

REGULAR MINUTES SCHOOL DISTRICT NO. 60 (Peace River North)

REGULAR MEETING

March 9, 2026
5:30 p.m.

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Nicole Gilliss, Vice-Chair (Area 3)
Ida Campbell, Trustee (Area 4)
Madeleine Lehmann, Trustee (Area 1)
David Scott-Moncrieff, Trustee (Area 2)
Bill Snow (Area 5)

Stephen Petrucci, Superintendent of Schools
Wade Hart, Assistant Superintendent
Angela Telford, Secretary-Treasurer
Leah Reimer, Recording Secretary



(Guests/Media) Ruth Albert – Moose Media

Regrets: Tom Whitton, Trustee (Area 5)

This Regular Board Meeting will be recorded and uploaded to our district website

Disclaimer: The definitive documentation and decisions of the Board are documented in the meeting minutes

Any use of an electronic device such as a computer or cell phone is related to the business of the meeting

The core values that guide the work of the school district are *RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS.*

Call to Order Chair Gilbert called the meeting to order at 5:32 p.m.

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

Agenda

Approval of the Agenda

Motion #37-26 Scott-Moncrieff/Snow
THAT the agenda be accepted as presented with the addition of the following:

Presentations/Delegations: Trustee Presentation

CARRIED.

Presentations/Delegations

Welcome to the new Executive Assistant to the Secretary-Treasurer and Board of Trustees – Londa Livingstone

Farewell to Leah Reimer, Executive Assistant to the Secretary-Treasurer & Board of Trustees for the last 14 years.

Trustee Engagement/Celebrations

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

Trustee Campbell (Area 4)

- PAC Meetings
- IEC Meeting
- Robert Ogilvie – made brass bracelets and looked at the Spaghetti Bridge Challenge
- SUPAC Meeting

Vice-Chair Gilliss (Area 3)

- COTW Meetings @ Bert Bowes
- Hudson's Hope School – Trivia Night by Student Council
- Volleyball coaching

Trustee Lehmann (Area 1)

- IEC Meeting
- BCPSEA Q & A session before the BCTF Ratification vote
- Policy Meeting and COTW
- Clearview AGM
- BCTF Ratification vote on Friday
- Knowledge Keepers Pro-D

Trustee Scott-Moncrieff (Area 2)

- COTW Meetings @ Bert Bowes
- Career Day – Duncan Cran

Trustee Snow (Area 5)

- Visited the ELC, Bert Ambrose, NPSS and Bert Bowes for the Entrepreneurial Fair
- Basketball games and tournament
- DPAC/SUPAC Meetings
- Provincial Council Meeting & Training Session
- Knowledge Keepers Pro-D

Trustee Whitton (Area 5)

- *Regrets – no report*

Chair Gilbert (Area 5)

- Board Chair Call
- Provincial Council as an “observer”
- Agenda setting meetings
- EFAP Meeting

- Joint Sector Call re: Policy Review
- COTW Meetings Bert Bowes
- Basketball tournaments (briefly)
- Knowledge keepers Pro-D

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #38-26

Gilliss/Lehmann
 THAT the Regular Meeting Minutes of February 17, 2026 be adopted.
 CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

- Hudson's Hope Calendar numbers have been corrected from the previous board meeting

Approval of Excerpts

Motion #39-26

Gilliss/Campbell
 THAT the excerpts from the January 19, 2026 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
 CARRIED.

Announcements & Reminders

March 11/12	Early Dismissal Day		
March 16 – March 27	Spring Break		
April 3 & 6	Good Friday/Easter Monday		
April 7	COTW Meetings	2:30 p.m.	Wonowon
April 7	Wonowon Grand Opening	1:00 p.m.	Wonowon
April 8	Regional Science Fair		NP Curling Club
April 11-13	BCSTA AGM		Vancouver
April 13	NPAA Meeting	4:45 p.m.	Dr. Kearney
April 16	Indigenous Council Meeting		
April 20	Board Meeting	5:30 p.m.	Board Room
April 24	NID Day (Pro-D)		
April 28	SUP-PAC Meetings (<i>Gilbert</i>)	12:00 p.m.	Board Office
April 30/May 1	Elementary Badminton Tournament		
May 4	COTW Meetings	2:30 p.m.	Robert Ogilvie
May 4 & 11	Elementary Cross Country Runs		
May 8	NID Day (Indigenous Learning)		
May 11	NPAA Meeting	4:45 p.m.	Dr. Kearney
May 18	Victoria Day		
May 19 (Tues)	Board Meetings		
May 21	Indigenous Education Council Meeting		
May 27	District Speech Contest	9:00a.m.	ARYES
May 28	Doig Days	10:00 a.m.	DRFN

Senior Staff Reports

Superintendent's Report

A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO's

- For information purposes

Superintendent's Report

<https://togetherwelearn.prn.bc.ca/2026/03/05/superintendents-report-march-2026/>

- For information purposes

Community Coaches

- *See motion below*

Out-of-District Field Trips

- *See motion below*

Motion #40-26

Snow/Scott-Moncrieff

THAT the Board accept the Superintendent's Report with the exception of Community Coaches and Out-of-District Field Trips.

CARRIED.

Motion #41-26

Campbell/Gilliss

THAT the Board approves the Community Coaches as presented.

CARRIED.

Motion #42-26

Lehmann/Scott-Moncrieff

THAT the Board approves the Out-of-District Field Trips as presented.

CARRIED.

Secretary-Treasurer's Report

A written report was presented. Topics discussed and reported included:

Finance Update to February 28, 2026

- Will still see variances in the Ministry of Education Grants throughout the year
- Miscellaneous Expense is higher due to bus insurance
- Capital purchase is the same as prior month; it's updated quarterly. Expenses are captured in Services & Supplies
- LEA's reflects 6 months

Preliminary Operating Budget Update

- Funding announcement coming out this Thursday and then will start putting numbers in
- Surveys will go out on Friday
- Meetings with different departments are booked after Spring Break; gave a list of questions to fill in

Human Resources Summary Report

- For information purposes

Motion #43-26

Snow/Scott-Moncrieff
THAT the Board accept the Secretary-Treasurer's Report
CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – March 2, 2026

Motion #44-26

Campbell/Lehmann
THAT the Board accept the Regular Committee of the Whole minutes of March 2, 2026 and its recommendations
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:
None

Policy Committee

Indigenous Education Council (IEC) Updates

None

Other Reports

BCSTA Trustee Snow

Provincial Council Report – Trustee Snow

- Tumbler Ridge events were a top agenda item
- CSBA Conference
- Status of school boards across Canada
- Indigenous Council
- Voting went well

Board Chair Calls - Chair Gilbert

- Regular Call – spoke about learning resource guides and asked to update our policy to provide alignment
 - Superintendent– we have received it and we're working on drafts to bring back to the board; there will be no further guidance from the Ministry on this.

Rural and Remote Network Year Two Report – Chair Gilbert

- Under "Stories" – Buick Creek is featured as a rural and remote story
- The Rural & Remote Committee will continue in some form. Working on what still remains to be done and will go to the Board of Directors for follow-up

BCPSEA – Trustee Lehmann

- 99.7% approval by the Boards of Education
- 91% approval by the BCTF

Board Pro-D Committee - Chair Gilbert
Knowledge Keepers Pro-D took place before today's meeting

Proposed Three Year Calendars 2026-2027, 2027-2028, 2028-2029

Stephen Petrucci, Superintendent

- Chair Gilbert reviewed the feedback from the public that was attached in the agenda
- Asking District Staff to provide a thank you to these individuals
- Regarding adding another Friday adds to an attendance concern as there is a tendency to extend it to an even longer weekend.
- Regarding the name change to Winter Break, it was felt this had already been discussed in the past

ACTION: District Staff to provide a thank you to these individuals

Motion #45-26

Scott-Moncrieff/Campbell
That the Board of Education adopt the proposed three-year calendars 2026-2027, 2027-2028, 2028-2029 as presented.

CARRIED.

Correspondence

None

Unfinished Business

The following unfinished business arose from the previous meeting minutes:

School District 5 (SE Kootenay) Support for Education Assistant Loan Forgiveness – Chair Gilbert

- Letter will become part of the rationale for the motion already going forward and was included in the BCSTA Weekly

New Business

None

PRNTA Update – Donna Bulmer, President

No report, not present

CUPE Local #4653 Update – Jennie Copeland, President

No report, not present

District Parent Advisory Council (DPAC) Report – Athena Andritz, President

No report, not present

Questions from Press/Public

At this time, opportunity was given for questions from the press

Ruth Albert, Energeticcity.ca - can you provide more information on the three-year calendar. Chair Gilbert – Ministry gives the option to create a three-year calendar. All stakeholders are invited to come to an initial planning meeting to provide feedback. Once passed calendars are then sent

to ministry and then it is posted on our district website as well as sent out throughout the schools.

Suspension & Move into In-Camera Meeting

Motion #46-26

Snow/Campbell
THAT the Board suspend the Regular Meeting and move into the In-Camera Meeting.

CARRIED.

Motion #47-26

Campbell/Lehmann
THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.

CARRIED.

Adjournment

Motion #48-26

Campbell/Gilbert
THAT the meeting be adjourned. 6.44 p.m.

CARRIED.

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

2025-2026 Community Coaches

for BOARD APPROVAL – March 9th, 2026

School / Department	Name of Coach	Coaching
North Peace Secondary School	Devon Lee	All sports
	Kenneth Peters	All sports
	Jason Dutchak	All sports
	Marko Pajor	All sports

*Approved by Superintendent by email on
February 23rd, 2026*



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

JANUARY TO JUNE 2026

FOR BOARD APPROVAL

SCHOOL: HUDSON'S HOPE SCHOOL

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Senior Boys Basketball Games	February 23, 2026	Chetwynd	Private	A couple of games against the Chetwynd Boys Basketball team at Chetwynd Secondary School. Coach: Lannie Rhymer, Aaron Lepine Drivers: Lannie Rhymer, Aaron Lepine Leaving HHES at 1:00 p.m. Returning approximately 5:00 p.m. Permission slips signed. Driver's abstracts & criminal records checks done. <i>* Superintendent approved by email February 23, 2026</i>



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

JANUARY TO JUNE 2026

FOR BOARD APPROVAL

SCHOOL: UPPER PINE ELEM-JR SECONDARY

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Ski Trip for Grades 4-8 (approximately 100 students)	February 26th, 2026 Revised date of March 3rd due to bussing	Whispering Pines Ski Hill Worsley, AB	School Bus 7:00 am leave 2:00 Leave ski hill 4:30 arrive back at Upper Pine	Ski hill staff present including ski instructor. Principal: Hunter Mackay All school staff grades 4-8 will attend. Some staff will ski, some will be present in the chalet. Each adult will be responsible for a group of kids & all students will ski in groups of three or more to ensure safety. We will conduct a parent meeting about this being a high risk activity. The meeting will include parents filling out a consent form and all ski information. All students will be required to wear helmets. <i>* approved by Superintendent by email on February 20th, 2026</i>

School District #60

Operating Financial Report - July 1, 2025 to February 28, 2026

Operating Revenue	Actual Spending	2025/26 Amended Budget	% of budget received	# of Months	Expected %	Explanations
Ministry of Education Grants	\$ 50,480,572	\$ 83,800,468	60.2%	12	67%	Payments from Ministry will start to align as the year goes on; Alignment will be better once Amended budget numbers are used.
LEA Revenue	-\$ 645,536	-\$ 1,075,893	60.0%	10	60%	The LEA revenue is not accurate; the LEA revenue will be reflected correctly after the amended budget
Provincial Grants - SAT	\$ 81,013	\$ 121,524	66.7%	12	67%	On Track
Offshore Tuition	\$ 323,441	\$ 591,874	54.6%	10	60%	Lower than expected
Childcare Fees	\$ 591,828	\$ 962,000	61.5%	10/12	63%	On Track
Alberta Students, DL, 3rd Party Billings	\$ 51,196	\$ 51,196	100.0%	10	100%	Complete
Miscellaneous Revenue	\$ 249,545	\$ 227,465	109.7%	12	67%	This includes miscellaneous funds that come into the District and ITA funds, insurance proceeds, and Skills BC funds; varies throughout the year; will adjust on amended budget
Rentals	\$ 98,060	\$ 144,889	67.7%	10/12	63%	Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals & Indigenous Rent and SWIS rent
Interest	\$ 283,033	\$ 425,000	66.6%	12	67%	Interest rates for end of November 2025 is 2.45%; higher than expected
Total Operating Revenue Before LEA Adjustment	\$ 51,513,152	\$85,248,523	60.4%			
LEA Revenue	\$ 645,536	\$ 1,075,893	60.0%	10	60%	On Track
Total Operating Revenue	\$52,158,688	\$86,324,416	60.4%			

Operating Expense	Actual Spending	2025/26 Preliminary Annual Budget	% of budget expended	# of Months	Explanations	
Salaries						
Teachers	19,543,701	32,341,173	60.4%	10	60%	On track
Principals and Vice-Principals	3,883,900	5,852,419	66.4%	12	67%	On Track
Educational Assistants	4,076,824	6,855,286	59.5%	10	60%	On Track
Support Staff	5,958,336	9,782,345	60.9%	10/12	63%	On Track
Other Professionals	1,566,720	2,387,936	65.6%	12	67%	On Track
Substitutes (TOC's)	1,408,020	2,314,536	60.8%	10	60%	On Track
Total Salaries	36,437,501	59,533,695	61.2%			
Employee Benefits	8,527,401	14,610,467	58.4%	10/12	63%	Lower than expected; CPP, EI and WCB are maxed out for many staff; as the year goes, we will start to see alignment
Total Salaries and Benefits	\$44,964,902	\$74,144,162	60.6%			
Services and Supplies	7,079,682	13,091,129	54.1%	12	67%	Purchases vary through year
Total Operating Expenses	\$52,044,584	\$87,235,291				
Capital Purchases (Operating)	\$371,170	\$490,585	75.7%	12	67%	Purchases vary through year
Total Operating Expenses and Capital Purchases	\$52,415,754	\$87,725,876				
Operating Net Revenue (Expense)	-\$257,066	-\$1,401,460				
Application of Reserves to Date	\$471,152	\$1,401,460	0	12	67%	
Operating Net Revenue (Expense) After Surplus Allocation	\$214,086	\$0				



British Columbia
School Trustees
Association

Provincial Council Synopsis

February 2026



PROVINCIAL COUNCIL

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BCSTA's February 2026 Provincial Council (PC) meeting, took place online. The following document is a synopsis of the meeting.

Contact BCSTA CEO [Trevor Davies](#) for more information.

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President's Report

Hello, Bonjour Provincial councillors,

Thank you for being with us today and for giving your time and energy to our provincial council meeting, despite what has been an extremely upsetting and challenging week.

Last Tuesday, we witnessed a terrible tragedy at Tumbler Ridge Secondary School and in the Tumbler Ridge community. A senseless act of violence, perpetrated against students and adults, unfolded in front of us at the school and has forever changed families and the community at large.

I join countless others in continuing to offer my sincere condolences, and those on behalf of the BCSTA, to everyone involved. As an organization, we have been in contact with the Peace River South School Board and the Ministry of Education and Child Care, offering our support and resources wherever needed.

I want to speak to the incredible people in the community who ran towards danger, including the RCMP and other first responders who intervened to stop the event, and to medical professionals who tended to those injured or scared. It is in the worst of circumstances that we often see the best in people. This leadership was not only on display among those attending from outside the schools, but also among those who led within the schools. School administrators, teachers, and support staff saw students through this terrifying ordeal at their schools. We recognize the strength needed to lead in these circumstances. Each type of leadership is needed, but it brings with it an incredible mental and physical toll. We are grateful for your strength and for all you have done for students, staff, and the community.

As investigators continue to pore over evidence in search of answers, we must also be strong and steel ourselves against the onslaught of disinformation and misinformation that seeks to further divide our communities, our province, and our country. Standing for the truth is one thing, but we must also stand for human rights, for safe and inclusive school communities, and for students and staff who have been historically targeted and are being targeted anew. A fresh wave of vitriol is being unleashed in response to the tragedy in Tumbler Ridge, targeting the broader community of our LGBTQ2+ neighbours, friends, and colleagues. It is our job as leaders in our community to use our voices, stand for the truth, stand with those trained to seek and find answers to this tragedy, stand with Tumbler Ridge, and stand with those whose mere existence is being hijacked and used to sow division.

As we await these answers, our world continues to move, and as an organization, we continue to address matters that will not only support the Peace River South Board of Education and Tumbler Ridge Secondary School but also boards across the province.

With that in mind, Vice-President Bob Holmes attended the provincial budget announcement in Victoria this past Tuesday. As you know, over the past year, we have strongly advocated for increased non-targeted funding for the public education system, along with many other funding requests, through our presentation to the Select Standing Committee on Finance and Government Services, our Budget Submission document, Advocacy Days, ministerial meetings, phone calls, and staff contact. Last year was a significant year of advocacy in this regard.



I am relieved to see the provincial government's commitment to safeguarding K-12 education as a critical core service.

As British Columbia navigates this period of economic uncertainty, we appreciate the government's commitment to maintaining and increasing education funding. We acknowledge that these decisions require careful consideration and difficult trade-offs, and we are grateful for the priority placed on public education. This is a meaningful signal to students, families, educators, and communities across this province that public education matters.

This investment is specifically to support learners with diverse needs, meaning these are additional funds, on top of what boards already invest from their own budgets, to support these learners beyond their allocated provincial funding. We welcome this recognition that students with diverse needs deserve more.

While the BCSTA welcomes these investments, we cannot ignore the ongoing fiscal realities facing our boards. Boards of education must continue to manage their finite resources under ever-increasing, unfunded financial pressures. For years, you and your fellow trustees across this province have worked diligently to stretch every dollar to support your students and communities. You have advocated with us to address critical staffing shortages, particularly in rural and remote communities, and to increase capital investment and improve maintenance of aging school buildings. Those priorities remain insufficiently funded in this budget, and the BCSTA will continue to advocate strongly on these fronts alongside you.

What Budget 2026 does affirm is that the provincial government shares our fundamental belief: Public Education Matters. It matters to the students sitting in classrooms today. It matters to the parents and caregivers counting on those schools. And it matters to the communities that depend on well-educated, engaged citizens to keep their economies and their democracy strong. Today's students are tomorrow's parents, workers, and leaders, and stable funding in these uncertain times means boards can stay focused on what matters most: student success. Student success is the legacy we hope to leave in the wake of our hard work.

Thank you for your service, dedication, and unwavering commitment to British Columbia's students. Please look after yourselves and look after each other.



CEO Report

1. AGM Rules of Order Modernization

At our last PC meeting, we discussed opportunities to modernize certain elements of our AGM rules of order in response to concerns brought forward by members at BCSTA AGM 2025. Balancing respect for past practices with meaningful improvements, we have taken that feedback seriously and will be updating our rules of order accordingly.

The following changes will be implemented:

- A parliamentarian will chair the business portion of the AGM.
- The debate will be structured using alternating Pro and Con microphones.
- We will be able to “tile the doors” during standing votes on substantive motions.
- Readers will move and second motions from the head table, allowing us to proceed directly to debate. The board or branch that submitted the motion will still be invited to speak first to motivate it.
- We will work to improve accessibility throughout, including ensuring that both Pro and Con microphones are fully accessible.

2. Advocacy Progress and Our Systems Approach to Member Priorities

We continue to mature our advocacy systems in line with the Board’s priorities. Those priorities come from member motions, turned into direction for the BCSTA. They allow us to focus our advocacy efforts and, most notably, feed into our budget submission.

The budget submission has become a central focus point for our advocacy work, serving as the foundation for:

- Board priority development
- Advocacy campaigns
- Agenda setting at meetings with the Minister and ECC staff
- The backbone of our messaging at Advocacy Days in Victoria
- A reference document for sharing our priorities with the public

3. Acknowledgment of Staff Workload

I want to take a moment to sincerely thank provincial councillors for their understanding during what has been an exceptionally demanding period for BCSTA staff.

Our team already operates at a high level, managing a significant and complex workload. The additional pressures brought on by the CSBA Trustee Gathering preparations and the provincial trustee elections have placed considerable strain on staff capacity. We want to meet the expectations of every board and trustee in every way possible, and this year is truly unique in the demands it places on the organization.

We will do our very best, and we genuinely appreciate your understanding and patience as we work through everything ahead of us.



CSBA Report

Hello / Bonjour, Provincial Councillors.

I'm pleased to provide an update on the most recent CSBA board meeting, which Trevor and I attended in person in Saskatoon, Saskatchewan, a few weeks ago.

The CSBA brings together two representatives from each provincial school board association to discuss both provincial and federal issues impacting education. The board meets quarterly, with half of those meetings held virtually. This February session was an in-person meeting that allowed for deeper, more candid discussions on several critical matters.

Much of our time together was devoted to discussing the role and importance of democratically elected school trustees across Canada. As you know, this conversation has taken on a sense of urgency given the Ontario government's takeover of several school boards and its ongoing discussions of eliminating English-language boards. Preparations continue for Ontario's fall local government elections, even though no firm decision has yet been made on this potential elimination.

We also heard valuable perspectives from colleagues in Quebec and Nova Scotia, where school boards were reformed and eliminated. These discussions provided important insight into the lasting impact of removing locally elected trustees from public education governance.

In response, BCSTA shared our plan to reinforce the important role of elected trustees in our communications leading up to our fall elections, letting communities and candidates know that 'You Matter to Public Education'. These elections are when the public is most engaged with local government, and they present an opportunity to highlight the vital work that school trustees do on behalf of students and communities across our province.

The CSBA also highlighted its newly released Strategic Plan for 2026-2032. The plan is anchored in the mission of championing publicly funded, democratically governed education, and its vision is a Canada where elected local school boards lead inclusive, responsive, and equitable public education systems.

The plan is organized around three intersecting strategic priorities:

- **Advocacy and Public Leadership:** Positioning CSBA as the national voice for K-12 education policy, strengthening federal influence, and equipping member associations with shared advocacy tools and strategies.
- **Reconciliation and Indigenous Partnerships:** Moving from acknowledgment to accountability by establishing a national reconciliation framework rooted in the Truth and Reconciliation Commission's Calls to Action and strengthening Indigenous partnerships to foster belonging in our schools.



- **Contextualizing Education within Health and Wellness:** Promoting a holistic view of student success by integrating mental health, nutrition, physical wellness, and safety into the national education conversation.

These priorities closely align with our own work here in British Columbia, and I encourage everyone to review CSBA's full strategic plan on their website. During our time together, we also discussed:

Federal Advocacy: The board discussed potential changes to how CSBA engages with Members of Parliament on education issues under federal jurisdiction, including First Nations education, student transportation, childcare, and immigration.

CSBA Trustee Gathering: We debriefed on the 2025 conference and discussed plans for the upcoming 2026 Trustee Gathering, which BCSTA is proud to co-host in Whistler, British Columbia, from July 5-8, 2026. While registration numbers for the Whistler event are encouraging, I ask all provincial councillors to help promote it across their districts.

School Tour - Saskatoon Catholic School

District: Board members were given a tour of a remarkable new bilingual Cree-English school within the Saskatoon Catholic School District. This beautiful facility was built in close consultation with local First Nations communities and thoughtfully incorporates Indigenous traditions and cultures within a Catholic school setting. It serves as an inspiring example of what reconciliation in action can look like in our schools.

All of these discussions and learnings show how closely local, provincial, and national issues are intertwined, and I look forward to continuing to represent your voice through the BCSTA in these national conversations.

Thank you



BCSTA Foundational Statement Update

As part of its **2025-2026 Work Plan**, the Legislative Committee committed to reviewing the Policy Book and considering whether to propose changes.

Through this work, the Committee has developed recommendations to update and modernize the Policy Book, and an extraordinary motion has been submitted to the **BCSTA AGM 2026** to amend the BCSTA Foundational Statements.

Since the foundational statements are interconnected, we encourage members to review the proposed changes and submit any amendments in advance of **BCSTA AGM 2026**. This will allow staff to review those amendments in advance and assess their impact on other foundational statements.

The extraordinary motion is as follows:

That the BCSTA amend the Foundational Statements in the policy book with title changes and the amendments as outlined.

Please see the following two documents for reference:

[Revised Foundational Statement Background](#)

[Revised Foundational Statements and Rationale](#)



Indigenous Education Advisory Council

20 February 2026

Provincial Council Report

The Indigenous Education Advisory Committee (IEAC) met in person in Vancouver on February 5 and 6, 2026, to advance its work in supporting Indigenous education and Truth and Reconciliation.

With trustee elections approaching, the committee discussed the importance of strong communication between IEAC representatives, branch presidents, and local boards. Trustees are encouraged to ensure IEAC Activity Reports are shared at board meetings and branch gatherings.

Discussion emphasized the importance of comprehensive trustee orientation, particularly for new trustees. Orientation should include clarity of governance roles and responsibilities, legislative context, relationships with local Indigenous Nations, and alignment with district strategic priorities. Trustees are encouraged to ensure that local orientations include meaningful engagement with Indigenous communities.

The committee reviewed a draft of the Knowledge Keeper Guidelines provided by the BCSTA Board of Directors. Members emphasized the importance of respecting Elders and cultural authority, ensuring clarity of purpose, and avoiding tokenistic approaches.

Further review and feedback will occur at a future virtual meeting yet to be determined.

Truth and Reconciliation remain a central focus of IEAC's work. The committee discussed the impact of residential school denialism on students, staff, and communities and emphasized education as the appropriate response.

Updates were provided on the IEAC Knowledge Series, including revisions to the Learning on the Land and Indigenous Student Leadership documents. Development is underway on a new Knowledge Series resource titled "Truth and Reconciliation as an Educational Journey." This resource will address historical realities, including Residential Schools, the Sixties Scoop (Family & Child Services), Boarding Homes, Indian Hospitals, and Indian Day Schools, to support informed dialogue and understanding across school communities.

The committee also discussed student attendance trends, FSA participation, land-based learning programs, and Ministry attendance coding practices. Members emphasized the importance of recognizing traditional land-based learning as instructional time and acknowledging traditional Indigenous cultural leave, including end-of-life ceremonies, as appropriately coded attendance. Mental health and the integration of Indigenous

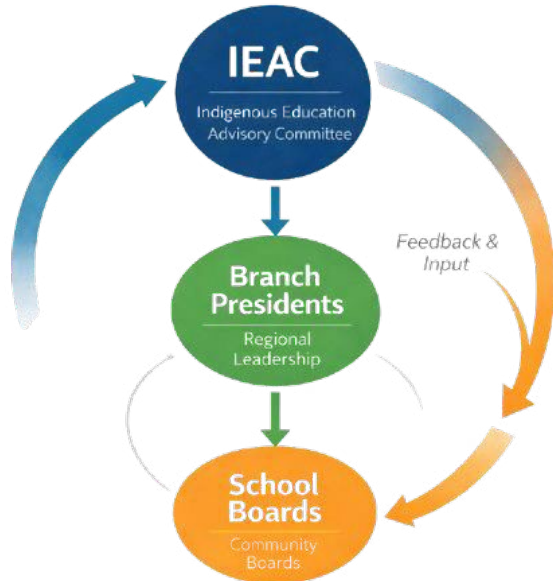


Indigenous Education Advisory Council

Worldviews within district practices were highlighted as ongoing priorities.

The IEAC remains committed to supporting trustees in advancing Indigenous education and strengthening Truth and Reconciliation efforts throughout the province. Please share this report with your Board.

IEAC Activity Report Distribution & Feedback Cycle



Call Out Questions

We invite BCSTA Trustees to participate in a brief survey to gather insights on Indigenous Education initiatives.

Your responses will help guide the Indigenous Education Advisory Council (IEAC) in better understanding and addressing the needs of Indigenous students and communities. Thank you for your valuable input.



Scan the code to begin the survey.

What is your district doing for Indigenous Education?

What would you like to learn about as a BCSTA Trustee regarding First Nations, Metis, and Inuit education?

Indigenous Education Advisory Council

Have you heard of the IEAC Knowledge Series?

What would you like to see put into the next IEAC Knowledge Series publications?

Share an example of something your district is doing for Reconciliation.

How can the Indigenous Education Advisory Council support you as a trustee?

Committee Members:

Diane Jules / Co-Chair (Kamloops-Thompson)

Vanessa Mitchell / Co-Chair (Vernon)

Joe Thorne / Knowledge Keeper (Cowichan Valley)

Erica McLean / BoD Liaison (Prince George)

Roxanne Gulick / BoD Liaison (Peace River South)

Dave Christie (Nechako Lakes)

Randy Cairns (Mission)

Larry Ransom (Pacific Rim)

Janice Gladish (Campbell River)

Winnie Morven-Hansen (Nisga'a)



Professional Learning Committee (PLC)

February 20, 2026

Committee

Leah Ward, Chair, Thompson Okanagan
 Kate Toye, Vice-Chair, Northwest
 Christine Lervold, Vancouver Island
 April Lowe, South Coast
 Jaime Massey, Kootenay-Boundary
 Craig Woods, Metro
 Shelley Carter, Fraser Valley
 Roxanne Gulick, Northern Interior
 George Nelson, BCSTA Board Liaison

Recent Meetings: Nov 29 2025, Feb 14, 2026

AGM Planning Updates

Apr. 9-11, 2026
 AGM will begin on Thursday with a pre-conference focused on Mental Health and well-being, kicked off by Monique Gray Smith, *Sharing the Light*. Professional learning program will feature a plenary session on the work of the Policy Review Committee

4 Concurrent Streams:

- a) Governance
 Important learning leading up to elections
 Trustee Learning Program
- b) Indigenous Education
 Food from the Land

- c) Student Success
 How are we doing?
 Information that guides governance and decision-making
- d) Legal Responsibilities
 School Act 101
 Risk Management

Open Heart, Open Mind

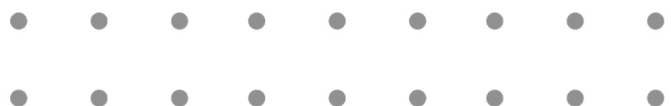
Clara Hughes, Mental Health Advocate
 Multiple medal winner in Summer and Winter Olympics, National Spokesperson on Mental Health and Wellbeing

Work Plan | 2026-2030

Vision: To develop a *Cycle of Learning*, a comprehensive plan that address the learning needs of all trustees through the four years of their mandate.

PLC continues to work to update our work plan:

- To support BCSTA Strategic Priorities
- To provide essential learning for trustees as aggregated through Branch consultations
- To build trustees capacities critical to confronting emergent issues
- To provide necessary inspirations in support of the work of School Trustees



Professional Learning Committee (PLC)

Key Works at Branch Meetings:

- Conduit for learning needs from around the province
- Gather and process information
- Important link in a learning network
- Advise Board of Directors

Leadership Series

- Help inform learning needs for even program design
- Leadership Management Standards
- Trustee Learning Program

Learning Program

- Help inform learning needs for event program design
- Leadership Management Standards
- Trustee Learning Program

Facilitate Branch exploration of their learning needs

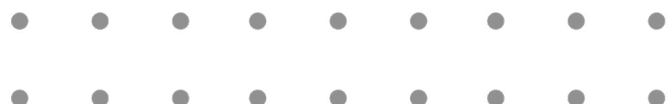
- Local survey; live polls
- Activity to facilitate conversation
- Create safe spaces for conversations

Budget: projected expenditures within budget

Next Meeting

March and April via Zoom;

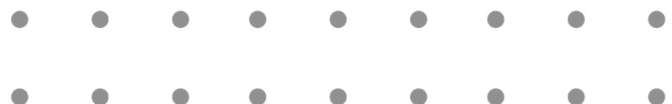
in-person at AGM April 8 and April 12, 2026



Finance and Audit Committee (FAC)

The committee presented one motion to the February 2026 Provincial Council: 7.1 BCSTA 2026/2027 Draft Budget. The motion was carried. The draft budget was included in the pre-meeting information package.

The Finance & Audit Committee asked provincial councillors to discuss with their boards and provide feedback on BCSTA's draft budget before the adoption of the budget in April 2026. Feedback can be forwarded to the Finance & Audit Committee, c/o Elaine Teng, eteng@bcsta.org, on or before March 6, 2026.





PROVINCIAL COUNCIL MEETING MINUTES

Date: Friday, February 20, 2026

Time: 9:00 am - 12:00 pm

Location: Zoom

PRESENT:

School District	Provincial Councillor	School District	Provincial Councillor
Abbotsford	Preet Rai	Nechako Lakes	Nyree Hazelton
Arrow Lakes	<i>No representation</i>	New Westminster	Marc Andres
Boundary	Jaime Massey	Nicola-Similkameen	Jamie Kent-Laidlaw*
Bulkley Valley	Frank Farrell	Nisga'a	Carl Azak
Burnaby	Jen Mezei	North Vancouver	Lailani Tumaneng
Campbell River	Kat Eddy	Okanagan Similkameen	Casey Brouwer
Cariboo-Chilcotin	Linda Martens	Okanagan Skaha	Karen Botsford
Central Coast	Crystal Anderson	Pacific Rim	Pam Craig
Central Okanagan	Wayne Broughton	Peace River North	William (Bill) Snow
Chilliwack	<i>No representation</i>	Peace River South	<i>No representation</i>
Coast Mountains	Ed Harrison	Prince George	Shar McCrory
Comox Valley	Chelsea McCannel-Keene	Prince Rupert	James Horne
Conseil Scolaire Francophone	Marie-Pierre Lavoie	qathet School District	Gretchen Conti
Coquitlam	Kerri Palmer-Isaak	Qualicum	Eve Flynn
Cowichan Valley	Elizabeth Croft	Quesnel	Julie-Anne Runge
Delta	Ammen Dhillon	Revelstoke	Wendy Rota
Fort Nelson	Bill Dolan	Richmond	Alice Wong
Fraser-Cascade	Andrea Hensen	Rocky Mountain	Scott King
Gold Trail	Valerie Adrian	Saanich	Teri VanWell
Greater Victoria	<i>No representation</i>	Sea to Sky	Melissa Ronayne
Gulf Islands	Deborah Luporini	Sooke	Christine Lervold
Haida Gwaii	Ashley Currie	Southeast Kootenay	Bev Bellina
Kamloops-Thompson	Kathleen Karpuk	Stikine	<i>No representation</i>
Kootenay Lake	Murray Shunter	Sunshine Coast	Pammila Ruth
Kootenay-Columbia	Kristin Ali	Surrey	Laurae McNally
Kwsalktnéws ne Secwepemcúl'ecw	Corryn Grayston	Vancouver	Preeti Faridkot
Langley	Holly Dickinson	Vancouver Island North	Eric Hunter
Maple Ridge-Pitt Meadows	Mike Murray	Vancouver Island West	Arlaine Fehr
Mission	Linda Hamel	Vernon	Vanessa Mitchell
Nanaimo-Ladysmith	Leana Pellegrin	West Vancouver	Felicia Zhu

* Alternate Provincial Councillor

OBSERVERS:

School District	Observer	School District	Observer
North Vancouver	Cyndi Gerlach	Peace River North	Helen Gilbert
Brenda Dorosz	Okanagan Similkameen	Southeast Kootenay	Alysha Clark

BCSTA BOARD OF DIRECTORS:

Tracy Loffler	President	Mission
Bob Holmes	Vice-President	Surrey
Roxanne Gulick	Director	Peace River South
George Nelson	Director	Nisga'a
David Swankey	Director	Chilliwack
Catherine Zaitsoff	Director	Kootenay Columbia
Carolyn Broady	Past President	West Vancouver

STAFF:

Trevor Davies	Chief Executive Officer
Michael Rossi	Deputy CEO
Gordon Li	Director, Education Services
Mike Russell	Manager, Community and Partner Relations
Matt Taylor	Manager, Information Technology
Elaine Teng	Director, Finance
Maggie Yuen	Executive Administrator
Yves Bouchard	IT Consultant

President Tracy Loffler called the meeting to order at 9:02 am.

1. ADOPTION OF PROVINCIAL COUNCIL RULES OF ORDER

Moved: M. Ronayne
 Seconded: C. Brouwer
 That the Provincial Council Rules of Order be adopted as presented.
 Status: Carried PC# 1/2026

2. ADOPTION OF PROPOSED AGENDA OF FEBRUARY 20, 2026 PROVINCIAL COUNCIL MEETING

Moved: W. Broughton
 Seconded: C. Brouwer
 That the agenda of the meeting of the Provincial Council held on February 20, 2026, be adopted as presented.
 Status: Carried PC# 2/2026

3. APPROVAL OF MINUTES OF OCTOBER 24, 2025 PROVINCIAL COUNCIL MEETING

Moved: C. Brouwer
 Seconded: A. Hensen
 That the Minutes of the meeting of the Provincial Council held on October 24, 2025, be adopted as presented.
 Status: Carried PC# 3/2026

4. ORAL REPORTS

4.1 President's Report

President Loffler reported on BCSTA's advocacy work since the last update to Provincial Council in October 2025.

Moved: M. Ronayne
 Seconded: C. Brouwer
 That the President's report be received.
 Status: Carried PC# 4/2026

4.2 Chief Executive Officer's Report

CEO Davies provided an update on the direction of the Association.

Moved: W. Snow
Seconded: K. Ali

That the Chief Executive Officer's report be received.

Status: Carried PC# 5/2026

4.3 CSBA Report

President Loffler briefed the Council on the recent activities of the Canadian School Boards Association.

Moved: T. VanWell
Seconded: P. Rai

That the CSBA report be received.

Status: Carried PC# 6/2026

4.4 BCSTA Standing Committee Reports

4.4.1 Professional Learning Committee

Professional Learning Committee member Christine Lervold provided an update to the Council on the recent works of the Professional Learning Committee.

4.4.2 Indigenous Education Committee

Indigenous Education Committee co-chair Vanessa Mitchell provided an update to the Council on the recent works of the Indigenous Education Committee.

Moved: M. Shunter
Seconded: P. Rai

That the BCSTA Standing Committee Reports be received.

Status: Carried PC# 7/2026

5. WRITTEN REPORTS

- 5.1 Minutes of the meetings of the Board of Directors held on September 26, 2024, October 25, 2024, December 11, 2025.
- 5.2 Minutes of the meetings of the Professional Learning Committee held on September 25, 2025.
- 5.3 Minutes of the meeting of the Indigenous Education Advisory Council held on August 25-26, 2025.
- 5.4 Minutes of the meetings of the Finance and Audit Committee held on September 9, 2025, October 8, 2025 and December 1, 2025.
- 5.5 Minutes of the meetings of the Legislative Committee held on September 10, 2025, October 15, 2025 and November 19, 2025.

Moved: F. Farrell
Seconded: K. Ali

That the written reports/minutes of the Board of Directors, Professional Learning Committee, Indigenous Education Advisory Council, Finance and Audit Committee and Legislative Committee reports be received.

Status: Carried PC# 8/2026

6. MOTION TRACKING DATABASE UPDATES

6.1 Annual General Meeting Resolution Tracking

Moved: K. Ali
Seconded: C. Brouwer

That Provincial Council receive the tracking reports of the AGM.

Status: Carried PC# 9/2026

7. ACTION / DISCUSSION ITEMS

7.1 BCSTA 2026/2027 Draft Budget

Moved: R. Gulick, BoD
Seconded: T. VanWell

That Provincial Council receive the BCSTA 2026/2027 draft budget and provide feedback to the Finance & Audit Committee before March 6, 2026.

Status: Carried

PC# 10/2026

7.2 BCSTA Foundational Statements Update

Director Catherine Zaitsoff and Deputy CEO Michael Rossi updated Provincial Council on the proposed changes to the BCSTA Foundational Statements, which has been distributed to membership in February 2026 through the *BCSTA Weekly*. The extraordinary motion regarding the BCSTA Foundational Statements that will be under consideration at AGM is:

That the BCSTA amend the Foundational Statements in the policy book with title changes and the amendments as outlined.

Boards are encouraged to review the [proposed Foundational Statement changes](#) and submit any amendments to the Foundational Statements and questions to staff by March 13, 2026 for legal review.

Provincial Councillors asked questions and staff provided clarification to the process and the report.

8. ADJOURNMENT

Moved: C. Brouwer
Seconded: R. Gulick, BoD

That the meeting of Provincial Council be adjourned at 11:01 am.

Status: Carried

PC# 11/2026

Board Chair Report on BCSTA Calls

Board Chair Call Feb. 19, 2026

Chad Andersen spoke about the events in Tumbler Ridge

- Busy in the aftermath of the tragedy
- focus is on what is right for students
- in spite of tragedy school is the safest place to be for students
- muscle memory on lock down drills saved lives in Tumbler Ridge

Minister Beare-Safety Planning should be a district's number one priority. Use available resources such as Emergency Management Safer Schools Guide. Letters coming out from Minister Beare for K-12 staff and families.

Bowinn Ma Minister of Infrastructure Temporary School Facilities will be in place shortly. There will be a phased approach to rebuilding

Budget Day

Economic Outlook brings a focus on Fiscal Responsibility. Disciplined choices to protect health and education. Overall provincial enrolment is down but there has been an increase in students with designations. Boards are expected to be good stewards of the public dollars.

Commitment to funding Childcare continues, looking to protect existing programs. Stabilization funding will see Early Learning Lead Funding continue for one more year while concept of determining what are reasonable costs that districts can collect related to childcare are developed.

Minister Ma

-should have modest expectations related to infrastructure

New Spaces Funding for Childcare that have been approved will continue but there will be no new intake on expanding new spaces.

Minister Beare -Boards are expected to follow up on the Board Policy Review document

Learning Resource Guidance documents will be coming and they will guide policy and procedures within districts

AGM

There will be an independent parliamentarian, pro and con mikes and there will be tiling of doors for votes that are close.

Feb. 25th Joint Sector Call Board Chairs, Superintendents, Secretary Treasurer

Presentation of the Policy Review Document. Discussion of how the document is expected to guide the work of boards. Some policies are expected to be reviewed by Oct. 2026. The document was reviewed at our March 2 COTW.



Year 2 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
October 2025

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Introduction

The Rural and Remote Network has completed year two of our 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.

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 two of the three-year term. A summary showing meeting dates, and the work of each meeting is provided in Appendix 1. We continued to look at the areas of recruitment and retention, including initiatives that have been put in place to support recruitment. The importance of teacher training programs that allow people to train close to where they live was conveyed to the British Columbia Teachers Council (BCTC), the Association of BC Deans of Education (ABCDE) and Ministry of Education and Child Care (ECC). The BCTC sets the parameters for teacher education programs. The parameters that have been set by the BCTC do not include fully online programs or hybrid (blended in person and on line) ones unless there is 35% face-to-face instruction and mostly synchronous course offerings. The need for responsive teacher education programs that allow people to remain in community is something that the Rural and Remote Network feels would assist with retention. There are individuals who wish to continue working as Educational Assistants or on letters of permission while pursuing teacher certification. Flexible learning options are needed that allow people to pursue certification and meet family and job commitments. These options should not require future teacher candidates to travel long distances from home for in person learning. Traveling long distances for training becomes a cost barrier to certification. More flexible teacher programs may also increase the number of Indigenous people considering becoming certified teachers.

Currently the only hybrid online program that meets the BCTC requirements is the UBC Rural Remote Teacher Education program. The in-person instruction for this program has occurred in Nelson, BC. However, in the summer of 2006 there will be an additional northern cohort of this program taking place in Vanderhoof, BC. (See Appendix 3 for information on this program, interviews with students in the program can be viewed.)

The BCTC and ABCDE spoke about the importance of supporting teachers, especially in the early years of teaching. Many teachers leave the profession after a few years. Mentorship programs and professional development at the district level may help maintain teachers in the system. School districts have a role to play in developing the needed support system for beginning teachers.

The K-12 Workforce Plan was the focus of a presentation from ECC. The Workforce Plan indicates the Vision, Mission and Guiding Principles that will be followed as the Ministry supports the development of a diverse workforce to meet the needs of all students. (See Appendix 4 for Ministry Workforce Plan) In the Workforce Plan the need for collaboration across sectors to both attract teachers to the profession and maintain them in the teaching force is clear. The Workforce Plan mentions bursaries as a tool to attract individuals into a K-12 career. Information was shared about the Northern Practicum Award. (See Appendix 5) Communication regarding the Workforce plan can be found at www.gov.bc.ca/k12workforce.

At the meeting with ECC there was an exchange of information. Statistics showing the use of Letters of Permission (LOPs) in the North West and Northern Interior Branches were reviewed. Christy Fennell Superintendent of Peace River South and the BCSSA liaison to the network reviewed processes used to support LOPs. In addition, she spoke about the lengthy application process to get an LOP and the impacts of continued use of LOPs on schools and the district.

Rural and Remote Network Year 2 Report

October 2025

Priority 2 of the work plan was to investigate and build an understanding of the issues and what the current educational outcomes and needs are for our students. In year one, ECC provided data that showed there is an achievement gap between rural and urban students. In addition to having this information updated with the 23/24 school year results, we hoped to get data that allowed us to look deeper into other measures of student well-being. During the interregnum period and the formation of a new government, the ECC staff could not fulfil this request for us during year two of our term. A data update is scheduled for the first meeting of year three.

When the new government was formed, we looked at the mandate letters for all ministries that could have connections to education and our rural communities. The mental health and well-being of our students and families is the responsibility of many ministries. Once we have looked at the requested data, we will reach out to relevant ministries.

Access to mental health services is important for students in both rural and urban areas. Foundry BC made a presentation about their services, including a virtual option. The Stigma Free Health Society-Rural Mental Wellness Program Suite and Rural Minds Matter resources are also available to support those in rural areas.

The Network was also involved in BCSTA advocacy work connected to the election. We helped with an advocacy letter that was relevant to and available to rural districts. The work done by the Network was highlighted in a presentation at the Board Chair Day. The mention of the Appendix 2-District Information in District Group Types included in the year one Rural and Remote Network report caught the attention of some districts. Appendix 2 to this report now includes 23/24 data for school districts.

Rural and Remote Stories

Importance of Rural Schools to Their Community-The Efforts to Keep Buick Creek Open

Buick Creek school is located approximately one hours drive from Fort St John. The school site has a teacherage for two teachers and a community arena. There are yearly challenges to staff, supervise the staff and have an administrative structure in place that supports student learning. Enrolment declines resulted in discussion with the parents in 2018/19 regarding the closure of the school and having students bused to one of two schools or use online learning through our Key Learning Center.

There was a significant pushback from the parents to the options provided. They wanted to maintain a distinct community school. The parents felt that there were significant cultural differences from the other schools provided as options. The parents even offered to provide an incentive for new teachers, which we were not able to accommodate due to the provisions of our collective agreement.

For the 2019-20 school year, we were unable to find any staff and the community put their children into distributed learning or home schooling and ran some activities and support out of the arena. The parents hired two community members to act as facilitators for the online program to support the students at the arena. Those staff subsequently joined Buick school as an EA and LOP in the following years when the school reopened as a hybrid model.

Both ECC and the District remained committed to coming up with a plan that would have the school open again in September 2020 if there was sufficient enrolment. We knew that there would not be funding from ECC for the 2020-21 school year as the school had not operated in the 2019-20 school year.

During the 2019-20 school year we started work on the concept of a hybrid model, of instruction, administered by the Key Learning Center that registers students as brick and mortar students with visiting teachers that commuted to Buick Creek four times per week. See a description of the hybrid model in the chart below.

Buick Creek 2020/21 - Blended Learning Program Option

- Run a 4 day a week program - Monday through Thursday - 9.00 am to 3.00 pm.
- The school offers a program covering ***Kindergarten through Grade 9.***
 - Divided (roughly into a primary level group and an intermediate/middle school group. : K-3 & 4-9)
- Associate Buick Creek School with the Key Learning Centre.
 - Program is delivered by KLC which delivers a blended program at the various levels (much like this school year).
 - KLC hires two full-time teachers who:
 - Work .4 each week at Buick (on alternate days) and .6 at the Key
 - They also teach subjects not covered by the online learning model from KLC.
 - KLC hires two .8 EA's who work at Buick in support of each group of learners (as described above).

This would require a sizable commitment (in terms of student numbers) from the community of Buick Creek.

- There would need to be 20+ ish FTE to make this model work.
- Parents would have to be a strong presence in the school during the course of the day to day running of the programs (much like the 19/20).

The above model with some slight variations ran until 2024/25. The variations included having to deal with increased difficulty in finding any teachers. New hires at the KLC were not willing to drive out to Buick Creek. This meant using a local LOP from time to time. The program also evolved from a reliance on courses and content coming from the KLC to courses and content being planned and delivered on-site. As things evolved, we had some Buick Creek local EAs that were supporting the students/teachers and who eventually started to take on some teaching responsibilities as LOPs.

In the Spring of 2024, with all the certified teachers changing their assignments to in-town schools, there were no certified teachers available to be part of the Buick program. Therefore, the local EAs stepped up, along with a local non-certified teacher who had some previous teaching experience to move into the teaching roles as LOPs for 24/25

In 24/25 we had 2 LOPs in place who were living in the community. One LOP taught the primary group (K-3) and the other taught the intermediate group (4-9). Supported by the KLC admin, the LOPs carried out regular teaching duties in terms of planning, delivering and assessing instruction. The exception to this is the math for the intermediate group, which is still delivered through an online course and supported by the intermediate teacher. Over time, it became apparent that, while it is convenient to have all the content delivered through the KLC, there is an advantage to having the onsite LOP/teacher design the multi-year, multi-thematic lessons that meet the needs of the group with support from KLC, Learning Services, and the District.

The ongoing challenges with staffing will mean that each year, we will have to get creative in order to keep Buick Creek open. Nevertheless, there is a sense of community in the school, and the local community is happy with our efforts and program delivery. The extensive support from Learning Services is key to supporting the LOP teachers that are in place. Typically, those teachers on an LOP do not have curriculum courses, classroom management courses, assessment courses and training in working with students with learning differences.

LOP's are in place for the 25/26 school year. The school enrolment is 28 and the grade range is Kindergarten to High school. It does become an equity issue when students do not have access to certified teachers over a number of years. Despite extensive recruitment efforts we continue to be reliant on LOP's in Buick Creek.

Multi age Classroom Gr 4 and Up



Rural and Remote Network Workplan (updated March 2025)

The work of the network continues to evolve in Year 2. With the changes in government after the provincial election in October 2024, the rural and remote network workplan was updated to reflect the opportunities related to rural and remote communities with the new government.



BCSTA Rural & Remote Network Work Plan (2024 – 2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 1</p> <p>Build an understanding of and respond to recruitment, retention, and training issues</p> <p><u>Mar 2025 Mtg Follow up:</u></p> <p>1. Presentation by BCPSEA</p> <ul style="list-style-type: none"> ▪ Feedback on incentive program and review of practicum pilot ▪ Asking what they learned ▪ Fall 2025/winter 2025 (after teacher bargaining?) 	Year 2 (April 2024 – 2025)	<p>a. <i>Post-secondary institutions</i></p> <p>b. <i>BCPSEA</i></p> <p>c. <i>Partner groups</i></p> <p>d. <i>Roadblocks</i></p> <p style="padding-left: 20px;">i. <i>Opportunities for within community training</i></p> <p style="padding-left: 20px;">ii. <i>Enhancement of the teaching profession</i></p>	<p>1. Presentation by BCPSEA – Bruce Anderson – follow-up presentation in fall 2025/winter 2025</p> <ul style="list-style-type: none"> ▪ Update on BCPSEA’s recruitment and retention strategy ▪ Update on incentives for teacher/EA recruitment <p>2. Presentation by ABCDE or ECC representative - complete</p> <ul style="list-style-type: none"> ▪ what is existing, available and allowed in institutions right now? <p>3. Presentation by BCPSEA, Senior Manager Recruitment and HR Recruitment for Rural & Remote - complete</p> <ul style="list-style-type: none"> ▪ what is their role and strategy? <p>4. Presentation by BCTC/govt rep on BCTC? - complete</p> <ul style="list-style-type: none"> ▪ what changes are taking place? what do we need to advocate for? ▪ Explore role of TRB identify difficulties districts are facing related to these bodies so that they can be addressed. <p>5. Understanding retention and difference from recruitment</p> <ul style="list-style-type: none"> ▪ discussion of challenges of retention in rural and remote districts ▪ supports for teachers in multigrade classrooms, multi subject areas, while dealing with diversity of student needs ▪ support for classroom teachers and students given the shortage of specialists such as school psychologists, speech pathologists, physiotherapists, occupational therapists

BCSTA Rural and Remote Network
 Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 1 (cont'd)</p> <p>2. Presentation by ECC re: data</p> <ul style="list-style-type: none"> ▪ Ask ECC for summary of Provincial Survey results ▪ Update academic data for rural and remote district (similar to data presented in Nov 2023) <p>3. Presentation by provincial online learning services</p> <ul style="list-style-type: none"> ▪ Distance learning opportunities 	Year 2 (April 2024 – 2025)	<p>a. <i>Post-secondary institutions</i></p> <p>b. <i>BCPSEA</i></p> <p>c. <i>Partner groups</i></p> <p>d. <i>Roadblocks</i></p> <p style="padding-left: 20px;">i. <i>Opportunities for within community training</i></p> <p style="padding-left: 20px;">ii. <i>Enhancement of the teaching profession</i></p>	<ul style="list-style-type: none"> ▪ Have presentation from new provincial outreach program regarding needs they are seeing and ability to address ▪ explore ways that rural/remote districts can support each other such as the Northern Professional Development Project and Accessibility Planning <p>6. Recruitment & Retention – cross-ministerial & cross-jurisdictional analysis – ongoing, refer to mandate letters</p> <ul style="list-style-type: none"> ▪ what do other ministries (health, housing) do? ▪ what do other provinces do? <p>7. Support work of CWG related to deferred maintenance, quality of buildings, regional specific needs. - complete</p> <ul style="list-style-type: none"> ▪ Presentation by Mike Murray

BCSTA Rural and Remote Network
 Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 2</p> <p>Investigate and build an understanding of the issues and what the current educational outcomes and needs are for students.</p>	<p>Year 2 (April 2024 – 2025)</p>	<p>a. <i>Analyze provincial data to identify areas of need including but not limited to:</i></p> <ul style="list-style-type: none"> ▪ <i>Literacy and numeracy results</i> <ul style="list-style-type: none"> i. <i>Successes</i> ii. <i>Challenges</i> ▪ <i>Completion rates</i> ▪ <i>School readiness Indicators</i> <ul style="list-style-type: none"> i. <i>Pre-kindergarten</i> ii. <i>Child care</i> ▪ <i>Attendance data</i> ▪ <i>Student Learning Survey</i> <ul style="list-style-type: none"> i. <i>Mental health and well-being</i> ▪ <i>Post-secondary transitions</i> 	<ol style="list-style-type: none"> 1. Presentation by ECC on data – complete <ul style="list-style-type: none"> ▪ Provide ECC’s categorization of XS, S districts ▪ Student outcomes data – graduation results, literacy and numeracy results ▪ Discussion on data for XS, S districts 2. Learning from success stories in rural districts - ongoing <ul style="list-style-type: none"> ▪ Fort Nelson, 81 – chair and senior team? ▪ Prince Rupert, 52 – district’s food programs (Indigenous, other) and it’s impact and engagement with students; student exchange program between urban/rural districts ▪ Okanagan Skaha, 67 – Boost program 3. Presentation by Parliamentary Secretary on Rural Health and Parliamentary Secretary on Rural Development – no further action, continual monitoring of work <ul style="list-style-type: none"> ▪ What are the strategies from the government for supporting families in rural communities? ▪ Discussion on the socio-economic issues in rural communities. ▪ What is the mental health support available to rural communities?

BCSTA Rural and Remote Network
Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 3</p> <p>Build an understanding of funding challenges, costs and impacts</p> <p><u>Mar 2025 Mtg Follow up:</u></p> <p>1. Further discussion with BCSTA CEO re: how RRN can develop opportunities to ask ECC questions related to funding for rural ad remote communities.</p>	Year 2 (April 2024 – 2025)	<p>a. <i>Equity and Access</i></p> <p>i. <i>Curricular and extra-curricular activities and opportunities</i></p> <p>ii. <i>Programming Opportunities</i></p> <ul style="list-style-type: none"> ▪ <i>Flexible and creative learning modules</i> <p>b. <i>Wrap-around support services</i></p> <p>c. <i>Medical and travel costs</i></p> <p>d. <i>Housing</i></p> <p>e. <i>Socio-economic impacts</i></p> <p>f. <i>Mental health supports</i></p>	<p>1. Presentation by Parliamentary Secretary on Rural Health and Parliamentary Secretary on Rural Development – no further action, continual monitoring of work</p> <ul style="list-style-type: none"> ▪ What are the strategies from govt for families in rural communities? ▪ Discussion on the socio-economic issues in rural communities. ▪ What are the mental health support available to rural communities? <p>2. Presentation by MECC Resource Management Division – no further action, RRN to develop opportunities to ask ECC questions related to funding for rural and remote communities.</p> <ul style="list-style-type: none"> ▪ How is govt allocating funds? ▪ Advocacy for equitable funds for rural districts. <p>3. Review 2017 Rural Education report and support discussion - complete</p> <p>4. Cost comparison between rural and urban living</p> <ul style="list-style-type: none"> ▪ Cost of living ▪ Transportation ▪ Access to basic services (grocery stores, health) <p>5. Presentation by ST or Supt from northern districts</p> <ul style="list-style-type: none"> ▪ Compare the operational cost to run a rural district vs. urban district. ▪ Lack of resources in rural districts ▪ Increased demands on role of senior staff in rural districts.

BCSTA Rural and Remote Network
Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 4</p> <p>Explore an engagement process with students, parents, and community members.</p>	Year 3 (April 2025 – 2026)	<p>a. <i>Build an understanding of issues and opportunities through engagement</i></p> <p>b. <i>Explore how socio-economic of families impact student outcomes.</i></p> <p>c. <i>Facilitate a process to understand the history of these communities.</i></p>	<p>1. Each RRN member share successes/challenges in student and parent engagement that exists in their district now. – ongoing, share as available</p> <ul style="list-style-type: none"> ▪ Paragraph for inclusion in report? ▪ SLIDO?
<p>Priority 5</p> <p>Identify connectivity issues for rural, remote and isolated communities.</p>	Year 3 (April 2025 – 2026)	<p><i>Identify connectivity issues for rural, remote and isolated communities.</i></p>	<p>1. Presentation from MECC Services and Technology Division – complete, work underway (see below)</p> <ul style="list-style-type: none"> ▪ Update on govt's plans on connectivity ▪ Clarify conversion costs by districts for copper □ fiber lines ▪ Share website on connectivity for all communities <p><u>Update in March 2025</u></p> <ul style="list-style-type: none"> ▪ Work already underway (refer to BC Connectivity website) ▪ Trustees can review the presentation offered by the Ministry of Citizen Services to BCSTA Board of Directors in December 2024 with an update of the work.

BCSTA Rural and Remote Network
 Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 6</p> <p>Advocate to the BCSTA membership, Ministry of Education and Child Care and other agencies as appropriate on identified emerging issues.</p>	On-going	<p><i>Advocate to the BCSTA membership, Ministry of Education and Child Care and other agencies as appropriate on identified emerging issues.</i></p>	<p>Ongoing through BCSTA</p>
<p>Priority 7</p> <p>Explore the needs of supporting staff and families children with diverse and exceptional needs</p>	Year 3 (April 2025 – 2026)	<p>a. <i>Diagnostic testing</i></p> <ul style="list-style-type: none"> i. <i>Access</i> ii. <i>Expense</i> <p>b. <i>Supports</i></p> <ul style="list-style-type: none"> i. <i>Community</i> ii. <i>School</i> 	<p>Evaluate at a later time.</p> <p>Start with tasks identified in priority 2 and priority 3 to determine what other work is required.</p>

Appendix 1 – Year Two Meeting Dates and Summary

Meeting Date	Meeting Purpose/Activity
September 9, 2024	<ul style="list-style-type: none"> ▪ BCSPEA presentation Bailey Blencowe, Senior Manager-Recruitment Services ▪ Network members provided specific questions regarding recruitment and retention to be answered in the presentation
October 8, 2024	<ul style="list-style-type: none"> ▪ Finalized letter to BCTC regarding presentation made by BCTC August 19, 2024 ▪ Presentation by Stigma Free Health Society-Rural Mental Wellness Program Suite and Rural Minds Matter
November 20, 2024	<ul style="list-style-type: none"> ▪ Presentation by Linda Beddouche, ECC on K-12 Workforce Plan ▪ Data shared on Letters of Permission (LOP) use from 14 northern districts ▪ Christy Fennell, Superintendent, Peace River South, gave presentation regarding use of LOP's, processes involved and increasing use of LOP's
January 14, 2025	<ul style="list-style-type: none"> ▪ Presentation by Association of BC Deans of Education Spotlight on Rural and Remote Education Cultivating a Shared Responsibility
March 10, 2025	<ul style="list-style-type: none"> ▪ Reviewed Ministry Mandate letters connected to issues identified in workplan ▪ Looked at BC Connectivity Benefits Study. Commitments in place in document to address Priority 5 of the RRN workplan
April 23, 2025	<ul style="list-style-type: none"> ▪ BCPSEA Stephanie Lowe and Bailey Blencowe, Linda Beddouche updates related to Recruitment and Retention
May 26, 2025	<ul style="list-style-type: none"> ▪ Presentation from Foundry BC about services available from Foundry Centers and Foundry Virtual BC. Foundry Virtual BC available for areas where there are not Centers.

Appendix 2 - District Information in District Group Types

Information from ECC Reporting on Student Success Site and Enhanced District Reports

Extra Small Districts

District: Arrow Lakes

Designation: Extra Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$81,433	\$113,137	\$81,433	113,137
Percent of Lone Parent Families	2.721%	4.286%	2.721%	4.29%
Population Density (People per sq km land area)	630	3,644	630	3,644
Percent of 25-64 with Post Secondary Education	23.697%	42.06%	23.697%	42.06%
Unemployment Rate	15.719%	8.27%	15.719%	8.27%
District Demographics				
Number of Students	502	590,583	505	604,738
Indigenous Students	141	73,948	142	72,515
Indigenous Students Percent of Student Population	28.09%	12.5%	28.12%	11.99%
Diverse Abilities	90	76,295	99	80,606
Diverse Abilities Percent of Student Population	17.93%	12.92%	19.60%	13.33%
Population of District Area	4,873	5,319,324	4,951	5,356,284
Number of Active Public Schools	6	1,586	6	1579
Completion Rate Over Time 6 Years				
BC Residents	88%	92%	69%	91%
Indigenous Students	58%	74%	Msk	75%
Diverse Abilities	84%	77%	Msk	78%
All Students	Msk	89%	69%	88%

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District Information – Extra Small Rural

District: Revelstoke

Designation: Extra Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$103,869	\$113,137	\$103,869	113,137
Percent of Lone Parent Families	4.793%	4.286%	4.793%	4.29%
Population Density (People per sq km land area)	1,386	3,644	1,386	3,644
Percent of 25-64 with Post Secondary Education	58.282%	42.06%	58.282%	42.06%
Unemployment Rate	9.651%	8.27%	9.651%	8.27%
District Demographics				
Number of Students	1,090	590,583	1,080	604,738
Indigenous Students	114	73,948	114	72,515
Indigenous Students Percent of Student Population	10.46%	12.5%	10.55%	11.99%
Diverse Abilities	202	76,295	212	80,606
Diverse Abilities Percent of Student Population	18.53%	12.92%	19.63%	13.33%
Population of District Area	9,042	5,319,324	9,206	5,356,284
Number of Active Public Schools	4	1,586	4	1579
Completion Rate Over Time 6 Years				
BC Residents	99%	92%	Msk	91%
Indigenous Students	86%	74%	Msk	75%
Diverse Abilities	100%	89%	Msk	78%
All Students	84%	89%	89%	88%

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District Information – Extra Small Rural

District: Central Coast

Designation: Extra Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$84,761	\$113,137	\$84,761	113,137
Percent of Lone Parent Families	31.91%	4.286%	31.91%	4.29%
Population Density (People per sq km land area)	28	3,644	28	3,644
Percent of 25-64 with Post Secondary Education	88%	42.06%	88%	42.06%
Unemployment Rate	1.3%	8.27%	1.3%	8.27%
District Demographics				
Number of Students	226	590,583	221	604,738
Indigenous	140	73,948	137	72,515
Indigenous Students Percent of Student Population	61.95%	12.5%	61.99%	11.99%
Diverse Abilities	45	76,295	50	80,606
Diverse Abilities Percent of Student Population	19.91%	12.92%	22.624%	13.33%
Population of District Area	3,613	5,319,324	3,772	5,356,284
Number of Active Public Schools	5	1,586	5	1579
Completion Rate Over Time 6 Years				
BC Residents	84%	92%	Msk	91%
Indigenous Students	87%	74%	Msk	75%
Diverse Abilities	71%	77%	Msk	78%
All Students	Msk	89%	Msk	88%

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District Information – Extra Small Rural

District: Haida Gwaii

Designation: Extra Small Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$99,487	\$113,137	\$99,487	113,137
Percent of Lone Parent Families	4.383%	590,583	4.383%	4.29%
Population Density (People per sq km land area)	72	73,948	72	3,644
Percent of 25-64 with Post Secondary Education	35.458%	12.5%	35.458%	42.06%
Unemployment Rate	4.859%	76,295	4.859%	8.27%
District Demographics		12.92%		
Number of Students	470	590,583	485	604,738
Indigenous Students Self Identified	314	73,948	316	72,515
Indigenous Students Percent of Student Population	66.81%	12.5%	65.15%	11.99%
Diverse Abilities	101	76,295	105	80,606
Diverse Abilities Percent of Student Population	21.49%	12.92%	21.65%	13.33%
Population of District Area	4,588	5,319,324	4,484	5,356,284
Number of Active Public Schools	7	1,586	7	1579
Completion Rate Over Time 6 Years				
BC Residents	93%	92%	79%	91%
Indigenous Students	92%	74%	Msk	75%
Diverse Abilities	85%	77%	Msk	78%
All Students	Msk	89%	79%	88%

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District Information – Extra Small Rural

District: Fort Nelson

Designation: Extra Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$99,954	\$113,137	\$99,954	\$113,137
Percent of Lone Parent Families	5.437%	4.286%	5.437%	4.286%
Population Density (People per sq km land area)	124	3,644	124	3,644
Percent of 25-64 with Post Secondary Education	34.048%	42.06%	34.048%	42.06%
Unemployment Rate	12.046%	8.27%	12.046%	8.27%
District Demographics				
Number of Students	646	590,583	667	604,738
Indigenous Students	271	73,948	279	72,515
Indigenous Students Percent of Student Population	41.95%	12.5%	41.83%	11.99%
Diverse Abilities	61	76,295	70	80,606
Diverse Abilities Percent of Student Population	9.44%	12.92%	10.49%	13.33%
Population of District Area	4,879	5,319,324	4,672	5,356,284
Number of Active Public Schools	5	1,586	5	1579
Completion Rate Over Time 6 Years				
BC Residents	84%	92%	73%	91%
Indigenous Students	73%	74%	71%	75%
Diverse Abilities	72%	77%	Msk	78%
All Students	84%	89%	73%	88%

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District Information – Extra Small Rural

District: Vancouver Island West

Designation: Extra Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$85,642	\$113,137	\$85,642	\$113,137
Percent of Lone Parent Families	3.969%	4.286%	3.969%	4.286%
Population Density (People per sq km land area)	530	3,644	530	3,644
Percent of 25-64 with Post Secondary Education	25.189%	42.06%	25.189%	42.06%
Unemployment Rate	10.99%	8.27%	10.99%	8.27%
District Demographics				
Number of Students	329	590,583	325	604,738
Indigenous Students	195	73,948	187	72,515
Indigenous Students Percent of Student Population	59.27%	12.5%	57.54%	11.99%
Diverse Abilities	60	76,295	52	80,606
Diverse Abilities Percent of Student Population	18.24%	12.92%	16%	13.33%
Population of District Area	2,297	5,319,324	2,386	5,356,284
Number of Active Public Schools	5	1,586	5	1579
Completion Rate Over Time 6 Years				
BC Residents	71%	92%	Msk	91%
Indigenous Students	60%	74%	Msk	75%
Diverse Abilities	51%	77%	Msk	78%
All Students	66%	89%	Msk	88%

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District Information – Extra Small Rural

District: Stikine

Designation: Extra Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$103,856	\$113,137	\$103,856	\$113,137
Percent of Lone Parent Families	2.654%	4.286%	2.654%	4.286%
Population Density (People per sq km land area)	8	3,644	8	3,644
Percent of 25-64 with Post Secondary Education	35.751%	42.06%	35.751%	42.06%
Unemployment Rate	4.323%	8.27%	4.323%	8.27%
District Demographics				
Number of Students	182	590,583	189	604,738
Indigenous	139	73,948	150	72,515
Indigenous Students Percent of Student Population	76.37%	12.5%	79.37%	11.99%
Diverse Abilities	23	76,295	23	80,606
Diverse Abilities Percent of Student Population	12.64%	12.92%	12.169%	13.33%
Population of District Area	2,089	5,319,324	2,179	5,356,284
Number of Active Public Schools	4	1,586	4	1579
Completion Rate Over Time 6 Years				
BC Residents	83%	92%	Msk	91%
Indigenous Students	77%	74%	Msk	75%
Diverse Abilities	54%	77%	Msk	78%
All Students	Msk	89%	Msk	88%

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District Information – Extra Small Rural

District: Nisga’a

Designation: Extra Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	86,018	\$113,137	86,018	\$113,137
Percent of Lone Parent Families	8.332%	4.286%	8.332%	4.286%
Population Density (People per sq km land area)	148	3,644	148	3,644
Percent of 25-64 with Post Secondary Education	27.541%	42.06%	27.541%	42.06%
Unemployment Rate	20.448%	8.27%	20.448%	8.27%
District Demographics				
Number of Students	396	590,583	352	604,738
Indigenous Students	387	73,948	350	72,515
Indigenous Students Percent of Student Population	97.73%	12.5%	99.4%	11.99%
Diverse Abilities	46	76,295	40	80,606
Diverse Abilities Percent of Student Population	11.62%	12.92%	11.364%	13.33%
Population of District Area	1,895	5,319,324	1,845	5,356,284
Number of Active Public Schools	4	1,586	4	1579
Completion Rate Over Time 6 Years				
BC Residents	52%	92%	57%	91%
Indigenous Students	52%	74%	57%	75%
Diverse Abilities	0%	77%	Msk	78%
All Students	52%	89%	Msk	88%

Small Rural

District: qathet

Designation: Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$94,159	\$113,137	\$94,159	\$113,137
Percent of Lone Parent Families	4.247%	4.286%	4.247%	4.286%
Population Density (People per sq km land area)	1,447	3,644	1,447	3,644
Percent of 25-64 with Post Secondary Education	37.053%	42.06%	37.053%	42.06%
Unemployment Rate	8.506%	8.27%	8.506%	8.27%
District Demographics				
Number of Students	3,282	590,583	3,269	604,738
Indigenous Students	498	73,948	498	72,515
Indigenous Students Percent of Student Population	15.17%	12.5%	15.23%	11.99%
Diverse Abilities	620	76,295	675	80,606
Diverse Abilities Percent of Student Population	18.89%	12.92%	20.65%	13.33%
Population of District Area	21,217	5,319,324	22,003	5,356,284
Number of Active Public Schools	10	1,586	10	1579
Completion Rate Over Time 6 Years				
BC Residents	75%	92%	73%	91%
Indigenous Students	77%	74%	67%	75%
Diverse Abilities	65%	77%	47%	78%
All Students	70%	89%	65%	88%

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District Information – Small Rural

District: Boundary

Designation: Small Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$78,884	\$113,137	\$78,884	\$113,137
Percent of Lone Parent Families	4.463%	4.286%	4.463%	4.286%
Population Density (People per sq km land area)	524	3,644	524	3,644
Percent of 25-64 with Post Secondary Education	30.292%	42.06%	30.292%	42.06%
Unemployment Rate	8.91%	8.27%	8.91%	8.27%
District Demographics				
Number of Students	1,319	590,583	1,327	604,738
Indigenous Students	452	73,948	452	72,515
Indigenous Students Percent of Student Population	34.27%	12.5%	34.06%	11.99%
Diverse Abilities	189	76,295	203	80,606
Diverse Abilities Percent of Student Population	14.33%	12.92%	15.30%	13.33%
Population of District Area	13,106	5,319,324	13,936	5,356,284
Number of Active Public Schools	10	1,586	10	1579
Completion Rate Over Time 6 Years				
BC Residents	95%	92%	91%	91%
Indigenous Students	99%	74%	Msk	75%
Diverse Abilities	85%	77%	Msk	78%
All Students	95%	89%	91%	88%

District: Prince Rupert

Designation: Small Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$116,267	\$113,137	\$116,267	\$113,137
Percent of Lone Parent Families	5.874%	4.286%	5.874%	4.286%
Population Density (People per sq km land area)	2,020	3,644	2,020	3,644
Percent of 25-64 with Post Secondary Education	32.809%	42.06%	32.809%	42.06%
Unemployment Rate	10.001%	8.27%	10.001%	8.27%
District Demographics				
Number of Students	1,809	590,583	1,814	604,738
Indigenous Students	1,163	73,948	1,135	72,515
Indigenous Students Percent of Student Population	64.29%	12.5%	62.57%	11.99%
Diverse Abilities	295	76,295	287	80,606
Diverse Abilities Percent of Student Population	16.31%	12.92%	15.82%	13.33%
Population of District Area	15,054	5,319,324	14,590	5,356,284
Number of Active Public Schools	9	1,586	9	1579
Completion Rate Over Time 6 Years				
BC Residents	92%	92%	92%	91%
Indigenous Students	73%	74%	82%	75%
Diverse Abilities	62%	77%	69%	78%
All Students	92%	89%	92%	88%

District: Okanagan Similkameen

Designation: Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$83,407	\$113,137	\$83,407	\$113,137
Percent of Lone Parent Families	4.29%	4.286%	4.29%	4.286%
Population Density (People per sq km land area)	679	3,644	679	3,644
Percent of 25-64 with Post Secondary Education	27.997%	42.06%	27.997%	42.06%
Unemployment Rate	10.859%	8.27%	10.859%	8.27%
District Demographics				
Number of Students	2,427	590,583	2,415	604,738
Indigenous Students	536	73,948	532	72,515
Indigenous Students Percent of Student Population	22.08%	12.5%	22.01%	11.99%
Diverse Abilities	433	76,295	473	80,606
Diverse Abilities Percent of Student Population	17.84%	12.92%	19.59%	13.33%
Population of District Area	27,193	5,319,324	28,365	5,356,284
Number of Active Public Schools	12	1,586	12	1579
Completion Rate Over Time 6 Years				
BC Residents	88%	92%	81%	91%
Indigenous Students	78%	74%	71%	75%
Diverse Abilities	71%	77%	56%	78%
All Students	88%	89%	81%	88%

District: Bulkley Valley

Designation: Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$106,090	\$113,137	\$106,090	\$113,137
Percent of Lone Parent Families	5.48%	4.286%	5.48%	4.286%
Population Density (People per sq km land area)	412	3,644	412	3,644
Percent of 25-64 with Post Secondary Education	38.71%	42.06%	38.72%	42.06%
Unemployment Rate	9.038%	8.27%	9.038%	8.27%
District Demographics				
Number of Students	1,988	590,583	1,945	604,738
Indigenous Students	587	73,948	572	72,515
Indigenous Students Percent of Student Population	29.53%	12.5%	29.41%	11.99%
Diverse Abilities	209	76,295	191	80,606
Diverse Abilities Percent of Student Population	10.51%	12.92%	9.82%	13.33%
Population of District Area	17,518	5,319,324	17,325	5,356,284
Number of Active Public Schools	9	1,586	9	1579
Completion Rate Over Time 6 Years				
BC Residents	74%	92%	82%	91%
Indigenous Students	63%	74%	56%	75%
Diverse Abilities	55%	77%	63%	78%
All Students	74%	89%	82%	88%

Rural and Remote Network Year 2 Report – Appendix 2

District Information – Small Rural

District: Nicola-Similkameen

Designation: Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$94,725	\$113,137	2381	\$113,137
Percent of Lone Parent Families	4.457%	4.286%	4.457%	4.286%
Population Density (People per sq km land area)	841	3,644	841	3,644
Percent of 25-64 with Post Secondary Education	32.316%	42.06%	32.316%	42.06%
Unemployment Rate	12.082%	8.27%	12.082%	8.27%
District Demographics				
Number of Students	2,243	590,583	2381	604,738
Indigenous Students	958	73,948	954	72,515
Indigenous Students Percent of Student Population	42.71%	12.5%	40.07%	11.99%
Diverse Abilities	297	76,295	326	80,606
Diverse Abilities Percent of Student Population	13.24%	12.92%	13.69%	13.33%
Population of District Area	17,132	5,319,324	16,661	5,356,284
Number of Active Public Schools	12	1,586	12	1579
Completion Rate Over Time 6 Years				
BC Residents	80%	92%	82%	91%
Indigenous Students	73%	74%	77%	75%
Diverse Abilities	76%	77%	Msk	78%
All Students	80%	89%	82%	88%

Rural and Remote Network Year 2 Report – Appendix 2

District Information – Small Rural

District: Gulf Islands

Designation: Small Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$94,110	\$113,137	\$94,110	\$113,137
Percent of Lone Parent Families	3.766%	4.286%	3.766%	4.286%
Population Density (People per sq km land area)	382	3,644	382	3,644
Percent of 25-64 with Post Secondary Education	36.83%	42.06%	36.83%	42.06%
Unemployment Rate	5.715%	8.27%	5.715%	8.27%
District Demographics				
Number of Students	1,541	590,583	1,543	604,738
Indigenous Students	187	73,948	184	72,515
Indigenous Students Percent of Student Population	12.13%	12.5%	11.92%	11.99%
Diverse Abilities	192	76,295	239	80,606
Diverse Abilities Percent of Student Population	12.46%	12.92%	15.49%	13.33%
Population of District Area	17,091	5,319,324	18,441	5,356,284
Number of Active Public Schools	11	1,586	10	1579
Completion Rate Over Time 6 Years				
BC Residents	100%	92%	Msk	91%
Indigenous Students	96%	74%	Msk	75%
Diverse Abilities	93%	77%	Msk	78%
All Students	100%	89%	Msk	88%

District: Gold Trail

Designation: Small Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$85,740	\$113,137	\$85,740	\$113,137
Percent of Lone Parent Families	4.93%	4.286%	4.93%	4.286%
Population Density (People per sq km land area)	95	3,644	95	3,644
Percent of 25-64 with Post Secondary Education	27.892%	42.06%	27.892%	42.06%
Unemployment Rate	4.888%	8.27%	4.888%	8.27%
District Demographics				
Number of Students	1,091	590,583	1,048	604,738
Indigenous Students	717	73,948	696	72,515
Indigenous Students Percent of Student Population	65.72%	12.5%	66.41%	11.99%
Diverse Abilities	107	76,295	122	80,606
Diverse Abilities Percent of Student Population	9.81%	12.92%	11.64%	13.33%
Population of District Area	11,419	5,319,324	11,317	5,356,284
Number of Active Public Schools	8	1,586	8	1579
Completion Rate Over Time 6 Years				
BC Residents	80%	92%	76%	91%
Indigenous Students	76%	74%	73%	75%
Diverse Abilities	54%	77%	Msk	78%
All Students	80%	89%	76%	88%

District: Fraser Cascade

Designation: Small Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$87,857	\$113,137	\$87,857	\$113,137
Percent of Lone Parent Families	4.304%	4.286%	4.304%	4.286%
Population Density (People per sq km land area)	609	3,644	609	3,644
Percent of 25-64 with Post Secondary Education	31.994%	42.06%	31.994%	42.06%
Unemployment Rate	10.851%	8.27%	10.851%	8.27%
District Demographics				
Number of Students	1,702	590,583	1,737	604,738
Indigenous Students	698	73,948	688	72,515
Indigenous Students Percent of Student Population	41.01%	12.5%	39.61%	11.99%
Diverse Abilities	310	76,295	327	80,606
Diverse Abilities Percent of Student Population	18.21%	12.92%	18.83%	13.33%
Population of District Area	20,085	5,319,324	20,292	5,356,284
Number of Active Public Schools	12	1,586	12	1579
Completion Rate Over Time 6 Years				
BC Residents	79%	92%	84%	91%
Indigenous Students	60%	74%	74%	75%
Diverse Abilities	62%	77%	76%	78%
All Students	79%	89%	84%	88%

District: Vancouver Island North

Designation: Small Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$97,706	\$113,137	\$97,706	\$113,137
Percent of Lone Parent Families	2.665%	4.286%	2.665%	4.286%
Population Density (People per sq km land area)	140	3,644	140	3,644
Percent of 25-64 with Post Secondary Education	36.346%	42.06%	36.346%	42.06%
Unemployment Rate	3.318%	8.27%	3.318%	8.27%
District Demographics				
Number of Students	1,271	590,583	1260	604,738
Indigenous Students	632	73,948	641	72,515
Indigenous Students Percent of Student Population	49.72%	12.5%	50.87%	11.99%
Diverse Abilities	275	76,295	290	80,606
Diverse Abilities Percent of Student Population	21.64%	12.92%	23.02%	13.33%
Population of District Area	11,913	5,319,324	11,396	5,356,284
Number of Active Public Schools	10	1,586	10	1579
Completion Rate Over Time 6 Years				
BC Residents	68%	92%	66%	91%
Indigenous Students	59%	74%	54%	75%
Diverse Abilities	54%	77%	54%	78%
All Students	68%	89%	66%	88%

Medium Rural Climate

District: Southeast Kootenay

Designation: Medium Rural Climate

Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$118,383	\$113,137	\$118,383	\$113,137
Percent of Lone Parent Families	3.814%	4.286%	3.814%	4.286%
Population Density (People per sq km land area)	1,203	3,644	1,203	3,644
Percent of 25-64 with Post Secondary Education	39.61%	42.06%	39.61%	42.06%
Unemployment Rate	7.342%	8.27%	7.342%	8.27%
District Demographics				
Number of Students	6,012	590,583	6,043	604,738
Indigenous Students	1,285	73,948	1,258	72,515
Indigenous Students Percent of Student Population	21.38%	12.5%	20.82%	11.99%
Diverse Abilities	979	76,295	1,044	80,606
Diverse Abilities Percent of Student Population	16.28%	12.92%	17.28%	13.33%
Population of District Area	45,813	5,319,324	47,129	5,356,284
Number of Active Public Schools	20	1,586	19	1579
Completion Rate Over Time 6 Years				
BC Residents	85%	92%	87%	91%
Indigenous Students	73%	74%	78%	75%
Diverse Abilities	63%	77%	74%	78%
All Students	79%	89%	79%	88%

District: Rocky Mountain

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$102,526	\$113,137	\$102,526	\$113,137
Percent of Lone Parent Families	3.237%	4.286%	3.237%	4.286%
Population Density (People per sq km land area)	494	3,644	494	3,644
Percent of 25-64 with Post Secondary Education	39.049%	42.06%	39.049%	42.06%
Unemployment Rate	6.878%	8.27%	6.878%	8.27%
District Demographics				
Number of Students	3,595	590,583	3,567	604,738
Indigenous Students	861	73,948	824	72,515
Indigenous Students Percent of Student Population	23.95%	12.5%	23.1%	11.99%
Diverse Abilities	400	76,295	426	80,606
Diverse Abilities Percent of Student Population	11.13%	12.92%	11.94%	13.33%
Population of District Area	29,525	5,319,324	30,721	5,356,284
Number of Active Public Schools	19	1,586	19	1579
Completion Rate Over Time 6 Years				
BC Residents	96%	92%	100%	91%
Indigenous Students	98%	74%	Msk	75%
Diverse Abilities	92%	77%	84%	78%
All Students	96%	89%	100%	88%

District: Kootenay Lake

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$86,856	\$113,137	\$86,856	\$113,137
Percent of Lone Parent Families	4.432%	4.286%	4.432%	4.286%
Population Density (People per sq km land area)	746	3,644	746	3,644
Percent of 25-64 with Post Secondary Education	38.667%	42.06%	38.667%	42.06%
Unemployment Rate	10.667%	8.27%	10.667%	8.27%
District Demographics				
Number of Students	4,917	590,583	4,937	604,738
Indigenous Students	1079	73,948	1,016	72,515
Indigenous Students Percent of Student Population	21.94%	12.5%	20.58%	11.99%
Diverse Abilities	455	76,295	439	80,606
Diverse Abilities Percent of Student Population	9.25%	12.92%	8.89%	13.33%
Population of District Area	44,704	5,319,324	45,564	5,356,284
Number of Active Public Schools	25	1,586	25	1579
Completion Rate Over Time 6 Years				
BC Residents	90%	92%	91%	91%
Indigenous Students	88%	74%	93%	75%
Diverse Abilities	75%	77%	78%	78%
All Students	88%	89%	88%	88%

District: Cariboo Chilcotin

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$93,265	\$113,137	\$93,265	\$113,137
Percent of Lone Parent Families	4.485%	4.286%	4.485%	4.286%
Population Density (People per sq km land area)	487	3,644	487	3,644
Percent of 25-64 with Post Secondary Education	30.284%	42.06%	30.284%	42.06%
Unemployment Rate	9.733%	8.27%	9.733%	8.27%
District Demographics				
Number of Students	4,729	590,583	4,633	604,738
Indigenous Students	1590	73,948	1561	72,515
Indigenous Students Percent of Student Population	33.62%	12.5%	33.69%	11.99%
Diverse Abilities	359	76,295	400	80,606
Diverse Abilities Percent of Student Population	7.59%	12.92%	8.63%	13.33%
Population of District Area	41,908	5,319,324	42,778	5,356,284
Number of Active Public Schools	26	1,586	25	1579
Completion Rate Over Time 6 Years				
BC Residents	85%	92%	81%	91%
Indigenous Students	69%	74%	64%	75%
Diverse Abilities	67%	77%	64%	78%
All Students	85%	89%	81%	88%

District: Sunshine Coast

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$95,414	\$113,137	\$95,414	\$113,137
Percent of Lone Parent Families	3.653%	4.286%	3.653%	4.286%
Population Density (People per sq km land area)	641	3,644	641	3,644
Percent of 25-64 with Post Secondary Education	34.023%	42.06%	34.023%	42.06%
Unemployment Rate	5.784%	8.27%	5.784%	8.27%
District Demographics				
Number of Students	3,429	590,583	3,469	604,738
Indigenous Students	761	73,948	759	72,515
Indigenous Students Percent of Student Population	22.19%	12.5%	21.88%	11.99%
Diverse Abilities	819	76,295	834	80,606
Diverse Abilities Percent of Student Population	23.88%	12.92%	24.04%	13.33%
Population of District Area	32,852	5,319,324	33,702	5,356,284
Number of Active Public Schools	15	1,586	15	1579
Completion Rate Over Time 6 Years				
BC Residents	86%	92%	91%	91%
Indigenous Students	83%	74%	77%	75%
Diverse Abilities	72%	77%	82%	78%
All Students	84%	89%	88%	88%

District: Peace River South

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$110,716	\$113,137	\$110,716	\$113,137
Percent of Lone Parent Families	5.52%	4.286%	5.52%	4.286%
Population Density (People per sq km land area)	633	3,644	633	3,644
Percent of 25-64 with Post Secondary Education	33.339%	42.06%	33.339%	42.06%
Unemployment Rate	9.923%	8.27%	9.923%	8.27%
District Demographics				
Number of Students	3,646	590,583	3,724	604,738
Indigenous Students	1,311	73,948	1,277	72,515
Indigenous Students Percent of Student Population	35.96%	12.5%	34.29%	11.99%
Diverse Abilities	452	76,295	496	80,606
Diverse Abilities Percent of Student Population	12.40%	12.92%	13.32%	13.33%
Population of District Area	28,358	5,319,324	26,994	5,356,284
Number of Active Public Schools	19	1,586	19	1579
Completion Rate Over Time 6 Years				
BC Residents	79%	92%	76%	91%
Indigenous Students	68%	74%	67%	75%
Diverse Abilities	59%	77%	54%	78%
All Students	79%	89%	76%	88%

District: Peace River North

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$118,771	\$113,137	\$118,771	\$113,137
Percent of Lone Parent Families	3.785%	4.286%	3.785%	4.286%
Population Density (People per sq km land area)	1,028	3,644	1,028	3,644
Percent of 25-64 with Post Secondary Education	35.172%	42.06%	35.172%	42.06%
Unemployment Rate	8.109%	8.27%	8.109%	8.27%
District Demographics				
Number of Students	6,317	590,583	6,312	604,738
Indigenous Students	1,460	73,948	1,455	72,515
Indigenous Students Percent of Student Population	23.11%	12.5%	23.05%	11.99%
Diverse Abilities	760	76,295	779	80,606
Diverse Abilities Percent of Student Population	12.03%	12.92%	12.34%	13.33%
Population of District Area	38,593	5,319,324	37,767	5,356,284
Number of Active Public Schools	23	1,586	23	1579
Completion Rate Over Time 6 Years				
BC Residents	83%	92%	83%	91%
Indigenous Students	79%	74%	70%	75%
Diverse Abilities	66%	77%	66%	78%
All Students	84%	89%	83%	88%

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District Information – Medium Rural Climate

District: Coast Mountains

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$109,250	\$113,137	\$109,250	\$113,137
Percent of Lone Parent Families	5.58%	4.286%	5.58%	4.286%
Population Density (People per sq km land area)	806	3,644	806	3,644
Percent of 25-64 with Post Secondary Education	36.56%	42.06%	36.56%	42.06%
Unemployment Rate	10.62%	8.27%	10.62%	8.27%
District Demographics				
Number of Students	4,243	590,583	4,290	604,738
Indigenous Students	2,138	73,948	2121	72,515
Indigenous Students Percent of Student Population	50.39%	12.5%	49.44%	11.99%
Diverse Abilities	622	76,295	631	80,606
Diverse Abilities Percent of Student Population	14.66%	12.92%	14.71%	13.33%
Population of District Area	37,235	5,319,324	36,234	5,356,284
Number of Active Public Schools	20	1,586	20	1579
Completion Rate Over Time 6 Years				
BC Residents	76%	92%	71%	91%
Indigenous Students	64%	74%	56%	75%
Diverse Abilities	56%	77%	44%	78%
All Students	76%	89%	71%	88%

District: K̓wsalktnéws ne Secwepemcúl’ecw

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$89,634	\$113,137	\$89,634	\$113,137
Percent of Lone Parent Families	3.959%	4.286%	3.959%	4.286%
Population Density (People per sq km land area)	634	3,644	634	3,644
Percent of 25-64 with Post Secondary Education	32.62%	42.06%	32.62%	42.06%
Unemployment Rate	8.28%	8.27%	8.28%	8.27%
District Demographics				
Number of Students	6,790	590,583	6,707	604,738
Indigenous Students	1472	73,948	1,405	72,515
Indigenous Students Percent of Student Population	21.68%	12.5%	20.95%	11.99%
Diverse Abilities	1,242	76,295	1,261	80,606
Diverse Abilities Percent of Student Population	18.29%	12.92%	18.801%	13.33%
Population of District Area	60,941	5,319,324	63,011	5,356,284
Number of Active Public Schools	26	1,586	26	1579
Completion Rate Over Time 6 Years				
BC Residents	89%	92%	88%	91%
Indigenous Students	87%	74%	77%	75%
Diverse Abilities	78%	77%	74%	78%
All Students	88%	89%	84%	88%

District: Nechako Lakes

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$102,149	\$113,137	\$102,149	\$113,137
Percent of Lone Parent Families	4.04%	4.286%	4.04%	4.286%
Population Density (People per sq km land area)	916	3,644	916	3,644
Percent of 25-64 with Post Secondary Education	31.976%	42.06%	31.976%	42.06%
Unemployment Rate	12.714%	8.27%	12.714%	8.27%
District Demographics				
Number of Students	4,105	590,583	4,316	604,738
Indigenous Students	1,474	73,948	1,543	72,515
Indigenous Students Percent of Student Population	35.91%	12.5%	35.75%	11.99%
Diverse Abilities	775	76,295	759	80,606
Diverse Abilities Percent of Student Population	18.88%	12.92%	17.59%	13.33%
Population of District Area	23,338	5,319,324	22,730	5,356,284
Number of Active Public Schools	19	1,586	19	1579
Completion Rate Over Time 6 Years				
BC Residents	78%	92%	70%	91%
Indigenous Students	73%	74%	52%	75%
Diverse Abilities	62%	77%	53%	78%
All Students	78%	89%	69%	88%

District: Conseil Scolaire Francophone

Designation: Medium Rural Climate

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$115,447	\$113,137	\$115,447	\$113,137
Percent of Lone Parent Families	4.122%	4.286%	4.122%	4.286%
Population Density (People per sq km land area)	4,434	3,644	4,434	3,644
Percent of 25-64 with Post Secondary Education	46.251%	42.06%	46.251%	42.06%
Unemployment Rate	7.954%	8.27%	7.954%	8.27%
District Demographics				
Number of Students	6,269	590,583	6,225	604,738
Indigenous Students	503	73,948	444	72,515
Indigenous Students Percent of Student Population	8.02%	12.5%	7.13%	11.99%
Diverse Abilities	706	76,295	732	80,606
Diverse Abilities Percent of Student Population	11.26%	12.92%	11.76%	13.33%
Population of District Area	---	5,319,324	---	5,356,284
Number of Active Public Schools	47	1,586	47	1579
Completion Rate Over Time 6 Years				
BC Residents	100%	92%	99%	91%
Indigenous Students	100%	74%	Msk	75%
Diverse Abilities	89%	77%	Msk	78%
All Students	100%	89%	99%	88%

Medium Rural

District: Kootenay Columbia

Designation: Medium Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$103,295	\$113,137	\$103,295	\$113,137
Percent of Lone Parent Families	4.561%	4.286%	4.561%	4.286%
Population Density (People per sq km land area)	856	3,644	856	3,644
Percent of 25-64 with Post Secondary Education	41.155%	42.06%	41.155%	42.06%
Unemployment Rate	8.296%	8.27%	8.296%	8.27%
District Demographics				
Number of Students	4,133	590,583	4,229	604,738
Indigenous Students	793	73,948	781	72,515
Indigenous Students Percent of Student Population	19.19%	12.5%	18.47%	11.99%
Diverse Abilities	525	76,295	577	80,606
Diverse Abilities Percent of Student Population	12.70%	12.92%	13.64%	13.33%
Population of District Area	36,274	5,319,324	36,518	5,356,284
Number of Active Public Schools	10	1,586	10	1579
Completion Rate Over Time 6 Years				
BC Residents	92%	92%	88%	91%
Indigenous Students	85%	74%	76%	75%
Diverse Abilities	88%	77%	73%	78%
All Students	92%	89%	88%	88%

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District Information – Medium Rural

District: **Vernon**

Designation: **Medium Rural**

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$103,927	\$113,137	\$103,927	\$113,137
Percent of Lone Parent Families	4.16%	4.286%	4.16%	4.286%
Population Density (People per sq km land area)	1,292	3,644	1,292	3,644
Percent of 25-64 with Post Secondary Education	37.589%	42.06%	37.589%	42.06%
Unemployment Rate	8.27%	8.27%	8.27%	8.27%
District Demographics				
Number of Students	9,036	590,583	9,083	604,738
Indigenous Students	1,490	73,948	1,449	72,515
Indigenous Students Percent of Student Population	16.49%	12.5%	15.95%	11.99%
Diverse Abilities	1,248	76,295	1,371	80,606
Diverse Abilities Percent of Student Population	13.81%	12.92%	15.09%	13.33%
Population of District Area	75,580	5,319,324	77,342	5,356,284
Number of Active Public Schools	24	1,586	23	1579
Completion Rate Over Time 6 Years				
BC Residents	88%	92%	92%	91%
Indigenous Students	74%	74%	84%	75%
Diverse Abilities	65%	77%	79%	78%
All Students	88%	89%	91%	88%

District: Quesnel

Designation: Medium Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$95,408	\$113,137	\$95,408	\$113,137
Percent of Lone Parent Families	4.851%	4.286%	4.851%	4.286%
Population Density (People per sq km land area)	439	3,644	439	3,644
Percent of 25-64 with Post Secondary Education	29.797%	42.06%	29.797%	42.06%
Unemployment Rate	10.923%	8.27%	10.923%	8.27%
District Demographics				
Number of Students	3,019	590,583	2,996	604,738
Indigenous Students	1,001	73,948	1002	72,515
Indigenous Students Percent of Student Population	33.16%	12.5%	33.44%	11.99%
Diverse Abilities	425	76,295	474	80,606
Diverse Abilities Percent of Student Population	14.08%	12.92%	15.82%	13.33%
Population of District Area	24,501	5,319,324	23,919	5,356,284
Number of Active Public Schools	16	1,586	16	1579
Completion Rate Over Time 6 Years				
BC Residents	85%	92%	84%	91%
Indigenous Students	75%	74%	74%	75%
Diverse Abilities	71%	77%	71%	78%
All Students	85%	89%	84%	88%

Rural and Remote Network Year 2 Report – Appendix 2

District Information – Medium Rural

District: Sea to Sky

Designation: Medium Rural

Socio Economic data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$128,347	\$113,137	\$128,347	\$113,137
Percent of Lone Parent Families	2.62%	4.286%	2.62%	4.286%
Population Density (People per sq km land area)	862	3,644	862	3,644
Percent of 25-64 with Post Secondary Education	57.002%	42.06%	57.002%	42.06%
Unemployment Rate	9.269%	8.27%	9.269%	8.27%
District Demographics				
Number of Students	5,330	590,583	5,328	604,738
Indigenous Students	677	73,948	678	72,515
Indigenous Students Percent of Student Population	12.7%	12.5%	12.73%	11.99%
Diverse Abilities	628	76,295	730	80,606
Diverse Abilities Percent of Student Population	11.78%	12.92%	13.70%	13.33%
Population of District Area	45,623	5,319,324	48,839	5,356,284
Number of Active Public Schools	16	1,586	16	1579
Completion Rate Over Time 6 Years				
BC Residents	94%	92%	95%	91%
Indigenous Students	75%	74%	81%	75%
Diverse Abilities	82%	77%	Msk	78%
All Students	94%	89%	95%	88%

Rural and Remote Network Year 2 Report – Appendix 2

District Information – Medium Rural

District: Okanagan Skaha

Designation: Medium Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$97,727	\$113,137	\$97,727	\$113,137
Percent of Lone Parent Families	4.108%	4.286%	4.108%	4.286%
Population Density (People per sq km land area)	1,622	3,644	1,622	3,644
Percent of 25-64 with Post Secondary Education	36.523%	42.06%	36.523%	42.06%
Unemployment Rate	8.32%	8.27%	8.32%	8.27%
District Demographics				
Number of Students	5,882	590,583	5,845	604,738
Indigenous Students	1,077	73,948	1,059	72,515
Indigenous Students Percent of Student Population	18.31%	12.5%	18.12%	11.99%
Diverse Abilities	746	76,295	792	80,606
Diverse Abilities Percent of Student Population	12.68%	12.92%	13.55%	13.33%
Population of District Area	59,168	5,319,324	60,239	5,356,284
Number of Active Public Schools	23	1,586	22	1579
Completion Rate Over Time 6 Years				
BC Residents	90%	92%	90%	91%
Indigenous Students	85%	74%	92%	75%
Diverse Abilities	76%	77%	85%	78%
All Students	89%	89%	89%	88%

Rural and Remote Network Year 2 Report – Appendix 2

District Information – Medium Rural

District: Qualicum

Designation: Medium Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$91,385	\$113,137	\$91,385	\$113,137
Percent of Lone Parent Families	3.749%	4.286%	3.749%	4.286%
Population Density (People per sq km land area)	769	3,644	769	3,644
Percent of 25-64 with Post Secondary Education	32.37%	42.06%	32.37%	42.06%
Unemployment Rate	8.331%	8.27%	8.331%	8.27%
District Demographics				
Number of Students	4,510	590,583	4,470	604,738
Indigenous Students	613	73,948	613	72,515
Indigenous Students Percent of Student Population	13.59%	12.5%	13.71%	11.99%
Diverse Abilities	557	76,295	601	80,606
Diverse Abilities Percent of Student Population	12.35%	12.92%	13.45%	13.33%
Population of District Area	52,096	5,319,324	53,184	5,356,284
Number of Active Public Schools	13	1,586	13	1579
Completion Rate Over Time 6 Years				
BC Residents	91%	92%	88%	91%
Indigenous Students	85%	74%	Msk	75%
Diverse Abilities	78%	77%	77%	78%
All Students	91%	89%	88%	88%

Rural and Remote Network Year 2 Report – Appendix 2

District Information – Medium Rural

District: Pacific Rim

Designation: Medium Rural

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$88,278	\$113,137	\$88,278	\$113,137
Percent of Lone Parent Families	5.099%	4.286%	5.099%	4.286%
Population Density (People per sq km land area)	1,036	3,644	1,036	3,644
Percent of 25-64 with Post Secondary Education	35.299%	42.06%	35.299%	42.06%
Unemployment Rate	9.012%	8.27%	9.012%	8.27%
District Demographics				
Number of Students	3,999	590,583	4,020	604,738
Indigenous Students	1,499	73,948	1,476	72,515
Indigenous Students Percent of Student Population	37.48%	12.5%	36.77%	11.99%
Diverse Abilities	459	76,295	460	80,606
Diverse Abilities Percent of Student Population	11.48%	12.92%	11.44%	13.33%
Population of District Area	34,874	5,319,324	35,464	5,356,284
Number of Active Public Schools	14	1,586	14	1579
Completion Rate Over Time 6 Years				
BC Residents	88%	92%	90%	91%
Indigenous Students	76%	74%	81%	75%
Diverse Abilities	78%	77%	85%	78%
All Students	86%	89%	87%	88%

District: Comox Valley

Designation: Medium Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$99,215	\$113,137	\$99,215	\$113,137
Percent of Lone Parent Families	4.354%	4.286%	4.354%	4.286%
Population Density (People per sq km land area)	1,370	3,644	1,370	3,644
Percent of 25-64 with Post Secondary Education	38.459%	42.06%	38.459%	42.06%
Unemployment Rate	8.18%	8.27%	8.18%	8.27%
District Demographics				
Number of Students	10,921	590,583	11,206	604,738
Indigenous Students	2,022	73,948	2,026	72,515
Indigenous Students Percent of Student Population	18.51%	12.5%	18.08%	11.99%
Diverse Abilities	1,060	76,295	1,132	80,606
Diverse Abilities Percent of Student Population	9.71%	12.92%	10.10%	13.33%
Population of District Area	75,479	5,319,324	76,404	5,356,284
Number of Active Public Schools	23	1,586	24	1579
Completion Rate Over Time 6 Years				
BC Residents	83%	92%	81%	91%
Indigenous Students	77%	74%	75%	75%
Diverse Abilities	75%	77%	70%	78%
All Students	76%	89%	72%	88%

District: Campbell River

Designation: Medium Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$97,635	\$113,137	\$97,635	\$113,137
Percent of Lone Parent Families	4.705%	4.286%	4.705%	4.286%
Population Density (People per sq km land area)	1,285	3,644	1,285	3,644
Percent of 25-64 with Post Secondary Education	35.628%	42.06%	35.628%	42.06%
Unemployment Rate	8.679%	8.27%	8.679%	8.27%
District Demographics				
Number of Students	5,622	590,583	5,636	604,738
Indigenous Students	1,430	73,948	1,436	72,515
Indigenous Students Percent of Student Population	25.44%	12.5%	25.50%	11.99%
Diverse Abilities	802	76,295	905	80,606
Diverse Abilities Percent of Student Population	14.27%	12.92%	16.06%	13.33%
Population of District Area	48,501	5,319,324	48,850	5,356,284
Number of Active Public Schools	19	1,586	19	1579
Completion Rate Over Time 6 Years				
BC Residents	86%	92%	86%	91%
Indigenous Students	76%	74%	65%	75%
Diverse Abilities	64%	77%	62%	78%
All Students	81%	89%	79%	88%

District: Mission

Designation: Medium Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$114,072	\$113,137	\$114,072	\$113,137
Percent of Lone Parent Families	4.918%	4.286%	4.918%	4.286%
Population Density (People per sq km land area)	2,064	3,644	2,064	3,644
Percent of 25-64 with Post Secondary Education	36.326%	42.06%	36.326%	42.06%
Unemployment Rate	6.76%	8.27%	6.76%	8.27%
District Demographics				
Number of Students	6,654	590,583	6,757	604,738
Indigenous Students	1,284	73,948	1,271	72,515
Indigenous Students Percent of Student Population	19.30%	12.5%	18.81%	11.99%
Diverse Abilities	895	76,295	1,003	80,606
Diverse Abilities Percent of Student Population	13.45%	12.92%	14.84%	13.33%
Population of District Area	48,503	5,319,324	48,617	5,356,284
Number of Active Public Schools	19	1,586	19	1579
Completion Rate Over Time 6 Years				
BC Residents	80%	92%	82%	91%
Indigenous Students	68%	74%	70%	75%
Diverse Abilities	60%	77%	66%	78%
All Students	77%	89%	81%	88%

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District Information – Medium Rural

District: Cowichan Valley

Designation: Medium Rural

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$99,064	\$113,137	\$99,064	\$113,137
Percent of Lone Parent Families	4.691%	4.286%	4.691%	4.286%
Population Density (People per sq km land area)	851	3,644	851	3,644
Percent of 25-64 with Post Secondary Education	34.828%	42.06%	34.828%	42.06%
Unemployment Rate	7.385%	8.27%	7.385%	8.27%
District Demographics				
Number of Students	8,476	590,583	8,572	604,738
Indigenous Students	1,884	73,948	1,890	72,515
Indigenous Students Percent of Student Population	22.23%	12.5%	22.05%	11.99%
Diverse Abilities	1,173	76,295	1,220	80,606
Diverse Abilities Percent of Student Population	13.84%	12.92%	14.23%	13.33%
Population of District Area	79,314	5,319,324	79,949	5,356,284
Number of Active Public Schools	25	1,586	26	1579
Completion Rate Over Time 6 Years				
BC Residents	85%	92%	84%	91%
Indigenous Students	58%	74%	53%	75%
Diverse Abilities	69%	77%	72%	78%
All Students	85%	89%	84%	88%

Medium Urban

District: Chilliwack

Designation: Medium Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$107,163	\$113,137	\$107,163	\$113,137
Percent of Lone Parent Families	4.562%	4.286%	4.562%	4.286%
Population Density (People per sq km land area)	2,373	3,644	2,373	3,644
Percent of 25-64 with Post Secondary Education	\$35.867%	42.06%	\$35.867%	42.06%
Unemployment Rate	6.698%	8.27%	6.698%	8.27%
District Demographics				
Number of Students	14,403	590,583	14,841	604,738
Indigenous Students	2,786	73,948	2,896	72,515
Indigenous Students Percent of Student Population	19.34%	12.5%	19.51%	11.99%
Diverse Abilities	2,326	76,295	2,465	80,606
Diverse Abilities Percent of Student Population	16.15%	12.92%	16.61%	13.33%
Population of District Area	108,154	5,319,324	110,973	5,356,284
Number of Active Public Schools	32	1,586	32	1579
Completion Rate Over Time 6 Years				
BC Residents	92%	92%	90%	91%
Indigenous Students	75%	74%	74%	75%
Diverse Abilities	76%	77%	78%	78%
All Students	86%	89%	84%	88%

District: Delta

Designation: Medium Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$126,157	\$113,137	\$126,157	\$113,137
Percent of Lone Parent Families	3.782%	4.286%	3.782%	4.286%
Population Density (People per sq km land area)	3,607	3,644	3,607	3,644
Percent of 25-64 with Post Secondary Education	39.843%	42.06%	39.843%	42.06%
Unemployment Rate	7.247%	8.27%	7.247%	8.27%
District Demographics				
Number of Students	16,710	590,583	16,901	604,738
Indigenous Students	736	73,948	684	72,515
Indigenous Students Percent of Student Population	4.40%%	12.5%	4.05%	11.99%
Diverse Abilities	2,071	76,295	2,059	80,606
Diverse Abilities Percent of Student Population	12.39%	12.92%	12.18%	13.33%
Population of District Area	115,581	5,319,324	117,926	5,356,284
Number of Active Public Schools	34	1,586	34	1579
Completion Rate Over Time 6 Years				
BC Residents	97%	92%	95%	91%
Indigenous Students	86%	74%	74%	75%
Diverse Abilities	88%	77%	85%	78%
All Students	86%	89%	80%	88%

District: New Westminster

Designation: Medium Urban

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$116,850	\$113,137	\$116,850	\$113,137
Percent of Lone Parent Families	3.737%	4.286%	3.737%	4.286%
Population Density (People per sq km land area)	8,200	3,644	8,200	3,644
Percent of 25-64 with Post Secondary Education	50.531%	42.06%	50.531%	42.06%
Unemployment Rate	8.492%	8.27%	8.492%	8.27%
District Demographics				
Number of Students	7,478	590,583	8,043	604,738
Indigenous Students	344	73,948	337	72,515
Indigenous Students Percent of Student Population	4.6%	12.5%	4.19%	11.99%
Diverse Abilities	772	76,295	853	80,606
Diverse Abilities Percent of Student Population	10.32%	12.92%	10.61%	13.33%
Population of District Area	85,693	5,319,324	85,361	5,356,284
Number of Active Public Schools	18	1,586	18	1579
Completion Rate Over Time 6 Years				
BC Residents	92%	92%	89%	91%
Indigenous Students	67%	74%	59%	75%
Diverse Abilities	68%	77%	73%	78%
All Students	91%	89%	83%	88%

District: **Maple Ridge-Pitt Meadows**

Designation: **Medium Urban**

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$127,618	\$113,137	\$127,618	\$113,137
Percent of Lone Parent Families	4.285%	4.286%	4.285%	4.286%
Population Density (People per sq km land area)	2,524	3,644	2,524	3,644
Percent of 25-64 with Post Secondary Education	43.278%	42.06%	43.278%	42.06%
Unemployment Rate	6.466%	8.27%	6.466%	8.27%
District Demographics				
Number of Students	16,418	590,583	16,914	604,738
Indigenous Students	1,664	73,948	1,601	72,515
Indigenous Students Percent of Student Population	10.14%	12.5%	9.47%	11.99%
Diverse Abilities	2,830	76,295	2,977	80,606
Diverse Abilities Percent of Student Population	17.23%	12.92%	17.60%	13.33%
Population of District Area	117,118	5,319,324	119,465	5,356,284
Number of Active Public Schools	38	1,586	33	1579
Completion Rate Over Time 6 Years				
BC Residents	98%	92%	97%	91%
Indigenous Students	90%	74%	93%	75%
Diverse Abilities	91%	77%	88%	78%
All Students	98%	89%	97%	88%

District: North Vancouver

Designation: Medium Urban

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$142,757	\$113,137	\$142,757	\$113,137
Percent of Lone Parent Families	3.979%	4.286%	3.979%	4.286%
Population Density (People per sq km land area)	4,546	3,644	4,546	3,644
Percent of 25-64 with Post Secondary Education	52.081%	42.06%	52.081%	42.06%
Unemployment Rate	7.173%	8.27%	7.173%	8.27%
District Demographics				
Number of Students	16,155	590,583	16,894	604,738
Indigenous Students	701	73,948	682	72,515
Indigenous Students Percent of Student Population	4.34%	12.5%	4.04%	11.99%
Diverse Abilities	2,403	76,295	2,601	80,606
Diverse Abilities Percent of Student Population	14.87%	12.92%	15.42%	13.33%
Population of District Area	158,711	5,319,324	159,944	5,356,284
Number of Active Public Schools	34	1,586	33	1579
Completion Rate Over Time 6 Years				
BC Residents	99%	92%	99%	91%
Indigenous Students	82%	74%	95%	75%
Diverse Abilities	86%	77%	92%	78%
All Students	87%	89%	86%	88%

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District Information – Medium Urban

District: West Vancouver

Designation: Medium Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$138,321	\$113,137	\$138,321	\$113,137
Percent of Lone Parent Families	4.343%	4.286%	4.343%	4.286%
Population Density (People per sq km land area)	3,654	3,644	3,654	3,644
Percent of 25-64 with Post Secondary Education	48.2%	42.06%	48.2%	42.06%
Unemployment Rate	8.854%	8.27%	8.854%	8.27%
District Demographics				
Number of Students	7,230	590,583	7,345	604,738
Indigenous Students	138	73,948	128	72,515
Indigenous Students Percent of Student Population	1.91%	12.5%	1.74%	11.99%
Diverse Abilities	798	76,295	868	80,606
Diverse Abilities Percent of Student Population	11.04%	12.92%	11.82%	13.33%
Population of District Area	53,419	5,319,324	55,631	5,356,284
Number of Active Public Schools	18	1,586	18	1579
Completion Rate Over Time 6 Years				
BC Residents	100%	92%	100%	91%
Indigenous Students	100%	74%	Msk	75%
Diverse Abilities	100%	77%	95%	78%
All Students	100%	89%	100%	88%

District: Prince George

Designation: Medium Urban

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$113,413	\$113,137	\$113,413	\$113,137
Percent of Lone Parent Families	4.975%	4.286%	4.975%	4.286%
Population Density (People per sq km land area)	1,335	3,644	1,335	3,644
Percent of 25-64 with Post Secondary Education	37.57%	42.06%	37.57%	42.06%
Unemployment Rate	9.243%	8.27%	9.243%	8.27%
District Demographics				
Number of Students	13,456	590,583	13,535	604,738
Indigenous Students	4,372	73,948	4,308	72,515
Indigenous Students Percent of Student Population	32.49%	12.5%	31.83%	11.99%
Diverse Abilities	1,678	76,295	1,827	80,606
Diverse Abilities Percent of Student Population	12.47%	12.92%	13.50%	13.33%
Population of District Area	103,864	5,319,324	102,309	5,356,284
Number of Active Public Schools	44	1,586	44	1579
Completion Rate Over Time 6 Years				
BC Residents	80%	92%	81%	91%
Indigenous Students	64%	74%	69%	75%
Diverse Abilities	57%	77%	65%	78%
All Students	79%	89%	81%	88%

District: Sooke

Designation: Medium Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$112,949	\$113,137	\$112,949	\$113,137
Percent of Lone Parent Families	4.334%	4.286%	4.334%	4.286%
Population Density (People per sq km land area)	1,789	3,644	1,789	3,644
Percent of 25-64 with Post Secondary Education	42.736%	42.06%	42.736%	42.06%
Unemployment Rate	6.044%	8.27%	6.044%	8.27%
District Demographics				
Number of Students	12,921	590,583	13,236	604,738
Indigenous Students	1,527	73,948	1,453	72,515
Indigenous Students Percent of Student Population	11.82%	12.5%	10.98%	11.99%
Diverse Abilities	1,909	76,295	2,187	80,606
Diverse Abilities Percent of Student Population	14.77%	12.92%	16.52%	13.33%
Population of District Area	99,023	5,319,324	104,060	5,356,284
Number of Active Public Schools	30	1,586	31	1579
Completion Rate Over Time 6 Years				
BC Residents	90%	92%	92%	91%
Indigenous Students	70%	74%	78%	75%
Diverse Abilities	79%	77%	86%	78%
All Students	84%	89%	86%	88%

District: Saanich

Designation: Medium Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$121,139	\$113,137	\$121,139	\$113,137
Percent of Lone Parent Families	3.777%	4.286%	3.777%	4.286%
Population Density (People per sq km land area)	1,837	3,644	1,837	3,644
Percent of 25-64 with Post Secondary Education	39.943%	42.06%	39.943%	42.06%
Unemployment Rate	5.945%	8.27%	5.945%	8.27%
District Demographics				
Number of Students	8,963	590,583	8,841	604,738
Indigenous Students	915	73,948	838	72,515
Indigenous Students Percent of Student Population	10.20%	12.5%	9.48%	11.99%
Diverse Abilities	1,227	76,295	1,339	80,606
Diverse Abilities Percent of Student Population	13.69%	12.92%	15.145%	13.33%
Population of District Area	72,256	5,319,324	72,825	5,356,284
Number of Active Public Schools	17	1,586	17	1579
Completion Rate Over Time 6 Years				
BC Residents	90%	92%	85%	91%
Indigenous Students	73%	74%	68%	75%
Diverse Abilities	78%	77%	76%	78%
All Students	88%	89%	85%	88%

District: Nanaimo-Ladysmith

Designation: Medium Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$99,507	\$113,137	\$99,507	\$113,137
Percent of Lone Parent Families	4.95%	4.286%	4.95%	4.286%
Population Density (People per sq km land area)	1,604	3,644	1,604	3,644
Percent of 25-64 with Post Secondary Education	38.521%	42.06%	38.521%	42.06%
Unemployment Rate	7.79%	8.27%	7.79%	8.27%
District Demographics				
Number of Students	15,530	590,583	15,693	604,738
Indigenous Students	2,868	73,948	2,851	72,515
Indigenous Students Percent of Student Population	18.47%	12.5%	18.17%	11.99%
Diverse Abilities	1,324	76,295	1,479	80,606
Diverse Abilities Percent of Student Population	8.53%	12.92%	9.43%	13.33%
Population of District Area	138,162	5,319,324	141,258	5,356,284
Number of Active Public Schools	38	1,586	38	1579
Completion Rate Over Time 6 Years				
BC Residents	88%	92%	90%	91%
Indigenous Students	73%	74%	86%	75%
Diverse Abilities	76%	77%	78%	78%
All Students	82%	89%	81%	88%

District: Kamloops Thompson

Designation: Medium Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$110,787	\$113,137	\$110,787	\$113,137
Percent of Lone Parent Families	4.146%	4.286%	4.146%	4.286%
Population Density (People per sq km land area)	1,571	3,644	1,571	3,644
Percent of 25-64 with Post Secondary Education	39.611%	42.06%	39.611%	42.06%
Unemployment Rate	8.19%	8.27%	8.19%	8.27%
District Demographics				
Number of Students	16,070	590,583	16,321	604,738
Indigenous Students	3,496	73,948	3,460	72,515
Indigenous Students Percent of Student Population	26.75%	12.5%	21.20%	11.99%
Diverse Abilities	1,948	76,295	2,048	80,606
Diverse Abilities Percent of Student Population	12.12%	12.92%	12.55%	13.33%
Population of District Area	131,006	5,319,324	133,945	5,356,284
Number of Active Public Schools	48	1,586	48	1579
Completion Rate Over Time 6 Years				
BC Residents	94%	92%	95%	91%
Indigenous Students	82%	74%	88%	75%
Diverse Abilities	80%	77%	81%	78%
All Students	94%	89%	95%	88%

Large Urban Districts

District: Central Okanagan

Designation: Large Urban

Socio Economic Data	2022-2023		2023-2024	
	District	Province	District	Province
Median Family Income Before Tax	\$114,604	\$113,137	\$114,604	\$113,137
Percent of Lone Parent Families	3.851%	4.286%	3.851%	4.286%
Population Density (People per sq km land area)	1,742	3,644	1,742	3,644
Percent of 25-64 with Post Secondary Education	42.83%	42.06%	42.83%	42.06%
Unemployment Rate	7.734%	8.27%	7.734%	8.27%
District Demographics				
Number of Students	24,520	590,583	25,105	604,738
Indigenous Students	3,585	73,948	3,507	72,515
Indigenous Students Percent of Student Population	14.62%	12.5%	13.97%	11.99%
Diverse Abilities	3,192	76,295	3,409	80,606
Diverse Abilities Percent of Student Population	13.02%	12.92%	13.58%	13.33%
Population of District Area	235,463	5,319,324	239,183	5,356,284
Number of Active Public Schools	49	1,586	49	1579
Completion Rate Over Time 6 Years				
BC Residents	95%	92%	95%	91%
Indigenous Students	81%	74%	86%	75%
Diverse Abilities	81%	77%	79%	78%
All Students	93%	89%	94%	88%

District: **Abbotsford**

Designation: **Large Urban**

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$115,123	\$113,137	\$115,123	\$113,137
Percent of Lone Parent Families	3.962%	4.286%	3.962%	4.286%
Population Density (People per sq km land area)	3,454	3,644	3,454	3,644
Percent of 25-64 with Post Secondary Education	34.716%	42.06%	34.716%	42.06%
Unemployment Rate	7.935%	8.27%	7.935%	8.27%
District Demographics				
Number of Students	19,905	590,583	20,552	604,738
Indigenous Students	2,381	73,948	2,324	72,515
Indigenous Students Percent of Student Population	11.96%	12.5%	11.31%	11.99%
Diverse Abilities	2165	76,295	2,251	80,606
Diverse Abilities Percent of Student Population	10.88%	12.92%	10.95%	13.33%
Population of District Area	168,851	5,319,324	164,188	5,356,284
Number of Active Public Schools	49	1,586	47	1579
Completion Rate Over Time 6 Years				
BC Residents	93%	92%	92%	91%
Indigenous Students	82%	74%	84%	75%
Diverse Abilities	75%	77%	71%	78%
All Students	90%	89%	89%	88%

District: Langley

Designation: Large Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$124,843	\$113,137	\$124,843	\$113,137
Percent of Lone Parent Families	4.06%	4.286%	4.06%	4.286%
Population Density (People per sq km land area)	2,787	3,644	2,787	3,644
Percent of 25-64 with Post Secondary Education	43.723%	42.06%	43.723%	42.06%
Unemployment Rate	6.3%	8.27%	6.3%	8.27%
District Demographics				
Number of Students	24,590	590,583	25,857	604,738
Indigenous Students	2,293	73,948	2,233	72,515
Indigenous Students Percent of Student Population	9.32%	12.5%	8.64%	11.99%
Diverse Abilities	3,376	76,295	3,626	80,606
Diverse Abilities Percent of Student Population	13.73%	12.92%	14.02%	13.33%
Population of District Area	172,860	5,319,324	179,148	5,356,284
Number of Active Public Schools	51	1,586	50	1579
Completion Rate Over Time 6 Years				
BC Residents	95%	92%	96%	91%
Indigenous Students	88%	74%	84%	75%
Diverse Abilities	83%	77%	84%	78%
All Students	90%	89%	89%	88%

District: Surrey

Designation: Large Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$117,230	\$113,137	\$117,230	\$113,137
Percent of Lone Parent Families	4.135%	4.286%	4.135%	4.286%
Population Density (People per sq km land area)	4957	3,644	4957	3,644
Percent of 25-64 with Post Secondary Education	40.837%	42.06%	40.837%	42.06%
Unemployment Rate	8.485%	8.27%	8.485%	8.27%
District Demographics				
Number of Students	78,420	590,583	81,775	604,738
Indigenous Students	3,554	73,948	3,395	72,515
Indigenous Students Percent of Student Population	4.53%	12.5%	4.15%	11.99%
Diverse Abilities	9,285	76,295	9,694	80,606
Diverse Abilities Percent of Student Population	11.84%	12.92%	11.85%	13.33%
Population of District Area	655,353	5,319,324	642,755	5,356,284
Number of Active Public Schools	140	1,586	140	1579
Completion Rate Over Time 6 Years				
BC Residents	92%	92%	92%	91%
Indigenous Students	64%	74%	75%	75%
Diverse Abilities	71%	77%	78%	78%
All Students	91%	89%	90%	88%

District: Richmond

Designation: Large Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$104,408	\$113,137	\$104,408	\$113,137
Percent of Lone Parent Families	4.787%	4.286%	4.787%	4.286%
Population Density (People per sq km land area)	6,290	3,644	6,290	3,644
Percent of 25-64 with Post Secondary Education	45.52%	42.06%	45.52%	42.06%
Unemployment Rate	10.516%	8.27%	10.516%	8.27%
District Demographics				
Number of Students	21,999	590,583	23,107	604,738
Indigenous Students	298	73,948	288	72,515
Indigenous Students Percent of Student Population	1.35%	12.5%	1.25%	11.99%
Diverse Abilities	2,115	76,295	2,222	80,606
Diverse Abilities Percent of Student Population	9.61%	12.92%	9.62%	13.33%
Population of District Area	222,952	5,319,324	228,095	5,356,284
Number of Active Public Schools	51	1,586	51	1579
Completion Rate Over Time 6 Years				
BC Residents	99%	92%	99%	91%
Indigenous Students	77%	74%	Msk	75%
Diverse Abilities	83%	77%	86%	78%
All Students	95%	89%	91%	88%

District: Vancouver

Designation: Large Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$114,952	\$113,137	\$114,952	\$113,137
Percent of Lone Parent Families	4.615%	4.286%	4.615%	4.286%
Population Density (People per sq km land area)	9,246	3,644	9,246	3,644
Percent of 25-64 with Post Secondary Education	49.341%	42.06%	49.341%	42.06%
Unemployment Rate	9.497%	8.27%	9.497%	8.27%
District Demographics				
Number of Students	51,180	590,583	52,428	604,738
Indigenous Students	2,338	73,948	2,253	72,515
Indigenous Students Percent of Student Population	4.57%	12.5%	4.30%	11.99%
Diverse Abilities	6,150	76,295	6,291	80,606
Diverse Abilities Percent of Student Population	12.02%	12.92%	12.0%	13.33%
Population of District Area	726,220	5,319,324	727,762	5,356,284
Number of Active Public Schools	111	1,586	110	1579
Completion Rate Over Time 6 Years				
BC Residents	94%	92%	94%	91%
Indigenous Students	62%	74%	62%	75%
Diverse Abilities	80%	77%	80%	78%
All Students	91%	89%	91%	88%

District: Burnaby

Designation: Large Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$109,008	\$113,137	\$109,008	\$113,137
Percent of Lone Parent Families	4.379%	4.286%	4.379%	4.286%
Population Density (People per sq km land area)	6,813	3,644	6,813	3,644
Percent of 25-64 with Post Secondary Education	48.974%	42.06%	48.974%	42.06%
Unemployment Rate	9.401%	8.27%	9.401%	8.27%
District Demographics				
Number of Students	26,535	590,583	27,147	604,738
Indigenous Students	884	73,948	791	72,515
Indigenous Students Percent of Student Population	3.33%	12.5%	2.91%	11.99%
Diverse Abilities	2,816	76,295	2,897	80,606
Diverse Abilities Percent of Student Population	10.61%	12.92%	10.67%	13.33%
Population of District Area	270,264	5,319,324	271,021	5,356,284
Number of Active Public Schools	59	1,586	59	1579
Completion Rate Over Time 6 Years				
BC Residents	94%	92%	93%	91%
Indigenous Students	64%	74%	78%	75%
Diverse Abilities	74%	77%	77%	78%
All Students	92%	89%	90%	88%

District: Coquitlam

Designation: Large Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$122,697	\$113,137	\$122,697	\$113,137
Percent of Lone Parent Families	4.357%	4.286%	4.357%	4.286%
Population Density (People per sq km land area)	4,420	3,644	4,420	3,644
Percent of 25-64 with Post Secondary Education	49.353%	42.06%	49.353%	42.06%
Unemployment Rate	8.401%	8.27%	8.401%	8.27%
District Demographics				
Number of Students	33,092	590,583	34,424	604,738
Indigenous Students	1,414	73,948	1,413	72,515
Indigenous Students Percent of Student Population	4.27%	12.5%	4.10%	11.99%
Diverse Abilities	5,434	76,295	5,638	80,606
Diverse Abilities Percent of Student Population	16.42%	12.92%	16.38%	13.33%
Population of District Area	264,612	5,319,324	265,220	5,356,284
Number of Active Public Schools	77	1,586	77	1579
Completion Rate Over Time 6 Years				
BC Residents	96%	92%	96%	91%
Indigenous Students	82%	74%	80%	75%
Diverse Abilities	89%	77%	87%	78%
All Students	92%	89%	90%	88%

District: Greater Victoria

Designation: Large Urban

	2022-2023		2023-2024	
Socio Economic Data	District	Province	District	Province
Median Family Income Before Tax	\$113,621	\$113,137	\$113,621	\$113,137
Percent of Lone Parent Families	4.186%	4.286%	4.186%	4.286%
Population Density (People per sq km land area)	3,641	3,644	3,641	3,644
Percent of 25-64 with Post Secondary Education	45.239%	42.06%	45.239%	42.06%
Unemployment Rate	7.238%	8.27%	7.238%	8.27%
District Demographics				
Number of Students	20,455	590,583	20,855	604,738
Indigenous Students	1,709	73,948	1,682	72,515
Indigenous Students Percent of Student Population	8.35%	12.5%	8.07%	11.99%
Diverse Abilities	2,834	76,295	3,025	80,606
Diverse Abilities Percent of Student Population	13.85%	12.92%	14.50%	13.33%
Population of District Area	251,578	5,319,324	250,079	5,356,284
Number of Active Public Schools	49	1,586	49	1579
Completion Rate Over Time 6 Years				
BC Residents	91%	92%	91%	91%
Indigenous Students	61%	74%	64%	75%
Diverse Abilities	79%	77%	77%	78%
All Students	87%	89%	86%	88%

Districts By Type

Extra Small Rural	Small Rural	Medium Rural Climate
<ul style="list-style-type: none"> ▪ Arrow Lakes ▪ Revelstoke ▪ Central Coast ▪ Haida Gwaii ▪ Fort Nelson ▪ Vancouver Island West ▪ Stikine ▪ Nisga’a 	<ul style="list-style-type: none"> ▪ qathet ▪ Boundary ▪ Prince Rupert ▪ Okanagan Similkameen ▪ Bulkley Valley ▪ Nicola-Similkameen ▪ Gulf Islands ▪ Gold Trail ▪ Fraser Cascade ▪ Vancouver Island North 	<ul style="list-style-type: none"> ▪ South East Kootenay ▪ Rocky Mountain ▪ Kootenay Lake ▪ Cariboo Chilcotin ▪ Sunshine Coast ▪ Peace River South ▪ Peace River North ▪ Coast Mountain ▪ Kwsaltknews ne Secwepemcul’ecw ▪ Nechako Lakes ▪ Conseil Scolaire Francophone
Medium Rural	Medium Urban	Large Urban
<ul style="list-style-type: none"> ▪ Kootenay Columbia ▪ Vernon ▪ Quesnel ▪ Sea to Sky ▪ Okanagan Skaha ▪ Qualicum ▪ Pacific Rim ▪ Comox Valley ▪ Campbell River ▪ Mission ▪ Cowichan Valley 	<ul style="list-style-type: none"> ▪ Chilliwack ▪ Delta ▪ New Westminster ▪ Maple Ridge Pitt Meadow ▪ North Vancouver ▪ West Vancouver ▪ Prince George ▪ Sooke ▪ Saanich ▪ Nanaimo Ladysmith ▪ Kamloops Thompson 	<ul style="list-style-type: none"> ▪ Central Okanagan ▪ Abbotsford ▪ Langley ▪ Surrey ▪ Richmond ▪ Vancouver ▪ Burnaby ▪ Coquitlam ▪ Greater Victoria

Appendix 3 – UBC Rural and Remote Teacher Education Program (RRED)

<https://teach.educ.ubc.ca/bachelor-of-education-program/rural-and-remote-program/>

UBC Teacher Education Office

RURAL & REMOTE TEACHER EDUCATION 2-Year BEd Program Overview 2024-2026

 IN PERSON
  ONLINE
  BLENDED


ELEMENTARY

60 credits

Y E A R	TERM 1			TERM 2			TERM 3			TERM 4			TERM 5			
	Course # & Delivery Mode	Course Title	Credits	Course # & Delivery Mode	Course Title	Credits	Course # & Delivery Mode	Course Title	Credits	Course # & Delivery Mode	Course Title	Credits	Course # & Delivery Mode	Course Title	Credits	
1	SUMMER TERM 2 August 6-26, 2024			WINTER TERM 1 September 3 - December 13, 2024			WINTER TERM 2 January 6 - April 11, 2025			SUMMER TERM 1 May 1 - June 27, 2025			SUMMER TERM 2 July 28-August 22, 2025			
	EDUC 450	INQUIRY SEMINAR I	2	EPSE 308	Development, Learning & Culture in the classroom	4	EDCP 331	Social Studies - Elementary	2	EDCP 349	Science - Elementary	1	EDCP 301	Art - Elementary	2	
	EDUC 440C	Indigenous Education in Canada	3	LLED 350	Classroom Discourses	3	LLED 353	Teaching & Learning English as an Additional Language	2	LLED 351	Literacy Practices & Assessment	2	EDCP 308	Music - Elementary	2	
	EDST 401	Education, School & Social Institutions	3	RRED HUB	4 Virtual Sessions		RRED HUB	4 Virtual Sessions		RRED HUB	4 Virtual Sessions		EDCP 320	Physical Education - Elementary	2	
	TOTAL TERM CREDITS: 8			TOTAL TERM CREDITS: 7			TOTAL TERM CREDITS: 4			TOTAL TERM CREDITS: 3			EDCP 349	Science - Elementary	1	
												EDCP 340	Mathematics - Elementary	1	TOTAL TERM CREDITS: 8	
2	WINTER TERM 1 September 2 - December 12, 2025			WINTER TERM 2 January 6 - April 11, 2026			SUMMER TERM March 30 - June 26, 2026			SUMMER TERM 2 July 6 - 31, 2026						
	EPSE 317	Development & Exceptionality in the Regular Classroom	3	EDUC 451	INQUIRY SEMINAR II	2	EDUC 418	School-based Extended Practicum (10 weeks - March 30 - June 5, 2026)	12	EDUC 452	INQUIRY SEMINAR III	2				
	EDCP 340	Mathematics - Elementary	1	EPSE 310A	Assessment & learning in the classroom	2	EDUC 430	Community Field Experience (weeks - June 9-20, 2026)	1	EDST 403	Education, Knowledge & Curriculum	1				
	RRED HUB	4 Virtual Sessions		EDUC 321	School-based Orientation Practicum (1 week - 5 Weekly visits xxxx, 2026)	1	TOTAL TERM CREDITS: 13			EDST 404	Ethics & Teaching	1				
	EDUC 315	School-based Orientation Practicum (2 weeks - October 20-31 or Oct. 27-Nov 7) (Pre-practicum visits)	2	TOTAL TERM CREDITS: 6						LLED 352	Classroom Discourses - French	2	TOTAL TERM CREDITS: 6			


Appendix 4 - Workforce Plan

www.gov.bc.ca/k12workforce.



Provincial K-12 Workforce Plan

Vision A high-quality and inclusive K-12 education system, delivered by an engaged workforce empowered through rewarding and valued career opportunities.



RECRUITMENT and RETENTION CONTINUUM

Mission

As a sector, collectively support and sustain a stable, qualified, engaged and respected workforce for the K-12 education system.

Guiding Principles

- Equity
- Resilience
- Coordination
- Reconciliation
- Adaptability
- Future-oriented
- Diversity
- Student-focused
- Evidence-based

Focus Areas

SUPPORT RETENTION THROUGH ADULT WELL-BEING & PROFESSIONAL GROWTH

Support individuals for growth & success at each stage of their K-12 education career journey

- Employee well-being
- Onboarding
- Mentorship
- Professional learning (e.g., communities of practices, learning networks)
- Leadership development
- Supports for education assistants

OFFER FLEXIBLE, ACCESSIBLE & ROBUST POST-SECONDARY EDUCATION & CAREER PATHWAYS

Establish flexible & innovative education pathways & delivery models to fit the needs of current/aspiring staff and respond to sector priorities

- Pathways for specific occupations & between occupations (e.g., education, micro-credentials, conditional certificates)
- Pathways for internationally educated individuals
- Flexible education programs (e.g., multi-access, in-community)
- Responsive education programs (e.g., number of seats to address supply/demand, preparation of K-12 staff for the school context)

ATTRACT DIVERSE TALENTS & INDIVIDUALS INTO K-12 CAREERS

Provide attractive & engaging career options to attract & retain the right people in the right positions

- Workforce representative of BC's diverse student population
- Sector communication on careers in K-12 education
- Early exposure to K-12 careers (e.g., dual credits, career education)
- Compensation, incentives, & bursaries
- Housing

FOSTER CROSS-SECTOR COLLABORATION FOR AN AGILE EDUCATION SYSTEM

Leverage collaboration to support alignment, create efficiencies, and ensure system responsiveness to emerging priorities

- Collaboration between positions/districts/stakeholders (e.g., resource sharing)
- Streamlining processes to address workload issues (e.g., tasks taking staff's focus away from students)
- Strategic planning to limit scope creep (e.g., the expanding role of schools beyond the learning agenda)
- Monitoring, adapting to, and anticipating HR needs

• CROSS SECTOR/DISTRICT COLLABORATION •

MINISTRY OF EDUCATION AND CHILD CARE // JULY 2024

Appendix 5 - Northern BC Practicum Award

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/workforce/northern-bc-practicum-award.pdf>

Spotlight on the K-12 Workforce Plan

Northern B.C. Practicum Awards



Learn About the First Year of this New Workforce Initiative

In 2024, the Ministry of Education and Child Care introduced the **Northern B.C. Practicum Awards** to tackle the ongoing challenges of a tight labour market for K-12 professionals, particularly in Northern B.C.'s rural and remote communities.

This initiative, which runs through 2026, offers teacher candidates enrolled in B.C. teacher education programs the opportunity to apply for an **\$8,000 award** to complete their teaching practicums in a rural or remote school in Northern British Columbia.

The program aims to:

- *Encourage teacher candidates to choose rural or remote practicum placements by offering financial support for relocation costs.*
- *Strengthen partnerships between northern school districts and teacher education programs and provide rural and remote schools more opportunities to welcome teacher candidates.*
- *Raise awareness among teacher candidates of the many benefits of living and working in northern communities, fostering interest in teaching in these regions.*



Ministry of
Education and
Child Care

In Their Own Words

Award recipients share experiences from their practicum placements and talk about the positive impacts working in rural and remote schools had on their teaching. Thank you to UBC for producing the videos.

Anna Rumaner was placed in a split grade class (four grades) in Haida Gwaii. She speaks about the challenges, opportunities, & rewards she experienced.



→ Watch Anna's video: Anna Rumaner (Sandspit, SD50)

Delores Austin completed her practicum in Nechako Lakes, where outdoor learning was part of the school day. She speaks about learning how to be resourceful, using what is on the land and the power of oral storytelling.



→ Watch Delores' video: Delores Austin (Fort St. James, SD91)

Emma Raine went to the Cariboo-Chilcotin region, where she worked with grades 5, 6 and 7. Emma also engaged with students across all K-7 grades because all classes start their school day outdoors with lessons. She shares insights for other teacher candidates interested in teaching in rural and remote schools.



→ Watch Emma's video: Emma Raine (Tatla Lake, SD27)

Jayde Gabert spent her practicum in Haida Gwaii. She had a class of grade 4 and 5 students, and explains that one of her biggest takeaways of this amazing experience was the importance and value of cultural knowledge.



→ Watch Jayde's video: Jayde Gabert (Skidegate, SD50)

Lissa Mosher was invited to a school in Peace River South where she taught a class of students from grades 3 to 7. She shares her initial concern about teaching in a multi-grade classroom and talks about how she came to realize the value of this age diversity.



→ Watch Lissa's video: Lissa Mosher (Moberly Lake, SD59)

Savanah Babji was placed in the Cariboo-Chilcotin region. She taught two grade 8 Humanities classes (blending Social Studies and English) and a grade 9 English class. She talks about the incredible learning experience of being in a community where culture is deeply embedded and a part of everyday life.



→ Watch Savanah's video: Savanah Babji (110 Mile House, SD27)

NORTHERN BC SCHOOL DISTRICTS



SCHOOL DISTRICTS

- Cariboo-Chilcotin SD27**
POPULATION – 43,075
- Quesnel SD28**
POPULATION – 23,915
- Central Coast SD49**
POPULATION – 3,839
- Haida Gwaii SD50**
POPULATION – 4,456
- Prince Rupert SD52**
POPULATION – 14,700
- Bulkley Valley SD54**
POPULATION – 17,304
- Prince George SD57**
POPULATION – 104,080
- Peace River South SD59**
POPULATION – 26,736
- Peace River North SD60**
POPULATION – 38,514
- Fort Nelson SD81**
POPULATION – 4,637
- Coast Mountains SD82**
POPULATION – 37,004
- Stikine SD87**
POPULATION – 2,189
- Nechako Lakes SD91**
POPULATION – 22,698
- Nisga'a SD92**
POPULATION – 1,837
- Conseil Scolaire Francophone SD93**
(3 SCHOOLS)

- # PUBLIC SCHOOLS
- # STUDENTS
- CSF SCHOOL



Outcomes and Accomplishments

The Northern B.C. Rural Practicum Placement Awards initiative is experiencing momentum. In 2024, 28 teacher candidates completed their practicums in northern rural and remote communities in the following school districts:

- Cariboo-Chilcotin (SD27)
- Central Coast (SD49)
- Haida Gwaii (SD50)
- Prince Rupert (SD52)
- Bulkley Valley (SD54)
- Peace River South (SD59)
- Peace River North (SD60)
- Nechako Lakes (SD91)

The Initiative

The Northern B.C. Rural Practicum Placement Awards are underway for 2025. Current teacher candidates interested in this award opportunity and completing a practicum in a northern rural or remote school can reach out to their teacher education program staff for more information.



Learn More

To learn more about K-12 workforce initiatives underway visit: www.gov.bc.ca/k12workforce

Appendix 6 – Rural and Remote Year 1 Report

https://portal.bcsta.org/app/view_resource/general/reports/17701 (on BCSTA Portal)



School District No. 60 (Peace River North)
“PROPOSED” Three-Year Local School Calendar 2026-2027, 2027-2028, 2028-2029

	2026-2027	2027-2028	2028-2029
School Calendar Information & Non-Instructional Days	District Dates	District Dates	District Dates
Days in Session	183	186	188
Number of Instructional Days	175	178	180
Schools Open	Tuesday, September 8, 2026	Tuesday, September 7, 2027	Tuesday, September 5, 2028
Non-Instructional Day (School Planning)	Friday, September 25, 2026	Friday, September 24, 2027	Friday, September 22, 2028
Truth & Reconciliation Day	Wednesday, September 30, 2026	Thursday, September 30, 2027	Monday, October 2, 2028
Thanksgiving Day	Monday, October 12, 2026	Monday, October 11, 2027	Monday, October 9, 2028
Non-Instruction Day (Pro-D Provincial)	Friday, October 23, 2026	Friday, October 22, 2027	Friday, October 20, 2028
Remembrance Day	Wednesday, November 11, 2026	Thursday, November 11, 2027	Monday, November 13, 2028
Early Dismissal Day	Wednesday, November 25, 2026	Wednesday, November 24, 2027	Wednesday, November 22, 2028
Early Dismissal Day	Thursday, November 26, 2026	Thursday, November 25, 2027	Thursday, November 23, 2028
Non-Instructional Day (Parent-Teacher Interviews)	Friday, November 27, 2026	Friday, November 26, 2027	Friday, November 24, 2028
Christmas Vacation Period	Monday, December 21, 2026 to Friday, January 1, 2027	Monday, December 20, 2027 to Monday, January 3, 2028	Monday, December 25, 2028 to Friday, January 5, 2029
Schools reopen after Christmas Vacation	Monday, January 4, 2027	Tuesday, January 4, 2028	Monday, January 8, 2029
Non-Instructional Day Pro-D (District - Semester Turnaround)	Friday, January 29, 2027	Friday, January 28, 2028	Friday, February 2, 2029
Family Day	Monday, February 15, 2027	Monday, February 21, 2028	Monday, February 19, 2029
Non-Instructional Day (Report Writing)	Friday, February 26, 2027	Friday, February 25, 2028	Friday, February 23, 2029
Early Dismissal Day	Wednesday, March 10, 2027	Wednesday, March 15, 2028	Wednesday, March 14, 2029
Early Dismissal Day	Thursday, March 11, 2027	Thursday, March 16, 2028	Thursday, March 15, 2029
Spring Vacation Period /District Closure Days	Monday, March 15 to Thursday, March 25, 2027	Monday, March 20 to Friday, March 31, 2028	Monday, March 19 to Thursday, March 29, 2029
Schools Reopen after Spring Vacation /District Closure Days	Tuesday, March 30, 2027	Monday, April 3, 2028	Tuesday, April 3, 2029
Good Friday	Friday, March 26, 2027	Friday, April 14, 2028	Friday, March 30, 2029
Easter Monday	Monday, March 29, 2027	Monday, April 17, 2028	Monday, April 2, 2029
Non-Instructional Day (Pro-D)	Friday, April 23, 2027	Friday, April 21, 2028	Friday, April 20, 2029
Non-Instructional Day (Pro-D) (Indigenous Learning)	Friday, May 14, 2027	Friday, May 12, 2028	Friday, May 11, 2029
Victoria Day	Monday, May 24, 2027	Monday, May 22, 2028	Monday, May 21, 2029
Last day for Students	Thursday, June 24, 2027	Thursday, June 29, 2028	Thursday, June 28, 2029
Administrative Day - Schools Close	Friday, June 25, 2027	Friday, June 30, 2028	Friday, June 29, 2029



[External Sender] Proposed 3 Year Calendar Feedback

1 message

~~Amber Harding <amberharding@gmail.com>~~

Fri, Feb 20, 2026 at 1:20 PM

Reply-To: ~~amberharding@gmail.com~~

To: "public@prn.bc.ca" <public@prn.bc.ca>

Hello,

This email is in response to the recent request for feedback on the 3 year local school calendar.

I would like to propose that Pro-D or Non-Instructional Days are set on Friday's that align with long weekends whenever possible. Other school districts do this already (check School District 83 calendar).

Thank you for your consideration.

Best regards,

~~Amber Harding~~



Feedback on Proposed District Calendar Terminology

1 message

Fri, Feb 20, 2026 at 9:29 AM

[REDACTED]
To: SD60 Public Consultation <public@prn.bc.ca>
Cc: Stephen Petrucci <spetrucci@prn.bc.ca>

Good morning,

My name is **[REDACTED]** I recently reviewed the proposed district calendar on the website and wanted to share a suggestion.

As our district continues to grow more multicultural, with staff and students from diverse religious and cultural backgrounds, I believe it is important that the language we use reflects that inclusivity. In that spirit, I wanted to suggest that the term “**Christmas Vacation**” be replaced with “**Winter Break**” or “**Winter Vacation.**”

I think many public school districts have already adopted the term “Winter Break,” as it is more inclusive and welcoming to all members of the school community, regardless of their cultural or religious background.

This is simply my personal opinion, offered with respect and with the hope of supporting inclusive practices across the district.

Thank you for considering this suggestion.

Warm regards,

[REDACTED]
[REDACTED]

--
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

I am grateful to live, learn and work on the traditional territory of the TSAA? CHE' NE DANE, within Treaty 8.

CONFIDENTIALITY NOTICE ****

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SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

February 19, 2026

Board of Education Peace River North (SD60)
c/o Helen Gilbert, Board Chair
10112 – 105 Avenue
Fort St. John, BC V1J 4S4

Dear SD60 Board of Education:

RE: SD60 Email Dated January 15, 2026, Education Assistant Loan Forgiveness

At the School District 5 (SD5), Southeast Kootenay public Board Meeting of February 10, 2026 the Board carried the following motion:

THAT a letter of support be written to School District 60 regarding the request to include educational assistants in the Canada Student Loan Forgiveness Program.

School District 5, Southeast Kootenay (SD5) Board of Education is strongly in support of requesting that Educational Assistants (EAs) also be eligible for loan forgiveness, as they are an integral part of K – 12 education and Boards across the province continue to rely on unqualified EAs to work with children, due to recruiting challenges.

Unfortunately, due to timing issues, this letter will not reach you prior to the BCSTA AGM 2026 submission date of February 9th, 2026. However if your Board has put forward a motion requesting that the BCSTA advocate to Hon. John Zerucelli, Secretary of State for Labour to extend eligibility to educational assistants working in designated underserved rural or remote communities, to receive up to \$30,000 and \$15,000 respectively in loan forgiveness over five years), our Board would certainly be voting in favour of the motion.

We also wish to extend our thanks to the Board of Education, Peace River North (SD60) for their advocacy in this matter and appreciate your commitment to sharing information re: the new teacher eligibility for loan forgiveness in designated underserved rural or remote communities with others who may not yet be aware of this change.

Sincerely,

Doug McPhee, Board Chair

Cc: BCSTA, for distribution to Boards of Education

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner