

School District 72 Board News

MEETING OF
MAR. 16, 2021

March 18, 2021
INFORMATION RELEASE

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

Chairperson John Kerr opened the meeting by acknowledging that March 12 marked the one-year anniversary of the declaration of the pandemic by the World Health Organization and that, while it has been a difficult year for everyone, it has been more difficult for some than others. As vaccinations start and case numbers level out, he encouraged everyone to continue to follow the health guidelines.

Moving on from COVID, Chairperson Kerr shared that he recently read in an article that the Ministry of Education has approved a rebuild of Trail's Glenmerry Elementary, which was built in 1959 and is a similar vintage to Campbell River's Cedar Elementary. Cedar Elementary School was originally completed in 1957 and expanded in 1964.

He went on to mention that the article stated the Glenmerry School PAC had been advocating for a new school since 2018 with the combined support of their city and MLA. In School District 72, the replacement of Cedar Elementary has been the first priority on the district's capital plan for the last five or more years since the school rates 'very poor' on the provincial facility condition index.

The Campbell River Board of Education has met with the two previous Ministers of Education on three occasions, met with the previous MLA and discussed the state of the school with Campbell River City Council, as ongoing advocacy for the replacement of Cedar Elementary.

He closed his remarks by congratulating School District 20 and stating that he wishes Cedar Elementary students to have the same opportunities that the new school will provide the students of Glenmerry Elementary.

You can watch a recording of the meeting on the district's YouTube channel at:
<https://youtu.be/r2jf79dyoC8>

Superintendent Remarks

Superintendent Morrow started his remarks by mentioning that student-led conferences would be taking place in all district elementary and middle schools, as well as at Robron Centre, on March 17 and that conferences have had to be held over technology instead of face-to-face because of COVID-19 health and safety protocols.

He thanked the teacher-librarians and congratulated all the staff and students who participated in the district's Battle of the Books, particularly Pinecrest Elementary who pulled off a Battle-first, sweeping the grade 3, 4 and 5 battles. The annual reading trivia challenge was held virtually on March 16. Highlighting another district event, Superintendent Morrow also commended Timberline musical theatre students and staff on their livestream production of "Once Upon A Mattress".

He continued his remarks by also recognizing two middle school initiatives – the kindness initiative started by teachers Karen Lutz and Kelsey Creviston and Tara Gordon's grade 6/7 class fundraiser to support accessible water in South Sudan. The kindness initiative saw over 600 personal notes of thanks and encouragement sent to the community's first responders and Tara Gordon's grade 6/7 class at Phoenix were inspired after reading "A Long Walk to Water" to set a goal and try to raise \$8,000 for the Water for South Sudan charity.

Reiterating Chairperson Kerr's comments on COVID-19 and the one-year anniversary, Superintendent Morrow shared that there have been no COVID exposure events in SD72 since the last public board meeting and wished staff, students and families a restful spring break.

Report on Student Achievement

Superintendent Jeremy Morrow provided the board with a report on student achievement in the district as part of the board's strategic priority to improve student achievement and



a commitment to providing clear and consistent achievement data.

At the start of his presentation, Superintendent Morrow emphasized that each number presented represents individual students and their learning story and that it will be by working with individual students that the district will see improvement in overall student achievement results.

The student achievement report looked closely at the district's results on the Early Development Index (EDI); Middle Development Index (MDI); district language arts results for grades 4, 7 and 10; grade 4 and 7 Foundation Skills Assessment results; grade 10 literacy and numeracy results; and six-year completion rates. Some spring assessments were not completed last year because of the COVID-19 pandemic.

Campbell River results on the Early Development Index (EDI) shows that 35 percent of children entering kindergarten indicate at least one or more vulnerabilities in the areas of physical health and wellbeing, social competence, emotional maturity, language and cognitive development, or communication skills and general knowledge. Vulnerability on the EDI is defined as children who, without additional support and care, are more likely to experience challenges in their school years and beyond.

The district's most recent EDI scales indicate a specific increase from nine percent to 16 percent in vulnerability around language and cognitive development for students entering kindergarten since the last EDI measurement.

The Middle Development Index (MDI) is based on self-reported answers from grade 4 and 7 students on their sense of optimism, self-esteem, happiness, absence of sadness, general health, connectedness at home/school/community, friendships, use of after school time, and measure of school experiences.

District grade 4 students reported above the provincial average of participating districts; however, grade 7 students generally reported a lower sense of well-being and connectedness to adults within their school.

While literacy results through the language arts, foundation skills assessments (FSA), and grade 10 literacy assessment show most non-indigenous students either proficient or

meeting expectations there continues to be a higher instance of Indigenous students in emerging or developing and overall results are remaining fairly static.

Numeracy results, particularly as indicated on the grade 7 FSA and grade 10 numeracy assessment, are of concern with most students either in emerging, developing or not yet meeting categories. Again, there is also an inequity in results between Indigenous and non-Indigenous students when considering numeracy results.

Superintendent Morrow stressed that the continued inequity between Indigenous and non-Indigenous learners in all areas continues to be a significant concern for the district. Earlier this year SD72 started an Equity in Action project to look more closely at where students are not experiencing equity to take specific and direct action to address the differences in outcomes.

The district's six-year completion rate is 84.2 percent (provincial average is 89.6 percent). The six-year completion rate for Indigenous students is 58.9 percent and the special needs six-year completion rate is 62.3 percent, which are both also below the provincial average of 71 percent and 73.8 percent, respectively.

By shifting to the provincial student information system MyEd BC the school district will be able to pull more targeted data reports and will be reviewing this data closely to identify concerns and focus educational efforts and additional supports.

The presentation can be watched starting at 0:14:11 on the board meeting recording on the district's YouTube channel at: <https://youtu.be/r2jf79dyc8>. A copy of the slide presentation is also available on the district website at: [2019-2020 SD72 Superintendent's Report on Student Achievement](#).

Notice of Motion for Changes to Policies on Role of the Board and Role of Committees and Representatives

Vice-chair and board governance representative Kat Eddy presented the board with a notice of motion for changes to



board governance policy 1 (Role of the Board) and policy 16 (Role of Committees and Representatives).

The recommended amendment to policy 1 (Role of the Board) is to identify more clearly that members of the Board of Education are the seven elected trustees. The suggested change to policy 16 (Role of Committees and Representatives) is to clarify instances where the board or superintendent selects a representative to a committee/representative request from an external entity.

Notices of motion were given for feedback to be sent to the policy review committee through the superintendent's office before April 7 as the board will be considering the motions at the April 13 public board meeting.

Quarterly Financial Report Shows Budgets on Track

Secretary-Treasurer Kevin Patrick presented the board with a quarterly financial report. Overall, the budget is within approved amounts and is on track. There is a structural deficit continuing for the current year. The current year budget contains an in-year deficit of approximately \$1,572,644 which is supported from unrestricted reserves.

Mental Health Curriculum and Student Advocacy Efforts

Vice-Chair Kat Eddy highlighted a recent article in the Vancouver Sun about Richmond high school student D.J. Gill who is lobbying the province to embed mental-health curriculum across all courses. After reviewing the article, Vice-Chair Eddy shared with trustees the Ministry of Education's Mental Health Strategy and expressed an interest in learning more about how the district is embedding the Mental Health Strategy into School District 72 classes.

Operating Grant Review

Secretary-Treasurer Kevin Patrick shared with the board that the district is anticipating a grant amount of \$59,111,000 next year which is an increase of \$2.6 million. This grant increase is to cover the labour settlement increases for teachers and CUPE support staff as well as an anticipated increase of 20 full-time equivalent students in the district.

