



BC STUDENT INFORMATION REGISTRATION

2025-2026

DEMOGRAPHICS

Legal Last Name _____ Student primary contact phone no. _____

Legal First Name _____ Home Mailing Address _____

Legal Middle Name _____ City _____ Prov _____ PC _____

Usual Last Name _____ Physical 911 Address (if different) _____

Usual First Name _____ City _____ Prov _____ PC _____

Date of Birth _____ Legal Gender _____ Preferred Gender _____

Proof of age: Birth Certificate Passport Court Docs Immigration Paperwork Other

Care Card Number _____

Previous School _____ District No. _____ Previous Teacher _____

School: École Frank Ross Elementary Enrolling Grade _____

English French Immersion

PARENT/GUARDIAN INFORMATION

Name _____ Contact can pick up?

Gender MALE FEMALE Receive Mailings?

Relationship _____ Home Phone Number _____

Parental Authority or Guardian? Work No. _____ Cell No. _____

Contact Lives with Student? Email _____

Address if Different from Student _____

Comment (e.g. Custody) _____

Name _____ Contact can pick up?

Gender MALE FEMALE Receive Mailings?

Relationship _____ Home Phone Number _____

Parental Authority or Guardian? Work No. _____ Cell No. _____

Contact Lives with Student? Email _____

Address if Different from Student _____

Comment (e.g. Custody) _____

If address is different, proof of BC residency of Parent/Guardian must be provided. (e.g. Utility Bill, Care Card). The custodial parent must be a resident of BC.



EMERGENCY CONTACT INFORMATION: OTHER THAN PARENT

Contact 1 _____ Phone No. _____ Cell No. _____ Relationship _____

Contact 2 _____ Phone No. _____ Cell No. _____ Relationship _____

SIBLING INFORMATION

Name _____ Sibling School _____ Grade _____

Name _____ Sibling School _____ Grade _____

Name _____ Sibling School _____ Grade _____

STUDENT LEGAL ALERTS – Court Order on File?

Description _____

STUDENT MEDICAL ALERTS – Life Threatening?

Description _____

OTHER STUDENT ALERTS – Health, Family or other Information the school should be aware of:

Description _____

CITIZENSHIP

Country of Birth _____ Visa Status _____

Country of Citizenship _____ Visa Expiration Date _____

LANGUAGE AND CULTURE

Home Language _____ Aboriginal Ancestry _____ Aboriginal Program

Language Most Used _____ Status Card Number _____

First Language _____ Band of Residence _____

The information on this form is collected under the authority of the School Act, Section 13 and 79. The information provided will be used for educational program and administrative purposes, and when required, may be provided to health services, social services or support services as outlined in Section 79(2) of the School Act. The information collected on this form will be protected consistent with the Freedom of Information and Protection of Privacy Act. If you have any questions about the information recorded on this form, please contact your School Administrator.

I declare the information that I have provided is complete and accurate.

Parent / Guardian Signature _____ Date _____

NOTE: Authorization for new students to begin attending classes may be provided following contact with the previous school. Until we have received information from the previous school(s) the students may not be allowed to attend classes and may be provided with school work to be completed at home.



École
Frank Ross
Elementary

Personal Information Consent
2025-2026 School Year

Please complete both sides, sign, and return to school.

Student's Name: (Last) _____ (First) _____
(please print)

Collection, use, and sharing of student personal information

Schools and Districts are authorized to collect, use, and share student personal information that is directly related to and necessary for their educational functions. For other school or education-related purposes, parental or student consent is required.

The Board of Education of School District No. 59 is seeking your consent to collect, store, use and share photographs, videos, images, and/or names of students in a variety of publications and on the school or District's website(s) for education related purposes, such as recognizing and encouraging student learning and achievements, building the school community, and informing others about school and District programs and activities.

Please check boxes to indicate consent for the following as student names, and/or images may be used or shared in:

- School and District communications, such as newsletters, brochures, Focus on Education magazine;
- Yearbook;
- School and District websites;
- Social media sites (e.g. Facebook);
- Online video (e.g. YouTube), with limited or public access;
- Videos, CDs, and DVDs designed for educational use only.

_____ **I GIVE MY CONSENT** for the school or District to collect, use, and share my child's name and/or image for purposes consistent with the above. I understand that images and information posted on the Internet may be stored and accessed outside of Canada.

This consent may be withdrawn at any time, in writing, but withdrawal of consent does not require the school or District to take any steps to withdraw from publication any previously published material. Unless withdrawn, this consent is effective immediately and lasts until September 30 of the next school year.

Date: _____

Parent's Name: (Last) _____ (First) _____

Telephone No.: _____ **Email:** _____
(please print)

Parent/Guardian* Signature: _____

**For parents who have court orders describing their parental rights, this form should be signed by a parent who has the right to exercise the student's privacy protection rights.*

If you have questions about this consent or about the collection of student personal information, you may contact School District Information and Privacy Officer, Christy Fennell 11600 – 7th Street Telephone Number: 250-782-8571 Email: cfennell@sd59.bc.ca



École
Frank Ross
Elementary

Notice to Parents and Students:
Outside Media in Schools
2025-2026 School Year

Please complete both sides, sign, and return to school.

Student's Name: (Last) _____ (First) _____
(please print)

Media (including radio, television, newspapers, and other print and online media) are sometimes permitted or invited to come to the school or to school activities and allowed to take photos or video or conduct interviews with students, for the purposes of promoting public understanding of school programs, building public support for public education, and encouraging student achievement.

If you do **not** want your child to be involved in such activities, you need to:

- Tell your child to avoid these situations,
- Tell your child's teacher of your wishes,
- Complete and return this form with the box below filled out to ask the school and school district to take reasonable steps to avoid this type of publication of your child's name, image, or personal information by outside media.

Note that school staff cannot control news media access, photos/videos taken by the media or others in public locations (such as field trips or off school grounds) or school events open to the public, such as sports events, student performances, school board meetings, etc.

For Parents: I acknowledge receipt of this Notice. If I have questions, I will contact the School Principal.

Parent's signature

*For parents who have court orders describing their parental rights, this form should be signed by the parent who has the right to exercise the student's privacy protection rights

NOTE: To be completed only if you wish to object to publication of your child's personal information by outside media at school events.

I do **not** want my child's image or name being published by outside media. I have told my child's teacher of my wishes. I **REQUEST** that the school and its staff take all reasonable steps to avoid having my child's image or name collected or published by outside media when they are present in school or at school activities at the invitation of the school. I **CONSENT** to disclosure of personal information that is necessary to comply with this request. I **MAY** choose to override this Notice by giving my consent in a specific circumstance. This request applies during the current school year unless I expressly revoke it.

Date: _____

Parent's Name: (Last) _____ (First) _____ (please print)

Parent/Guardian* Signature: _____

Parent/Guardian Contact Information (for contacts related to this notice)

Telephone No.: _____ Email: _____

If you have questions about this notice or about the collection of student personal information, you may contact the School District Information and Privacy Officer, Christy Fennell 11600 – 7th Street Telephone Number: 250-782-8571 Email: cfennell@sd59.bc.ca



School District No.59 (Peace River South)
School Request Form
Indigenous Program Participation



Student Name: _____

School: _____

As a parent/guardian of the above-named student, I give permission for my child to receive additional support while attending school in School District No. 59 (Peace River South).

This information is voluntary: Status Non Status Metis Inuit

The programs could include the following:

- The programs of the Coach/Mentor teachers and/or Indigenous support staff.
- Literacy intervention, tutorial or academic assistance.
- Attendance monitoring and intervention.
- Grade and Grad Coaching.
- Assistance of the School Family Support Worker.
- School wide or classroom cultural/history awareness opportunities and / or presentations.
- Submission of names to external sources for awards, bursaries and recognition.

I have identified my child as having Indigenous ancestry and give informed consent for my child to participate.

I understand this form will follow my child through to graduation, if enrolled in any school in School District No. 59.

I am aware that these over and above services are available to students who self-identify as having Indigenous ancestry and are funded by the B.C. Ministry of Education, Indigenous Education. I am also aware, that I can change my declaration for my child(ren) to receive additional service upon my request.

Parent Name: (please print): _____

Parent Signature: _____

Date: _____

Phone Number(s): _____



School District No.59 (Peace River South)

CONSENT TO SEND ELECTRONIC MESSAGES

(Canada's Anti-Spam Legislation – July 1, 2014)

This consent form will ensure that SD 59 has your consent to send you newsletters, announcements and other electronic messages that may contain advertising or promotions including:

1. Field trips;
2. Fundraising;
3. Yearbooks;
4. Student pictures;
5. Event tickets;
6. Or, similar events and offers.

If you wish to receive the above communication from us, please provide your e-mail address and your signature for consent.

You may withdraw your consent at any time by informing the school of your intention.

Yes, I would like the school district to send me electronic messages as described above.

e-mail address: _____

(Name – please print)

Date: _____

(Signature)

Student's name(s): _____



École
Frank Ross
Elementary

1000 – 92nd Avenue
Dawson Creek, BC V1G 1C1
Phone: 250.782.5206
Fax: 250.782.3204
Website: <http://efr.sd59.bc.ca>

SchoolMessenger

SchoolMessenger Communicate (<https://www.schoolmessenger.com/privacy-statement-page>) is an online service operated by PowerSchool that delivers updates and messages (for example absentee notifications, weather closure alerts, event announcements or emergency updates) via multiple channels including voice, text, email, social media, web, push notifications, and mobile and desktop alerts.

As part of this service, SchoolMessenger Communicate uses the following personal information, which is collected by School District 59 and disclosed to PowerSchool:

- Student
 - Name
 - Pupil Number
 - School
 - School attendance data
 - Course enrollment data, including homeroom
- Parent/guardian
 - Name
 - E-mail address
 - Cellular phone number

This personal information is used by PowerSchool for the purposes of:

- creating users accounts
- recording communication preferences
- sending relevant and timely notifications to members of the school community

Personal information collected by School District 59 in connection with SchoolMessenger Communicate is collected under the authority of 26(c) of the Freedom of Information and Protection of Privacy Act (FOIPPA). This consent will remain in place as long as your child attends École Frank Ross school.

SchoolMessenger publishes a privacy statement available online:

<https://www.schoolmessenger.com/privacy-statement-page>

If you have any questions about this data collection, please contact Mr. Henry at shaun_henry@sd59.bc.ca or call the school at 250-782-5206.

SchoolMessenger Communicate Consent Form

As the legal parent/guardian of the student named below, I grant permission for School District 59 to collect, use, and disclose my and my child's personal information for the purpose of providing timely school-based communications while my child attends École Frank Ross Elementary. I also permit the release of this personal information to PowerSchool. In doing so, I understand that the data for this service will be transmitted to and stored on servers located in Canada and the United States and will be subject to the respective laws and regulations of those countries.

Each parent/guardian requesting school-based communications through SchoolMessenger must sign this form and return it to the student's school. Thank you!

Student Name (please print)

Name of Parent/Guardian 1

Cellular Phone Number

Signature

Date Signed

Name of Parent/Guardian 2

Cellular Phone Number

Signature

Date Signed



FOR KINDERGARTEN USE ONLY

The government of British Columbia is tracking the progress of Kindergarten students in the province, and in doing so is asking for the following information.

Name _____ Date of Birth _____

Did this child attend an early learning or child-care program on a regular basis? Yes No

If yes, was it one or more of the types listed below? (please check all that apply)

Based in a centre, licensed (for profit)

Child's home, non-relative caregiver

Based in a centre, licensed (non-profit)

Family child-care, licensed

Child's home, relative caregiver

Other home based unlicensed, non-relative

Other care _____

Was the child's child-care program prior to entry to kindergarten? Yes No

Full-time

Part-time

Did the child attend 'other' language classes?

Yes _____ No

Specify Language

If your child is Aboriginal, what is their ancestral language, even if not spoken in the house?

Did the child attend a parent/child resource program? StrongStart CCR & R

Other _____

Specify

Reminder – information will remain completely confidential!

Thank you for your cooperation

School District 59 (Peace River South)

11600-7th Street,

Dawson Creek, B.C. V1G 4R8

Phone: (250) 782-8571 Fax: (250) 782-3204



SD # 59 Developmental Screen Information

In School District 59, all kindergarten children participate in a developmental screen in the fall and again in the spring. The screen provides information about a student's development in key areas required for successful learning. The screen will be administered by members of the district speech-language pathology and educational psychology departments.

The purpose of the **fall** screen is to provide teachers with a profile of their classroom's developmental needs. This allows kindergarten teachers to incorporate the most effective developmental strategies based on their specific class profile. Intervention services may also be provided at the school for identified areas of need.

The purpose of the **spring** screen is to identify students who will need further investigation and support in their grade one year. This may involve Occupational and Physiotherapists, Speech-Language Pathologists and/or Educational Psychologists. Necessary referrals will be sent to parents at the start of the child's grade 1 year.

The aim of the screen is to remove barriers to academic success by:

- Providing teachers with information on the overall profile of their kindergarten class.
- Providing classroom teachers with specific interventions at the classroom level (Tier 1)
- Identifying students who may require specific small group/individual interventions (Tier 2)
- Identifying students who may require referrals to specific professionals (Tier 3).

The developmental kindergarten screen includes:

1. Hearing and Vision	2. Verbal Working Memory (Spring)
3. Rapid Automatic Naming – Objects (Fall) & Letters (Spring)	4. Articulation (Fall and Spring)
5. Phonological Awareness (Spring)	6. Expressive Language (Spring)

1. WHY vision and hearing screens?

- Because learning is mostly accomplished through the senses of vision and hearing, screenings help to identify any barriers that would impair a child's ability to learn.
- Early identification and treatment can prevent or at least alleviate many of the problems that result from impaired hearing or vision.
- Screening is the most practical approach to identifying children in need of professional services before interventions are put in place.

2. WHY Working Memory?

- Working memory has significant relationships with
 - Reading decoding, reading comprehension, language comprehension, spelling, following directions, vocabulary development, note taking, written expression, reasoning, mathematics, complex learning.

- Working memory is required whenever anything must be learned because learning requires manipulation of information, interaction with long-term memory, and simultaneous storage/processing of information.
- Working memory plays a critical role in learning; it is where knowledge is constructed and modified and where information is processed for semantic encoding
- The capacity and effective functioning of working memory determines the rate and extent of learning
- Three specific domains that are most clearly associated with poor math performance: working memory, attention ('emotion is the gatekeeper to attention) and mental flexibility (learn this through mental modelling).

3. *WHY Rapid Automatized Naming (RAN):*

- RAN tasks and reading are seen to require many of the same processes, from eye saccades to working memory to the connecting of orthographic and phonological representations.
- Children can have a deficit in RAN OR phonological processing (PA) or both.
- RAN and PA tasks are valuable tools because both are robust predictors of reading ability that can be assessed before children learn to read and thus early indicators of risk for reading difficulties.
- RAN is one of the universal processes that predict young children's later ability to connect and automatize whole sequences of letters and words with their linguistic information, regardless of writing system.

4. *WHY Phonological Awareness?*

- Phonological awareness is the understanding that language is made up of words, syllables and sounds and that these can be manipulated.
- The ability to use the rhythm of language, follow the stressed and unstressed words and syllables, and attend to all the parts of words is necessary to develop strong language skills (semantics and syntax).
- Oral language develops before written language.
- Phonological awareness is the most powerful predictor of success in learning to read and spell and is a better predictor than IQ. PA can be improved through instruction and intervention AND that improvement in PA leads to improvement in word decoding.
- At least 3 ways that PA contributes to the growth of early reading skills:
 - Helps children understand the alphabetic principle, notice the regular ways that letters represent sounds in words, and makes it possible to generate possibilities for words in context that are only partially 'sounded out'
- Phonological Awareness & English Language Learners
 - Phonological processing skills are less dependent on language proficiency (PA & RAN)
 - ELLs are similar to monolingual learners on these tasks
 - Phonological processing skills correlate across unrelated languages
 - Word level reading and spelling skills are less dependent on language proficiency and are predicted by PA and RAN

5. *WHY Expressive Language?*

- Reading relies heavily on a child's knowledge of the phonological, semantic, syntactic, and pragmatic aspects of language.
- Research indicates that children with language impairments (i.e. Expressive Language Delays/Disorders) are significantly more likely to have difficulty learning to read.
- Vocabulary skills are an important component of expressive language development and predict reading comprehension skills.