

School District 72 Board News

MEETING OF
MAY 30, 2023

May 31, 2023
INFORMATION RELEASE

Please note these are not official minutes of the Campbell River Board of Education.

Minutes are available from the school district website at www.sd72.bc.ca.

Find us on Facebook under [Campbell River School District – SD72](#) or on Twitter under [@CRSD72](#)

You can watch a recording of the meeting on the district's YouTube channel at:
<https://youtu.be/vP30ACIKS40>

Chairperson Remarks

Chairperson Kat Eddy shared that the board will be welcoming Gordon Li, director of education services with the BC School Trustees' Association, to the district on Saturday, June 3 to complete the board's self-review and assist them in the development of their next growth plan. The board is committed to continuous improvement and regular evaluation of its performance through board governance policy 12.

She closed her remarks by acknowledging that June is Pride Month, an opportunity to recognize the impact that lesbian, gay, bisexual, and transgendered individuals have had on history locally, nationally, and internationally, and to celebrate diversity.

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Superintendent Remarks

Superintendent Morrow opened his remarks by acknowledging that this is an incredibly busy time for schools with field trips, performances, end of year festivities and milestone events. He shared that on Friday, May 26 he had the pleasure to attend an Elder Tea at École Phoenix Middle School where students honoured the elders in attendance by serving them refreshments, presenting handmade gifts, and through student performances.

He continued by speaking to the importance of student voice and shared how he recently attended the Southgate student principal advisory group (SPAC) that has been started as an extension of the superintendent's student leadership committee, and how he received a note from a student on how schools could improve, complete with multiple thoughtful solutions.

The district will be celebrating this year's retirees with an event in their honour on June 1 and Superintendent Morrow

shared how he is reflective of the vocation of education and how retirement is about more than the number of years of service but the number of lives that have been touched, regardless of role.

He thanked the many staff that worked behind the scenes and congratulated the student athletes that participated in the May 25 grade 5 to 7 district track meet held at École Phoenix Middle School. There were many great memories and moments at the reconvened track meet, including how students participated in their events and then stayed to cheer on their classmates and friends.

Superintendent Morrow also highlighted that Summer School registration closes on May 31 at 3 p.m. and over 600 students have already registered.

He ended by expressing his gratitude for the trust that the community places in the district and our schools for the education of their children.

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Trustee Appointed to Provincial Diversity, Equity and Inclusion Working Group

Trustee Jan Gladish has been appointed to the provincial BC School Trustees' Association's diversity, equity and inclusion working group.

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Phoenix Leadership Students Deliver Thanks to Trustees

École Phoenix Middle School leadership students, Emma and Mikayla, in reflecting on those outside their school that



do a lot for students and schools behind the scenes decided to deliver a personal thank you to members of the Board of Education. They were accompanied by their teacher Kristin Gustavsen who helped them present trustees with a poster of gratitude signed by Phoenix students, flowers, and homemade cookies.

Watch this segment: [0:08:37](#)

Decolonizing Library Collections

District Teacher Librarian Cathy Fowler and teacher librarians Dionne Lapointe-Bakota, Heather Parkinson and Jessica Rathleff gave the board an overview of the professional learning that they, and fellow teacher librarians Laura Brzovic and Lisa Johnson, undertook in collaboration with Gillian Kirke district culture resource teacher, to create a framework to decolonize school library collections.

Their rationale was that Indigenous worldviews should be reflected in how Indigenous stories and knowledge are classified and organized within school library collections, understanding that traditional classification systems are colonial and do not reflect Indigenous worldviews.

Armed with background information and research, the teacher librarians who elected to be part of this active professional learning worked in pairs with the goals of: elevating Indigenous stories and knowledge within collections; ensuring that their learning commons spaces are welcoming and reflective of Indigenous worldviews and ways of knowing; increasing the circulation of Indigenous collections among staff and students; and identifying gaps in collections and taking steps to fill them with authentic Indigenous stories and knowledge.

They began by auditing their collections in partnership with another teacher librarian. The audit was focused on evaluating Indigenous texts for authenticity and they shared and discussed challenging texts as a larger team. They also consulted with Megan Isaac from Namgis First Nation who is undergoing a similar process at her school in Alert Bay.

Authentic Indigenous texts are historical or contemporary texts that are created by First Peoples or through considerable contribution of First Peoples.

These teacher librarians reviewed every book, asking if it was an authentic text and using the guiding question of

“could it cause harm?”. It was decided to only use Indigenous stickers to identify authentic Indigenous texts, meaning books written by Indigenous authors or through substantial contribution by Indigenous peoples.

These Indigenous collections were then housed separately and prominently within their schools’ learning commons with the intent of uplifting Indigenous voices for telling Indigenous stories.

This framework also advises moving beyond the Dewey Decimal System towards place-based and subject-based classifications, as well as using bins and forward-facing displays to not only be more reflective of Indigenous worldviews but also generally more accessible for all library users.

Books that were deemed inappropriate or dated were kept but separated into bins titled “Historical or Colonial Artifacts” that are out of regular circulation but can be used as teacher resources as part of the story of how we got to where we are today.

The framework is available to other teacher librarians in the district and is intended to be flexible to meet the needs of different school communities and work within each individual school’s library collection.

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International Program Continues to Deliver Unique Immersive Experience

The international student program welcomed 88 students from 10 different countries into SD72 schools this year. The two largest markets for the international student program continue to be Germany and Spain.

Program Manager Mercedes Hayduk shared with the board that while next year’s international student numbers are expected to start the 2023-2024 school year lower (at 67) there will be a little more diversity with students scheduled to come from 13 countries.

Campbell River continues to be a popular destination for students looking for a smaller city and who are interested in the natural environment and active recreational opportunities. According to Hayduk Campbell River is also a popular destination because it offers a true, full English



immersion experience with only 3.5% of our school populations being comprised of international students.

Hayduk also shared with the board how international students participate in and pursue personal passions through community organizations such as Crush Volleyball, gymnastics, judo club, Campbell River Killer Whales Swim Club, youth soccer, Teen Flight, and volunteer efforts.

In addition to having an international student participate in the Cortes Island Academy this year, the program has also offered a new exchange program for summer 2023. Seven Campbell River students will travel to Nantes and Bretagne, France for the month of July and then return in August with their exchange partner.

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Board Approves 2023-2024 Annual Operating Budget

After three readings, the Board of Education voted to adopt the proposed preliminary annual operating budget of \$86,644,999 for the 2023-2024 school year.

The budget is based on an estimated student enrolment of 5,741 students in September 2023 and forecasts total revenues of \$85.4 million and total costs of \$86.1 million for an operating deficit of \$100,000 and a capital deficit of \$582,627.

The budget was balanced by a one-time benefit holiday of \$200,000, increased revenues from rent and leases of \$25,000, and the use of a combined \$145,000 in surplus from the international student program and summer school.

For those that may be unfamiliar with a benefit holiday, the school district pays a percentage towards the employee benefit program each year but sometimes the full benefit amount is not needed/used by employees. This 'extra' amount can build in the district's account with the benefit provider. The district can then apply this 'extra' to offset the amount that the district has to pay the next year while still ensuring that employees receive the same amount of benefits that they are entitled to.

Budget additions for next year include: \$22,000 for a .25 HR assistant, \$5,000 to offset additional funding sources for a 1.0 FTE career education district support, \$25,000 to

increase the education centre support back to five days a week, and \$30,000 for childcare and early learning. As well as a .4 French coordinator, a .6 FTE focused on French literacy, and a .5 French learning support teacher at the middle school level offset by \$180,000 in federal French immersion funding.

Secretary-Treasurer Kevin Patrick also shared with the board that the district has added \$389,000 to support staff positions for the new out-of-school childcare program, which will be covered through childcare fees.

The preliminary budget can be viewed at [2023-2024-preliminary-annual-budget](#).

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Public Board Meeting Schedule Set for Next Year

The Board of Education set their public board meeting schedule for the 2023-2024 school year. Meetings will be held:

| | |
|--------------------|-------------------|
| September 5, 2023 | February 27, 2024 |
| September 26, 2023 | March 12, 2024 |
| October 17, 2023 | April 9, 2024 |
| November 7, 2023 | April 30, 2024 |
| November 28, 2023 | May 14, 2024 |
| December 19, 2023 | May 28, 2024 |
| January 16, 2024 | June 18, 2024 |
| February 6, 2024 | |

Public board meetings are held at the school board office at 425 Pinecrest Road, Campbell River and begin at 7:30 p.m. Trustees meet in person and the public have the option to attend in person or online through livestream. Meetings are also recorded and posted on the district's YouTube channel (@SchoolDistrict72) within 24 hours of the meeting.

The meeting agendas and attendance information is posted on the district website (www.sd72.bc.ca) under 'Upcoming Events' the Friday ahead of each scheduled meeting.

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