

School District 72 Board News

MEETING OF
JAN. 13, 2026

January 14, 2026
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/lzgJnZ6Pr-w>

Chairperson Remarks

Chairperson Craig Gillis opened the meeting by wishing everyone a happy New Year and reflecting on the value of taking time to pause, reconnect, and look ahead. He noted that time spent with others often gives us energy and helps shape our best teaching and learning moments.

He highlighted the district's three-year calendar planning work, which supports long term planning for families and staff, and thanked those who shared feedback through the district website.

Chairperson Gillis also expressed appreciation to Director of Indigenous Education Anne Tenning and her team for their work on the upcoming Indigenous Focused Learning Day. He shared enthusiasm about welcoming author Katherine Palmer Gordon and her book *This Place Is Who We Are*, which offers insight, understanding, and optimism through the stories and perspectives of coastal and local Indigenous Nations.

He also announced that public board meetings will now include a regular focus on one of the district's strategic priorities. This month's focus is Evolving for Tomorrow, highlighting how the district is preparing for the future. Trustees will hear an overview of online learning initiatives from Kai Taylor and receive an early look at FSA results from Superintendent Manning.

Chairperson Gillis closed by sharing a sense of optimism as 2026 begins. While acknowledging ongoing resource challenges, he emphasized the board's commitment to

moving forward and supporting the learning and success of all students.

[Watch this segment: 0:01:11](#)

Superintendent Remarks

Superintendent Geoff Manning shared brief opening remarks focused on reflection, connection, and looking ahead.

He noted that the start of the new year prompted him to reflect on his time in the district, marking that he is now halfway through his contract. He shared that time has gone quickly and emphasized the importance of being present and appreciating the work and people around him.

The superintendent highlighted a recent gathering with board office staff, where colleagues shared personal highlights and goals for the year ahead. He described the conversation as meaningful and inspiring, and shared his own resolution to be more present in both his work and daily life.

He also touched on long-range planning underway in the district. The calendar committee continues its work on developing draft school calendars for the next three years, with another meeting scheduled before the draft calendars come forward to the board for approval.

Superintendent Manning closed by sharing his appreciation for the past two and a half years and his

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enthusiasm for the work ahead, noting that Campbell River continues to be a special place to learn and work.

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Board Considers Governance Changes to Trustee Elections and Role of the Board

Chairperson Gillis presented the board with notices of motion for changes to the board's governance bylaw on trustee elections and the governance policy on the role of the board. The Trustee Elections bylaw is being revised based on updated School Act requirements and to allow provisions for the district to run byelections internally. The changes to the Role of the Board governance policy is based on the updated Diversity, Equality and Equity policy from October 2017.

Feedback on these proposed changes are invited before January 29 as the board will be considering the possible motion at their February 3, 2026 public board meeting.

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

[Watch this segment: 0:08:25](#)

Online Learning Returns to SD72 With Flexible Pathways for Students

School District 72 is rebuilding its online learning program to give students more flexible ways to stay connected to school, balance their schedules, and complete graduation requirements.

Online learning principal Kai Taylor shared the update with the Board of Education, outlining both the district's long history with online learning and its renewed focus on student needs today.

SD72 first began offering online learning in 2002, at a time when few districts were doing so. Early video-based lessons and online courses quickly grew, serving hundreds of students across the district and province. At its peak, the

program supported the equivalent of more than 100 full-time students taking a wide range of courses.

That work paused in 2021 when the Ministry of Education and Child Care had indicated online learning programs would be centralized across the province. This year, the district has begun a careful restart.

The current program is a "soft start," serving just under 60 students with two dedicated staff members embedded in local high schools. This model allows students to learn online while still having access to in-person support. Teachers can check in with students directly, offer drop-in help, and make sure no one is learning in isolation.

Online learning is not meant to replace classroom learning. Instead, it offers another option for students whose needs or circumstances make traditional schedules difficult. This includes students balancing trades training, elite athletics, mental health needs, family responsibilities, or those who have struggled to attend school regularly.

"Every student's reason is different," Taylor said. "There is no single story. That flexibility is the strength of this model."

The program also helps keep students connected to SD72. Many local students are already taking online courses through other districts. By offering courses in-house, SD72 can better support students, keep relationships strong, and ensure learning aligns with local schools.

Taylor also discussed the potential to expand online learning over time. Future possibilities include additional high school courses, support for homeschool transitions, adult learners needing specific graduation credits, and possible in-house training opportunities for education assistants.

As the program grows, the focus will remain on student wellbeing, choice, and access.

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Indigenous Learning Day to Bring All Staff Together on January 16

School District 72 staff from across the district will come together on January 16 for an Indigenous focused learning day centred on shared learning, conversation, and connection to place.

The morning session will take place at Timberline Secondary School, beginning at 8:30 a.m. All staff are invited to attend, including teachers, education assistants, administrators, support staff, and bus drivers. Schools will continue the learning in the afternoon through follow-up activities and discussions.

The day is grounded in the book *This Place Is Who We Are*, which shares stories from Indigenous people across British Columbia about land, culture, and lived experience. The learning day has been led by Anne Tenning, the district's new director of Indigenous Education.

The morning will begin with a conversation between the book's author, Katherine Palmer Gordon, and Brodie Guy, who worked with Gordon on the book and contributed photography. Their discussion will explore how the book came together and the stories behind it.

That conversation will transition into a panel discussion featuring contributors from the book, including Chief Chris Roberts, Alexander Thomas, K'odi Nelson, and Spencer Greening.

The panel brings together a range of perspectives, including leadership, land stewardship, language revitalization, and academic and community-based work. Several panel members have strong local ties, adding important regional context to the discussion.

The format is designed to be conversational and engaging, with opportunities for staff to listen, reflect, and ask questions. The mix of voices and experiences closely reflects the themes of the book and the district's ongoing commitment to Indigenous learning.

Significant preparation is underway to support the event, with Timberline staff hosting the gathering and students assisting with a quick transition afterward as the gym is prepared for a weekend wrestling tournament.

The day reflects the importance of learning together and creating shared understanding across roles and schools, and we are looking forward to a meaningful and impactful learning experience for all staff.

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Strong Improvement Seen in SD72 Foundation Skills Assessment Results

School District 72 is seeing strong improvement in student learning, with new Foundation Skills Assessment (FSA) results showing gains in both literacy and numeracy across the district.

Superintendent Geoff Manning shared the update with the Board of Education, explaining that the most recent FSA results from fall 2025 were compared to the last available provincial *How Are We Doing* report from the 2023-2024 school year. While the district is still waiting for the newest provincial report, the local results show clear progress.

Manning said the results are encouraging and point to the positive impact of the district's literacy framework and the early work underway in numeracy. He noted that while FSAs are only one measure, they provide an important snapshot of how students are doing over time.

Across all schools, district averages showed strong results. In Grade 4, 73 percent of students were on track or extending in literacy, and nearly 80 percent were on track or extending in numeracy. In Grade 7, about 72 percent of students were on track or extending in literacy, and just over 62 percent were on track or extending in numeracy. These results are well above the district's previous outcomes.

Superintendent Manning also highlighted results from Ocean Grove Elementary School which reported that 92 percent of its Grade 4 students were on track or extending

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in literacy, with 86 percent on track or extending in numeracy as well. Grade 7 literacy results from École Phoenix Middle School were also improved at 71 percent on track or extending, however numeracy at 57 percent is an area where more growth is still needed.

Superintendent Manning said several factors contributed to the improvement. Teachers and schools focused on strong instruction using the new literacy framework and shared approaches to numeracy. Students were also better prepared for the assessment itself. Rather than teaching to the test, schools helped students understand the online format, so they were more comfortable showing what they know.

Manning said this support helped reduce stress for students and made the assessment process feel more familiar. They also noted that early literacy data from classrooms is beginning to show longer-term gains as students move through the grades.

The district plans to continue building on this work and using FSA results alongside classroom evidence to guide future decisions. Manning said the results suggest the district is moving in the right direction and that continued focus and support will be key to ongoing improvement.

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