School District No. 59 (Peace River South)

Open Board Meeting Agenda

Date: October 21, 2026 @ 1:00 PM

Place: Windrem Elementary School – Chetwynd, BC

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

APPROVAL OF AGENDA

1. **ITEMS FOR ADOPTION**
   R1.1 – Regular Board Meeting Minutes – September 23, 2026
   R1.2 – Closed Meeting Excerpts – September 23, 2026
   R1.3 – Special Closed Meeting Excerpts – September 18, 2026

2. **BUSINESS ARISING**

3. **ESSENTIAL ITEMS**

4. **CORRESPONDENCE**

5. **PRESENTATIONS**

6. **REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**
   R6.1 – School/Student News
   R6.2 – Enhancing Student Learning Report – DRAFT
   R6.3 – BCSTA Rural & Remote Network Report

7. **REPORTS FROM THE SECRETARY-TREASURER**
   R7.1 – Monthly Financial Report – September 2026
   R7.2 – Capital Projects Update
   R7.3 – Auditing Services
   R7.4 – 2025-2026 Executive Compensation Report
   R7.5 – 2026 Final Enrolment Report
   R7.6 – Election Results (placeholder)

8. **TRUSTEE ITEM**
   R8.1 – BCSTA Update – C. Anderson

9. **COMMITTEE REPORTS**
   R9.1 - Indigenous Education Advisory Partners' Council (Dawson Creek) – T. Jones
   R9.2 - Indigenous Education Council – C. Hillton
   R9.3 – Policy Committee – A. Schurmann

10. **DIARY**

11. **QUESTION PERIOD**
    Questions or comments must relate to items in this meeting's agenda.

12. **FUTURE BUSINESS / EVENTS**
    R12.1 – Inaugural Board Meeting – November 2, 2026
    R12.2 - Open Board Meeting – November 18, 2026 (Dawson Creek)

ADJOURNMENT

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

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

Open Board Meeting Minutes

DATE & TIME: September 23, 2026 – 1:00 PM

PLACE: School Board Office – Dawson Creek, BC

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

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

REGRETS: Nil

Called to Order – 1:01 PM

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

APPROVAL OF AGENDA

Additions: Nil

Deletions: Nil

(2026-09-011)
MOVED/SECONDED – Wards/Jones
THAT the Board of Education of School District No. 59 (Peace River South) approve the September 23, 2026 Regular Board Meeting agenda as amended.
CARRIED

1.0 ITEMS FOR ADOPTION

The Chair asked for any corrections to the minutes.

R1.1 Regular Board Meeting Minutes – June 17, 2026

(2026-09-012)
The Chair declared the minutes of the open meeting June 17, 2026 approved as presented.

R1.2 Excerpts of Closed Board Meeting – June 17, 2026

(2026-09-013)
The Chair declared the excerpts of the closed board meeting June 17, 2026 approved as presented.

R1.3 Special Open Board Meeting Minutes – June 24, 2026

(2026-09-014)
The Chair declared the minutes of the special open board meeting June 24, 2026 approved as presented.

R1.4 Excerpts of Special Closed Board Meeting – July 29, 2026

(2026-09-015)
The Chair declared the excerpts of the closed board meeting July 29, 2026 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 CORRESPONDENCE

R4.1 – August 25, 2026 – Rec'd from City of Dawson Creek – Re: Proposed Running Track

(2026-09-016)
MOVED/SECONDED – Gulick/Schurmann
THAT, the Board of Education approve the Board Chair to provide written correspondence to the City of Dawson Creek and Peace River Regional District regarding the commitment of the Board of Education.
CARRIED

5.0 PRESENTATIONS

R5.1 Auditors Report – J. Grindle, Eclipse LLP

Mr. Grindle from Eclipse LLP presented the Independent Auditor's Report. The audit found the financial statements to present fairly, in all material aspects, the financial position of the School District as at June 30, 2026, and the result of its operations and its cash flows for the year then ended in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of BC.

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

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 2025-2026 Audited Financial Statements
The Secretary-Treasurer reviewed the 2025-2026 Audited Financial Statements with the Board.

Reserve surplus of $1,411,048 was used to balance the 2025-2026 financial statements.

As of June 30, 2026, the district reported a total operating surplus balance of $5,744,133 of which $2,524133 is internally restricted and the remaining balance of $3,250,000 is unrestricted as risk mitigation, in accordance with Board policies and regulations.

(2026-09-017)
MOVED/SECONDED – Gulick/Schurmann
THAT, the Board of Education accepts as information the management letter and schedule of unadjusted differences provided by Eclipse LLP for the year ending June 30, 2026.
CARRIED

(2026-09-018)
MOVED/SECONDED – Hillton/Wards
THAT, the Board of Education approves the operating surplus allocations disclosed in Note 22 of the audited financial statements for the year ended June 30, 2026;
AND FURTHER, the Board of Education approved the Audited Financial Statements for the year ended June 30, 2026.
CARRIED

R6.2 2026-2027 Preliminary Enrolment
The preliminary enrolment is currently being reported at 3,544.25 FTE, an increase of 68.25 FTE (2%) from the spring projections; however, preliminary numbers are showing an overall decline of 101.75 FTE (3%) from the previous school year. The favourable variance from the projections in the spring is concentrated in secondary enrolment, particularly at DCSS South Peace Campus and a notable increase in enrolment at the elementary level at Tremblay Elementary School.

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.

A discussion pursued of completing an enrolment review of Chetwynd area schools.

(2026-09-019)
MOVED/SECONDED – Hillton/Gulick
THAT, the Board of Education directs the Superintendent to conduct an enrolment review of Chetwynd schools and report back to the Board of Education in 2027.
CARRIED

2027-2028 Minor Capital Submission
The Secretary-Treasurer presented the 2027-2028 Minor Capital Submission for approval.

(2026-09-020)
MOVED/SECONDED – Gulick/Wards
THAT, 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 Capital Plan (Minor Capital Programs) for 2027/28, as provided on the Capital Plan Summary for 2027/28 submitted to the Ministry of Infrastructure.
CARRIED

The Minor Capital Report will be submitted to the Ministry of Infrastructure by September 29, 2026.

R6.4 2026 General Trustee Election Update
The Secretary Treasurer provided an update on the election process and planning of Election by Voting in three of four trustee electoral areas. Candidates in Trustee Electoral Area I Chetwynd & Contiguous Rural Area were acclaimed on Monday, September 21, 2026.

(2026-09-021)
MOVED/SECONDED - Hillton/Schurmann
THAT, the Board of Education receives the 2026 Trustee Election Update report for information.
CARRIED

R6.5 Capital Projects Update
The Secretary-Treasurer provided the following updates on the current capital projects:

Crescent Park Elementary School Expansion
Significant work was completed over the summer to have the school ready for the start of the new school year. An additional change order was submitted over the summer to address safety and accessibility needs, including improving drainage. The $194,028 increase in the total project cost has increased the total project budget from its initial budget of $9.2 million to $9.21 million.

It is expected the final cost of the project will be slightly higher due to finishing work and safety handrails. Required finishing work is not expected to be significant, and differences will be addressed through year-end reserves established during the audit process.

ChildcareBC New Spaces – Tremblay & Tumbler Ridge Elementary
The construction of the childcare centres in Dawson Creek ($4,859,558.44) and Tumbler Ridge ($4,994,236) to C. Chandler Contracting Celtic Construction Ltd.

Excavation for services started for both centres in mid-August and work on footings/foundation began. Pilings and tying in of water and sewer were started on the centre in Dawson Creek which will be located at Tremblay Elementary School.

Tumbler Ridge Campus
The new centre complex was installed over the summer. The remaining wildfire portables were removed and the Kodiak Campus parking lot construction was completed.

On July 21, 2026, the School District and the Government of British Columbia entered into a memorandum of agreement to dispose of, through remediation, a school building and associated site improvements in the community of Tumbler Ridge. The Government of British Columbia will conduct the disposal directly and cover the remediation costs. The costs are currently undetermined.

The Government of British Columbia, in partnership with the Federal Government, has made commitments for a new school building at a new school site. The timeline and costs for the new high school are undetermined at this time.

The Government of British Columbia has committed to providing funding to support students and staff. As of June 30, 2026, supports for up to $2.8 million are available to the school district until March 31, 2027. Funding and supports after March 31, 2027 are undetermined at this time.

Childcare Expansion Spaces
Renovations are being completed at Canalta Elementary School and Crescent Park Elementary School Existing to add 36 new before and after school care spaces. Funding for the expansion renovation is through the ChildCare BC Operational Start-Up Fund.

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

The Board recessed at 2:30pm until 2:47 pm.

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 2026/27 school year.
- Training for Letter of Permission, Education Assistants and new teacher orientation training was held prior to the new school year.
- Canalta Elementary School is excited to start the new year with a new logo painted by Wayne Lariviere that is at the entrance of the school. Students are learning about Boreal Outdoor Education and already have had a presentation from the Forestry Office.
- Central staff worked together to beautify the school before students arrived on the 1st day.
- Devereaux Elementary had new universally accessible playground installed over the summer. The school also held a muffin morning to welcome everyone back to school.
- Windrem Elementary School enjoyed a whole school wide trip to the Gwillim Lake Education site.
- Little Prairie Elementary students are working on fine motor skills by using a variety of items and textiles to write their name. The school librarian was dressed in costume to engage students in reading.
- Orange Shirt Day will be celebrated on September 29, 2026 in schools.

The following Principal and Vice-Principal appointments have been announced:

- DCSS South Peace – Principal – Jeff Corcoran
- DCSS South Peace – Vice Principal – Meghan Haugen
- DCSS Central – Vice Principal – Joanne Dueck
- Chetwynd Secondary – Principal – Trisha Warncke
- Chetwynd Secondary – Vice-Principal – Michaen Lukey
- Tumbler Ridge Secondary – Vice Principal – Cedar Wechlin
- Ecole Frank Ross – Vice Principal – Heather Regner
- McLeod Elementary – Principal – Rebecca Harnden
- Enhancing Student Learning Report is drafted and will be presented in the October board meeting.

R7.2 Childcare / Early Learning Updates
The before and after school care at Crescent Park will be expanding to add an additional 12 new seats and a new program at Canalta Elementary School is also opening that will provide 24 new spaces. Funding for the expansion renovations is through the ChildCare BC Operational Start-Up Fund.

The beginning stages of two new builds for full day childcare through the ChildCareBC New Spaces Fund has started. One Centre is being built at Tremblay Elementary School, and the other is in Tumbler Ridge. In total, 74 new childcare spaces will be available in Dawson Creek and Tumbler Ridge to provide support for families with young children. This initiative was part of the new spaces grants approved in 2023.

R7.3 Tumbler Ridge Update
The Superintendent reviewed the community letters that were issued over the summer. A key event was held on July 21, 2026 when a small symbolic event of lowering of the flags and taking down of the school sign occurred. The school has since been removed, and the ground is being prepared for sod. Construction has begun for a new tilt up gym, and a RFP has been issued for preliminary site work.

Communication and consultation may be delayed to the recent announcement of a provincial election.

8.0 TRUSTEE ITEMS

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

Trustee Gulick attended the Canadian School Board Association (CSBA) Conference from July 5-8, 2026 in Whistler, BC in her director role with BCSTA.

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

9.0 COMMITTEE REPORTS

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

Trustee Jones reported the Dawson Creek council met on September 22, 2026. The meeting focussed on review of the Learning Enhancement Agreement.

R9.2 Indigenous Education Council – C. Hillton
Trustee Hillton reported the Indigenous Education Council met on September 21, 2026. Council reviewed recent data and continued to work on developing goals for the Enhancement Agreement.

R9.3 Policy Committee
The Policy Committee revised Policy & Regulation 2205 Trustee Remuneration, Benefits and Recognition.

(2026-09-022)
MOVED/SECONDED – Schurmann/Hillton
THAT the Board of Education of School District No. 59 (Peace River South) circulate Policy and Regulation 2205 "Trustee Remuneration, Benefits, and Recognition" for feedback for a minimum period of 30 days.
CARRIED

10.0 DIARY

11.0 NOTICE OF MOTION

12.0 QUESTION PERIOD

A question and answer period was provided.

13.0 FUTURE BUSINESS

R13.1 - Regular Board Meeting – October 21, 2026

ADJOURNMENT

(2026-06-023)
MOVED – Hillton
THAT, the Board of Education of School District No. 59 (Peace River South) Regular Board Meeting of September 23, 2026 be terminated. (3:19 PM)
CARRIED

CERTIFIED CORRECT:

_____
C. Anderson, Board Chair

_____
P. Neale, Secretary Treasurer

School District No. 59 (Peace River South)

MEETING: **Closed Board Meeting**
DATE: **September 23, 2026 10:00 AM**
PLACE: **School Board Office – Dawson Creek, BC**

The meeting was called to order at 10:17 a.m. and the following was reported:

Items for Adoption
- Approval of Agenda
- Closed Meeting Minutes – June 17, 2026
- Special Closed Meeting Minutes – July 29, 2026

Business Arising

Presentation

Trustee Items
Items discussed and reported included:
- BCPSEA Update
- Communication on Grant Request
- Legal Matters

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

Secretary Treasurer's Reports
Items discussed and reported included:
Nil

Adjournment Motion @ 12:04 p.m.

CERTIFIED CORRECT:

_____
C. Anderson, Board Chair

_____
P. Neale, Secretary Treasurer

10/9/2026, 10:05 AM

School District No. 59 (Peace River South)

MEETING: **Special Closed Board Meeting**
DATE: **September 18, 2026 11:30 PM**
PLACE: **School Board Office – Dawson Creek, BC**

The meeting was called to order at 11:30 a.m. and the following were reported:

Approval of Agenda

1.0 Legal Matters
2.0 Student Appeal Committee

Adjournment Motion @ 2:03 p.m.

CERTIFIED CORRECT:

_____
C. Anderson, Board Chair

_____
P. Neale, Secretary Treasurer

Peace River South

SD59

Interim Progress Report September 2026

In Review of Year 3 of the 2024 to 2028 Strategic Plan

Table of Contents

Intellectual Development 6
Educational Outcome 1: Literacy 6
Educational Outcome 2: Numeracy 10
Review Data and Evidence: Intellectual Development 15
Respond to Results: Intellectual Development 16
Human and Social Development 18
Educational Outcome 3: Feel Welcome, Safe, and Connected 18
Review Data and Evidence: Human and Social Development 23
Respond to Results: Human and Social Development 24
Career Development 26
Educational Outcome 4: Graduation 26
Educational Outcome 5: Life and Career Core Competencies 29
Review Data and Evidence: Career Development 31
Respond to Results: Career Development 32

A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development, this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

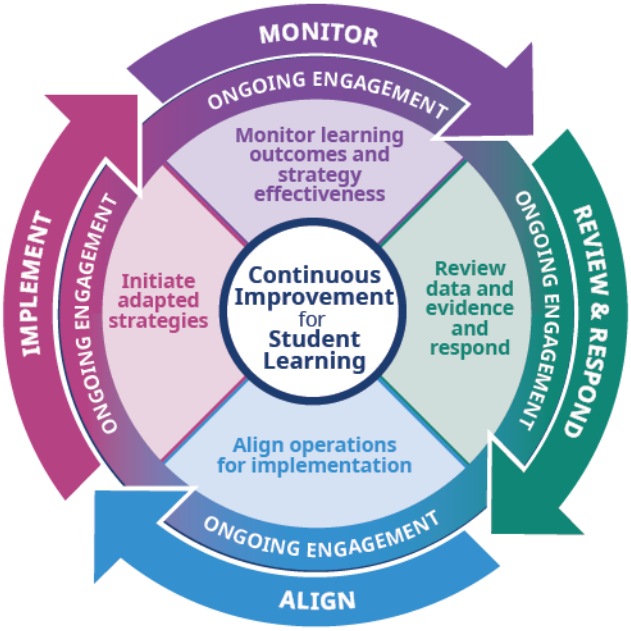
Ministry Note

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 three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report 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.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report here.

Interpreting the provincial data graphs

Masked	This marker indicates that the data is masked according to the above policy to protect student privacy.
No Data	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

Last year in School District 59 each school was challenged to increase their data by 10%. In a challenging year we were able to see a number of successes surpassing the 10% in different areas of our unmasked data. Significant gains were made in primary liteacy, Grade 4 FSA's for numeracy and literacy, and in our grade-to-grade transitions. In many areas we were above the provincial average for Indigenous students on and off reserve.

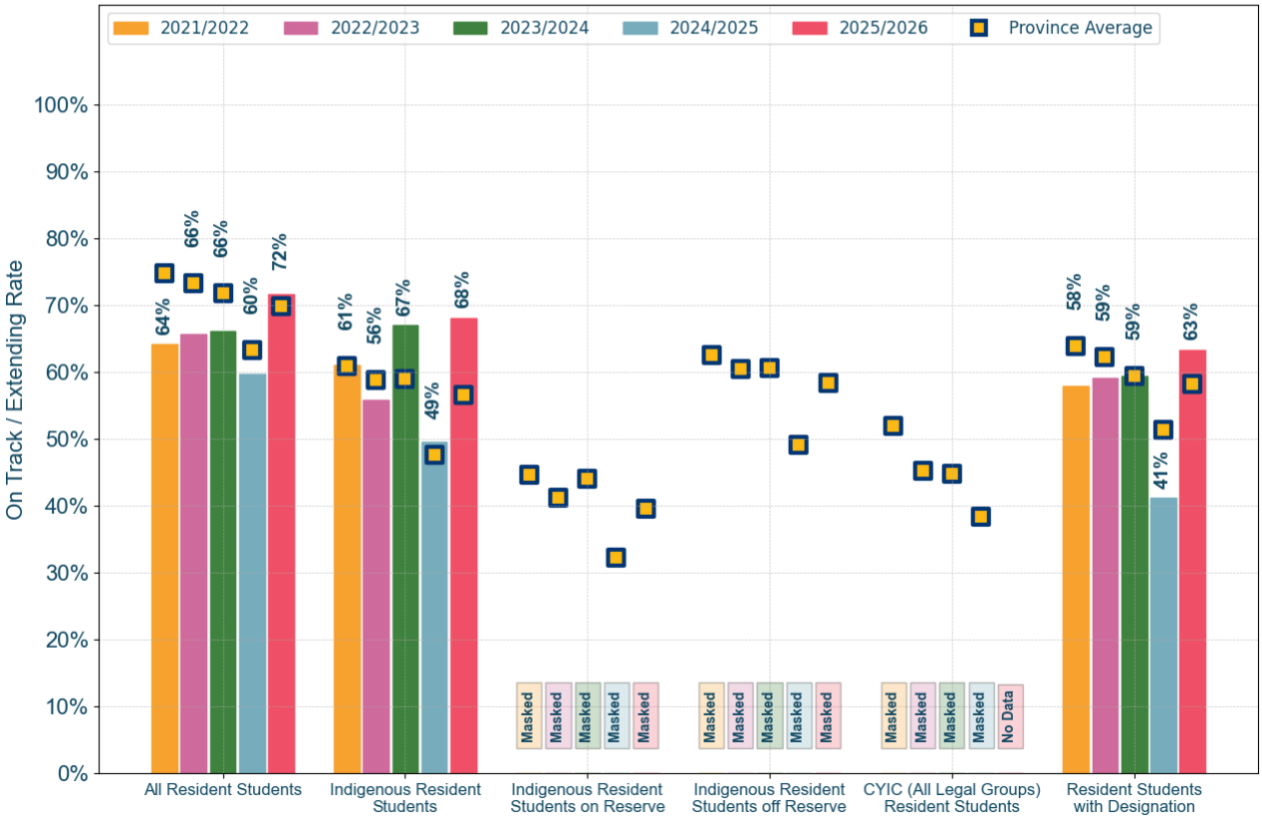
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

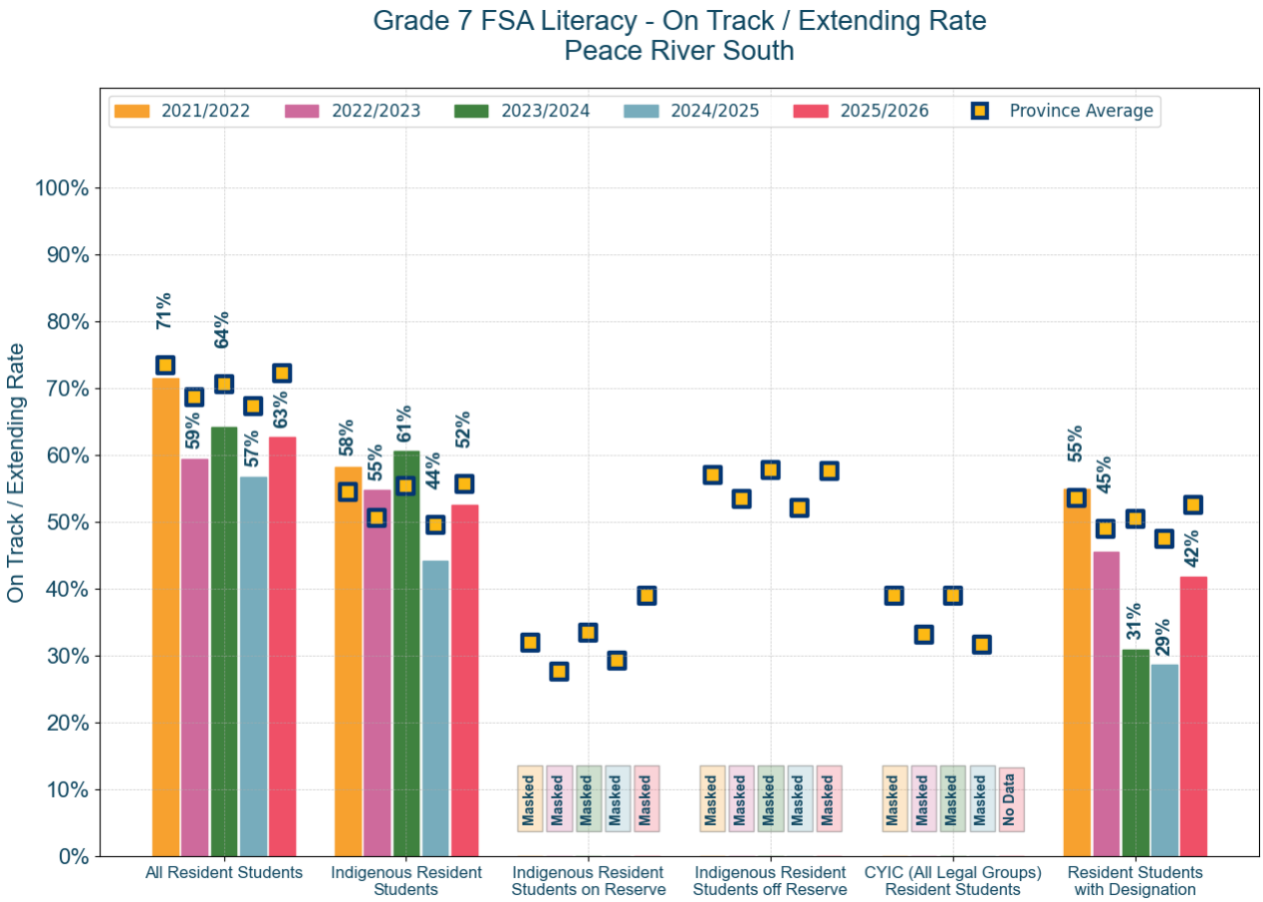
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	263 | 92%	295 | 97%	293 | 95%	284 | 97%	275 | 95%
Indigenous Resident Students	102 | 88%	99 | 96%	91 | 93%	100 | 97%	96 | 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	29 | 66%	27 | 81%	44 | 84%	38 | 89%	41 | 73%

Grade 4 FSA Literacy - On Track / Extending Rate
Peace River South



Grade 7 FSA Literacy - Expected Count | Participation Rate

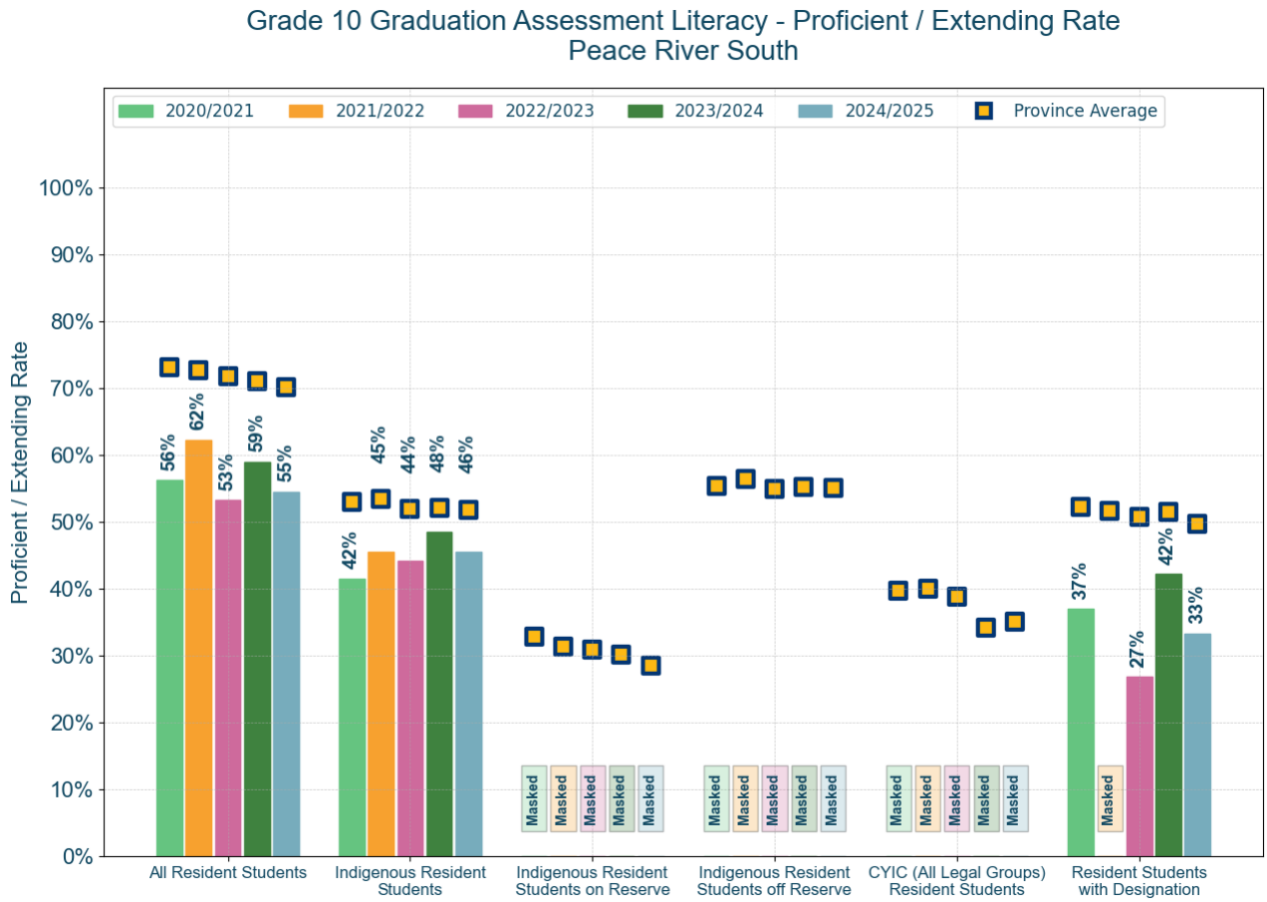
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	249 | 92%	262 | 97%	318 | 95%	259 | 91%	302 | 97%
Indigenous Resident Students	98 | 88%	98 | 97%	118 | 92%	93 | 83%	106 | 95%
Indigenous Resident Students on Reserve	12 | 83%	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	86 | 88%	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	11 | 91%	Masked	Masked	0
Resident Students with Designation	25 | 80%	35 | 94%	48 | 88%	48 | 73%	58 | 95%



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	293 | 76%	266 | 69%	291 | 77%	318 | 83%	287 | 82%
Indigenous Resident Students	125 | 66%	113 | 58%	98 | 65%	114 | 73%	91 | 77%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	61 | 61%	48 | 50%	54 | 69%	56 | 64%	39 | 69%

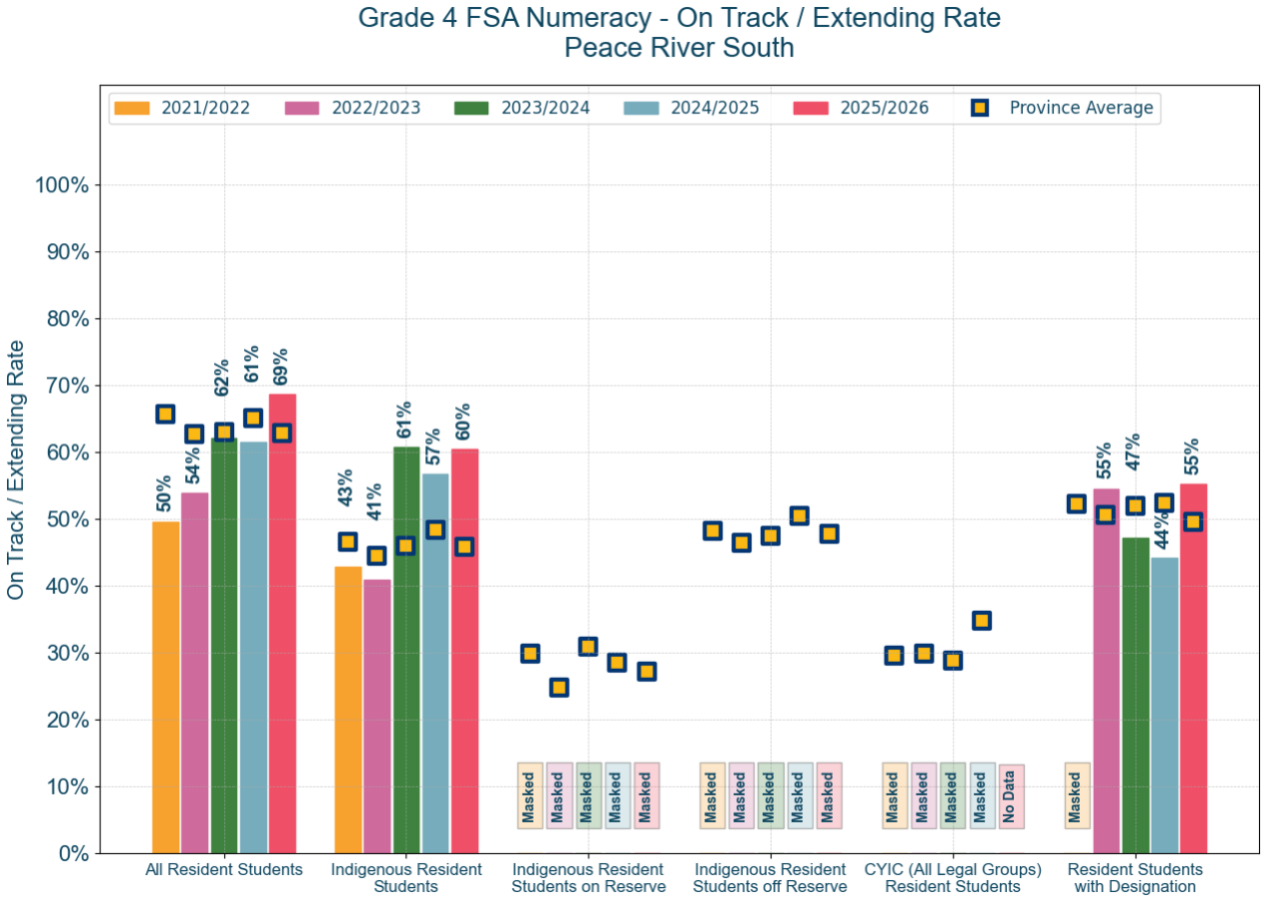

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Proficient / Extending Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
56%
62%
53%
59%
55%
42%
45%
44%
48%
46%
Masked
37%
27%
42%
33%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

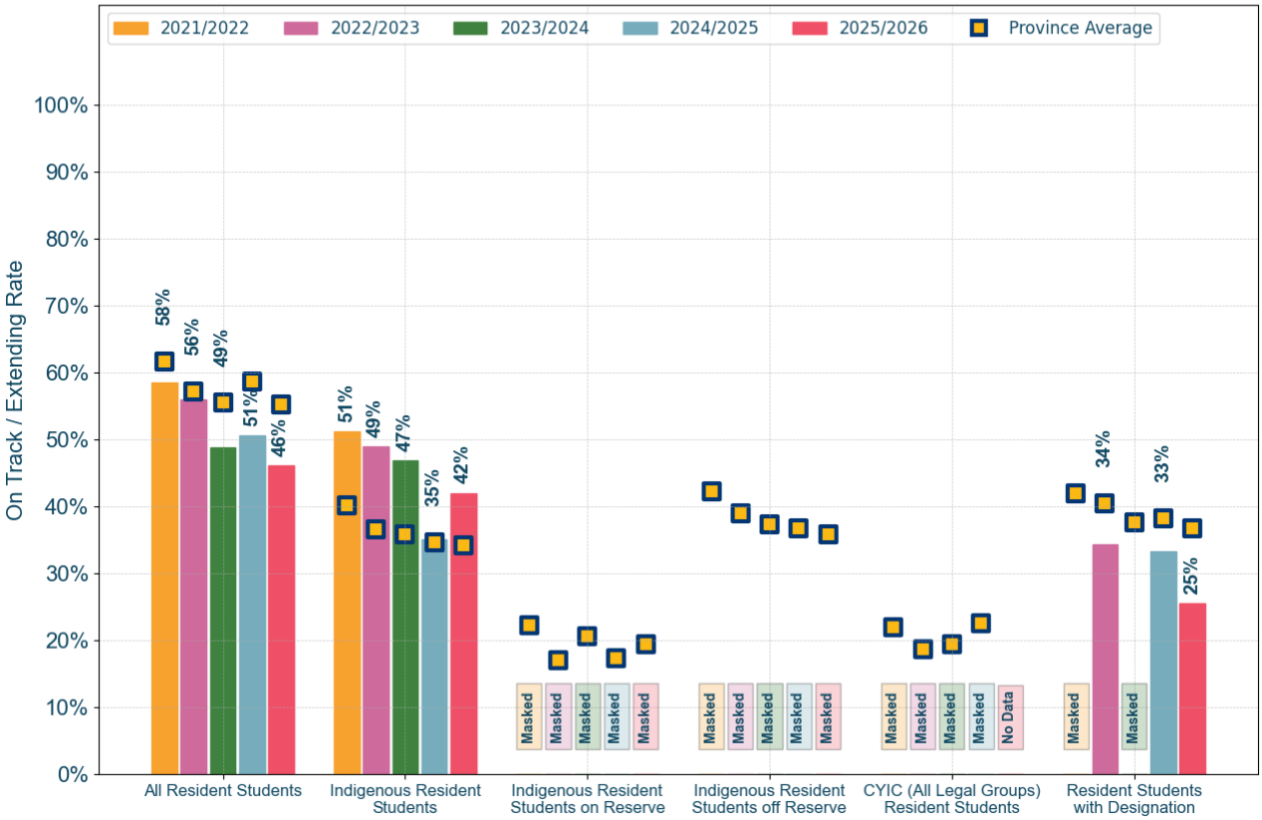
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	263 | 93%	295 | 96%	293 | 95%	284 | 97%	275 | 94%
Indigenous Resident Students	102 | 89%	99 | 94%	91 | 92%	100 | 97%	96 | 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	29 | 66%	27 | 81%	44 | 82%	38 | 89%	41 | 71%



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	249 | 93%	262 | 96%	318 | 95%	259 | 92%	302 | 96%
Indigenous Resident Students	98 | 90%	98 | 96%	118 | 92%	93 | 86%	106 | 94%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	11 | 91%	Masked	Masked	0
Resident Students with Designation	25 | 88%	35 | 91%	48 | 90%	48 | 75%	58 | 95%

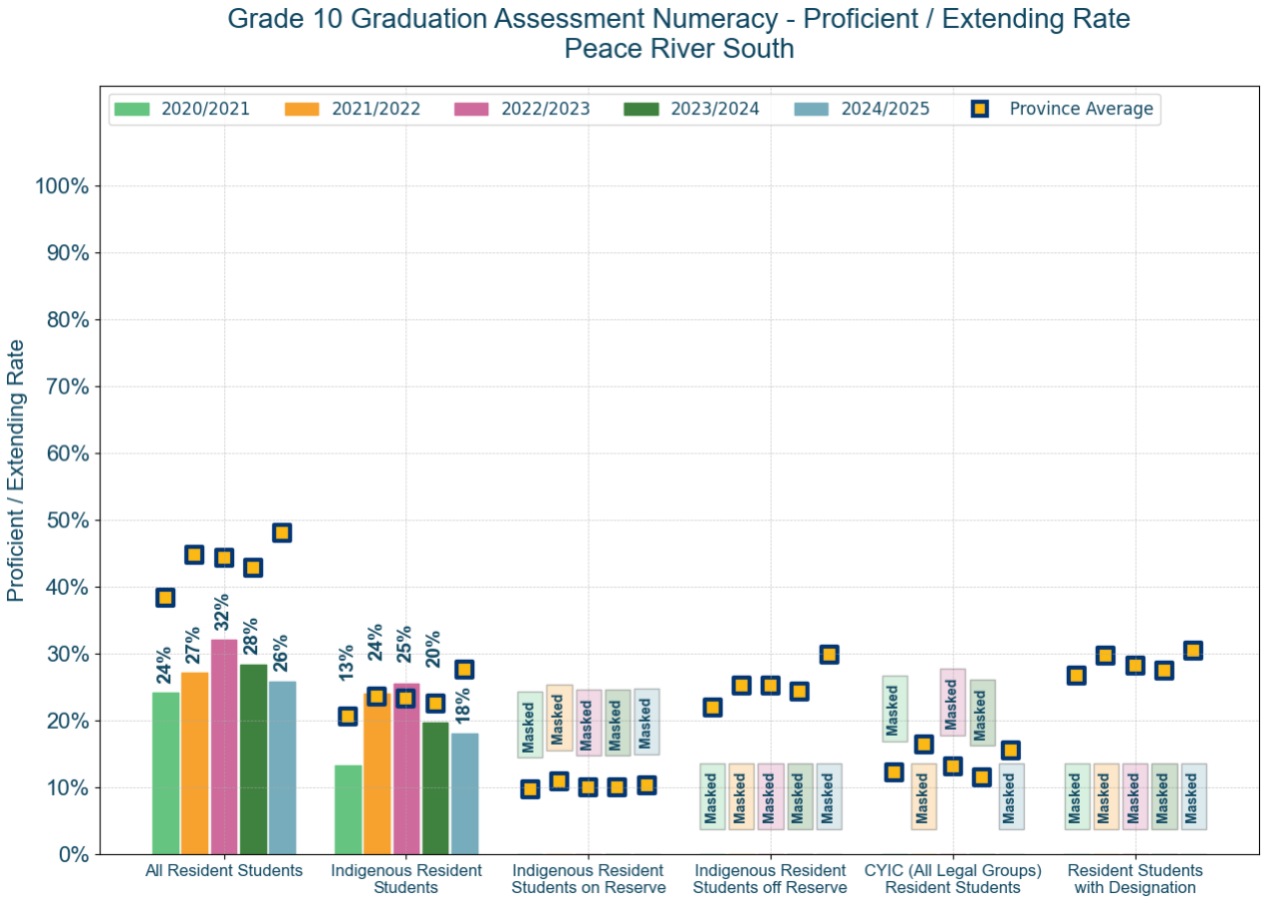
Grade 7 FSA Numeracy - On Track / Extending Rate
Peace River South



Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

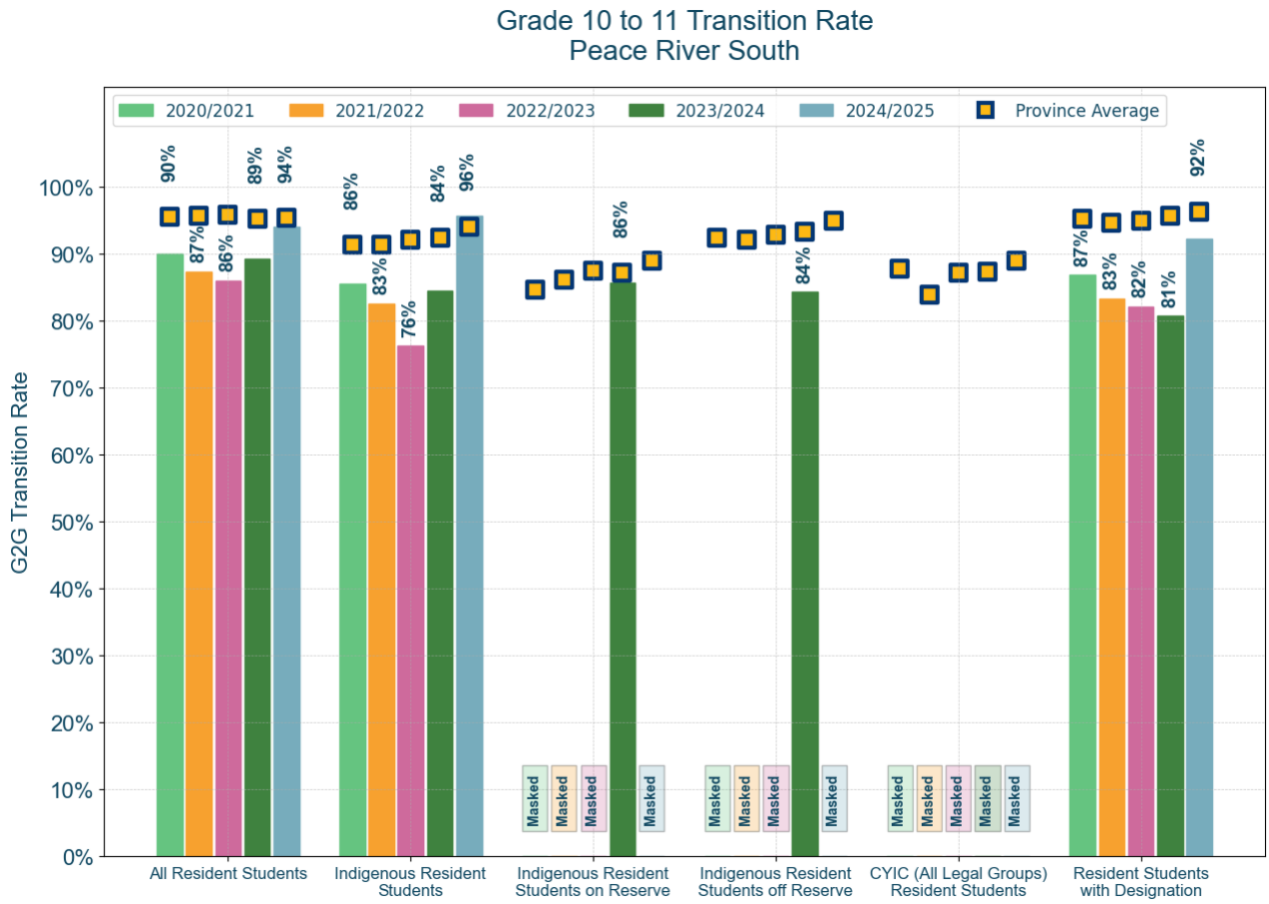
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	292 | 9%	269 | 6%	296 | 25%	317 | 29%	288 | 22%
Indigenous Resident Students	125 | 8%	Masked	103 | 34%	114 | 26%	92 | 30%
Indigenous Resident Students on Reserve	11 | 0%	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	114 | 9%	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	56 | 32%	Masked	Masked



Measure 2.3: Grade-to-Grade Transitions

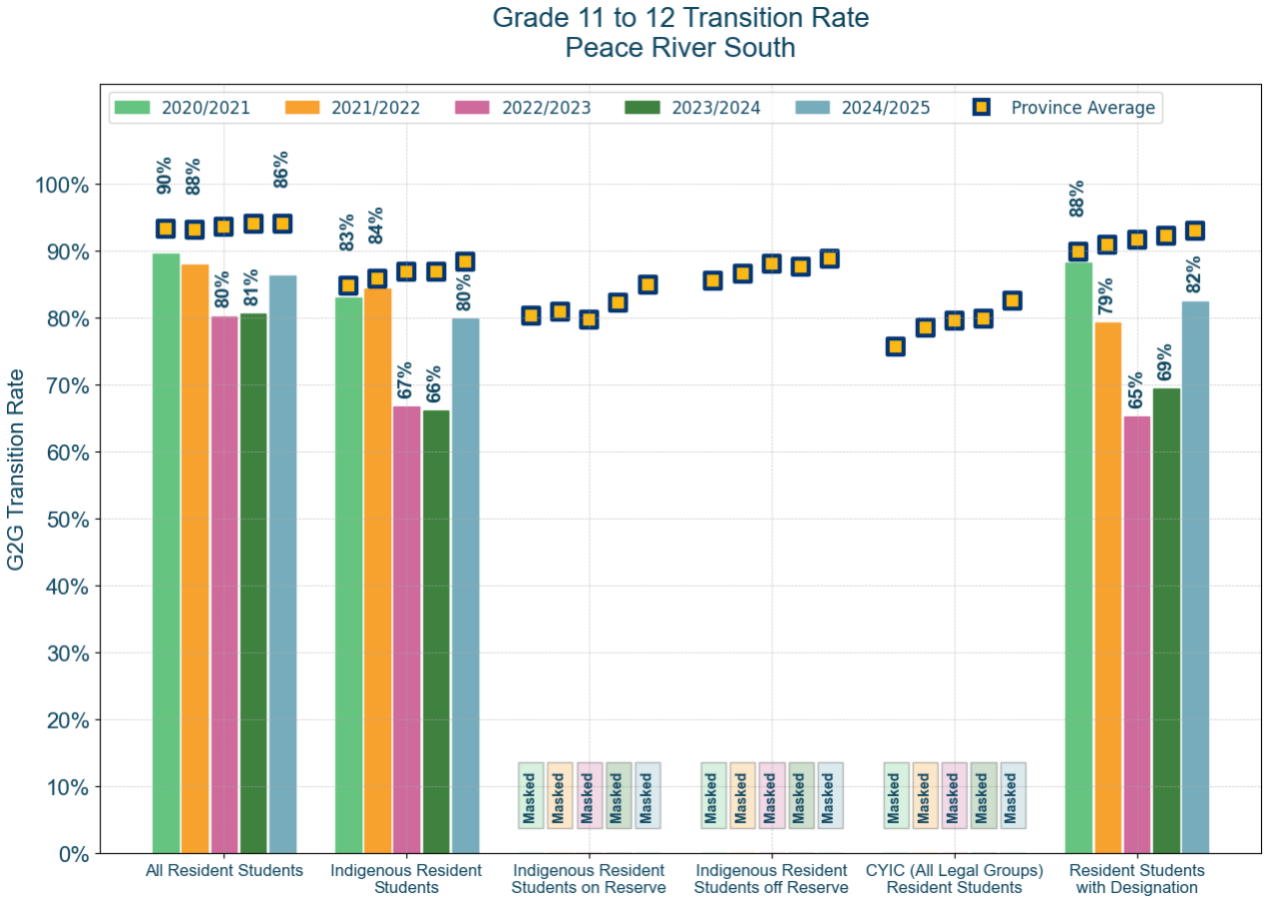
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	292	269	294	318	289
Indigenous Resident Students	125	115	101	116	93
Indigenous Resident Students on Reserve	Masked	Masked	Masked	14	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	102	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	61	48	56	57	39



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	287	282	263	309	322
Indigenous Resident Students	118	115	108	109	119
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	34	53	46	62	57



Review Data and Evidence: Intellectual Development

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- The percentage of all resident students on track or extending in Grade 4 numeracy has shown an upward trend. Over the last two years, the district rate met or exceeded the provincial averages. Performance for Indigenous students have consistently outperformed the provincial average.
- For all resident students on track or extending in Grade 7 numeracy has shown a downward trend still performing below provincial average. Grade 7 Indigenous students in Numeracy have also shown a decline over the last 5 years but still outperform the provincial average for Indigenous students
- The district has made significant progress in Grade 4 Numeracy over the 5-year period, however, grade 7 Numeracy is an area for growth
- Children and Youth in Care (CYIC) data is masked due to the small sample size. When looking at the data available to the district, some key themes and areas of growth emerge. Most areas of achievement including grade 4, 7 and 10 Literacy, grade 7 numeracy and grade 11-12 transitions are improving and above the provincial average. Data for Grade 4 and 10 numeracy and Grade 10–11 transitions, however, identifies areas of focus and continued improvement for the district.
- Literacy and numeracy results for Students with Designations show a mix of positive progress and areas for continued focus. Grade 4 literacy and numeracy outcomes have improved significantly and are above the provincial average, while Grade 7 literacy has also improved but remains below the provincial average. Grade 7 numeracy has declined and remains below the provincial average, making it a key area for improvement. Grade 10 literacy and numeracy assessment results have declined, with participation also remaining a concern, particularly in numeracy. Transition rates from Grades 10–11 and 11–12 have improved and are approaching the provincial average, indicating positive progress in student transitions.

Respond to Results: Intellectual Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Our Grade 4 students significantly outperformed Grade 7 students on the FSAs, highlighting the need to examine our primary numeracy approach and sustain its success in the intermediate grades. Just as our district successfully aligns literacy across grade levels, we must now focus on cross-grade progression and foundational numeracy. By prioritizing clear learning outcomes, targeted independent practice, appropriate pacing, and rich classroom discussions, we can bridge this gap and maximize numeracy growth for all students.
- In 2024-2025, the district began reviewing its process for supporting Children and Youth in Care (CYIC) and providing targeted intervention based on learning needs. In 2025-2026, the district piloted a focused CYIC strategy which included ongoing tracking of literacy and numeracy skills and providing targeted interventions as needed. As this pilot expands to all schools in the 2026-2027 year, priorities include strengthening Grade 4 and 10 numeracy, continuing to support students who need additional help in literacy and numeracy, and improving the Grade 10–11 transition through stronger planning, communication, and supports. The district will also learn from the improving Grade 11–12 transition and share effective practices across grades and classrooms. Regular use of student achievement and transition data will help identify needs early, monitor progress, and adjust supports.
- The data for Students with Designations shows strong and sustained improvement in Grade 4 literacy and numeracy and encouraging improvement in secondary transition rates. Key areas requiring focused attention are Grade 7 numeracy, closing the Grade 7 literacy gap, and improving both participation and achievement on the Grade 10 Literacy

and Numeracy Graduation Assessments. Targeted literacy and numeracy interventions will continue at all grade levels, with specific, measurable literacy and numeracy goals embedded in Inclusive and Competency Based Individual Education Plan (ICBIEP) planning where appropriate. Individual planning will also be used to identify and address barriers to participation in Grade 10 Graduation Assessments, while student progress will be regularly monitored and ICBIEP goals adjusted as needed to support continued growth and successful outcomes.

- Grade and graduation coaches assist Indigenous students by setting personal goals throughout the school year. The coaches monitor attendance, grades, and course selection, offering extra support to keep students on track to graduation. If students struggle, wraparound services are provided based on individual needs, involving the coach mentor, grade/grad coach, family support worker, and administration. In high school, weekly meetings ensure students receive all necessary supports.

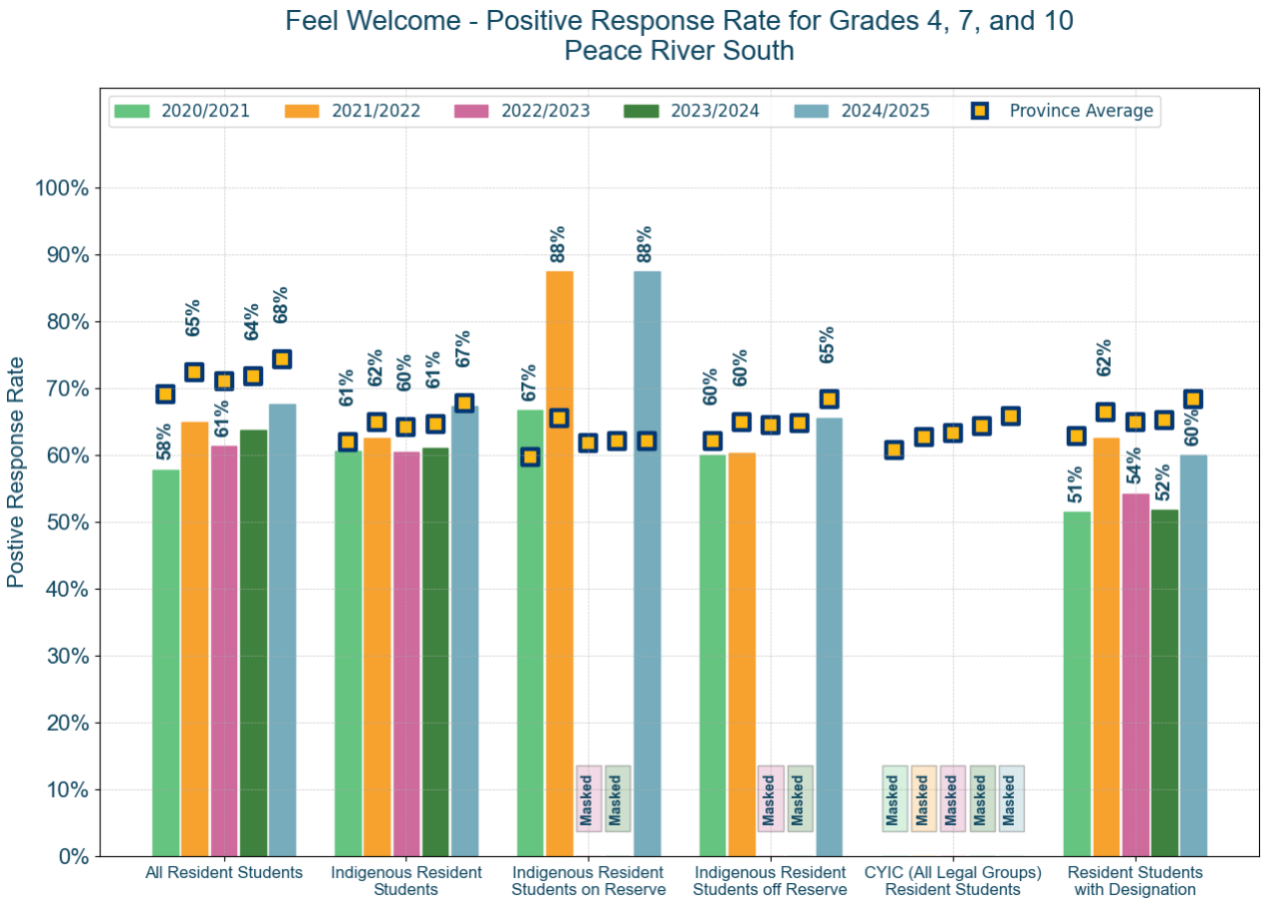
Human and Social Development

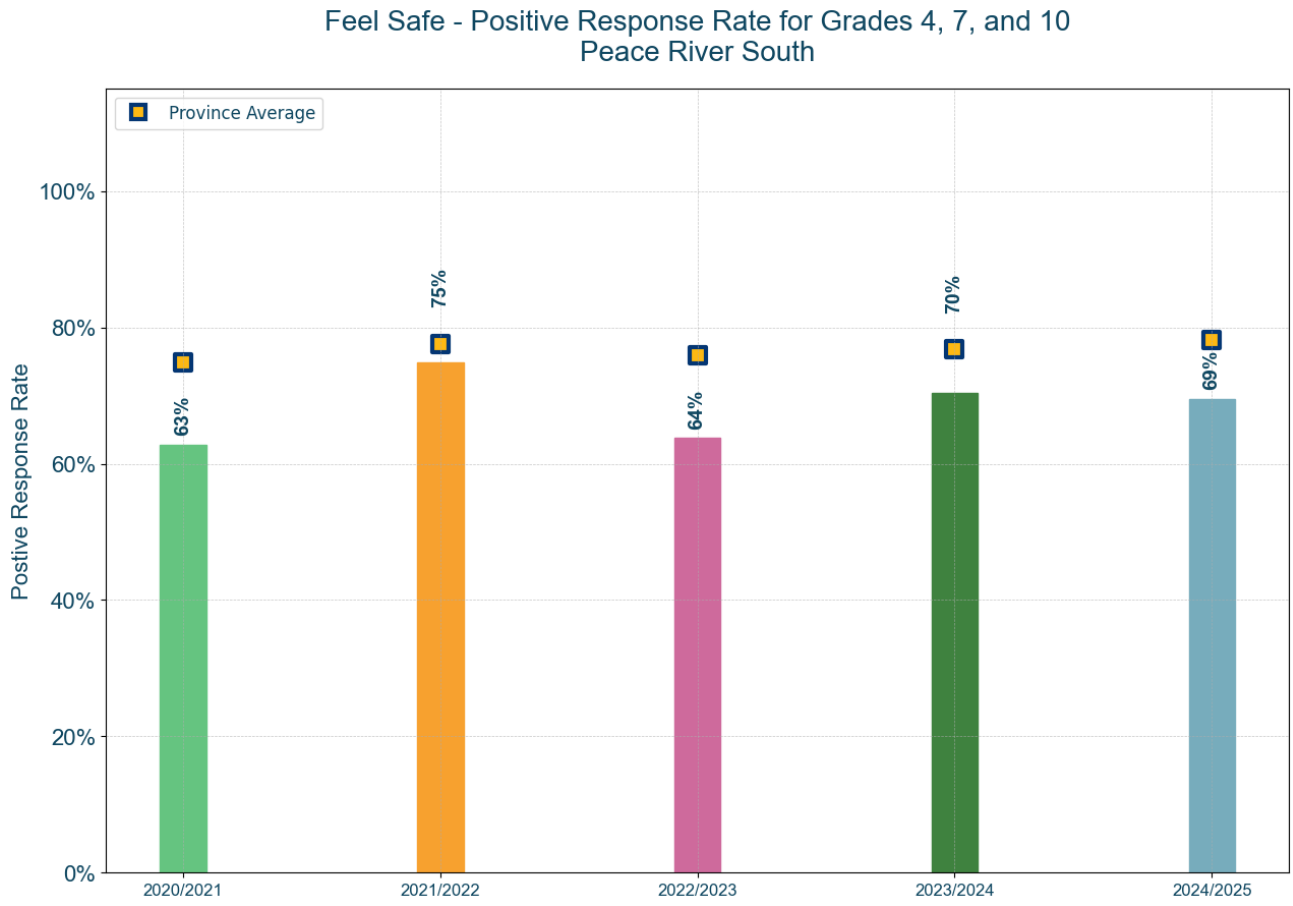
Educational Outcome 3: Feel Welcome, Safe, and Connected

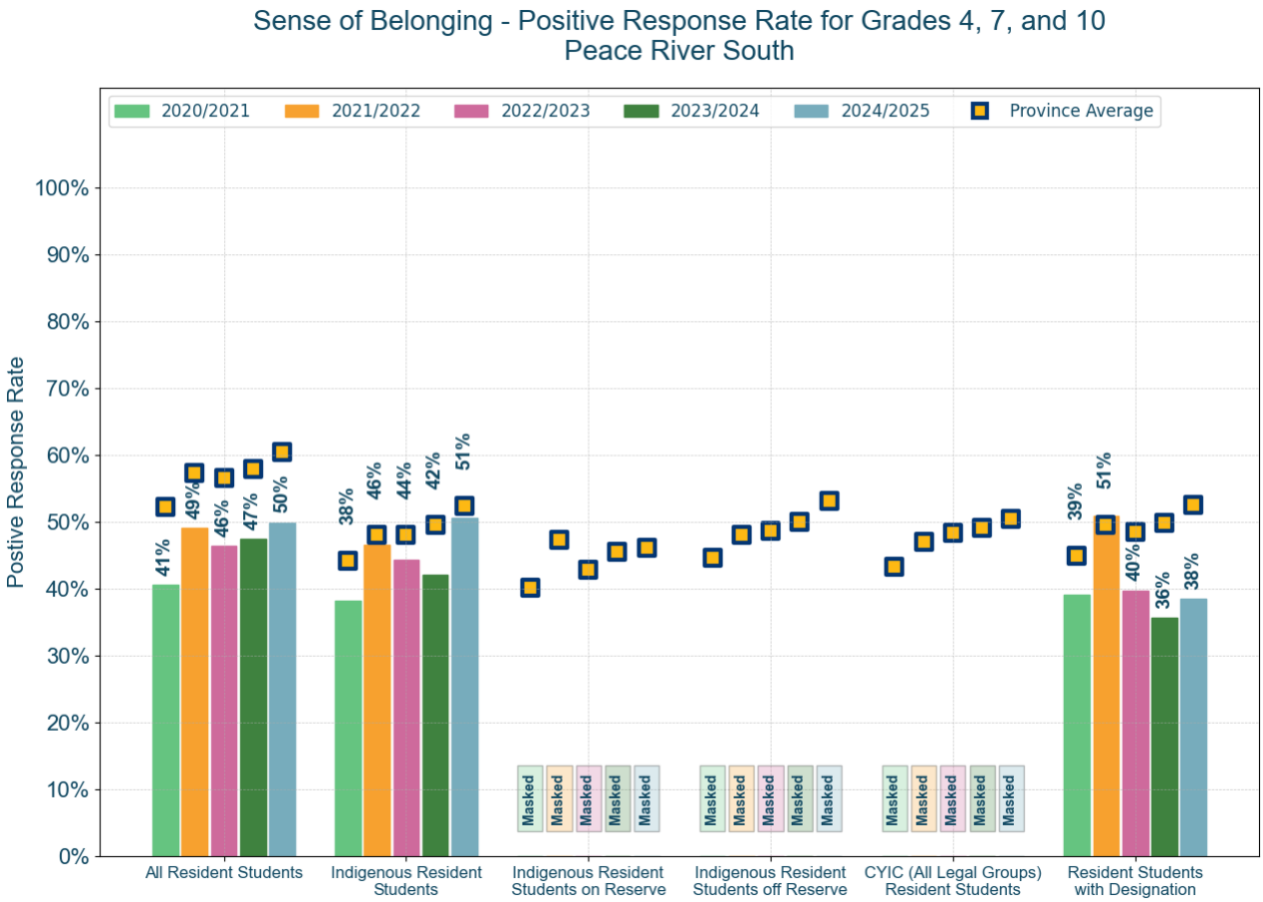
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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

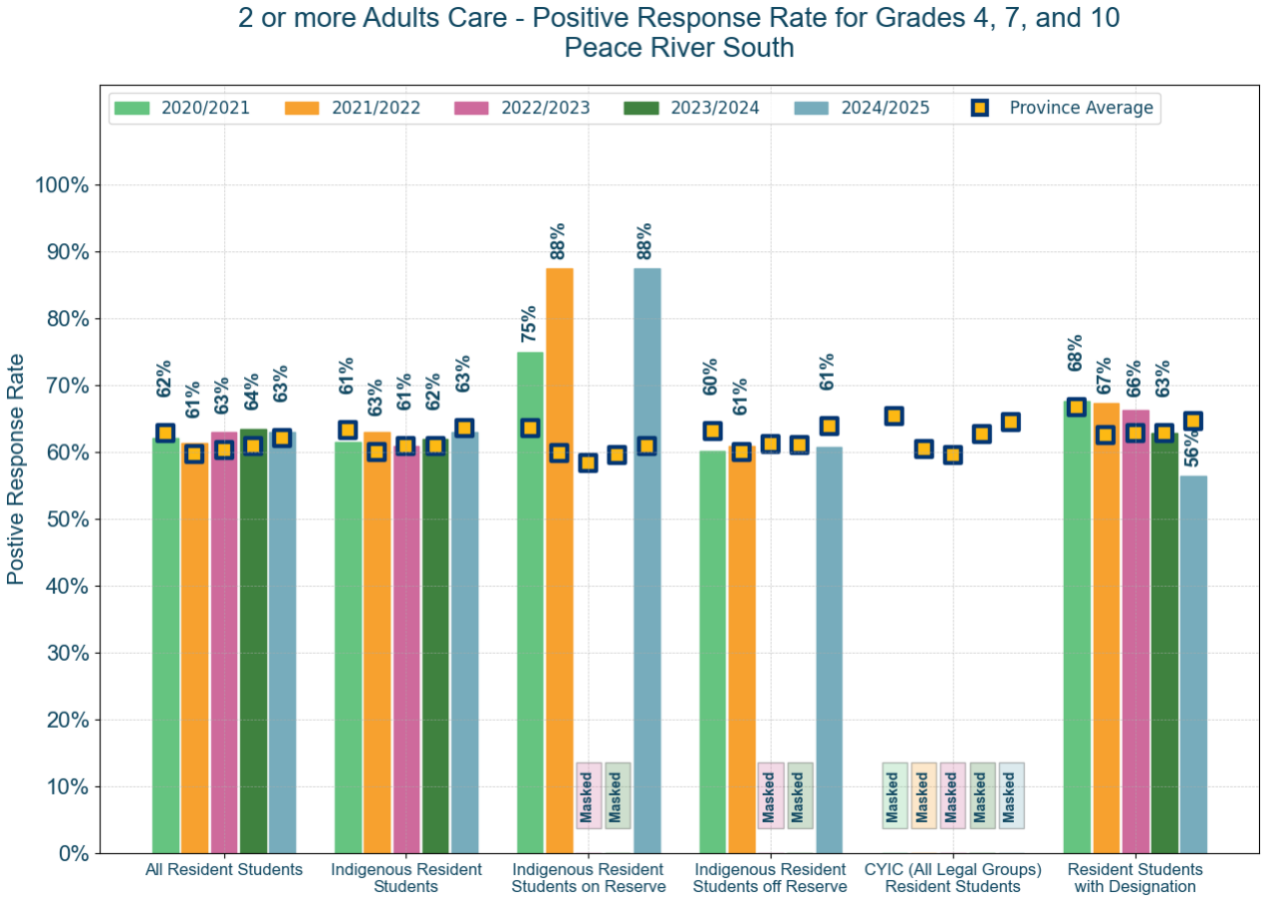
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	842 | 75%	769 | 69%	845 | 77%	913 | 73%	822 | 74%
Indigenous Resident Students	343 | 70%	314 | 64%	296 | 71%	318 | 66%	280 | 68%
Indigenous Resident Students on Reserve	33 | 64%	27 | 63%	25 | 56%	Masked	28 | 64%
Indigenous Resident Students off Reserve	310 | 71%	287 | 64%	271 | 73%	Masked	252 | 68%
CYIC (All Legal Groups) Resident Students	Masked	Masked	20 | 55%	Masked	Masked
Resident Students with Designation	131 | 53%	101 | 51%	117 | 68%	147 | 62%	124 | 64%


Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
58%
65%
61%
64%
68%
61%
62%
60%
61%
67%
67%
88%
88%
60%
60%
65%
51%
62%
54%
52%
60%
Masked
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation


Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Peace River South
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
63%
75%
64%
70%
69%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
41%
49%
46%
47%
50%
38%
46%
44%
42%
51%
Masked
39%
51%
40%
36%
38%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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



Review Data and Evidence: Human and Social Development

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- **Please respond using a maximum of three (3) to five (5) bullet points.**

- Children and Youth in Care (CYIC) data is masked due to the small sample size. When looking at the data available to the district, some key themes and areas of growth emerge. Positive response rates for feeling welcome are improving and have reached the provincial average, while sense of belonging continues to strengthen and remains above the provincial average, reflecting positive trends in inclusion and connection. Feeling safe responses are consistent but remain slightly below the provincial average, indicating an opportunity to further strengthen students' sense of safety and security at school. At the same time, the percentage of students reporting that two or more adults at school care about them has declined and is below the provincial average, highlighting an opportunity to strengthen trusted adult relationships and support systems.
- Student participation in the learning survey for Students with Designations increased, reflecting greater engagement and student voice. While students' feelings of being welcome and their sense of belonging have improved, results remain below the provincial average, indicating a need to strengthen inclusive practices, relationships, and connection. Feelings of safety have remained stable but are also below the provincial average, highlighting the continued importance of physical and emotional safety. The slight decline in students identifying two or more caring adults at school reinforces the need to intentionally build strong student-adult relationships and ensure every student has trusted adults they can turn to.
- Indigenous Students On Reserve report feeling welcome, significantly higher than the provincial average. While Indigenous Resident Students and non-Indigenous not on reserve report much lower.
- Indigenous Resident Students show below the provincial average for feeling a sense a belonging. Indigenous Students on reserve data is masked due to the small sample size
- 88% of Indigenous Students On Reserve feel two or more adults care about them while non-Indigenous and Indigenous Resident Students reported lower, only 66%.

Respond to Results: Human and Social Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- The Children and Youth in Care (CYIC) data shows continued progress in students' sense of belonging and feeling welcome, with both measures at/or above the provincial average. The key areas for further attention are safety and trusted adult relationships, as both remain below the provincial average. To address these areas, schools will strengthen connections between students and trusted adults, provide regular check-ins for students who may need additional support, and continue to promote physical and emotional safety. These priorities align with the District's Children and Youth in Care strategy, which includes identifying a key staff adult to regularly connect with each youth and maintaining ongoing communication with caregivers and guardians. Student voice and school-based data will be used to monitor progress and ensure that supports continue to respond to students' needs.
- For Students with Designations the Individual and Competency Based Individual Education Plan process will continue to focus on strengthening student belonging, safety, connection, and voice through inclusive and welcoming environments, meaningful opportunities for student participation, and strong relationships with caring adults. Universal Design for Learning (UDL) will continue to be strengthened, particularly at the secondary level, to provide flexible and accessible ways for students to engage in learning, demonstrate their understanding, and experience success. Schools will use student feedback to identify barriers, set focused goals, and inform school planning and actions. Focused communication with students, families, and staff will support shared

understanding of priorities and ensure strategies are consistently implemented and monitored. Progress will be reviewed regularly to assess impact and guide ongoing improvements to student experiences.

- The information prioritizes the importance of ensuring intentionality is placed on increasing sense of belonging for Indigenous students and feeling cared for by adults. Additional steps are talking with students to find out to ensure student voice is part of the plan.
- Coach Mentors, Family Liaison's and Indigenous Education Education Assistant's will continue to work closely with students and families to identify barriers. Coach Mentors will also work with classroom teachers to help teachers create welcoming classrooms

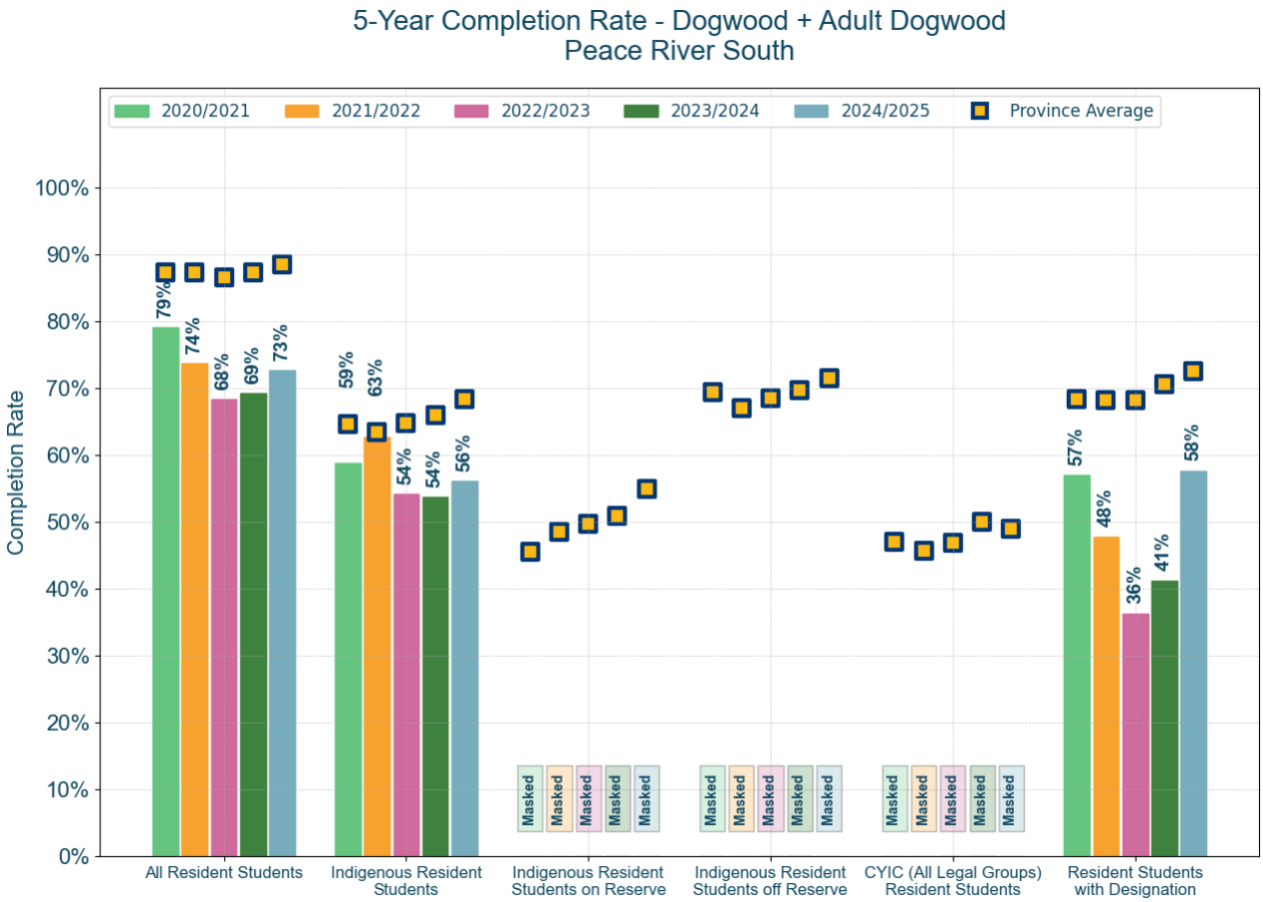
Career Development

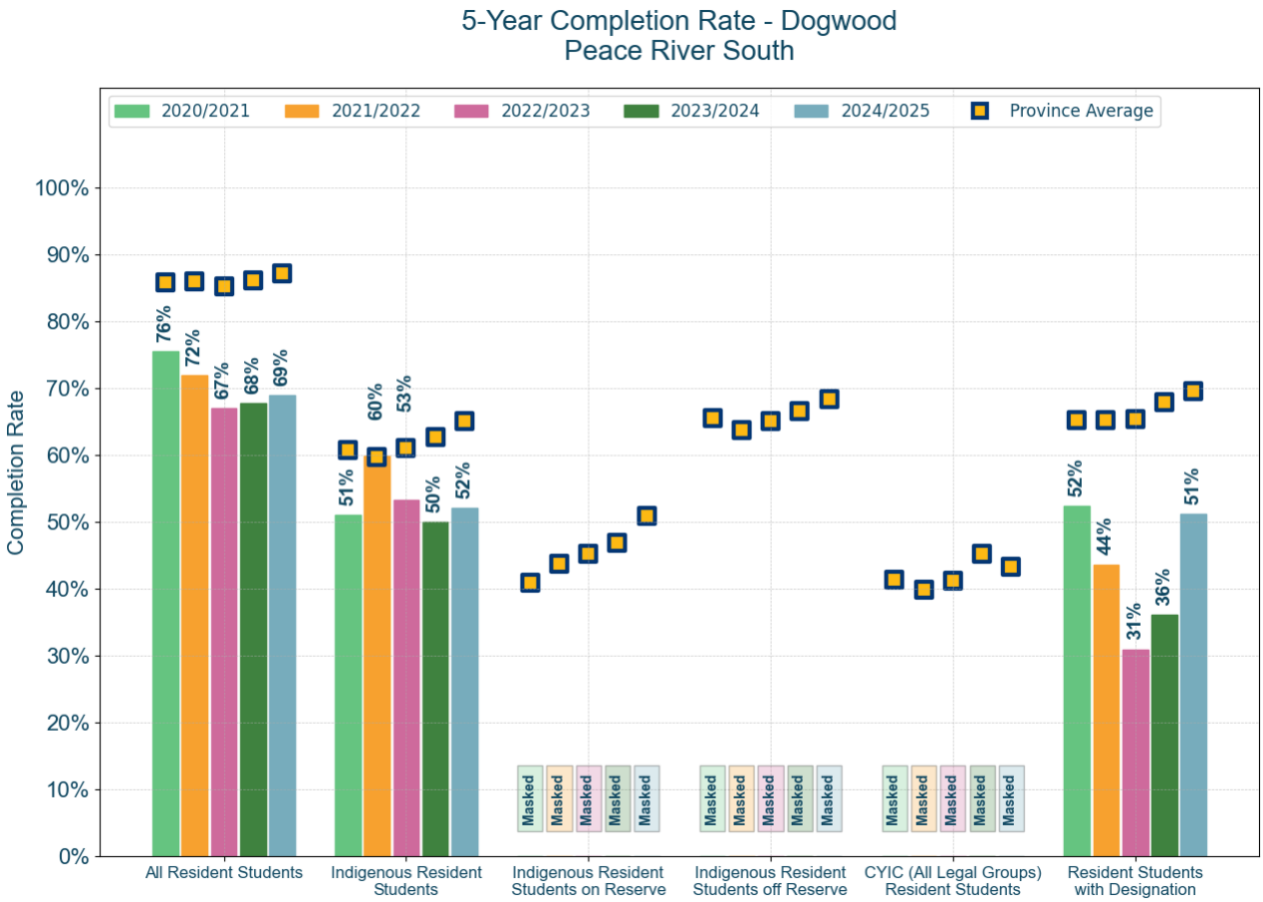
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	295 | 41	322 | 41	322 | 38	303 | 36	355 | 37
Indigenous Resident Students	104 | 14	121 | 16	132 | 16	121 | 15	114 | 12
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	51 | 7	55 | 7	84 | 10	66 | 8	103 | 11


5-Year Completion Rate - Dogwood + Adult Dogwood
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
79%
74%
68%
69%
73%
59%
63%
54%
54%
56%
Masked
57%
48%
36%
41%
58%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

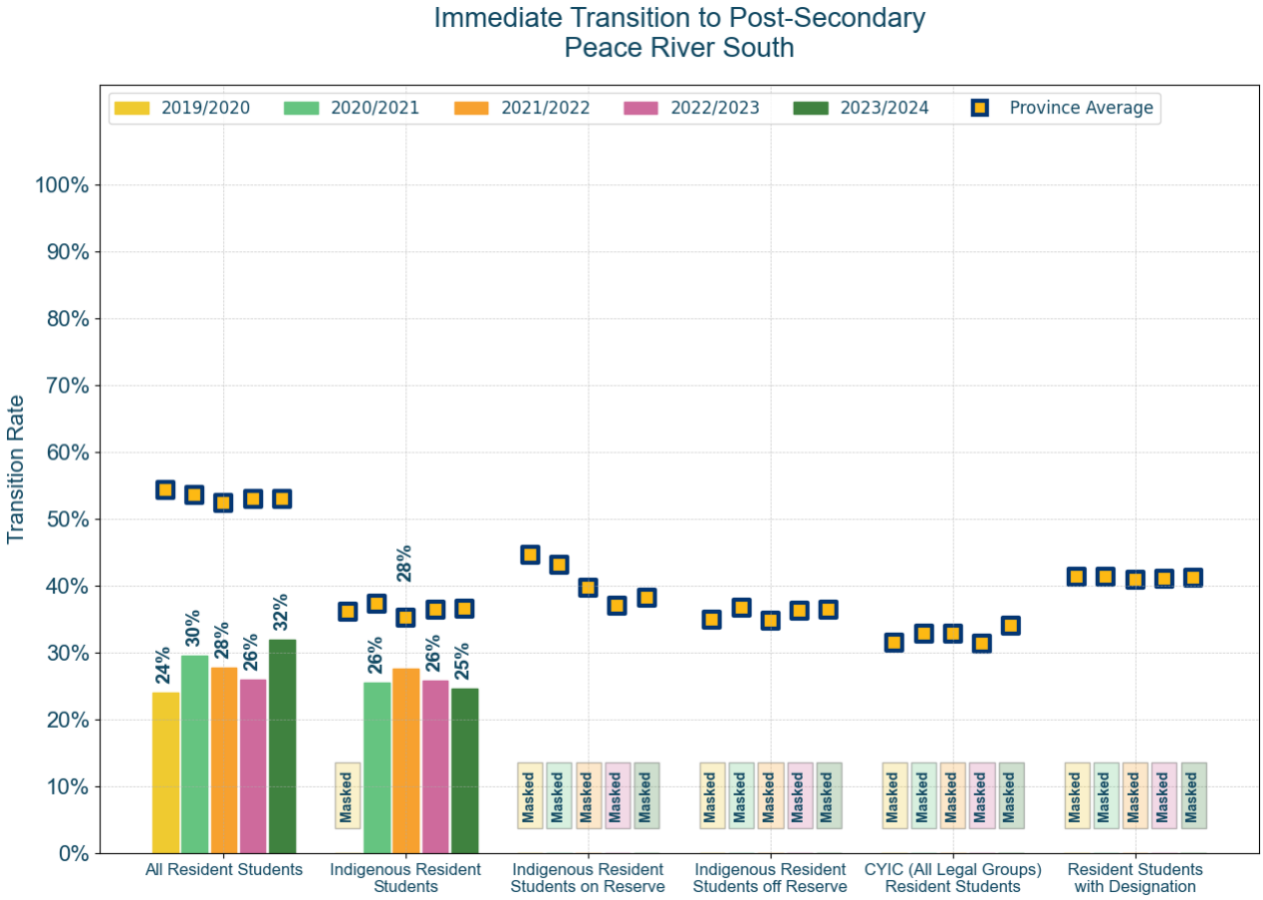

5-Year Completion Rate - Dogwood
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
76%
72%
67%
68%
69%
51%
60%
53%
50%
52%
Masked
52%
44%
31%
36%
51%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	221	193	216	197	191
Indigenous Resident Students	Masked	47	69	66	61
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked



Within 3 Years Transition to Post-Secondary
Peace River South
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
Province Average
Transition Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44%
44%
45%
37%
32%
37%
40%
41%
38%
25%
Masked
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Review Data and Evidence: Career Development

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Children and Youth in Care (CYIC) data is masked due to the small sample size. Available district data shows gradual improvement in 5-year Dogwood and Adult Dogwood completion rates, while the 5-year Adult Dogwood-only rate remains stable but below the provincial average. This highlights an opportunity to strengthen support and pathways for adult learners and sustain progress toward graduation. District-level data on CYIC transitions to post-secondary education is currently limited to data tracked at the school level. Continued collection and monitoring of district-level data will help establish a clearer baseline, identify trends, and inform future planning and transition supports.
- Five-year completion rates for both Dogwood and Adult Dogwood and Dogwood-only for Students with Designations have increased for the third consecutive year, showing sustained improvement in graduation outcomes. While this progress is encouraging, completion rates remain below the average, highlighting the need for continued monitoring and targeted supports for students at risk of not completing within five years. There is currently no district-level data available on immediate or three-year transitions to post-secondary education, making it difficult to identify trends or compare outcomes. Individual schools collect information about the students they support, and continued collection and monitoring of transition data at both the school and district levels will help establish a clearer baseline and inform future planning and supports.
- Indigenous Students On Reserve data is masked due to the small sample size. Individual stories are tracked at the school level to let us know how we are doing and where we have to make changes. We are hoping the data from the 25/26 school year will show an increase.
- Five-year completion rates for both Dogwood and Adult Dogwood and Dogwood for Indigenous students have increased by 2%, yet still well below the provincial average. Commitments will be made to continue increasing school completion for Indigenous students.

Respond to Results: Career Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Through the Children and Youth in Care (CYIC) District strategy, schools will provide regular support from a key adult to monitor students' well-being, learning, attendance, graduation progress, and transition needs. School teams will identify barriers early and provide individualized supports such as flexible scheduling, academic and attendance assistance, and appropriate learning pathways. The district will strengthen post-secondary planning by helping students explore education, trades, training, careers, and financial supports, while providing additional support for students facing barriers. Transition and graduation data will be collected and reviewed annually to identify trends, track outcomes, and guide future planning and supports.
- Five-year completion rates for both Dogwood and Adult Dogwood and Dogwood-only for Students with Designations have increased for the third consecutive year, showing sustained improvement in graduation outcomes. While this progress is encouraging, completion rates remain below the average, highlighting the need for continued monitoring and targeted supports for students at risk of not completing within five years. There is currently no district-level data available on immediate or three-year transitions to post-secondary education, making it difficult to identify trends or compare outcomes. Individual schools collect information about the students they support, and continued collection and monitoring of transition data at both the school and district levels will help establish a clearer baseline and inform future planning and supports.
- Indigenous students benefit from personalized goal setting with the support of a Coach Mentor, Indigenous Educational Assistant or Family Liaison to help them explore and

define their career aspirations. Through this guidance, students gain clarity on academic and professional goals, receive tailored advice on achieving them, and uncover pathways that align with their interests and strengths. The team plays a crucial role in empowering Indigenous students to pursue meaningful careers by providing encouragement, resources, and strategic planning, thereby fostering a supportive environment for their success and growth. The team also supports post-secondary and scholarship applications.

- The district will continue to partner with Saulteau First Nations and Northern Lights College to attend Indigenous Career Fairs. Saulteau First Nations has a career fair each year for grade 10 to 12"s from Chetwynd Secondary. Local businesses are showcased, and career transitions are a focus, as well as post-secondary options.
- For grade 10's and 11's there is access to YETS (Youth Explore Trades) in partnership with Northern Lights College in Dawson Creek and Chetwynd.
- The district partners with Northern Lights College to provide dual credit opportunities for grade 12's in both trades and academic programs. Our enrollment in dual credit doubled last year. In addition, for career development we also provide opportunities such as: Try a Trade for grade 8's, Women in Trades event, and Adventures in Health Care.

Year 3 Report from Rural and Remote Network

Respectfully Submitted to BCSTA Board of Directors
by Chair Helen Gilbert on behalf of the Rural and Remote Network
September 2026

Table of Contents

Introduction 1
Rural and Remote Network Members 1
Progress of Work to Date 2
Rural and Remote Stories 8
Appendix 1 – Year Three Meeting Dates and Summary 11
Appendix 2 – Terms of Reference for Future RRN 12
Appendix 3 - District Information in District Group Types 15
Appendix 4 – BC Budget Consultation Report & Recommendations 76
Appendix 5 – Links to Other Documents Reviewed 78
Appendix 6 – Other Rural and Remote Network Reports 79

Introduction

The Rural and Remote Network (RRN) has completed a three-year term. The Network team is made up of members from different types of rural districts representing several regions of the province as well as liaisons from BCSSA, BCPSEA and BCSTA staff and a director. The Network supports the mission of the BCSTA with a focus on building and enhancing understanding of the needs of rural schools and communities. Providing information for advocacy and feedback on BCSTA initiatives from a rural perspective is also part of the work.

Rural and Remote Network Members

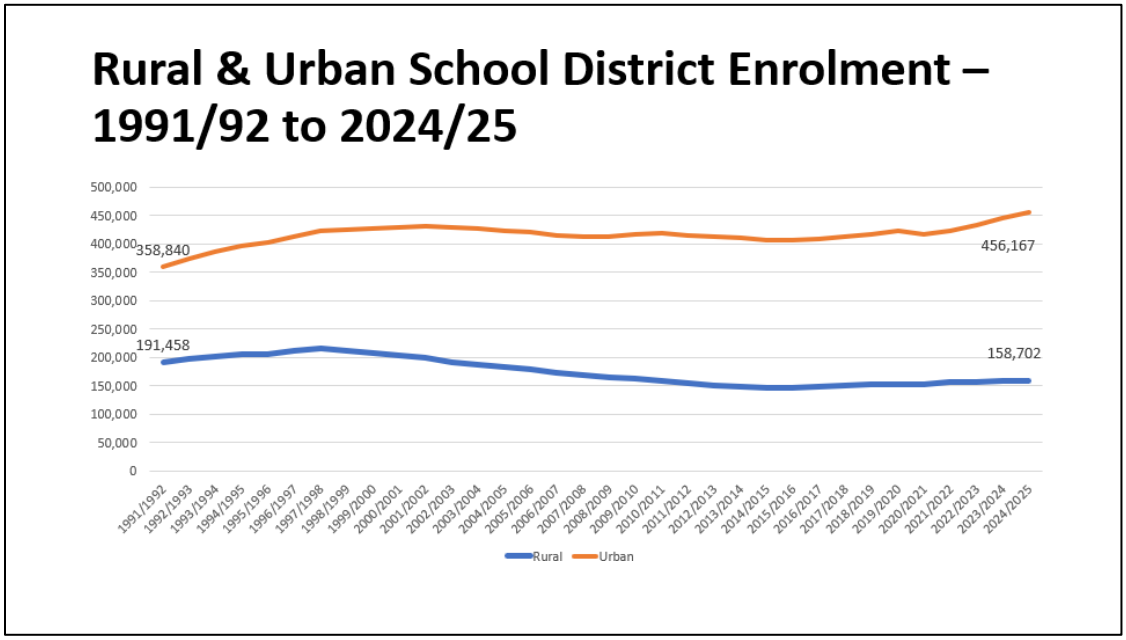
Chair:	Helen Gilbert	Peace River North
	Linda Dolen	Fort Nelson
	James Horne	Prince Rupert
	Katie Jepsen	Boundary
	Winnie Morven-Hansen	Nisga'a
	Linda Van Alphen	Okanagan Skaha
	Terry Webber	Central Coast
	Leightan Wishart	Vancouver Island North
BCPSEA Liaison:	Margaret Warcup	Coast Mountains
BCSSA Liaison:	Christy Fennell	Peace River South
Board of Director Liaison	Carolyn Broady	West Vancouver
Staff Support:	Trevor Davies	BCSTA, Chief Executive Officer
	Maggie Yuen	BCSTA, Executive Administrator

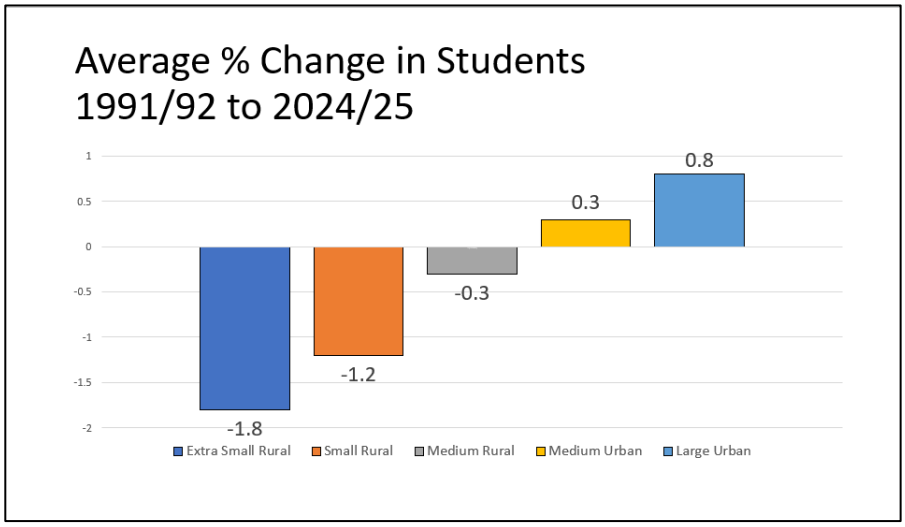
Progress of Work to Date

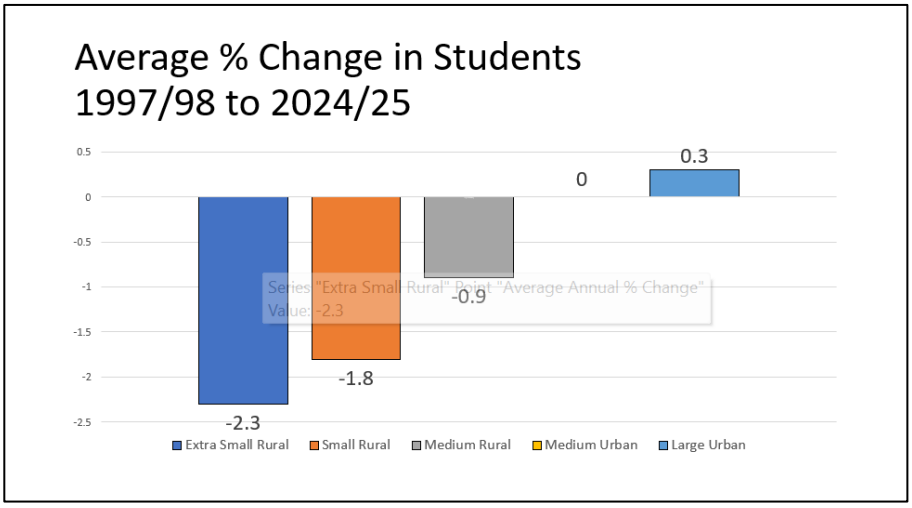
The Rural and Remote Network met seven times in year three. A summary showing meeting dates, and the work of each meeting is provided in Appendix 1. The Board of Directors of the BCSTA extended the term of the Network till June 2026. The value of the Rural and Remote Network in bringing regional voices forward is recognized. The Board of Directors has approved a revised terms of reference (Appendix 2) for the Network. After the October 2026 election a new RRN will be formed to carry on the work this group has started.

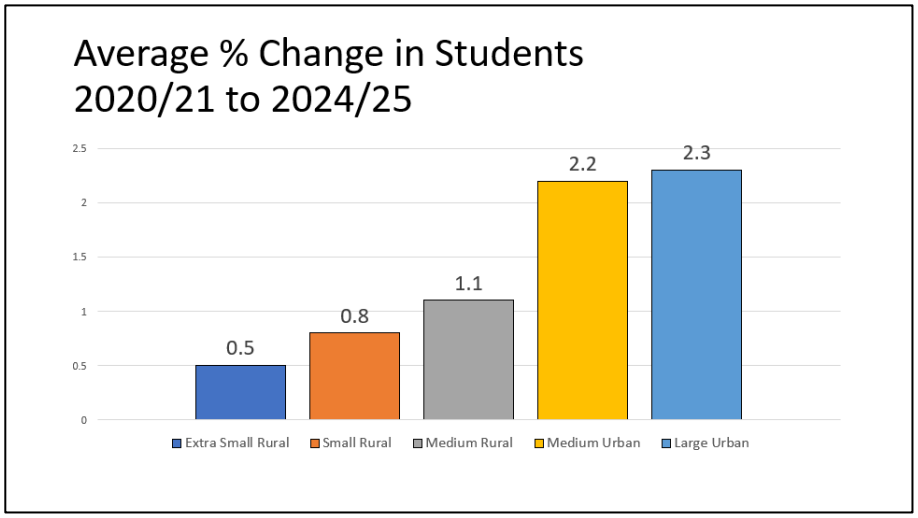
The RRN continued to advocate for the development of flexible hybrid options for teacher training programs with a substantial online component. The RRN also provided feedback regarding the establishment of additional teaching certificate types proposed by the BCTC in response to Minister Beare's letter of June 2025 to the BCTC. When the BCTC Teachers Act Section 17 Special report (Feb. 2026) came out, a fully online teacher training program with the exception of practicums was not supported.

Stories that build understanding can be both qualitative and quantitative. The RRN was pleased to meet with Jeremy Higgs ECC to review data related to rural and urban enrolment trends as well as six-year completion rates and FSA results. Rural district enrolment is declining while that of urban districts is increasing. The achievement gap between rural and urban districts continues as does the need to explore and address the reasons for the gap. Rural communities play a vital role in the provincial economy. For these communities to thrive they must have high quality public education.




Average % Change in Students
1991/92 to 2024/25
1
0.5
0
-0.5
-1
-1.5
-2
-1.8
-1.2
-0.3
0.3
0.8
Extra Small Rural
Small Rural
Medium Rural
Medium Urban
Large Urban


Average % Change in Students
1997/98 to 2024/25
0.5
0
-0.5
-1
-1.5
-2
-2.5
-2.3
-1.8
-0.9
0
0.3
Series "Extra Small Rural" Point "Average Annual % Change"
Value: -2.3
Extra Small Rural
Small Rural
Medium Rural
Medium Urban
Large Urban


Average % Change in Students
2020/21 to 2024/25
2.5
2
1.5
1
0.5
0
0.5
0.8
1.1
2.2
2.3
Extra Small Rural
Small Rural
Medium Rural
Medium Urban
Large Urban

Six Year Completion Rates

All Students	2021/2022	2022/2023	2023/2024
Rural	**81.5**	**85.3**	**84.7**
Extra Small Rural	81.3	85.2	81.3
Small Rural	81.3	82.6	82.1
Medium Rural	86.1	86.4	85.7
Urban	**93.7**	**94.2**	**93.9**
Large Urban	94.1	94.0	93.8
Medium Urban	91.9	93.0	92.7
Province	**91.4**	**91.8**	**91.4**

Six Year Completion Rates

Indigenous	2021/2022	2022/2023	2023/2024
Rural	**72.8**	**73.3**	**72.0**
Extra Small Rural	67.4	73.7	74.0
Small Rural	69.0	72.5	72.1
Medium Rural	74.7	75.1	72.4
Urban	**77.5**	**75.7**	**79.8**
Large Urban	77.0	73.2	77.7
Medium Urban	76.2	75.0	79.2
Province	**75.0**	**74.3**	**75.5**

Six Year Completion Rates

Diverse Needs	2021/2022	2022/2023	2023/2024
Rural	**69.9**	**69.1**	**70.1**
Extra Small Rural	74.1	77.5	76.3
Small Rural	64.8	66.5	64.3
Medium Rural	71.4	70.6	71/3
Urban	**80.4**	**80.6**	**81.4**
Large Urban	80.1	79.2	80.1
Medium Urban	79.4	81.1	82.3
Province	**77.3**	**77.3**	**78.0**

FSA - Numeracy 4 – Urban and Rural 2024/2025

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	36%	40%	40%	40%	33%	34%	33%
On Track	60%	57%	56%	57%	61%	61%	61%
Extending	3%	3%	4%	3%	6%	6%	6%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	50%	54%	52%	53%	51%	49%	50%
On Track	47%	45%	45%	45%	48%	48%	48%
Extending	3%	1%	3%	2%	2%	3%	2%

FSA - Numeracy 7 – Urban and Rural 2024/2025

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	53%	49%	47%	49%	38%	40%	39%
On Track	40%	46%	45%	46%	50%	51%	50%
Extending	7%	6%	7%	6%	12%	10%	11%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	81%	65%	66%	66%	66%	65%	65%
On Track	18%	32%	31%	31%	31%	33%	32%
Extending	1%	3%	3%	3%	3%	2%	2%

FSA - Literacy 4 – Urban and Rural 2024/2025

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	40%	41%	41%	41%	35%	36%	35%
On Track	49%	53%	52%	53%	57%	56%	56%
Extending	11%	6%	7%	6%	9%	8%	9%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	52%	55%	53%	55%	49%	52%	51%
On Track	41%	42%	45%	42%	45%	45%	45%
Extending	7%	3%	3%	3%	5%	3%	4%

FSA - Literacy 7 – Urban and Rural 2024/2025

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	40%	36%	37%	37%	31%	32%	31%
On Track	58%	61%	61%	61%	65%	65%	65%
Extending	2%	2%	2%	2%	4%	3%	3%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	66%	50%	52%	51%	50%	51%	50%
On Track	34%	49%	46%	48%	50%	48%	49%
Extending	0%	1%	2%	1%	1%	1%	1%

In Appendix 3 Information in District Group Types is provided. The Socioeconomic Data, Demographic Data, and Completion Rate over time tell a quantitative story about aspects of each district. The data is a tool that can be used to understand similarities and differences between districts.

Over the course of the year the RRN reviewed a number of documents that highlighted the need for initiatives specific to rural needs. The Northern Practicum Bursaries and the current pilot for Return of Service Bursaries are examples of targeted rural interventions.

Rural and Remote districts benefitted from BCPSEA Round 4 of Teacher Hiring Incentives. District requests exceeded the available funding. The number of requests shows the need for continued focus on the recruitment and retention initiatives in the ECC Work Force Plan. Twenty-one districts received hiring incentives.

The Report on the Budget 2026 Consultation Select Standing Committee on Finance and Government Services from August 2025 contained numerous recommendations connected to rural and remote communities. The recommendations are related to many areas and Ministries. A link to the report is provided in Appendix 4.

In addition, Appendix 4 contains a summary of these comments and recommendations. The RRN has noted the need for interministerial co-operation to meet the needs of rural communities. The reach out that the BCSTA has done with other Ministries such as the Minister for Rural Development is important. ECC cannot meet every need that impacts the overall wellbeing and achievement of rural students Assessment wait times, access to medical care and mental health care are areas where there needs to be a more coordinated approach to helping students and families.

When the Budget for 2026 came out, the recommendations related to needs of rural and remote communities were not fully met. Economic constraints were a factor in this, but the identified needs remain. The recommendations can be used by districts in their advocacy work.

Rural and Remote Stories

Git Waas Drumming Group (Prince Rupert School District)

Billy Nelson, Indigenous Equity Mentor in SD52, in partnership with Marlene Clifton, former SD52 Drumming Leader, Indigenous Family Resource Worker, and Indigenous Education Council Member have helped students to develop a student led drumming group called Git Waas at CHSS. The name Git Waas translates to *"people of the rain".* Like the rain, the members of the drumming group do not belong to any one nation. Members of the group are Nisga'a, Haida, Ts'msyen, Gitxaala or non-Indigenous. The group reiterates, "we welcome everybody".

Through this group students have led the school through many events of significance such as Indigenous Veteran's Day, Red Dress Day and the National Day for Truth and Reconciliation. They have also been a part of significant events in the community, as student leaders. This group is a strong example of celebration of Indigenous identity, and youth empowerment through language and culture.

Git Waas group members:

"All of us learned from Marlene Clifton, this group is her legacy".

Place Based/Land Based Learning (Cariboo-Chilcotin School District and Prince Rupert School District)

Although there are challenges in rural school districts there are also opportunities and celebrations. The qualitative stories about district successes provide a picture just as data does. Cariboo Chilcotin School District has Place Based Learning as a key focus area for Enhancing Learner Success. The place based stories illustrate the importance of "time outdoors, time in nature, learning on and from the land and local learning." A student may not remember what they got on a spelling test, but they will remember the day the bee keeper came to collect the honey bee swarm from their playground. This and many other stories can be found on the Cariboo-Chilcotin School District page (CLICK HERE).

Land based learning fosters student engagement and can build cultural understanding. In a January 2025 presentation to the Prince Rupert School District Cam and Eva Hill provided information about "Halibut and Seaweed Camp, Living off the Land". The link for the presentation is given. Experiences such as this one bring meaningful learning that can also contribute to improvements in the quantitative data for a district. The quantitative and qualitative stories of a district are linked to student success. To watch the full presentation about land based learning to the Prince Ruper School District (CLICK HERE).

Why the Werklund Teacher Education Program from University of Calgary Worked for Me (Peace River North School District)

This interview was conducted with a Peace River North Employee who moved from being an educational assistant to a classroom teacher position and to a learning assistant role, in 2026-2027.

What is your employment history?
I received my ECE Certificate though an online program and worked in a community daycare and preschool. From there I went to the Child Development Center and then moved into the school district as an Educational Assistant. I worked seven years in this role supporting students with complex needs.

What made you decide to pursue your teaching degree?
As an Educational Assistant I provided one-to-one support for complex students. I spent time in a number of classrooms. I wanted a teaching degree so that I could work with more students.

What factors made you decide to take the University of Calgary Werklund Teacher Education Program?
There were many factors, but the key one was the ability to do the majority of my learning on line. Life circumstances were also a factor. I had ill parents, family members that I was supporting and to begin with I was working full-time. There was also a reduced financial burden while working on a degree because I was living at home. Attending a teaching program in person would have cost more and been a family disruption. I could manage a couple of weeks in Calgary in the summer. I couldn't manage being away from home for longer than this.

Did you feel well prepared to teach the BC Curriculum?
Yes. It was an easy process to incorporate the BC Curriculum into my online studies. I used the curriculum in my projects and planning. The learning focus was on implementing a curriculum. By the time I finished I had done planning for a variety of grade levels. In my group work we used the BC Curriculum.

Final Comments
I love being a teacher and learning. Online learning works for me. I have now done my Masters in Indigenous Education, and I am working on getting an Inclusive Specialist Certificate through Queen's.

Peace River North School District is the richer for having this individual move into a teaching role. The depth of experience she brings from being an Early Childhood Educator and Educational Assistant is beneficial to her teaching. Retention isn't an issue because this individual is already established in the community and committed to it.

Appendix 1 – Year Three Meeting Dates and Summary

Meeting Date	Meeting Purpose/Activity
September 8, 2025	▪ BCSPEA update Bruce Anderson ▪ Presentation by Jeremy Higgs, Executive Director of Governance and Analytics, Ministry of Education and Child Care ▪ Discussed letter from Minister Beare to BCTC
October 15, 2025	▪ Year 3 Planning
November 26, 2025	▪ Reviewed LOP data for Northern Interior and North West Branch ▪ LOP data to be shared with BCTC and ECC Director of Work Force Development ▪ Developed a response to the Certification Models proposed by BCTC
January 19 2026	▪ Follow up to previous meeting ▪ Drafted Letter to Board of Directors asking for an extension for RRN Terms of Reference until June 2026
March 4, 2026	▪ Reviewed Draft terms of Reference for future RRN
April 8, 2026	▪ Finalized recommendations to Board of Directors regarding draft Terms of Reference ▪ Reviewed a number of documents that look at needs of rural communities ▪ Looked at Budget 2027 needs in light of recommendations from Budget 2026 Consultation Select Standing Committee on Finance
May 25, 2025	▪ Review of BCTC Response to ECC and impacts on Rural Education ▪ Provided feedback to BCSTA on AGM, Academy 2026, and the BCSTA 2027 Budget Submission ▪ Provided feedback on BCSTA Elections Website and Resources ▪ Looked at BCPSEA Round 4 Incentives Report ▪ Discussed BCASBO Cost Pressures Report ▪ Reviewed Summary of Motions 2023-2026 connected to Rural and Remote Districts or Branches with such Districts.

Appendix 2 – Terms of Reference for Future RRN

British Columbia School Trustees Association

BCSTA Rural and Remote Network (RRN)
Terms of Reference (2027 – 2030)

Providing quality education to rural, remote and isolated communities is a complex undertaking given the scope of unique challenges facing these districts. As we undertake this work – an exploration into, and an understanding of, the challenges, opportunities and necessary actions needed for all students to thrive.

The guidelines found in the Ministry of Education and Child Care's Operating Grants Manual assists with understanding what constitutes a rural, remote or isolated school community:

- Small communities are defined as when a student population within a defined area does not exceed 250 elementary students and/or 635 secondary students.
- The low enrolment factor is where there are 2,500 or fewer district school-age FTEs.
- The rural factor is based on the population of the city in which the board office is located and the distance from the board office to Vancouver and the nearest regional centre.
- The sparseness index addresses the fact that certain districts have a greater financial burden than others resulting from the separation of schools from the board office.

The Rural and Remote Network feels that location factors, population-size factors and accessibility to key services to ensure students have equity of opportunities characterize rural and remote communities.

Purpose

The Rural and Remote Network provides a forum for trustees from rural and remote school districts to share challenges and best practices, develop policy recommendations, advise the BCSTA Board on issues affecting rural and remote public education, and bring rural and remote voices and perspectives to BCSTA objectives and strategic priorities.

Membership

The BCSTA president, in consultation with the board of directors, shall appoint the ten (10) members to the network for up to a three-year term, including:

- Trustees from rural and remote school districts. The appointed trustees should come from a variety of member boards of education.
- Liaison from the BCSTA board of directors
- BCSSA representative
- BCPSEA representative

The members of the Rural and Remote Network will elect a Chair annually.

BCSTA's chief executive officer will designate staff support to the network.

Responsibilities

The Network:

- Identifies issues (priority or emerging) affecting rural and remote education
- Analysis and sharing of rural and remote community challenges (e.g. housing, health, food security, connectivity, etc.) that impact education
- Develops policy recommendations for the BCSTA board
- Shares innovative approaches to common challenges (recruitment, technology access, transportation, facilities)
- Contributes to trustee education programs and advocacy efforts
- Develop an annual workplan of key objectives and activities
- Develop an annual report of key activities and important data to the BCSTA board of directors by April for distribution to membership.
- Share the work of the network with BCSTA membership

The Chair:

- Prepares the agenda in advance for each meeting with support from BCSTA staff
- Chair each meeting
- Works with BCSTA staff on agendas, reports of activities for the BCSTA board of directors and any other additional follow-up required to achieve the objectives of the network.

Governance

This network reports solely and operates as an advisory body to the BCSTA board of directors. While the Rural and Remote Network will consult with external individuals, groups, or ministries for the purpose of collecting information and strengthening lines of communication, the group shall not represent the views of the Association; nor commit the Association to any particular course of action or involvement.

The terms of reference will be reviewed once a term and subject to the approval by the BCSTA board of directors.

Meeting Frequency and Decision-Making

Meetings shall be held in February, April (AGM), June, September/October, and November (Academy), either in person or virtual through Zoom video conference.

Decisions shall be made by consensus or simple majority.

Expenses

The network does not have a set budget for their work. Any funding requests may be made through the chair to the CEO for consideration.

These terms of reference were approved by the BCSTA board of directors on May 21, 2026.

Appendix 3 - District Information in District Group Types

Information from ECC Reporting on Student Success Site and Enhanced District Reports Download PDF Last update January 2026

Extra Small Districts

District: Arrow Lakes Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$81,433	$113,137	$81,433	$113,137	$81,433	$113,137
Percent of Lone Parent Families	2.721%	4.286%	2.721%	4.29%	2.721%	4.29%
Population Density (People per sq km land area)	630	3,644	630	3,644	630	3,644
Percent of 25-64 with Post Secondary Education	23.697%	42.06%	23.697%	42.06%	23.7%	42.06%
Unemployment Rate	15.719%	8.27%	15.719%	8.27%	15.72%	8.27%
District Demographics						
Number of Students	502	590,582	505	604,738	503	614,870
Indigenous Students	144	75,617	144	74,484	132	72,414
Indigenous Students Percent of Student Population	28.67%	12.8%	28.51%	12.32%	26.24%	11.78%
Diverse Abilities	90	76,286	99	80,602	111	84,921
Diverse Abilities Percent of Student Population	17.93%	12.92%	19.60%	13.33%	22.07%	13.81%
Population of District Area	4,873	5,319,324	4,951	5,356,284	4,916	5,519,013
Number of Active Public Schools	6	1,586	6	1,579	6	1,576
Completion Rate Over Time 6 Years						
BC Residents	88%	92%	69%	91%	82%	93%
Indigenous Students	58%	74%	72%	75%	Msk	77%
Diverse Abilities	84%	77%	54%	78%	Msk	80%
All Students	Msk	89%	69%	88%	82%	88%

District: Revelstoke Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$103,899	$113,137	$103,899	$113,137	$103,899	$113,137
Percent of Lone Parent Families	4.793%	4.286%	4.793%	4.29%	4.79%	4.29%
Population Density (People per sq km land area)	1,386	3,644	1,386	3,644	1,386	3,644
Percent of 25-64 with Post Secondary Education	58.282%	42.06%	58.282%	42.06%	58.28%	42.06%
Unemployment Rate	9.651%	8.27%	9.651%	8.27%	9.65%	8.27%
District Demographics						
Number of Students	1,090	590,58	1,101	604,738	1,130	614,870
Indigenous Students	116	75,617	119	74,484	103	72,414
Indigenous Students Percent of Student Population	10.64%	12.8%	10.81%	12.32%	9.12%	11.78%
Diverse Abilities	202	76,286	212	80,602	213	84,921
Diverse Abilities Percent of Student Population	18.53%	12.92%	19.26%	13.33%	18.85%	13.81%
Population of District Area	9,042	5,319,324	9,206	5,356,284	9,567	5,519,013
Number of Active Public Schools	4	1,586	4	1579	4	1,576
Completion Rate Over Time 6 Years						
BC Residents	99%	92%	100%	91%	81%	93%
Indigenous Students	86%	74%	99%	75%	Msk	77%
Diverse Abilities	99%	89%	99%	78%	Msk	80%
All Students	84%	89%	89%	88%	63%	88%

District: Central Coast Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$84,761	$113,137	$84,761	$113,137	$84,761	$113,137
Percent of Lone Parent Families	3.68%	4.286%	3.68%	4.29%	3.68%	4.29%
Population Density (People per sq km land area)	28	3,644	28	3,644	28	3,644
Percent of 25-64 with Post Secondary Education	31.91%	42.06%	31.91%	42.06%	31.91%	42.06%
Unemployment Rate	1.3%	8.27%	1.3%	8.27%	1.3%%	8.27%
District Demographics						
Number of Students	226	590,582	221	604,738	211	614,870
Indigenous	52	75,617	40	74,484	39	72,414
Indigenous Students Percent of Student Population	23.01%	12.8%	18.10%	12.32%	18.48%	11.78%
Diverse Abilities	45	76,286	50	80,602	53	84,921
Diverse Abilities Percent of Student Population	19.91%	12.92%	22.62%	13.33%	25.12%	13.81%
Population of District Area	3,613	5,319,324	3,772	5,356,284	3,839	5,519,013
Number of Active Public Schools	5	1,586	5	1579	4	1,576
Completion Rate Over Time 6 Years						
BC Residents	84%	92%	90%	91%	Msk	93%
Indigenous Students	87%	74%	83%	75%	Msk	77%
Diverse Abilities	71%	77%	85%	78%	Msk	80%
All Students	Msk	89%	Msk	88%	Msk	88%

District: Haida Gwaii Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$99,487	$113,137	$99,487	$113,137	$99,487	113,137
Percent of Lone Parent Families	4.383%	590,583	4.383%	4.29%	4.38%	4.29%
Population Density (People per sq km land area)	72	73,948	72	3,644	72	3,644
Percent of 25-64 with Post Secondary Education	35.458%	12.5%	35.458%	42.06%	35.46%	42.06%
Unemployment Rate	4.859%	76,295	4.859%	8.27%	4.86%	8.27%
District Demographics						
Number of Students	470	590,582	484	604,738	510	614,870
Indigenous Students	172	75,617	164	74,484	175	72,414
Indigenous Students Percent of Student Population	36.60%	12.8%	33.88%	12.32%	34.31%	11.78%
Diverse Abilities	101	76,286	105	80,602	118	84,921
Diverse Abilities Percent of Student Population	21.49%	12.92%	21.69%	13.33%	23.14%	13.81%
Population of District Area	4,588	5,319,324	4,484	5,356,284	4,456	5,519,013
Number of Active Public Schools	7	1,586	7	1579	6	1,576
Completion Rate Over Time 6 Years						
BC Residents	93%	92%	79%	91%	75%	93%
Indigenous Students	91%	74%	69%	75%	Msk	77%
Diverse Abilities	85%	77%	69%	78%	Msk	80%
All Students		89%	79%	88%	75%	88%

District: Fort Nelson Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$99,954	$113,137	$99,954	$113,137	$99,954	$113.137
Percent of Lone Parent Families	5.437%	4.286%	5.437%	4.286%	5.44%	4.29%
Population Density (People per sq km land area)	124	3,644	124	3,644	124	3,644
Percent of 25-64 with Post Secondary Education	34.048%	42.06%	34.048%	42.06%	34.05%	42.06%
Unemployment Rate	12.046%	8.27%	12.046%	8.27%	12.05%	8.27%
District Demographics						
Number of Students	646	590,582	667	604,738	639	614,870
Indigenous Students	242	75,617	247	74,484	219	72,414
Indigenous Students Percent of Student Population	37.46%	12.8%	37.03%	12.32%	34.27%	11.78%
Diverse Abilities	61	76,286	70	80,602	72	84,921
Diverse Abilities Percent of Student Population	9.44%	12.92%	10.49%	13.33%	11.27%	13.81%
Population of District Area	4,879	5,319,324	4,672	5,356,284	4,637	5,519,013
Number of Active Public Schools	5	1,586	5	1579	5	1,576
Completion Rate Over Time 6 Years						
BC Residents	84%	92%	73%	91%	71%	93%
Indigenous Students	73%	74%	71%	75%	64%	77%
Diverse Abilities	72%	77%	38%	78%	Msk	80%
All Students	84%	89%	73%	88%	71%	88%

District: Vancouver Island West Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$85,642	$113,137	$85,642	$113,137	$85,642	$113.137
Percent of Lone Parent Families	3.969%	4.286%	3.969%	4.286%	3.969%	4.29%
Population Density (People per sq km land area)	530	3,644	530	3,644	530	3,644
Percent of 25-64 with Post Secondary Education	25.189%	42.06%	25.189%	42.06%	25.19%	42.06%
Unemployment Rate	10.99%	8.27%	10.99%	8.27%	10.99%	8.27%
District Demographics						
Number of Students	329	590,582	325	604,738	310	614,870
Indigenous Students	73	75,617	62	74,484	64	72,414
Indigenous Students Percent of Student Population	22.19%	12.8%	19.08%	12.32%	20.65%	11.78%
Diverse Abilities	60	76,286	52	80,602	60	84,921
Diverse Abilities Percent of Student Population	18.24%	12.92%	16%	13.33%	19.35%	13.81%
Population of District Area	2,297	5,319,324	2,386	5,356,284	2,412	5,519,013
Number of Active Public Schools	5	1,586	5	1579	5	1,576
Completion Rate Over Time 6 Years						
BC Residents	71%	92%	74%	91%	Msk	93%
Indigenous Students	60%	74%	87%	75%	Msk	77%
Diverse Abilities	51%	77%	76%	78%	Msk	80%
All Students	66%	89%	Msk	88%	Msk	88%

District: Stikine Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$103,856	$113,137	$103,856	$113,137	$103,856	$113,137
Percent of Lone Parent Families	2.654%	4.286%	2.654%	4.286%	2.65%%	4.29%
Population Density (People per sq km land area)	8	3,644	8	3,644	8	3,644
Percent of 25-64 with Post Secondary Education	35.751%	42.06%	35.751%	42.06%	35.75%	42.06%
Unemployment Rate	4.323%	8.27%	4.323%	8.27%	4.32%	8.27%
District Demographics						
Number of Students	182	590,582	189	604,738	178	614,870
Indigenous	50	75,617	54	74,484	48	72,414
Indigenous Students Percent of Student Population	27.47%	12.8%	28.57%	12.32%	26.97%	11.78%
Diverse Abilities	23	76,286	23	80,602	17	84,921
Diverse Abilities Percent of Student Population	12.64%	12.92%	12.169%	13.33%	21.80%	13.81%
Population of District Area	2,089	5,319,324	2,179	5,356,284	2,189	5,519,013
Number of Active Public Schools	4	1,586	4	1579	4	1,576
Completion Rate Over Time 6 Years						
BC Residents	83%	92%	84%	91%	Msk	93%
Indigenous Students	77%	74%	83%	75%	Msk	77%
Diverse Abilities	54%	77%	53%	78%	Msk	80%
All Students	Msk	89%	Msk	88%	Msk	88%

District: Nisga'a Designation: Extra Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$86,018	$113,137	$86,018	$113,137	$86,018	$113,137
Percent of Lone Parent Families	8.332%	4.286%	8.332%	4.286%	8.33%	4.29%
Population Density (People per sq km land area)	148	3,644	148	3,644	148	3,644
Percent of 25-64 with Post Secondary Education	27.541%	42.06%	27.541%	42.06%	27.54%	42.06%
Unemployment Rate	20.448%	8.27%	20.448%	8.27%	20.45%	8.27%
District Demographics						
Number of Students	396	590,582	352	604,738	377	614,870
Indigenous Students	387	75,617	350	74,484	375	72,414
Indigenous Students Percent of Student Population	97.73%	12.8%	99.43%	12.32%	99.47%	11.78%
Diverse Abilities	46	76,286	40	80,602	30	84,921
Diverse Abilities Percent of Student Population	11.62%	12.92%	11.364%	13.33%	7.96%	13.81%
Population of District Area	1,895	5,319,324	1,845	5,356,284	1,837	5,519,013
Number of Active Public Schools	4	1,586	4	1579	4	1,576
Completion Rate Over Time 6 Years						
BC Residents	52%	92%	57%	91%	62%	93%
Indigenous Students	52%	74%	57%	75%	62%	77%
Diverse Abilities	0%	77%	35%	78%	Msk	80%
All Students	52%	89%	Msk	88%	62%	88%

Small Rural

District: qathet Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$94,159	$113,137	$94,159	$113,137	$94,519	$113,137
Percent of Lone Parent Families	4.247%	4.286%	4.247%	4.286%	4.25%	4.29%
Population Density (People per sq km land area)	1,447	3,644	1,447	3,644	1,447	3,644
Percent of 25-64 with Post Secondary Education	37.053%	42.06%	37.053%	42.06%	37.05%	42.06%
Unemployment Rate	8.506%	8.27%	8.506%	8.27%	8.51%	8.27%
District Demographics						
Number of Students	3,282	590,582	3,269	604,738	3,324	614,870
Indigenous Students	436	75,617	448	74,484	417	72,414
Indigenous Students Percent of Student Population	13.28%	12.8%	13.70%	12.32%	12.55%	11.78%
Diverse Abilities	620	76,286	675	80,602	709	84,921
Diverse Abilities Percent of Student Population	18.89%	12.92%	20.65%	13.33%	21.33%	13.81%
Population of District Area	21,217	5,319,324	22,003	5,356,284	22,229	5,519,013
Number of Active Public Schools	10	1,586	10	1579	10	1,576
Completion Rate Over Time 6 Years						
BC Residents	75%	92%	73%	91%	78%	93%
Indigenous Students	78%	74%	67%	75%	71%	77%
Diverse Abilities	66%	77%	47%	78%	59%	80%
All Students	70%	89%	65%	88%	68%	88%

District: Boundary Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$78,884	$113,137	$78,884	$113,137	$78,884	$113,137
Percent of Lone Parent Families	4.463%	4.286%	4.463%	4.286%	4.46%	4.29%
Population Density (People per sq km land area)	524	3,644	524	3,644	524	3,644
Percent of 25-64 with Post Secondary Education	30.292%	42.06%	30.292%	42.06%	30.29%	42.06%
Unemployment Rate	8.91%	8.27%	8.91%	8.27%	8.91%	8.27%
District Demographics						
Number of Students	1,319	590,582	1,327	604,738	1,289	614,870
Indigenous Students	457	75,617	456	74,484	432	72,414
Indigenous Students Percent of Student Population	34.65%	12.8%	34.36%	12.32%	33.51%	11.78%
Diverse Abilities	189	76,286	203	80,602	195	84,921
Diverse Abilities Percent of Student Population	14.33%	12.92%	15.30%	13.33%	15.13%	13.81%
Population of District Area	13,106	5,319,324	13,936	5,356,284	14,226	5,519,013
Number of Active Public Schools	10	1,586	10	1579	10	1,576
Completion Rate Over Time 6 Years						
BC Residents	95%	92%	91%	91%	96%	93%
Indigenous Students	99%	74%	78%	75%	Msk	77%
Diverse Abilities	85%	77%	74%	78%	Msk	80%
All Students	95%	89%	91%	88%	96%	88%

District: Prince Rupert Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$116,267	$113,137	$116,267	$113,137	$116,267	$113,137
Percent of Lone Parent Families	5.874%	4.286%	5.874%	4.286%	5.87%	4.29%
Population Density (People per sq km land area)	2,020	3,644	2,020	3,644	2,020	3,644
Percent of 25-64 with Post Secondary Education	32.809%	42.06%	32.809%	42.06%	32.81%	42.06%
Unemployment Rate	10.001%	8.27%	10.001%	8.27%	10.0%	8.27%
District Demographics						
Number of Students	1,809	590,582	1,814	604,738	1,801	614,870
Indigenous Students	1,096	75,617	1,080	74,484	1,061	72,414
Indigenous Students Percent of Student Population	60.59%	12.8%	59.54%	12.32%	58.91%	11.78%
Diverse Abilities	295	76,286	287	80,602	274	84,921
Diverse Abilities Percent of Student Population	16.31%	12.92%	15.82%	13.33%	15.21%	13.81%
Population of District Area	15,054	5,319,324	14,590	5,356,284	14,700	5,519,013
Number of Active Public Schools	9	1,586	9	1579	9	1,576
Completion Rate Over Time 6 Years						
BC Residents	92%	92%	92%	91%	84%	93%
Indigenous Students	73%	74%	82%	75%	75%	77%
Diverse Abilities	62%	77%	69%	78%	66%	80%
All Students	92%	89%	92%	88%	84%	88%

District: Okanagan Similkameen Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$83,407	$113,137	$83,407	$113,137	$83,407	$113,137
Percent of Lone Parent Families	4.21%	4.286%	4.21%	4.286%	4.21%	4.29%
Population Density (People per sq km land area)	679	3,644	679	3,644	679	3,644
Percent of 25-64 with Post Secondary Education	27.997%	42.06%	27.997%	42.06%	28.0 %	42.06%
Unemployment Rate	10.859%	8.27%	10.859%	8.27%	10.86%	8.27%
District Demographics						
Number of Students	2,427	590,582	2,414	604,738	2,393	614,870
Indigenous Students	437	75,617	440	74,484	437	72,414
Indigenous Students Percent of Student Population	18.01%	12.8%	18.23%	12.32%	18.26%	11.78%
Diverse Abilities	433	76,286	473	80,602	525	84,921
Diverse Abilities Percent of Student Population	17.84%	12.92%	19.59%	13.33%	21.94%	13.81%
Population of District Area	27,193	5,319,324	28,365	5,356,284	28,690	5,519,013
Number of Active Public Schools	12	1,586	12	1579	12	1,576
Completion Rate Over Time 6 Years						
BC Residents	88%	92%	81%	91%	86%	93%
Indigenous Students	78%	74%	71%	75%	74%	77%
Diverse Abilities	71%	77%	56%	78%	62%	80%
All Students	88%	89%	81%	88%	86%	88%

District: Bulkley Valley Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$106,090	$113,137	$106,090	$113,137	$106,090	$113,137
Percent of Lone Parent Families	5.48%	4.286%	5.48%	4.286%	5.48%	4.29%
Population Density (People per sq km land area)	412	3,644	412	3,644	412	3,644
Percent of 25-64 with Post Secondary Education	38.72%	42.06%	38.72%	42.06%	38.72%	42.06%
Unemployment Rate	9.038%	8.27%	9.038%	8.27%	9.04%	8.27%
District Demographics						
Number of Students	1,988	590,582	1,945	604,738	1904	614,870
Indigenous Students	519	75,617	504	74,484	474	72,414
Indigenous Students Percent of Student Population	26.01%	12.8%	25.91%	12.32%	24.89%	11.78%
Diverse Abilities	209	76,286	191	80,602	204	84,921
Diverse Abilities Percent of Student Population	10.51%	12.92%	9.82%	13.33%	10.71%	13.81%
Population of District Area	17,518	5,319,324	17,325	5,356,284	17,304	5,519,013
Number of Active Public Schools	9	1,586	9	1579	9	1,576
Completion Rate Over Time 6 Years						
BC Residents	74%	92%	82%	91%	83%	93%
Indigenous Students	63%	74%	56%	75%	74%	77%
Diverse Abilities	55%	77%	63%	78%	57%	80%
All Students	74%	89%	82%	88%	83%	88%

District: Nicola-Similkameen Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$94,725	$113,137	$94,725	$113,137	$94,725	$113,137
Percent of Lone Parent Families	4.457%	4.286%	4.457%	4.286%	4.46%	4.29%
Population Density (People per sq km land area)	841	3,644	841	3,644	841	3,644
Percent of 25-64 with Post Secondary Education	32.316%	42.06%	32.316%	42.06%	32.32%	42.06%
Unemployment Rate	12.082%	8.27%	12.082%	8.27%	12.08%	8.27%
District Demographics						
Number of Students	2,243	590,582	2,381	604,738	2,458	614,870
Indigenous Students	719	75,617	745	74,484	741	72,414
Indigenous Students Percent of Student Population	32.06%	12.8%	31.29%	12.32%	30.15%	11.78%
Diverse Abilities	297	76,286	326	80,602	352	84,921
Diverse Abilities Percent of Student Population	13.24%	12.92%	13.69%	13.33%	14.32%	13.81%
Population of District Area	17,132	5,319,324	16,661	5,356,284	16,985	5,519,013
Number of Active Public Schools	12	1,586	12	1579	12	1,576
Completion Rate Over Time 6 Years						
BC Residents	80%	92%	82%	91%	86%	93%
Indigenous Students	73%	74%	77%	75%	90%	77%
Diverse Abilities	76%	77%	85%	78%	76%	80%
All Students	80%	89%	82%	88%	86%	88%

District: Gulf Islands Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$94,110	$113,137	$94,110	$113,137	$94,110	$113,137
Percent of Lone Parent Families	3.766%	4.286%	3.766%	4.286%	3.77%	4.29%
Population Density (People per sq km land area)	382	3,644	382	3,644	382	3,644
Percent of 25-64 with Post Secondary Education	36.83%	42.06%	36.83%	42.06%	36.83%	42.06%
Unemployment Rate	5.715%	8.27%	5.715%	8.27%	5.72%	8.27%
District Demographics						
Number of Students	1,541	590,582	1,543	604,738	1,507	614,870
Indigenous Students	192	75,617	191	74,484	189	72,414
Indigenous Students Percent of Student Population	12.46%	12.8%	12.38%	12.32%	12.54%	11.78%
Diverse Abilities	192	76,286	239	80,602	253	84,921
Diverse Abilities Percent of Student Population	12.46%	12.92%	15.49%	13.33%	16.79%	13.81%
Population of District Area	17,091	5,319,324	18,441	5,356,284	18,757	5,519,013
Number of Active Public Schools	11	1,586	10	1579	10	1,576
Completion Rate Over Time 6 Years						
BC Residents	100%	92%	100%	91%	98%	93%
Indigenous Students	96%	74%	100%	75%	Msk	77%
Diverse Abilities	93%	77%	95%	78%	Msk	80%
All Students	100%	89%	Msk	88%	98%	88%

District: Gold Trail Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$85,740	$113,137	$85,740	$113,137	$85,740	$113,137
Percent of Lone Parent Families	4.93%	4.286%	4.93%	4.286%	4.93%	4.29%
Population Density (People per sq km land area)	95	3,644	95	3,644	95	3,644
Percent of 25-64 with Post Secondary Education	27.892%	42.06%	27.892%	42.06%	27.89%	42.06%
Unemployment Rate	4.888%	8.27%	4.888%	8.27%	4.89%	8.27%
District Demographics						
Number of Students	1,091	590,582	1,048	604,738	1052	614,870
Indigenous Students	339	75,617	318	74,484	346	72,414
Indigenous Students Percent of Student Population	31.07%	12.8%	30.34%	12.32%	32.89%	11.78%
Diverse Abilities	107	76,286	122	80,602	142	84,921
Diverse Abilities Percent of Student Population	9.81%	12.92%	11.64%	13.33%	13.5%	13.81%
Population of District Area	11,419	5,319,324	11,317	5,356,284	11,314	5,519,013
Number of Active Public Schools	8	1,586	8	1579	8	1,576
Completion Rate Over Time 6 Years						
BC Residents	80%	92%	76%	91%	74%	93%
Indigenous Students	76%	74%	73%	75%	68%	77%
Diverse Abilities	54%	77%	67%	78%	53%	80%
All Students	80%	89%	76%	88%	74%	88%

District: Fraser Cascade Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$87,857	$113,137	$87,857	$113,137	$87,857	$113,137
Percent of Lone Parent Families	4.304%	4.286%	4.304%	4.286%	4.3%	4.29%
Population Density (People per sq km land area)	609	3,644	609	3,644	609	3,644
Percent of 25-64 with Post Secondary Education	31.994%	42.06%	31.994%	42.06%	31.99%	42.06%
Unemployment Rate	10.851%	8.27%	10.851%	8.27%	10.85%	8.27%
District Demographics						
Number of Students	1,702	590,582	1,737	604,738	1,777	614,870
Indigenous Students	387	75,617	383	74,484	413	72,414
Indigenous Students Percent of Student Population	22.74%	12.8%	22.05%	12.32%	23.24%	11.78%
Diverse Abilities	310	76,286	327	80,602	373	84,921
Diverse Abilities Percent of Student Population	18.21%	12.92%	18.83%	13.33%	20.99%	13.81%
Population of District Area	20,085	5,319,324	20,292	5,356,284	20,672	5,519,013
Number of Active Public Schools	12	1,586	12	1579	12	1,576
Completion Rate Over Time 6 Years						
BC Residents	79%	92%	84%	91%	80%	93%
Indigenous Students	60%	74%	74%	75%	68%	77%
Diverse Abilities	62%	77%	76%	78%	41%	80%
All Students	79%	89%	84%	88%	80%	88%

District: Vancouver Island North Designation: Small Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$97,706	$113,137	$97,706	$113,137	$97,706	$113,137
Percent of Lone Parent Families	2.665%	4.286%	2.665%	4.286%	2.67%	4.29%
Population Density (People per sq km land area)	140	3,644	140	3,644	140	3,644
Percent of 25-64 with Post Secondary Education	36.346%	42.06%	36.346%	42.06%	36.35%	42.06%
Unemployment Rate	3.318%	8.27%	3.318%	8.27%	3.32%	8.27%
District Demographics						
Number of Students	1,271	590,582	1260	604,738	1,216	614,870
Indigenous Students	416	75,617	415	74,484	376	72,414
Indigenous Students Percent of Student Population	32.73%	12.8%	32.94%	12.32%	30.92%	11.78%
Diverse Abilities	275	76,286	290	80,602	304	84,921
Diverse Abilities Percent of Student Population	21.64%	12.92%	23.02%	13.33%	25.0%	13.81%
Population of District Area	11,913	5,319,324	11,396	5,356,284	11,414	5,519,013
Number of Active Public Schools	10	1,586	10	1579	10	1,576
Completion Rate Over Time 6 Years						
BC Residents	68%	92%	66%	91%	81%	93%
Indigenous Students	59%	74%	54%	75%	76%	77%
Diverse Abilities	54%	77%	54%	78%	71%	80%
All Students	68%	89%	66%	88%	81%	88%

Medium Rural Climate

District: Southeast Kootenay Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$118,383	$113,137	$118,383	$113,137	$118,383	$113,137
Percent of Lone Parent Families	3.814%	4.286%	3.814%	4.286%	3.81%	4.29%
Population Density (People per sq km land area)	1,203	3,644	1,203	3,644	1,203	3,644
Percent of 25-64 with Post Secondary Education	39.61%	42.06%	39.61%	42.06%	39.61%	42.06%
Unemployment Rate	7.342%	8.27%	7.342%	8.27%	7.34%	8.27%
District Demographics						
Number of Students	6,012	590,582	6,043	604,738	5,986	614,870
Indigenous Students	1,305	75,617	1,289	74,484	1,207	72,414
Indigenous Students Percent of Student Population	21.71%	12.8%	21.33%	12.32%	20.16%	11.78%
Diverse Abilities	979	76,286	1,044	80,602	1,039	84,921
Diverse Abilities Percent of Student Population	16.28%	12.92%	17.28%	13.33%	17.36%	13.81%
Population of District Area	45,813	5,319,324	47,129	5,356,284	47,603	5,519,013
Number of Active Public Schools	20	1,586	19	1579	18	1,576
Completion Rate Over Time 6 Years						
BC Residents	85%	92%	87%	91%	90%	93%
Indigenous Students	73%	74%	78%	75%	80%	77%
Diverse Abilities	63%	77%	74%	78%	80%	80%
All Students	79%	89%	79%	88%	81%	88%

District: Rocky Mountain Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$102,526	$113,137	$102,526	$113,137	102,526	$113,137
Percent of Lone Parent Families	3.237%	4.286%	3.237%	4.286%	3.24%	4.29%
Population Density (People per sq km land area)	494	3,644	494	3,644	494	3,644
Percent of 25-64 with Post Secondary Education	39.049%	42.06%	39.049%	42.06%	39.05%	42.06%
Unemployment Rate	6.878%	8.27%	6.878%	8.27%	6.88%	8.27%
District Demographics						
Number of Students	3,595	590,582	3,567	604,738	3,606	614,870
Indigenous Students	843	75,617	808	74,484	794	72,414
Indigenous Students Percent of Student Population	23.45%	12.8%	22.65%	12.32%	22.02%	11.78%
Diverse Abilities	400	76,286	426	80,602	458	84,921
Diverse Abilities Percent of Student Population	11.13%	12.92%	11.94%	13.33%	12.70%	13.81%
Population of District Area	29,525	5,319,324	30,721	5,356,284	31,113	5,519,013
Number of Active Public Schools	19	1,586	19	1579	19	1,576
Completion Rate Over Time 6 Years						
BC Residents	96%	92%	100%	91%	98%	93%
Indigenous Students	98%	74%	97%	75%	Msk	77%
Diverse Abilities	92%	77%	84%	78%	87%	80%
All Students	96%	89%	100%	88%	98%	88%

District: Kootenay Lake Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$86,856	$113,137	$86,856	$113,137	$86,856	$113,137
Percent of Lone Parent Families	4.432%	4.286%	4.432%	4.286%	4.43%	4.29%
Population Density (People per sq km land area)	746	3,644	746	3,644	746	3,644
Percent of 25-64 with Post Secondary Education	38.667%	42.06%	38.667%	42.06%	38.67%	42.06%
Unemployment Rate	10.667%	8.27%	10.667%	8.27%	10.67%	8.27%
District Demographics						
Number of Students	4,917	590,582	4,937	604,738	4,866	614,870
Indigenous Students	1084	75,617	1,037	74,484	995	72,414
Indigenous Students Percent of Student Population	22.05%	12.8%	21.0%	12.32%	20.45%	11.78%
Diverse Abilities	455	76,286	439	80,602	417	84,921
Diverse Abilities Percent of Student Population	9.25%	12.92%	8.89%	13.33%	8.57%	13.81%
Population of District Area	44,704	5,319,324	45,564	5,356,284	46,590	5,519,013
Number of Active Public Schools	25	1,586	25	1579	25	1,576
Completion Rate Over Time 6 Years						
BC Residents	90%	92%	91%	91%	93%	93%
Indigenous Students	88%	74%	93%	75%	91%	77%
Diverse Abilities	75%	77%	78%	78%	89%	80%
All Students	88%	89%	88%	88%	92%	88%

District: Cariboo Chilcotin Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$93,265	$113,137	$93,265	$113,137	$93,265	$113,137
Percent of Lone Parent Families	4.485%	4.286%	4.485%	4.286%	4.49%	4.29%
Population Density (People per sq km land area)	487	3,644	487	3,644	487	3,644
Percent of 25-64 with Post Secondary Education	30.284%%	42.06%	30.284%%	42.06%	30.28%	42.06%
Unemployment Rate	9.733%	8.27%	9.733%	8.27%	9.73%	8.27%
District Demographics						
Number of Students	4,729	590,582	4,632	604,738	4,576	614,870
Indigenous Students	1324	75,617	1278	74,484	1,251	72,414
Indigenous Students Percent of Student Population	27.80%	12.8%	27.6%	12.32%	27.34%	11.78%
Diverse Abilities	359	76,286	400	80,602	454	84,921
Diverse Abilities Percent of Student Population	7.59%	12.92%	8.64%	13.33%	9.92%	13.81%
Population of District Area	41,908	5,319,324	42,778	5,356,284	43,075	5,519,013
Number of Active Public Schools	26	1,586	25	1579	24	1,576
Completion Rate Over Time 6 Years						
BC Residents	85%	92%	81%	91%	83%	93%
Indigenous Students	69%	74%	64%	75%	73%	77%
Diverse Abilities	67%	77%	64%	78%	71%	80%
All Students	85%	89%	81%	88%	83%	88%

District: Sunshine Coast Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$95,414	$113,137	$95,414	$113,137	$95,414	$113,137
Percent of Lone Parent Families	3.653%	4.286%	3.653%	4.286%	3.65%	4.29%
Population Density (People per sq km land area)	641	3,644	641	3,644	641	3,644
Percent of 25-64 with Post Secondary Education	34.023%	42.06%	34.023%	42.06%	34.02%	42.06%
Unemployment Rate	5.784%	8.27%	5.784%	8.27%	5.78%	8.27%
District Demographics						
Number of Students	3,429	590,582	3,460	604,738	3,501	614,870
Indigenous Students	777	75,617	779	74,484	762	72,414
Indigenous Students Percent of Student Population	22.66%	12.8%	22.51%	12.32%	21.77%	11.78%
Diverse Abilities	819	76,286	834	80,602	879	84,921
Diverse Abilities Percent of Student Population	23.88%	12.92%	24.04%	13.33%	25.12%	13.81%
Population of District Area	32,852	5,319,324	33,702	5,356,284	34,705	5,519,013
Number of Active Public Schools	15	1,586	15	1579	15	1,576
Completion Rate Over Time 6 Years						
BC Residents	86%	92%	91%	91%	95%	93%
Indigenous Students	83%	74%	77%	75%	81%	77%
Diverse Abilities	72%	77%	82%	78%	87%	80%
All Students	84%	89%	88%	88%	93%	88%

District: Peace River South Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$110,716	$113,137	$110,716	$113,137	$110,716	$113,137
Percent of Lone Parent Families	5.52%	4.286%	5.52%	4.286%	5.52%	4.29%
Population Density (People per sq km land area)	633	3,644	633	3,644	633	3,644
Percent of 25-64 with Post Secondary Education	33.339%	42.06%	33.339%	42.06%	33.34%	42.06%
Unemployment Rate	9.923%	8.27%	9.923%	8.27%	9.92%	8.27%
District Demographics						
Number of Students	3,646	590,582	3,722	604,738	3,717	614,870
Indigenous Students	1,230	75,617	1,199	74,484	1,158	72,414
Indigenous Students Percent of Student Population	37.74%	12.8%	32.21%	12.32%	31.15%	11.78%
Diverse Abilities	452	76,286	496	80,602	533	84,921
Diverse Abilities Percent of Student Population	12.40%	12.92%	13.33%	13.33%	14.34%	13.81%
Population of District Area	28,358	5,319,324	26,994	5,356,284	26,736	5,519,013
Number of Active Public Schools	19	1,586	19	1579	19	1,576
Completion Rate Over Time 6 Years						
BC Residents	79%	92%	76%	91%	75%	93%
Indigenous Students	68%	74%	67%	75%	62%	77%
Diverse Abilities	59%	77%	54%	78%	50%	80%
All Students	79%	89%	76%	88%	76%	88%

District: Peace River North Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$118,771	$113,137	$118,771	$113,137	$118,771	$113,137
Percent of Lone Parent Families	3.785%	4.286%	3.785%	4.286%	3.79%	4.29%
Population Density (People per sq km land area)	1,028	3,644	1,028	3,644	1,028	3,644
Percent of 25-64 with Post Secondary Education	35.172%	42.06%	35.172%	42.06%	35.17%	42.06%
Unemployment Rate	8.109%	8.27%	8.109%	8.27%	8.11%	8.27%
District Demographics						
Number of Students	6,300	590,582	6,312	604,738	6,452	614,870
Indigenous Students	1,423	75,617	1,403	75,484	1,403	72,414
Indigenous Students Percent of Student Population	22.59%	12.8%	22.23%	12.32%	21.75%	11.78%
Diverse Abilities	760	76,286	779	80,602	794	84,921
Diverse Abilities Percent of Student Population	12.06%	12.92%	12.34%	13.33%	12.31%	13.81%
Population of District Area	38,593	5,319,324	37,767	5,356,284	38,514	5,519,013
Number of Active Public Schools	23	1,586	23	1579	23	1,576
Completion Rate Over Time 6 Years						
BC Residents	83%	92%	83%	91%	77%	93%
Indigenous Students	79%	74%	70%	75%	73%	77%
Diverse Abilities	66%	77%	66%	78%	64%	80%
All Students	84%	89%	83%	88%	78%	88%

District: Coast Mountains Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$109,250	$113,137	$109,250	$113,137	$109,250	$113,137
Percent of Lone Parent Families	5.58%	4.286%	5.58%	4.286%	5.58%	4.29%
Population Density (People per sq km land area)	806	3,644	806	3,644	806	3,644
Percent of 25-64 with Post Secondary Education	36.56%	42.06%	36.56%	42.06%	36.56%	42.06%
Unemployment Rate	10.62%	8.27%	10.62%	8.27%	10.62%	8.27%
District Demographics						
Number of Students	4,243	590,582	4,287	604,738	4,231	614,870
Indigenous Students	1,594	75,617	1,596	74,484	1,514	72,414
Indigenous Students Percent of Student Population	37.56%	12.8%	37.23%	12.32%	35.78%	11.78%
Diverse Abilities	622	76,286	631	80,602	623	84,921
Diverse Abilities Percent of Student Population	14.66%	12.92%	14.72%	13.33%	14.72%	13.81%
Population of District Area	37,235	5,319,324	36,234	5,356,284	37,004	5,519,013
Number of Active Public Schools	20	1,586	20	1579	20	1,576
Completion Rate Over Time 6 Years						
BC Residents	76%	92%	71%	91%	84%	93%
Indigenous Students	64%	74%	56%	75%	69%	77%
Diverse Abilities	56%	77%	44%	78%	65%	80%
All Students	76%	89%	71%	88%	84%	88%

District: K'wsaltktnéws ne Secwepemcúl'ecw Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$89,634	$113,137	$89,634	$113,137	$89,634	$113,137
Percent of Lone Parent Families	3.959%	4.286%	3.959%	4.286%	3.96%	4.29%
Population Density (People per sq km land area)	634	3,644	634	3,644	634	3,644
Percent of 25-64 with Post Secondary Education	32.62%	42.06%	32.62%	42.06%	32.62%	42.06%
Unemployment Rate	8.28%	8.27%	8.28%	8.27%	8.28%	8.27%
District Demographics						
Number of Students	6,791	590,582	6,709	604,738	6,671	614,870
Indigenous Students	1,407	75,617	1,353	74,484	1,304	72,414
Indigenous Students Percent of Student Population	20.72%	12.8%	20.17%	12.32%	19.55%	11.78%
Diverse Abilities	1,242	76,286	1,261	80,602	1,268	84,921
Diverse Abilities Percent of Student Population	18.29%	12.92%	18.80%	13.33%	19.01%	13.81%
Population of District Area	60,941	5,319,324	63,011	5,356,284	63,744	5,519,013
Number of Active Public Schools	26	1,586	26	1579	25	1,576
Completion Rate Over Time 6 Years						
BC Residents	89%	92%	88%	91%	91%	93%
Indigenous Students	87%	74%	77%	75%	87%	77%
Diverse Abilities	78%	77%	74%	78%	80%	80%
All Students	88%	89%	84%	88%	87%	88%

District: Nechako Lakes Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$102,149	$113,137	$102,149	$113,137	$102,149	$113,137
Percent of Lone Parent Families	4.04%	4.286%	4.04%	4.286%	4.04%	4.29%
Population Density (People per sq km land area)	916	3,644	916	3,644	916	3,644
Percent of 25-64 with Post Secondary Education	31.976%	42.06%	31.976%	42.06%	31.98%	42.06%
Unemployment Rate	12.714%	8.27%	12.714%	8.27%	12.71%	8.27%
District Demographics						
Number of Students	4,106	590,582	4,309	604,738	4,212	614,870
Indigenous Students	1,078	75,617	1,109	774,484	1,074	72,414
Indigenous Students Percent of Student Population	26.25%	12.8%	25.74%	12.32%	25.50%	11.78%
Diverse Abilities	775	76,286	759	80,602	798	84,921
Diverse Abilities Percent of Student Population	18.87%	12.92%	17.61%	13.33%	18.95%	13.81%
Population of District Area	23,338	5,319,324	22,730	5,356,284	22,698	5,519,013
Number of Active Public Schools	19	1,586	19	1579	19	1,576
Completion Rate Over Time 6 Years						
BC Residents	78%	92%	70%	91%	75%	93%
Indigenous Students	73%	74%	52%	75%	60%	77%
Diverse Abilities	62%	77%	53%	78%	61%	80%
All Students	78%	89%	69%	88%	75%	88%

District: Conseil Scolaire Francophone Designation: Medium Rural Climate

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$115,447	$113,137	$115,447	$113,137	$115,447	$113,137
Percent of Lone Parent Families	4.122%	4.286%	4.122%	4.286%	4.12%	4.29%
Population Density (People per sq km land area)	4,434	3,644	4,434	3,644	4,434	3,644
Percent of 25-64 with Post Secondary Education	46.251%	42.06%	46.251%	42.06%	46.25%	42.06%
Unemployment Rate	7.954%	8.27%	7.954%	8.27%	7.95%	8.27%
District Demographics						
Number of Students	6,269	590,582	6,225	604,738	6,058	614,870
Indigenous Students	530	75,617	471	74,484	433	72,414
Indigenous Students Percent of Student Population	8.45%	12.8%	7.57%	12.32%	7.15%	11.78%
Diverse Abilities	706	76,286	732	80,602	751	84,921
Diverse Abilities Percent of Student Population	11.26%	12.92%	11.76%	13.33%	12.4%	13.81%
Population of District Area	---	5,319,324	---	5,356,284	---	5,519,013
Number of Active Public Schools	47	1,586	47	1579	47	1,576
Completion Rate Over Time 6 Years						
BC Residents	100%	92%	99%	91%	98%	93%
Indigenous Students	100%	74%	85%	75%	Msk	77%
Diverse Abilities	89%	77%	99%	78%	Msk	80%
All Students	100%	89%	99%	88%	98%	88%

Medium Rural

District: Kootenay Columbia Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$103,295	$113,137	$103,295	$113,137	$103,295	$113,137
Percent of Lone Parent Families	4.561%	4.286%	4.561%	4.286%	4.56%	4.29%
Population Density (People per sq km land area)	856	3,644	856	3,644	856	3,644
Percent of 25-64 with Post Secondary Education	41.155%	42.06%	41.155%	42.06%	41.16%	42.06%
Unemployment Rate	8.296%	8.27%	8.296%	8.27%	8.3%	8.27%
District Demographics						
Number of Students	4,133	590,582	4,228	604,738	4,235	614,870
Indigenous Students	814	75,617	804	74,484	767	72,414
Indigenous Students Percent of Student Population	19.70%	12.8%	19.02%	12.32%	18.12%	11.78%
Diverse Abilities	525	76,286	577	80,602	580	84,921
Diverse Abilities Percent of Student Population	12.70%	12.92%	13.65%	13.33%	13.70%	13.81%
Population of District Area	36,274	5,319,324	36,518	5,356,284	36,720	5,519,013
Number of Active Public Schools	10	1,586	10	1579	10	1,576
Completion Rate Over Time 6 Years						
BC Residents	92%	92%	88%	91%	88%	93%
Indigenous Students	85%	74%	76%	75%	80%	77%
Diverse Abilities	88%	77%	73%	78%	81%	80%
All Students	92%	89%	88%	88%	88%	88%

District: Vernon Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$103,927	$113,137	$103,927	$113,137	$103,927	$113,137
Percent of Lone Parent Families	4.16%	4.286%	4.16%	4.286%	4.16%	4.29%
Population Density (People per sq km land area)	1,292	3,644	1,292	3,644	1,292	3,644
Percent of 25-64 with Post Secondary Education	37.589%	42.06%	37.589%	42.06%	37.6%	42.06%
Unemployment Rate	8.27%	8.27%	8.27%	8.27%	8.27%	8.27%
District Demographics						
Number of Students	9,036	590,582	9,083	604,738	9,091	614,870
Indigenous Students	1,447	75,617	1,399	74,484	1,345	72,414
Indigenous Students Percent of Student Population	16.0%	12.8%	15.40%	12.32%	14.79%	11.78%
Diverse Abilities	1,248	76,286	1,371	80,602	1,504	84,921
Diverse Abilities Percent of Student Population	13.81%	12.92%	15.09%	13.33%	16.54%	13.81%
Population of District Area	75,580	5,319,324	77,342	5,356,284	78,607	5,519,013
Number of Active Public Schools	24	1,586	23	1579	23	1,576
Completion Rate Over Time 6 Years						
BC Residents	88%	92%	92%	91%	95%	93%
Indigenous Students	74%	74%	84%	75%	87%	77%
Diverse Abilities	65%	77%	79%	78%	86%	80%
All Students	88%	89%	91%	88%	94%	88%

District: Quesnel Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$95,408	$113,137	$95,408	$113,137	$95,408	$113,137
Percent of Lone Parent Families	4.851%	4.286%	4.851%	4.286%	4.85%	4.29%
Population Density (People per sq km land area)	439	3,644	439	3,644	439	3,644
Percent of 25-64 with Post Secondary Education	29.797%	42.06%	29.797%	42.06%	29.8%	42.06%
Unemployment Rate	10.923%	8.27%	10.923%	8.27%	10.92%	8.27%
District Demographics						
Number of Students	3,019	590,582	2,996	604,738	2,948	614,870
Indigenous Students	939	75,617	924	74,484	906	72,414
Indigenous Students Percent of Student Population	31.10%	12.8%	30.84%	12.32%	30.73%	11.78%
Diverse Abilities	425	76,286	474	80,602	476	84,921
Diverse Abilities Percent of Student Population	14.08%	12.92%	15.82%	13.33%	16.15%	13.81%
Population of District Area	24,501	5,319,324	23,919	5,356,284	23,915	5,519,013
Number of Active Public Schools	16	1,586	16	1579	16	1,576
Completion Rate Over Time 6 Years						
BC Residents	85%	92%	84%	91%	84%	93%
Indigenous Students	75%	74%	74%	75%	69%	77%
Diverse Abilities	71%	77%	71%	78%	73%	80%
All Students	85%	89%	84%	88%	84%	88%

District: Sea to Sky Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$128,347	$113,137	$128,347	$113,137	$128,347	$113,137
Percent of Lone Parent Families	2.62%	4.286%	2.62%	4.286%	2.62%	4.29%
Population Density (People per sq km land area)	862	3,644	862	3,644	862	3,644
Percent of 25-64 with Post Secondary Education	57.002%	42.06%	57.002%	42.06%	57.0%	42.06%
Unemployment Rate	9.269%	8.27%	9.269%	8.27%	9.27%	8.27%
District Demographics						
Number of Students	5,330	590,582	5,328	604,738	5,361	614,870
Indigenous Students	495	75,617	483	74,484	433	72,414
Indigenous Students Percent of Student Population	9.29%	12.8%	9.07%	12.32%	8.08%	11.78%
Diverse Abilities	628	76,286	730	80,602	813	84,921
Diverse Abilities Percent of Student Population	11.78%	12.92%	13.70%	13.33%	15.17%	13.81%
Population of District Area	45,623	5,319,324	48,839	5,356,284	50,635	5,519,013
Number of Active Public Schools	16	1,586	16	1579	16	1,576
Completion Rate Over Time 6 Years						
BC Residents	94%	92%	95%	91%	95%	93%
Indigenous Students	75%	74%	81%	75%	68%	77%
Diverse Abilities	82%	77%	Msk	91%	86%	80%
All Students	94%	89%	95%	88%	95%	88%

District: Okanagan Skaha Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$97,727	$113,137	$97,727	$113,137	$97,727	$113,137
Percent of Lone Parent Families	4.108%	4.286%	4.108%	4.286%	4.11%	4.29%
Population Density (People per sq km land area)	1,622	3,644	1,622	3,644	1,622	3,644
Percent of 25-64 with Post Secondary Education	36.523%	42.06%	36.523%	42.06%	36.52%	42.06%
Unemployment Rate	8.32%	8.27%	8.32%	8.27%	8.32%	8.27%
District Demographics						
Number of Students	5,882	590,582	5,845	604,738	5,915	614,870
Indigenous Students	1,054	75,617	1,027	74,484	974	72,414
Indigenous Students Percent of Student Population	17.92%	12.8%	17.58%	12.32%	16.47%	11.78%
Diverse Abilities	746	76,286	792	80,602	865	84,921
Diverse Abilities Percent of Student Population	12.68%	12.92%	13.55%	13.33%	14.62%	13.81%
Population of District Area	59,168	5,319,324	60,239	5,356,284	60,480	5,519,013
Number of Active Public Schools	23	1,586	22	1579	22	1,576
Completion Rate Over Time 6 Years						
BC Residents	90%	92%	90%	91%	89%	93%
Indigenous Students	85%	74%	92%	75%	79%	77%
Diverse Abilities	76%	77%	85%	78%	66%	80%
All Students	89%	89%	89%	88%	88%	88%

District: Qualicum Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$91,385	$113,137	$91,385	$113,137	$91,385	$113,137
Percent of Lone Parent Families	3.749%	4.286%	3.749%	4.286%	3.75%	4.29%
Population Density (People per sq km land area)	769	3,644	769	3,644	769	3,644
Percent of 25-64 with Post Secondary Education	32.37%	42.06%	32.37%	42.06%	32.37%	42.06%
Unemployment Rate	8.331%	8.27%	8.331%	8.27%	8.33%	8.27%
District Demographics						
Number of Students	4,510	590,582	4,470	604,738	4,439	614,870
Indigenous Students	617	75,617	614	74,484	595	72,414
Indigenous Students Percent of Student Population	13.68%	12.8%	13.74%	12.32%	13.40%	11.78%
Diverse Abilities	557	76,286	601	80,602	634	84,921
Diverse Abilities Percent of Student Population	12.35%	12.92%	13.45%	13.33%	14.82%	13.81%
Population of District Area	52,096	5,319,324	53,184	5,356,284	53,809	5,519,013
Number of Active Public Schools	13	1,586	13	1579	13	1,576
Completion Rate Over Time 6 Years						
BC Residents	91%	92%	88%	91%	94%	93%
Indigenous Students	85%	74%	88%	75%	Msk	77%
Diverse Abilities	78%	77%	77%	78%	84%	80%
All Students	91%	89%	88%	88%	95%	88%

District: Pacific Rim Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$88,278	$113,137	$88,278	$113,137	$88,278	$113,137
Percent of Lone Parent Families	5.099%	4.286%	5.099%	4.286%	5.1%	4.29%
Population Density (People per sq km land area)	1,036	3,644	1,036	3,644	1,036	3,644
Percent of 25-64 with Post Secondary Education	35.299%	42.06%	35.299%	42.06%	35.3%	42.06%
Unemployment Rate	9.012%	8.27%	9.012%	8.27%	9.01%	8.27%
District Demographics						
Number of Students	3,999	590,582	4,020	604,738	3,945	614,870
Indigenous Students	1,200	75,617	1,146	74,484	1,134	72,414
Indigenous Students Percent of Student Population	30.0%	12.8%	28.51%	12.32%	28.75%	11.78%
Diverse Abilities	459	76,286	460	80,602	503	84,921
Diverse Abilities Percent of Student Population	11.48%	12.92%	11.44%	13.33%	12.75%	13.81%
Population of District Area	34,874	5,319,324	35,464	5,356,284	35,885	5,519,013
Number of Active Public Schools	14	1,586	14	1579	14	1,576
Completion Rate Over Time 6 Years						
BC Residents	88%	92%	90%	91%	89%	93%
Indigenous Students	76%	74%	81%	75%	83%	77%
Diverse Abilities	78%	77%	85%	78%	73%	80%
All Students	86%	89%	87%	88%	86%	88%

District: Comox Valley Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$99,215	$113,137	$99,215	$113,137	$99,215	$113,137
Percent of Lone Parent Families	4.354%	4.286%	4.354%	4.286%	4.35%	4.29%
Population Density (People per sq km land area)	1,370	3,644	1,370	3,644	1,370	3,644
Percent of 25-64 with Post Secondary Education	38.459%	42.06%	38.459%	42.06%	38.46%	42.06%
Unemployment Rate	8.18%	8.27%	8.18%	8.27%	8.18%	8.27%
District Demographics						
Number of Students	10,921	590,582	11,207	604,738	12,005	614,870
Indigenous Students	2,029	75,617	2,041	74,484	2,125	72,414
Indigenous Students Percent of Student Population	18.58%	12.8%	18.21%	12.32%	17.70%	11.78%
Diverse Abilities	1,060	76,286	1,132	80,602	1,171	84,921
Diverse Abilities Percent of Student Population	9.71%	12.92%	10.10%	13.33%	9.75%	13.81%
Population of District Area	75,479	5,319,324	76,404	5,356,284	77,688	5,519,013
Number of Active Public Schools	23	1,586	24	1579	24	1,576
Completion Rate Over Time 6 Years						
BC Residents	83%	92%	81%	91%	79%	93%
Indigenous Students	77%	74%	75%	75%	72%	77%
Diverse Abilities	75%	77%	70%	78%	67%	80%
All Students	76%	89%	72%	88%	69%	88%

District: Campbell River Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**		
Median Family Income Before Tax	$97,635	$113,137	$97,635	$113,137	$97,635	$113,137
Percent of Lone Parent Families	4.705%	4.286%	4.705%	4.286%	4.71%	4.29%
Population Density (People per sq km land area)	1,285	3,644	1,285	3,644	1,285	3,644
Percent of 25-64 with Post Secondary Education	35.628%	42.06%	35.628%	42.06%	35.63%	42.06%
Unemployment Rate	8.679%	8.27%	8.679%	8.27%	8.68%	8.27%
District Demographics						
Number of Students	5,622	590,582	5,636	604,738	5,614	614,870
Indigenous Students	1,237	75,617	1,249	74,484	1,196	72,414
Indigenous Students Percent of Student Population	22.0%	12.8%	22.16%	12.32%	21.30%	11.78%
Diverse Abilities	802	76,286	905	80,602	953	84,921
Diverse Abilities Percent of Student Population	14.27%	12.92%	16.06%	13.33%	16.98%	13.81%
Population of District Area	48,501	5,319,324	48,850	5,356,284	49,300	5,519,013
Number of Active Public Schools	19	1,586	19	1579	20	1,576
Completion Rate Over Time 6 Years						
BC Residents	86%	92%	86%	91%	93%	93%
Indigenous Students	76%	74%	65%	75%	77%	77%
Diverse Abilities	64%	77%	62%	78%	83%	80%
All Students	81%	89%	79%	88%	83%	88%

District: Mission Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$114,072	$113,137	$114,072	$113,137	$114,072	$113,137
Percent of Lone Parent Families	4.918%	4.286%	4.918%	4.286%	4.92%	4.29%
Population Density (People per sq km land area)	2,064	3,644	2,064	3,644	2,064	3,644
Percent of 25-64 with Post Secondary Education	36.326%	42.06%	36.326%	42.06%	36.33%	42.06%
Unemployment Rate	6.76%	8.27%	6.76%	8.27%	6.76%	8.27%
District Demographics						
Number of Students	6,654	590,582	6,757	604,738	6,808	614,870
Indigenous Students	1,226	75,617	1,218	74,484	1,211	72,414
Indigenous Students Percent of Student Population	18.43%	12.8%	18.03%	12.32%	17.79%	11.78%
Diverse Abilities	895	76,286	1,003	80,602	1,086	84,921
Diverse Abilities Percent of Student Population	13.45%	12.92%	14.84%	13.33%	15.95%	13.81%
Population of District Area	48,503	5,319,324	48,617	5,356,284	50,820	5,519,013
Number of Active Public Schools	19	1,586	19	1579	19	1,576
Completion Rate Over Time 6 Years						
BC Residents	80%	92%	82%	91%	81%	93%
Indigenous Students	68%	74%	70%	75%	61%	77%
Diverse Abilities	60%	77%	66%	78%	60%	80%
All Students	77%	89%	81%	88%	79%	88%

District: Cowichan Valley Designation: Medium Rural

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$99,064	$113,137	$99,064	$113,137	$99,064	$113,137
Percent of Lone Parent Families	4.691%	4.286%	4.691%	4.286%	4.69%	4.29%
Population Density (People per sq km land area)	851	3,644	851	3,644	851	3,644
Percent of 25-64 with Post Secondary Education	34.828%	42.06%	34.828%	42.06%	34.83%	42.06%
Unemployment Rate	7.385%	8.27%	7.385%	8.27%	7.39%	8.27%
District Demographics						
Number of Students	8,476	590,582	8,572	604,738	8,442	614,870
Indigenous Students	1,329	75,617	1,321	74,484	1,274	72,414
Indigenous Students Percent of Student Population	15.68%	12.8%	15.41%	12.32%	15.09%	11.78%
Diverse Abilities	1,173	76,286	1,220	80,602	1,243	84,921
Diverse Abilities Percent of Student Population	13.84%	12.92%	14.23%	13.33%	14.72%	13.81%
Population of District Area	79,314	5,319,324	79,949	5,356,284	80,938	5,519,013
Number of Active Public Schools	25	1,586	26	1579	26	1,576
Completion Rate Over Time 6 Years						
BC Residents	85%	92%	84%	91%	83%	93%
Indigenous Students	58%	74%	53%	75%	57%	77%
Diverse Abilities	69%	77%	72%	78%	76%	80%
All Students	85%	89%	84%	88%	83%	88%

Medium Urban

District: Chilliwack Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$107,163	$113,137	$107,163	$113,137	$107,163	$113,137
Percent of Lone Parent Families	4.562%	4.286%	4.562%	4.286%	4.56%	4.29%
Population Density (People per sq km land area)	2,373	3,644	2,373	3,644	2,373	3,644
Percent of 25-64 with Post Secondary Education	$35.867%	42.06%	$35.867%	42.06%	$35.87%	42.06%
Unemployment Rate	6.698%	8.27%	6.698%	8.27%	6.7%	8.27%
District Demographics						
Number of Students	14,403	590,582	14,841	604,738	15,417	614,870
Indigenous Students	2,489	75,617	2,590	74,484	2,621	72,414
Indigenous Students Percent of Student Population	17.28%	12.8%	17.45%	12.32%	17.%	11.78%
Diverse Abilities	2,326	76,286	2,465	80,602	2,646	84,921
Diverse Abilities Percent of Student Population	16.15%	12.92%	16.61%	13.33%	17.16%	13.81%
Population of District Area	108,154	5,319,324	110,973	5,356,284	114,480	5,519,013
Number of Active Public Schools	32	1,586	32	1579	32	1,576
Completion Rate Over Time 6 Years						
BC Residents	92%	92%	90%	91%	90%	93%
Indigenous Students	75%	74%	74%	75%	83%	77%
Diverse Abilities	76%	77%	78%	78%	77%	80%
All Students	86%	89%	84%	88%	84%	88%

District: Delta Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$126,157	$113,137	$126,157	$113,137	$126,157	$113,137
Percent of Lone Parent Families	3.782%	4.286%	3.782%	4.286%	3.78%	4.29%
Population Density (People per sq km land area)	3,607	3,644	3,607	3,644	3,607	3,644
Percent of 25-64 with Post Secondary Education	39.843%	42.06%	39.843%	42.06%	39.84%	42.06%
Unemployment Rate	7.247%	8.27%	7.247%	8.27%	7.25%	8.27%
District Demographics						
Number of Students	16,710	590,582	16,901	604,738	16,953	614,870
Indigenous Students	712	75,617	670	74,484	629	72,414
Indigenous Students Percent of Student Population	4.26%	12.8%	3.96%	12.32%	3.71%	11.78%
Diverse Abilities	2,071	76,286	2,059	80,602	2,129	84,921
Diverse Abilities Percent of Student Population	12.39%	12.92%	12.18%	13.33%	12.56%	13.81%
Population of District Area	115,581	5,319,324	117,926	5,356,284	122,602	5,519,013
Number of Active Public Schools	34	1,586	34	1579	34	1,576
Completion Rate Over Time 6 Years						
BC Residents	97%	92%	95%	91%	98%	93%
Indigenous Students	86%	74%	74%	75%	86%	77%
Diverse Abilities	88%	77%	85%	78%	92%	80%
All Students	86%	89%	80%	88%	79%	88%

District: New Westminster Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$116,850	$113,137	$116,850	$113,137	$116,850	$113,137
Percent of Lone Parent Families	3.737%	4.286%	3.737%	4.286%	3.74%	4.29%
Population Density (People per sq km land area)	8,200	3,644	8,200	3,644	8,200	3,644
Percent of 25-64 with Post Secondary Education	50.531%	42.06%	50.531%	42.06%	50.53%	42.06%
Unemployment Rate	8.492%	8.27%	8.492%	8.27%	8.49%	8.27%
District Demographics						
Number of Students	7,478	590,582	8,043	604,738	8,396	614,870
Indigenous Students	355	75,617	348	74,484	325	72,414
Indigenous Students Percent of Student Population	4.75%	12.8%	4.33%	12.32%	3.87%	11.78%
Diverse Abilities	772	76,286	853	80,602	949	84,921
Diverse Abilities Percent of Student Population	10.32%	12.92%	10.61%	13.33%	11.30%	13.81%
Population of District Area	85,693	5,319,324	85,361	5,356,284	88,423	5,519,013
Number of Active Public Schools	18	1,586	18	1579	18	1,576
Completion Rate Over Time 6 Years						
BC Residents	92%	92%	89%	91%	91%	93%
Indigenous Students	67%	74%	59%	75%	59%	77%
Diverse Abilities	68%	77%	73%	78%	76%	80%
All Students	91%	89%	83%	88%	79%	88%

District: Maple Ridge-Pitt Meadows Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$127,618	$113,137	$127,618	$113,137	$127,618	$113,137
Percent of Lone Parent Families	4.285%	4.286%	4.285%	4.286%	4.29%	4.29%
Population Density (People per sq km land area)	2,524	3,644	2,524	3,644	2,524	3,644
Percent of 25-64 with Post Secondary Education	43.278%	42.06%	43.278%	42.06%	43.28%	42.06%
Unemployment Rate	6.466%	8.27%	6.466%	8.27%	6.47%	8.27%
District Demographics						
Number of Students	16,418	590,582	16,914	604,738	17,230	614,870
Indigenous Students	1,674	75,617	1,609	74,484	1,553	72,414
Indigenous Students Percent of Student Population	10.20%	12.8%	9.51%	12.32%	9.01%	11.78%
Diverse Abilities	2,830	76,286	2,977	80,602	3,118	84,921
Diverse Abilities Percent of Student Population	17.23%	12.92%	17.60%	13.33%	18.1%	13.81%
Population of District Area	117,118	5,319,324	119,465	5,356,284	123,668	5,519,013
Number of Active Public Schools	38	1,586	33	1579	33	1,576
Completion Rate Over Time 6 Years						
BC Residents	98%	92%	97%	91%	97%	93%
Indigenous Students	90%	74%	93%	75%	95%	77%
Diverse Abilities	91%	77%	88%	78%	93%	80%
All Students	98%	89%	97%	88%	97%	88%

District: North Vancouver Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$142,757	$113,137	$142,757	$113,137	$142,757	$113,137
Percent of Lone Parent Families	3.979%	4.286%	3.979%	4.286%	3.98%	4.29%
Population Density (People per sq km land area)	4,546	3,644	4,546	3,644	4,546	3,644
Percent of 25-64 with Post Secondary Education	52.081%	42.06%	52.081%	42.06%	52.08%	42.06%
Unemployment Rate	7.173%	8.27%	7.173%	8.27%	7.17%	8.27%
District Demographics						
Number of Students	16,555	590,582	16,864	604,738	17,322	614,870
Indigenous Students	497	75,617	493	74,484	465	72,414
Indigenous Students Percent of Student Population	3.0%	12.8%	2.92%	12.32%	2.68%	11.78%
Diverse Abilities	2,403	76,286	2,601	80,602	2,760	84,921
Diverse Abilities Percent of Student Population	14.52%	12.92%	15.42%	13.33%	15.93%	13.81%
Population of District Area	158,711	5,319,324	159,944	5,356,284	165,073	5,519,013
Number of Active Public Schools	34	1,586	33	1579	34	1,576
Completion Rate Over Time 6 Years						
BC Residents	99%	92%	99%	91%	98%	93%
Indigenous Students	82%	74%	95%	75%	88%	77%
Diverse Abilities	86%	77%	92%	78%	94%	80%
All Students	87%	89%	86%	88%	82%	88%

District: West Vancouver Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$138,321	$113,137	$138,321	$113,137	$138,321	$113,137
Percent of Lone Parent Families	4.343%	4.286%	4.343%	4.286%	4.34%	4.29%
Population Density (People per sq km land area)	3,654	3,644	3,654	3,644	3,654	3,644
Percent of 25-64 with Post Secondary Education	48.2%	42.06%	48.2%	42.06%	48.2%	42.06%
Unemployment Rate	8.854%	8.27%	8.854%	8.27%	8.85%	8.27%
District Demographics						
Number of Students	7,230	590,582	7,345	604,738	7,444	614,870
Indigenous Students	117	75,617	104	74,484	110	72,414
Indigenous Students Percent of Student Population	1.62%	12.8%	1.42%	12.32%	1.48%	11.78%
Diverse Abilities	798	76,286	868	80,602	886	84,921
Diverse Abilities Percent of Student Population	11.04%	12.92%	11.82%	13.33%	11.9%	13.81%
Population of District Area	53,419	5,319,324	55,631	5,356,284	56,849	5,519,013
Number of Active Public Schools	18	1,586	18	1579	18	1,576
Completion Rate Over Time 6 Years						
BC Residents	100%	92%	100%	91%	100%	93%
Indigenous Students	100%	74%	85%	75%	Msk	77%
Diverse Abilities	100%	77%	95%	78%	Msk	80%
All Students	100%	89%	100%	88%	100%	88%

District: Prince George Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$113,413	$113,137	$113,413	$113,137	$113,413	$113,137
Percent of Lone Parent Families	4.975%	4.286%	4.975%	4.286%	4.98%	4.29%
Population Density (People per sq km land area)	1,335	3,644	1,335	3,644	1,335	3,644
Percent of 25-64 with Post Secondary Education	37.57%	42.06%	37.57%	42.06%	37.57%	42.06%
Unemployment Rate	9.243%	8.27%	9.243%	8.27%	9.24%	8.27%
District Demographics						
Number of Students	13,456	590,582	13,530	604,738	13,440	614,870
Indigenous Students	4,381	75,617	4,321	74,484	4,276	72,414
Indigenous Students Percent of Student Population	32.56%	12.8%	31.94%	12.32%	31.82%	11.78%
Diverse Abilities	1,678	76,286	1,827	80,602	1,891	84,921
Diverse Abilities Percent of Student Population	12.47%	12.92%	13.50%	13.33%	14.07%	13.81%
Population of District Area	103,864	5,319,324	102,309	5,356,284	104,080	5,519,013
Number of Active Public Schools	44	1,586	44	1579	43	1,576
Completion Rate Over Time 6 Years						
BC Residents	80%	92%	81%	91%	84%	93%
Indigenous Students	64%	74%	69%	75%	70%	77%
Diverse Abilities	57%	77%	65%	78%	68%	80%
All Students	79%	89%	81%	88%	84%	88%

District: Sooke Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$112,949	$113,137	$112,949	$113,137	$112,949	$113,137
Percent of Lone Parent Families	4.334%	4.286%	4.334%	4.286%	4.33%	4.29%
Population Density (People per sq km land area)	1,789	3,644	1,789	3,644	1,789	3,644
Percent of 25-64 with Post Secondary Education	42.736%	42.06%	42.736%	42.06%	42.74%	42.06%
Unemployment Rate	6.044%	8.27%	6.044%	8.27%	6.04%	8.27%
District Demographics						
Number of Students	12,921	590,582	13,236	604,738	13,693	614,870
Indigenous Students	1,477	75,617	1,431	74,484	1,388	72,414
Indigenous Students Percent of Student Population	11.43%	12.8%	10.81%	12.32%	10.14%	11.78%
Diverse Abilities	1,909	76,286	2,187	80,602	2,485	84,921
Diverse Abilities Percent of Student Population	14.77%	12.92%	16.52%	13.33%	18.15%	13.81%
Population of District Area	99,023	5,319,324	104,060	5,356,284	107,276	5,519,013
Number of Active Public Schools	30	1,586	31	1579	31	1,576
Completion Rate Over Time 6 Years						
BC Residents	90%	92%	92%	91%	93%	93%
Indigenous Students	70%	74%	78%	75%	81%	77%
Diverse Abilities	79%	77%	86%	78%	84%	80%
All Students	84%	89%	86%	88%	83%	88%

District: Saanich Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$121,139	$113,137	$121,139	$113,137	$121,139	$113,137
Percent of Lone Parent Families	3.777%	4.286%	3.777%	4.286%	3.78%	4.29%
Population Density (People per sq km land area)	1,837	3,644	1,837	3,644	1,837	3,644
Percent of 25-64 with Post Secondary Education	39.943%	42.06%	39.943%	42.06%	39.94%	42.06%
Unemployment Rate	5.945%	8.27%	5.945%	8.27%	5.95%	8.27%
District Demographics						
Number of Students	8,964	590,582	8,841	604,738	9,457	614,870
Indigenous Students	618	75,617	587	74,484	645	72,414
Indigenous Students Percent of Student Population	6.89%	12.8%	6.64%	12.32%	6.82%	11.78%
Diverse Abilities	1,227	76,286	1,339	80,602	1,462	84,921
Diverse Abilities Percent of Student Population	13.69%	12.92%	15.15%	13.33%	15.46%	13.81%
Population of District Area	72,256	5,319,324	72,825	5,356,284	73,559	5,519,013
Number of Active Public Schools	17	1,586	17	1579	17	1,576
Completion Rate Over Time 6 Years						
BC Residents	90%	92%	85%	91%	87%	93%
Indigenous Students	73%	74%	68%	75%	68%	77%
Diverse Abilities	78%	77%	76%	78%	73%	80%
All Students	88%	89%	85%	88%	87%	88%

District: Nanaimo-Ladysmith Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$99,507	$113,137	$99,507	$113,137	$99,507	$113,137
Percent of Lone Parent Families	4.95%	4.286%	4.95%	4.286%	4.95%	4.29%
Population Density (People per sq km land area)	1,604	3,644	1,604	3,644	1,604	3,644
Percent of 25-64 with Post Secondary Education	38.521%	42.06%	38.521%	42.06%	38.52%	42.06%
Unemployment Rate	7.79%	8.27%	7.79%	8.27%	7.79%	8.27%
District Demographics						
Number of Students	15,530	590,582	15,693	604,738	15,938	614,870
Indigenous Students	2,693	75,617	2,672	74,484	2,587	72,414
Indigenous Students Percent of Student Population	17.34%	12.8%	17.03%	12.32%	16.23%	11.78%
Diverse Abilities	1,324	76,286	1,479	80,602	1,695	84,921
Diverse Abilities Percent of Student Population	8.53%	12.92%	9.42%	13.33%	10.63%	13.81%
Population of District Area	138,162	5,319,324	141,258	5,356,284	143,775	5,519,013
Number of Active Public Schools	38	1,586	38	1579	38	1,576
Completion Rate Over Time 6 Years						
BC Residents	88%	92%	90%	91%	89%	93%
Indigenous Students	73%	74%	86%	75%	82%	77%
Diverse Abilities	76%	77%	78%	78%	79%	80%
All Students	82%	89%	81%	88%	77%	88%

District: Kamloops Thompson Designation: Medium Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$110,787	$113,137	$110,787	$113,137	$110,787	$113,137
Percent of Lone Parent Families	4.146%	4.286%	4.146%	4.286%	4.15%	4.29%
Population Density (People per sq km land area)	1,571	3,644	1,571	3,644	1,571	3,644
Percent of 25-64 with Post Secondary Education	39.611%	42.06%	39.611%	42.06%	39.61%	42.06%
Unemployment Rate	8.19%	8.27%	8.19%	8.27%	8.19%	8.27%
District Demographics						
Number of Students	16,071	590,582	16,321	604,738	16,609	614,870
Indigenous Students	3,314	75,617	3,281	74,484	3,223	72,414
Indigenous Students Percent of Student Population	20.62%	12.8%	20.10%	12.32%	19.41%	11.78%
Diverse Abilities	1,949	76,286	2,048	80,602	2182	84,921
Diverse Abilities Percent of Student Population	12.13%	12.92%	12.55%	13.33%	13.14%	13.81%
Population of District Area	131,006	5,319,324	133,945	5,356,284	136,846	5,519,013
Number of Active Public Schools	48	1,586	48	1579	49	1,576
Completion Rate Over Time 6 Years						
BC Residents	94%	92%	95%	91%	93%	93%
Indigenous Students	82%	74%	88%	75%	86%	77%
Diverse Abilities	80%	77%	81%	78%	79%	80%
All Students	94%	89%	95%	88%	93%	88%

Large Urban Districts

District: Central Okanagan Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$114,604	$113,137	$114,604	$113,137	$114,604	$113,137
Percent of Lone Parent Families	3.851%	4.286%	3.851%	4.286%	3.85%	4.29%
Population Density (People per sq km land area)	1,742	3,644	1,742	3,644	1,742	3,644
Percent of 25-64 with Post Secondary Education	42.83%	42.06%	42.83%	42.06%	42.83%	42.06%
Unemployment Rate	7.734%	8.27%	7.734%	8.27%	7.73%	8.27%
District Demographics						
Number of Students	24,520	590,582	25,105	604,738	25,272	614,870
Indigenous Students	3,536	75,617	3,479	74,484	3,317	72,414
Indigenous Students Percent of Student Population	14.42%	12.8%	13.86%	12.32%	13.13%	11.78%
Diverse Abilities	3,192	76,286	3,409	80,602	3,524	84,921
Diverse Abilities Percent of Student Population	13.02%	12.92%	13.58%	13.33%	13.94%	13.81%
Population of District Area	235,463	5,319,324	239,183	5,356,284	246,729	5,519,013
Number of Active Public Schools	49	1,586	49	1579	49	1,576
Completion Rate Over Time 6 Years						
BC Residents	95%	92%	95%	91%	96%	93%
Indigenous Students	81%	74%	86%	75%	86%	77%
Diverse Abilities	81%	77%	79%	78%	86%	80%
All Students	93%	89%	94%	88%	96%	88%

District: Abbotsford Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$115,123	$113,137	$115,123	$113,137	$115,123	$113,137
Percent of Lone Parent Families	3.962%	4.286%	3.962%	4.286%	3.96%	4.29%
Population Density (People per sq km land area)	3,454	3,644	3,454	3,644	3,454	3,644
Percent of 25-64 with Post Secondary Education	34.716%	42.06%	34.716%	42.06%	34.72%	42.06%
Unemployment Rate	7.935%	8.27%	7.935%	8.27%	7.94%	8.27%
District Demographics						
Number of Students	19,905	590,582	20,552	604,738	20,760	614,870
Indigenous Students	2,373	75,617	2,321	74,484	2,190	72,414
Indigenous Students Percent of Student Population	11.92%	12.8%	11.29%	12.32%	10.55%	11.78%
Diverse Abilities	2165	76,286	2,251	80,602	2,449	84,921
Diverse Abilities Percent of Student Population	10.88%	12.92%	10.95%	13.33%	11.8%	13.81%
Population of District Area	168,851	5,319,324	164,188	5,356,284	167,208	5,519,013
Number of Active Public Schools	49	1,586	47	1579	47	1,576
Completion Rate Over Time 6 Years						
BC Residents	93%	92%	92%	91%	94%	93%
Indigenous Students	82%	74%	84%	75%	84%	77%
Diverse Abilities	75%	77%	71%	78%	80%	80%
All Students	90%	89%	89%	88%	86%	88%

District: Langley Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$124,843	$113,137	$124,843	$113,137	$124,843	$113,137
Percent of Lone Parent Families	4.06%	4.286%	4.06%	4.286%	4.06%	4.29%
Population Density (People per sq km land area)	2,787	3,644	2,787	3,644	2,787	3,644
Percent of 25-64 with Post Secondary Education	43.723%	42.06%	43.723%	42.06%	43.72%	42.06%
Unemployment Rate	6.3%	8.27%	6.3%	8.27%	6.3%	8.27%
District Demographics						
Number of Students	24,590	590,582	25,857	604,738	26,870	614,870
Indigenous Students	2,345	75,617	2,274	74,484	2,197	72,414
Indigenous Students Percent of Student Population	9.54%	12.8%	8.79%	12.32%	8.18%	11.78%
Diverse Abilities	3,376	76,286	3,626	80,602	3,957	84,921
Diverse Abilities Percent of Student Population	13.73%	12.92%	14.02%	13.33%	14.73%	13.81%
Population of District Area	172,860	5,319,324	179,148	5,356,284	188,366	5,519,013
Number of Active Public Schools	51	1,586	50	1579	49	1,576
Completion Rate Over Time 6 Years						
BC Residents	95%	92%	96%	91%	97%	93%
Indigenous Students	88%	74%	84%	75%	87%	77%
Diverse Abilities	83%	77%	84%	78%	86%	80%
All Students	90%	89%	89%	88%	85%	88%

District: Surrey Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$117,230	$113,137	$117,230	$113,137	$117,230	$113,137
Percent of Lone Parent Families	4.135%	4.286%	4.135%	4.286%	4.14%	4.29%
Population Density (People per sq km land area)	4,957	3,644	4,957	3,644	4,957	3,644
Percent of 25-64 with Post Secondary Education	40.837%	42.06%	40.837%	42.06%	40.84%	42.06%
Unemployment Rate	8.485%	8.27%	8.485%	8.27%	8.49%	8.27%
District Demographics						
Number of Students	78,421	590,582	81,775	604,738	83,545	614,870
Indigenous Students	3,648	75,617	3,505	74,484	3,302	72,414
Indigenous Students Percent of Student Population	4.65%	12.8%	4.29%	12.32%	3.95%	11.78%
Diverse Abilities	9,285	76,286	9,694	80,602	9,992	84,921
Diverse Abilities Percent of Student Population	11.84%	12.92%	11.85%	13.33%	11.96%	13.81%
Population of District Area	655,353	5,319,324	642,755	5,356,284	677,574	5,519,013
Number of Active Public Schools	140	1,586	140	1579	141	1,576
Completion Rate Over Time 6 Years						
BC Residents	92%	92%	92%	91%	94%	93%
Indigenous Students	64%	74%	75%	75%	74%	77%
Diverse Abilities	71%	77%	78%	78%	79%	80%
All Students	91%	89%	90%	88%	92%	88%

District: Richmond Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$101,408	$113,137	$101,408	$113,137	$101,408	$113,137
Percent of Lone Parent Families	4.787%	4.286%	4.787%	4.286%	4.79%	4.29%
Population Density (People per sq km land area)	6,290	3,644	6,290	3,644	6,290	3,644
Percent of 25-64 with Post Secondary Education	45.52%	42.06%	45.52%	42.06%	45.52%	42.06%
Unemployment Rate	10.516%	8.27%	10.516%	8.27%	10.52%	8.27%
District Demographics						
Number of Students	21,999	590,582	23,107	604,738	23,691	614,870
Indigenous Students	312	75,617	301	74,484	275	72,414
Indigenous Students Percent of Student Population	1.42%	12.8%	1.30%	12.32%	1.16%	11.78%
Diverse Abilities	2,115	76,286	2,222	80,602	2,329	84,921
Diverse Abilities Percent of Student Population	9.61%	12.92%	9.62%	13.33%	9.83%	13.81%
Population of District Area	222,952	5,319,324	228,095	5,356,284	235,092	5,519,013
Number of Active Public Schools	51	1,586	51	1579	51	1,576
Completion Rate Over Time 6 Years						
BC Residents	99%	92%	99%	91%	99%	93%
Indigenous Students	77%	74%	87%	75%	Msk	77%
Diverse Abilities	83%	77%	86%	78%	82%	80%
All Students	95%	89%	91%	88%	91%	88%

District: Vancouver Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$114,952	$113,137	$114,952	$113,137	$114,952	$113,137
Percent of Lone Parent Families	4.615%	4.286%	4.615%	4.286%	4.62%	4.29%
Population Density (People per sq km land area)	9,246	3,644	9,246	3,644	9,246	3,644
Percent of 25-64 with Post Secondary Education	49.341%	42.06%	49.341%	42.06%	49.34%	42.06%
Unemployment Rate	9.497%	8.27%	9.497%	8.27%	9.5%	8.27%
District Demographics						
Number of Students	51,175	590,582	52,427	604,738	53,074	614,870
Indigenous Students	2,216	75,617	2,163	74,484	2,087	72,414
Indigenous Students Percent of Student Population	4.33%	12.8%	4.13%	12.32%	3.93%	11.78%
Diverse Abilities	6,141	76,286	6,288	80,602	6,406	84,921
Diverse Abilities Percent of Student Population	12.0%	12.92%	11.99%	13.33%	12.07%	13.81%
Population of District Area	726,220	5,319,324	727,762	5,356,284	755,245	5,519,013
Number of Active Public Schools	111	1,586	110	1579	110	1,576
Completion Rate Over Time 6 Years						
BC Residents	94%	92%	94%	91%	93%	93%
Indigenous Students	62%	74%	62%	75%	61%	77%
Diverse Abilities	80%	77%	80%	78%	82%	80%
All Students	91%	89%	91%	88%	91%	88%

District: Burnaby Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$109,008	$113,137	$109,008	$113,137	$109,008	$113,137
Percent of Lone Parent Families	4.379%	4.286%	4.379%	4.286%	4.38%	4.29%
Population Density (People per sq km land area)	6,813	3,644	6,813	3,644	6,813	3,644
Percent of 25-64 with Post Secondary Education	48.974%	42.06%	48.974%	42.06%	48.97%	42.06%
Unemployment Rate	9.401%	8.27%	9.401%	8.27%	9.40%	8.27%
District Demographics						
Number of Students	26,534	590,582	27,145	604,738	28,129	614,870
Indigenous Students	891	74,617	798	74,484	735	72,414
Indigenous Students Percent of Student Population	3.36%	12.8%	2.94%	12.32%	2.61%	11.78%
Diverse Abilities	2,815	76,286	2,896	80,602	3,107	84,921
Diverse Abilities Percent of Student Population	10.61%	12.92%	10.67%	13.33%	11.05%	13.81%
Population of District Area	270,264	5,319,324	271,021	5,356,284	283,570	5,519,013
Number of Active Public Schools	59	1,586	59	1579	59	1,576
Completion Rate Over Time 6 Years						
BC Residents	94%	92%	93%	91%	95%	93%
Indigenous Students	64%	74%	78%	75%	77%	77%
Diverse Abilities	74%	77%	77%	78%	78%	80%
All Students	92%	89%	90%	88%	92%	88%

District: Coquitlam Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$122,697	$113,137	$122,697	$113,137	$122,697	$113,137
Percent of Lone Parent Families	4.357%	4.286%	4.357%	4.286%	4.36%	4.29%
Population Density (People per sq km land area)	4,420	3,644	4,420	3,644	4,420	3,644
Percent of 25-64 with Post Secondary Education	49.353%	42.06%	49.353%	42.06%	49.35%	42.06%
Unemployment Rate	8.401%	8.27%	8.401%	8.27%	8.40%	8.27%
District Demographics						
Number of Students	33,092	590,582	34,424	604,738	35,256	614,870
Indigenous Students	1,448	75,617	1,456	74,484	1,379	72,414
Indigenous Students Percent of Student Population	4.38%	12.8%	4.23%	12.32%	3.91%	11.78%
Diverse Abilities	5,434	76,286	5,638	80,602	5,836	84,921
Diverse Abilities Percent of Student Population	16.42%	12.92%	16.38%	13.33%	16.55%	13.81%
Population of District Area	264,612	5,319,324	265,220	5,356,284	274,682	5,519,013
Number of Active Public Schools	77	1,586	77%	1579	77	1,576
Completion Rate Over Time 6 Years						
BC Residents	96%	92%	96%	91%	97%	93%
Indigenous Students	82%	74%	80%	75%	86%	77%
Diverse Abilities	89%	77%	87%	78%	90%	80%
All Students	92%	89%	90%	88%	89%	88%

District: Greater Victoria Designation: Large Urban

	2022-2023		2023-2024		2024-2025	
Socio Economic Data	**District**	**Province**	**District**	**Province**	**District**	**Province**
Median Family Income Before Tax	$113,621	$113,137	$113,621	$113,137	$113,621	$113,137
Percent of Lone Parent Families	4.186%	4.286%	4.186%	4.286%	4.19%	4.29%
Population Density (People per sq km land area)	3,641	3,644	3,641	3,644	3,641	3,644
Percent of 25-64 with Post Secondary Education	45.239%	42.06%	45.239%	42.06%	45.24%	42.06%
Unemployment Rate	7.238%	8.27%	7.238%	8.27%	7.24%	8.27%
District Demographics						
Number of Students	20,455	590,582	20,855	604,738	21,108	614,870
Indigenous Students	1,613	75,617	1,595	74,484	1,522	72,414
Indigenous Students Percent of Student Population	7.89%	12.8%	7.65%	12.32%	7.21%	11.78%
Diverse Abilities	2,834	76,286	3,025	80,602	3,271	84,921
Diverse Abilities Percent of Student Population	13.85%	12.92%	14.50%	13.33%	15.50%	13.81%
Population of District Area	251,578	5,319,324	250,079	5,356,284	253,823	5,519,013
Number of Active Public Schools	49	1,586	49	1579	49	1,576
Completion Rate Over Time 6 Years						
BC Residents	91%	92%	91%	91%	92%	93%
Indigenous Students	61%	74%	64%	75%	74%	77%
Diverse Abilities	79%	77%	77%	78%	78%	80%
All Students	87%	89%	86%	88%	87%	88%

Districts By Type

Extra Small Rural	Small Rural	Medium Rural Climate
▪ Arrow Lakes ▪ Revelstoke ▪ Central Coast ▪ Haida Gwaii ▪ Fort Nelson ▪ Vancouver Island West ▪ Stikine ▪ Nisga'a	▪ qathet ▪ Boundary ▪ Prince Rupert ▪ Okanagan Similkameen ▪ Bulkley Valley ▪ Nicola-Similkameen ▪ Gulf Islands ▪ Gold Trail ▪ Fraser Cascade ▪ Vancouver Island North	▪ South East Kootenay ▪ Rocky Mountain ▪ Kootenay Lake ▪ Cariboo Chilcotin ▪ Sunshine Coast ▪ Peace River South ▪ Peace River North ▪ Coast Mountain ▪ Kwsaltktnews ne Secwepemcul'ecw ▪ Nechako Lakes ▪ Conseil Scolaire Francophone
Medium Rural	**Medium Urban**	**Large Urban**
▪ Kootenay Columbia ▪ Vernon ▪ Quesnel ▪ Sea to Sky ▪ Okanagan Skaha ▪ Qualicum ▪ Pacific Rim ▪ Comox Valley ▪ Campbell River ▪ Mission ▪ Cowichan Valley	▪ Chilliwack ▪ Delta ▪ New Westminster ▪ Maple Ridge Pitt Meadow ▪ North Vancouver ▪ West Vancouver ▪ Prince George ▪ Sooke ▪ Saanich ▪ Nanaimo Ladysmith ▪ Kamloops Thompson	▪ Central Okanagan ▪ Abbotsford ▪ Langley ▪ Surrey ▪ Richmond ▪ Vancouver ▪ Burnaby ▪ Coquitlam ▪ Greater Victoria

Appendix 4 – BC Budget Consultation Report & Recommendations

2026 BC Budget Consultation Report (LINK)

- K-12 Education and Child Care report and recommendations are on pg.58-63.

Page	Recommendations
7	"To meet workforce demands, the Committee prioritizes investments in training for sectors facing critical labour shortages, including trades, health care, and education. Members recognize the unique role of rural and remote post-secondary institutions in serving regional work force needs and contributing to local economies. The Committee also calls for expanded public and private child care facilities, especially for shift workers, and supports recruitment and retention of early childhood educators. Finally, Members stress the importance of being responsive to opportunities to attract investment in new technologies and improve digital connectivity."
7	"The Committee recognizes the budgetary pressures faced by both K-12 and post-secondary institutions and affirms the economic and societal importance of education. The Committee recognizes the need for increased funding to address staffing shortages and pursue new capital projects. Members acknowledge the significance of early intervention in identifying and supporting students with support needs and increases in demand for these services."
7	"The Committee acknowledges the challenges faced by northern and rural K-12 school districts and the need for unique, tailored supports."
7	"Specific to rural and remote communities, the Committee emphasizes the need for specific consideration and supports to address the unique challenges these communities face in attracting and retaining critical workers. The Committee recommends targeted programs and incentives to attract high demand workers—such as medical professionals, educational staff, and skilled tradespeople—to rural and remote areas. Additionally, the Committee acknowledges the importance of public transportation as essential for accessing health care, education, and employment, especially for rural and remote communities."
62	"Committee acknowledged the distinct and often complex challenges faced by northern and rural districts, recognizing the need to consider their unique circumstances including teacher and staff shortages, increased costs for goods and services, and geographical challenges."
14	Recommendation 2 **Advanced Education** Prioritize funding to support post-secondary institutions that are advancing innovative solutions to meet local and regional workforce development priorities.
26	Recommendation 9. **Economic Development** Expand program initiatives and incentives to keep high-demand professions in rural and remote areas, including: medical professionals, teachers, early childhood educators, and support workers for children and adults with disabilities
24	**Economic Development-**The Committee noted the unique impact of natural resource projects on rural and remote communities.
51	Recommendation 27 **Health**. Increase targeted investments in the prevention, early diagnosis, and effective treatment of chronic diseases and complex conditions.
52	Recommendation 33 **Health** Improve transportation options, including public transit, intercity transit services and air options for patients in rural and remote communities to access health care.

Page	Recommendations
63	Recommendation 52 **K-12 Education and Childcare**. Prioritize capital funding to address K-12 school infrastructure issues such as seismic upgrades and accessibility, and explore innovative solutions for capital infrastructure, including the use of mixed-use spaces.
63	Recommendation 53 **K-12 Education and Childcare**. Prioritize the mental health and physical safety of school staff.
63	Recommendation 54 **K-12 Education and Childcare**. Strengthen inclusive education by ensuring timely student assessments and providing sufficient staffing for safe and effective student support.
63	Recommendation 55 **K-12 Education and Childcare**. Continue to work towards providing primary classrooms with an education assistant and schools with a dedicated counsellor to support student well-being and learning.
63	Recommendation 56. **K-12 Education and Childcare** Provide targeted funding to enhance K-12 programs that focus on introducing and expanding pathways into the skilled trades and health care.
63	Recommendation 57 **K-12 Education and Childcare** Prioritize the expansion of child care facilities and the diversification of child care options to meet the different needs of the workforce, including by improving the recruitment and retention of early childhood educators.
66	Recommendation 60. **Mental Health and Addictions** Improve access to mental health services in underserved areas.
66	Recommendation 61 **Mental Health and Addictions** Increase funding for counselling services for children and youth who have experienced domestic, gender based, and inter-familial violence.

Appendix 5 – Links to Other Documents Reviewed

- Budget 2026 and Rural Realities (LINK)
- Good Lives Stronger Communities (LINK)
- Rural Initiative Draft Guidance BC Public Service September 11, 2025 (LINK)
- BCASBO Cost Pressures Report (LINK)

Appendix 6 – Other Rural and Remote Network Reports

- Rural and Remote Network Year One Report (2023-2024) (LINK), on BCSTA Portal
- Rural and Remote Network Year Two Report (2024-2025) (LINK), on BCSTA Portal

FINANCIAL REPORT
OPERATING FUND
as at 2026-09-30

REVENUES	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
6210 PROVINCIAL OPERATING GRANT	(51,528,050)	(5,837,867)	45,690,183	11%
6290 MINISTRY OF EDUCATION GRANTS	-	4,326	4,326	
6292 MINISTRY OF EDUCATION GRANTS	-	(259)	(259)	
6293 MINISTRY OF EDUCATION GRANTS	(441,458)	(309,021)	132,437	70%
6294 MINISTRY OF EDUCATION GRANTS	(944,395)	(30,693)	913,702	3%
6295 MINISTRY OF EDUCATION GRANTS	-	(206,587)	(206,587)	
6296 MINISTRY OF EDUCATION GRANTS	-	(57,385)	(57,385)	
6297 MINISTRY OF EDUCATION GRANTS	(35,000)	-	35,000	0%
6298 MINISTRY OF EDUCATION GRANTS	(464,721)	(316,459)	148,262	68%
6410 OTHER PROVINCIAL MINISTRIES	(188,288)	(60,007)	128,281	32%
6470 NON-RESIDENT TUITION	(75,000)	-	75,000	0%
6480 LOCAL EDUCATION AGREEMENT	(1,030,494)	-	1,030,494	0%
6488 JB4 MISC REVENUE	-	(315)	(315)	
6489 REVENUE CAREERS	(90,000)	-	90,000	0%
6490 MISCELLANEOUS REV	(50,000)	(52,397)	(2,397)	105%
6495 CENTRAL STORE HANDLE FEE	-	(425)	(425)	
6500 RENTALS & LEASES	(180,000)	(9,683)	170,317	5%
6601 INTEREST SHORT TERM DEPOSIT	(300,000)	(85,299)	214,701	28%
Grand Total	**(55,327,406)**	**(6,962,072)**	**48,365,334**	**13%**

EXPENDITURES	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
04 DISTRICT ADMINISTRATION	2,682,831	744,488	1,938,343	28%
05 OPERATIONS AND MAINTENANCE	7,800,000	1,528,529	6,271,471	20%
07 TRANSPORTATION & HOUSING	4,123,500	661,391	3,462,109	16%
01 INSTRUCTION	40,721,075	5,482,658	35,238,417	13%
Grand Total	**55,327,406**	**8,417,067**	**46,910,339**	**15%**

NET SURPLUS (DEFICIT)	**-**	**1,454,995**	**(1,454,995)**

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY OBJECT
as at 2026-09-30

Expenditure by Category (Object)	PRELIM BUDGET	YTD ACTUALS
BENEFITS	**8,733,544**	**1,204,422**
2000 BENEFITS - REGULAR	8,410,529	1,175,796
2004 BENEFITS - CASUAL	323,015	28,626
SALARIES	**37,744,688**	**5,370,975**
1050 PRINCIPAL/VICE PRINCIPAL SAL	4,413,477	1,164,566
1100 TEACHER SALARIES	16,917,554	1,770,792
1101 HEAD TEACHER ALLOWANCE	10,581	867
1102 COUNSELLOR ALLOWANCE	5,884	2,421
1103 TEACHER IN CHARGE ALLOWANCE	40,667	1,677
1105 DEPARTMENT HEAD ALLOWANCE	57,403	816
1200 SUPPORT STAFF SALARIES	4,981,163	901,910
1204 CLERICAL - SALARIES	1,357,639	214,271
1208 SUMMER STUDENT	78,800	(9,620)
1230 EDUCATION ASSISTANT SALARIES	5,390,313	494,901
1300 OTHER PROFESSIONAL SALARIES	2,342,966	601,487
1303 PARA EDUCATOR SALARIES	393,855	19,663
1400 SUBSTITUTE SALARIES	239,260	114,757
1401 DISCRETIONARY SUBS	1,300,351	77,178
1404 CLERICAL SUBSTITUTES	29,649	478
1411 CASUAL SALARIES - RECOVERABLE	-	(200)
1430 AIDES - SUBSTITUTE SALARY	185,126	15,011
SUPPLIES AND SERVICES	**8,844,174**	**1,841,670**
3101 LEGAL	106,594	7,251
3102 AUDIT	24,000	-
3103 LABOUR RELATIONS	5,000	-
3104 CONTRACT SERVICES	1,279,244	461,936
3105 TELEPHONE	101,025	18,208
3106 PHOTOCOPY	100,000	9,003
3107 POSTAGE	15,530	2,157
3108 ADVERTISING	6,300	4,866
3300 STUDENT TRANSPORTATION	209,880	19,010
3301 BUSING CONTRACT	1,000,000	94,687
3303 TRANSPORTATION ALLOWANCE	12,500	856
3400 TRAVEL	151,290	29,915
3405 RECRUITMENT TRAVEL	8,000	-
3406 TRAVEL KILOMETERS	161,570	16,501
3409 REGISTRATION FEES	104,380	4,895
3410 RECRUITMENT INCENTIVES	90,000	26,877
3415 PROF GROWTH & DEV	10,000	4,903
3499 MEALS AND MEAL SUPPLIES	123,620	16,978
3600 RENTALS & LEASES	22,000	2,066
3601 EQUIPMENT RENTAL	13,500	194
3700 DUES/FEES/LICENSES	617,459	250,643
3706 RADIO LICENCES	5,000	-
3707 TEACHER CRIMINAL RECORD CHECKS	1,000	138
3708 SUPPORT CRIMINAL RECORD CHECKS	5,000	249
3710 SCHOLARSHIPS	7,000	2,000
3900 INSURANCE	260,500	110,699
4124 BANK CHARGES	3,000	934
5100 SUPPLIES - GENERAL	1,937,282	288,565
5101 BOOKS ONLY	147,627	3,218
5102 OTHER SUPPLIES	5,000	356
5103 NON VIOLENT CRISIS INTERVENTION	5,000	5,921
5400 UTILITIES - ELECTRICITY	467,500	92,754
5401 UTILITIES - NATURAL GAS	410,000	8,411
5402 UTILITIES - PROPANE	35,000	-
5403 VEHICLE FUEL	640,000	77,792
5404 UTILITIES - WATER & SEWER	160,000	39,352
5405 UTILITIES - GARBAGE	60,000	18,625
5406 CARBON OFFSETS	55,000	(25,950)
5407 NEXT GENERATION NETWORK	145,000	1,104
5800 EQUIPMENT	241,585	9,559
5900 COMPUTER REPLACEMENTS	91,788	236,998
Grand Total	**55,322,406**	**8,417,067**

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY FUNCTION
as at 2026-09-30

EXPENDITURE by Function (Program)	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
01 INSTRUCTION	**40,721,075**	**5,482,658**	**35,238,417**	**13%**
02 REGULAR INSTRUCTION	23,397,537	3,358,369	20,039,168	14%
03 CAREER PREPARATION	397,774	23,915	373,859	6%
07 LIBRARY	403,160	46,542	356,618	12%
08 COUNSELLING	1,273,591	124,843	1,148,748	10%
10 INCLUSION	8,512,358	761,944	7,750,414	9%
30 ENGLISH AS A SECOND LANGUAGE	171,918	18,257	153,661	11%
31 INDIGENOUS EDUCATION	2,096,573	269,029	1,827,544	13%
41 ADMINISTRATION	4,243,164	879,760	3,363,404	21%
62 OFF-SHORE STUDENTS	225,000	-	225,000	0%
04 DISTRICT ADMINISTRATION	**2,682,831**	**744,488**	**1,938,343**	**28%**
03 CAREER PREPARATION	132,500	30,991	101,509	23%
11 EDUCATION ADMIN	662,831	221,900	440,931	33%
40 SCHOOL BOARD GOVERNANCE	250,000	78,620	171,380	31%
41 ADMINISTRATION	1,637,500	412,976	1,224,524	25%
05 OPERATIONS AND MAINTENANCE	**7,800,000**	**1,528,529**	**6,271,471**	**20%**
41 ADMINISTRATION	816,561	195,612	620,949	24%
50 MAINTENANCE OPERATIONS	4,872,500	1,025,998	3,846,502	21%
52 MAINTENANCE OF GROUNDS	778,439	173,084	605,355	22%
56 UTILITIES	1,332,500	133,835	1,198,665	10%
07 TRANSPORTATION & HOUSING	**4,123,500**	**661,391**	**3,462,109**	**16%**
41 ADMINISTRATION	328,441	75,321	253,120	23%
70 STUDENT TRANSPORTATION	3,795,059	586,070	3,208,989	15%
Grand Total	**55,327,406**	**8,417,067**	**46,910,339**	**15%**

FINANCIAL REPORT
OPERATING FUND - EXPENDITURE BY SCHOOL
as at 2026-09-30

EXPENDITURE by School	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
101 CANALTA	1,916,191	253,024	1,663,167	13%
102 CENTRAL MIDDLE SCHOOL	3,149,951	402,069	2,747,882	13%
103 CRESCENT PARK	2,113,317	236,843	1,876,474	11%
105 ECOLE FRANK ROSS	3,529,398	409,756	3,119,642	12%
108 SOUTH PEACE SECONDARY	4,676,631	575,365	4,101,266	12%
109 TREMBLAY	1,818,426	254,056	1,564,370	14%
110 POUCE COUPE	1,217,144	148,032	1,069,112	12%
111 CHETWYND SECONDARY SCHOOL	2,631,544	315,863	2,315,681	12%
112 WINDREM	436,156	74,028	362,128	17%
113 DON TITUS	1,317,718	158,758	1,158,960	12%
114 DEVEREAUX	858,572	101,553	757,019	12%
118 MOBERLY LAKE	482,946	74,375	408,571	15%
119 MCLEOD	628,566	83,254	545,312	13%
124 PARKLAND ELEMENTARY	699,360	112,035	587,325	16%
125 SOUTH PEACE ELEMENTARY	337,289	57,409	279,880	17%
127 TUMBLER RIDGE SECONDARY SCHOOL	1,680,268	204,241	1,476,027	12%
129 TUMBLER RIDGE ELEMENTARY SCHOOL	1,905,741	223,746	1,681,995	12%
131 LITTLE PRAIRIE ELEMENTARY	1,380,453	171,158	1,209,295	12%
132 PEACE VIEW COLONY	299,394	57,535	241,859	19%
138 DISTRIBUTED LEARNING	711,259	115,110	596,149	16%
Grand Total	**31,790,324**	**4,028,210**	**27,762,114**	**13%**

CLASSROOM ENHANCEMENT	PRELIM BUDGET	YTD ACTUALS	VARIANCE	%
01 CANALTA	254,674	13,082	241,592	5%
02 CENTRAL MIDDLE	278,998	28,133	250,865	10%
03 CRESCENT PARK	159,687	18,401	141,286	12%
05 FRANK ROSS	442,823	36,417	406,406	8%
08 SOUTH PEACE SENIOR SECONDARY	328,195	37,116	291,079	11%
09 TREMBLAY	234,606	32,169	202,437	14%
10 POUCE COUPE	204,444	15,594	188,850	8%
11 CHETWYND SECONDARY SCHOOL	304,238	28,197	276,041	9%
12 WINDREM ELEMENTARY	37,216	3,839	33,377	10%
13 DON TITUS	97,297	11,937	85,360	12%
14 DEVEREAUX ELEMENTARY	61,660	19,762	41,898	32%
18 MOBERLY LAKE	149,350	2,089	147,261	1%
19 MCLEOD ELEMENTARY	153,486	2,208	151,278	1%
24 PARKLAND	23,109	-	23,109	0%
25 SOUTH PEACE ELEMENTARY	89,901	8,254	81,647	9%
27 TUMBLER RIDGE SECONDARY	409,863	29,797	380,066	7%
29 TUMBLER RIDGE ELEMENTARY	370,579	18,574	352,005	5%
31 LITTLE PRAIRIE	243,727	22,587	221,140	9%
32 PEACE VIEW COLONY SCHOOL	84,428	9,589	74,840	11%
Grand Total	3,928,281	**337,746**	**3,590,535**	**9%**

School District No.59 (Peace River South)

DATE: 2026-10-21

TO: Board of Education

FROM: Peter Neale
Secretary-Treasurer/CFO

RE: CAPITAL PROJECTS UPDATE

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

Purpose

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

Crescent Park Elementary School Expansion Project

September and October

- Final minor deficiencies were corrected
- Defective flush valve replaced
- Gas line on roof supported
- Tie old school into new water supply
- Millwork in new staffroom was installed, and receptacles were added for appliances
- Additional handrail for front entrance getting built

Financial Update

Work is nearly completed, and the below should comprise the majority of the final expenses, including holdbacks. Some additional invoices are expected for work completed in October.

Project Budget Update

$9,084,489	Spent to Date (2026-10-16)
$125,511	Outstanding to Complete (Estimated)
$9,210,000	Total Spend Expected

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

ChildCareBC New Spaces – Dawson Creek & Tumbler Ridge

Tumbler Ridge

- Work progressed on the building foundation
- Structural steel beams have been erected
- Floor system is being installed
- Walls are being build off-site and will be stood up soon

Tremblay

- Work progressed on the building foundation
- Work is progressing on the installation of the water, sewer and storm drain services
- Structural steel beams have been erected

Project Budget Update

$1,729,653 Spent to Date (2026-10-16)
(Note: costs relate to invoices received and may not reflect all costs incurred to date for work done)

$13,659,175 Funding from BC Government

$213,155 Interest Accrued ($97,401 is from 2024-25)

Tumbler Ridge Kodiak Campus

- Signage was ordered for new parking lot
- Leadership met with snow clearing contractor to come up with a plan on how to do the snow plowing and where to pile the snow
- Installation of staff block heater receptacles
- Installation of millwork in new center complex
- Location for 3 sea cans was picked. Ministry approval was provided.
- Ministry approval was provided for a lease for the StrongStart program in Tumbler Ridge for a two-three commitment while the new school is being built

---

Budget Update

Special Purpose Funds
Grants and expenditures of $1,350,626 are recorded.

Capital Assets Purchased
Modular classrooms and associated costs for installation, as well as supports to create a modular classroom complex, totaled $2,802,075 and are recorded in the financial statements.

Building Remediation
On July 21, 2026, the School District and the Government of British Columbia entered into a memorandum of agreement to dispose of, through remediation, a school building and associated site improvements in the community of Tumbler Ridge. The Government of British Columbia will conduct the disposal directly and cover the remediation costs. The land will be brought to a state that allows for future use. The costs are currently undetermined.

New School Build
The Government of British Columbia, in partnership with the Federal Government, has made commitments for a new school building at a new school site. The timeline and costs for the new high school are undetermined at this time.

Future Supports
The Government of British Columbia has committed to providing funding to support students and staff. As of June 30, 2026, supports for up to $2.8 million are available to the school district until March 31, 2027. Funding and supports after March 31, 2027 are undetermined at this time.

Childcare Spaces Funding

Canalta Before and After School Care

- License for childcare was received on October 7,2026
- Before and After school childcare scheduled to open October 19, 2026

Funding: $144,000
Spent to Date: $109,185
(Note: costs relate to invoices received and may not reflect all costs incurred to date for work done)

Crescent Park Before and After School Care

- Installation of suspended ceiling
- New flooring
- New lighting
- New bathroom fixtures
- Upgrades to kitchen (dishwasher, exhaust fan)
- Drywall repairs

Funding: $72,000
Spent to Date: $10,903
(Note: costs relate to invoices received and may not reflect all costs incurred to date for work done)

School District No. 59 (Peace River South)

DATE: 2026-10-21

TO: Board of Education

FROM: Peter Neale
Secretary-Treasurer

RE: Auditing Services

Purpose

To seek direction from the Board of Education on the provision of auditing services for the 2026-27 fiscal year, including auditing services to March 2028.

Appendix

None

Background

In accordance with Board Policy and Regulation 5020:

> "Auditors and bankers shall be appointed on the basis of proposals for services and costs, invited from all eligible institutions. The appointment of a banker or auditor shall be for a period of not less than three nor more than five years."

On November 27, 2024, the Board of Education carried the following motion:

> "THAT the Board of Education of School District No. 59 (Peace River South) extend the audit contract of Sander Rose Bone Grindle LLP to March 31, 2027."

The current provision of services has been in place since April 2022.

Considerations

For the consideration of the Board of Education, the following is provided:

- Since the beginning of the current auditing services, a new Partner-Auditor was assigned to provide services, with 2025-26 being the first full year of services under the new auditor, Jason Grindle (now named Eclipse LLP).

- This upcoming fiscal year will be the first full year of the current Secretary-Treasurer, which will allow continuity of services and overlap for auditing services for the year ending June 30, 2026.

- With the recent election and upcoming inaugural meeting of a new Board of Education, an extension will allow overlap in services between the two Boards and more time to conduct a request for proposal for new services in the fall/winter of 2027.

- Audit services for 2025-26 were $23,832, and Eclipse LLP is a local auditing firm (located in Dawson Creek, Grande Prairie, and Fort St. John).

Recommendation

Leadership reports that the auditing services have been professional and effective, and, provided the Board of Education is satisfied with the services and relationship, recommends extending the current agreement of the auditor for one (1) year, provided the fee for services is reasonable compared to the amount paid in 2025-26.

MOTION:
“THAT the Board of Education of School District No. 59 (Peace River South) hereby extends the audit contract of Eclipse LLP to March 31, 2028, subject to successful completion of an extension of the current contract and fees for services between Eclipse LLP and with the Board Chair and the Secretary-Treasurer.”

School District No. 59 (Peace River South)

DATE: 2026-10-21

TO: Board of Education

FROM: Peter Neale
Secretary-Treasurer

RE: 2025-2026 Executive Compensation Report

Purpose

School districts are required to complete the Executive Compensation Disclosure module for compensation paid to Executive Employees during the period of July 1, 2025, to June 30, 2026, and submit it to BCPSEA.

Appendix

Executive Compensation Disclosure

Background

Pursuant to the Public Sector Employers Act (Act), BCPSEA is responsible for coordinating compensation for employees in K-12 public education who are not subject to collective agreements.

The report is an annual reporting requirement and includes the compensation philosophy of the district, including labour market comparators, cash and non-cash compensation, compensation administration, and accountability. The report is reviewed by both BCPSEA and PSEC.

School districts are required to report compensation information for Senior Employees on an ongoing basis and for Executive Employees on an annual basis.

- Senior Employee means any exempt employee with an annual base salary of $125,000 or more.
- Executive Employee means the Superintendent and the next top Senior Employee decision-makers.

Considerations

School districts must provide the following to BCPSEA by October 23, 2026:

- Attestation Letter signed by the school district Board Chair
- Compensation Disclosure Report

Recommendation

MOTION: “THAT the Board of Education of School District No. 59 (Peace River South) receive the 2025-2026 Executive Compensation Report as presented.”

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

Public Sector Executive Compensation Disclosure Report 2025-2026
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 2026

Name and Position	Salary	Holdback/Bonus/ Incentive Plan Compensation	Benefits	Pension	All Other Compensation (expanded below)	2025/2026 Total Compensation	Previous Two Years Totals Total Compensation	
							2024/2025	2023/2024
Christy Fennell, Superintendent	$ 249,954	-	$ 20,246	$ 28,245	$ 4,596	$ 303,041	$ 293,849	$ 250,986
Paul Chisholm, Director of Instruction	$ 172,207	-	$ 19,472	$ 19,459	$ 3,324	$ 214,462	$ 211,046	$ 196,013
Kim Simone Morris, Secretary-Treasurer	$ 133,943	-	$ 11,949	$ 12,470	$ 16,018	$ 174,380	$ 239,739	$ 153,472
MICHAEL PETER NEALE, SECRETARY TREASURER	$ 66,971	-	$ 11,378	$ 6,235	$ 1,218	$ 85,802		
Jan Proulx, Director of Instruction	$ 172,209	-	$ 20,545	$ 19,459	$ 3,324	$ 215,537	$ 211,046	$ 195,159

EXECUTIVE COMPENSATION DISCLOSURE

Summary Other Compensation Table at 2026

Name and Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle / Transportation Allowance	Perquisites / Other Allowances	Other
Christy Fennell, Superintendent	$ 4,596	-	-	-	-	-	$ 4,596
Paul Chisholm, Director of Instruction	$ 3,324	-	-	-	-	-	$ 3,324
Kim Simone Morris, Secretary-Treasurer	$ 16,018	-	$ 13,374	-	-	-	$ 2,644
MICHAEL PETER NEALE, SECRETARY TREASURER	$ 1,218	-	-	-	-	-	$ 1,218
Jan Proulx, Director of Instruction	$ 3,324	-	-	-	-	-	$ 3,324

EXECUTIVE COMPENSATION DISCLOSURE

Notes

Christy Fennell, Superintendent	**General Note:** Christy Fennell received a 2% performance-based salary increase as of JULY 1, 2025 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff. **Other Note:** LTD AND STD CONTRIBUTIONS
Paul Chisholm, Director of Instruction	**General Note:** Paul Chisholm received a 2.5% performance-based salary increase as of July 1, 2025 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff. **Other Note:** LTD AND STD CONTRIBUTION
Kim Simone Morris, Secretary-Treasurer	**General Note:** Kim Morris received a 0% performance-based salary increase as she was no longer employed as at March 1, 2026. **Other Note:** LTD AND STD CONTRIBUTIONS
MICHAEL PETER NEALE, SECRETARY TREASURER	**General Note:** AS EMPLOYEE STARTED MARCH 1, 2026, NO INCREASE WAS PROVIDED SINCE HIRE DATE FOLLOWING REVISED EXEMPT GRIDS AS EMPLOYEE WAS HIRED AFTER JUNE 30, 2025 AND BEFORE THE REVISED GRIDS WERE PROVIDED, IN ACCORDANCE WITH BCPSEA GUIDANCE. **Other Note:** LTD AND STD CONTRIBUTIONS
Jan Proulx, Director of Instruction	**General Note:** Jan Proulx received a 2.5% performance-based salary increase as of JULY 1, 2025 in accordance with the K-12 sector-based process for annual, performance-based salary increases for exempt staff. **Other Note:** LTD AND STD CONTRIBUTIONS

School District No. 59 (Peace River South)

DATE: 2026-10-21

TO: Board of Education

FROM: Peter Neale
Secretary-Treasurer

RE: 2026 Final Enrolment Report

Purpose

To provide an update to the Board of Education on enrolment estimates following the October 1701 submission.

Appendix

Summary of Enrolments

Background

This report explains how October enrolment compares with the spring budget projection and the prior year, identifies where the variances are concentrated, and considers kindergarten and grade-cohort information as indicators of future enrolment.

Financial impacts will be determined during the amended budget process based on actual staffing, actual student counts and supports through the CEF funding.

Note the following includes seven (7) Gundy area students, and does not include thirty-seven (37) homeschool registrations, and does not include our seventeen (17) Kelly Lake students (who attend a school district in Alberta).

Considerations

- Total reported enrolment including Distributed Learning is 3,525.56 FTE.
- Enrolment is 49.56 FTE or 1% above the spring projection of 3,476.00.
- Enrolment remains 120.44 FTE, or 3%, below the prior year.
- Kindergarten enrolment across the District stands at 232, which remains below the current Grade 1 cohort of 254, indicating that continued elementary enrolment pressure may remain.

- The favourable variance to budget is driven primarily by secondary enrolment (+40.81 FTE / +3%) and elementary enrolment (+20.00 FTE / +1%), offset by a decrease in Distributed Learning (-11.25 FTE / -11%). While exceeding budget projections, total enrolment remains 120.44 FTE, or 3%, below the prior year.

- The year-over-year reduction is concentrated in elementary enrolment, which declined by 99.00 FTE (5%), alongside secondary enrolment declining by 9.94 FTE (1%) and Distributed Learning declining by 11.50 FTE (11%).

- Enrolment trends vary significantly by school, and staffing, space and program implications should therefore be considered at the individual-school level rather than solely from the District-wide favourable variance.

Significant school level variances

School	To projection Student & %	To prior year Student & %	Qualitative assessment
DC Central	+28 +8%	+3 +1%	Largest increase variance, representing about 69% of the secondary variance. Review staffing and timetables.
Tremblay	+15 +8%	(2) (1%)	Materially above budget with a strong kindergarten intake (25) supporting stability.
Moberly Lake	+8 +21%	+5 +12%	Strong variance from a small base; kindergarten of 2 suggests caution.
Frank Ross	+6 +1%	(25) (6%)	Above budget but below last year; robust kindergarten cohort of 57 supports future stability.
Canalta	+6 +3%	(9) (4%)	Above projection with stable cohort distribution.
Pouce Coupe	+6 +5%	+8 +7%	Strong performance above both projection and prior year.
Tumbler Ridge Secondary	+4.13 +2%	(10.44) (6%)	Modestly above projection, but lower year-over-year.
Windrem	+4 +13%	+4 +13%	Above both comparisons; kindergarten cohort of 10 is promising but the small base is volatile.
Chetwynd Secondary	+2.81 +1%	(0.25) 0%	On projection and essentially flat to prior year.
Don Titus	(4) (3%)	(13) (9%)	Below budget and prior year; low kindergarten intake (8) signals continued pressure.

School	To projection Student & %	To prior year Student & %	Qualitative assessment
Tumbler Ridge Elementary	(4) (2%)	(4) (2%)	Modestly below budget and prior year; kindergarten of 31 provides cohort stability.
McLeod	(6) (12%)	(17) (27%)	Material decline; kindergarten of 3 provides no near-term recovery signal.
Crescent Park	(21) (9%)	(34) (14%)	Largest decrease variance; low kindergarten supports continued decline risk.

Geographic observations

Dawson Creek Urban:
Elementary enrolment is nearly on projection at 6 FTE above budget (1%), and is 70 FTE or 6% below last year. Secondary enrolment is 33.88 FTE or 4% above projection and essentially flat (+0.75 FTE) compared to last year. Combined urban enrolment is therefore approximately 39.88 FTE above projection but remains about 69.25 FTE below the prior year.

The urban area is experiencing a change in grade composition rather than overall growth. Current pressure is concentrated at the secondary level, while the elementary base has contracted.

Dawson Creek Rural:
Rural elementary enrolment is 7 FTE (2%) above projection and flat (0 FTE / 0%) to last year at 396 FTE. The overall result is comparatively stable, but individual schools are moving in different directions. Parkland and Pouce Coupe are above last year, while Deveraux and McLeod have declined.

Chetwynd and Area:
Elementary schools are 11 FTE (3%) above projection but 25 FTE (6%) below last year. Chetwynd Secondary is 2.81 FTE (1%) above projection and 0.25 FTE below last year. Combined enrolment is approximately 13.81 FTE above projection but nearly 25.25 FTE below the prior year.

The spring projection anticipated much of the decline so the budget variance is manageable; note the year-over-year trend remains a planning concern.

Tumbler Ridge:
Elementary enrolment is 4 FTE (2%) below both projection and the prior year. Secondary enrolment is 4.13 FTE (2%) above projection but 10.44 FTE (6%) below last year. The combined area is slightly above budget expectations (+0.13 FTE) but 14.44 FTE below the prior year.

Kindergarten observations by area

Dawson Creek Urban:
Kindergarten of 127 is close to Grade 1 enrolment of 128 and the area's typical cohort size. Stabilization may be possible, although enrolment is unevenly distributed among schools.

Dawson Creek Rural:
Kindergarten of 36 is materially below Grade 1 enrolment of 56, indicating future pressure.

Chetwynd and Area:
Kindergarten of 38 is above Grade 1 enrolment of 35 but below most older cohorts. This may provide limited stabilization and may not yet reverse the broader decline.

Tumbler Ridge:
Kindergarten of 31 is consistent with the area and suggests relative stability.

Secondary cohort observations

Dawson Creek has large Grade 8 and Grade 10 cohorts of 211 and 236.88 students. These cohort bulges support current secondary enrolment but should not automatically be treated as permanent growth.

Chetwynd Secondary has larger Grade 8 to 10 cohorts than Grades 11 and 12. This supports near-term enrolment, although the current Grade 7 feeder cohort of 46 is smaller than the Grade 8 cohort of 62.

Tumbler Ridge Secondary should remain relatively stable in the immediate term: the Grade 7 cohort is 31 compared with 22.75 students currently in Grade 12.

Across all secondary schools, the Grade 10 cohort (344.75 FTE) is significantly larger than both Grade 11 (241.44 FTE) and Grade 12 (228.63 FTE) because senior students (Grades 11–12) frequently carry partial course loads (less than 1.0 FTE per headcount) or graduate early.

Recommendation

The report is provided for information.

A financial update will be provided in November 2026.

Tumbler Ridge Secondary should remain relatively stable in the immediate term: the Grade 7 cohort is 31 compared with 22.75 students currently in Grade 12.

Across all secondary schools, the Grade 10 cohort (344.75 FTE) is significantly larger than both Grade 11 (241.44 FTE) and Grade 12 (228.63 FTE). Because senior students (Grades 11–12) frequently carry partial course loads (less than 1.0 FTE per headcount) or graduate early.

Recommendation

The report is provided for information.

A financial update will be provided in November 2026.

2026-2027	Total SD59	PROJ'D	Variance to PROJ'D	Variance to PROJ'D	PRIOR YEAR	Variance to PRIOR YEAR	Variance to PRIOR YEAR
Canalta	216.00	210.00	6.00	3%	225.00	(9.00)	-4%
Crescent Park	216.00	237.00	(21.00)	-9%	250.00	(34.00)	-14%
Chetwynd Secondary	266.81	264.00	2.81	1%	267.06	(0.25)	0%
DC South Peace	567.88	562.00	5.88	1%	570.13	(2.25)	0%
DC Central	397.00	369.00	28.00	8%	394.00	3.00	1%
Deveraux	76.00	73.00	3.00	4%	80.00	(4.00)	-5%
Don Titus	130.00	134.00	(4.00)	-3%	143.00	(13.00)	-9%
Frank Ross	413.00	407.00	6.00	1%	438.00	(25.00)	-6%
Little Prairie	164.00	161.00	3.00	2%	185.00	(21.00)	-11%
McLeod	45.00	51.00	(6.00)	-12%	62.00	(17.00)	-27%
Moberly Lake	47.00	39.00	8.00	21%	42.00	5.00	12%
Parkland	71.00	72.00	(1.00)	-1%	64.00	7.00	11%
Peace View Colony	32.00	30.00	2.00	7%	32.00	-	0%
Pouce Coupe	129.00	123.00	6.00	5%	121.00	8.00	7%
South Peace Colony	43.00	40.00	3.00	8%	37.00	6.00	16%
Tremblay	194.00	179.00	15.00	8%	196.00	(2.00)	-1%
Tumbler Ridge Elementary	215.00	219.00	(4.00)	-2%	219.00	(4.00)	-2%
Tumbler Ridge Secondary	179.13	175.00	4.13	2%	189.56	(10.44)	-6%
Windrem	35.00	31.00	4.00	13%	31.00	4.00	13%
FTE Total	3,436.81	3,376.00	60.81	2%	3,545.75	(108.94)	-3%
Distributed Learning-September	34.75	42.00	(7.25)	-17%	37.75	(3.00)	-8%
Distributed Learning - February	26.00	28.00	(2.00)	-7%	34.25	(8.25)	-24%
Distributed Learning - May	28.00	30.00	(2.00)	-7%	28.25	(0.25)	-1%
	3,525.56	**3,476.00**	**49.56**	**1%**	**3,646.00**	**(120.44)**	**-3%**

Summary by Grade Division							
Elementary	2,026.00	2,006.00	20.00	1%	2,125.00	(99.00)	-5%
Secondary	1,410.81	1,370.00	40.81	3%	1,420.75	(9.94)	-1%
Distributed Learning	88.75	100.00	(11.25)	-11%	100.25	(11.50)	-11%
	3,525.56	3,476.00	49.56	1%	3,646.00	(120.44)	-3%

Summary by Area: Elementary							
Dawson Creek Urban	1,039.00	1,033.00	6.00	1%	1,109.00	(70.00)	-6%
Dawson Creek Rural	396.00	389.00	7.00	2%	396.00	-	0%
Chetwynd and Area	376.00	365.00	11.00	3%	401.00	(25.00)	-6%
Tumbler Ridge	215.00	219.00	(4.00)	-2%	219.00	(4.00)	-2%
	2,026.00	2,006.00	20.00	1%	2,125.00	(99.00)	-5%

Summary by Area: Secondary							
Dawson Creek Urban	964.88	931.00	33.88	4%	964.13	0.75	0%
Dawson Creek Rural							
Chetwynd and Area	266.81	264.00	2.81	1%	267.06	(0.25)	0%
Tumbler Ridge	179.13	175.00	4.13	2%	189.56	(10.44)	-6%
	1,410.81	1,370.00	40.81	3%	1,420.75	(9.94)	-1%

Summary: Distributed Learning	88.75	100.00	(11.25)	-11%	100.25	(11.50)	-11%

School District No.59 (Peace River South)

Official Election Results – 2026 General School Trustee Election

I, Peter Neale, Chief Election Officer, do hereby declare elected the following candidates, who received the highest number of valid votes for the office of School Trustee.

ELECTORAL AREA I – Chetwynd and Contiguous Rural Area – (Two (2) to be elected)

Candidate:	Status
MACTAVISH, Trisha	ACCLAIMED
SHANKEL, Darren	ACCLAIMED

Area II – Tumbler Ridge – (one (1) to be elected)
Official Results declared by Chief Election Officer of District of Tumbler Ridge:

Name	Votes	Status:
BERRINGER, Sherry	155	
GULICK, Roxanne*	198	ELECTED
HOFMAN, Ron	144	

Area III – City of Dawson Creek – (Two (2) to be elected)
Official Results declared by Chief Election Officer of City of Dawson Creek:

Name	Votes	Status:
SCHURMANN, Angelina*	1178	
WARDS, Christina*	1492	ELECTED
SUDNIK, Deanna	1417	ELECTED

Area IV – Rural Areas Surrounding Dawson Creek including Pouce Coupe - (Two (2) to be elected)
Official Results declared by Chief Election Officer of School District No. 59 (PRS):

Name	Votes	Status:
ANDERSON, Chad*	275	ELECTED
JONES, Travis*	267	
KURJATA, Kevin	328	ELECTED

* indicates candidate is INCUMBENT

Dated at Dawson Creek, BC this 20th day of October, 2026.

Peter Neale, Chief Election Officer

Contact: pneale@sd59.bc.ca

School District No. 59 (Peace River South)

DATE: October 21, 2026

CHAIR: Trustee Schurmann

Policy for Discussion:

Policy for Circulation:

Policy for Adoption:

Policy/Regulation Under Review:

- 2205 Trustee Remuneration, Benefits and Recognition – October 30, 2026

Policy/Regulation for Repeal:

Regulations for Board Information:

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

2205 Trustee Remuneration, Benefits and Recognition

Policy 2205 STATUS: Under Review

TRUSTEE REMUNERATION, BENEFITS AND RECOGNITION

Board Approved and Issued: November 9, 1981

Last Revised: June 19, 2013; March 12, 2020 (Combined 2200,2230,2231,2235)

Description:

The Board of Education recognizes in order to carry out their duties of office, that trustees need to be reimbursed for expenses, have the equipment and education required for the role of trustee and that it is important to recognize their service to SD 59.

The following will be provided to trustees as they carry out the duties of their office:

1. Trustees of School District No. 59 (Peace River South) shall be paid an annual stipend.

2. Trustees shall be reimbursed for expenses incurred in the discharge of their duties at rates established by the Board.

3. Trustees will have access to the appropriate technological devices necessary to carry out their duties.

4. Trustees will have access to individual professional development that benefits them in their role.

5. Trustees will be recognized for their public service on leaving the Board.

6. Additional compensation may be considered when Board members are required to undertake duties that are authorized by the Board and are within the scope of their role, but that result in a significant increase in responsibilities, availability, or time commitment beyond what is normally expected. See Regulation 2205 Section 6: Additional Duties and Extraordinary Circumstances Compensation Policy.

Regulation 2205 STATUS: UNDER REVIEW

TRUSTEE REMUNERATION, BENEFITS AND RECOGNITION

Board Approved and Issued: September 9, 1985

Last Revised: June 19, 2013; August 2014; September 2016; February 2017; March 12, 2020 (Combined 2200,2230,2231,2235); May 15, 2024

Description:

1 A stipend shall be paid to members of the Board of Education as follows:

1.1 All Trustees will receive a base amount that will be adjusted annually based on the Canadian Consumer Price Index (CPI) established in July of each year. (The base amounts and any further remuneration for each member of the Board of Education will be reflected in the SOFI Report and can be found on the School District #59 website);

1.2 The Vice Chair will receive $1,000 annually in addition to the base amount;

1.3 The Chair shall receive $2,000 annually in addition to the base amount;

1.4 The annual stipend shall be paid to each Board member in twelve equal installments. Remuneration shall commence the month immediately following an official school trustee election.

2 Reimbursement of Trustee Expenses:

2.1 To claim reimbursement for in-district or out-of-district costs, the Trustees will be required to file a completed "Travel Expenses" form supported by appropriate receipts or invoices for travel, accommodation, registration(s) and other out-of-pocket expenses necessarily incurred. Whenever, possible and practical, car pooling will be used.

2.2 Travel expenses will be calculated as follows:

2.2.1 Kilometers or airfare (The calculation for airfare reimbursement shall be based on the best rate available at that time, including transportation to and from the airport and parking);

2.2.2 A kilometer rate that shall be equal to the current rate paid by the BCSTA;

2.2.3 The actual costs of taxis, rental cars, ferry charges, tips (up to 18%) etc., will be reimbursed. In situations where 18% is not available, 20% would be acceptable; any amount higher needs to be approved by the secretary-treasurer. Receipts are required.

2.3 The per diem rate for out-of-district business is $77/day for meals ($17 for breakfast, $22 for lunch and $38 for dinner).

2.4 Other incidental expenses as approved by the Secretary-Treasurer will be reimbursed upon the submission of receipts.

2.5 The actual cost of the hotel/motel may be claimed. Receipts are required. Any charges for room service or personal telephone costs incurred by the Trustee will be payable by the Trustee.

2.6 Trustees may claim actual expenses for in-district travel which will be reimbursed upon presentation of receipts. A per diem will not be issued.

2.7 Trustees who use their private vehicle while on board business shall be reimbursed the cost differential in upgrading their private vehicle insurance from pleasure to business/work as required.

2.8 The Trustee expenses shall cover those expenditures incurred in the normal day-to-day business of the Board and which are part of the Board's normal expectations of all Trustees. The day-to-day business of the Board includes travel to and attendance at:

- 2.8.1 Board meetings;
- 2.8.2 Board committee meetings;
- 2.8.3 PAC meetings and school events;
- 2.8.4 Negotiation/arbitration sessions and meetings;
- 2.8.5 Board delegations;
- 2.8.6 Any other Board supported activity.

2.9 Administration of reimbursements will ensure the following:

- 2.9.1 To ensure that Trustee expenses are accounted for in the fiscal year in which they are incurred, claims must be submitted within 30 days after the close of the fiscal year. Claims submitted after the accounts are closed for audit purposes shall not be honoured;
- 2.9.2 All Trustee expense claims shall be reviewed by the Secretary-Treasurer, or in their absence, the Superintendent of Schools. Any expense claim that does not comply with the regulations will require Board approval for payment.

3 Benefits will be considered as follows:

3.1 Technology:

- 3.1.1 At the beginning of each term in office, Trustees will be provided with a new computer or i-pad, and cell phone with the option of using their personal cell phone (with a reimbursement determined annually by the Secretary-Treasurer);
- 3.1.2 If an increased cost is incurred between the basic cost of internet at home and internet required to conduct trustee business at home, the district will reimburse the difference.
- 3.1.3 Use of the technology will fit within the District Network Use Agreement;
- 3.1.4 The technology provided at the beginning of each term, remains the property of the school district unless the Trustee exercises his or her option to purchase the computer/i-pad when they leave office of trustee

with SD 59. The original software with purchase will be included. Any software that is part of a district license will not be included.

Cost of the computer/i-pad will be:

- 1 year – 80% of original cost
- 2 years – 50% of original cost
- 3 years – 25% of original cost
- 4 years – 15% of original cost
- 5 years – 10% of original cost
- 6 years – 5% of original cost
- 7+ years – 0% of original cost

4 Individual Professional Development

4.1 Board of Education Trustees are able to access individual professional development opportunities as follows:

4.1.1 The individual professional activity must be related to the duties of a trustee and fall within at least one of the following guidelines:

- Conference or Seminar;
- Post Secondary Course and/or Program;
- Professional Organization Course;
- Resources;

4.1.2 Requests for individual professional development are to be submitted to the Board Chair for approval. If the Chair is to make a request, they will submit the request to the Vice Chair for approval;

4.1.3 An individual trustee may appeal in writing, a decision of the Chair or Vice Chair to the Board of Education;

4.1.4 The trustee is expected to submit a report to the Board of Education on the professional development activity;

4.1.5 Trustees will be allotted individual professional development funds in the amount of $2000.00 per year;

4.1.6 Trustees may carry over professional development funds from one year to the next to a maximum of $3000.00.

5 Trustee Recognition

5.1 Trustees leaving the Board will be honoured by the Board at a dinner with the presentation of an appropriate gift, the value of which will be commensurate with the years of service. (1 term = gift value $150.00, plus $50.00 for each additional term).

6 Additional Duties and Extraordinary Circumstances Compensation Policy

6.1 The intent of this policy is not to compensate Board Members for the ordinary discharge of their duties, but to provide a mechanism for additional compensation where the Board has formally determined that extraordinary circumstances have resulted in a significant and sustained increase in a Board member's duties and time commitment.

6.2 This policy applies only where the additional duties:

- 6.2.1 Are authorized or directed by the Board and are within the lawful scope of the Bord members responsibilities;
- 6.2.2 Arise from circumstances that are exceptional, unforeseen, urgent or otherwise materially different from normal Board operations;
- 6.2.3 Require a significant increase in the Board member's duties, responsibilities, availability or time commitment beyond the normal expectations of the position; and
- 6.2.4 Are undertaken for the benefit of the organization and in furtherance of the Board responsibilities.

6.3 Where the Board determines that the requirements of this policy have been met, additional compensation will be authorized by the Board in conjunction with the Secretary-Treasurer in the form of:

- 6.3.1 A fixed additional honorarium;
- 6.3.2 An hourly additional honorarium at a rate of $25.00 per hour for eligible Trustee duties, based on the actual time spent performing such duties.

6.4 Compensation Limits:

- 6.4.1 Additional compensation payable to a Trustee under this policy shall not exceed $300 per day.
- 6.4.2 The total additional compensation payable to any Trustee under this policy shall not exceed $1,500 per school year.