



Framework For Enhancing Student Learning



2023 - 2024

Focusing Our Work

Foundational Guides

The Educated Citizen

**First Peoples
Principles
of Learning**

**Organization for
Economic Co-
operation and
Development -
Future of Education
and Skills 2030**

**BC Tripartite
Education
Agreements**

**Declaration of the
Rights of Indigenous
Peoples Act - Action
Plan**

**Truth and
Reconciliation Report**

From the Board of Education

The Board of Education for the Cowichan Valley School District is proud to release our third comprehensive Framework for Enhancing Student Learning (FESL). This document is a careful summary of the detailed and thoughtful work that is being done every day in our district.

Our district serves over 8600 learners, seven local Indigenous communities, members of the Métis community, various areas of the Cowichan Valley Regional District, the Municipality of North Cowichan, the City of Duncan, and the Town of Lake Cowichan. With over 1400 employees, we are the largest employer in the region and provide exceptional learning opportunities to our students on a budget of just over \$110 million dollars.

Our progress towards our goals in 'Beyond Education' Strategic Plan 2020-2024 and our Framework for Enhancing Student Learning document is carefully measured through a revised assessment and data collection process, survey results, and satellite, map, and street data. This document will give an overview of this work in several key areas and speak to how we now measure and account for our results.

The Cowichan Valley School District is now in the final year of operationalizing 'Beyond Education', our visionary Strategic Plan. This plan was grounded in data and focused through deliberate conversations, including opportunities for every family, student, and staff member to have their voice added to the creation of this plan.

With a Strategy Regeneration on the horizon for 2024, we are focusing our efforts on ensuring the process to regenerate our Strategic Plan is restorative for the diverse communities we serve.

"The impact of children walking through their own neighborhoods, waving at grandparents, parents and others is powerful. Children can be heard sharing, "that is my Grandma's house", "that is where me and my family go kayaking", or "this is my favourite forest", as they walk around the town. Students and community members experience the connectedness of sharing the same places and spaces, and children are always excited to write, read, and talk about their very personal explorations and experiences in their town. Rain or shine, students find that learning takes place both in and outside of school, and that they are part of a community that loves and embraces each and every one of them."

Learner Snapshot

What does the Data Say?

FSA - 2022 / 2023

FSA updated and changed by Ministry in 2021

Literacy Proficiency*

58% Gr 4

53% Gr 7

Numeracy Proficiency*

45% Gr 4

40% Gr 7

Participation

87% 2022

*proficient or exceeding

Student Development

Background

Our district continues to focus on our primary goal for learning: Develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens.

We continue to reflect, review data, and identity next steps that align with our commitment to ensure equitable outcomes for our xe' xe' smun'eem, our sacred children.

Intellectual Development

Intellectual development is the ability of students to analyze critically, reason and think independently, acquire basic learning skills and bodies of knowledge. In addition, we strive to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

A key goal in our strategic plan focused on the improvement of students' foundational skills in literacy and numeracy. Action items to address this goal included the development of literacy and numeracy frameworks, development of assessments to effectively monitor student progress, professional learning experiences for educators, and identification of evidence based resources and practices. In addition, we have developed literacy and numeracy assessments that reflect the purpose of universal screeners (checking on all learners' progress) and common formative assessments that brings connection across our district.

"I am getting better at reading"



2021/22



2022/23

Our Commitment

As our district continues the focus on improved foundational skill outcomes, we continue to ensure learning experiences and approaches reflect Indigenous perspectives and a culture of care. For instance, district wide assessments are designed to learn about our learners, provide multiple opportunities to demonstrate learning, and are play based in the primary years.

The following outlines additional key actions to enhance the learning outcomes of students.

- Provided side by side in-service for teachers in response to learning needs of their class.
- Launched a real-time data system.
- Realigned coordinator roles to increase focus on student achievement and inclusive practices and be school-based for increased support in schools.
- Established a school administrators' learning group focused on social-emotional / behavioural needs of learners.
- Access to computer assisted reading interventions to Indigenous learners.

Learner Snapshot

What does the Data Say?

Human and Social Development

- 76%** Students feel welcome and safe at their school
- 61%** Students feel a sense of belonging at their school
- 79%** Staff indicate that they are confident in creating culturally responsive environments where all students and staff feel safe and welcome

Student Development Continued

Human and Social Development

"Our learners share a deep connection with each other, staff, and community. Empathy and compassion are witnessed daily. Our learners are caring, active, supportive, friendly, helpful, social, accepting, inclusive and want to do well."

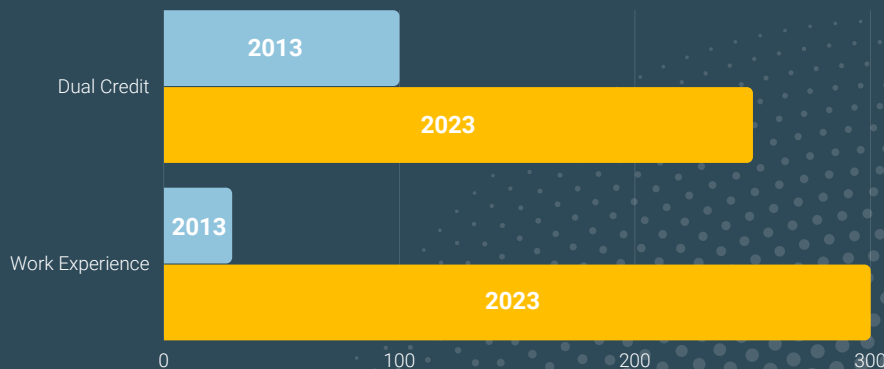
- 69%** Students report that they know 2 or more adults at their school care about them
- 68%** Staff indicate that they believe their school or workplace creates safe and welcome environments for all students and staff
- 96%** Staff indicate that they intentionally build healthy relationships with students

Career Development

"At the end of the day, we want all our students to be smiling and wanting to return to school the next day, looking forward to what learning adventures they will encounter next!"

As we work to prepare students to attain their career and occupational objectives and to assist in the development of effective work habits and the flexibility to deal with change in the workplace, we continue to expand and enhance exploring career opportunities K – grade 12. We also continue to encourage and support initiatives and programs that embrace innovative practices that highlight real world experiences.

Participation in career programs continues to trend upwards. Ten years ago, there were 100 secondary students enrolled in dual credit courses and now we have almost 250 students. Similarly, ten years ago 29 students were doing work experience, now the district has close to 300 students participating. Over 300 secondary students are enrolled in Youth Explore Trades Skills programs in the district.

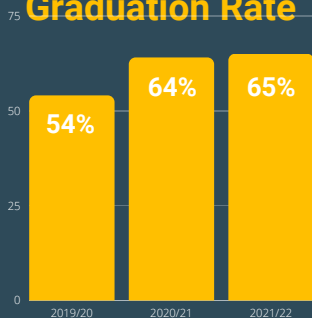


The Cowichan School District has been recognized by SkilledTradesBC as a leader in the Province for the numbers of youth participating in our Careers programs.

Indigenous Learners

What does the Data Say?

Six-Year Indigenous Graduation Rate



FSA - 2022 / 2023

Literacy results for Indigenous learners

On Track / Extending

41% - Gr 4

87% Participation Rate

35% - Gr 7

89% Participation Rate

Graduation Assessment

48% - Gr 10

53% - Gr 12

Supporting Indigenous Learners

The Cowichan Valley School District consists of 1727 (Approx. 20%) Indigenous students with 594 living on reserves. There are eight Nations: Stz'uminus, Halalt, Lyackson, Penelakut, Cowichan, Ts'uubaa- asatx, Malahat as well as the Métis Nation with whom we are fortunate to have meaningful and collaborative relations. Monthly individual meetings with each Nation and bi-monthly All-Nations meetings allow for on-going collaboration and feedback. As key rights-holders, they are informed of their students' progress and provide input into planning and budgeting. This transparent partnership has helped us take the necessary steps towards improving Indigenous student achievement.

The Cowichan Valley School District has current Local Education Agreements with Stz'uminus, Halalt, Penelakut and Cowichan with Memorandums of Understanding in place with Ts'uubaa-asatx, Lyackson and Métis Nation. All of the agreements are on a review and renewal cycle going forward.

The school district is committed to being responsive to the Equity In Action Plan. Priorities from a Human Resource lens include increasing the number of people with Indigenous ancestry in all areas of the organization to better reflect the students and communities we serve. Currently, there are Indigenous support workers in every school. Hul'q'umi'num language and culture and Métis cultural teaching is offered at all schools in the district.

"The district has partnered with the Nature Society and Cowichan Tribes to pilot an outdoor program at Quamichan school to reengage students in their educational program. The idea is to expand this program to all areas of the district with multiple Nations."

District Data

The district is committed to improving Indigenous learners' academic success through targeted support strategies based on assessment data. This work is supported by classroom teachers, school administration and district coordinators.

Our district continues to collect Indigenous Student Snapshot Data twice a year utilizing a colour-coded scale based on a compilation of school staff observations of Academic success, Social Emotional needs and Attendance. In the upcoming year the district will have an increased focus on specific responses to the data.

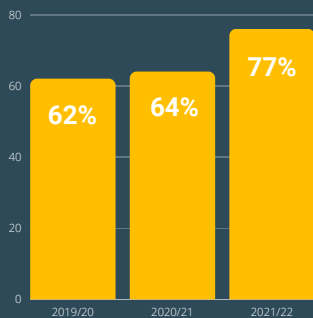
Academic-Social Emotional-Attendance "Red/Yellow/Green" Spring Data for 2022-23 School Year



Learners with Diverse Abilities

What does the Data Say?

Six-Year Graduation Rate



FSA - 2021 / 2022

FSA results for Learners with Diverse Needs

Literacy Proficiency

2021-22 to 2022-23 Results

Gr 4	35% - 57%
Gr 7	33% - 29%
Gr 10	42% - 53%

Supporting Learners with Diverse Abilities

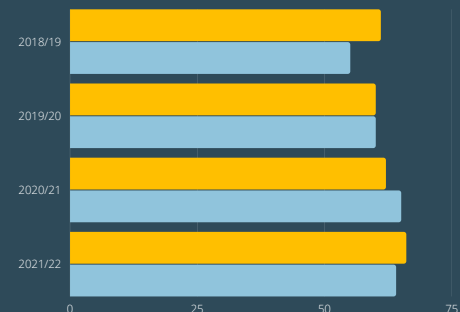
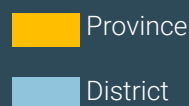
Background

Our district strives to create inclusive, culturally safe, and trauma informed learning environments. Our district team and school-based Inclusive Learning staff continually collaborate to identify instructional practices and structures that support students' diverse learning needs.

To address emerging needs in schools, two Inclusion Support Teams have been organized. These teams include Inclusion Support Coordinators (teachers), Behaviour Intervention Specialist and Complex Needs Education Assistants. These teams will partner with school teams to develop programming and structures to support children with complex learning and/or behaviour support needs. In addition, coordinators of student achievement work across the district to promote the foundational skill development of all learners. Recent FSA data indicates that our district is closing the gap in literacy for our students with designations (Grade 4).

To promote equity of support across the system, a School Based Team (SBT) Guide will be implemented in the fall of 2023. The guide re-establishes common practice across the system for SBT processes, referrals, accessing district resources and collaborating with families and outside agencies.

"I feel welcome at school"



Our Commitment

The district is continuing to implement and extend the following initiatives:

- Using competency-based Individual Education Plans with measurable goals to identify and support both strengths and stretches for each learner.
- Focusing on UDL (Universal Design for Learning) through district-wide initiatives as well as with learning opportunities with counsellors, learning assistance and resource teachers, education assistants and other district itinerant specialist staff.
- Creating safe and inclusive environments – UKERU, EASE and CALM on-going training throughout 2023-24 (Targeted focus for District Non-Instructional Day Nov. 2023).
- Implementing goals from Mental Health Plans developed by all schools that are informed by survey data collected from students, parents, and staff.
- Revised School Based Team Guide with guided support for staff.
- Activating Inclusion Support Teams.
- Supporting zone-based EAs to provide continuity of care.
- Moving all coordinators to home school locations for increased in-school support.

Children in Care

What we're learning

Education and Training

CALM Curriculum
Expanded to Gr 2&3

EASE
Everyday Anxiety Strategies for Educators
K-9

Mental Health Literacy
Gr 10-12

UKERU
Trauma-informed Non-violent Crisis Intervention
All staff

SOGI 123
All schools

Supporting Children in Care

To continue to support students in care to thrive, we are in the process of creating a database that allows staff to accurately track supports in place, both in district and in the community. We are also cultivating a meaningful and productive partnership with local representatives from Ministry of Children and Family Development, and Indigenous Social Services organizations: Lalum'utul Smun'eem, and Kw'umut Lelum.

We carefully and continuously monitor data relative to literacy, numeracy, social emotional learning, and attendance for children in care, and use that data to support decisions about educational supports and interventions.

One example of a district-wide data set is the colour-coded scale which is collected twice per year:



Doing Fine



Some Challenges



Support Needed

This data is a compilation of academic, social-emotional and attendance observations by school staff, and allows us to focus on programs and interventions that could lead to improved outcomes for students as individuals and also to look at the general trends for all students in care.

Our Commitment:

- All schools have developed a Mental Health Plan informed by survey data collected from students, parents, and staff and will continue to actively implement goals from the plans.
- Continue to action the revised School Based Team District Guidelines which ensure that Program Managers are directly involved in planning for supports for children in care.
- Planning ahead for students in care who are transitioning from one program to another, including school to school, out of district and beyond school.

Our Next Steps:

- Establish consistent communication strategies to ensure that each child's story is well-known and current.
- Establish regular and specific conversations with Lalum'utul Smun'eem, and Kw'umut Lelum for the purpose of monitoring student success and checking in on wellness.
- Focus professional learning on trauma informed structures such as EASE, CALM, UKERU and Mental Health Literacy.
- Ensure that every child in care is known to a staff ally who monitors their academic, social emotional and attendance success. What we know: Student Learning Survey of all children in care in the district: 64% said they believe there are adults who care about them in the building. 44% said they feel welcome at school. 42% said they feel they belong at school.

Review Cycle

Data-Driven Planning

Beyond Education Strategic Plan 2020-24

Operational Plan 2020-24

Supporting Plans 2020-24

- Operations
- Human Resources
- Finance
- Technology
- Communications

School Based Plans Developed Yearly

Engagement and Review

We have developed a systematic engagement and review cycle that ensures our plans are alive and agile, adapting to new data and information.

Indigenous Education Engagement

Each month, the district meets individually with each of the seven Nations and Métis Nation, to review student progress. The district also hosts an All-Nations meeting where it reviews the district planning process four times per year.

Additionally, the Board has just convened an All-Nations Indigenous Education Council to formally recognize the government-to-government relationship and continue the dialogue regarding policy direction setting, resources, and budget.

Framework for Enhancing Student Learning

School based plans are reviewed at a minimum of 3 times per year. This review is done through a consultancy approach at a district level. The intention of this process is to have a continual review of the plans and review map, satellite and street data to refine areas of focus at each school.

Further to this district overview, each school continues to engage with their communities to refine their planning.

The Board of Education also invites schools to attend the Board Education and Business Committee to present their Framework for Enhancing Student Learning. This way the Board has an in-depth understanding of the schools' direction.

Partnerships

The district engages regularly with MCFD, Kw'umut Lelum, Hiiye'yu Lelum, Ts'ewultun Health, and Clements Centre to ensure proper family and student supports are in place. These meetings create the space to share information and review actions to for personalized learning.



Local Context

Board Response to Input

Additional Funding

- Increased Mental Health Supports
- Additional Climate Action Funding

Transparency in Financial Planning

Supporting Plans

- Long Range Facilities Plan
- 2023-26 Financial Plan
- Financial Statement Discussion and Analysis

Community Input and Budget Transparency

Preparing the Board's budget and ensuring it aligns with the goals outlined in the Strategic Plan and the Framework for Enhancing Student Learning is one of the key responsibility of the Board of Education. The Board commits to creating this budget in a transparent manner, inclusive of robust community engagement and input opportunities. For this reason, the Board has extended the budget process to ensure there is ample time and opportunity for this community feedback.

The Board's budget process is shown in this framework:

When	What	Who
January	<ul style="list-style-type: none"> • Introduction to Budget • Development of Budget Guiding Principles 	<ul style="list-style-type: none"> • Board Education and Business Committee
February	<ul style="list-style-type: none"> • Adoption of Guiding Principles • Community Survey (Online and Newsletters) • Liaison meetings with Partner Groups and local Indigenous Nations • Enrollment projections • Seek feedback and perspectives on Budget Assumptions • Public budget meeting • Review Budget Assumptions and feedback from survey and public meeting 	<ul style="list-style-type: none"> • Open Board Meeting • Whole Community • Trustees meet with Partners and Nations • Secretary Treasurer • Advisory Committee • Open Community Meeting • Board Education and Business Committee
March	<ul style="list-style-type: none"> • Ministry Funding Announcement • Review Ministry formula and funding announcement and begin to develop options 	<ul style="list-style-type: none"> • Secretary Treasurer • Board Education and Business Committee
April	<ul style="list-style-type: none"> • Update Board on budget process • Explore options for balancing budget • Develop Budget drafting instructions • Recommend balanced Budget to Board 	<ul style="list-style-type: none"> • Open Board Meeting • Special Board Education and Business Committee • Special Board Education and Business Committee • Board Education and Business Committee
May	<ul style="list-style-type: none"> • Adoption of Budget Bylaw 	<ul style="list-style-type: none"> • Open Board Meeting

**Note - All Open Board meetings, Board Education and Business Committee, and Special Board Education and Business Committee meetings are open to the public and community members are encouraged to attend.*

Year at a Glance

Other Data Sources Analyzed

EDI

Early Development Instrument

- Physical Health and Well Being
- Language and Cognitive Development
- Social Competence
- Emotional Maturity
- Communication Skills & General Knowledge

McCreary Report

Geographic, Demographic & Socioeconomic Data

Cowichan Valley School District Survey

Geographic, Demographic & Socioeconomic Data

