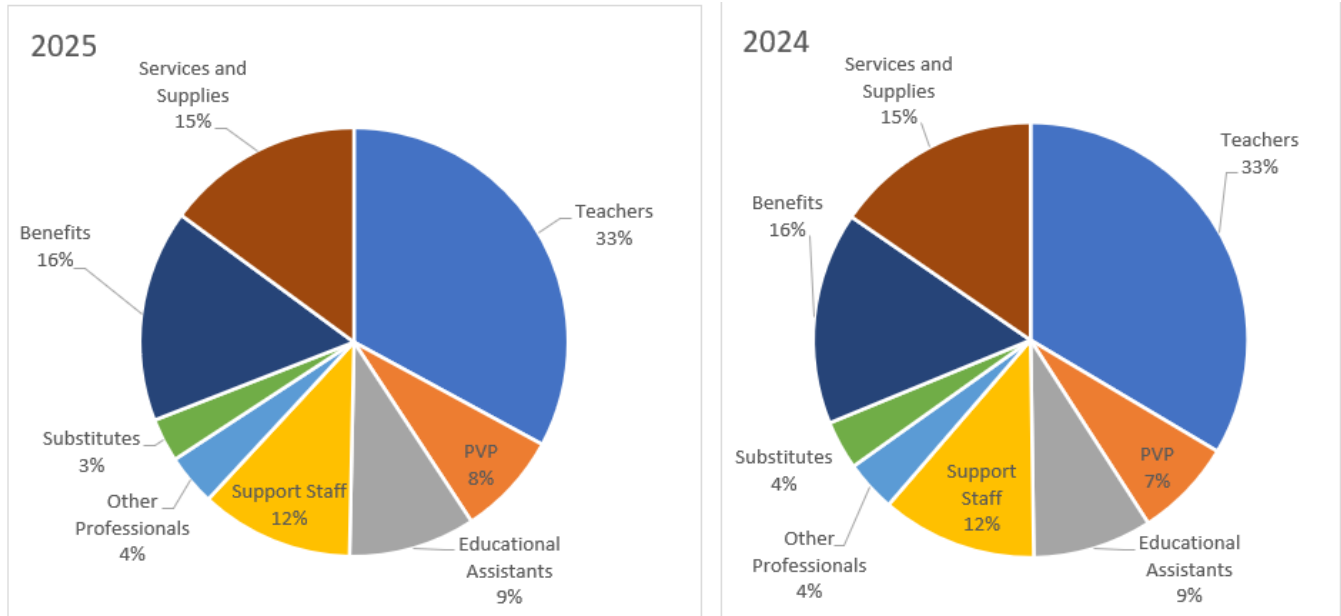




### Expenses - Variance to Prior Year

Overall operating expenses are up 4% as compared to the previous year. This is in alignment with the 4% increased revenue compared to the previous year. Additionally overall inflation fluctuated throughout the fiscal year with a low of 1.6% and a high of 2.6%.

### Expenses by Object

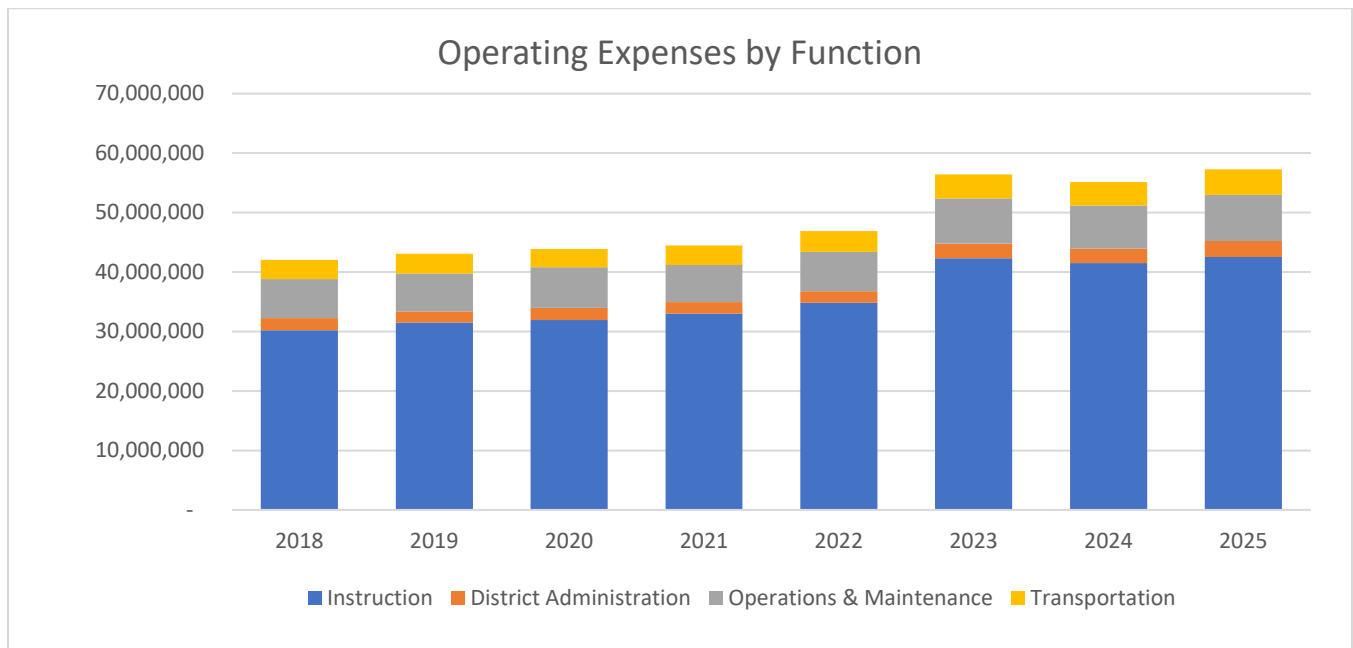
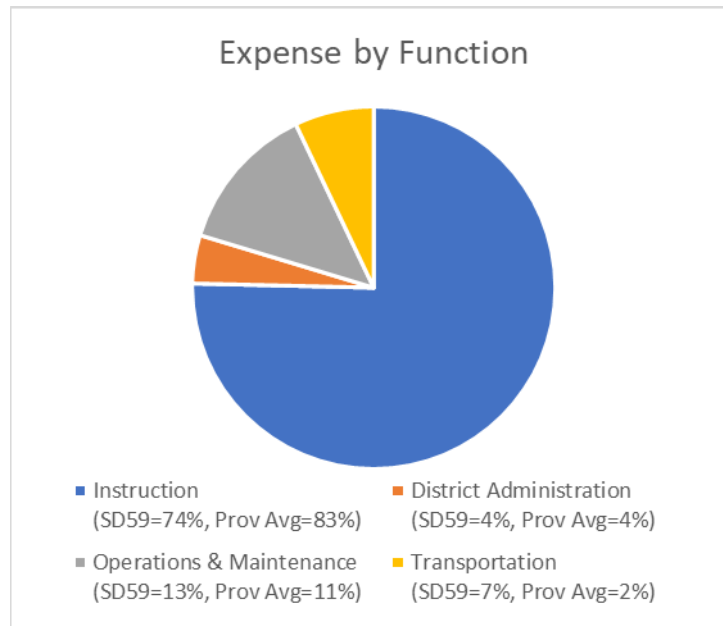


The percentages per function have remained steady within the district over many years, with a 1% increase in Principals/Vice-Principals and corresponding decrease in Substitutes in the 2024/25 fiscal year compared to 2023/24.

### Expenses by Function

The four functions are described below:

- **Instruction** function includes expenses related to the instruction of students.
- **District Administration** function included expenses related to district governance and district administration of education, business and human resources.
- **Operations and Maintenance** function includes expenses related to the operation, maintenance and safety of buildings and equipment.
- **Transportation** function included expenses involved with the transportation of students



Administration and Transportation Functions increased by 1% each in 2024/25 due to the purchase, training and implementation of Traversa bus routing software in Transportation and Laserfiche license upgrade and Human Resources on-boarding workflow in Administration. Additionally, the District's renegotiated contract for Chetwynd bussing increased by 14% in 2024/25.

### Surplus

The school district ended the 2024/25 fiscal year with an operating deficit of \$364,249. The 2024/25 amended budget committed planned operating reserves of \$1,194,808. The deficit is a planned



reduction of reserves to support board approved initiatives, with the actual use of reserves less than planned.

There are certain balances within 2024/25 Total Operating Deficit that are restricted for a specific use. It is therefore important to isolate those balances to consider what surplus is as a result of the day-to-day operations. After isolating restricted funds and school carry forwards from the Total Operating Deficit, the district-based portion was \$989,777.

Indigenous Education	74,421
Indigenous Education Council	136,107
School-based Surpluses	180,383
Service Improvement Allocation	18,585
Work Experience Enhancement	31,020
Integrated Child and Youth	176,353
Arts Starts	8,659
<b>Total</b>	<b>625,528</b>

The planned initiatives that were being funded from reserves in 2024/25 are detailed below as well as the year end carry forwards to 2025/26.

<b>Planned Use of Surplus</b>	<b>2024/25</b>	<b>2025/26</b>
Schools	709,326	180,383
Indigenous Education	67,822	74,421
Capital Projects	1,700,000	1,700,000
Service Improvement Allocation	17,031	18,585
Art Starts Grants	12,000	8,659
2024-2025 Operating Budget to Balance	221,568	1,034,901
Work Experience Enhancement	50,000	31,020
Integrated Child & Youth (ICY) Wrap-Around	146,318	176,353
Technology Office Renovation	75,000	
MyEd Conference Travel	4,000	
Staffing	45,803	
Indigenous Education Council		136,107
Capital Assets		170,500
Strategic Plan		673,000
Department Initiatives		107,566
AED Equipment		33,000
	<b>3,048,868</b>	<b>4,344,495</b>
<b>Actual Use of Surplus</b>		
Operating	(364,249)	
Capital Assets	(215,008)	
Capital Assets Work in Progress	(239,483)	
	<b>(818,740)</b>	



In February 2024, the Board carried a resolution to leverage the Ministry funding for the Crescent Park Expansion project with \$1.7 million from reserves to incorporate the library currently being housed in a detached annex, in the school building, as well as relocating the office to a more central location in the school across from the new library.

A major component of the surplus underspend was the \$1.7 million set aside for the Crescent Park Elementary expansion project. While this project commenced in the 2023/24 school year, the majority of construction costs and the need for the Board's contribution will occur in the 2025/26 school year, requiring the reserve to carry forward for another year.

The District's budgeting approach for schools resulted in a reduction of school carry forwards from \$709,326 to \$180,383 indicating better spending patterns by schools, and more realistic decentralized budgets for schools.

### Accumulated Operating Reserves

Policy 5010 Accumulated Operating Surplus states that the Board of Education is responsible for ensuring the District is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact the education of students and service delivery. The accumulated operating surplus serves as a contingency reserve for the risk associated with unexpected increases in expenses and or decreases in revenues related to major emergent operating issues, one-time costs and intermittent projects. Regulation 5010 states the Board of Education will attempt to maintain an unrestricted operating fund balance of 5% of annual operating expenses or \$2,862,788 in the case of the 2024/25 fiscal year.

As at June 30, 2025 the district has \$7,987,358 in operating surplus, of which \$4,344,495 is restricted for specific purposes and \$3,642,863 is unrestricted. Restricted reserve funds are held for an intended purpose. The unrestricted operating surplus represents 6% of the 2024/25 annual operating expenses and is well within the Board's Policy 5010 requirement.



The breakdown of the restricted operating surplus is as follows:

<b>Planned Use of Surplus</b>	<b>2025/26</b>
Schools	180,383
Indigenous Education	74,421
Capital Projects	1,700,000
Service Improvement Allocation	18,585
Art Starts Grants	8,659
2024-2025 Operating Budget to Balance	1,034,901
Work Experience Enhancement	31,020
Integrated Child & Youth (ICY) Wrap-Around	176,353
Indigenous Education Council	136,107
Capital Assets	170,500
Strategic Plan	673,000
Department Initiatives	107,566
AED Equipment	33,000
	<b>4,344,495</b>

	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
Internally Restricted	1,256,241	2,058,880	3,643,721	2,305,371	3,506,179	4,344,495
Unrestricted	5,882,422	6,530,601	6,441,631	7,188,301	5,299,919	3,642,863
Total Operating Surplus	\$ 7,138,663	\$ 8,589,481	\$ 10,085,352	\$ 9,493,672	\$ 8,806,098	\$ 7,987,358

Unrestricted Surplus as a % of annual operating expenses	13%	15%	14%	14%	10%	6%
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### School Funds

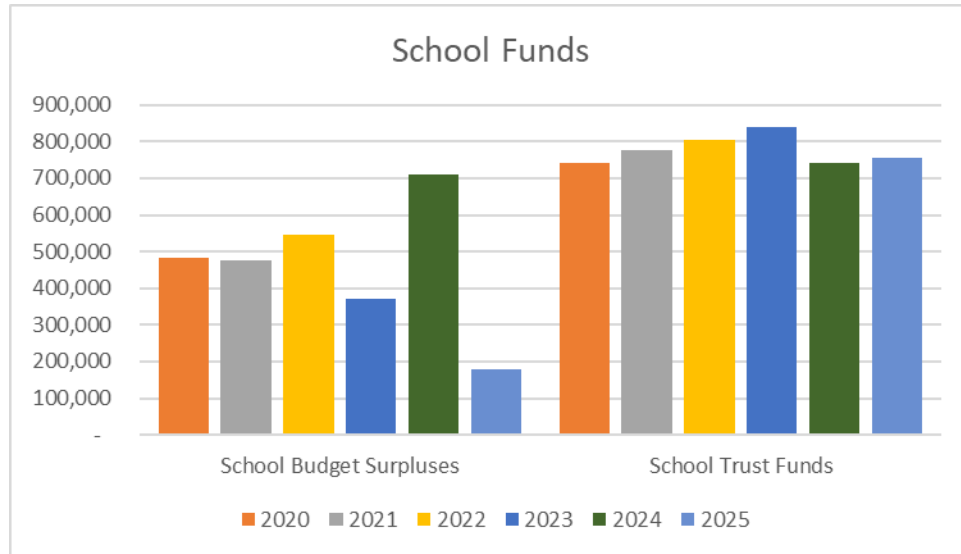
The District practices school-based budgeting which allows schools that end the year in a surplus or deficit position to carry forward balances. These balances are restricted at year-end and then pulled out of reserves at the beginning of each school year for the schools to apply to their new budget. For the last four years, school surpluses greater than 2.5-3% of budget were restricted. This was done to stop the trend of increasing surpluses that was occurring.

	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
School Budget Surpluses	483,810	477,553	547,586	371,294	709,326	180,383
School Trust Funds	742,970	775,774	804,636	840,937	740,962	757,177
School Funds Total	\$ 1,226,780	\$ 1,253,327	\$ 1,352,222	\$ 1,212,231	\$ 1,450,288	\$ 937,560

The graph on the following page includes school trust funds which are funds that are held by the schools in independent bank accounts. The school trust funds are tracked and maintained by the school administrator and secretary. Most of these funds exist for a specific purpose (field trips, graduation fundraising, hot lunch programs, yearbook sales, etc.). The school trust funds are tracked



within a special purpose fund called School Generated Funds and are not part of the operating reserve. There are no restrictions on the carry forward in the school trust account although Principals are encouraged to review multi-year static category balances to determine if they can be repurposed for other school initiatives. This avoids year over year balances that are not used for students.



### Special Purpose Fund – Schedule 3

The Special Purpose Funds (SPF) are designated for service delivery and capital asset purposes. The balances are deferred to subsequent years for their intended purpose.



The following table summarizes the transactions for the year:

	Opening	Revenue	Expense	Closing June 30, 2025
<b>Ministry of Education Grants</b>				
Annual Facility Grant	-	261,466	(261,466)	-
Learning Improvement Fund	80,817	187,948	(171,642)	97,123
StrongStart	60,902	192,000	(217,778)	35,124
Ready Set Learn	17,437	36,750	(34,066)	20,121
French Language	11,327	100,251	(91,756)	19,822
Community Links	80,756	416,681	(465,518)	31,919
Mental Health in Schools	47,823	55,000	(55,899)	46,924
First Nation Student Transportation	22,749	15,704	(8,100)	30,353
Classroom Enhancement Fund	7,409	4,589,363	(4,403,009)	193,763
Early Childhood Education Dual Credit Program	113,492	(9,667)	(39,940)	63,885
Student & Family Affordability Fund	136,193	-	(112,887)	23,306
Just B4	-	25,000	(25,000)	-
Early Care & Learning Grant	43,962	175,000	(126,578)	92,384
Feeding Futures	202,208	516,303	(575,755)	142,756
Health Careers Grants	23,784	40,000	(17,953)	45,831
SEY2KT (Early Years to Kindergarten)	-	19,000	(9,421)	9,579
National School Food Program	-	106,842	-	106,842
Literacy Professional Learning Grant	-	238,867	-	238,867
<b>Other Special Purpose Funds</b>				
School Generated Funds	740,963	1,296,898	(1,280,684)	757,177
Early Learning Funds	46,329	13,960	(13,488)	46,801
Career Grants	8,559	6,000	(5,924)	8,635
<b>Total</b>	<b>1,644,710</b>	<b>8,283,366</b>	<b>(7,916,864)</b>	<b>2,011,212</b>

Just B4 is an early childhood education program that is specifically designed to support children the year before they enter Kindergarten. It is a half-day licensed pre-school child care program located within Tremblay Elementary for 3- to 4-year-old children that utilizes the existing StrongStart space.

The Early Care and Learning Grant supported the district in the responsibility for child care transitioning to the Ministry of Education and Child Care in April 2022. The funding was provided to support the completion of an environmental scan of existing early learning and child care programs that serve families in the area and to engage more deeply in the early learning child care work. 2024/25 is year three of three of the Ministry Initiative.



Feeding Futures is Ministry funding to create or expand local food programs in school. The fund has been used for purchasing food and hiring dedicated staff to co-ordinate providing meals and snacks to students.

The Classroom Enhancement Fund is not normally available to carry forward. However, due to the timing of technology delivery for remedy, the Ministry has granted one-time permission to carry forward remedy funds to the 2025/26 school year.

New in 2024/25 is the SEY2KT fund intended to strengthen early years to kindergarten transition and provide opportunities for school districts and communities to work together in support of young children and their families. The program supports smooth transitions from home to school and operates in 48 school districts.

Also new is the National School Food Program intended to supplement the provincial Feeding Futures initiative in providing food programs to students in school.

Finally, the new Literacy Professional Learning Grant will provide: 1) professional learning for teachers and support staff in the area of evidence-based approaches to literacy development, and 2) literacy information/resources for parents and caregivers.

The National School Food Program and the Literacy Professional Learning grants were received late in the 2024/25 school year and largely contribute to the increase in the closing balance of the District's special purpose funds. Expenditure plans have been established for the 2025/26 school year, and it is expected these funds will be spent down accordingly.

## Capital Fund – Schedule 4

During the year, the District undertook and completed various capital projects as indicated in the following table:



**Ministry of Education**

Annual Facilities Grant	\$ 1,970,516
Canalta Elementary Electrical Upgrade	7,388
Dawson Creek Secondary - Central HVAC	19,347
Ecole Frank Ross Windows	309,567
Tremblay Elementar HVAC	343
Windrem Elementary HVAC	165,786
Devereaux Elementary Electrical Upgrade	34,871
Dawson Creek Secondary - South Peace HVAC	88,979
Tumbler Ridge Elementary HVAC Phase I	453,770
Canalta Elementary Kitchen Upgrade	17,512
4 Buses	777,380
1 Van	53,435
<b>Total</b>	<b>\$ 3,898,894</b>

## Work in Progress:

Crescent Park Elementary Expansion Project	\$ 1,731,995
Network Refresh Project	51,517
<b>Total</b>	<b>\$ 1,783,512</b>

<b>Total Ministry of Education</b>	<b>\$ 5,682,406</b>
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**District Operating Fund**

Fireproof Vault	\$ 19,225
Technology Offices Renovation	62,374
Dawson Creek Secondary - Central Copier	9,703
Custodial and Grounds Equipment	61,085
Maintenance & Operations Vehicles	62,621
<b>Total</b>	<b>\$ 215,008</b>

## Work in Progress:

Network Refresh Project	\$ 239,483
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<b>Total District Operating Fund</b>	<b>\$ 454,491</b>
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**New Spaces Child Care**

## Work in Progress:

Consulting and Design - Tumbler Ridge and Dawson Creek	\$ 432,927
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<b>Total New Spaces Child Care</b>	<b>\$ 432,927</b>
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The School District invested \$4.1 million in capital additions and a further \$2.5 million in capital additions not yet completed called “work in progress” for a total investment of \$6.6 million. Funding to make these additions came from the following sources: \$5,682,406 from the Ministry of Education and Child Care, \$454,491 from the District Operating Fund and 432,927 other provincial funding for new child care spaces.

Work in progress projects include:

1. Crescent Park Elementary Expansion (5 classrooms, office, library)
  - a. Expected completion date: December 2025
2. Network Refresh Project District-Wide
  - a. Expected completion date: November 2025
3. New Spaces Child Care – Tumbler Ridge Elementary and Tremblay Elementary
  - a. Expected completion date: October 2027

Once the capital projects are complete and put into use, they will move from work in progress to the asset pool and begin to depreciate.

Specific balances in the Capital Fund are as follows:

Capital Fund	June 30, 2025	June 30, 2024	Change
Unspent Deferred Capital	6,302,809	9,111,039	(2,808,230)
Deferred Capital	32,726,900	28,725,309	4,001,591
Local Capital	175,490	174,005	1,485
Total	39,205,199	38,010,353	1,194,846

Included in the \$6,302,809 of Unspent Deferred Capital is the unspent portion of the \$5,000,000 Crescent Park Expansion project funding not expended in 2024/25 as well as the unspent portion of the \$3,179,200 Dawson Creek and Tumbler Ridge New Spaces Child Care centre funding. Also included is \$150,000 funding not spent on the Pouce Coupe Expansion project that the ministry approved to transfer to Ministry of Education and Child Care Restricted Capital.

In 2020, the District also entered into a twenty-year capital lease with a local utility for which \$1,000 capital lease revenue is received annually.

There are two capital fund surpluses:

The **Local Capital** fund of \$175,490 represents accumulated surpluses designated to fund the purchase of Tangible Capital Assets. This balance can increase if the Board makes a motion to transfer operating surpluses to Local Capital or when the district receives the unrestricted portion (25%) on sales or property.

The **Investment in Tangible Capital Assets** fund of \$5,826,010 represents capital investments that are funded by operating funds (shows as a net transfer from other funds). As an asset is amortized (shown



as an expense), the surplus will decrease. Therefore, the balance is used to fund future amortization costs and does not represent funds that are available for other purposes.

## Other Significant Matters

### Strategic Plan

2024/25 is the first year of the 2024-2028 renewed strategic plan. The plan includes three priorities:

#### Priority 1 Student Success

Through an equity lens, each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.

Student belonging, wellness, and mental health are key components of the success of our learners.

##### Goal 1:

School District No. 59 schools will build foundational numeracy and literacy skills in all learners and provide supports and interventions to allow for success.

##### Goal 2:

Each school will create and implement its plan for students' sense of belonging and wellness by explicitly teaching socialemotional learning at all levels.

##### Goal 3:

Through Applied Design Skills Technology (ADST) and career education, School District No. 59 will provide opportunities for students to connect and develop skills to successfully transition into their future.

#### Priority 2 Building Capacity

In an ever-changing world, students and staff need to be provided with new learning based on research and best practice and have access to resources and supports that enhance their rich, learning experience.

##### Goal 1:

School District No. 59 will integrate differentiated instruction and practices, and visible learning to meet students where they are at and move them forward in their individual success.

##### Goal 2:

School District No. 59 will resource our schools and departments to meet the needs of students and staff. This will include recruitment and retention, training, policy development, inclusion and diversity, anti-racism, truth and reconciliation, technology, and implementation of the Accessibility Act.



### Priority 3 Communication

Consistent and clear communication impacts the culture of a school district at all levels. Through an equity lens, communication needs to be accessible for everyone, in different forms. Positive communication will further increase our connectedness and strong relationships.

#### Goal1:

Improve collaborative partnerships with families to strengthen academic success, relationships, and connectedness to school. School District No. 59 will provide timely information to students and families to allow for informed decision-making.

#### Goal 2:

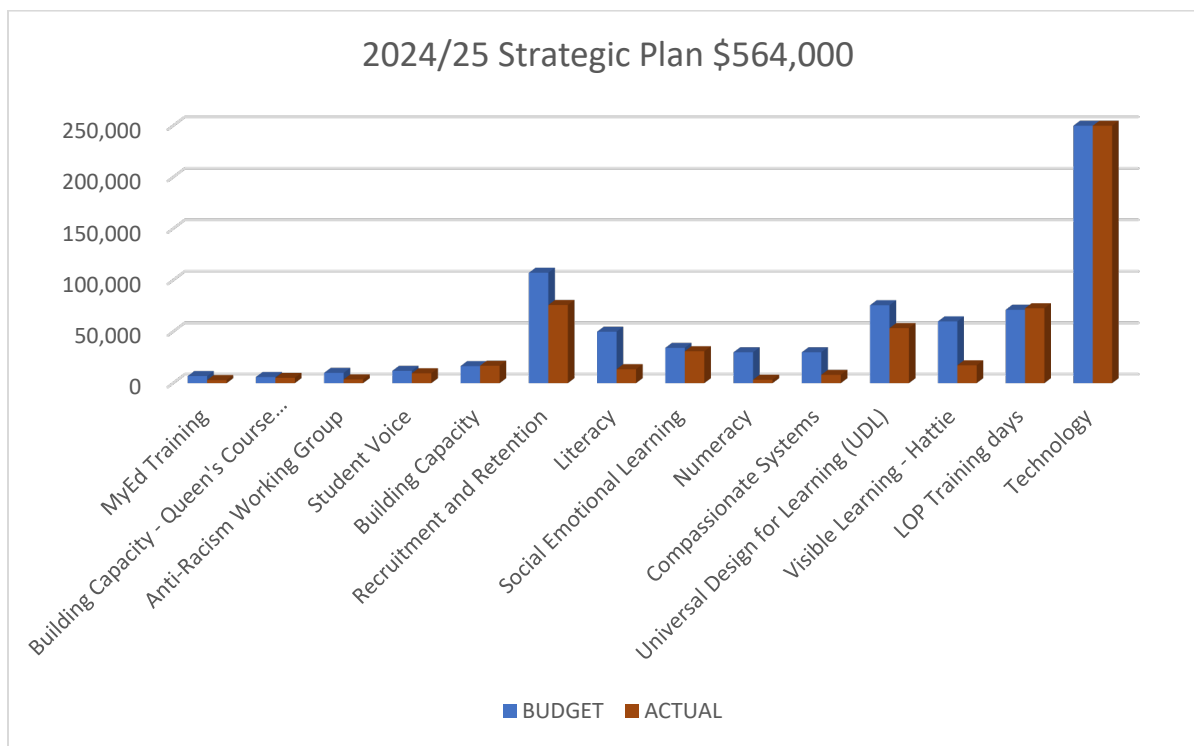
School District No. 59 will showcase and celebrate student learning and initiatives.

#### Goal 3:

School District No. 59 will engage with all rightsholders, stakeholders, and community partners to facilitate collaborative communication.

The Board's renewed strategic plan can be found: [Strategic Plan-2024-2028-FINAL.pdf](#) .

The Board's planned and actual investment in its strategic plan in 2024/25 is shown below, with 2023/24 comparative figures in the table following.





## Contact Management

This financial report was completed with the purpose to provide a general overview of the School District's finances as at June 30, 2025 and to demonstrate the District's accountability for the funding it receives.

If you have any questions about the report, please contact the Secretary Treasurer's office at 250-782-8571.

## **Public Sector Executive Compensation Disclosure Report 2024-2025 School District No. 59 (Peace River South)**

The Board of Education of School District #59 encourages and adopts practices that enable the district to attract, retain, incent, and reward qualified, high-performing employees, who are critical to the delivery of quality public education programs to students in School District No.59 (Peace River South)

A key component of this approach is the development and maintenance of a framework for executive and exempt staff compensation that is rational, defensible, competitive and able to be effectively administered.

### **Compensation Philosophy**

The Board's compensation philosophy aligns with the statutory system of exempt staff compensation administration in the K-12 public education sector and the British Columbia Public School Employers' Association (BCPSEA) exempt staff compensation management plan (BCPSEA Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.

Compensation mandates/direction adopted by the Public Sector Employers' Council Secretariat (PSEC Secretariat) from time to time are the official policy of BCPSEA and any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

The Board's compensation philosophy is based upon a set of principles that guide development, maintenance and decision-making with respect to salary structures and total compensation packages and programs.

At its core is an integrated view of compensation and rewards — not only traditional, quantifiable elements such as salary and benefits (compensation), but also more intangible elements such as career opportunities, learning and career development, work challenge, and supportive culture (rewards). The total rewards compensation program further integrates with plans that establish the board of education's overall education, business, and human resources strategies and objectives to facilitate the attraction and retention of qualified, experienced, motivated and high-potential employees who are committed to the board's overarching goal of delivering a high quality public education experience to BC students.

Inherent in the compensation philosophy are the following core principles:

- **Performance:** The compensation structure and administration of the structure supports and promotes meaningful career growth and development opportunities, and a performance-based (merit) organizational culture.
- **Differentiation:** Differentiation of compensation is supported where there are differences in the scope of the position within an organization, and/or due to superior individual/team contributions.
- **Accountability:** Compensation decisions are objective and based upon a clear and well documented rationale that demonstrates the appropriate expenditure of public funds.
- **Transparency:** The compensation program is designed, managed, administered, and communicated in a manner that ensures the program is clearly understood by employees and the public while protecting individual personal information.

## Labour Market Comparators

Key to the compensation philosophy is the need to maintain a meaningful level of competitiveness with the relevant external labour market. Consistent with industry standards, “labour market” is defined in the BCPSEA sectoral exempt compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*) as:

- The recruitment pool for these employees
- The destination sector for these employees.

The following considerations guide articulation of the relevant labour market:

- Degree of recruitment from these jurisdictions/organizations
- Size of the organization, as size drives the span of control and scope of accountability
- Geographic location
- Transferability of skills
- Comparability of qualifications and experience
- Comparability of authority and consequence of error.

For executive and exempt staff positions in the BC K-12 public education sector, the relevant labour market includes:

1. Other BC school districts (primary labour market)
2. Other BC public sector organizations
3. Other Canadian school districts where relevant (to the extent that BC school districts recruit from and lose employees to these jurisdictions, this segment of the labour market is weighted to Alberta and Ontario (and to a lesser extent, Saskatchewan) consistent with the industry-standard definition of labour market)
4. Selected private sector organizations where relevant.

The Board’s executive and exempt staff salary structure was developed on a total compensation basis, consistent with governance and technical best practice, as part of the BCPSEA Sectoral Exempt Staff Compensation Review Project conducted with the approval of the PSEC Secretariat. This comprehensive market review ensured development of an executive and exempt staff salary structure for each of the province’s 60 public school districts in alignment with each district’s relevant comparator labour market and internal organizational structure. This approach includes:

- Consideration of all components of the total reward model.
- Consideration of the relevant labour market for compensation comparison purposes.
- Linking pay ranges to neutral, relevant factors (e.g., job content (specific duties/responsibilities), required skill level, required competencies, required qualifications).
- Ensuring appropriate relationships exist between positions in the district’s organizational hierarchy.
- Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

In balancing external competitiveness with internal equity, the reference point for executive and exempt total compensation is currently the median of the relevant comparator labour market.

The Board's total compensation package for executive/senior management staff is comprised of the following elements.

## Cash Compensation

Total cash compensation includes annual base salary and northern allowance.

- **Annual base salary**

Annual base salary is considered in the context of the total compensation package.

- **Northern allowance**

An amount of \$4,000 of the salary paid to the Employee shall be designated as a Northern Residents Travel benefit. This benefit shall be in effect within the guidelines of the Canada Revenue Agency as they exist and are changed by the Canada Revenue Agency from year to year and shall end when the Canada Revenue Agency ends the program. Northern Allowance for regular part-time employees will be pro-rated proportionate to the hours compensated.

## Non-cash Compensation

The non-cash elements of the total compensation package include:

- **Health and welfare benefits**, such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- **Pension benefits** — executive/senior management employees are enrolled in either the Teachers' Pension Plan or the Municipal Pension Plan.
- **Long Service Recognition** — Continuing employees will be recognized by the Board of Education in progressive service intervals according to the following schedule:
  - 10 years service - presentation of 10 year pin
  - 15 years service - presentation of 15 year pin
  - 20 years service - presentation of 20 year (Silver) pin
  - 25 years service - presentation of 25 year (Gold) pin, Engraved Watch
  - 30 years service - presentation of 30 year (Gold with Ruby) pin, District Cheque of \$350
  - 35 years service - presentation of 35 year (Gold with Ruby & Diamond) pin, District Cheque for \$500
  - 40 years service - presentation of 40 year (Gold with Ruby, Sapphire & Diamond) pin, District Cheque for \$650
- **Retirement Recognition** — Retiring employees will be recognized by the Board of Education in progressive service intervals according to the following schedule:
  - Less than 10 years - presentation of a School District cheque in the amount of \$100, and gift certificate of choice in the amount of \$150.00
  - 10 years or more - presentation of a School District cheque in the amount of \$20/year of service to a maximum of \$500, and gift certificate of choice in the amount of \$150.00



In Addition: Departing District Management and Excluded Staff will be honoured by the Board with the presentation of a departing gift, the value of which will be commensurate with their length of service, in combination with their relationship to the Board.

- **Paid time off**, including an annual vacation entitlement between 15 and 40 days. Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

Further, executive/senior management employees receive up to 3 days of paid time off annually, in addition to annual vacation entitlement, in recognition of long and continuous service. These days are subject to the conditions specified below:

Completion of three years of service = one (1) day leave  
Completion of four years of service = two (2) days leave  
Completion of five years of service = three (3) days leave

These days may not be carried over from one fiscal year to another and are not eligible to be paid out if unused by the Employee.

## **Compensation Administration**

The Board engages in consistent and ongoing administration of the compensation structure to ensure that reality matches philosophy and that equity is maintained. An ongoing system of compensation review conducted and managed through BCPSEA and the PSEC Secretariat ensures that total compensation levels are benchmarked externally against the appropriate labour market and internally against appropriate job criteria.

The Board works with BCPSEA to obtain information and advice relating to the executive and exempt compensation structures and to ensure alignment with the compensation mandates/directions established by PSEC.

- **Annual base salary administration**

The salary structure for executive and exempt positions is based on placement at the appropriate salary range in the structure reflective of labour market competitiveness and internal equity. Placement and progression through the salary range is dependent upon competency growth and performance. The maximum of the salary range typically represents the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the salary range reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase to the position of Superintendent only is at the sole discretion of the Board of Education and is the only executive/exempt position for which BCPSEA approval of an increase to any element of the compensation package is not required. In determining whether a salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. The Board typically utilizes market compensation data

and salary/compensation structures developed by BCPSEA for this position as well as all other positions in the exempt staff structure. Potential increases are considered within the Board's overall compensation budget.

## Accountability

Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- the *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector
- the BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.
- compensation mandates/direction adopted by the PSEC Secretariat from time to time. Any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

Under the current compensation administration system in the K-12 sector:

- the Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools. As elected school trustees, the Board is accountable to its public and therefore ensures that it adheres to proper human resources practices including statutory requirements with respect to executive and exempt staff compensation.
- proposed salary range placement and compensation adjustments for all other executive and exempt positions in the district must be reviewed and approved by BCPSEA prior to implementation.

EXECUTIVE COMPENSATION DISCLOSURE

School District 59 (Peace River South)

Summary Compensation Table at 2025

Name and Position	Salary	Holdback/Bonus/ Incentive Plan Compensation	Benefits	Pension	All Other Compensation (expanded below)	2024/2025 Total Compensation	Previous Two Years Totals Total Compensation	
							2023/2024	2022/2023
Christy Fennell, Superintendent	\$ 242,449	-	\$19,557	\$ 27,397	\$ 4,446	\$293,849	\$ 250,986	\$ 232,469
Kim Simone Morris, Secretary-Treasurer	\$ 198,976	-	\$ 18,332	\$ 18,525	\$ 3,906	\$239,739	\$ 220,460	
Paul Chisholm, Director of Instruction	\$ 167,601	-	\$ 21,149	\$ 18,939	\$ 3,357	\$211,046	\$ 196,013	\$ 180,894
Jan Proulx, Director of Instruction	\$ 167,601	-	\$ 21,149	\$ 18,939	\$ 3,357	\$211,046	\$ 195,159	\$ 180,445

EXECUTIVE COMPENSATION DISCLOSURE

Summary Other Compensation Table at 2025

Name and Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle / Transportation Allowance	Perquisites / Other Allowances	Other
Christy Fennell, Superintendent	\$ 4,446	-	-	-	-	-	\$ 4,446
Kim Simone Morris, Secretary-Treasurer	\$ 3,906	-	-	-	-	-	\$ 3,906
Paul Chisholm, Director of Instruction	\$ 3,357	-	-	-	-	-	\$ 3,357
Jan Proulx, Director of Instruction	\$ 3,357	-	-	-	-	-	\$ 3,357

EXECUTIVE COMPENSATION DISCLOSURE

Notes

Christy Fennell, Superintendent	<p><b>General Note:</b> Christy Fennell received a 14.43% performance-based increase effective August 1, 2024 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff. A business case was submitted and BCPSEA/PSEC approved.</p> <p><b>Other Note:</b> Benefit Allowance and EI Rebate</p>
Kim Simone Morris, Secretary-Treasurer	<p><b>General Note:</b> Kim Morris received a 3% performance-based salary increase as of August 1, 2024 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.</p> <p><b>Other Note:</b> Benefit Allowance and EI Rebate</p>
Paul Chisholm, Director of Instruction	<p><b>General Note:</b> Paul Chisholm received a 3% performance-based salary increase as of August 1, 2024 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff.</p> <p><b>Other Note:</b> Benefit Allowance and EI Rebate</p>
Jan Proulx, Director of Instruction	<p><b>General Note:</b> Jan Proulx received a 3% performance-based salary increase as of August 1, 2023 in accordance with the K-12 sector-based process for annual performance-based salary increases for exempt staff.</p> <p><b>Other Note:</b> Benefit Allowance and EI Rebate</p>

## SD59 2025/2026 Preliminary Enrollments - 1701 Submission

School	Prelim.	Sep-25	Change	Sep-24	Sep-25	Change
Canalta	239.0	225.0	(14.0)	252.0	225.0	(27.0)
Chetwynd Secondary	277.0	267.1	(9.9)	270.0	267.1	(2.9)
Crescent Park	257.0	250.0	(7.0)	256.0	250.0	(6.0)
Devereaux	78.0	80.0	2.0	73.0	80.0	7.0
Don Titus	136.0	143.0	7.0	137.0	143.0	6.0
Ecole Frank Ross	450.0	438.0	(12.0)	443.0	438.0	(5.0)
Distributed Learning & Kelly Lake	106.0	102.0	(4.0)	98.0	102.0	4.0
Little Prairie	180.0	185.0	5.0	183.0	185.0	2.0
McLeod	64.0	63.0	(1.0)	57.0	63.0	6.0
Moberly Lake	41.0	42.0	1.0	41.0	42.0	1.0
Parkland	60.0	64.0	4.0	64.0	64.0	0.0
Peace View School	32.0	32.0	0.0	34.0	32.0	(2.0)
Pouce Coupe	123.0	121.0	(2.0)	116.0	121.0	5.0
South Peace Elementary	36.0	37.0	1.0	39.0	37.0	(2.0)
Dawson Creek Secondary	1,004.7	964.1	(40.6)	998.0	964.1	(33.9)
Tremblay	190.0	196.0	6.0	185.0	196.0	11.0
Tumbler Ridge Elementary	216.0	219.0	3.0	207.0	219.0	12.0
Tumbler Ridge Secondary	192.0	189.6	(2.4)	172.0	189.6	17.6
Windrem	41.0	31.0	(10.0)	50.0	31.0	(19.0)
<b>Total FTE</b>	<b>3722.7</b>	<b>3648.8</b>	<b>(74.0)</b>	<b>3675.0</b>	<b>3648.8</b>	<b>(26.2)</b>
<b>SUMMARY:</b>						
Elementary	2,143.0	2,113.0	(30.0)	2,137.0	2,113.0	(24.0)
Secondary	1,473.7	1,433.8	(40.0)	1,440.0	1,433.8	(6.2)
Distributed Learning & Kelly Lake	106.0	102.0	(4.0)	98.0	102.0	4.0
<b>Total FTE</b>	<b>3,722.7</b>	<b>3,648.8</b>	<b>(74.0)</b>	<b>3,675.0</b>	<b>3,648.8</b>	<b>(26.2)</b>
<b>SUMMARY:</b>						
Elementary:						
Urban Dawson Creek	1,136.0	1,109.0	(27.0)	1,136.0	1,109.0	(27.0)
Rural Dawson Creek	393.0	384.0	(9.0)	383.0	384.0	1.0
Chetwynd Area	398.0	401.0	3.0	411.0	401.0	(10.0)
Tumbler Ridge	216.0	219.0	3.0	207.0	219.0	12.0
	<b>2,143.0</b>	<b>2,113.0</b>	<b>(30.0)</b>	<b>2,137.0</b>	<b>2,113.0</b>	<b>(24.0)</b>
Secondary:						
Dawson Creek	1,004.7	977.1	(27.6)	998.0	977.1	(20.9)
Chetwynd	277.0	267.1	(9.9)	270.0	267.1	(2.9)
Tumbler Ridge	192.0	189.6	(1.4)	172.0	189.6	17.6
	<b>1,473.7</b>	<b>1,433.8</b>	<b>(39.0)</b>	<b>1,440.0</b>	<b>1,433.8</b>	<b>(6.2)</b>
Distributed Learning & Kelly Lake	106.0	102.0	(4.0)	98.0	102.0	4.0
Dawson (incl. DL)	2,639.7	2,572.1	(67.6)	2,615.0	2,572.1	(42.9)
Chetwynd	675.0	668.1	(6.9)	681.0	668.1	(12.9)
Tumbler	408.0	408.6	0.6	379.0	408.6	29.6
	<b>3,722.7</b>	<b>3,648.8</b>	<b>(74.0)</b>	<b>3,675.0</b>	<b>3,648.8</b>	<b>(26.2)</b>
Dawson Rural (incl.Pouce)	393.0	397.0	4.0	383.0	397.0	14.0
Dawson Urban	2,246.7	2,175.1	(71.6)	2,232.0	2,175.1	(56.9)
Chetwynd	675.0	668.1	(6.9)	681.0	668.1	(12.9)
Tumbler	408.0	408.6	0.6	379.0	408.6	29.6
	<b>3,722.7</b>	<b>3,648.8</b>	<b>(74.0)</b>	<b>3,675.0</b>	<b>3,648.8</b>	<b>(26.2)</b>

<b>1701 Submission - October 10, 2025</b>	<b>Total K</b>	<b>Total E 1-7</b>	<b>Total S 8-12</b>	<b>Grand Total</b>	<b>Kelly Lake</b>	<b>Home- school</b>	<b>Out of Province</b>	<b>2025-2026</b>	<b>Ministry Submission Feb 2025</b>	<b>Increase (Decrease)</b>
Canalta	25.000	200.000	-	225.000	16.000	-		225.000	239.000	-14.000
Crescent Park	30.000	220.000	-	250.000			-	250.000	257.000	-7.000
CSS		-	267.063	267.063				267.063	277.000	-9.938
DCSS - South Peace		-	568.125	568.125		0.330	2.000	570.125	590.711	-20.586
DCSS Central		-	394.000	394.000				394.000	414.000	-20.000
Devereaux	14.000	66.000	-	80.000		0.047		80.000	78.000	2.000
Don Titus	12.000	131.000	-	143.000				143.000	136.000	7.000
EFR	53.000	385.000	-	438.000		0.141		438.000	450.000	-12.000
Little Prairie	14.000	171.000	-	185.000		0.047		185.000	180.000	5.000
McLeod	7.000	56.000	-	63.000				79.000	77.000	2.000
Moberly Lake	2.000	40.000	-	42.000				42.000	41.000	1.000
Parkland	7.000	57.000	-	64.000				64.000	60.000	4.000
Peace View Colony	-	24.000	8.000	32.000				32.000	32.000	0.000
Pouce Coupe	18.000	100.000	-	118.000		0.377	3.000	121.000	123.000	-2.000
South Peace Elementary		32.000	5.000	37.000				37.000	36.000	1.000
Tremblay	18.000	178.000	-	196.000		0.188		196.000	190.000	6.000
Tumbler Ridge Elementary	39.000	180.000	-	219.000		0.236		219.000	216.000	3.000
Tumbler Ridge Secondary		35.000	154.563	189.563		0.141		189.563	192.000	-2.438
Windrem	1.000	30.000	-	31.000				31.000	41.000	-10.000
<b>Total FTE Standard</b>	<b>240.000</b>	<b>1,905.000</b>	<b>1,396.750</b>	<b>3,541.750</b>	<b>16.000</b>	<b>1.507</b>	5.000	<b>3,562.750</b>	3,629.711	<b>-66.961</b>
Distributed Learning	1.000	8.000	29.125	38.125				38.125	40.000	-1.875
<b>Total FTE Standard and DL</b>	<b>241.000</b>	<b>1,913.000</b>	<b>1,425.875</b>	<b>3,579.875</b>	<b>16.000</b>	<b>1.507</b>	<b>5.000</b>	<b>3,600.875</b>	3,669.711	<b>-68.836</b>

## 2025-2026 BUDGET CHANGE REPORT - OPERATING

	Revenues	Expenses
2025-2026 Preliminary Budget (Board Approved April 30, 2025)	56,201,038	58,033,939
Budgeted Surplus to Balance Preliminary Budget	3,703,401	
Assets Purchased from Local Capital from Operating		150,000
Assets Purchased from School Budgets		20,500
Crescent Park Expansion		1,700,000
Preliminary	59,904,439	59,904,439
2024-2025 Financial Statement Carry Forwards		
Schools' Surpluses (in excess of \$125k prelim)	55,383	55,383
Indigenous Education Surplus	74,421	74,421
Indigenous Education Council	136,107	136,107
Service Improvement Allocation	18,585	18,585
Art Starts Grants	8,659	8,659
Work Experience Enhancement	30,121	30,121
Integrated Youth & Child Care (ICY)	177,252	177,252
Department Carry Forwards	107,566	107,566
AED Equipment All Sites	33,000	33,000
Year End Financial Statements	641,094	641,094
<b>Changes:</b>		
Reading Recovery Adjustment		-327,648
French Language Assistants	40,000	40,000
French Language Assistants to Special Purpose per MOECC	-40,000	-40,000
ICY	65,249	65,249
Skilled Trades BC Grant Increase	7,200	
Operating Grant Recalc	-217,555	
Total Changes	-145,106	-262,399
Amended Budget October 22, 2025	60,400,427	60,283,134
Reserve & Contingencies		
Unrestricted	3,642,863	
24-25 Contingency for Fall Enrolment Changes	0	
Benefits Contingency	44,322	
Total Reserve & Contingencies (6.1% of Expenses)	3,687,185	



Estimated Operating Grant -1701 Submission Compared to Projection and Prior Year

September Enrolment Count	Sept 2024 Actual (Prior Year)				Sept 2025 Estimated Feb 2025 (Projection)					Difference	Sept 2025 October 10 2025 (1701 Submission)				
	Funding	School-Age	Total	Supplement	Funding	School-Age	Total	Supplement	Funding		School-Age	Total	Supplement	Difference	
	Level	Enrolment			Level	Enrolment			Level		Enrolment				
Standard (Regular) Schools	8,915	3,600.688	32,100,129		9,015	3,625	32,676,770			9,015	3,557.750	32,073,116		-67	
Continuing Education	8,915	0.000	0		9,015	0.000	0			9,015	0.000	0			
Alternate Schools	8,915	0.000	0		9,015	0.000	0			9,015	0.000	0			
Online Learning	7,200	42.625	306,900		7,280	40.000	291,200			7,280	38.125	277,550		-2	
Home Schooling	250	26.000	6,500		250	26.000	6,500			250	32.000	8,000		6	
Course Challenges	279	0.000	0		282	0.000	0			282	0.000	0			
Total Enrolment-Based Funding (September)		3,643.313		32,413,529		3,665		32,974,470	560,941		3,595.875		32,358,666	-615,803	
		Total		Total		Total		Total			Total		Total		
		Enrolment		Enrolment		Enrolment		Enrolment			Enrolment		Enrolment		
		Change	Funding	Supplement		Change	Funding	Supplement			Change	Funding	Supplement		
1% to 4% Enrolment Decline		12.70	4,458	56,597		-	4,508	0			-1.192%	4,508	31,370		
4%+ Enrolment Decline		0	0			0	0				0	0			
Significant Cumulative Decline (7%+)		0	0			0	0				0	0			
Supplement for Enrolment Decline				56,597				0	-56,597				31,370	31,370	
		Enrolment		Total		Enrolment		Total			Enrolment		Total		
		Funding	Funding	Supplement		Funding	Funding	Supplement			Funding	Funding	Supplement		
Level 1 Special Needs	50,730	3	152,190		51,300	3	153,900			51,300	3	153,900			
Level 2 Special Needs	24,070	194	4,669,580		24,340	195	4,746,300			24,340	216	5,257,440			
Level 3 Special Needs	12,160	111	1,349,760		12,300	112	1,377,600			12,300	107	1,316,100			
English Language Learning	1,795	161	288,995		1,815	170	308,550			1,815	138	250,470			
Indigenous Education	1,770	1,153	2,040,810		1,790	1,170	2,094,300			1,790	1,170	2,094,300			
Adult Education	5,690	0	0		5,755	0	0			5,755	0	0			
Equity of Opportunity Supplement			241,664				277,105					277,105			
Supplement for Unique Student Needs				8,742,999				8,957,755	214,756				9,349,315	391,560	
Variance from Provincial Average		3,208				3,208					3,208				
Estimated Number of Educators		202.406	649,319			203.595	653,133				199.771	640,865			
		Enrolment	Funding	Total		Enrolment	Funding	Total			Enrolment	Funding	Total		
FTE Distribution	180.33	3,643	656,999		180.33	3,665	660,857			180.33	3,596	648,444			
Supplement for Salary Differential				1,306,317				1,313,989	7,672				1,289,308	-24,681	
Supplement for Unique Geographic Factors				10,159,281				9,773,131	-386,150				9,773,131	0	
Curriculum & Learning Support Fund				33,236				32,790	-446				32,790	0	
September Enrolment Count, Total				52,711,959				53,052,135	340,176				52,834,580	-217,555	
February Enrolment Count				158,400				145,600	-12,800				145,600	0	
May Enrolment Count				259,200				218,400	-40,800				218,400	0	
Indigenous Education Councils				136,491				152,777	16,286				152,777	0	
2025-2026 Full Year Estimated Total				53,266,050				53,568,912	302,862				53,351,357	-217,555	
Estimated Operating Grant from Indigenous Services Canada				1,204,517				1,204,517	0				1,204,517	0	
Estimated 2025-2026 Operating Grant from Ministry of Education				52,061,533				52,364,395	302,862				52,146,840	-217,555	

## MONTHLY FINANCIAL REPORT - OPERATING - SEPTEMBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	2024-2025 Budget (Amended)	Sept YTD	Available	%
6210 MOE Grant - Operating	52,364,395	0	6,098,547	46,265,848	88%		51,803,154		6,009,000	45,794,154	88%
6290 MOE Grants - Other	1,476,040	0	405,057	1,070,983	73%		1,839,912		384,315	1,455,597	79%
6410 Other Ministries	204,594	0	47,074	157,520	77%		204,594		47,074	157,520	77%
6470 Non-Resident Tuition	54,692	0	7,494	47,199	86%		16,250		5,467	10,783	66%
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	40,900	10,600	21%		50,000		37,718	12,282	25%
6488 Just B4	9,500	0	770	8,730	92%		9,500		692	8,808	93%
6489 Careers	56,800	0	11,360	45,440	80%		75,000		13,562	61,438	82%
6490 Miscellaneous	24,000	0	7,262	16,738	70%		54,000		5,600	48,400	90%
6495 Central Stores Recovery	-	0	705	-705			-		653	-653	
6496 Resource Centre Recoveries	-	0	0	0			-		3,345	-3,345	
6500 Community Use of Facilities	180,000	0	24,433	155,567	86%		180,000		24,379	155,621	86%
6601 Interest	575,000	0	128,803	446,197	78%		608,169		289,247	318,922	52%
6760 Surplus Internally Restricted	1,707,901	585,711	0	2,293,612	100%		750,000	2,046,853	0	2,796,853	100%
6770 Surplus Schools	125,000	55,383	0	180,383	100%		250,000	459,326	0	709,326	100%
Capital - Crescent Park	1,700,000			1,700,000	100%						
Capital - Local Capital	150,000			150,000	100%						
Capital - School Equipment	20,500			20,500	100%						
<b>GRAND TOTAL</b>	<b>59,904,439</b>	<b>641,094</b>	<b>6,772,404</b>	<b>53,773,129</b>	<b>89%</b>		<b>57,118,602</b>	<b>2,506,179</b>	<b>6,821,052</b>	<b>52,803,729</b>	<b>92%</b>

## MONTHLY FINANCIAL REPORT - OPERATING - SEPTEMBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	Sept YTD	Available	%
<b>SALARIES</b>										
1050 Principal Vice-Principal Salaries	4,835,507		1,113,853	3,721,654	77%		4,491,916	1,083,208	3,408,708	76%
1100 Teacher Salaries	18,292,909		1,939,214	16,353,695	89%		18,828,964	1,891,171	16,937,793	90%
1200 Support Staff Wages	5,161,702		960,235	4,201,467	81%		5,513,685	1,050,836	4,462,849	81%
1204 Clerical Wages	1,347,339		270,147	1,077,192	80%		1,216,131	266,182	949,949	78%
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		591,613	5,121,783	90%		4,972,852	553,188	4,419,664	89%
1300 Other Professionals Wages	2,047,552		513,198	1,534,354	75%		1,929,366	496,159	1,433,207	74%
1303 Para Educator Wages	539,558		59,254	480,304	89%		437,355	19,314	418,041	96%
1400 Replacement Wages - Teachers	1,332,707		100,765	1,231,942	92%		1,305,381	93,311	1,212,070	93%
1400 Replacement Wages - Maintenance & Custodial	264,813		105,782	159,031	60%		272,717	79,201	193,516	71%
1400 Replacement Wages - Transportation	94,251		15,095	79,156	84%		97,264	20,063	77,201	79%
1404 Replacement Wages - Clerical	21,436		1,181	20,255	94%		0	990	-990	0%
1411 Recoverable Wages - Casual			-1,221	1,221			0	-396	396	0%
1430 Replacement Wages - Ed Assistants	110,522		39,285	71,237	64%		125,965	17,612	108,353	86%
<b>TOTAL SALARIES</b>	<b>39,862,262</b>	<b>0</b>	<b>5,756,505</b>	<b>34,105,757</b>	<b>86%</b>		<b>39,284,793</b>	<b>5,607,852</b>	<b>33,676,941</b>	<b>86%</b>
<b>BENEFITS</b>										
2000 Benefits - Regular Employees	8,819,833		1,240,597	7,579,236	86%		8,571,185	1,187,419	7,383,766	86%
2004 Benefits - Casual Employees	210,942		34,596	176,346	84%		233,034	33,003	200,031	86%
<b>TOTAL BENEFITS</b>	<b>9,030,775</b>	<b>0</b>	<b>1,275,193</b>	<b>7,755,582</b>	<b>86%</b>		<b>8,804,219</b>	<b>1,220,422</b>	<b>7,583,797</b>	<b>86%</b>
<b>SERVICES &amp; SUPPLIES</b>										
3101 Legal	81,000		14,025	66,975	83%		83,000	2,809	80,191	97%
3102 Audit	24,000		137	23,863	99%		20,000	-11,135	31,135	156%
3103 Labour Relations	5,000		0	5,000	100%		5,000	0	5,000	100%
3104 Contract Services	1,386,110	352,139	404,577	1,333,672	77%		1,529,750	426,601	1,103,149	72%
3105 Telephone	101,450		22,311	79,139	78%		93,885	21,977	71,908	77%
3106 Photocopy	89,881		10,494	79,387	88%		88,700	14,297	74,403	84%
3107 Postage	19,234		1,772	17,462	91%		23,722	1,776	21,946	93%
3108 Advertising	31,600	0	24,931	6,669	21%		6,600	508	6,092	92%
3300 Student Transportation	258,100		12,057	246,043	95%		233,700	21,085	212,615	91%
3301 Bussing Contract	981,909		106,983	874,926	89%		841,435	106,046	735,389	87%
3303 Transportation Allowance	12,500	0	1,347	11,153	89%		12,500	575	11,925	95%
3400 Travel	172,700		22,091	150,609	87%		175,500	19,640	155,860	89%
3405 Recruitment Travel	8,000		0	8,000	100%		-	0	0	0%
3406 Travel - Kilometres	160,667		18,555	142,112	88%		148,050	19,167	128,883	87%
3409 Registration Fees	110,830		7,492	103,338	93%		84,400	9,150	75,250	89%
3410 Recruitment Incentives	70,000		81,784	-11,784	-17%		59,660	30,116	29,544	50%

## MONTHLY FINANCIAL REPORT - OPERATING - SEPTEMBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	Sept YTD	Available	%
3415 Professional Development	15,000		12,873	2,127	14%		15,000	0	15,000	100%
3499 Meals and Meal Supplies	135,980	0	24,102	111,878	82%		115,054	14,524	100,530	87%
3600 Rentals & Leases	25,000		2,066	22,934	92%		16,000	1,514	14,486	91%
3601 Equipment Rental	13,500		450	13,050	97%		12,600	1,261	11,339	90%
3700 Dues/Fees/Licenses	574,750		163,708	411,042	72%		426,734	147,409	279,325	65%
3706 Radio Licenses	4,900		0	4,900	100%		4,700	0	4,700	100%
3707 Criminal Record Checks	6,000	0	610	5,390	90%		6,000	364	5,636	94%
3710 Scholarships	2,000	0	0	2,000	100%		5,000	1,000	4,000	80%
3900 Insurance	258,450		112,164	146,286	57%		199,900	72,608	127,292	64%
4124 Bank Service Charges	3,000		584	2,416	81%		3,000	864	2,136	71%
5100 Supplies General	1,818,164	153,804	338,834	1,633,134	83%		1,843,659	349,154	1,494,505	81%
5101 Books	137,292	18,585	7,763	148,114	95%		150,039	15,437	134,602	90%
5102 Other Supplies	10,000		2,453	7,547	75%		10,000	2,715	7,285	73%
5103 Non-Violent Crisis Intervention	5,000		1,685	3,315	66%		5,000	5,129	-129	-3%
5400 Utilities - Electricity	465,000		92,045	372,955	80%		465,000	130,549	334,451	72%
5401 Utilities - Natural Gas	410,000		11,254	398,746	97%		410,000	29,822	380,178	93%
5402 Utilities - Propane	35,000		1,726	33,274	95%		35,000	5,192	29,808	85%
5403 Vehicle Fuel	670,000		69,969	600,031	90%		650,000	82,782	567,218	87%
5404 Utilities - Water & Sewer	160,000		25,772	134,228	84%		160,000	28,625	131,375	82%
5405 Utilities - Garbage	60,000		11,626	48,374	81%		60,000	15,834	44,166	74%
5406 Carbon Offsets	70,000		-24,624	94,624	135%		70,000	-22,593	92,593	132%
5407 Next Generation Network (NGN)	146,600	0	790	145,810	99%		145,000	505	144,495	100%
5800 Equipment	96,246	72,683	19,797	149,132	88%		216,000	19,615	196,385	91%
5900 Computer Replacements	506,039	43,883	350,463	199,459	36%		450,000	37,086	412,914	92%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>9,140,902</b>	<b>641,094</b>	<b>1,954,666</b>	<b>7,827,330</b>	<b>80%</b>		<b>8,879,588</b>	<b>1,602,008</b>	<b>7,277,580</b>	<b>82%</b>
<b>GRAND TOTAL</b>	<b>58,033,939</b>	<b>641,094</b>	<b>8,986,364</b>	<b>49,688,669</b>	<b>85%</b>		<b>56,968,600</b>	<b>8,430,282</b>	<b>48,538,318</b>	<b>85%</b>

## MONTHLY FINANCIAL REPORT - OPERATING -SEPTEMBER MONTH END

	2025-2026 Budget (Preliminary)	2025-2026 Budget (Amended)	YTD	Available	%		2024-2025 Budget (Preliminary)	Sept YTD	Available	%
<b>FUNCTION 1: INSTRUCTION</b>										
102 Regular (Classroom)	25,084,457	131,925	3,412,483	21,803,899	86%		24,964,886	3,032,591	21,932,295	88%
103 Career Prep	394,202	30,121	75,328	348,995	82%		414,956	77,086	337,870	81%
107 Library	546,897		60,189	486,708	89%		499,806	42,691	457,115	91%
108 Counselling	856,183		141,374	714,809	83%		830,190	106,596	723,594	87%
110 Inclusion	8,951,915	177,252	928,233	8,200,934	90%		8,711,079	902,699	7,808,380	90%
130 ELL	195,118		11,093	184,025	94%		135,814	12,003	123,811	91%
131 Indigenous Education	2,338,196	210,528	369,401	2,179,323	86%		2,205,407	305,152	1,900,255	86%
141 School Administration	4,675,964		1,034,142	3,641,822	78%		4,161,290	982,431	3,178,859	76%
162 Offshore Students	200,000		0	200,000	100%		200,000	0	200,000	100%
<b>TOTAL INSTRUCTION</b>	<b>43,242,932</b>	<b>549,826</b>	<b>6,032,243</b>	<b>37,760,515</b>	<b>86%</b>		<b>42,123,428</b>	<b>5,461,249</b>	<b>36,662,179</b>	<b>87%</b>
<b>FUNCTION 4: ADMINISTRATION</b>										
411 District Education Administration	657,574		183,618	473,956	72%		607,349	180,207	427,142	70%
420 Early Learning & Child Care	-		0	0			0	0	0	
440 Governance	258,256		72,806	185,450	72%		242,991	70,428	172,563	71%
441 Business Administration	1,629,092	18,585	524,694	1,122,983	68%		1,566,248	392,993	1,173,255	75%
<b>TOTAL ADMINISTRATION</b>	<b>2,544,922</b>	<b>18,585</b>	<b>781,118</b>	<b>1,782,389</b>	<b>70%</b>		<b>2,416,588</b>	<b>643,628</b>	<b>1,772,960</b>	<b>73%</b>
<b>FUNCTION 5: OPERATIONS &amp; MAINTENANCE</b>										
541 Maintenance Administration	784,157		198,189	585,968	75%		618,288	182,929	435,359	70%
550 Maintenance & Custodial	5,265,343	72,683	1,080,127	4,257,899	80%		5,523,329	1,125,830	4,397,499	
552 Grounds	740,901		176,665	564,236	76%		639,106	184,074	455,032	71%
556 Utilities	1,350,000		118,813	1,231,187	91%		1,350,000	188,011	1,161,989	86%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>8,140,401</b>	<b>72,683</b>	<b>1,573,794</b>	<b>6,639,290</b>	<b>81%</b>		<b>8,130,723</b>	<b>1,680,844</b>	<b>6,449,879</b>	<b>79%</b>
<b>FUNCTION 7: TRANSPORTATION</b>										
741 Transportation Administration	326,631		71,822	254,809	78%		313,130	74,998	238,132	76%
770 Student Transportation	3,779,053		527,387	3,251,666	86%		3,984,731	569,523	3,415,208	86%
<b>TOTAL SERVICES &amp; SUPPLIES</b>	<b>4,105,684</b>	<b>-</b>	<b>599,209</b>	<b>3,506,475</b>	<b>85%</b>		<b>4,297,861</b>	<b>644,521</b>	<b>3,653,340</b>	<b>85%</b>
<b>GRAND TOTAL</b>	<b>58,033,939</b>	<b>641,094</b>	<b>8,986,364</b>	<b>49,688,669</b>	<b>85%</b>		<b>56,968,600</b>	<b>8,430,242</b>	<b>48,538,358</b>	<b>85%</b>



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

October 22, 2025

Board of Education

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

The purpose of this memo is to keep the Board apprised of some of the activities of the Secretary-Treasurer to October 17, 2025.

Finance, Technology and Maintenance staff participated in Orange Shirt Day along with the rest of the District as a symbol of support for reconciliation and to affirm every child matters.





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

- Weekly meetings with each of the Finance Manager, the Director of Operations and Technology Systems Manager
- Weekly stand-up meetings with Finance Team
- Weekly Senior Leadership Team meetings
- September Administrators meeting
- BCASBO Zone Meeting
- BCPSEA Sector Calls
- Budget discussions with numerous Principals
- Budget meetings with Department leaders
- New Teacher Dinner
- VOIP Upgrade meeting – internal team and with provider
- MOECC Audit Compliance Lunch and Learn
- BLT AGM
- Child Care Capital Project Team meetings
- Pouce Coupe Joint Use Agreement meeting
- Tumbler Ridge Joint Use Agreement meeting
- PRSPVPA Contract meetings
- Joint Superintendents/Secretary-Treasurers Call with Deputy Minister
- Finance Team Year End Audit celebration

## **Transportation**

The Traversa implementation continues with the following milestones met and approaching:

RFID cards were implemented in Dawson Creek at the start of school year with approximately 5-10 requests for replacement cards per week.

Face to Face Online training including “Advanced Trips” for school requested bus trips, with Finance training to be determined for costing and accounting integration.



November training for “Advanced Vehicle location” GPS and features and “My Ride K – 12” student location app.

### **Finance**

The 1701 student data was submitted to the Ministry on October 10<sup>th</sup>. October concludes the fall submission deadline schedule with the first quarterly financial statement and various other year-end reporting deadlines completed. Payroll is busy ensuring staff coding is correct so that payroll charges are applied to the correct budgets and accounts is settling into the monthly routines after September start-up.

### **Technology**

The network refresh project continues with the team moving from DCSS-Central Campus to South Peace Campus. The Information Systems Manager, Director of Operations and the Secretary-Treasurer have begun planning for the VOIP implementation project. The VOIP project will be multi-year (for budgeting purposes) and will commence after the Network Refresh project is complete.

Kim Morris  
Secretary-Treasurer/CFO





# School District No.59 (Peace River South)

October 22, 2025

Board of Education

## RE: Capital Projects Update

### Crescent Park Elementary School Expansion Project

Since September 17, 2025 the following have occurred:

September 24, 2025

- Received pricing for the new electrical kiosk.

September 29, 2025

- Civil plans were received and sent to the City for approval.

October 2, 2025

- Director of Operations updated the Ministry.

October 3, 2025 SD59

- Contractors met to finalize the plan for the fire alarm system.

October 10, 2025

- Engineer sent civil plans for pricing (third and final tender package).

## Project Budget

Crescent Park Summary		Budget					
		Bid & Award	Change Orders	Total Revised	Exp YTD	Remainder	
	Force Engineering	296,000	22,000	318,000	312,397	5,603	2%
	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	2,018,594	2,150,747	52%
	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	0	667	100%
	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	3,366	14,765	81%
	Sub-Total	8,302,426	241,434	8,543,860	5,316,951	3,226,909	38%
	GST	412,371	12,072	424,443	265,848	158,595	37%
	GST Rebate	-280,412	-8,209	-288,621	-180,776	-107,845	37%
	<b>Net</b>	<b>8,434,385</b>	<b>245,297</b>	<b>8,679,682</b>	<b>5,402,023</b>	<b>3,277,659</b>	<b>38%</b>
	Funding						
	MOECC Above			5,000,000			
	MOECC Below			2,500,000			
	SD59 Reserve			1,700,000			
	Total Funding Available			9,200,000			
	Contingency			520,318			







Crescent Park Elementary Modular Addition



## ChildCareBC New Spaces – Dawson Creek & Tumbler Ridge

September 25, 2025

- SD 59 project team and architect met to review request to Ministry for additional funding where it was determined updated costing information was required.

October 2, 2025

- SD 59 project team and Architect met to finalize the request to the Ministry for additional funding for both Dawson Creek and Tumbler Ridge projects.

October 6, 2025

- Quarterly reports submitted to the Ministry for both projects and requested project extensions.

October 17, 2025

- Updated costing information received.

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

Kim Morris  
Secretary-Treasurer/CFO