

SCHOOL DISTRICT 72 SUPERINTENDENT'S REPORT DECEMBER 2016

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School District 72 (Campbell River)

Our Vision

School District 72 is dedicated to the achievement of personal excellence for all members of its learning community.

Our Values

- Learning is central
- Collegiality is essential
- Respect is fundamental

The commitments to learning as our core purpose, to teamwork and inclusion as a means of working together, and to respectful approaches to diversity and problem-solving drive how we operate and make decisions.

Our Learning Beliefs

In order to ensure safe, caring and engaging learning environments and progress for all learners, we believe:

- Respectful relationships are fundamental to successful learning
- All learners vary in their learning, styles, prior knowledge and experiences, abilities and rates of development
- Learning is an active and social process
- Positive learning behaviors and attitudes lead to greater student independence, success, and lifelong learning

We will strive to create an environment and experiences where students feel inspired, motivated, excited to Learn and eager to accept challenges; respect, acceptance, a sense of belonging, and freedom to be themselves; confident and successful.

Measurements of Success

The following indicators of success will be considered:

- Students who are cognitively, physically, socially, emotionally and creatively engaged
- Educators who combine their knowledge of curriculum, child development, and the assessed needs and strengths of individuals to effectively keep student needs at the front of curriculum, instruction and assessment
- Projects and activities of choice that interest students, develop their learning goals, and enable them to demonstrate their skills and understandings
- Learning environments where risk taking is valued and supported for both educators and learners, and where mistakes are seen as opportunities to learn, not as failures
- Facilities that support learning and the community to their fullest potential

Strategic Focus 1: Safe, Caring and Engaging Learning Environments

- Welcome all students and their families into the school. Value their insights, honour their culture
- Take a sincere interest in students and work to develop positive, supportive and caring relationships
- Recognize parents as partners in their child's education
- Foster respectful, inclusive, supportive, and collaborative relationships between children and educators, and between educators and families

What's Improving?

General:

1. Revised diversity policy and procedure
2. Expanded school programs such as WITS anti bullying program, TRIBES, Effective Behaviour Support (EBS)
3. Supported secondary Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) clubs
4. Incorporated indigenous ways of knowing and the learning in all schools
5. Increased profile of aboriginal art and cultural images within schools
6. Increased number of events that celebrate diversity
7. Implemented Erase/Threat Assessment process

Learning Support Services:

1. Increase in the number of students reporting they feel they belong and feel safe in middle and secondary schools
2. Decrease in the number of bullying reports district wide to the ERASE bullying program
3. Increase in teachers' and educational assistants' understanding of the mental health issues with which students are dealing with
4. Increase in the support for parents and families that have children dealing with mental health and addiction issues
5. Success in transitions for most vulnerable and students with behavior challenges
6. Growth in collaborative relationships with focus on new community projects that support the most vulnerable students
7. Progress in providing emergency/disaster training for all employees as per the provincial guidelines
8. Expectation of new Community Threat Assessment Protocol being signed off by community partners very soon
9. Development of more consistent threat assessment reports, as well as risk reduction plans and behavior plans by assigning our learning support staff members to act as leaders
10. Increase in the number of educational assistants that have up to date Non Violent Crisis Intervention training

Facilities:

1. Implementing Hour Zero – emergency response program
2. Purchasing school-based buses
3. Improved the budget process by including principals at an earlier stage
4. Implemented facility plan and school closures
5. Reconfigured Carihi bussing to prevent overloading
6. Increased school administration visits to help establish administrative best practices
7. Increased supervisor training for maintenance staff

Human Resources:

1. Creating respectful, balanced workplaces
2. Implemented wellness and attendance support
3. Implemented Mindwell mental-wellness program

What evidence confirms this area of improvement?

Learning Support Services:

1. 46% of grade 9 students report feeling safe at their secondary school most of the time while 54% percent report always feeling safe. 88% of grade 9 students report that they have an adult in the building that they feel safe enough to report concerns to
2. 87% of grade 6 students feel welcome and comfortable in their new school. 30% of grade 6 students report feeling safe most of the time with 68% of grade 6 students reported feeling safe all of the time
3. Reduced numbers of reports to the ERASE site each year: 15 reports in 2012-2013, 6 in 2013-2014, 3 in 2014-2015 and only 1 in 2016
4. Number of teachers and educational assistants attending the mental health sessions offered by the FORCE as well as those that attended the mental health Pro d day in October
5. Parent feedback received around the opportunities offered to learn about mental health issues as well as the number of students able to attend full time programs
6. Positive transition data for our most vulnerable students from elementary to middle and middle to secondary

7. Collaboration with community partners to participate in a variety of projects through a provincial mental health collaborative team as well as on the John Howard Youth Mental Health and Addiction Hub project. Some of the projects include:
 - Mental health literacy – for parents, community members and school employees;
 - Emergency to community transitions; and
 - Campbell river support for youth – SD 72, Police, Child, Youth and Family Mental Health (CYMH), First Nations groups, Ministry of Children and Family Development (MCFD) and the John Howard Society – members from each, collaborate to offer coordinated supports to our most vulnerable (mental health) students
8. Noticeable reduction in Canadian Union of Public Employees (CUPE) injuries as a result of improved risk reduction plans and ensuring that all our support staff have updated Non Violent Crisis Intervention training
9. All permanent educational assistants are trained in Crisis Prevention Institute (CPI) level one and almost half have level two

Human Resources:

1. The development of the Respectful Workplace Policy and Resolution Procedure
2. Employees subscription to the wellness initiatives presented by the district Wellness/Employee and Family Assistance Program Committee
3. Increasing number of participants in The Mindfulness Training

What are the challenges?

Learning Support Services:

1. We have worked hard to improve our transitions and have had very few challenges with this aspect of change
2. While the number of reported cases of bullying to the ERASE site are down, many of our schools are dealing with online bullying issues
3. Teacher and educational assistants are recognizing mental health issues in their students and requesting counselling or behavior resource supports from the learning support services department
4. Finding supportive ways of encouraging parents to attend the information sessions we believe would help them support their children

Facilities:

1. Age of building make it difficult to accommodate new curriculum and student needs, i.e. gender neutral bathrooms/change facilities
2. Keeping schools at a standard of cleanliness beyond “moderately dingy”
3. Funding to repair and replace buildings is not available to the degree required

What evidence indicates this is a challenge?

Facilities:

1. Requests from school leaders regarding building changes; upgrades, and repairs
2. Complaints from students, staff and parents regarding cleanliness
3. VFA report on school condition

What steps have been taken and programs implemented to deal with the challenges?

1. Reviewing facilities and implementing 10 year Facilities Plan
2. Building a case for the Ministry to fund new schools
3. Utilizing capital and seismic grants to improve buildings

Targets Focus 1:

1. Continue with stage 2 of facilities plan – ongoing
2. Dispose/deal with surplus property by spring 2017
3. Review/revise catchment area boundaries by spring 2017

Strategic Focus 2:

Personalized Learning Opportunities

- Recognize that diverse student needs are central to all curricular planning, teaching and assessment decisions
- Teach in a variety of ways to ensure individual success with varied opportunities for students to demonstrate their learning
- Collaborate with students to establish criteria for success and provide opportunities to receive descriptive feedback, self-assess and set goals
- Connect learning to the world around us and allow students to relevantly apply learning both inside and outside the classroom
- Use technology that reflects the outside world to support learning in a sustainable way
- Encourage an appreciation and stewardship for the natural world through environmental awareness and environmentally sustainable behaviours
- Promote physical activity and healthy eating as part of a healthy lifestyle

What is improving?

1. Graduation rates have been improving steadily over the past five years and are above the provincial average. Graduation rates for Aboriginal students have consistently been above the provincial average over the past five years
2. Grade to grade transition rates have generally been above the provincial average for all students, and for aboriginal students in particular we have seen a significant jump in transition rates at the senior secondary level
3. Literacy and numeracy have slightly improved in each of the past 3 years
4. Personalized and innovative learning opportunities have increased
5. Our CAP (grade 13 program for students with special needs) has supported better transitions for students into community programs and with the financial supports necessary for students and families to be successful
6. Student are better able to self-regulate resulting in improved student learning. They learn what they need to do as individuals to enhance their opportunities to learn

What evidence confirms this area of improvement?

1. Grade 12 Graduation Rates – 2014/2015

		Eligible Grade 12 Graduation Rate		First-Time Grade 12 Graduation Rate	
		Campbell River Graduates %	Province Graduates %	Campbell River Graduates %	Province Graduates %
All Students	2010/11	97	94	78	78
	2011/12	98	94	76	80
	2012/13	97	95	73	81
	2013/14	98	94	73	80
	2014/15	99	96	79	81
Aboriginal	2010/11	95	89	67	60
	2011/12	97	88	57	59
	2012/13	97	92	54	61
	2013/14	98	89	55	60
	2014/15	98	92	61	61

Eligible Grade 12 Graduation Rate – The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.

First Time Grade 12 Graduation Rate – A measure of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

2. Grade to Grade Transitions – 2014/2015

Percent of Student Making Successful Transitions to a Higher Grade

	School Year	Grade 6 Students %		Grade 7 Students %		Grade 8 Students %		Grade 9 Students %		Grade 10 Students %		Grade 11 Students %	
		CR	Prov	CR	Prov	CR	Prov	CR	Prov	CR	Prov	CR	Prov
All Students	2010/11	97	97	98	97	98	97	96	96	94	90	92	86
	2011/12	99	97	98	97	97	97	96	96	94	91	92	87
	2012/13	99	98	98	98	98	97	96	96	93	92	88	88
	2013/14	98	98	98	98	98	97	97	97	94	93	88	89
	2014/15	99	98	98	98	99	97	98	96	96	93	91	89
Aboriginal	2010/11	98	98	96	97	97	95	96	91	89	83	81	73
	2011/12	99	97	97	97	93	95	94	91	87	86	86	75
	2012/13	98	97	99	98	97	95	95	92	88	87	80	77
	2013/14	97	97	98	97	99	95	94	93	94	88	83	78
	2014/15	100	97	100	97	99	95	94	93	94	89	95	83
Special Needs	2010/11	100	97	100	97	97	96	95	91	90	85	87	76
	2011/12	100	97	98	97	96	96	95	92	89	86	84	78
	2012/13	97	98	100	98	100	96	94	93	84	88	72	81
	2013/14	100	98	97	98	98	97	95	95	97	90	91	85
	2014/15	100	97	100	98	100	97	98	95	97	91	91	85

3. Increase in the number of options for students
4. Increase in the number of innovative and personalized opportunities; i.e. Nautical Science program, Forestry program, Flex program, environmental education, community/school gardens
5. Foundation Skills Assessment (FSA) results have improved slightly over the past 3 years. There is an upward trend.
6. Aboriginal results have improved (Aboriginal Education report)
7. Data from district assessments: i.e. primary benchmarks; district reading, writing, and math assessments. 2015/16 Reading District Data comparison to 2012/13 (last undisrupted school year): EX = Exceeding Expectations; FM = Fully Meeting Expectations; MM = Meeting Expectations; NY = Not Yet Meeting Expectations
 - Grade 1 Benchmarks □ FM = down 8%; MM = up 2%; NY = up 6%;
 - Grade 2 Benchmarks □ FM = up 40%; MM = down 17%; NY = down 22%;
 - Grade 3 District □ EX = up 3%; FM = up 10%; MM = down 11%; NY = down 2%;
 - Grade 6 District □ EX = no change; FM = up 3%; MM = no change; NY = down 3%;
 - Grade 9 District □ EX = up 2%; FM = up 4%; MM = down 10%; NY = up 4%;
 - 2005 to 2016 PM Benchmarks Reading Data;
 - This year, the PM Benchmarks Assessment Grade 2 data shows that the percentage of students fully meeting expectations is the highest since being recorded at 85%;
 - In the 12 years of recording PM Benchmarks Reading assessment data, the percentage of successful readers has ranged from 39% to 61% in grade 1 and between 44% and 85% in grade 2;

- District Reading assessment data;
- The last 8 years of District Reading assessments at grade 6, have shown below 50% of students are fully meeting expectations. This year's data shows an increase back to levels prior to years with job action;
- There has been a significant decline in the percentage of students “exceeding expectations” on District Reading assessment results;
- Over the past 10 years, we have seen results decline from over 30% of grade 3 students exceeding expectations to levels below 10%;
- The trend is similar for grade 6, although previous results were more varied (levels of 13% to 37%); and
- In grade 6, the percentage of students “not yet meeting expectations” over the past 11 years has fluctuated within levels that have been seen over previous years

What are the challenges?

1. Increased number of vulnerable students
2. Increased needs for students with family mental health concerns
3. Increased poverty and student vulnerability
4. Uneven distribution of students within the school district
5. Disparate needs of rural and remote communities
6. Provincial changes to assessments such as foundation skills assessment, government exams in grades 10, and 11 make data comparison difficult
7. Politicization of some data such as the Foundation Skills Assessment (FSA) which undermine participation and quality of data
8. Cost of implementing needed technology i.e. Band width NGN, ever greening hardware and acquiring software:
 - Cost, sustainability, succession of specialty programs;
 - Elimination of Learning Network (PLNET);
 - There is limited educational assistant time available to allow students to go to individual work placements that maybe a good fit for future employment; and
 - More funding is required to provide students with self-regulation tools for general classrooms. We do have demonstration classes in which students get to try out various tools but then our challenge is to provide them with what they need/want

What evidence indicates this is a challenge?

1. Early Development Instrument (EDI) vulnerability data that shows we have disproportionately high vulnerability at certain schools
2. “Most recent child poverty stats (2013) indicate that 23% of children ages 0-17 live in poverty” which is higher than the 21.6% reported in 2011 and above the provincial rate which is 20%
3. The EDI stated that 32% of kindergarten children were vulnerable in one or more of the five domains, “meaning that without additional support, they may face future challenges in school and society” (information and quotes taken from Vital Signs 2016)
4. Inability to hire enough educational assistants at this time
5. Sufficiency of tools available for students with behavior challenges, but insufficiency for students in general
6. Surveys and focus group meetings facilitated by International Business Machines Corporation (IBM) consultants

What steps have been taken and what programs implemented to deal with the challenges?

1. Changing the way we collect and use data. Using an “assessment for and as learning” framework to measure what counts rather what can be counted i.e. the development of the Communicating Student Learning tool and e portfolios
2. Utilizing Core Committee structures (Pro d) and district resources to enhance teacher capacity to support student learning and assess student progress that guides instruction

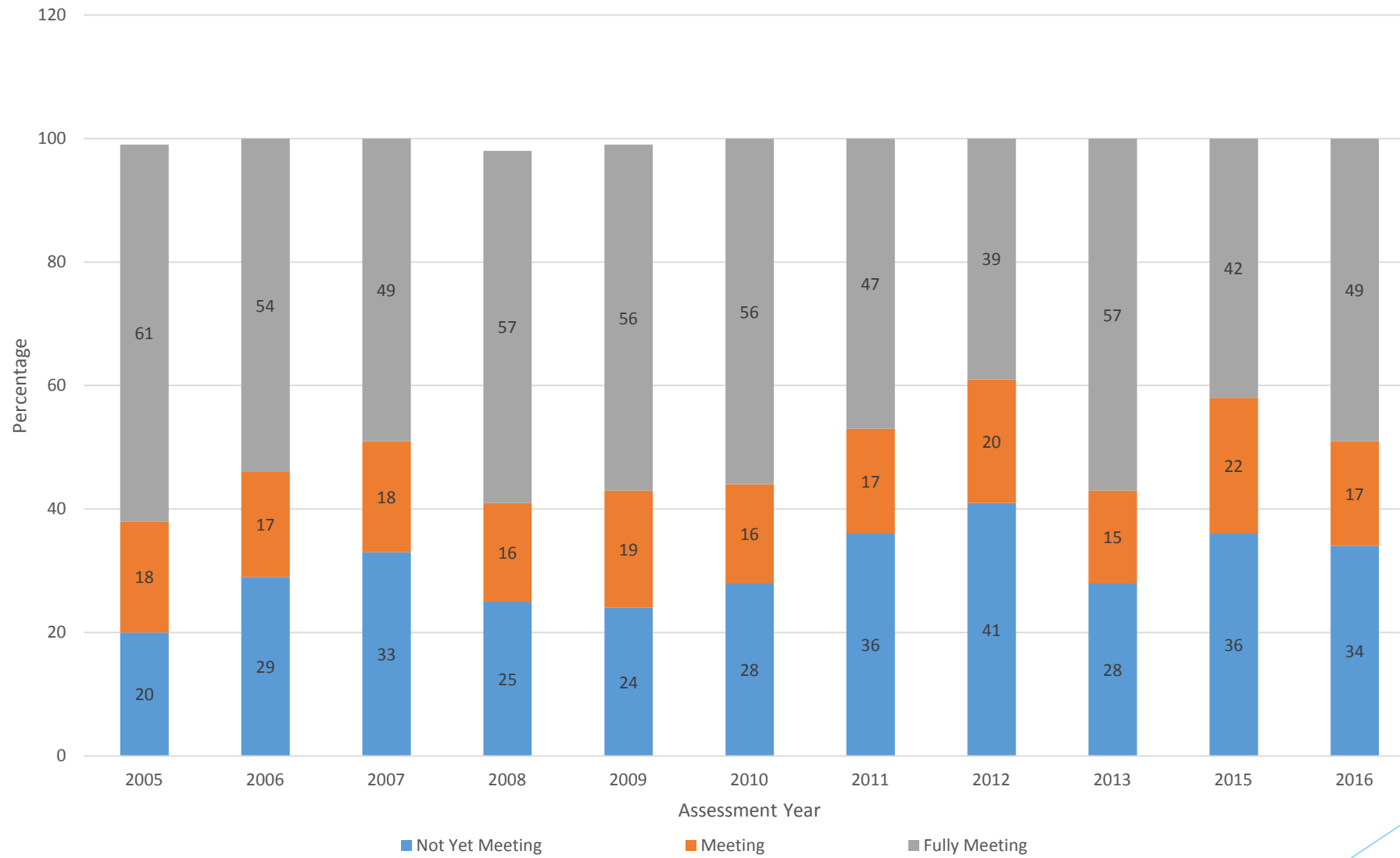
3. Re-structuring School Support Conversations with Principals, and Student Success Plans to better reflect educational transformation goals and strategic plan goals
4. Using Learning Improvement Fund (LIF) process to support vulnerable students.
5. Adding district counsellor through LIF
6. Offering intervention grants for short term intervention to targeted groups of students
7. Adding vice principal to our most vulnerable school
8. Implementing a Technology Review to develop a plan to enhance learning through technology
9. Expanding support for implementation of Response to Intervention (RTI) for all elementary and middle schools
10. Creating resources committee to examine appropriate on line resources
11. Working with our IBM consultants on utilizing technology to support learning and develop a focused implementation strategy i.e. primary literacy
12. Offering of district support for pilot projects for 365 and Google App
13. Developing a learning lab in a spare classroom at Georgia Park as a professional learning space. This space is being set up with the following purposes:
 - Focusing professional learning and collaboration on quality instructional practices (including support for improved literacy development, numeracy development, and assessment practices;
 - Recording of demonstration lessons, mini-presentations, and sample teaching and learning strategies that will be placed on the Instructional SharePoint page (behind the portal) for teachers and educators within our district to access in support of their instructional growth;

- Offering opportunities for teachers to explore new resources, with groups of students and/or with teaching colleagues, in order to identify effective / recommended resources for teaching and student learning; and
- Demonstrating how learning spaces and furniture, materials and equipment can be organized to enhance learning

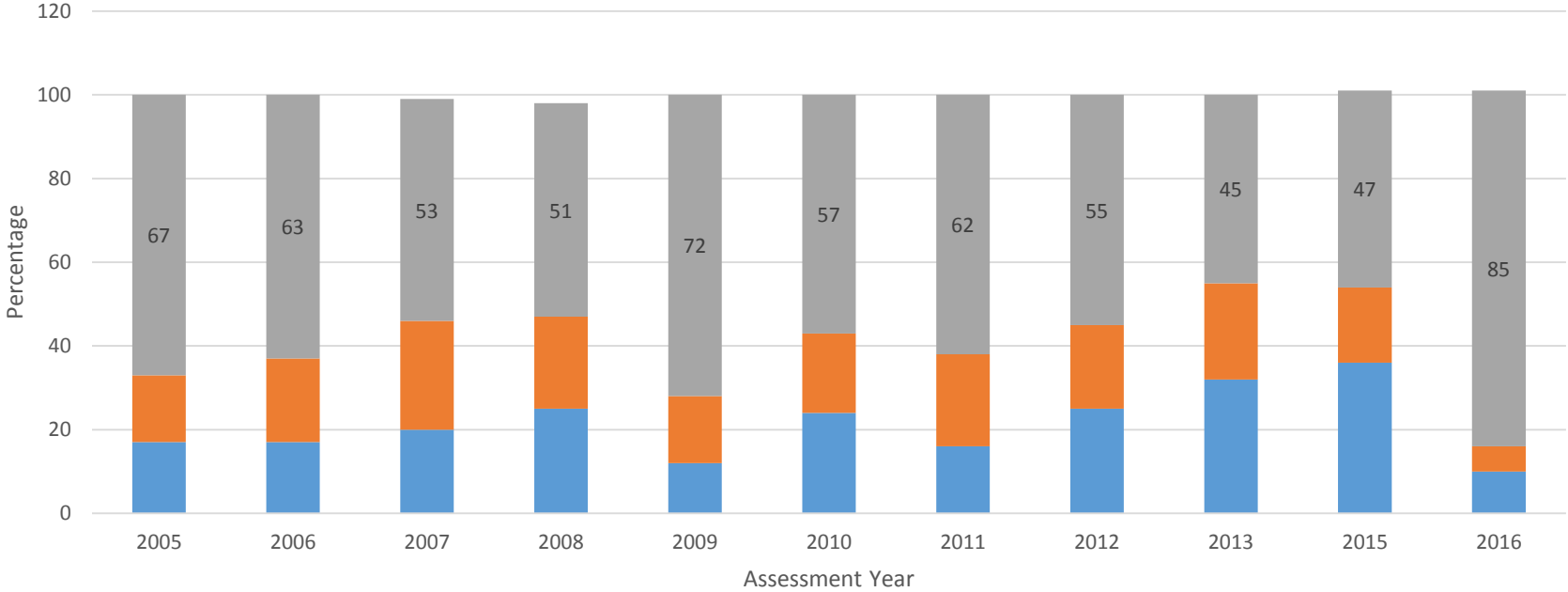
Targets Focus 2:

1. Have all students successfully complete year to year transition to the next grade
2. Have each student progress at least one grade level in one year
3. Improve graduation rates and 6 year completion rates
4. Increase aboriginal student success rate to equal that of non-aboriginal students
5. Complete technology review by December 2016
6. Begin implementing technology review recommendations by January 2017
7. Prepare recommendation to the board regarding potential budget impact February / March 2017
8. Open postings to hire more educational assistants as soon as possible
9. Obtain the resources to make sure every student has what they need to self-regulate and ensure an optimal learning environment

Grade 1 Benchmarks Assessment

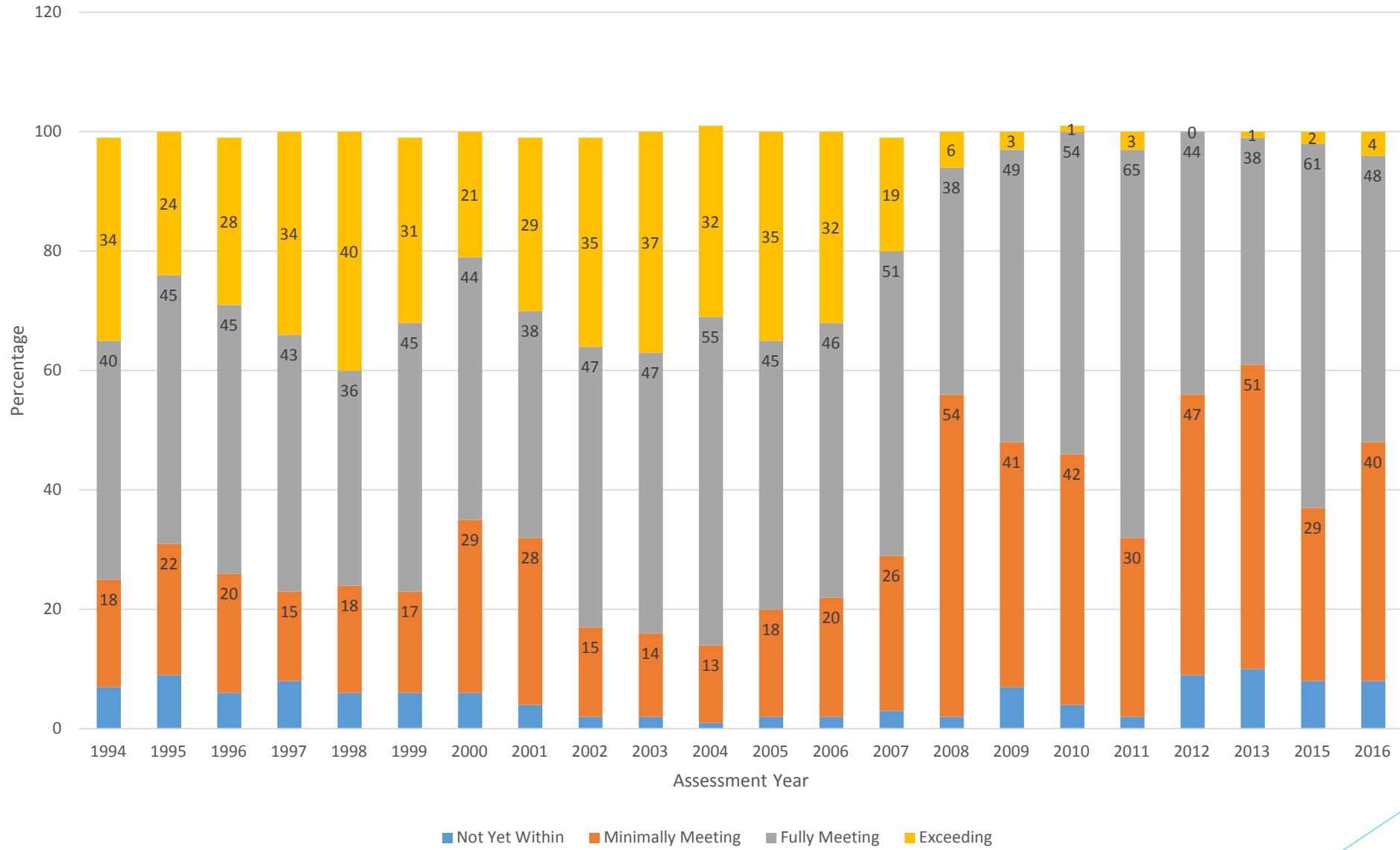


Grade 2 Benchmarks Assessment

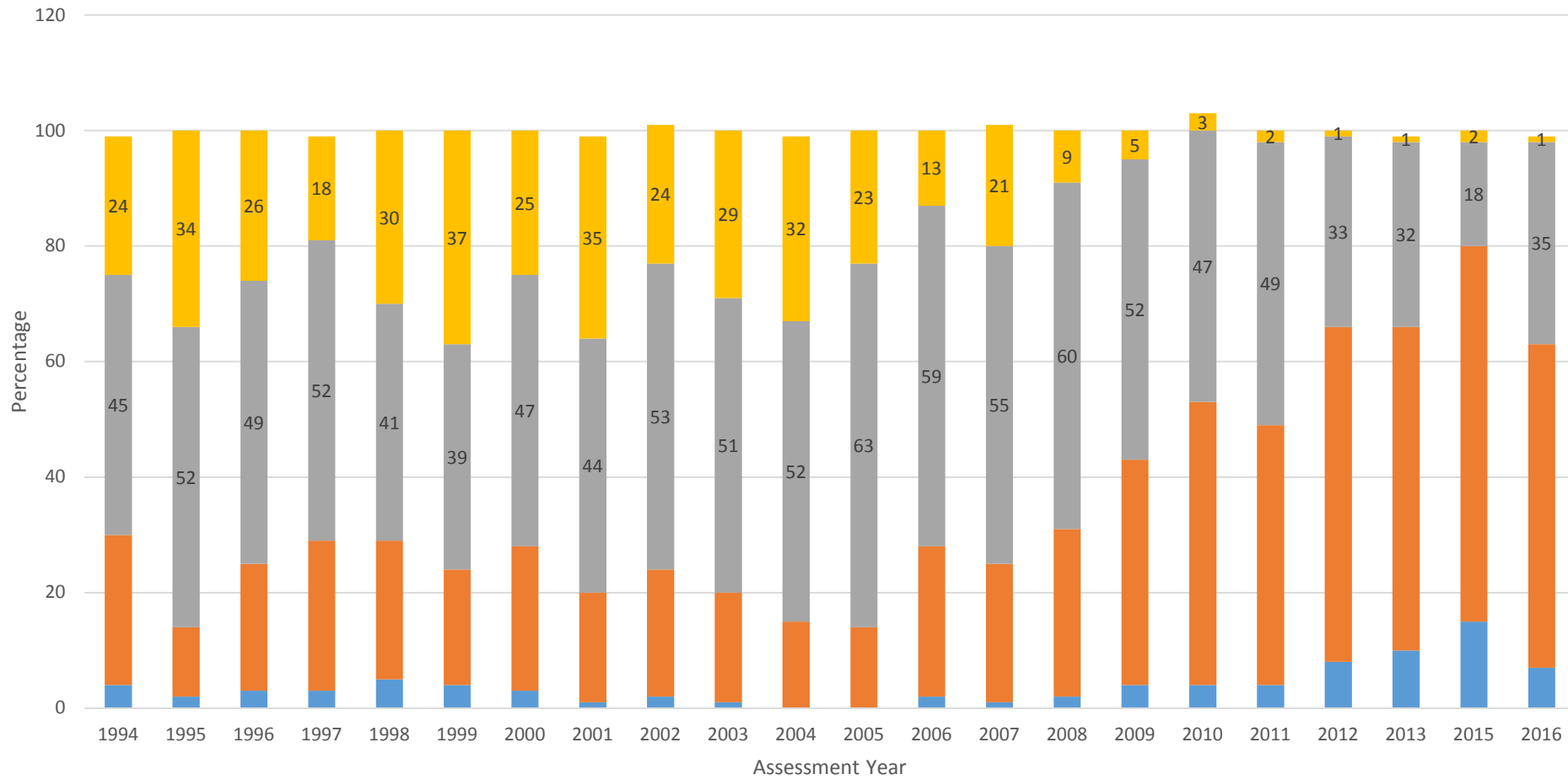


■ Not Yet Meeting ■ Meeting ■ Fully Meeting

Grade 3 District Reading Assessment

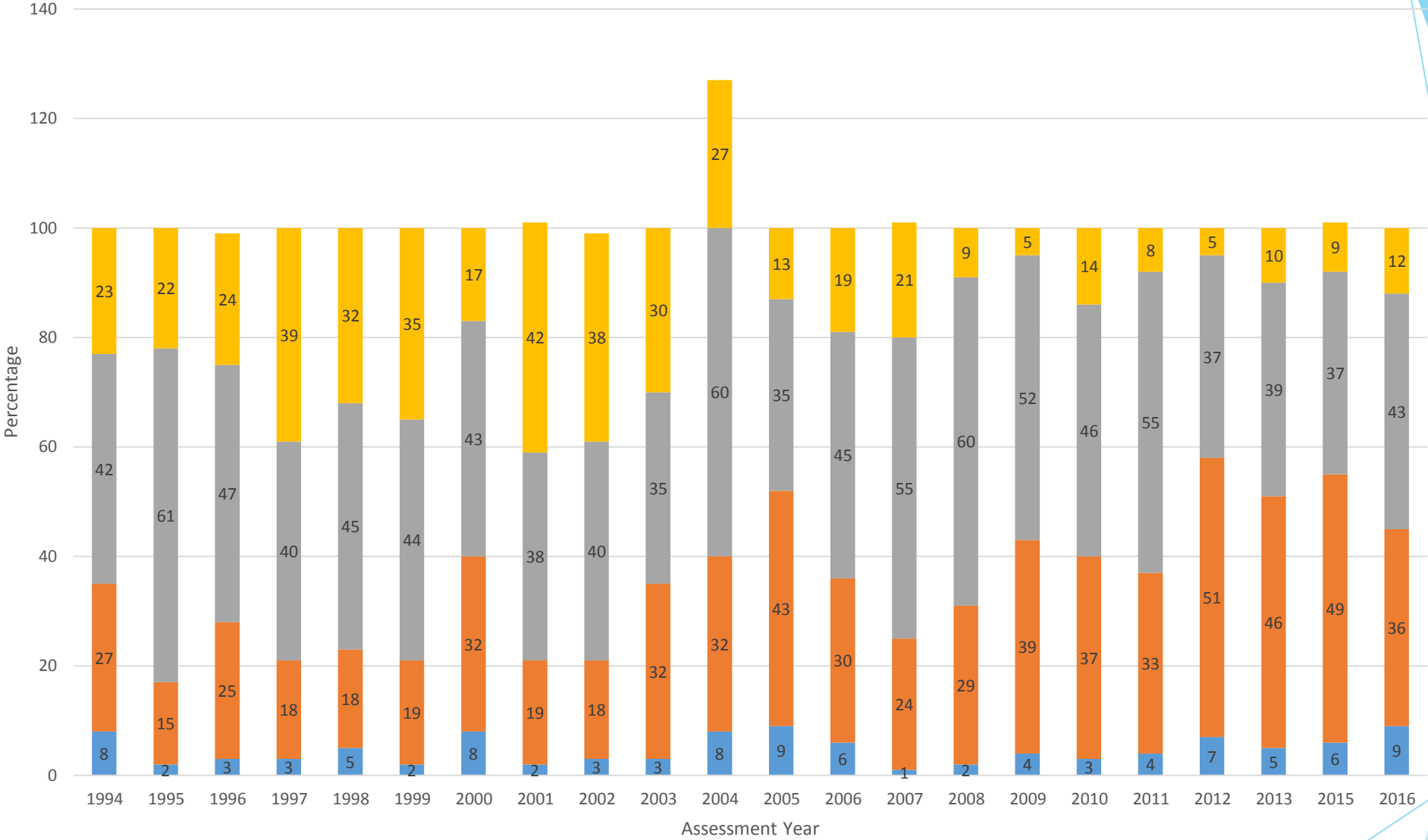


Grade 6 District Reading Assessment



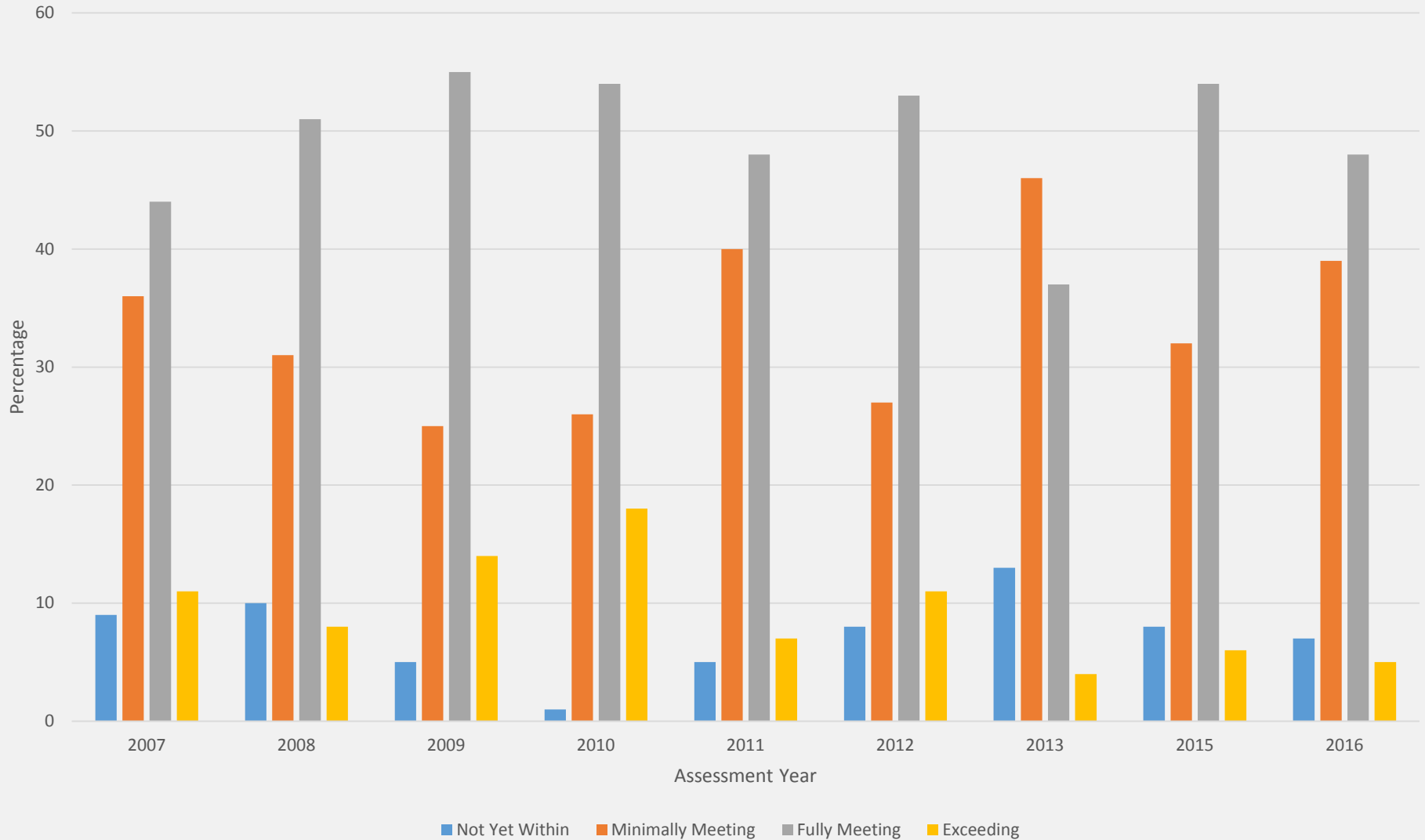
■ Not Yet Within
 ■ Minimally Meeting
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 ■ Exceeding

Grade 9 District Reading Assessment



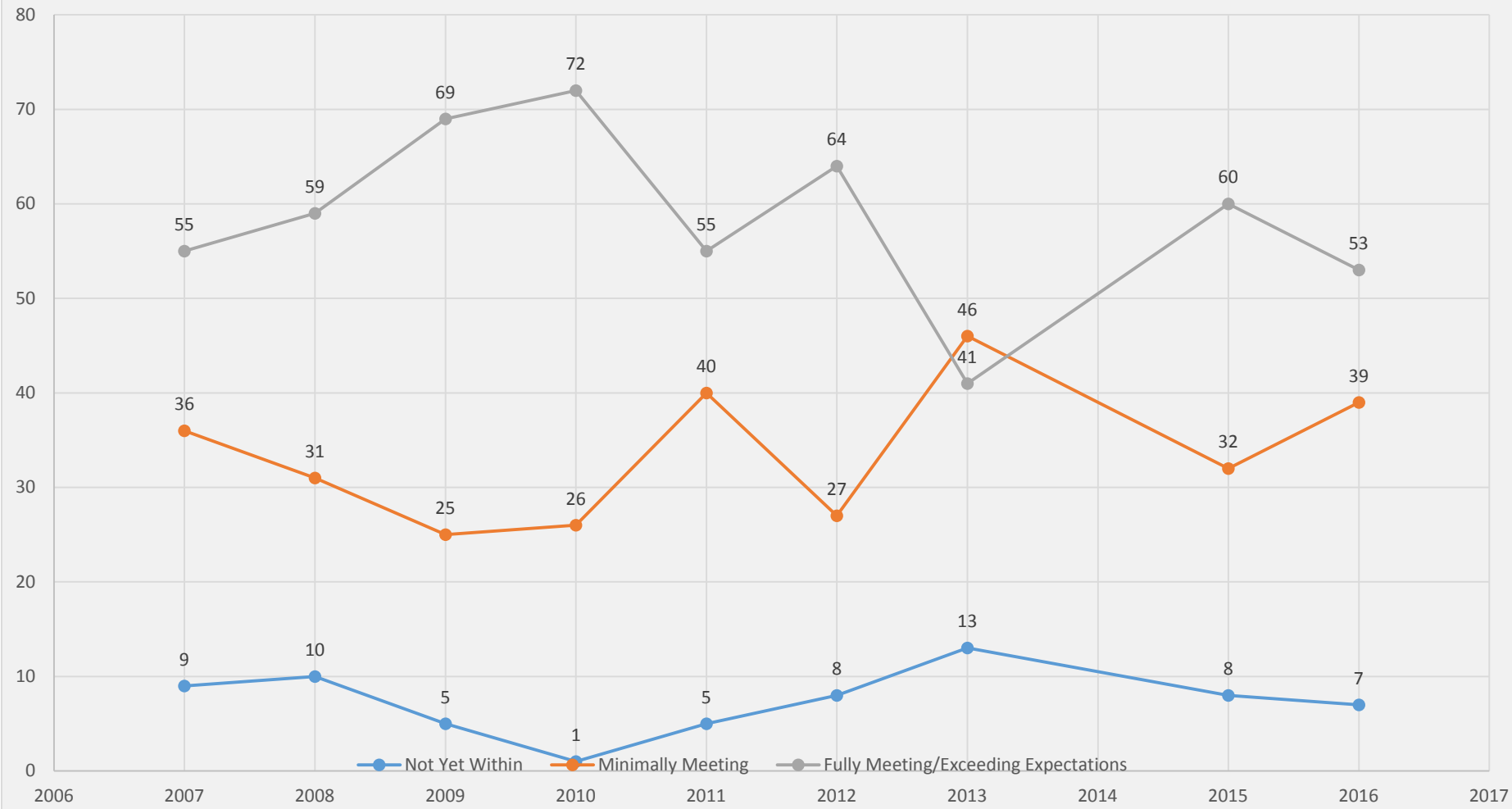
■ Not Yet Within
 ■ Minimally Meeting
 ■ Fully Meeting
 ■ Exceeding

Grade 2 District Writing Assessment

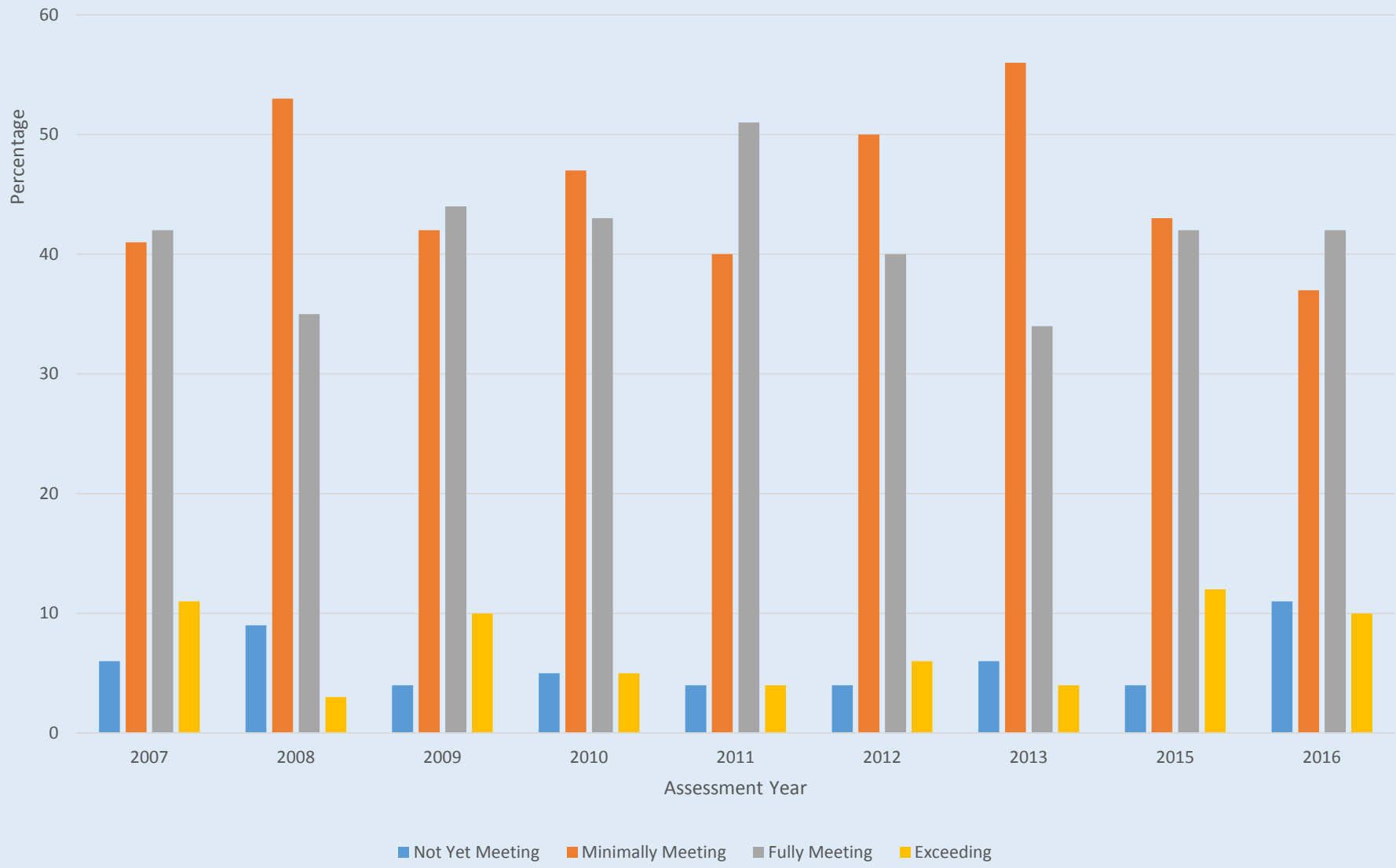


■ Not Yet Within ■ Minimally Meeting ■ Fully Meeting ■ Exceeding

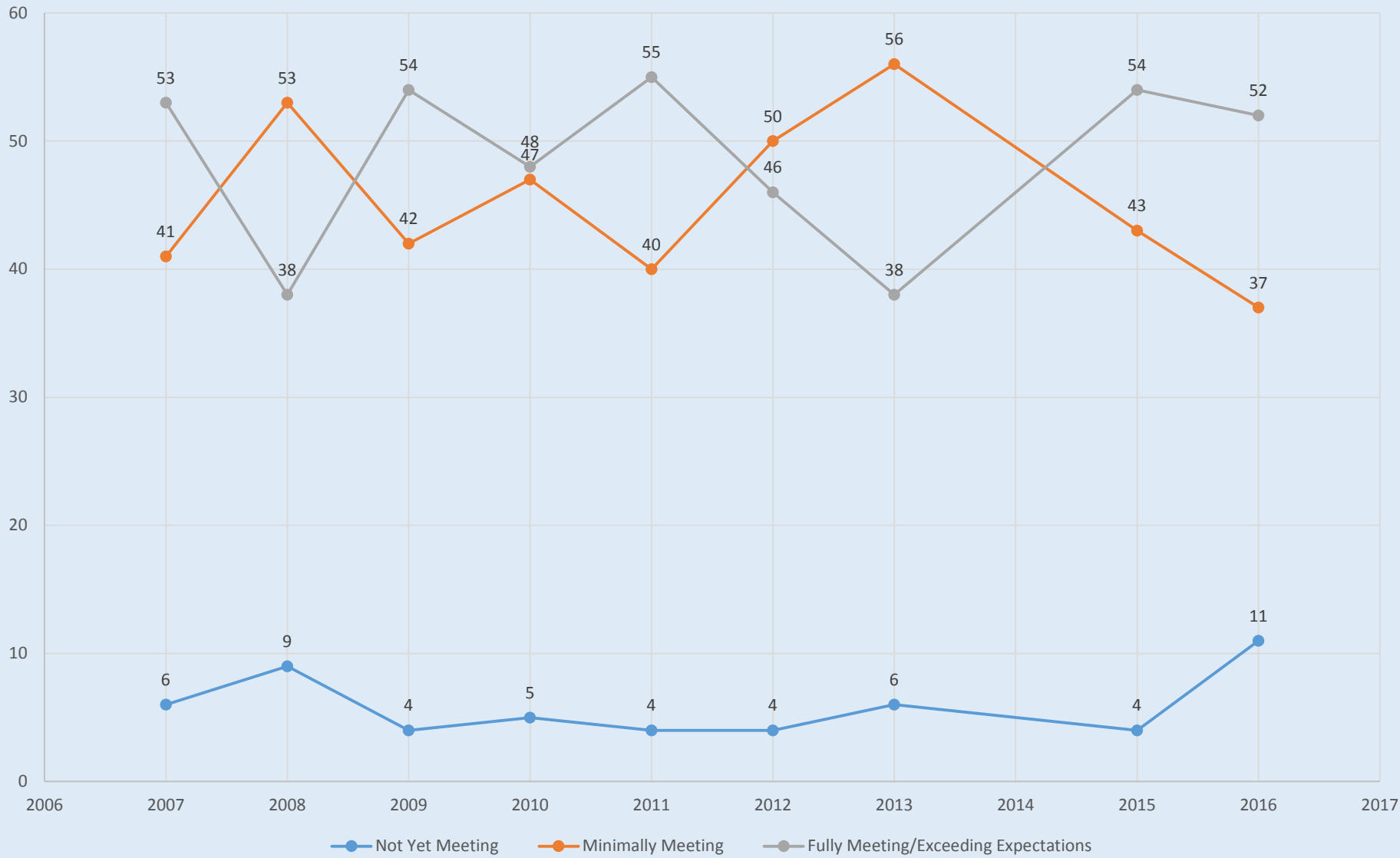
Grade 2 District Writing Assessment - 3 levels indicated



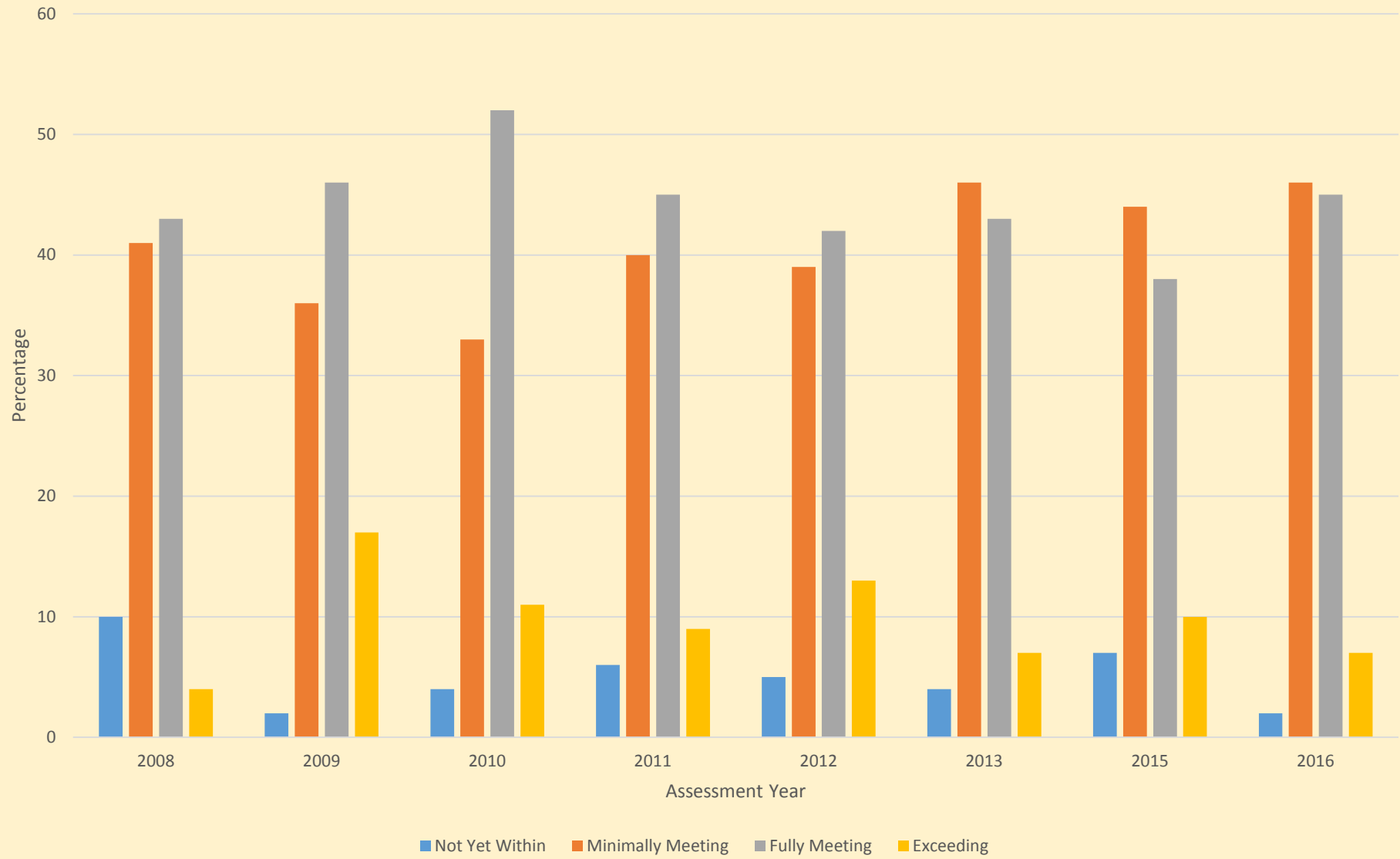
Grade 5 District Writing Assessment



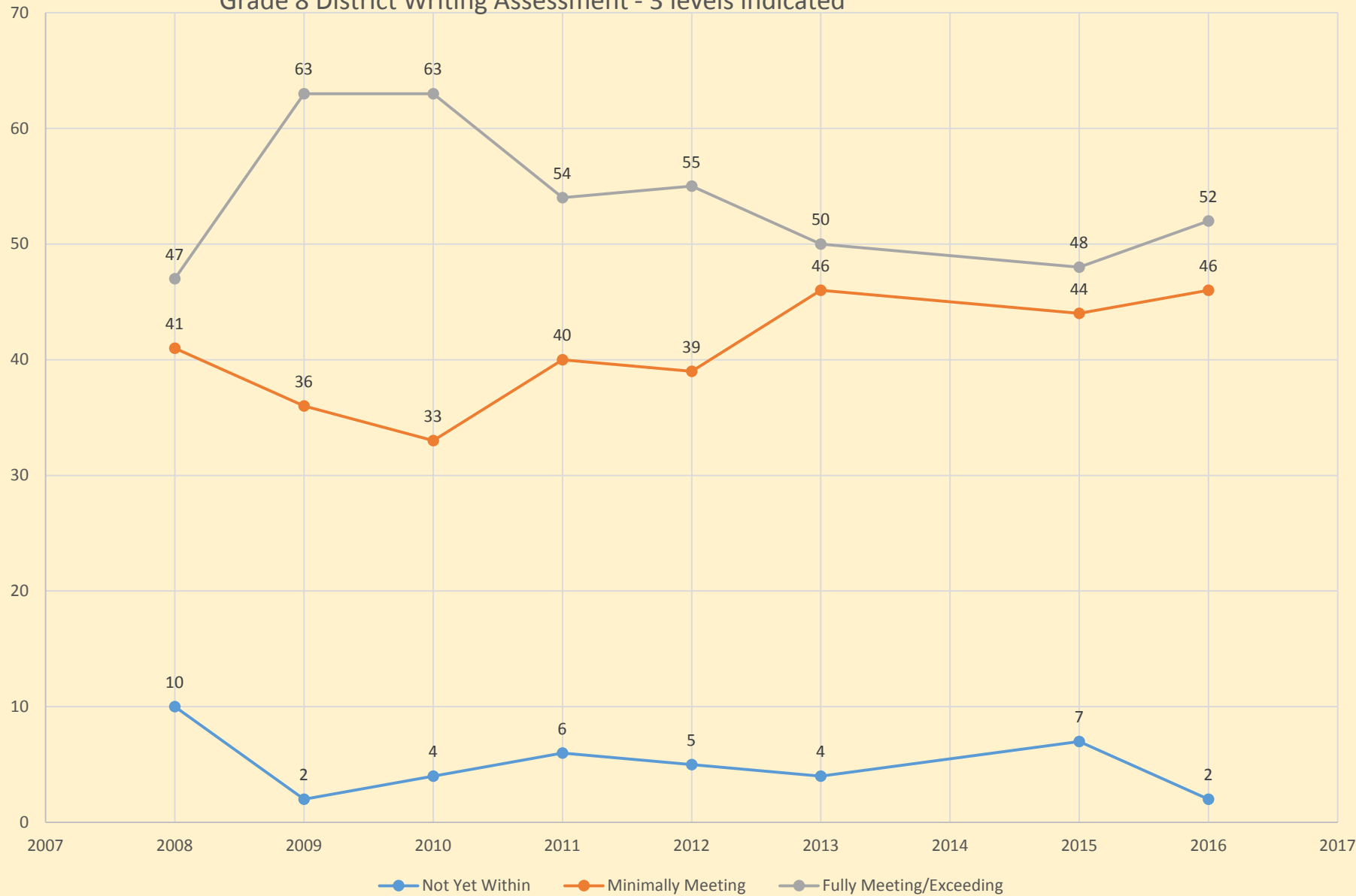
Grade 5 District Writing Assessment - 3 levels indicated



Grade 8 District Writing Assessment

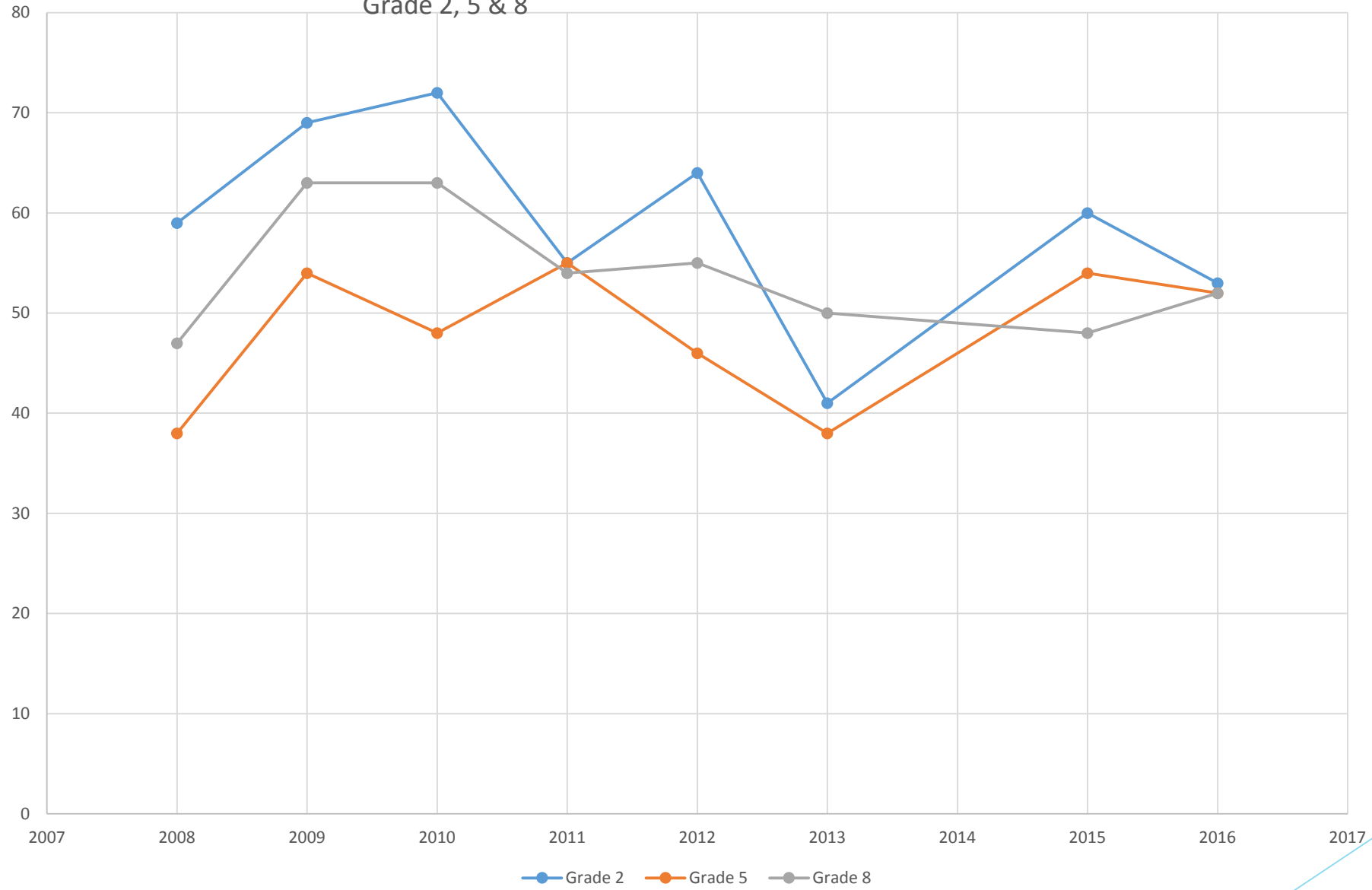


Grade 8 District Writing Assessment - 3 levels indicated



Fully Meeting + Writing Comparisons

Grade 2, 5 & 8



Strategic Focus 3:

Enhanced Facilities for Learning

- Embed sustainability in all planning, decision-making, and daily practice
- Develop a long term strategy for our facilities, taking into account district challenges and demographics
- Use our resources to optimize the well-being of learners and benefit the long-term interest of the community

What is improving?

1. 10 year Facilities Plan
2. Parking lot for wheelchair pick-up improved
3. Pinecrest seismic upgrading completed
4. Facility plan and school closure implemented
5. 2020 carbon neutral targets reached by 2016
6. Learning Commons spaces created
7. Recycling programs functioning in all schools and district buildings

What evidence confirms this area of improvement?

1. School closure process was successful
2. Transition committees' feedback indicates a relatively smooth transition
3. Seismic projects at Pinecrest elementary have been completed under budget which allowed for the early preparation and approval of our next project – Cortes school
4. Identified by BC Climate Action Secretariat featured in government publication, Carbon Neutral Government 2015 year in review
5. Campbell River Chamber Award of Distinction for Environmental Stewardship

What are the challenges?

1. Aging facilities VFA
2. New carbon neutral targets when the easy reductions have been completed
3. Predicting population increases and shifts

What evidence indicates this is a challenge?

1. 10 year Facilities Plan report
2. School Closure report
3. VFA report
4. Systems Engineering Management Plan (SEMP)

What steps have been taken and programs implemented to deal with the challenges?

1. Closed schools
2. Created transition committees for each school community affected by the closures
3. Initiated school catchment review process and catchment review working group
4. Initiated disposition of board property process with the Board
5. Met with representatives from the City of Campbell River regarding obtaining the most current development and land use plans that may affect the school district
6. Met with representatives of North Island College (NIC) to coordinate NIC's potential expansion

Targets Focus 3:

1. Complete transition process – December 2016
2. Complete Disposition of School District Property report December 2016
3. Complete catchment review and make recommendations for catchment boundary revisions – spring of 2017
4. Complete consultation process with affected school communities and the public

Strategic Focus 4:

Strengthen and Expand Community Relations

- Draw upon the strengths and skills within our community to open multiple pathways and develop a variety of skills within our students
- Nurture positive relationships with our Aboriginal community, early years and literacy organizations, post-secondary institutions, city administration and support services
- Build upon environmental efforts through continued work with community partnerships
- Involve students more in shaping their education and future
- Continue to make schools and the school district accessible with open, direct communications

What is improving?

1. Relationships with businesses in town that engage with the school district in the creation of learning partnerships that increase learning opportunities for students
i.e. Sealand aviation, Industry salon
2. Early years community
3. Participated in the City of Campbell River's Sustainable Official Community Plan
4. Increased shared service with School District 71 and the City of Campbell River
5. Public wireless

6. Relationship with the City of Campbell River
7. Relationship with North Island College
8. Relationship with the local media
9. Relationship with our early learner community
10. Relationship with the Chamber of Commerce
11. Relationship with the regional district
12. Increased student participation on district committees and working groups
13. Communication with parents through social media presence
14. Connection with Vancouver Island University
15. Relationship with local first nations

What evidence confirms this area of improvement?

Learning Support Services:

1. Increased number of students receiving more timely services for mental health and addiction
2. Reduced waitlist time for our most vulnerable students
3. Earlier consultation with parents concerned about their child's mental health. They are receiving this information from both our newly appointed elementary counsellors as well as the FORCE society that has been working with the district to provide mental health education
4. Creation of the mental health collaborative
5. Creation and implementation of Children's Charter

6. Shared purchasing of fire equipment servicing, garbage pick-up
7. Awarding of three chamber of commerce awards over the past two years
8. Increased number of liaison meetings with the city
9. Increased frequency and amount of information sharing between school district and the city
10. Creation and expansion of the learning council (NIC, City and School District)
11. Successful completion of esthetician credential by several students
12. Completion of Teen Flight program: its first plane build and is beginning on a second build with an increased number of students and adult mentors
13. Increased number of positive stories about Campbell River schools and school programs in the local media (newspaper and radio)
14. Increased newspaper contributions by students (weekly)
15. Increasing number of hits on our web site; Facebook page
16. Development and implementation Fourth Enhancement Agreement
17. Improved student and family access to mental health / addiction education, information and services through an improved relationship with Child, Youth and Family Mental Health (CYMH) as well as other community partnerships
18. Increased and improved 'wrap around' services to as many of our shared students of concern as possible by working group (Campbell River Support for Youth)
19. Enhanced relationships with our parents of students with mental health challenges

What are the challenges?

1. Making sure the Sustainable Official Community Plan (SOCP) aligns with our facility plan
2. Aligning other government, organizations, and businesses with our needs
3. Finding new business partners
4. Aligning what is available with student interest and availability
5. Cost of innovative programs
6. Tackling difficult regulations
7. Engaging reluctant parents in some of our consultation processes, i.e. budget

What evidence indicates this is a challenge?

Learning Support Services:

1. We are still receiving students back to school after having a mental health emergency with no supporting documentation or a medical safety plan
2. Our addicted students still struggle with regular attendance, their ability to learn and be successful in school

Facilities:

1. Subdivisions have obtained approval that were not consistent with the SOCP
2. Relatively low Parent Advisory Committee (PAC) parent participation at budget meetings

What steps have been taken and programs implemented to deal with the challenges?

Learning Support Services:

1. Continued our work with the provincial mental health and addictions collaborative, especially Vancouver Island Health Authority (VIHA)
2. Met with chief medical health officer, regional public health administrator, health promoting schools coordinator
3. Provided an opportunity to have health promoting schools coordinator present to our school based leaders (principal / vice principals)
4. Continue to meet with city officials regularly
5. Invited specific city staff to attend senior management meetings when appropriate
6. Joined the Campbell River Learning Council
7. Met with the president of North Island College (NIC)
8. Became a director of Teen Flight Campbell River
9. Attended chamber of commerce functions
10. Continued to make myself available to local media whenever possible.
11. Met directly with members of the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) club

Targets Focus 4:

1. All students that have been seen by the crisis team at a hospital or have been admitted to a psych ward will arrive at school with a medical safety plan
2. School support staff will have the appropriate level of information necessary to support student transitions back into school
3. Continue and expand liaison meetings with the city to at least 3 times per year
4. Initiate liaison relationship with the regional district

Now What ?

- ▶ Establish priorities
- ▶ Align resources
- ▶ Prepare for the next strategic plan