

School District 72 Board News

MEETING OF
OCT. 21, 2025

October 22, 2025
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](#), [Instagram](#) and [Twitter](#) under @CRSD72.*

You can watch a recording of this meeting on the district's YouTube channel at:
<https://youtu.be/GAeRRR6vleM>

Chairperson Remarks

In her opening remarks, Chairperson Kat Eddy reflected on the word legacy and what it means for the board as it enters the final year of its term. She shared that legacy is not defined by the things we own or the projects we complete, but by what we leave behind in people, in the relationships we build, and in the culture we create together.

Chairperson Eddy spoke about how the legacy of this board will not be measured only by policies or budgets, but by the learning environment it helped shape and the respect trustees have shown for one another's voices. She noted that when adults continue to learn and grow, students see what is possible. The work of public education, she said, belongs to everyone including trustees, staff, families, governments, and community partners who each play a role in creating the conditions where learning can thrive.

As trustees approach the end of their term, Chairperson Eddy encouraged the board to take pride in what they have achieved together. She said the board has made thoughtful decisions, faced challenges with courage, and strengthened relationships built on trust and collaboration. She acknowledged the collective advocacy for a culture that values learning in all its forms and called on trustees to continue this work in their final months by bringing forward diverse perspectives, dismantling barriers, and ensuring that every child feels seen, supported, and free to grow into their best self.

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Superintendent Remarks

Superintendent Geoff Manning began his remarks by reflecting on Thanksgiving and the opportunity it provides to pause and share gratitude. He thanked staff, students, and trustees for their ongoing dedication and commitment, noting that while each school year brings challenges, there is also much to look forward to and appreciate.

He noted that Friday, October 24 is the provincial professional development day, with a variety of learning opportunities planned throughout the district. Robron Centre will be hosting an "un-conference" featuring collaborative sessions centered around alternate education. Superintendent Manning commended the district's Core Pro-D Committee for their ongoing work in supporting meaningful professional learning.

He continued his remarks by acknowledging the district's ongoing partnership with North Island College (NIC) who celebrated their 50th anniversary earlier in the day. He emphasized the importance of community partnerships, particularly those that strengthen opportunities for students and programs like the one shared between NIC and Timberline Secondary.

Looking ahead, he reminded trustees that schools will be holding Remembrance Day ceremonies and activities on November 10 and encouraged trustees to attend school events.

In closing, Superintendent Manning thanked the board for their leadership and commitment to students as they near the final year of their term.



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Operations and Maintenance Team Completes Busy Summer of Upgrades Across Schools

Director of Operations Jason Decksheimer presented trustees with an update on the extensive maintenance and capital work completed across School District 72 schools over the summer and provided a preview of projects coming later this year.

The district's minor capital projects, funded through the Ministry of Infrastructure, focused on maintaining essential building systems and improving energy efficiency. Roofing projects were completed on three outbuildings at Cortes Island School along with a full replacement of the roof gutter system at Ocean Grove Elementary. At Robron Centre, crews are finalizing a major HVAC upgrade that will add 13 rooftop air source heat pumps and provide air conditioning to key areas of the building such as the administrative offices, IT department, and conference room. Another significant upgrade took place at École Phoenix Middle School where the district replaced a high voltage transformer that powers the entire school.

The district also started a wetland rehabilitation project at Cortes Island School with a \$305,000 grant through the Strathcona Regional District. Like the wetland at Quadra Elementary School, the project at Cortes will restore a natural wetland ecosystem while helping manage drainage issues on the school field.

Accessibility improvements also continued across the district following audits of every school site. Over the summer, the operations team repainted and redesigned accessible parking stalls, added up to 20 automatic door openers at entrances, and repainted nearly every parking lot and playground line across the district. Over 200 work orders have been generated from the accessibility audits.

At Robron Centre, a former woodshop space is being converted into an additional area for physical education programs because the Robron gym continues to be shared with Carihi Secondary after the Carihi fire. Gymnasium

floors at Timberline and several elementary schools were also refinished.

Energy efficiency also remains a district priority. Six schools participated in the BC Hydro Continuous Optimization program to fine tune building systems, reduce energy use, and improve performance, with additional schools scheduled in the next two years. Georgia Park Elementary received \$200,000 in new windows, and planning is underway for expanded LED lighting controls across multiple schools. The district also added to its growing electric fleet, which now includes two buses and two courier vehicles.

Custodial teams cleaned more than 800,000 square feet of school space over the summer in preparation for the new school year.

Looking ahead, the district plans to modernize washrooms at Timberline, Carihi, Phoenix, Southgate, and Robron, with the first construction expected next summer at Timberline. Tenders are being issued this fall for the next phase of childcare construction at Penfield, École Willow Point, École Phoenix Middle School, and the school board office. The district is also launching a shop safety initiative to update ventilation systems, add safety guards, and ensure consistent standards across secondary school shop classes.

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District Partners Reaffirm Commitment to Safe, Caring, and Inclusive Schools

The Board of Education reviewed this year's joint letter reaffirming the district's commitment to creating safe, caring, and inclusive learning environments for all students, staff, families, and community members.

A small change was made to the wording of this year's letter to align with the Ministry of Education and Child Care's current phrasing on inclusivity. The revised language mirrors the ministry's official stance while maintaining the same intent and spirit as in previous years. The letter continues to emphasize the shared commitment of all district partner groups to fostering learning and working



environments where everyone feels respected, supported, and valued.

The letter was co-signed by the Board of Education, Superintendent Geoff Manning, the president of the Campbell River Principals' and Vice-Principals' Association, the president of the Campbell River District Teachers' Association, and the president of CUPE Local 723.

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District Shares Achievement Data in Annual Learning Report

Superintendent Geoff Manning shared the district's annual Framework for Enhancing Student Learning report, which summarizes student achievement data and outlines how the district is responding to trends in literacy, numeracy, graduation rates, and student well-being.

Every school district in British Columbia is required to complete the report each year using data from the Foundation Skills Assessments, the Student Learning Survey, grade 10 literacy and numeracy assessments, and transition and graduation rates. The report also includes the district's response, which connects local data to the district's strategic priorities.

This year's results show that while student participation rates in the assessments remain very high, there are areas where improvement is needed, particularly in literacy and numeracy. Grade four literacy results have shown a gradual decline in recent years, with grade seven results also trending downward, though at a slower rate. Numeracy results display a similar pattern with a slight improvement in the most recent year. Across the assessments, Indigenous students in the district continue to perform at or above the provincial average.

District analysis suggests that overall results may be influenced by a lack of necessary supports, for example scribes, to truly demonstrate the student's learning. This year schools are reviewing each student's situation carefully to ensure that anyone who writes the assessment

has the right supports in place to show what they know and can do.

To address declining numeracy results, the district introduced a numeracy teacher coordinator and developed a district numeracy framework that includes a common formative assessment. The assessment tool is currently being piloted in schools, with strong uptake and positive early feedback. Teachers have also been invited to provide suggestions for refinements, which are being incorporated as the framework evolves.

The report also examines students' social and emotional well-being. Surveys of students in grades four, seven, and ten show that most feel welcome at school and cared for by adults. However, the sense of belonging decreases as students get older, and this remains an area for continued attention.

Graduation data revealed encouraging progress. After a decline the previous year, the most recent results show an eight percent increase in the overall graduation rate, with Indigenous student graduation rates rising by twelve percent. Students with designations also showed significant improvement.

The district's response to these findings includes ongoing work on literacy, numeracy, and mental health frameworks, as well as early intervention strategies using the Grandmother's Perspective to identify and support students as early as kindergarten. Other initiatives include the Indigenous Education Council partnership, student voice committees, and the Youth Action Committee.

The Framework for Enhancing Student Learning report aligns closely with the district's strategic priorities: honoring Indigenous worldviews and perspectives, creating student-centered learning environments, and evolving for tomorrow.

The full Enhancing Student Learning Report is available on the district website under 'What's Happening', 'Reports & Publications'.

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Provincial Bill Expands School District Role in Child Care

The Board of Education received an update on proposed amendments to the School Act that will expand the ability of school districts to operate childcare programs on school district properties.

Associate Superintendent Philip Cizmic explained that the changes, introduced by the Ministry of Education and Child Care under Bill 19, clarify ambiguities in the legislation about when and how school districts can provide childcare. Currently, school districts operate before- and after-school programs, but the previous language in the School Act did not clearly define whether care could be offered during non-instructional days, school breaks, or holidays.

The amended legislation will explicitly allow school districts to provide childcare not only before- and after-school but also on professional development days and during spring, summer, and winter breaks. It will also expand the range of childcare that school districts can offer to include programs for infants, toddlers, and preschool-aged children.

Cizmic noted that the legislation, which has been introduced but not yet passed, will also confirm that school district-operated childcare must continue to function on a cost-recovery basis. Districts will be permitted to charge fees and recover all operational and administrative costs associated with providing the programs.

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District Enrolment Slightly Exceeds Projections as More Families Move to the Area

The Board of Education received encouraging news in the district's September 30 enrolment update, which showed that actual student numbers came in higher than projections for the 2025-2026 school year.

Superintendent Geoff Manning shared that the district's enrolment growth is particularly welcome given recent

financial pressures related to rising employee benefit costs. The increase, while modest, provides some stability for budgeting and planning.

Secretary-Treasurer Kevin Patrick explained that the district's final student count came in approximately 56 students above projections after duplicate claims between districts were reconciled. This means that more families have moved into the Campbell River community over the past year than initially anticipated.

Patrick noted that the increase is especially significant when compared to the provincial trend. Many school districts across British Columbia are reporting declining enrolment. In contrast, Campbell River's numbers reflect renewed in-migration.

While one school was overestimated by about 60 students in the district's February projections, the overall net increase demonstrates that approximately 125 students have moved to the area.

The district will continue monitoring demographic trends as part of its long-range facility planning and staffing forecasts, with cautious optimism that this pattern of growth will continue in the coming years.

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