

School District 72 Board News

MEETING OF
OCT. 15, 2024

October 17, 2024
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/aTePMwg9Wa0>

Chairperson Remarks

Chairperson Kat Eddy opened with remarks focused on key challenges facing the BC K-12 education system as general voting day for the provincial election nears. The chair emphasized the importance of public education in fostering student success, governed by the School Act and overseen by the Ministry of Education and Child Care. She also spoke to the responsibility of trustees for local governance and in advocating for the educational needs of their communities.

Chair Eddy then went on to highlight three priority areas crucial for government attention and collaboration as identified by the BC School Trustees' Association: recruitment and retention of staff, capital investment and infrastructure maintenance, and inclusive education.

She concluded her remarks by reminding the public that the final day to vote in the provincial election is Saturday, October 19 and encouraged everyone to cast their ballot.

Visit the Elections BC website to find your nearest polling station.

Watch this segment: [0:00:01](#)

Superintendent Remarks

Superintendent Geoff Manning started his remarks with a reflection on the Thanksgiving weekend. Expressing appreciation, he remarked on the privilege of living in a society with free elections and gratitude for serving approximately 5,600 students within the district every day. He emphasized the vital role of public education in supporting the majority of students across British Columbia and the joy of working alongside them.

He then provided an overview of upcoming events focused on celebrating students, new employees and

long-serving staff starting with the Journey Forward presentation on October 16. Indigenous grade 12 students will gather at the Big House for a presentation from Elders, designed to prepare them for their final year of high school. This event supports students on their journey towards graduation, with the goal of seeing them all cross the stage in June.

On October 22, elementary and middle school students will participate in the district's annual cross-country run and the human resources department will host a welcome event for new staff members, providing essential information and resources to support their success in the district.

And, lastly, on October 30 the district will honour long-serving employees at the Maritime Heritage Centre, celebrating their dedication and contributions over the years.

Watch this segment: [0:04:21](#)

Board Adopts New Vision, Mission, and Values Statements for the School District

The Board of Education has officially adopted new vision, mission, and values statements for the district following a thorough public engagement process. These new statements, chosen through a collaborative process with families, students, staff, and community members, will help guide the district's strategic planning and daily work.

In May, the board invited input on the district's vision, mission, and values through an initial survey, gathering 713 responses. Based on the feedback, the board presented three new options for each statement. These options were circulated through a second survey, which closed on



September 19 with 944 participants, including 665 parents, 191 staff, 76 students, and 12 community members. The board adopted the most popular choices through a motion at their October 15 public meeting.

New Vision Statement

The board approved the vision statement:

"A responsive and dynamic learning environment where all students can realize their unique potential."

This vision reflects the district's focus on creating an adaptable learning environment that fosters student success. It was the preferred choice of students, parents, and community members, with strong support from respondents who praised it as clear.

New Mission Statement

The new mission statement reads:

"To develop well-rounded individuals who are prepared to meet the challenges of the future with resilience, responsibility, and respect."

This statement reflects the district's commitment to holistic student development, focusing on equipping learners with the skills they need to thrive in a changing world. This option received high support from staff, parents and students.

New Values Statement

The board adopted the following values statement:

"Learning comes first. Equity is key. Diversity is valued. Responsibility and respect are essential."

This choice was particularly popular with students, who appreciated the simpler, more direct language. The board discussed the importance of using accessible language to reflect the district's inclusive approach, contrasting this with an alternative option that had more formal institutional phrasing.

The board thanked everyone who participated in the surveys, emphasizing that the feedback was instrumental in shaping these new guiding statements. These new vision, mission, and values will help the district focus on supporting student growth, fostering equity, and preparing learners to meet the future with confidence and competence.

Watch: [0:08:01](#)

District Releases Framework for Enhancing Student Learning Report

Superintendent Geoff Manning presented the district's annual Framework for Enhancing Student Learning (FESL) report, highlighting key data trends, progress, and areas for improvement. The 72-page report, submitted to the Ministry of Education and Child Care before the September 30 deadline, is now publicly available on the district's website (www.sd72.bc.ca) under 'What's Happening', 'Reports & Publications', 'Enhanced Student Learning Reports'. It reflects the district's performance across key areas of student learning, offering insights into successes, challenges, and priorities for the year ahead.

The FESL report consists of two main components:

- Data from the Ministry of Education including results from grade 4 and 7 FSA assessments, grade 10 literacy and numeracy assessments, graduation rates, insights from the student learning survey on students' feelings of safety, connectedness and well-being, and graduation and post-secondary transition rates; and
- The district's plans to address identified challenges and leverage successes to improve student outcomes.

The district's grade 4 and 7 literacy scores remain below the provincial average, but the district has seen a positive trend in numeracy scores from 2022 to 2023, especially for Indigenous students on reserve. Graduation rates for Indigenous students – both on and off reserve – have shown a steady increase and now exceed the provincial average. Transition rates from grade 10 to 11 are also higher than the provincial average and transition rates from grade 11 to 12 were in line with the provincial average, indicating that students are staying on track to graduate.

With respect to human and social development, the student learning survey results indicate that 11% more district students feel connected at school compared to the provincial average and there was a noteworthy 7% increase in the number of students who feel supported by two or more adults at school.

While the district is seeing slightly lower graduation results than the provincial average, graduation rates for Indigenous



students on reserve and Indigenous resident students is higher than the provincial average. The district's post-secondary transition rate within three years is on par with provincial averages, with a significant increase among students with designations pursuing post-secondary education.

Superintendent Manning shared that each school now has a student achievement plan aligned with the district's strategic priorities and that schools can apply for targeted funding to address specific literacy or numeracy challenges, with funding primarily supporting collaborative planning time for teachers.

A comprehensive literacy framework, three years in development, has been distributed to all K-5 teachers and the framework includes lesson plans, phonics and spelling resources, and assessment tools. And a new numeracy framework is currently being developed, led by the district's newly hired numeracy coordinator, to support the district's efforts to improve numeracy outcomes.

The district is also using the "grandmother's perspective" having schools consider whether students are on track for graduation through a lens of care and support and is strengthening partnerships with the Ministry of Children and Family Development to better support children and youth in care.

Superintendent Manning emphasized the district's commitment to continuous improvement, transparency, and data-driven decision-making. Despite some areas of concern, the district is encouraged by trends such as rising Indigenous graduation rates and improved student connectedness.

New tools like Power BI will also allow the district to access more up-to-date data, enabling staff to monitor progress more effectively and adjust strategies as needed.

Again, the district's FESL report is available on www.sd72.bc.ca, under 'What's Happening', 'Reports & Publications', 'Enhanced Student Learning Reports'.

Watch: [0:26:48](#)

Board Considers Changes to Role of Committees and Representatives Governance Policy

Vice-Chairperson Craig Gillis presented the board with a notice of motion for changes to the board's Role of Committees and Representatives governance policy. The changes are to include reference to the board's governance committee, minor changes to the terms of reference for the audit and risk management committee, and the addition of terms of reference for the board's governance committee

Feedback on these proposed changes are invited before October 31 as the board will be considering the possible motion at their November 5, 2024 public board meeting.

The draft policy, along with information on how to give feedback, is posted on the district website under 'News & Announcements'.

Watch: [0:53:24](#)

District Sees Unexpected Enrollment Decline for 2024-2025

Superintendent Geoff Manning reported that enrollment numbers for the 2024-2025 school year came in below projections, reflecting a net loss of students. Despite forecasting a modest growth of 50 additional students, the district instead experienced a decline of 23 students, resulting in a shortfall of 73 students from the original projection.

While the district exceeded projections in kindergarten enrollment, fewer students enrolled in elementary and middle grades than expected.

Superintendent Manning noted that this trend is not isolated to the Campbell River School District. Other districts across Vancouver Island and the province also reported enrollment declines this year.

Despite the enrollment shortfall, the district has taken steps to ensure budget stability without major disruptions. Enrollment trends will continue to be monitored closely and future projections will be adjusted as needed.

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Board Adopts Savings Plan to Address Enrollment Shortfall

The board approved a savings plan to address a \$700,000 budget shortfall following an unexpected decline in student enrollment for the 2024-2025 school year. The district had forecasted an increase of 50 students but instead experienced a net decline of 23 students, resulting in a total shortfall of 73 students, or 77 full-time equivalent students, from the original projections.

Due to this enrollment decline, senior management developed a savings plan that minimally affects staffing and supplies. Secretary-Treasurer Kevin Patrick shared that the district will make the following adjustments:

- **Teacher Staffing Reserve:** Two teaching positions held in reserve for high-demand areas will not be filled, as the projected enrollment growth did not materialize.
- **Surplus Use:** Surplus funds from last year's Summer School program will be used to help balance the budget.
- **School Supplies:** Fewer students mean fewer supplies are needed, which will result in natural savings without cutting per-student allocations.
- **Inclusive Education Funding:** The district also saw fewer students in high-level support categories, so funding allocations have been adjusted to reflect the appropriate resource need.
- **Annual Facility Grant Adjustment:** One more staff position in operations will be shifted to be funded through the annual facilities grant.
- **Adjustment to Administrative Fees:** International Education, Child Care and Summer School will cover a portion of district support service costs, such as payroll and accounts processing.
- **Enterprise Resource Program (ERP) Project Paused:** The district had planned to set aside \$100,000 annually to save for a new Enterprise Resource Program (a replacement for CIMS), but the savings plan pauses this allocation for one year to address the immediate budget shortfall.

These adjustments are temporary and will be revisited next year during budget development consultations.

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