



**AGENDA**  
**Board Education and Business Committee**

**Tuesday, September 26, 2023**

**4:00 p.m.**

**Boardroom - Public Participation will be via Zoom: <https://sd79.zoom.us/j/65341273882>**

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		<b>Pages</b>
1.	CALL TO ORDER We respectfully acknowledge that we are meeting on the traditional and ancestral lands of the Hul'q'umi'num' speaking people where we live, learn and play.	
2.	ADOPTION OF AGENDA	
2.1	Motion to Adopt Agenda <i>"That the Board Education and Business Committee adopts the agenda of the September 26, 2023 Board Education and Business Committee meeting."</i>	
3.	MINUTES	
3.1	Minutes of the May 23, 2023 Board Education and Business Committee Meeting <i>"That the Board Education and Business Committee adopts the minutes of the May 23, 2023 Board Education and Business Committee Meeting."</i>	3 - 9
4.	ACTION LIST	
5.	PETITIONS AND DELEGATIONS	
6.	EDUCATION	
6.1	Learning Updates (Darlene Reynolds and Kim Darbyshire):	
6.1.1	Literacy Framework	10 - 58
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6.1.3	Reporting Guidelines	91 - 121
6.2	Quw'utsun Secondary School Update (Sheryl Koers/Darcy Hoff)	
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- 8. POLICY
- 9. COMMITTEES
  - 9.1 Highlights of the September 19, 2023 Advisory Committee Meeting 151 - 153
- 10. ADJOURNMENT
  - 10.1 Motion to Adjourn
    - "That there being no further business, the meeting be adjourned."*

## MINUTES OF THE BOARD EDUCATION AND BUSINESS COMMITTEE

Tuesday, May 23, 2023, 4:00 p.m.

Boardroom - Public Participation will be via Zoom and not at the Board Office:

<https://sd79.zoom.us/j/65341273882>

### PRESENT

Trustee Randy Doman, Chair  
Trustee Elizabeth Croft  
Trustee Cindy Lise  
Trustee Cathy Schmidt  
Trustee Eduardo Sousa  
Trustee Jennifer Strachan  
Trustee Joe Thorne  
Jason Sandquist, Secretary-Treasurer  
Robyn Gray, Superintendent  
Sheryl Koers, Associate Superintendent  
Mike Russell, Director of Communications  
Margaret Olsen, Director of Human Resources  
Jeff Rowan, Director of Inclusive Learning  
Darlene Reynolds, Director of Inclusive Learning  
Richard Dyble, Director of Operations  
Claire Spencer, Recording Secretary

### APOLOGIES

Claudia McMahon, Associate Secretary-Treasurer

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### 1. CALL TO ORDER

Trustee Doman called the meeting to order at 4:00 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.

### 2. ADOPTION OF AGENDA

#### 2.1 Motion to Adopt Agenda

Moved by Trustee Lise  
Seconded by Trustee Thorne

*"That the Board Education and Business Committee adopts the agenda of the May 23, 2023 Board Education and Business Committee meeting."*

CARRIED

### 3. MINUTES

#### 3.1 Minutes of the April 25, 2023 Board Education and Business Committee Meeting

Moved by Trustee Strachan  
Seconded by Trustee Sousa

*"That the Board Education and Business Committee adopts the minutes of the April 25, 2023 Board Education and Business Committee Meeting."*

CARRIED

4. **ACTION LIST**

5. **EDUCATION**

5.1 **School Plan: Ecole Mount Prevost**

Our Story:

- A single-track French immersion school with approximately 400 students in 17 divisions from Kindergarten to Grade 7;
- 33 students self-identify as having Indigenous ancestry;
- The inclusive community includes children with diverse needs;
- The school celebrates traditions that stem from French Canadian and French culture;
- The school's philosophy is to have students who are motivated to do the right thing, for the right reason.

Goal 1 - Literacy:

- Focus on reading - phonics and phonemic awareness were identified as areas of weakness;
- To support learners they are doing buddy class reading, building vocabulary, using decodable books, word and sound walls;
- Teacher inquiry project during PLC time;
- Admin time used to support LA teacher with phonics and reading;
- Brought in French immersion specialists for PLC days;
- Je Lis - an online program that helps with reading and pronunciation.

Goal 2 - Social Awareness and Responsibility:

- Support children and staff with social/emotional development, particularly post-pandemic;
- Focus on self-awareness and self-responsibility;
- Provide opportunities to showcase their gifts;
- Started staff book club;
- Professional development on anxiety, self-regulation and neuro diversity;
- Community building activities.

5.2 **School Plan: Frances Kelsey Secondary**

Frances Kelsey Secondary School is located on the traditional lands of the Malahat Nation. The school has 961 students, which includes 53 International students, 100 students who identify as Indigenous, and 176 students with designations.

This school year they have been going through an iterative process to create the Foundation for Enhancing Student Learning (FESL) for the next school year. Staff, students and the community have been involved in the process to look at the needs of students, and identify what they are doing well and what they need to work on. Information was collected through student surveys,

focus groups, assemblies, and from student feedback shared with their advisor teachers. The data received was pared down into actionable items. Four focus areas were identified:

1. Meaningful Learning Experiences (Literacy and Numeracy, and Engagement)

- Increased learning opportunities for all teachers around literacy and numeracy, and implement a numeracy screening assessment;
- Find more ways to showcase student learning and to provide students with opportunities to engage in more project work;
- Dedicate time for conversations on strategies that are working to engage students in classes;
- Establish a flex committee that includes students developing an inquiry around flex (why it doesn't work for everyone and how to make it more meaningful for more learners).

2. Indigenous Culture and Ways of Knowing

- Increase opportunities to learn and use Hul'q'umi'num, including implementing a Hul'q'umi'num' language program;
- Expand carving class to include Indigenous art and make the class a full year (not just one semester);
- Provide opportunities for staff to connect more regularly with Malahat Nation;
- Authentically plan and model reconciliation;
- Increase frequency of Indigenous presenters in classrooms;
- Invite Malahat Nation to develop an Indigenous garden as part of the horticulture class;
- Actualize the canoe project that has been in discussion;
- Staff development using *Wayi Wah* by Jo Chrona.

3. Mental Health

- Implement school-wide lessons with guest presenters on mental health, including student input when planning presentations;
- New staff to complete Social Emotional Learning module, and all staff to have ongoing development on trauma-informed instruction;
- Develop advisory activities for students to enhance and teach Social Emotional Learning strategies and build community;
- Re-establish the Mental Health Committee, including student members;
- Re-administer the Mental Health Survey to establish a baseline and use data to update the school's Mental Health Literacy Plan.

4. Inclusion (SOGI, Cultural Inclusion, Positive School Culture)

- SOGI:
  - Provide an opportunity for students, in confidence, to let teachers/staff know their preferred name and pronouns;
  - Increase lead time/promotion of Compassion Week (planned by students with support from staff);
  - Dedicate time for staff to engage in SOGI professional development and offer learning activities for staff and students on SOGI topics throughout the year;
  - Admin to attend GSA meetings on a regular basis, and connect with students who don't attend GSA to ensure their voices are heard;
  - Repaint the rainbow crosswalk.

- Cultural Inclusion:
  - Have images around the school to reflect its multicultural society;
  - Acknowledge celebrations from different cultures as they occur throughout the year, and acknowledge the countries and cultures represented by their International students;
  - School-wide learning around events such as Holocaust Memorial Day, Black History Month, Asian Heritage Month, National Indigenous Peoples Day, etc.
- Positive School Culture:
  - Quarterly (or more than 1x/year) "Meet the Staff" BBQ;
  - Hold events showcasing and celebrating learning and invite parents;
  - Revisit their school vision and co-create a stronger definition of who they are.

### 5.3 Drinkwater Teacher Inquiry Project

The results of the research project into the impact of COVID on literacy by Lila Boulet, in partnership with the School District and UVIC was a catalyst for change. Teachers, who are not taught how to teach reading at university, were overwhelmed by the varying needs in their classrooms and their inability to reach all students. They applied for and received the BCTF/Cowichan Valley School District Teacher Inquiry Program Grant which gave them time to sit together as team to look at structures to support students and staff. With the support of Principal Brenda Stevenson and Vice-Principal Rhonda Rose, they created literacy blocks for four of their Grade 4 and 5 classes and four of the Grade 6 and 7 classes where students moved within the school for targeted learning based on District Inventory data and Digging Deeper data. Teaching literacy in intermediate classes is a challenge as the range of abilities in one class varies from non readers to those reading at or beyond grade level. This model has helped teachers with their practice in literacy and improved their ability to get significant progress with most of their students. The system has given teachers more knowledge about the science of reading, decreased their frustration and exhaustion and improved their mental health. They are receiving positive feedback from students and parents, including one student who used to identify himself as a student who can't read, who is excited and proud that he now can. Parents have shared that their children are less anxious and have increased confidence. The energy created from the project is contagious, with more teachers wanting to join groups next year. Trustees are invited to Drinkwater Elementary on June 19 at 4:00 for a deeper look at the structures they are using and the results they are finding.

### 5.4 Strategic Plan Regeneration 2025-2030

A draft strategy for regenerating the Strategic Plan has been reviewed at Board Planning and by the Advisory Committee. Feedback has been incorporated into the plan being presented today. Beyond Education 2020-2024, which was created with incredible input from the community and was hailed as a great success, will be used as a base for the new Plan.

The timeline for the process is:

- Spring and summer of 2023 - the regeneration process will be designed, the guiding principles developed, and groups established for engagement. Considerations that have arisen since the creation of the existing Strategic Plan include: District Equity Scan, K-12 Anti-Racism Action Plan, Identity, Belonging and Connection Policy and Community of Care Pledge, post-COVID mis-information environment, child care component of

Ministry, and climate change. There have also been significant changes to the way data is collected and used in the District, and we will continue to rely on data as we reflect on the Plan.

- Reflection (fall of 2023) – explore our future through reflection on “Beyond Education,” research into our current state, and analysis of the District’s data. The District Leadership Team (DLT) will present the journey through story to the Board to provide context for the regeneration. The Board and DLT will present analysis at Advisory meeting. DLT will present analysis to Principals and Vice-Principals who will provide school-based context and determine how best to engage with their teachers and support staff.
- Re-engage (January – June 2024) – Re-engage with partners and communities, including local governments, Indigenous Education Council, educational partners, school communities, business communities, external partners and the community at large, to co-create our vision and roadmap.
- Re-energize (fall 2024) – formalize, celebrate and action the regenerated Strategic Plan and align foundational plans.

## 6. **BUSINESS AND OPERATIONS**

### 6.1 Financial Projection

There have been a couple of favourable shifts in the year end projection. Under Revenue, the February count came in at \$305K over projection. Under Expenses, casual replacement costs for the month of April were less than projected and is now showing a projected surplus of \$475K. The current year end surplus projection is just over \$1.4M.

### 6.2 Multi-Year Financial Plan

After the annual budget was finalized, a multi-year financial plan for 2023-2026 was prepared. The document will be used by the Ministry tomorrow as an example for other Districts of how to prepare a financial plan. The financial projection shows that the surplus will start to deplete if the status quo is maintained. The plan makes assumptions on revenue that isn't verified yet, for example assuming that the Ministry will be funding wage increases but not inflation. The major budgetary pressures during the past two years have been inflation and absenteeism.

## 7. **POLICY**

### 7.1 Revision to Policy 1 - Foundational Statements

Policy 1 - Foundational Statements was brought back for Trustees to review and determine whether they wish to move it forward to the Board. The draft was discussed and amendments suggested.

Moved by Trustee Croft

Seconded by Trustee Schmidt

*"That the Motion be amended as follows:*

- *in the Acknowledgement of Territory remove the word "our" before "First Nations" and replace "and all children" with "children of all origins";*

- *amend Our Mission to read "To enable learners to be agile and prepared to transition to a future of their choosing";*
- *under We Value add bullets for curiosity and caring communities."*

CARRIED

Moved by Trustee Schmidt

Seconded by Trustee Thorne

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) adopt the revised Policy 1 - Foundational Statements as amended."*

CARRIED

7.2 Revision to Policy 7 - Board Operations

The draft revision includes language that supports having a consent agenda, which provides an efficient method to pass a block of items in a single motion.

Moved by Trustee Croft

Seconded by Trustee Schmidt

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) adopt the revised Policy 7 - Board Operations as presented."*

CARRIED

7.3 Revised Policy 8 - Board Committees

The change to the policy is the updated terms of reference for the Early Learning and Child Care Committee. It was noted that the word "for" was missing before "advocate" in the first bullet of the Powers and Duties.

Moved by Trustee Lise

Seconded by Trustee Schmidt

*"That the Board Education and Business Committee recommends that the Board of Education of School District No. 79 (Cowichan Valley) adopt the revised Policy 8 - Board Committees as amended."*

CARRIED

7.4 New Administrative Procedure 415 - Employee Recognition

The new Administrative Procedure will be followed on an annual basis to acknowledge employees across the District.



8. **COMMITTEES**

8.1 **Highlights of the May 16, 2023 Advisory Committee Meeting**

Trustee Croft recounted that the meeting included discussion of a number of interesting reconciliation projects and lots of examples of student voice.

9. **ADJOURNMENT**

9.1 **Motion to Adjourn**

The meeting adjourned at 5:52 p.m.

Moved by Trustee Schmidt

Seconded by Trustee Thorne

*"That there being no further business, the meeting be adjourned."*

CARRIED

Cowichan Valley School District

# LITERACY FRAMEWORK



**COWICHAN VALLEY**  
School District





The Cowichan Valley School District acknowledges that we are located on the on the traditional, ancestral, and unceded territories of the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, & Lyackson Peoples. We are committed to decolonizing our instruction and assessment of all students through work based in honour and respect. We value and foster our relationships with First Nations, Métis, and Inuit neighbours, as we continue on our reconciliation journey.

Literacy is the way in which we interact with the world through written and oral communication.



This document is dedicated to the many teachers and educational leaders who came together in partnership to create a plan to empower literacy of all learners. Literacy is everywhere; it is our collective responsibility.

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# Rationale

After extensive consultation with our community, including local First Nations, parents, community partners, staff, and students, the Cowichan Valley School District (CVSD) developed a four year strategic plan. Through this process, we clarified our collective mission:

**Our students are agile and prepared to transition to a future of their choosing.**

In addition, our district leadership identified our north star:

**Equitable outcomes for learners.**



As we continue our journey for truth and reconciliation, we first acknowledge inequities of outcomes for Indigenous learners AND we commit to working together with one heart, one mind, and one thought to address the inequities of outcomes. Our reflective journey identified lower than expected achievement in the areas of literacy and numeracy. In response, our district has engaged in the development of a literacy framework that provides shared resources and understandings to facilitate learner growth.

All learners in the Cowichan Valley School District deserve an educational system that partners with families and community to empower them with skills, knowledge, and ways of being that will allow them to create a future of their choosing.



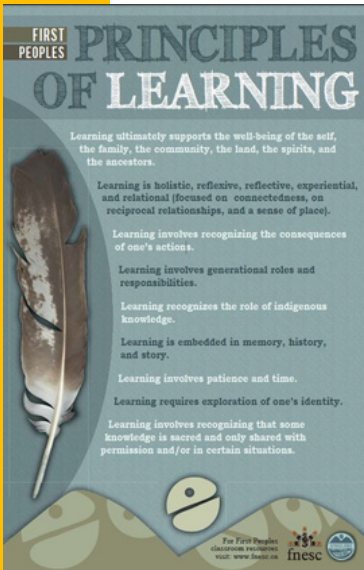
## Purpose

Foundational literacy skills are necessary to empower students to create a future of their choosing. Skills associated with the written word can be barriers for future opportunities. While the term "literacy" is defined many ways across contexts, our primary focus of this framework is to support the development of independent reading and writing.

The vision for our Literacy Framework is to provide our educational community with resources and common understandings across schools. Our framework is designed to share current literacy-based research and examples of proactive, school-based structures as well as concrete examples of K-12 instruction and intervention.

The Cowichan Valley School District Literacy Framework is based upon current, global research and reflects the collective effort of teachers, support staff, and administrators.





# Shared Beliefs

Our Literacy Framework is based upon shared beliefs that are reflected in all practice across our district.

## First Peoples Principles/Indigenous Perspectives

Indigenous ancestors have provided wisdoms that guide our work with our xe' xe' smun'eem (sacred children). Indigenous perspectives and content are integral to our learning journey.

## Oral Language

Oral language is foundational to all literacy learning and should be an integral part of a learner's journey.

## Culture of Care

We recognize the critical importance of healthy relationships in safe, inclusive communities.

## Core Competencies

Learning experiences should integrate the following:

- **Communication** (knowledge, skills, processes, and dispositions associated with interacting with others)
- **Thinking** (combining concepts and content to transform into new understandings, habits of the mind, and metacognitive awareness)
- **Personal and Social** (abilities related to students' identity in the world as individuals and as members of community and society)

## Authentic engagement/ Play based learning

Applied learning and authentic real-world experiences contribute to deeper learning for all ages. Play-based learning also benefits all learners, from exploration of materials and the natural world to testing ideas and connecting academic knowledge.

*See play-based continuum for the early years on page 19 >*

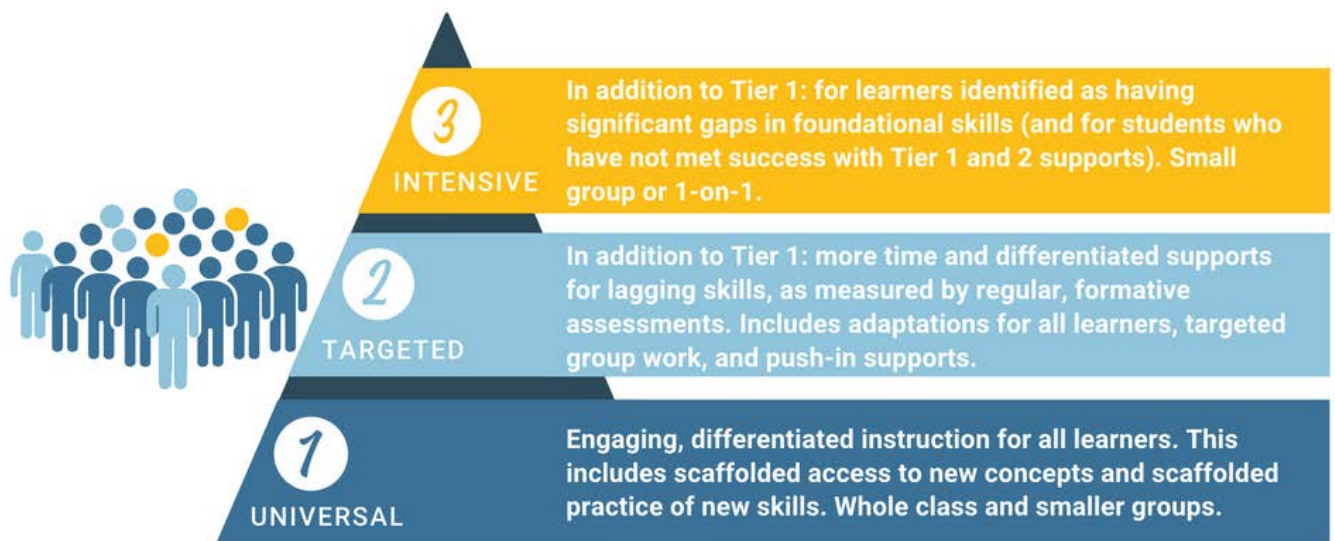
# Literacy Systems & Structures

Comprehensive systems and structures that define and support the many, interconnected literacy support roles help educators and schools to successfully implement approaches that make a difference. The following research and evidence-based systems and structures enable the actions and realization of the Cowichan District Literacy Framework.

## MTSS: Multi-Tiered Systems of Support

MTSS is a coordinated system of academic, emotional, and behavioural supports (universal, targeted, intensive) which provides a structure for effective instruction, assessment, and support for all students. It requires the collaboration and coordinated efforts of students, teachers, support staff, educational leaders, families, guardians, and community partners in providing appropriate programs, settings, supports, and services.

Development of MTSS practices are a focus of school-based Professional Learning Community (PLC) time.



## Literacy Check-In: Self-Assessment Tools

The self-assessment tool can support groups to identify literacy knowledge, expertise, strengths, and needs within a school's professional community and systems. This set of questions can also initiate an understanding of the strengths and needs of the community's learners.

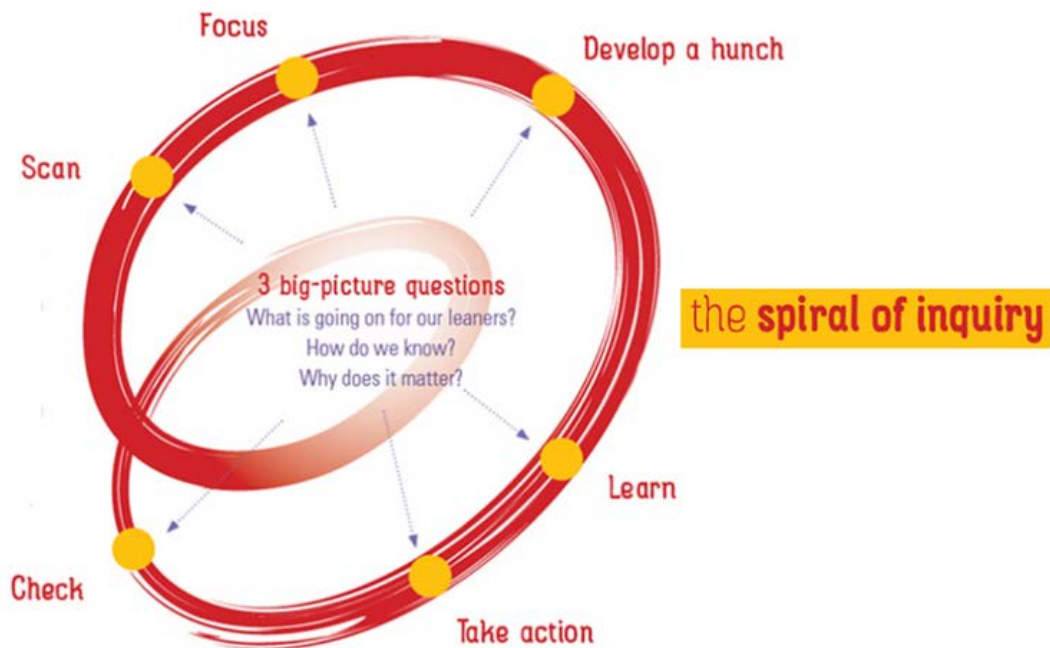
These questions are open-ended provocations that can be used as a way to build overall awareness or to initiate a path to in-depth literacy planning. Ideally, this dialogue includes all personnel who will support the learning, both directly and indirectly.

Questions are divided into the following sections:

**Culture**  
**Structures**  
**Instruction**



The questions serve to support a professional process of inquiry and can be used or adapted as fits the needs of each team.



# Assessment Process

This is one of a series of documents to support the assessment process

## 5 CRITICAL COMPONENTS ASSESSMENT MAP

Comprehension is the ultimate goal of reading. Strong comprehension is supported by all other critical components of reading.

*HOW DO I KNOW WHAT MY LEARNERS NEED?*

To discover the needs of our learners, first check grade-typical comprehension. If students struggle, then dig back through the foundational skills to identify their earliest gaps. Those become instructional targets.

Below are reliable, commonly used assessment tools to identify the learning needs of students and to drive instructional practice.

STRUGGLES WITH COMPREHENSION?  
CHECK FLUENCY.

### COMPREHENSION

- Maze Passages
- Passages where student must select correct word
  - Free online: DIBELS, Acadience, & Easy CBM
  - Book: CORE Multiple Measures
- Grade Level Reading Passages
- reading passages & multiple choice questions (Newsela.com)

### VOCABULARY

- EMBEDDED, & IN CONTEXT OF, ALL TIER 1 INSTRUCTION  
IMPORTANT DIG FOR STUDENTS WHO ARE DECODING BUT NOT COMPREHENDING
- CORE Vocabulary Screener
- meaning-match activity with synonyms
  - requires phonics skills for success

STRUGGLES WITH FLUENCY?  
CHECK PHONICS.

### FLUENCY

- Check Oral Reading Fluency (ORF):
- Book: CORE Multiple Measures
  - Free online: DIBELS, Acadience, & Easy CBM

STRUGGLES WITH PHONICS?  
CHECK PHONOLOGICAL AWARENESS.

### PHONICS

- Book: CORE Phonics Survey  
Free online: Quick Phonics Screener

### PHONOLOGICAL AWARENESS

- PAST Test by Kilpatrick (free online)  
Bridge the Gap (book by M. Heggerty)

### FINDING LEVEL

San Diego Quick assessment is a useful tool to determine an approximate reading level. It helps to know where to start digging. The San Diego Quick does not give targeted information.



### PROGRESS MONITORING

Track growth of the areas targeted.

Idea: one approach for tracking overall growth is to record fluency and comprehension periodically with a Maze passage on the same graph.

# Literacy Learning Inventory



The Kindergarten to Grade 12 Literacy Learning Inventory is a series of assessments developed by local teachers in response to their desire for accurate, useful, and reliable data to drive instruction. These assessments, their timelines, and the procedures for administering and data-sharing were developed through committees and working groups of teachers and district literacy leaders. This work was rooted in the most current research and evidence-based assessment tools. The assessments provide useful information to drive Tier 1, Tier 2, and Tier 3 literacy supports.

Fall	Winter	Spring
<b>Screening</b> Formative Assessment of foundational skills to guide instruction and MTSS planning.	<b>Progress Monitoring</b> to show growth; reflect on practice; and plan forward.	<b>Reflecting &amp; Planning</b> to show growth; reflect on practice; and plan forward.

## Reading Assessments

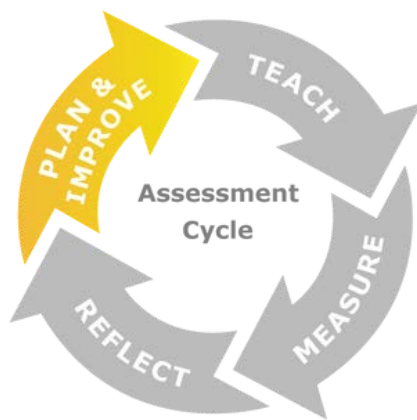
Reading assessment sets for each grade include timelines, teacher materials, supporting visuals, and student materials. K-9 sets are available for all teachers to access through their district Office 365 account.

## Writing Assessments

The writing assessment sets span grades 2 - 9 and include teacher materials for pre-teaching and implementation and rubrics with clear assessment criteria. Grade 1-9 Writing sets are available for all teachers to access through their district Office 365 account.

## Learning Inventory Data Collection and Viewing

Assessment data will be gathered and collated through the online Data Dashboard. The dashboard was created from ideas that emerged in literacy assessment committees and working groups. The teacher vision for an online system was developed under contract by A. Willock Information Systems, in collaboration with Cowichan Valley School District.



At all levels of a Multi-Tiered System of Support, this data helps to inform practice.

At all levels of our Future Focused System, the data collected supports an assessment cycle.

### Data Dashboard Features

- Teacher dashboard to enter assessment data and to view results
  - Data viewing by student or by class
  - Graphic representation of results allow clear indication of whole group learning needs and individual needs
- Student dashboard to complete assessments directly, when appropriate
- Multiple opportunities, to allow students to demonstrate growth over time

Phonics														Oral Reading Fluency		Comprehension
Closed Syllables - Real Words	Closed Syllables - Nonsense Words	Open Syllables - Real Words	Open Syllables - Nonsense Words	CVCe Syllables - Real Words	CVCe Syllables - Nonsense Words	ff-Controlled Syllables - Real Words	ff-Controlled Syllables - Nonsense Words	Vowel Teams - Real Words	Vowel Teams - Nonsense Words	Consonant-le - Real Words	Consonant-le - Nonsense Words	ORF - Fall	ORF - Spring	MAZE		
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Data Dashboard (tool for collecting and viewing data)

Sample summary of phonics results

## Learning Inventory Data Use

Our reading assessments provide data to inform instructional decisions at the classroom, school and district levels, as well as information related to every learner's journey to independent reading.

### Classroom Use of Data



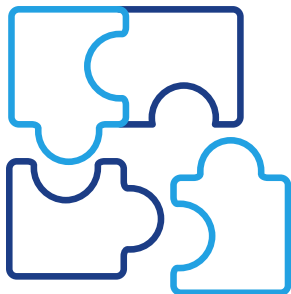
#### Primary Years

During the primary years, the data shows what foundational skills learners have mastered and what skills need additional instruction.

By collaborating, teachers can identify:

- skills that should be addressed through whole class instruction
- skills in which small groups or individual students need extra support or practice.

The skills assessed in the Early Learning Inventories are critical skills that are foundational for independent reading.



#### Intermediate and Secondary Years

As students progress through intermediate and secondary years, their independence as readers continues to increase.

Data gathered through the reading assessments identifies:

- learners that are able to independently read with fluency and comprehension and
- learners who are not yet able to read and comprehend sample grade level text and who would benefit from the use of additional assessments to identify specific instructional needs.

While all students continue to benefit from developing comprehension and vocabulary, some will also require specific instruction and intervention to build mastery of foundational skills. (See Digging Deeper Graphic for additional information related to identifying student needs.)



## School Use of Data

Through PLCs, SBT, and other collaborative conversations, schools can use the data to:

- identify groups or classes of students who require extra supports
- focus supports where students have the greatest need
- identify student needs that have common instruction and intervention strategies (across classrooms).

At the secondary level, the data can inform cross-disciplinary literacy practices, including integration of vocabulary, comprehension, and fluency strategies into instruction.

In addition, trends may be identified that indicate the need for educators to prioritize professional learning and purchasing of materials. School data can also help inform the school's Framework for Enhancing Student Learning (FESL).

## District Use of Data

At the district level, data can:

- help guide decisions related to staffing, in-service, and instructional recommendations
- identify structures, routines, and instructional materials to address learning needs that can be supported by district learning teams
- develop district-lead learning opportunities to respond to trends or emerging needs.

For example: if data indicates intermediate students have a need for decoding and phonological awareness, while vocabulary appears to be an area of strength, then district learning staff can create strategies that respond to these emerging needs.

*Our commitment to First Peoples' Principles is integrated in the collective response to supporting learners. "Data" does not focus our minds on judgement, but is seen as part of our learners' truth and story in that moment. The knowledge gained by collectively checking on all learners' reading development allows us to ensure each student can develop literacy skills, while honouring their story, and communicating with families about strengths and next steps.*



## Professional Learning Opportunities

Diverse and layered opportunities are offered in order to meet the engagement preferences and needs of all participants in the MTSS model.

### Workshops and Professional Collaboration

#### Non-Instructional Days

3 days per year, the district offers professional learning for all employees.

#### Professional Learning Communities (PLC)

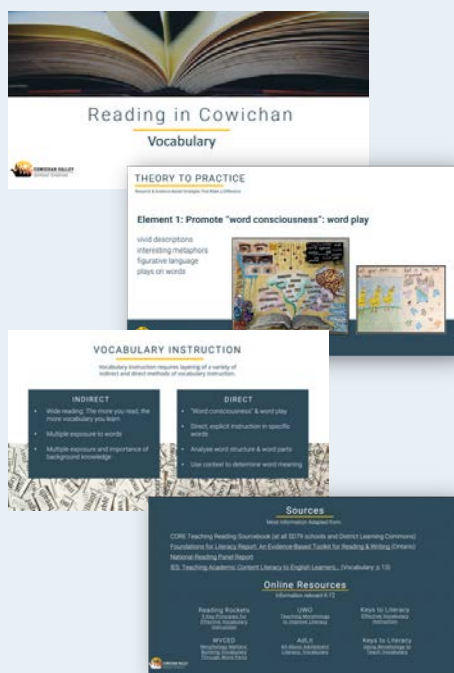
Several times per year, staff participate in school-based PLC time to focus on learning outcomes.

#### Inservice

Release time is sometimes offered to create opportunities for targeted learning. This is often developed responsively, as need arises.

#### Grants

Grant opportunities change year by year. Groups of educators may apply for a grant to cover costs for collaborative meetings. Projects are designed by each group, to meet their unique needs and goals. Professional sharing is encouraged either through an evening event, or through other learning days.



### Resources

To support individual and collaborative learning, the district has created online tools for learning.

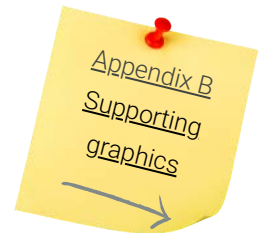
This collection includes:

- Instructional slideshows for each of the Five Critical Components of Reading
- Videos with assessment or instructional tips
- Curated collections of online resources

# Grounding Research

This framework is based on the vast body of scientific research on how reading skills develop and how to teach for the greatest possible success for all learners.

For each key area, we have created or curated graphics that capture key ideas and allow us to share common language and understandings.



## Stages of Reading

Because the brain learns to read in the same way, regardless of age, it is often helpful to refer to Chall's Stages of Reading Development when considering the needs of our diverse learners. Adult, youth, and child learners, both local and international, may be at the same stage with their reading abilities.



DR. JEANNE CHALL'S STAGES OF READING DEVELOPMENT

STAGE APPROXIMATE AGE OR ELL YEARS	STAGE NAME CHARACTERISTICS
0 6 Months- 6 years 0-6 Months ELL	<b>Pre-Reading: "Pseudo-Reading"</b> Pre-reading & Letter Recognition Begins
1 6-7 Years 0-1 Year ELL	<b>Initial Reading &amp; Decoding</b> Phonological Awareness begins
2 7-8 Years 1.5 - 3 Years ELL	<b>Confirmation &amp; Fluency</b> Begins to read fluently
3 9-13 years 2.5 - 5 Years ELL	<b>Reading for Learning</b> Beginning to read for new information: reading expository texts.
4 15-17 years 4.5 - 7 Years ELL	<b>Multiple Viewpoints</b> Begins reading critically from multiple viewpoints.
5 18 + Years 7+ Years ELL	<b>Construction &amp; Reconstruction</b> Able to construct their own viewpoint.

ELL & adult rates of learning are impacted by:

- (a) levels of existing literacy (.e.g in first language)
- (b) the specificity, consistency, and intensity of instruction
- (c) motivation/perseverance.

## Elements of Reading

While we focus our work on the 5 Critical Components of Reading, that work is supported by the Simple View of Reading and Scarborough's Rope.

## SIMPLE VIEW OF READING



## Simple View of Reading

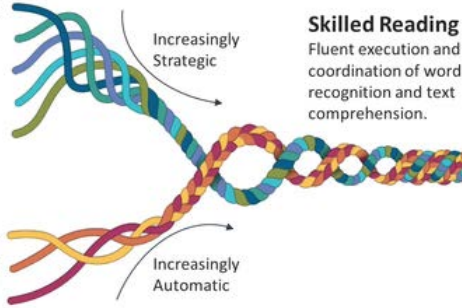
This is a theory that helps educators to understand that skilled reading is the product of both word recognition and language comprehension.

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



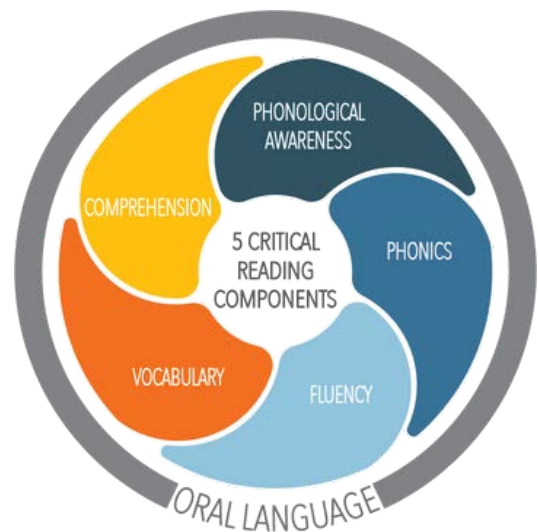
## Scarborough's Rope

Hollis Scarborough unpacked the skills of word recognition and language comprehension and represented them as strands of a rope to demonstrate how tightly woven these skills are.

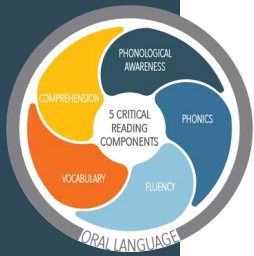
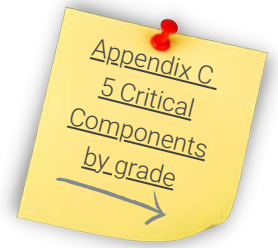
## The Five Critical Components

The details of Scarborough's Rope and the extensive research can be summarised into five key skills that build upon each other to result in skilled, independent reading. Each of these five is rooted in, and amplified by oral language.

Assessment and instruction are guided by these Five Critical Components.



# Overview of the Five Critical Components



## Phonological Awareness

Learning and manipulating the sounds in spoken words

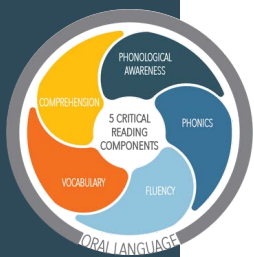
Continuum of skills: simple to complex



Phoneme Addition	Phoneme Deletion	Phoneme Substitution Beginning Sound	Phoneme Substitution Middle Sound
------------------	------------------	--------------------------------------	-----------------------------------

*Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of individual speech sounds, or phonemes. A child's skill in phonological awareness is a good predictor of later reading success or difficulty.*

*Reading Rockets*



## Phonics

Recognising the relationship between written and spoken letters and sounds.

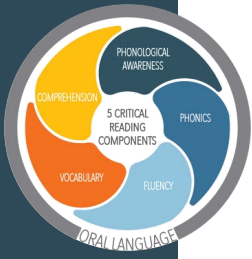
Continuum of skills: simple to complex



Letter-Sound Correspondences	CVC & VC Words	Blends & Digraphs	Complex Vowels	Complex Consonants	Multisyllable Words
------------------------------	----------------	-------------------	----------------	--------------------	---------------------

*If a child memorizes 10 words, the child can only read 10 words, but if a child learns 10 sounds, the child will be able to read 350 three-sound words, 4320 four-sound words and 21 650 five-sound words.*

*Martin Kozloff, 2002*



## Fluency

The ability to read aloud with appropriate rate, expression, accuracy, and automaticity.

### Continuum of skills: simple to complex

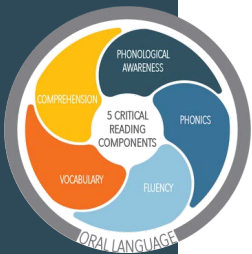
Letter Level	Sound Level	Word Level	Phrase/Sentence Level	Passage Level
--------------	-------------	------------	-----------------------	---------------

Early focus on accuracy to develop automaticity and prosody

As accuracy and automaticity increase, focus shifts to prosody and intonation.

*Fluent reading is critical because it facilitates reading comprehension by allowing the reader to focus his attention on the author's message rather than on how to say the words.*

*Rasinski, Reutzel, Chard, & Linon-Thompson, 2011*



## Vocabulary

Knowledge of words and word meanings.

### Continuum of skills: simple to complex

Phonological expression, oral vocabulary knowledge, use of words in spoken language.

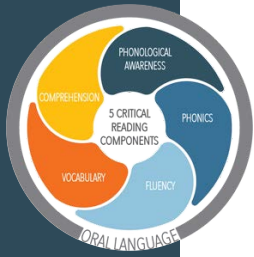
Whole word knowledge, applying prior knowledge to build meaning, new words learned through reading or explicit instruction.

Morphology: the meaning of base words, roots, and affixes supports acquisition of new vocabulary and background knowledge.

Syntax: The rules to make grammatical and meaningful sentences.  
Pragmatics: The use of language in social contexts.

*Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.*

*Steven Stahl, 2005*



## Comprehension

The understanding and interpretation of what is read.

### Continuum of skills: simple to complex

*Listening Comprehension*

Active and purposeful understanding of spoken language.

*Concrete Understanding*

Understanding the literal and sequential meaning from text.

*Critical Thinking*

Applying increasingly complex reading strategies (e.g., predicting, inferencing, analysing, summarising, etc.) in a variety of texts.

*Disciplinary Text*

Accessing, using, and applying information read in different contexts and disciplines. Greater emphasis on investigations and decision making, often in relation to work or areas of study.

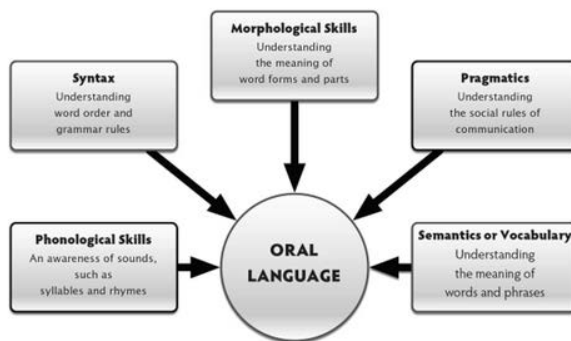
*Reading comprehension involves the construction of meaning from text using decoding, fluency, vocabulary, and prior knowledge.*

*It is the goal of reading. It is the active and purposeful pursuit of understanding the author's message.*

*Birsh & Carreker 2018*

## Oral Language

The system of spoken words to express knowledge, ideas, and feelings.



Lesaux & Harris, 2015

*Every aspect of oral language contributes to the child's growing understanding of words and her ability to use and understand written text.*

*Maryanne Wolfe, 2010*

# Instructional Approaches

Throughout a school day, approaches fluctuate between play-based teaching and structured teaching. For optimal learning, these approaches are employed at different times and for different purposes. The result is that learners receive targeted, systematic instruction as well as hands-on, active learning where they may practice skills, and develop background knowledge in the many contexts that play provides.

## Play-Based

From imaginary play and story to puzzles and games, play has a direct, positive impact on executive functioning and self-regulation skills as well as promoting communication and problem-solving skills. In the context of literacy, play-based opportunities need to be carefully thought out, intentional, and rigorously planned. Ensuring that play is meaningful and linked to literacy learning will be beneficial to all children, and is crucial for those who need more support with their literacy growth.

*Educators, advocates for children's rights, and academic researchers agree that play is vital for young children. Play should have a central role in the lives of young children—from infancy into middle childhood and beyond. The BC government recognizes the importance of play-based learning.*  
[BC Ministry of Education](#)

Pedagogical Strategies for Play-Based Learning



Adapted from Pyle and Daniels, 2017



## Structured & Explicit

Short, sharp and effective lessons means that the time you spend on explicit teaching is balanced well with hands on, creative opportunities.

*Successful literacy instruction and interventions... provide a strong core of highly explicit, systematic teaching of foundational skills such as decoding and spelling skills, as well as explicit teaching of other important components of literacy such as vocabulary, comprehension, and writing.*

[Spear-Swerling; International Dyslexia Association](#)

[Article regarding structured play to support explicit teaching >](#)

# Elementary Literacy

Elementary literacy encompasses both developmental stages starting from the early years to sophisticated literary analysis in upper intermediate. In any classroom, all three tiers of the MTSS model could be operating simultaneously.

## Tier 1: Universal

In elementary classrooms, Tier 1 literacy instruction occurs in different forms throughout the day through whole group, small group, and one-on-one instruction.

Whole group literacy instruction may include building meaning of rich stories at the carpet, explicit vocabulary lessons in the context of science or social studies, or phonics lessons intended for all learners.

Small group literacy can occur at different times of the day and allow teachers to target certain skills with certain students. Structuring the day to include small-group instruction empowers teachers to be more responsive to students needs.

One-on-one instruction can also take many forms, from side-by-side oral language coaching during an outdoor science activity, to a 2 minute assessment of oral reading fluency, where the student reads aloud to the teacher.

## Tier 2: Targeted

Targeted support is also varied and includes both classroom teacher-provided scaffolds and classroom support provided by a literacy teacher or education assistant (push-in model). The assessment process, starting with the district Learning Inventory, identifies which critical components of reading require development. Instruction is then designed to meet those needs.

## 5 Critical Components in Context

### Primary (K-3)

All 5 areas are addressed in different ways

### Intermediate (4-7)

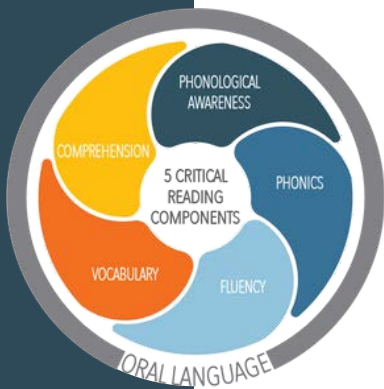
Focus shifts to expression aspect of fluency, vocabulary, and comprehension strategies for understanding meaning

### Interventions

Targeted instruction focuses on areas of struggle

## Tier 3: Intensive Support

Students who struggle with literacy skills receive intensive supports coordinated within an MTSS model. Services are provided based on the individual needs of each learner and may require a delivery of services outside of the classroom.





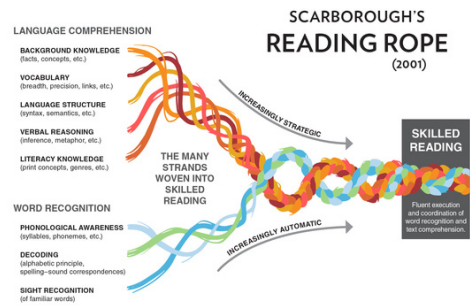
# Secondary Literacy

The complexity of adolescent literacy lies in both diverse reading abilities and the very different literacy skills of each discipline area. In secondary schools, everyone has a valuable contribution towards literacy development, but those roles are richly diverse.

## Tier 1: Universal

In secondary, universal instruction for all learners focuses on disciplinary literacy, the literacies within each area of study.

Scarborough's Rope provides a framework to identify how each strand of language comprehension fits in the context of each discipline.



## Tier 2: Targeted

Targeted support takes many forms, from scaffolds that the teacher provides within a lesson to literacy teachers or education assistants providing support within the classroom.

### 5 Critical Components in Context

**Universal and Targeted Tiers 1 & 2 focus on:**  
Comprehension, Vocabulary  
Fluency expression

**Intensive Support Tier 3 focuses on:**  
Fluency, Phonics  
Phonological awareness



## Tier 3: Intensive Support

Interventions for students who are not yet reading at grade level are coordinated within an MTSS model and services are provided based on the individual needs of each learner.

The assessment process identifies which critical components of reading require development. Instruction is then designed to meet those needs.

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# Appendix A

## Scanning Tools

The following questions are intended to support dialogue and literacy planning. A selection or all questions may be explored as they fit your team. [Word versions for download](#)>

### Elementary Literacy Self-Assessment Tool Multi-Disciplinary System of Support

Literacy skills include reading, speaking, writing, and listening as well as critical thinking and communication.



#### Culture

1. Our school demonstrates a collective belief that every student can be an independent reader.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
2. Our school demonstrates a collective responsibility for student learning.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
3. Our school values professional learning for all teachers in literacy instruction and skill development.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
4. Our school practices a universal design for learning approach in response to student assessment data.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought

#### Structures

1. Our school has identified blocks of time that are protected from interruption for literacy instruction (reading, writing, oral language).

NOTE: 90 minutes recommended K-3, 60 minutes 4-7

- Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
2. Our school utilises reading assessments to identify targeted student needs and regularly uses data to inform decision making.
    - Definitely
    - We're making meaningful progress
    - We will give this some thought
    - Describe

3. Our school teams have identified literacy tools and resources for the five critical areas that are readily available to educators.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

4. Our school understands fluid grouping options to address student learning needs (reading).

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

5. Structures are in place in our school to identify students' targeted needs, intervention opportunities are available, and the success of the interventions are monitored.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

6. School team collectively reviews data regularly to identify whole group needs, small group instruction, and needs for intervention.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

## **Instruction**

1. Our educators recognise common language related to reading instruction.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

2. Our educators feel confident in their knowledge of the five critical components of reading and can flexibly respond to student needs.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

3. Our educators use a variety of data to drive instruction at the whole group, small group, and individual level.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

4. Our students receive 60-120 minutes of literacy instruction per day (not including intervention blocks).
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
5. Our school has identified Tier 1, 2, and 3 instructional resources for all five key areas of reading.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
6. Teachers are clearly aware of the continuum of skills across grade levels in the five key areas of reading.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
7. Educators consistently use scaffolding and modelling (I do, We do, You do).
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
8. Students whose assessments show a need for intervention (Tier 2/3) are also active members of the Tier 1 community.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
9. Educators provide explicit instruction in the following areas:
  - Phonological awareness (see continuum)
  - Phonics/word reading (see continuum)
  - Fluency
  - Vocabulary
  - Comprehension

Celebrations of your school's reading/literacy program:

Hopes and wishes for your school's reading/literacy program:

## Literacy 8 - 12 Self-Assessment Tool

### Multi-Disciplinary System of Support



Literacy skills include reading, speaking, writing, and listening as well as critical thinking and communication.

#### Culture

1. Our school demonstrates a collective belief that literacy is the foundation for student success in life and after school.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
2. Our school demonstrates a collective belief that every teacher is a literacy teacher.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
3. Our school demonstrates a collective belief that literacy is an interdisciplinary responsibility, across all curricular areas and grades.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
4. Our school values ongoing professional learning for all teachers in literacy instruction and skill growth.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
5. Our school demonstrates an "all learners are our learners" mindset and flexibly responds to students learning needs.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
6. Reading for pleasure is valued and modelled at our school.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought

#### Structures

1. Our school values, promotes and supports explicit literacy instruction in all subject areas (vocabulary, fluency, comprehension).
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe

2. Our school utilises reading assessments to identify targeted students needs and regularly uses data to inform decision making.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

3. Our school has identified literacy tools and resources that respond to targeted student needs.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

4. Our school resources and tools are readily available to teachers and support staff.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

5. Structures are in place in our school to provide research-based intervention opportunities, and the success of the interventions are monitored.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

6. Our school support team works collaboratively with classroom teachers to regularly review data that informs whole group needs, small group instruction, and needs for intervention.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

7. Reading for pleasure is valued and modelled at our school.

- Definitely
- We're making meaningful progress
- We will give this some thought

## **Instruction**

1. Our educators understand common language related to literacy instruction.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Give some examples



2. Our educators feel confident in their knowledge of multi-disciplinary literacy instruction and can respond to student needs in their class context.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

3. Our educators use a variety of data to inform instruction at the whole group, small group and individual level.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

4. Our students feel confident that their literacy instruction is the collective responsibility of all their educational staff.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

5. Our school has identified Tier 1, 2, and 3 structures that respond to student data.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

6. Educators consistently describe text structures, pre-load vocabulary and model comprehension strategies.

- Definitely
- We're making meaningful progress
- We will give this some thought
- Comment

7. Students whose assessments show a need for Tier 2/3 intervention also are active members of the Tier 1 community (intervention is in addition to core instruction).

- Definitely
- We're making meaningful progress
- We will give this some thought
- Describe

Celebrations of your school's reading/literacy program:

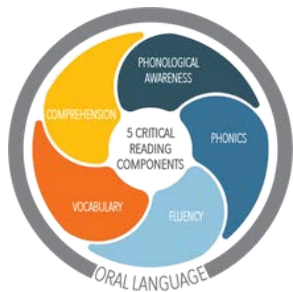
Hopes and wishes for your school's reading/literacy program:

# Appendix B

## Supporting Graphics

Graphics have been created to visually summarise research with the goal of building common understanding and language.

[Go to complete collection of full-sized graphic files>](#)



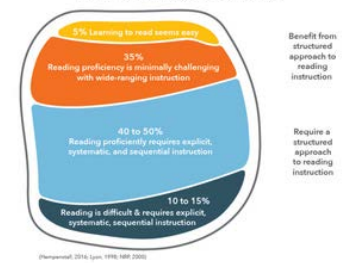
5 Critical Components of Reading

READING STAGES	
STAGE	STAGE
1 EMERGENT LITERACY (3-5 YEARS)	5 PROFICIENT "PROSE READING" (10-12 YEARS)
2 ALPHABETIC LITERACY (5-7 YEARS)	6 PROFICIENT "PROSE READING" (12-15 YEARS)
3 ALPHABETIC LITERACY (7-9 YEARS)	7 PROFICIENT "PROSE READING" (15-18 YEARS)
4 ALPHABETIC LITERACY (9-11 YEARS)	8 PROFICIENT "PROSE READING" (18-21 YEARS)
5 ALPHABETIC LITERACY (11-13 YEARS)	9 PROFICIENT "PROSE READING" (21+ YEARS)

Stages of Reading

### VISUAL SUMMARY OF HOW WE LEARN TO READ

BASED ON MULTIPLE STUDIES & A LARGE BODY OF EVIDENCE

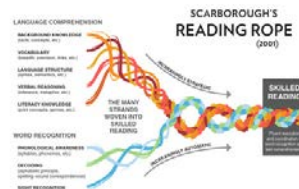


How We Learn to Read

### SIMPLE VIEW OF READING



Simple View of Reading (Set of 3)



Scarborough's Reading Rope



Multi-Tiered System of Support (2 Sets of 3)



Assessment "Digging Deeper" Flow Charts & Supporting Resources (Multiple Sets) >

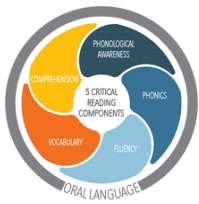


## Appendix C

### The 5 Critical Components Throughout the Grades

The following set of documents are two-page summaries of key teaching points and resources for each of the 5 Critical Components of Reading by grade. This resource is intended as a starting point for assessment and instructional decisions.

The suggested instructional methods and resources are supported by extensive research and evidence.



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN KINDERGARTEN

Recommended 90 minutes overall daily literacy instruction.

## Phonological Awareness

**Assessing:** District Reading Assessments

**Skills:** Identify initial, end, and middle sound      Blending and segmenting sounds

**Instruction:** Noticing, thinking about, and working with phonemes (sounds: the smallest units of spoken language). Whole group, small group, and 1-on-1

### Sample Activity

- Poems songs
- Sound-picture match games
- Say it/Move it

### Resources

[Guided Phonics & Beyond Curriculum \(Tara West\)](#)  
[Phonemic Awareness \(purple flip book; Heggerty\)](#)

## Phonics

**Assessing:** Phonics Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:** Letter-Sound Correspondences

**Instruction:** Teaching the sound symbols of our language (sound - letter correspondence)

### Sample Activity

- Whole group lessons
- Reading decodables
- Alphabet arc
- Tap it - map it- graph it

### Resources

[Reading Rockets](#)  
[Florida Centre for Reading Research](#)  
[Guided Phonics & Beyond Curriculum \(Tara West\)](#)  
[CORE Teaching Reading Sourcebook](#)

## Fluency

**Skills:** Letter Reading      Sound/Phoneme Reading

Early focus on accuracy leads to automaticity.

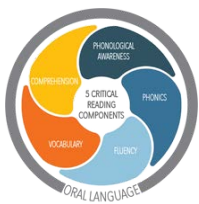
**Instruction:** Daily practice. Repeated reading. Increasing accuracy, automaticity, rate, & expression. Regular teacher-student reading for progress monitoring.

### Sample Activity

- Partner practice
- Choral reading
- Monthly poems

### Resources

[Florida Centre for Reading Research](#)  
[Guided Phonics & Beyond Curriculum \(Tara West\)](#)  
[CORE Teaching Reading Sourcebook](#)



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN KINDERGARTEN

## Vocabulary

**Skills:** Oral vocabulary knowledge; use of words in spoken language.

Whole word knowledge, applying prior knowledge to build meaning, new words learned through reading and explicit instruction.

**Instruction:** Vocabulary words in context of stories and learning.

### Sample Activity

- Quality read alouds
- Centres of multiple themes
- Memory word match
- Dramatic play & story workshop
- Science & Socials Curriculum

### Resources

[Florida Centre for Reading Research](#)  
[Guided Phonics & Beyond Curriculum \(Tara West\)](#)  
[CORE Teaching Reading Sourcebook](#)

## Comprehension

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:** *Listening Comprehension*

Active and purposeful understanding of spoken language.

*Concrete Understanding*

Understanding literal and sequential meaning.

*Critical Thinking Strategies*

Oral predicting, retelling, answering why, how...

**Instruction:** Rich shared stories. Discuss plot, inferences, visualisations, connections.

### Sample Activity

- Carpet story time
- Elder/cultural storytellers
- Story mapping
- Reflections through drawing
- Retell through dramatic play

### Resources

[Florida Centre for Reading Research](#)  
[Guided Phonics & Beyond Curriculum \(Tara West\)](#)  
[CORE Teaching Reading Sourcebook](#)

## Oral Language

Oral language, or spoken language, includes speaking and listening. Developing these skills provides the foundation for word reading, comprehension, and writing.

Rich oral language in the classroom supports vocabulary, communication, and critical thinking, as students may engage intellectually with ideas that they may not yet be able to access through text.

Teachers of younger students sometimes use an oral language screener to identify developmental gaps.



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 1

Recommended 90 minutes overall daily literacy instruction.

## Phonological Awareness

**Assessing:** Bridge the Gap by Heggerty; PAST (online)

**Skills:** Phoneme Addition, Phoneme Deletion, Phoneme Substitution Beginning Sound, Phoneme Substitution Middle Sound

**Instruction:** Noticing, thinking about, and working with phonemes (sounds: the smallest units of spoken language). Whole group, small group, and 1-on-1

### Sample Activities

- Sound picture match games
- Sound/Phoneme Wall
- Sound changing game

### Resources

[Equipped for Reading Success](#), Kilpatrick  
[Bridge the Gap](#), Heggerty  
[CORE Teaching Reading Sourcebook](#)  
[Florida Centre for Reading Research](#)

## Phonics

**Assessing:** Phonics Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:** Letter-Sound Correspondences, CVC & VC Words, Blends & Digraphs, Complex Vowels, Complex Consonants

**Instruction:** Teaching the sound symbols of our language (sound - letter correspondence)

### Sample Activity

- Word sorts
- Dictation
- Reading decodables
- Blending drill
- Phonics hunt (finding in text)

### Resources

[Guided Phonics & Beyond Curriculum](#) (Tara West)  
[UFLI Foundations Reading Curriculum](#)  
[Reading Rockets](#)  
[CORE Teaching Reading Sourcebook](#)  
[Florida Centre for Reading Research](#)

## Fluency

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:** Letter Reading, Sound/Phoneme Reading, Word Reading, Phrase/Sentence Reading. Early focus on accuracy leads to automaticity and prosody.

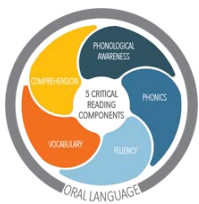
**Instruction:** Daily practice. Repeated reading. Increasing accuracy, automaticity, rate, & expression. Regular teacher-student reading for progress monitoring.

### Sample Activity

- Repeated reading
- Reader's theatre
- Partner practice
- Choral reading

### Resources

[Flyleaf decodable passages](#)  
[West Coast Literacy decodable books](#)  
[Starfall](#)  
[CORE Teaching Reading Sourcebook](#)  
 Poetry collections



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 1

## Vocabulary

**Assessing:** Vocabulary Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:** Oral vocabulary knowledge; use of words in spoken language.

Whole word knowledge, applying prior knowledge to build meaning, new words learned through reading and explicit instruction.

**Instruction:** Vocabulary words in context of stories and learning.

### Sample Activity

- Rich read alouds
- Centres of multiple themes
- Memory word match
- Dramatic play & story workshop
- Science & Socials Curriculum

### Resources

[Guided Phonics & Beyond Curriculum \(Tara West\)](#)  
[CORE Teaching Reading Sourcebook](#)  
[Florida Centre for Reading Research](#)  
[The Reading Comprehension Blueprint](#)

## Comprehension

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:** *Listening Comprehension*

Active and purposeful understanding of spoken language.

*Concrete Understanding*

Understanding literal and sequential meaning.

*Critical Thinking Strategies*

Oral predicting, retelling, answering why, how...

**Instruction:** Rich stories shared and discussed.

### Sample Activity

- Carpet story time
- Elder/cultural story tellers
- Story sequencing & retell
- Reflections through drawing
- Retell through dramatic play

### Resources

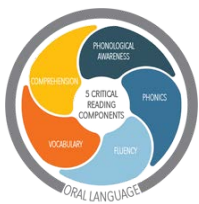
[Guided Phonics & Beyond Curriculum \(Tara West\)](#)  
[CORE Teaching Reading Sourcebook](#)  
[Florida Centre for Reading Research](#)  
[The Reading Comprehension Blueprint](#)

## Oral Language

Oral language, or spoken language, includes speaking and listening. Developing these skills provides the foundation for word reading, comprehension, and writing.

Rich oral language in the classroom supports vocabulary, communication, and critical thinking, as students may engage intellectually with ideas that they may not yet be able to access through text.

Teachers of younger students sometimes use an oral language screener to identify developmental gaps.



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 2

For learners who struggle with any part of Tier 1, universal instruction, please refer to the Cowichan Assessment Map which helps identify specific critical component skills to target.

Recommended 90 minutes overall daily literacy instruction.

## Phonological Awareness

**Assessing:** Bridge the Gap by Heggerty; PAST (online)

**Skills:** Phoneme Addition, Phoneme Deletion, Phoneme Substitution Beginning Sound, Phoneme Substitution Middle Sound

**Instruction:** Noticing, thinking about, and working with phonemes (sounds: the smallest units of spoken language). Whole group, small group, and 1-on-1

### Sample Activities

- Sound picture match games
- Sound/Phoneme Wall
- Sound changing game

### Resources

[Equipped for Reading Success](#), Kilpatrick  
[Bridge the Gap](#), Heggerty  
[CORE Teaching Reading Sourcebook](#)  
[Florida Centre for Reading Research](#)

## Phonics

**Assessing:** Phonics Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:** Complex Vowels, Complex Consonants, Multisyllable Words

**Instruction:** Layered whole group for common learning goals & small group, to fit individual needs. 15-20 minute chunks daily.

### Sample Activities

- Phoneme/grapheme Mapping
- Map it, tap it, graph it
- Syllable Instruction
- Sound wall
- Practicing with decodable readers

### Resources

[West Virginia Phonics](#) (free account)  
[Guided Phonics & Beyond Curriculum](#) (Tara West)  
[CORE Teaching Reading Sourcebook](#)  
[Florida Centre for Reading Research](#)  
[UFLI Foundations Reading Curriculum](#)

## Fluency

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:** Passage Reading

As accuracy and automaticity increase, focus shifts to prosody and intonation.

**Instruction:** Daily practice. Repeated reading.  
Regular teacher-student reading for progress monitoring.

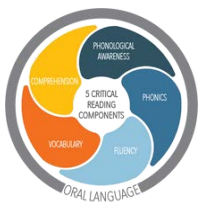
### Sample Activity

- Guided Oral Reading
- Readers Theatre & Poetry
- Partner Reading
- Choral reading
- Reading decodable text to reinforce phonics

### Resources

[Flyleaf decodable passages](#)  
[West Coast Literacy decodable books](#)  
[Starfall](#)  
[6 Minute Solution](#) (book) or [DIBELS](#) (online)  
[The Best Class](#) (website) Dr. Chase Young  
[Peer-Assisted Learning Strategy](#) (PALS)





# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 2

## Vocabulary

**Assessing:** Vocabulary Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

Phonological expression, oral vocabulary knowledge, use of words in spoken language.

Whole word knowledge, applying prior knowledge to build meaning, new words learned through reading or explicit instruction.

Morphology (meaning of base words, roots, and affixes) supports acquisition of new vocabulary and background knowledge.

Syntax: The rules to make grammatical and meaningful sentences.

Pragmatics: The use of language in social context.

**Instruction:** Essential for all students. Words drawn from science, socials, math...

**Sample Activity**

- Semantic mapping
- Word/morpheme walls
- Rich read alouds
- Synonyms & antonyms
- Examples and non-examples

**Resources**

- [Guided Phonics & Beyond Curriculum \(Tara West\)](#)
- [CORE Teaching Reading Sourcebook](#)
- [Florida Centre for Reading Research](#)
- [The Reading Comprehension Blueprint](#)
- [Morpheme Magic](#)

## Comprehension

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

*Listening Comprehension*  
Active and purposeful understanding of spoken language.

*Concrete Understanding*  
Understanding literal and sequential meaning.

*Critical Thinking Strategies*  
Oral predicting, retelling, answering why, how...

**Instruction:** For all students. Some may require more repetitive practice.

**Sample Activity**

- Reading different genres
- Text analysis
- Story sequencing
- Story cubes
- Retell wheel

**Resources**

- [CORE Teaching Reading Sourcebook](#)
- [Florida Centre for Reading Research](#)
- [The Reading Comprehension Blueprint](#)
- [Newsela](#)
- [Reading A-Z](#)

## Oral Language

Oral language, or spoken language, includes speaking and listening. Developing these skills provides the foundation for word reading, comprehension, and writing.

Rich oral language in the classroom supports vocabulary, communication, and critical thinking, as students may engage intellectually with ideas that they may not yet be able to access through text.



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 3

For learners who struggle with any part of Tier 1, universal instruction, please refer to the Cowichan Assessment Map which helps identify specific critical component skills to target.

*Recommended 90 minutes overall daily literacy instruction.*

## Phonological Awareness

Often not included in Tier 1 instruction, unless group assessments indicate a need. Students who struggle to decode or to articulate sounds clearly through speech, should be assessed.

**Assessing:** Bridge the Gap by Heggerty; PAST (online)

**Instruction:** For a few students who demonstrate a need through assessment. Instruction happens in small, 3-5 minute chunks repeated daily and is connected to phonics (decoding) & writing (encoding).

## Phonics

**Assessing:** Phonics Screener (District Assessment; CORE Assessing Reading Multiple Measures)

**Skills:**

Complex Vowels

Complex Consonants

Multisyllable Words

**Instruction:** Layered whole group for common learning goals & small group, to fit individual needs. 15-20 minute chunks daily.

### Sample Activities

- Phoneme/grapheme Mapping
- Syllable Instruction
- Successive/continuous blending drills
- Practicing with decodable readers

### Resources

- [West Virginia Phonics](#) (free account)
- [CORE Teaching Reading Sourcebook](#)
- [Florida Centre for Reading Research](#)

## Fluency

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

Passage Reading

As accuracy and automaticity increase, focus shifts to prosody and intonation.



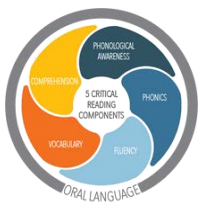
**Instruction:** Daily practice. Repeated reading. Regular teacher-student reading for progress monitoring.

### Sample Activity

- Guided Oral Reading
- Readers Theatre & Poetry
- Partner Reading

### Resources

- [6 Minute Solution](#) (book) or [DIBELS](#) (online)
- [The Best Class](#) (Reader's Theatre) Dr. Chase Young
- [Peer-Assisted Learning Strategy](#) (PALS)



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 3

## Vocabulary

**Assessing:** Vocabulary Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

Phonological expression, oral vocabulary knowledge, use of words in spoken language.

Whole word knowledge, applying prior knowledge to build meaning, new words learned through reading or explicit instruction.

Morphology (meaning of base words, roots, and affixes) supports acquisition of new vocabulary and background knowledge.

Syntax: The rules to make grammatical and meaningful sentences.  
  
Pragmatics: The use of language in social context.

**Instruction:** Essential for all students. Words drawn from science, socials, math...

**Sample Activity**

- Semantic mapping
- Word/morpheme walls
- Synonyms & antonyms
- Examples and non-examples
- Rich/challenging text

**Resources**

- [CORE Teaching Reading Sourcebook](#)
- [Morpheme Magic](#)
- Anita Archer [Explicit Instruction](#) and [Rewards Program](#)

## Comprehension

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

*Listening Comprehension*  
Active and purposeful understanding of spoken language.

*Concrete Understanding*  
Understanding literal and sequential meaning from text

*Critical Thinking*  
Applying increasingly complex reading strategies (predicting, inferencing, analysing summarising, etc.) in a variety of texts.

*Disciplinary Reading*  
Accessing, using, and applying information read in different contexts and disciplines (work or areas of study)

**Instruction:** For all students. Some may require more repetitive practice.

**Sample Activity**

- Reading different genres
- Text analysis
- Story mapping

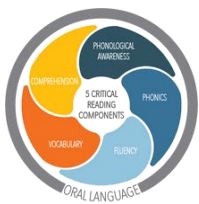
**Resources**

- [Newsela](#) or [Readworks.org](#) or [Reading A-Z](#)
- [The Reading Comprehension Blueprint](#)
- [Keys to Literacy](#): key comprehension teaching strategies

## Oral Language

Oral language, or spoken language, includes speaking and listening. Developing these skills provides the foundation for word reading, comprehension, and writing.

Rich oral language in the classroom supports vocabulary, communication, and critical thinking, as students may engage intellectually with ideas that they may not yet be able to access through text.



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 4

For learners who struggle with any part of Tier 1, universal instruction, please refer to the Cowichan Assessment Map which helps identify specific critical component skills to target.

*Recommended 90 minutes overall daily literacy instruction.*

## Phonological Awareness

Seldom included in Tier 1 instruction, unless group assessments indicate a group need. Students who struggle to decode or to articulate sounds clearly through speech, should be assessed. This is often supported by a literacy support or ELL teacher.

**Assessing:** Bridge the Gap by Heggerty; PAST (online)

**Instruction:** For a few students who demonstrate a need through assessment. Instruction happens in small, 3-5 minute chunks repeated daily and is connected to phonics (decoding) & writing (encoding).

## Phonics

**Assessing:** Phonics Screener (District Assessment; CORE Assessing Reading Multiple Measures)

**Skills:**

Complex Vowels

Complex Consonants

Multisyllable Words

**Instruction:** Layered whole group for common learning goals & small group, to fit individual needs. 15-20 minute chunks daily.

### Sample Activities

- Phoneme/grapheme mapping
- Syllable activities
- Successive/continuous blending drills
- "Switch-it" (word chains)

### Resources

[West Virginia Phonics](#) (free account)  
[CORE Teaching Reading Sourcebook](#)  
[Florida Centre for Reading Research](#)

## Fluency

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

Passage Reading

Reading for a variety of purposes: audiences, genres, text types.

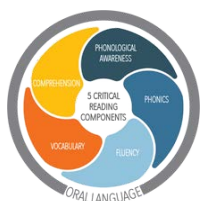
**Instruction:** As accuracy and automaticity increase, instructional focus shifts to prosody and intonation to communicate meaning (includes tending to punctuation & phrasing).

### Sample Activities

- Oral reading for different purposes (genres, audiences, text types)
- Readers Theatre
- Poetry
- Partner Reading

### Resources

[The Best Class](#) (readers theatre) Dr. Chase Young  
[Peer-Assisted Learning Strategy](#) (PALS)  
[Shanahan Article](#) with Strategies for older students  
[6 Minute Solution](#) (book) or [DIBELS](#) (online) for explicit practice and progress monitoring  
[Socratic Discussion Resource](#)  
[edutopia: Poetry Recital Ideas](#)



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 4

## Vocabulary

**Assessing:** Vocabulary Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

Applying prior knowledge to build meaning.  
New words taught within discipline area learning.

**Morphology:**  
meaning of base words, roots, and affixes

**Syntax:** rules to make grammatical and meaningful sentences.  
**Pragmatics:** use of language in social contexts.

**Instruction:** Essential for all students. Words drawn from science, socials, math...

**Sample Activity**

- Semantic mapping
- Word matrices
- Word/morpheme walls

**Resources**

[CORE Teaching Reading Sourcebook](#)  
[Morpheme Magic](#)  
Anita Archer [Explicit Instruction](#) and [Rewards Program](#)  
[Morphology Matters](#) (PDF booklet)

## Comprehension

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

**Critical Thinking**  
Applying complex reading strategies (predicting, inferencing, analysing, summarising, etc.) in a variety of texts.

**Disciplinary Reading**  
Accessing, using, and applying information read in different contexts and disciplines (work and/or areas of study).

**Assessing:** Maze (District Assessment; Assessing Reading Multiple Measures) or Levelled Passages

**Instruction:** For all students. Some may require more repetitive practice.

**Sample Activity**

- Reading different genres
- Text analysis
- Story mapping

**Resources**

[Newsela](#) or [Readworks.org](#) or [Reading A-Z](#)  
[The Reading Comprehension Blueprint](#)  
[Keys to Literacy](#): key comprehension teaching strategies

## Oral Language

Oral language, (speaking and listening) supports vocabulary, communication, critical thinking, and writing.

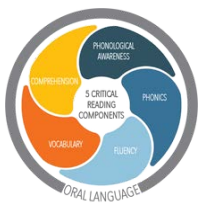
Rigorous thinking activities through oral communication allow students to engage intellectually with ideas that they may not yet be able to access through text. This develops thinking that transfers to comprehension, analytical thinking, problem-solving, and writing.

**Sample Activity**

- Structured discussion/ Socratic discourse
- Notice/Wonder strategy: Oral analysis as a class scaffolds writing when focussing on supporting ideas with evidence

**Resources**

- [Socratic Discussion Resource](#)
- [Notice/Wonder strategy](#).



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADES 5-7

For learners who struggle with any part of Tier 1, universal instruction, please refer to the Cowichan Assessment Map which helps identify specific critical component skills to target.

Recommended 90 minutes overall daily literacy instruction.

## Comprehension

**Assessing:** Maze (District Assessment; Assessing Reading Multiple Measures) or Levelled Passages

**Skills:**

*Critical Thinking*

Applying complex reading strategies (predicting, inferencing, analysing, summarising, etc.) in a variety of texts.

*Disciplinary Reading*

Accessing, using, and applying information read in different contexts and disciplines (work and/or areas of study).

**Instruction:** It is essential that students are exposed to challenging text that is at or above grade level. Scaffolding instruction and teaching strategies for reading large or complex texts is key.

### 5 Transferable Strategies to Support Cross-Curricular Comprehension

1. Comprehension monitoring; keeping focus while reading: stop & reflect

- main ideas: stop & reflect, restate, infer
- 2 column note-taking

2. Graphic Organisers

- top-down topic web (hierarchical structure)

3. Summarising

- hard to teach: worth the effort

4. Question Generation & Answering

- Bloom's taxonomy w/ question stems
- teach, post, and refer to often

5. "Before strategies"

- predicting
- building and engaging prior knowledge

### Resources

[Quad Text Set Strategy](#). (to scaffold grade-level/challenging text)

[Discipline Area Literacy](#). (with pages for each discipline)

[Newsela \(levelled reading passages\)](#)

[Achieve 3000](#) (multiple levels of same disciplinary texts and questions)

[AdLit \(All About Adolescent Literacy\)](#)

[Keys to Literacy](#): adolescent focus videos & practical articles

## Vocabulary

**Assessing:** Vocabulary Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

Applying prior knowledge to build meaning. New words taught within discipline area learning.

**Morphology:** meaning of base words, roots, and affixes

**Syntax:** rules to make grammatical and meaningful sentences. **Pragmatics:** use of language in social contexts.

**Instruction:** In every class of every discipline, in different ways. Oral-based classes use and expect use of specific, technical terms. Academic classes explicitly teach vocabulary connected to the daily learning, use it exaggeratedly, & expect students to use this language.

In each discipline different words are used, but the system of morphology is behind 70% of those words (90% in science). This supports reading and spelling multi-syllable words.

### 5 Ways to Build Vocabulary Semantics (Meaning)

- Morphology (affixes & bases)
- Example & non-examples
- Synonyms & antonyms
- Related words (morpheme family, meaning...)
- Defining in own words (construct own meaning first, then look up)

### Resources

- [CORE Teaching Reading Sourcebook](#)
- [Morpheme Magic](#)
- Anita Archer [Explicit Instruction](#) and [Rewards Program](#)
- [Morphology Matters](#) (PDF booklet)



# CRITICAL COMPONENTS FOR READING IN GRADES 5-7

## Fluency

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:** **Passage Reading**      Reading for a variety of purposes: audiences, genres, text types.

**Instruction:** As accuracy and automaticity increase, instructional focus shifts to prosody and intonation to communicate meaning (includes tending to punctuation & phrasing).

### Sample Activities

- Oral reading for different purposes (genres, audiences, text types)
- Readers Theatre
- Poetry
- Partner Reading

### Resources

[Poetry in Voice](#) (poetry bank & national competition)  
[The Best Class](#) (readers theatre) Dr. Chase Young  
[Peer-Assisted Learning Strategy \(PALS\)](#)  
[Shanahan Article](#) with Strategies for older students  
[6 Minute Solution](#) (book) or [DIBELS](#) (online) for explicit practice and progress monitoring

## Phonics

Likely intervention focus: may be provided by a literacy support or ELL teacher.

Older students who struggle to decode, should be screened to identify learning gaps. Existing gaps require explicit, systematic instruction to enable reading success.

**Assessing:** Phonics Screener (CORE Assessing Reading Multiple Measures)

## Phonological Awareness

Likely intervention focus: may be provided by a literacy support or ELL teacher.

Older students who struggle to decode, should be screened to identify learning gaps. Existing gaps require explicit, systematic instruction to enable reading success.

**Assessing:** [PAST \(Phonemic Awareness Sills Test\)](#) by Kilpatrick

## Oral Language

Oral language, (speaking and listening) supports vocabulary, communication, critical thinking, and writing.

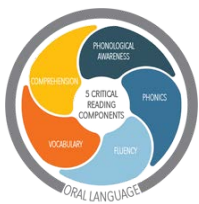
Rigorous thinking activities through oral communication allow students to engage intellectually with ideas that they may not yet be able to access through text. This develops thinking that transfers to comprehension, analytical thinking, problem-solving, and writing.

### Sample Activity

- Socratic discussion/discourse
- Debate, Speeches
- Oral analysis as a class scaffolds writing when focussing on supporting ideas with evidence
- Poetry recital/interpretation

### Resources

- [Socratic Discussion Resource & PoliTalks](#)
- [Facing History Discussion Resource](#)
- [Provocations: Indigenous Art](#) collection to provoke critical thinking on multiple topics
- [Poetry in Voice](#)



# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADES 8-12

For learners who struggle with any part of Tier 1, universal instruction, please refer to the Cowichan Assessment Map which helps identify specific critical component skills to target.

## Comprehension

**Assessing:** Maze (District Assessment; Assessing Reading Multiple Measures) or Levelled Passages

**Skills:**

### *Critical Thinking*

Applying complex reading strategies (predicting, inferencing, analysing, summarising, etc.) in a variety of texts.

### *Disciplinary Reading*

Accessing, using, and applying information read in different contexts and disciplines (work and/or areas of study).

**Instruction:** It is essential that students are exposed to challenging text that is at or above grade level. Scaffolding instruction and teaching strategies for reading large or complex texts is key.

### 5 Transferable Strategies to Support Cross-Curricular Comprehension

1. Comprehension monitoring; keeping focus while reading: stop & reflect

- main ideas: stop & reflect, restate, infer
- 2 column note-taking

2. Graphic Organisers

- top-down topic web (hierarchical structure)

3. Summarising

- hard to teach: worth the effort

4. Question Generation & Answering

- Bloom's taxonomy w/ question stems
- teach, post, and refer to often

5. "Before strategies"

- predicting
- building and engaging prior knowledge

### Resources

[Quad Text Set Strategy](#) (to scaffold grade-level/challenging text)

[Discipline Area Literacy](#) (with pages for each discipline)

[Newsela \(levelled reading passages\)](#)

[Achieve 3000](#) (multiple levels of same disciplinary texts and questions)

[AdLit \(All About Adolescent Literacy\)](#)

[Keys to Literacy](#): adolescent focus videos & practical articles

## Vocabulary

**Assessing:** Vocabulary Screener (District Assessment; Assessing Reading Multiple Measures)

**Skills:**

Applying prior knowledge to build meaning.  
New words taught within discipline area learning.

Morphology: meaning of base words, roots, and affixes

Syntax: rules to make grammatical and meaningful sentences.  
Pragmatics: use of language in social contexts.

**Instruction:** In every class of every discipline, in different ways. Oral-based classes use and expect use of specific, technical terms. Academic classes explicitly teach vocabulary connected to the daily learning, use it exaggeratedly, & expect students to use this language.

In each discipline different words are used, but the system of morphology is behind 70% of those words (90% in science). This supports reading and spelling multi-syllable words.

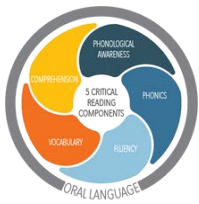
### 5 Ways to Build Vocabulary Semantics (Meaning)

- Morphology (affixes & bases)
- Example & non-examples
- Synonyms & antonyms
- Related words (morpheme family, meaning...)
- Defining in own words (construct own meaning first, then look up)

### Resources

- [CORE Teaching Reading Sourcebook](#)
- [Morpheme Magic](#)
- Anita Archer [Explicit Instruction](#) and [Rewards Program](#)
- [Morphology Matters](#) (PDF booklet)





# CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADES 8-12

## Fluency

**Assessing:** Oral Reading Fluency (District Assessment; Assessing Reading Multiple Measures)

**Skills:** Passage Reading Reading for a variety of purposes: audiences, genres, text types.

**Instruction:** As accuracy and automaticity increase, instructional focus shifts to prosody and intonation to communicate meaning (includes tending to punctuation & phrasing).

### Sample Activities

- Reader's Theatre
- Poetry readings; Spoken Word
- Speeches & debates
- Reading academic texts aloud

### Resources

[Poetry in Voice](#) (poetry bank & national competition)  
[The Best Class](#) (readers theatre) Dr. Chase Young  
[Peer-Assisted Learning Strategy \(PALS\)](#)  
[Shanahan Article](#) with Strategies for older students  
[6 Minute Solution](#) (book) or [DIBELS](#) (online) for explicit practice and progress monitoring

## Phonics

Likely intervention focus: may be provided by a literacy support or ELL teacher.

Older students who struggle to decode, should be screened to identify learning gaps. Existing gaps require explicit, systematic instruction to enable reading success.

**Assessing:** Phonics Screener ([CORE Assessing Reading Multiple Measures](#) book)

## Phonological Awareness

Likely intervention focus : may be provided by a literacy support or ELL teacher.

Older students who struggle to decode, should be screened to identify learning gaps. Existing gaps require explicit, systematic instruction to enable reading success.

**Assessing:** [PAST \(Phonemic Awareness Sills Test\)](#)\_by Kilpatrick

## Oral Language

Oral language, (speaking and listening) supports vocabulary, communication, critical thinking, and writing.

Rigorous thinking activities through oral communication allows students to engage intellectually with ideas that they may not yet be able to access through text. This develops thinking that transfers to comprehension, analytical thinking, problem-solving, and writing.

### Sample Activity

- Socratic discussion/discourse
- Debate, Speeches
- Oral analysis as a class scaffolds writing when focussing on supporting ideas with evidence
- Poetry recital/interpretation

### Resources

- [PoliTalks](#) (by CIVIX)
- [Facing History Discussion Resource](#)
- [Provocations: Indigenous Art](#) collection to provoke critical thinking on multiple topics
- [Poetry in Voice](#)



**COWICHAN VALLEY**  

---

**School District**

Cowichan Valley School District

# Numeracy FRAMEWORK







The Cowichan Valley School District recognizes, and gives thanks, that we work, live, and play on the traditional lands of the Coast Salish peoples, specifically the lands of the Lake Cowichan, Penelakut, Halalt, Lyackson, Stz'uminus, Malahat, and Quw'utsun peoples.

Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts.

*BC Curriculum*



This document is the result of many educators who have partnered to create a plan that empowers all learners with numeracy skills. Numeracy is everywhere; it is our collective responsibility.

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# Rationale

After extensive consultation with our community, including local First Nations, parents, community partners, staff, and students, the Cowichan Valley School District developed a four year strategic plan. Through this process, we clarified our collective mission:

**Our students are agile and prepared to transition to a future of their choosing.**

In addition, our district leadership identified our north star:

**Equitable outcomes for learners.**



As we continue our journey for truth and reconciliation, we first acknowledge inequities of outcomes for Indigenous learners AND we commit to working together with nts'a'maat sqwaluwun kw tst yaa yus (one heart, one mind, and one thought) to address the inequities of outcomes. Our reflective journey identified lower than expected achievement in the areas of literacy and numeracy. In response, our district has engaged in the development of a Numeracy Framework that provides shared resources and understandings to facilitate learner growth.



All learners in the Cowichan Valley School District deserve an educational system that partners with families and community to empower them with skills, knowledge, and ways of being that will allow them to create a future of their choosing.





## Purpose

The purpose of our Numeracy Framework is to provide our educational community with opportunities to design practice that supports learners to become numerate citizens.

The Cowichan Valley School District Numeracy Framework is based upon current, global research and reflects the collective effort of teachers, support staff, and administrators. It is designed to share concrete examples of K-12 instruction.

*Mathematics, rightly viewed, possesses not only truth  
but supreme beauty.*

Bertrand Russell

# Shared Beliefs

Our Numeracy Framework is based upon shared beliefs that are reflected in all practices across our District.



## First Peoples Principles/Indigenous Perspectives

Indigenous ancestors have provided wisdom that guides our work with our xe' xe' smun'eem (sacred children). Indigenous perspectives and content are integral to our learning journey.



## Culture of Care

We recognise the critical importance of healthy relationships in safe, inclusive communities.



## Core Competencies

Learning experiences should integrate the following:

- **Communication** (knowledge, skills, processes, and dispositions associated with interacting with others)
- **Thinking** (combining concepts and content to transform into new understandings, habits of the mind, and metacognitive awareness)
- **Personal and Social** (abilities related to students' identity in the world as individuals and as members of community and society)

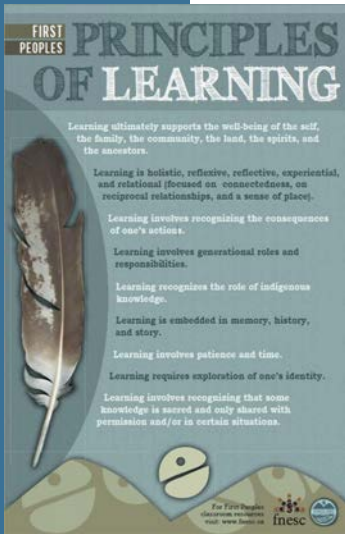


## Authentic engagement








Applied learning and authentic real-world experiences contribute to deeper learning for all ages.



# First Peoples Principles of Learning



A succinct expression of the shared wisdom of Indigenous Knowledge-keepers, scholars, and educators within British Columbia's First Peoples communities is captured within the "First Peoples Principles of Learning."

-  building on what students are already familiar with (both abstract knowledge and concrete knowledge)
-  exploring and building on students' interests (e.g., asking learners about what is important to them as a way to identify what context will prove meaningful to them as a basis for learning mathematics)
-  presenting mathematics problems of various sorts in varied ways (e.g., visual, oral, role-play, and experiential problems as well as word and symbol problems)
-  stimulating students' innate curiosity and desire to explore
-  communicating a positive and enthusiastic attitude toward mathematics (e.g., being willing to take risks and make mistakes and encouraging students to do the same)
-  promoting and rewarding perseverance (e.g., giving necessary time for difficult problems and revisiting them on multiple occasions)
-  encouraging students to reflect on and be explicit about their own thinking processes and the transformations in their own understanding.

Source: [FNEESC, Math First Peoples Teacher Resource Guide, 2020](#)

*Our commitment to First Peoples' Principles is integrated in the collective response to supporting learners. "Data" does not focus our minds on judgement, but is seen as part of our learners' truth and story in that moment. The knowledge gained by collectively checking on all learners' reading development allows us to ensure each student can develop numeracy skills, while honouring their story, and communicating with families about strengths and next steps.*

- In This Section (quick links)
- [Pedagogy & Ourselves](#)
  - [Numeracy](#)
  - [Mathematics](#)
  - [Number Sense](#)
  - [5 Strands of Proficiency](#)
  - [Value of Play](#)

# Foundational Understandings

This framework is based on foundational understandings that provide a common language to support professional learning and collaboration.

## Knowledge of Subject, Students and Self

The systems, structures and foundational understandings within this framework support successful mathematics education. A teacher's positive relationship with mathematics is key for students' success. These three areas support professional confidence and positive mathematics identity:

### KNOWLEDGE OF MATHEMATICS

Teachers of mathematics come from a variety of backgrounds. Proficiency with conceptual and procedural knowledge of curriculum and the foundational skills of those learning standards is essential. Fluency with math vocabulary is also key.



- [Progressions of Mathematics](#)
- [BC Curriculum](#)

### KNOWLEDGE OF STUDENTS

Understanding student strengths is essential to success. Triangulating observations, conversations and student products, provides a fulsome knowledge of a student's conceptual understanding, procedural fluency, and disposition (math identity and mindset).



- [Positive Classroom Norms](#), YouCubed
- [Assessment in a Thinking Classroom](#), P. Liljedahl (video)

### KNOWLEDGE OF INSTRUCTIONAL PRACTICES

Knowledge of mathematics paired with knowledge of students, enables flexible and responsive instructional practices such as planning and assessment. Universal Design for Learning and Concrete-Representational-Abstract (CRA) are approaches that support this design.



- [UDL Guidelines in Math](#)
- [CRA Approach](#)

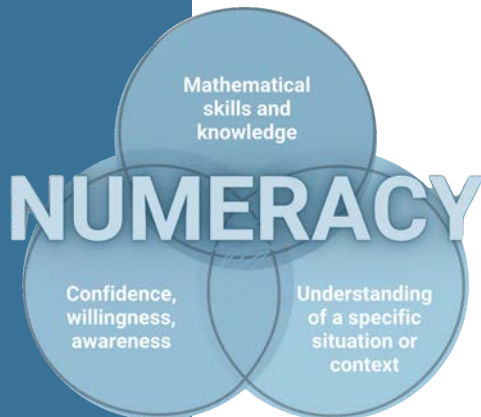
Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.  
[Albert Einstein](#)

Mathematics and numeracy are not the same, though they draw on the same body of knowledge.

## Numeracy

*Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts.*

*BC Curriculum*



### Numeracy is embedded in all disciplines



ADST:

- calculate square footage
- budgeting materials and labour

Arts Education:

- represent perspective in artistic creations
- use timing to play or compose music

English Language Arts:

- plot story events on graphs or timelines
- interpreting statistics in a news report

Mathematics:

- making calculations when problem solving
- determining implications of interest rate changes

Science:

- estimate and take measurements during experiments
- use models to represent systems, scientific structures or processes



Social Studies:

- represent events on a timeline
- interpreting numerical data

Physical & Health Education:

- create and track progress for a fitness plan
- calculate percentage of food intake

## Mathematics

Mathematics is the study of numbers, quantities, data, shape and space, and their relationships.

### Number sense

- is an innate ability that allows individuals to understand and work with numbers intuitively.
- develops gradually through exposure to numbers and mathematical experiences.
- is fundamental to mathematical proficiency and serves as a foundation for more advanced mathematical concepts.



*Just as phonemic awareness is a prerequisite for learning phonics and becoming a successful reader, developing number sense is a prerequisite for succeeding in mathematics.”  
Sousa (2015)*

### Computational Fluency

- refers to the ability to perform calculations accurately, efficiently, and flexibly.
- extends beyond rote memorization of facts and includes a deep understanding of number relationships and strategies.
- develops through practice, repeated exposure to mathematical problems, and a focus on efficiency and accuracy.
- allows individuals to solve mathematical problems efficiently, freeing up cognitive resources for more complex tasks.

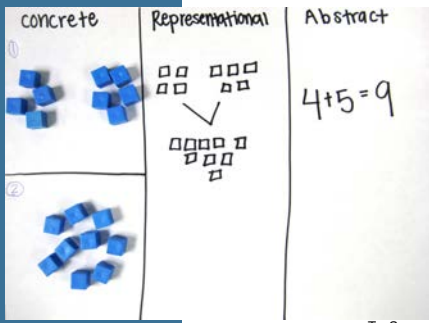


*Real fluency is the ability to select efficient strategies; to adapt, modify, or change out strategies; and to find solutions with accuracy.  
Bay-Williams (2022)*

# Concrete Representational Abstract (CRA) Model

The Concrete – Representational – Abstract (CRA) model is a simple, clear, three-part model for comprehensive mathematics planning and instruction, equally relevant in Kindergarten as it is in Grade 12.

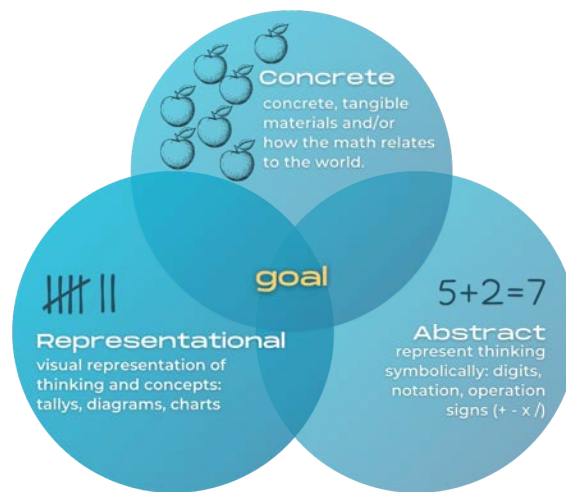
The CRA model is evidence-based. It blends the BC curricular competencies and content, as well as aspects of both direct instruction and discovery-learning practices. CRA leads to a deeper and lasting understanding of mathematics concepts. It is best implemented as three layers of learning, not a linear process.



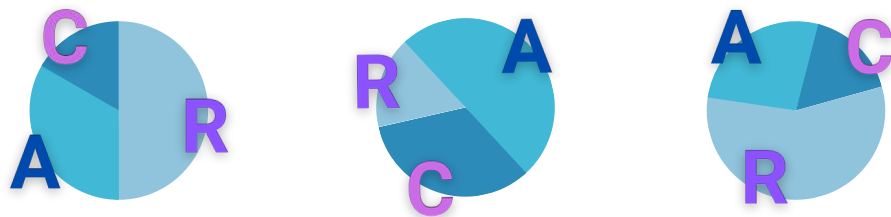
To Source

## LEARN MORE

- [Overview](#): by Recovering Traditionalist
- [Example Implementation](#) by Make Math Moments



CRA is not linear and the three layers are used in different order and proportions, depending upon the lesson. All three, though, are part of any lesson or unit of study.



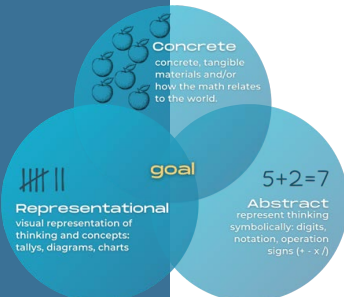
Each stage of the CRA approach should be taught using explicit, scaffolded instruction, often summarised as I Do , We Do, You Do: demonstration, modelling, and guided practice followed by independent practice, and immediate feedback.

“ Sometimes there are too many questions on a page of math and it overwhelms me.”  
Grade Eight Student



# Planning Instruction within a CRA Model

Conceptual understanding is built through the C and R layers, and is key for long-term memory and future learning. The A often refers to procedural understanding.



GRADE 1  
MEASUREMENT

<b>C</b>	<b>R</b>	<b>A</b>
<p>Students use hands, keys, and two items of choice to measure widths of a doorway, desk, bookshelf.</p> <p><i>Lived experiences promote memory and understanding. Vocabulary and concept of width and measurement practiced.</i></p>	<p>Measurement results are recorded on a table with a tally. Students compare results.</p> <p>Class examples used to compare and discuss different results.</p> <p><i>Reinforces vocabulary and concept of width, measurement, table and tally.</i></p>	<p>Tally tables are revised adding number symbols of quantities. Class and student comparisons use symbols = and ≠ to compare equalities/inequalities.</p> <p><i>Reinforces symbols and symbolic communication of numbers, equal, and unequal.</i></p>

GRADE 7  
INTEGERS

<p>Students gather on a staircase with a landing. The landing represents zero. Volunteer students represent financial exchange of earning and borrowing to understand the concept of negative numbers.</p> <p><i>Beyond a hook, this concretely makes meaning of the concept.</i></p>	<p>Staircase exercise is reinforced using number lines, thermometers, and pictures of money.</p> <p><i>This is review and scaffolding deeper understanding of integers and financial literacy concepts and related vocabulary.</i></p>	<p>Visual number line, thermometer, and money exercises also represented through numbers and symbols.</p> <p><i>Reinforces symbolic communication of operations with integers. Later lessons expand concept by modelling budgets through both paper and Excel spreadsheets.</i></p>
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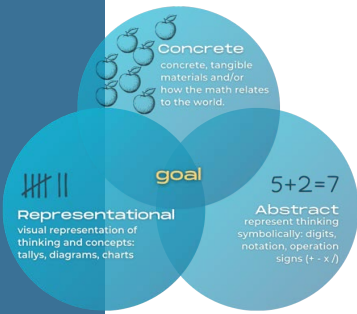
GRADE 12  
LIMITS

<p>Bread is halved then halved again repeatedly. Then students imagine this continuing beyond what can be physically cut, to demonstrate the "limit" that zero will never be reached.</p> <p><i>Physical demonstrations and story/paradox builds concept of something that cannot occur.</i></p>	<p>Graphs are used to visually represent continuity, derivatives, and integrals by teacher, as a group, then independent practice (I do, We do, You do model)</p> <p><i>Explicit key vocabulary taught and used throughout by teacher and students: vocabulary knowledge represents conceptual knowledge.</i></p>	<p>Algebraic expressions (numbers, letters, and other symbols) represent the graphic representations using all appropriate symbols. Oral communication uses technical language in explaining the math.</p> <p><i>Fulsome understanding is demonstrated when students communicate through vocabulary, visuals, and abstract algebraic expressions.</i></p>
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## Concrete (Virtual) Manipulatives







## Examples of Classroom Assessment

Mathematics teaching incorporates the three CRA layers when exploring areas of mathematics content.

Utilising CRA as a guide for comprehensive teaching that builds deep understanding, long-term memory, and -ultimately- computational fluency, also supports effective assessment FOR and OF learning. Triangulation of conversations, observations, and products, is inextricably embedded within the CRA layers.

Using CRA as a lens for assessment as well as instruction, results in more accurate and comprehensive understanding of student proficiency with Learning Standards. It allows us to identify when students truly understand math concepts (concrete & representational) and know how to communicate those concepts symbolically (abstract). Proficiency requires all three layers to ensure solid conceptual understanding and the ability to communicate through numbers and symbols.



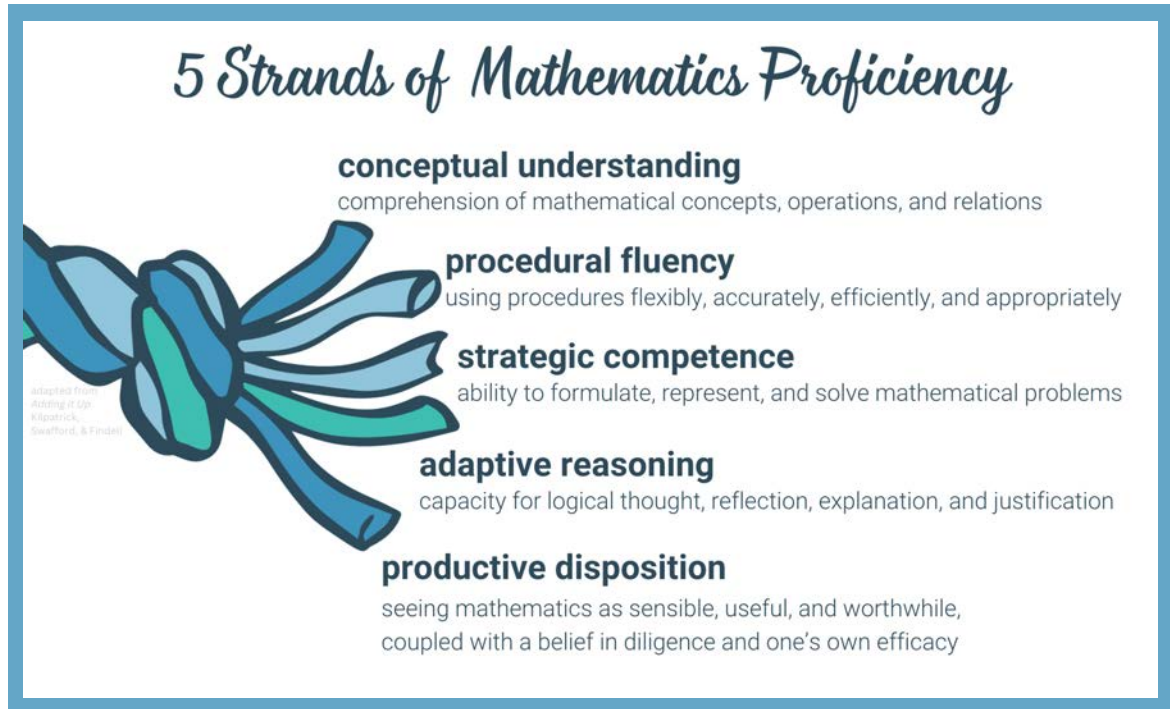
### Abstract can't stand alone

If a student is only taught and assessed through the Abstract (numbers symbols), they could memorise an algorithm or follow steps without understanding the concept. This may get them through that moment, but may not be successful when problems become more complex or the context varies. Without a clear and early foundation of understanding, a student could "do well" in math for years, then struggle later.

- [Nix the Tricks](#) free download with examples
- [Math with Bad Drawings](#) article with examples

## Strands of Mathematics Proficiency

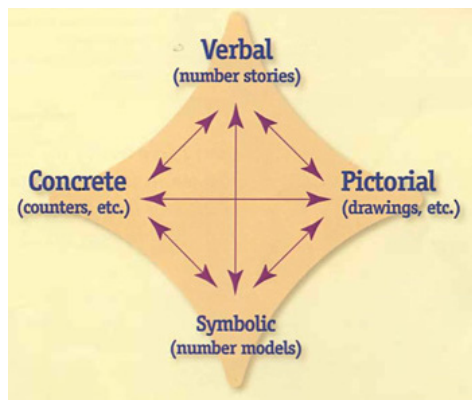
The CRA model is an efficient summary of the five Strands of the Mathematics Proficiency. The five interdependent and interwoven strands result in mathematical proficiency. Proficiency with mathematics is not one-dimensional and cannot be achieved by focusing on just one or two of these strands.



Adapted from NRC, [Adding it Up](#)

### Conceptual Understanding

refers to "relational" understanding. This is the "whats" and "whys" of mathematics.

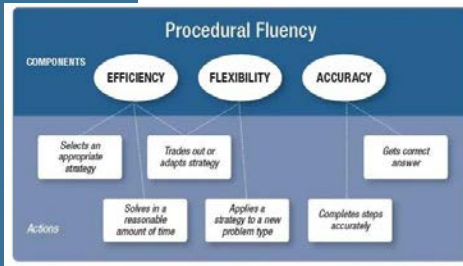


Model of Conceptual Understanding  
[Everyday Mathematics](#)

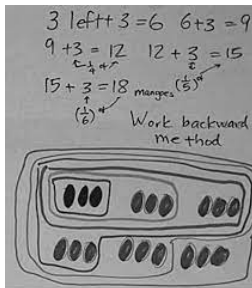
Students with conceptual understanding:

- know more than isolated facts and methods
- organise their knowledge into a coherent whole,
- learn new ideas by connecting them to prior knowledge.

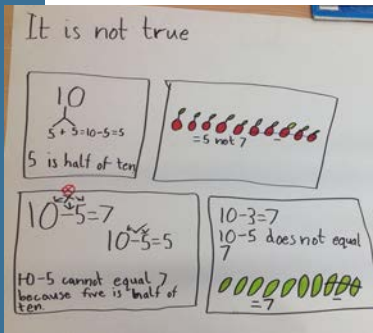
Learning with understanding makes facts and methods easier to remember and use.



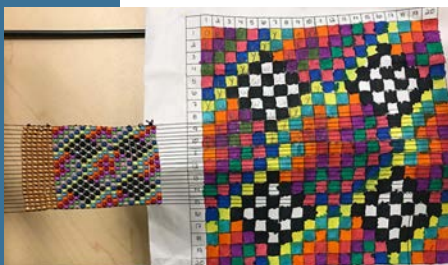
Source: [Corwin Connect](#)



Source: [Dr Jennifer Suh](#)



Grade 2 proof for  $10 - 5 \neq 7$   
 from [IB Education Blog](#)



Government of Canada:  
[Decolonizing math education](#)

## Procedural Fluency

refers to the understanding of when and how to use procedures.. Students with procedural fluency can:

- deepen their understanding of mathematical ideas or solving mathematics problems.

## Strategic Competence

refers to the ability to formulate mathematical problems, represent, and solve them.

A student with strategic competence can:

- come up with several approaches to a non-routine problem
- choose among different methods to suit the situation.

## Adaptive Reasoning

refers to the capacity for logical thought, reflection, explanation, and justification.

A student with adaptive reasoning can:

- convince others that their solutions are correct
- reflect on their work.

## Productive Disposition

refers to the tendency to see sense in mathematics, perceive it as both useful and worthwhile.

A student with productive disposition has:

- growth mindset
- a positive mathematical identity
- a healthy relationship with math.

[Click here for elaborations on each Strand of Mathematical Proficiency.](#)

## The Value of Play

Throughout a school day, approaches fluctuate between play-based teaching and structured teaching. For optimal learning, these approaches are employed at different times and for different purposes. The result is that learners receive explicit instruction as well as active learning where they practice skills through play.

In grades K-12, play has a direct, positive impact on:

- executive functioning
- self-regulation skills
- communication and
- problem-solving skills.

Play-based opportunities allow for learning through doing and the application of skills. Play may take many forms including open-ended explorations and guided challenges where the learner has the opportunity to explore or apply concepts in new ways. These lived experiences allow for a more fulsome understanding of concepts and promotes long-term memory.

“Games and challenges help me to understand and remember math concepts.”  
High School Student

*Educators, advocates for children’s rights, and academic researchers agree that play is vital for young children. Play should have a central role in the lives of young children—from infancy into middle childhood and beyond. The BC government recognizes the importance of play-based learning.*  
[BC Ministry of Education](#)

### Pedagogical Strategies for Play-Based Learning



Adapted from Pyle and Daniells, 2017

*The acquisition of a rich, comfortable sense of number is incremental, and is enriched by play both inside and outside the classroom.*

*Boaler (2022)*

In This Section (quick links)

- [MTSS](#)
- [Check-In for planning](#)
- [District Screeners](#)
- [Use of Data](#)

# District and School-Wide Systems & Structures

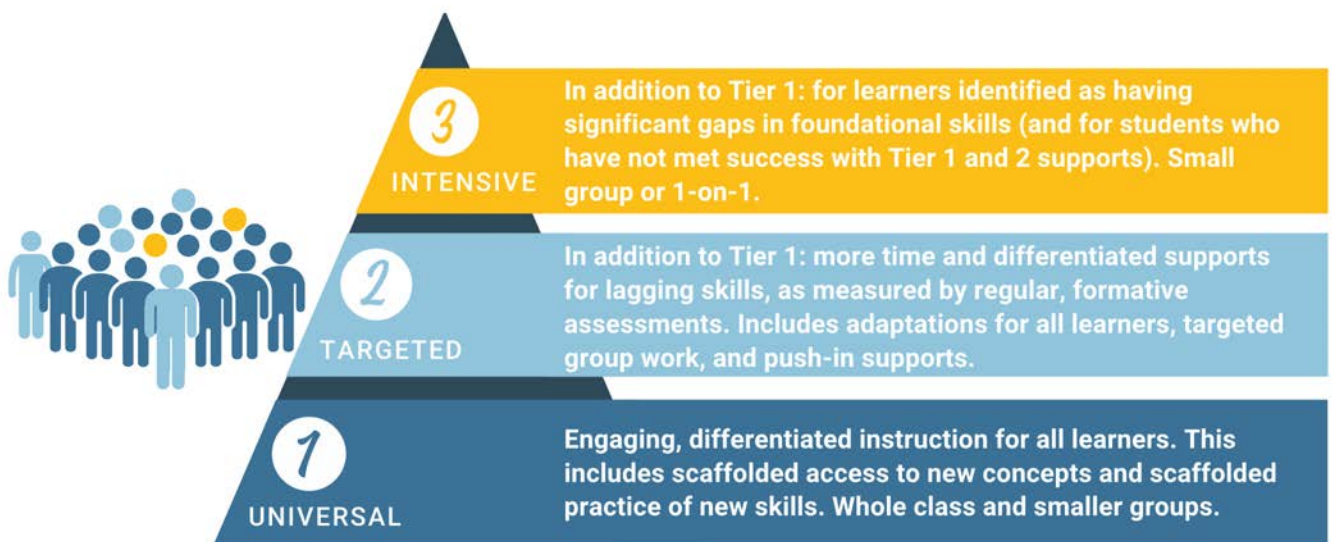
The following research and evidence-based systems and structures enable the actions of the Cowichan Valley School District Numeracy Framework.

## MTSS: Multi-Tiered Systems of Support

MTSS is a coordinated system of academic, emotional, and behavioural supports (universal, targeted, intensive) which provides a structure for effective instruction, assessment, and support for all students. It requires the collaboration and coordinated efforts of students, school and district staff, families, and community partners in providing appropriate programs, settings, supports, and services.

MTSS elements include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to identified needs
- Ongoing data collection and continual assessment
- School-wide approach to expectations and supports
- Involvement of supporting adults (guardians, school-based teams, specialists...)



- In This Section (quick links)
- Assessment
  - UDL
  - Spiralling & Interleaving
  - Resources

# Instructional Systems and Considerations

## Numeracy Universal Screener

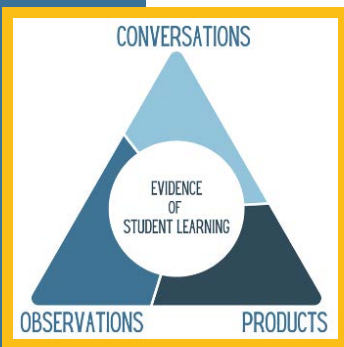
The Kindergarten to Grade 9 Numeracy Screening Tool is a series of assessments developed by teachers. These assessments and the procedures were developed through working groups of teachers and district staff. The assessments are intended to provide useful information to inform instruction and supports.

### Links to Grade by grade screeners of critical skills

- |          |  |          |  |
|----------|--|----------|--|
| <b>K</b> | <a href="#">Click for K screener</a>       | <b>5</b> | <a href="#">Click for Grade 5 screener</a> |
| <b>1</b> | <a href="#">Click for Grade 1 screener</a> | <b>6</b> | <a href="#">Click for Grade 6 screener</a> |
| <b>2</b> | <a href="#">Click for Grade 2 screener</a> | <b>7</b> | <a href="#">Click for Grade 7 screener</a> |
| <b>3</b> | <a href="#">Click for Grade 3 screener</a> | <b>8</b> | <a href="#">Click for Grade 8 screener</a> |
| <b>4</b> | <a href="#">Click for Grade 4 screener</a> | <b>9</b> | <a href="#">Click for Grade 9 screener</a> |



## Learning Inventory Data Collection



**Ongoing Assessment for Learning and Assessment of Learning:** Authentic assessment of a student's proficiency with the Learning Standards (curricular competencies and content) is gained through multiple methods and tools that best fit the student and the context. Triangulating evidence from observations, conversations, and products ensures a more accurate understanding of a student's proficiency.

### Triangulating in secondary classes

#### Scenario A:

*A student's product on an assignment suggests mastery; yet the observation of struggle indicates a developing level of proficiency with those learning standards. That observation is key evidence, providing further guidance for teaching and meaningful feedback.*

#### Scenario B:

*A student's proficiency with a learning standard may be assumed to be emerging based on a single test, but in class challenges, they demonstrate a consistent ability to apply the concepts in complex scenarios. This evidence can be clarified with conversation to add to the observed data.*

## Learning Inventory Data Use

Our screeners provide data to inform instructional decisions at the classroom, school and district levels, as well as information related to every learner's journey with numeracy skills..

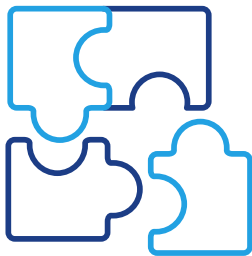


### Classroom Use of Data

The data shows what curricular and foundational skills learners have mastered and what skills need additional instruction.

By collaborating, teachers can identify:

- skills that should be addressed through whole class instruction
- skills in which small groups or individual students need extra support or practice.



### School Use of Data

Through PLCs, SBT, and other collaborative conversations, schools can use the data to:

- identify groups or classes of students who require extra supports
- focus supports where students have the greatest need
- identify student needs that have common instruction and intervention strategies (across classrooms).



### District Use of Data

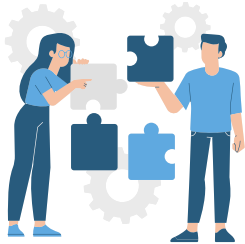
At the district level, data can:

- help guide decisions related to in-service, and instructional recommendations
- identify structures, routines, and instructional materials to address learning needs that can be supported by district learning teams
- develop district-lead learning opportunities to respond to trends or emerging needs.

## Instruction for Learners of All Abilities

Differentiated math instruction refers to the techniques, strategies, and adaptations that will support all diverse learners to access numeracy-focused learning standards and be able to show growth and success.

“  
"We all learn in different ways and have different strengths."  
High School Student  
”



### Problem Solving Framework

A tool for helping students solve problems.

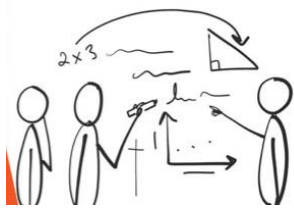
It scaffolds students often underdeveloped critical thinking skills and helps them develop their own problem solving techniques.



### Project-Based Learning

For many students, it can be difficult to make a real-life connections between numeracy and their everyday lives.

Through a Project-Based Learning (PBL) approach, students learn that numeracy skills are not only theoretical but practical and necessary. Students move beyond a basic understanding of concepts to the enjoyment of discovery.



### 14 Practices in Thinking Classrooms

In a thinking mathematics classroom the right task is important. When first starting to build a thinking classroom it is important that these tasks are highly engaging. The goal is to get more of our students thinking, and thinking for longer periods of time, within the context of curriculum.

*Building Thinking Classrooms in Mathematics (2018)*

### Creating Cultures of Math

*I Can do Anything*


Create the conditions for students to think deeply and own their learning. Create curiosity and stretch students while allowing them to meaningfully contribute to the collective understanding of the group. This resource connects current numeracy research with Core Competencies and self-reflection.



# Universal Design for Learning (UDL)

Adapted from [CAST](#) and [Lambert](#)

Universal Design for Learning (UDL) is a framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn. The three principles of UDL are:

  
[to full framework with guidelines>](#)



## UDL Math Design Elements



Lambert 2021

→ **LEARN MORE**

- [Mathemitzing for All, Lambert](#)
- [The Magic is in the Margins: UDL Math, Lambert Article](#)
- [SFUSD UDL in Mathematics](#)
- [CAST Centre for Applied Special Technology](#)

“ I can't read the word problems in Math. If I had help reading, I might be able to do the math”  
 Grade Nine Student ”

“Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country.” – David Hilbert

# Spiralling the Curriculum

Adapted from [Make Math Moments](#) and [Interleaving in Math](#)

## Spiralling the Math Curriculum is

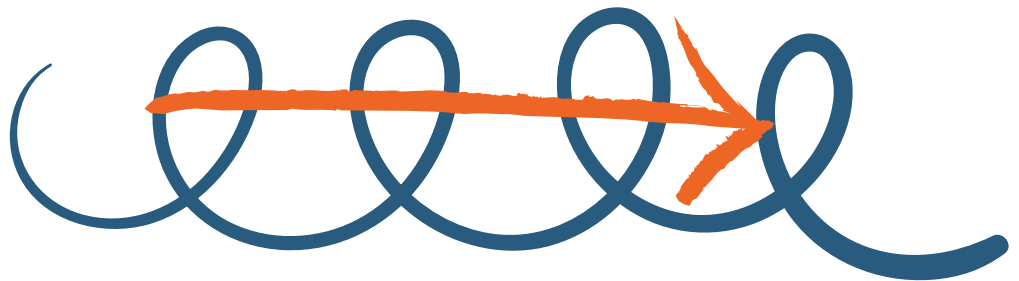
- commonly referred to as “interleaving”, “distributing”, “spacing” or “mixing” topics.
- revisiting and reinforcing previously learned concepts over time
- repetition and frequent exposure to concepts can enhance long-term retention and understanding

When spiralling the curriculum in math class, topics are introduced in smaller chunks and then spread out over a longer period of time, instead of in units or chapters.

It is common to come back to the topic multiple times over the duration of the grade or course and go deeper each time.

## Spiralling

Throughout learning, students have the opportunity to grow in **curricular competencies** because they experience those competencies through a variety of content areas.



### → LEARN MORE

- [The Complete Guide to Spiralling... Making Math Moments](#)
- [Interleaving in Math](#) (implementation tips)
- [Sample Year Plans](#) from Delta
- [Year Planning Guide](#) from Delta
- [Grade 4 Unit Plan](#) from Delta

*On the whole, both in the laboratory and the classroom, both in adults and in children, and in the cognitive and motor learning domains, spacing leads to better performance than massing.*

*Son & Simon, 2012)*



# Instructional Resources

Samples of foundational skills in number sense and computational fluency identified by Cowichan Valley School District teachers.

## Primary

- ways to make 5 and 10
- one-to-one correspondence
- addition and subtraction fact fluency

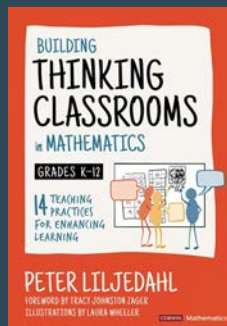
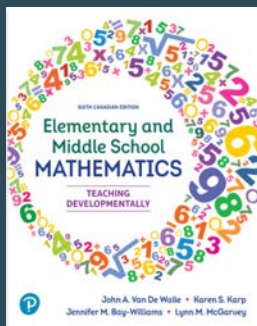
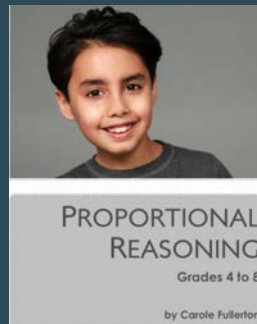
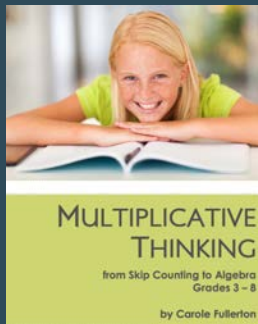
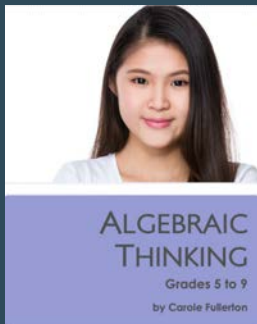
## Intermediate

- place value concepts to numbers less than one
- multiplication and division fact fluency
- addition and subtraction of decimals

## Secondary

- understanding of fractions
- place value using positive and negative numbers
- linear relations

Resource documents that contain carefully curated, extensive resources related to foundational skills at each grade can be found at the links below.



## LINKS TO RESOURCE DOCUMENTS

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9

## General Recommended Resources

- [YouCubed](#)
- [Building Thinking Classrooms](#)
- [Number Talks](#)
- [BC Numeracy Network](#)
- [BC Association of Mathematics Teachers](#)
- [Coast Metro Elementary Math Project](#)

# Scanning Tools

## Numeracy Check-In: Self-Assessment Tools

“I like to learn with and from others in math.”  
High School Student

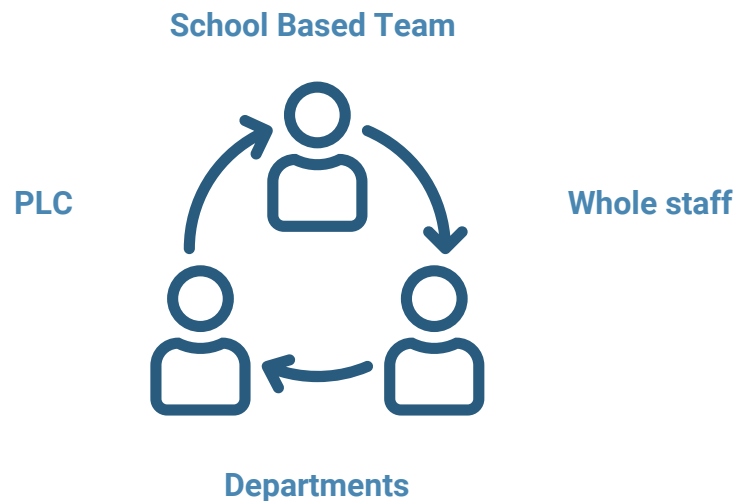
The self-assessment tool can support school professional communities to identify numeracy knowledge, expertise, strengths, and needs. These questions can also initiate an understanding of the strengths and needs of learners.

These questions are open-ended and can be used as a way to initiate a path to in-depth numeracy planning. Ideally, this dialogue includes all staff who will support the learning, both directly and indirectly.

Questions are divided into the following sections:

- Culture
- Structures
- Instruction

The questions serve to support a professional process of inquiry and can be used or adapted as fits the needs of each team.



# Self-Assessment Tool

## Multi-Disciplinary System of Support



### Culture

1. Our school demonstrates a collective belief that every student can be proficient with mathematics.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
2. Our school values professional learning for all teachers in discipline-specific numeracy instruction and skill development.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
3. Our school practices a universal design for learning approach in response to student assessment data.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought

### Structures

1. Our school has identified blocks of time that are protected from interruption for numeracy instruction.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
2. School team collectively reviews data regularly to identify whole group needs, small group instruction, and needs for intervention.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
3. Our school has numeracy tools and resources that are readily available to educators.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
4. Structures are in place in our school to identify students' targeted numeracy needs, intervention opportunities are available, and the success of the interventions are monitored.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe

## Instruction

1. Our educators recognise common language related to mathematics and numeracy.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
2. Our educators feel confident in their knowledge of the CRA model.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
3. Teachers are clearly aware of the continuum of skills across grade levels.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
4. Educators consistently use scaffolding and modelling (I do, We do, You do).
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
5. Students whose assessments show a need for intervention (Tier 2/3) are also active members of the Tier 1 community.
  - Definitely
  - We're making meaningful progress
  - We will give this some thought
  - Describe
  
6. Mathematics educators provide explicit instruction in the following areas:
  - conceptual understanding
  - procedural fluency
  - strategic competence
  - adaptive reasoning
  - productive disposition.

Celebrations of your school's numeracy approaches:

Hopes and wishes for your school's numeracy approaches:

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**COWICHAN VALLEY**  

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**School District**

COWICHAN VALLEY  
SCHOOL DISTRICT

# CLASSROOM ASSESSMENT AND REPORTING GUIDELINES K-12

September 2023





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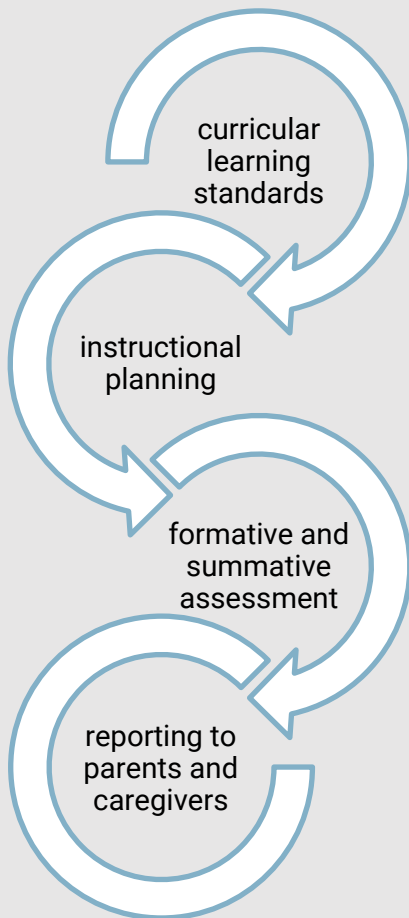
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# INTRODUCTION

## Purpose Statement

*This resource supports teachers, administrators and district staff to implement the K-12 Student Reporting Policy in Cowichan Valley Schools. These guidelines implement the policy in ways that support clear and meaningful communication of student learning.*

## Classroom Assessment and Reporting



**The curriculum** sets the learning standards that inform **classroom instruction**.

**Formative assessment** includes a variety of methods that teachers use to develop an understanding of student learning to inform instructional design.

**Reporting** provides students, parents and caregivers with a clear understanding learning and which goals to set for growth.

# PRINCIPLES OF ASSESSMENT

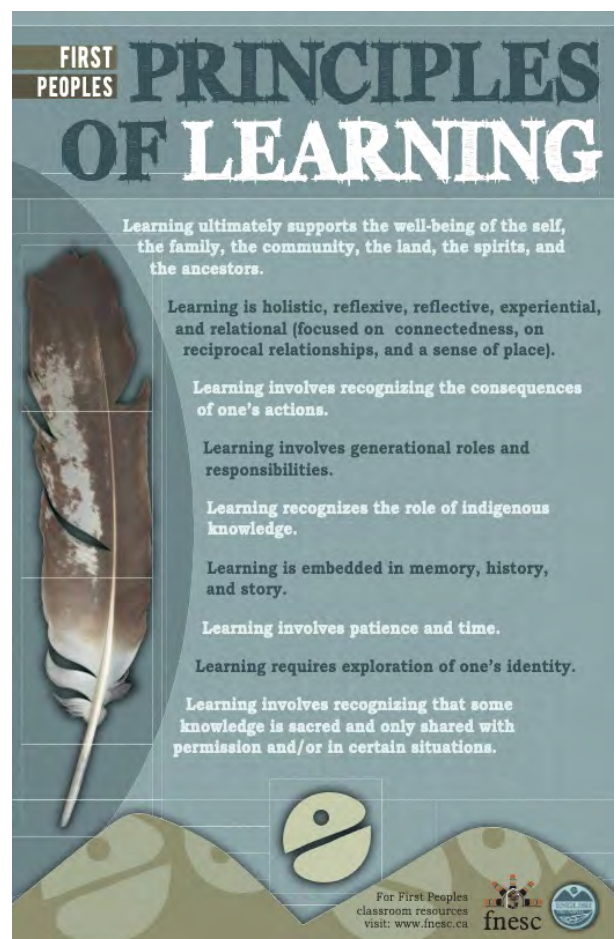
These principles provide teachers with guidance for classroom assessment that aligns with the curriculum and honours cultural context.

## Quality assessment

- is transparent, meaningful and responsive to all learners
- focuses on the components of the curriculum model: knowing, doing, understanding
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly where the student is, what they are working towards and the ways that learning can be supported (descriptive feedback)

<https://curriculum.gov.bc.ca/redesigning-assessment>

## First Peoples Principles



**FIRST PEOPLES PRINCIPLES OF LEARNING**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

fnesc

# K-12 STUDENT REPORTING POLICY

## Ministry Overview

The Ministry of Education and Child Care implemented a redesigned provincial curriculum in 2016. This curriculum focuses on literacy, numeracy, the First Peoples Principles of Learning and supports deeper learning through concept-based and competency-driven education.

Curriculum, classroom assessment and communicating student learning are interconnected. The goals of communicating student learning in the K-12 Ministry Student Reporting Policy are to ensure that:

- Students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning.
- Parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.



## K-12 Student Reporting Policy

Communicating Student Learning Guidelines



## Reporting Policy Framework

In June 2022, the Ministry of Education and Child Care released the K-12 Reporting Policy Framework after an extensive community feedback process. This framework highlights key components that are included in the policy which will be implemented province wide in July 2023.

For your reference, this framework will support teachers, administrators and district level staff to implement the K-12 Student Reporting Policy.

# DEFINITIONS

*(Ministry of Education, Glossary of Curriculum Terms)*

**Adaptations:** teaching and assessment strategies designed to meet students’ needs so they can demonstrate learning in curricular areas of learning.

**Annual Instructional Plan (AIP):** Each AIP needs to include information for the current school year on the ELL student’s:

- Language assessment and language proficiency
- Linguistic and/or literacy goals that can reasonably be met in the current school year
- Support plan for language development, including a schedule or plan showing nature of support and support strategies

**Assessment:** is the ongoing process of assessing learning to provide precise and timely information so that teachers can adjust instruction in response to individual student needs.

Information gathered through assessment:

- helps teachers to determine students’ strengths and areas for improvement in achieving the curriculum expectations at a given point in each subject/course
- serves to guide teachers in adapting curriculum and instructional approaches to students’ needs and in assessing the overall effectiveness of programs and classroom practices

**Core Competencies:** Core Competencies are a set of intellectual, personal, and social competencies that students develop to engage in deeper learning and to support lifelong learning through their schooling. The Core Competencies are embedded in each area of learning, and are activated through the learning experiences and activities. The Core Competencies are: Communication, Thinking, and Social and Personal Responsibility.



**Descriptive Feedback:** Strength-based, written comments that describe student progress and identify ways to support further student growth.



## Definitions (continued)

**Inclusive Education Plan (IEP):** a documented plan developed for a student with a complex learning profile that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

**Informal Learning Update:** considered an informal “report” to families/caregivers. An informal update can have **flexible formats:**

- ✓ Email
- ✓ Phone call
- ✓ Conversation
- ✓ Digital
- ✓ Written portfolio update
- ✓ Student work

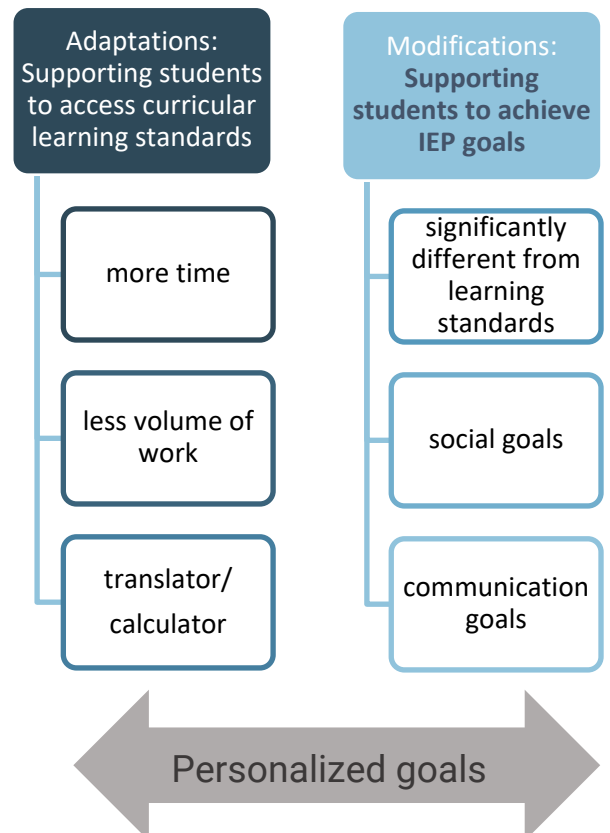
*\*\* in semester timetables, the first informal learning update can be the first communication to all families which inform of the class schedule, content, assessment structures and learning standards.*

**Learning Standards:** A learning standard is an explicit statement of what students are expected to know, understand, and be able to do in an area of learning. In BC, learning standards are a combination of:

- **Curricular Competencies:** explicit statements of what students are expected to be able to **do** in a given grade and area of learning.
- **Content:** what students should **know** in a given area of learning at a particular grade level.

Teachers are required to assess and report on the learning standards.

**Modifications:** individualized learning goals and outcomes that are different from the curricular learning standards. Modifications should be considered for those students whose needs are such that they are unable to access the curriculum.



*Learning involves patience and time.*

*First Peoples Principles of Learning*

## Definitions (continued)

**Provincial Proficiency Scale:** is used in K-9 to support communication of student progress in all areas of learning and in grades 10-12 for formative assessment.

Emerging	Developing	Proficient	Extending
<p><b>Emerging</b> indicates that a student is beginning to demonstrate learning in relation to the learning standards but is not yet consistent.</p>	<p><b>Developing</b> indicates that a student is demonstrating learning in relation to the learning standards with growing consistency and still developing competency.</p>	<p><b>Proficient</b> is the goal for all students. A student is proficient when they demonstrate the expected learning in relation to the learning standards.</p>	<p><b>Extending</b> is demonstrating learning, in relation to learning standards, with increasing depth and complexity.</p>
<p><b>Emerging isn't failing.</b></p>	<p><b>Developing isn't failing.</b></p>	<p><b>Proficient is not perfection.</b></p>	<p><b>Extending is not a bonus or a reward.</b></p>

**Reporting:** Ministry guidelines require a minimum of five reports per course describing students' progress. This will include:

- 3 written learning updates (including a Summary of Learning)
- 2 informal learning updates with flexible formats

**Reporting Policy Framework:** The Ministry [K-12 Student Reporting Policy Framework](#) aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province. Updated reporting practices also ensures alignment with B.C.'s provincial assessment system

[\(Reporting Policy Framework: June 2022\)](#)




**Student Goal Setting:** The K-12 Student Reporting Policy Framework requires that student-generated content for goal setting must be included in at least 2 written learning updates **and** the summary of learning. Goal setting can be for curricular or core competencies. [See page 22.](#)

# LEARNING UPDATES

*Learning updates should primarily consider evidence that is recent, relevant and consistent.*

- ✓ communication from a teacher to a family/caregiver about student learning
- ✓ responsive to learning, at any stage of the learning process
- ✓ Learning updates have minimum requirements, but teachers are encouraged to communicate with families frequently and responsively.

## Types of Learning updates: Informal and Written

<b>Informal</b> 	<b>Written</b> 
Flexible formats: <ul style="list-style-type: none"> <li>• conferences</li> <li>• portfolios and e-portfolios</li> <li>• emails, phone calls</li> <li>• written comments, journals (digital or paper)</li> <li>• exhibition of learning or showcase of learning</li> <li>• student work samples with descriptive feedback from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Formal written reports</li> <li>• Documented and kept on record</li> <li>• Includes proficiency (K-9) or letter grade/percentage (10-12)</li> <li>• Includes information on student attendance</li> <li>• Includes descriptive feedback on strengths and areas for growth</li> <li>• Includes student generated content on self-reflection of core competencies and goal setting</li> </ul>
<b>Summary of learning</b>	
<ul style="list-style-type: none"> <li>• Written report summarizing all areas of learning studied throughout the year in relation to the learning standards.</li> <li>• Provided at the end of the year in elementary classes or linear secondary courses, or at the end of the course in semester structures.</li> <li>• Is part of student's permanent record.</li> </ul> 	

# WRITTEN LEARNING UPDATE TEMPLATE

## Student Learning Update



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

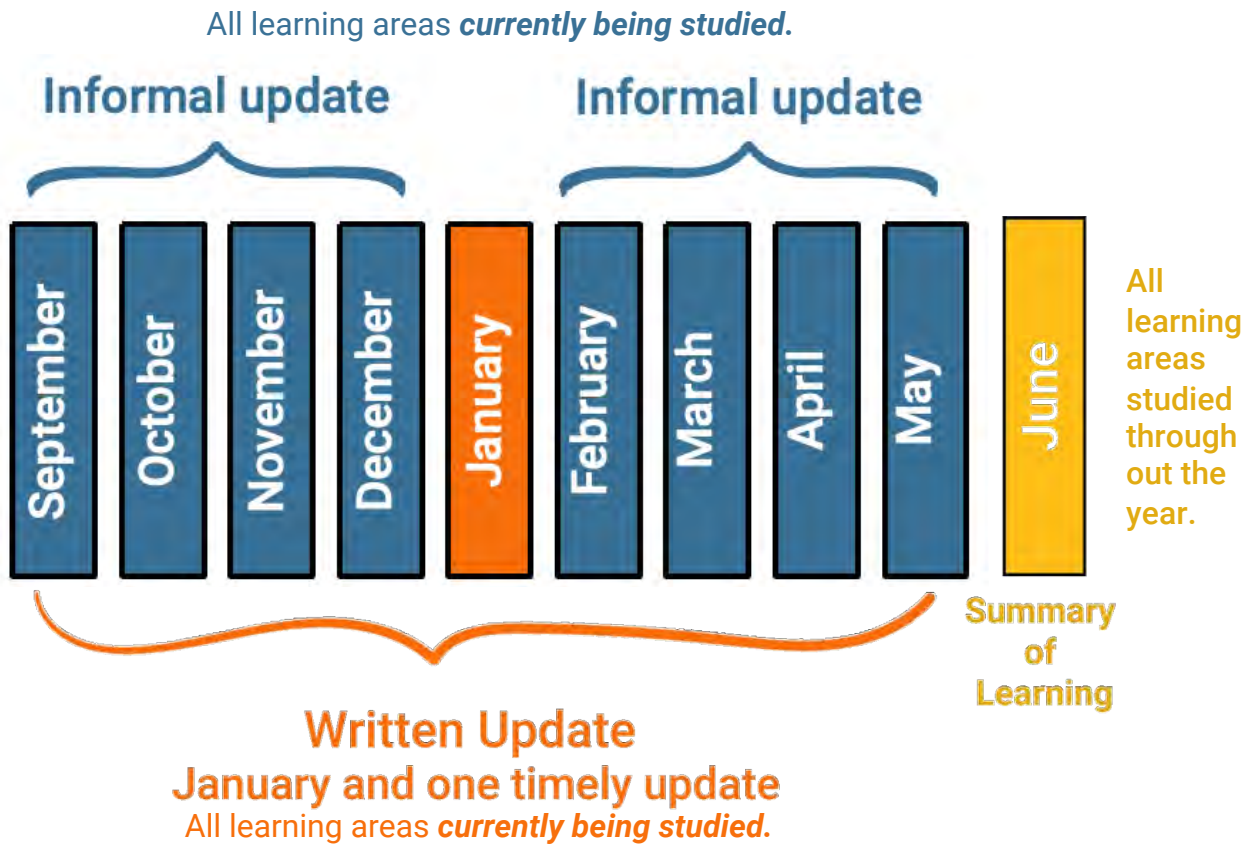
Curricular Areas covered by this update			
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Arts Education	<input type="checkbox"/> Applied Design, Skills & Technology	<input type="checkbox"/> Career Education
<input type="checkbox"/> Math	<input type="checkbox"/> Core French/Language		
<input type="checkbox"/> Science			
<input type="checkbox"/> Social Studies			
<input type="checkbox"/> Physical & Health Education			
Learning standards/curricular connections/First People Principles:			
Proficiency Scale			
Emerging	Developing	Proficient	Extending
Beginning to demonstrate learning, but not consistently.	Demonstrating learning with growing consistency and competency.	Demonstrates expected learning consistently or most of the time.	Demonstrates learning with increasing depth and complexity.
Teacher Descriptive Feedback: (include literacy and numeracy)			
Areas of Strength:			
Areas for development/enhancement:			
Information on attendance:			
Core Competencies			
<b>Communication</b>	<b>Thinking</b>	<b>Personal and Social</b>	
<input type="checkbox"/> Communicating	<input type="checkbox"/> Creating Thinking	<input type="checkbox"/> Personal Awareness & Responsibility	<input type="checkbox"/> Positive Personal & Cultural Identity
<input type="checkbox"/> Collaborating	<input type="checkbox"/> Critical & Reflective Thinking	<input type="checkbox"/> Social Awareness & Responsibility	
Student self-reflection: (core competencies/goal setting/First People Principles)			
I can:			
Parent Comments: (optional)			



[Download template here.](#)

# REPORTING TIMELINE ELEMENTARY

Suggested timeline for K-7 and linear 8/9



### What does “areas currently being studied” mean?

*In informal learning updates and written updates that are NOT the summary of learning, teachers may report either collectively on several areas of learning (such as Humanities) or teachers may report only on learning areas that are being currently covered at the time of the update.*

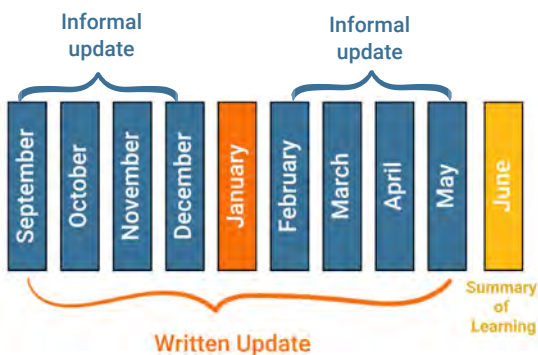
*Learning updates should generally reference the foundational skills of literacy and/or numeracy that are embedded in the current areas of study.*

*Note: All areas of learning must be communicated at least once within the written learning updates.*



# ONE PAGE GUIDE: K-9 YEARLONG REPORTING REQUIREMENTS

K-9		
2 WRITTEN LEARNING UPDATES	2 INFORMAL LEARNING UPDATES	1 WRITTEN SUMMARY OF LEARNING
1. mid-year progress report (card) 2. district, school or class template as agreed upon within the school context.	Fills communication gaps and ensure that relevant, growth-oriented information is communicated in a timely, responsive way.	Written report (card) in June or at the end of the semester (SSDAS or MyEd BC)
<ul style="list-style-type: none"> <li>✓ All learning areas <b>currently being studied</b></li> <li>✓ Proficiency scale</li> <li>✓ Descriptive feedback including strengths, areas for future growth and ways to support</li> <li>✓ <b>Information about attendance</b></li> <li>✓ Student generated content including self reflection of core competencies and goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning areas <b>currently being studied</b></li> <li>Flexible formats:               <ul style="list-style-type: none"> <li>✓ In person</li> <li>✓ Virtual</li> <li>✓ Phone calls</li> <li>✓ Emails</li> <li>✓ Digital portfolio</li> <li>✓ Written summaries</li> <li>✓ Student work samples</li> </ul> </li> <li>✓ <b>Proficiency scale not required</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>All learning areas</b></li> <li>✓ Proficiency scale</li> <li>✓ Descriptive feedback including strengths, areas for future growth and ways to support</li> <li>✓ <b>Summary of attendance</b></li> <li>✓ Student generated content including self reflection of core competencies and goal setting.</li> </ul>



[Reporting Timeline \(p 17\)](#)

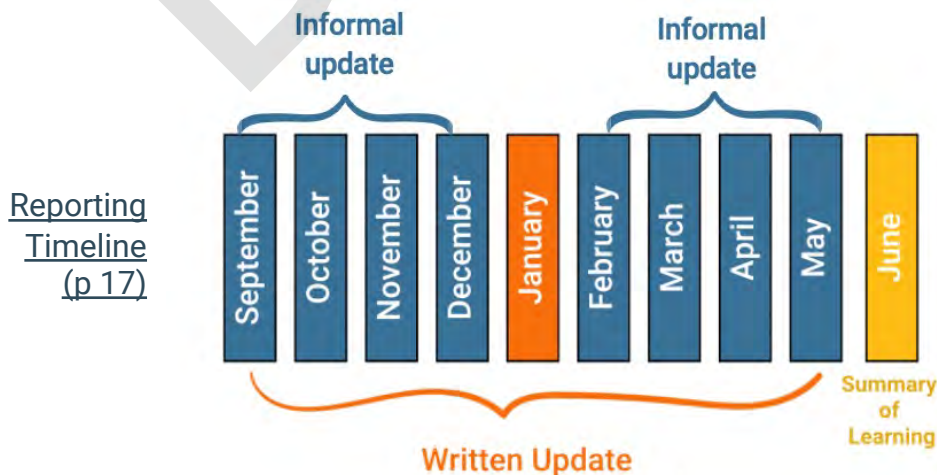
Emerging	Developing	Proficient	Extending
Emerging isn't failing.	Developing isn't failing.	Proficient is not perfection.	Extending is not a bonus or a reward.

[Proficiency Scale \(p 8\)](#)

*Note: 8/9 semester courses will follow the 10-12 semester reporting schedule, but will report with the Provincial Proficiency Scale, NOT letter grades.*

# ONE PAGE GUIDE: 10-12 LINEAR REPORTING REQUIREMENTS

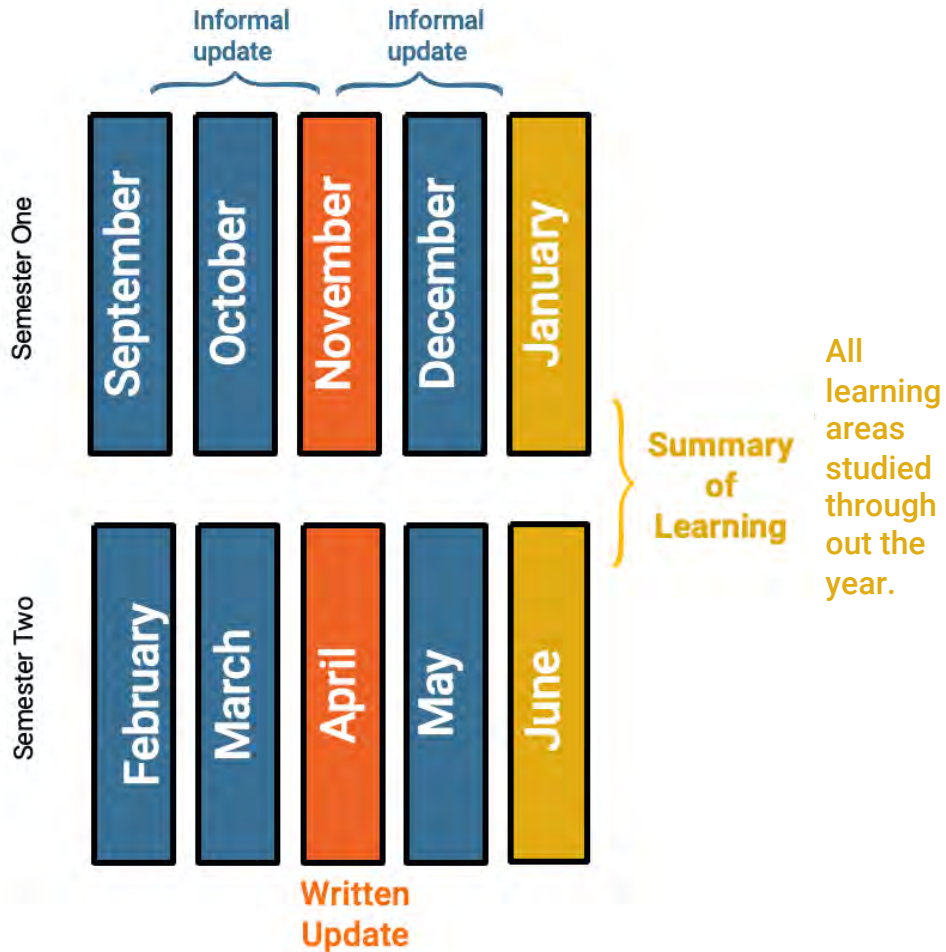
10-12 Linear Courses		
2 WRITTEN LEARNING UPDATES	2 INFORMAL LEARNING UPDATES	1 WRITTEN SUMMARY OF LEARNING
<ol style="list-style-type: none"> <li>1. mid-year progress report (card)</li> <li>2. district, school or class template as agreed upon within the school context.</li> </ol>	<p>Fills communication gaps and ensure that relevant, growth-oriented information is communicated in a timely, responsive way.</p>	<p>Written report (card) in June or at the end of the semester (SSDAS or MyEd BC)</p>
<ul style="list-style-type: none"> <li>✓ All learning areas <b>currently being studied</b></li> <li>✓ Letter grade and percentage</li> <li>✓ Descriptive feedback including strengths, areas for future growth and ways to support</li> <li>✓ <b>Information about attendance</b></li> <li>✓ Student generated content including self reflection of core competencies and goal setting.</li> </ul>	<p>Learning areas <b>currently being studied</b></p> <p>Flexible formats:</p> <ul style="list-style-type: none"> <li>✓ In person</li> <li>✓ Virtual</li> <li>✓ Phone calls</li> <li>✓ Emails</li> <li>✓ Digital portfolio</li> <li>✓ Written summaries</li> <li>✓ Student work samples</li> </ul> <p>✓ <b>Letter grade/percentage not required</b></p>	<ul style="list-style-type: none"> <li>✓ <b>All learning areas</b></li> <li>✓ Letter grade and percentage</li> <li>✓ Descriptive feedback including strengths, areas for future growth and ways to support</li> <li>✓ <b>Summary of attendance</b></li> <li>✓ Student generated content including self reflection of core competencies and goal setting.</li> </ul>



# REPORTING TIMELINE SECONDARY

Suggested timeline for semester courses

All learning areas **currently being studied**.



All learning areas **currently being studied**.

## What does “areas currently being studied” mean?

In flexible format learning updates and written updates that are NOT the summary of learning, teachers may report either collectively on several areas of learning (such as Humanities) or teachers may report only on learning areas that are being currently covered at the time of the update.

Learning updates should generally reference the foundational skills of literacy and/or numeracy that are embedded in the current areas of study.

Note: All areas of learning must be communicated at least once within the written learning updates

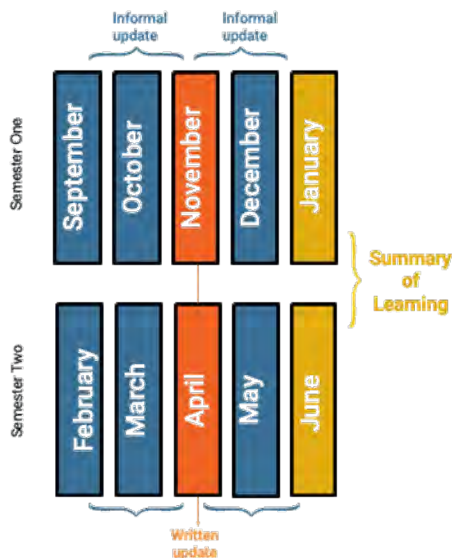




# ONE PAGE GUIDE:10-12 SEMESTER REPORTING REQUIREMENTS

## 10-12 Semester Courses

1 WRITTEN LEARNING UPDATE	2 INFORMAL LEARNING UPDATES	1 WRITTEN SUMMARY OF LEARNING
Mid-course progress report card	Fills communication gaps and ensures that relevant, growth-oriented information is communicated in a timely, responsive way.	Written report card in June or at the end of the first semester in January (MyEd BC)
<ul style="list-style-type: none"> <li>✓ All learning areas <b>currently being studied</b></li> <li>✓ Letter grade and percentage</li> <li>✓ Descriptive feedback including strengths, areas for future growth and ways to support</li> <li>✓ <b>Information about attendance</b></li> <li>✓ Student generated content including self reflection of core competencies and goal setting.</li> </ul>	<p>Learning areas <b>currently being studied</b></p> <p>Flexible formats:</p> <ul style="list-style-type: none"> <li>✓ In person</li> <li>✓ Virtual</li> <li>✓ Phone calls</li> <li>✓ Emails</li> <li>✓ Digital portfolio</li> <li>✓ Written summaries</li> <li>✓ Student work samples</li> </ul> <p>✓ <b>Letter grade/percentage not required</b></p>	<ul style="list-style-type: none"> <li>✓ <b>All learning areas</b></li> <li>✓ Letter grade and percentage</li> <li>✓ Descriptive feedback including strengths, areas for future growth and ways to support</li> <li>✓ <b>Summary of attendance</b></li> <li>✓ Student generated content including self reflection of core competencies and goal setting.</li> </ul>



Reporting Timeline (p 18)

Emerging	Developing	Proficient	Extending
Emerging isn't failing.	Developing isn't failing.	Proficient is not perfection.	Extending is not a bonus or a reward.

Proficiency Scale (p 8)

Note: 8/9 semester courses will follow the 10-12 semester reporting schedule, but will report with the Provincial Proficiency Scale, NOT letter grades.



# ELABORATIONS

## Written and Informal Learning Updates

### FREQUENCY, CONTENT AND FORMAT

#### K-7 and linear 8-12 courses

<i>Written Learning Updates</i>	
<b>FREQUENCY</b>	
<ul style="list-style-type: none"> <li>• 2 written learning updates per year (one is the mid-year Progress Report card)</li> </ul>	
<b>CONTENT</b>	
<ul style="list-style-type: none"> <li>• Communication of student learning in all areas of learning in which the student <b>is currently studying</b>. <i>Each area of learning must be communicated at least once in the written updates.</i></li> <li>• Related feedback to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale.</li> <li>• Descriptive feedback including:               <ul style="list-style-type: none"> <li>student strengths,</li> <li>areas for future growth</li> <li>opportunities for growth</li> </ul> </li> <li>• Information about student attendance</li> <li>• Student-generated content, including student self-reflection on the Core Competencies and goal setting</li> </ul>	
<b>FORMAT</b>	
<ul style="list-style-type: none"> <li>• Progress report cards in K-7 are created in the SS DAS template</li> <li>• Progress report cards for 8-12 are created in the MyEd BC template</li> <li>• A third written update will be provided by a method decided upon by the school and could include:               <ul style="list-style-type: none"> <li>• <u>District template</u></li> <li>• School or class template</li> <li>• Teacher template</li> </ul> </li> </ul>	

<i>Informal Learning Updates</i>	
<b>FREQUENCY</b>	
<ul style="list-style-type: none"> <li>• At least 2 per year</li> </ul>	
<b>CONTENT</b>	
<ul style="list-style-type: none"> <li>• Communication of student learning in areas of current study</li> <li>• Includes:               <ul style="list-style-type: none"> <li>➢ information relevant for growth in learning</li> <li>➢ information about engagement and behaviours for success which could impact student learning</li> <li>➢ ways to support learning</li> </ul> </li> </ul> <p><i>For Learning Updates provided in formats other than in writing, teachers are encouraged to keep a record of such communication, noting the date, the topic or focus of the meeting, a summary of the discussion and follow-up actions</i></p>	
<b>FORMAT</b>	
<p>Flexible formats:</p> <ul style="list-style-type: none"> <li>• student led conferences</li> <li>• portfolios and e-portfolios</li> <li>• parent/teacher conference</li> <li>• written comments, journals (digital or paper)</li> <li>• exhibition of learning or showcase of learning</li> <li>• student work samples with descriptive feedback from the teacher</li> <li>• phone conversations</li> <li>• emails</li> </ul>	



# ELABORATIONS

## Written and Informal Learning Updates

### FREQUENCY, CONTENT AND FORMAT

#### 8-12 Semester Courses

Written Learning Updates	Informal Learning Updates
<b>FREQUENCY</b>	<b>FREQUENCY</b>
<ul style="list-style-type: none"> <li>• 1 mid-course written learning update per semester course (mid-course report (card))</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 per semester course</li> </ul>
<b>CONTENT</b>	<b>CONTENT</b>
<ul style="list-style-type: none"> <li>• Communication of student learning in all areas of learning in which the student is currently studying.</li> <li>• Related feedback to the learning standards or the individualized learning goals outlined in their IEP, using percentages and letter grades for 10-12 and proficiency scale for 8-9.</li> <li>• Descriptive feedback including:                             <ul style="list-style-type: none"> <li>student strengths,</li> <li>areas for future growth</li> <li>opportunities for growth</li> </ul> </li> <li>• Information about student attendance</li> <li>• Student-generated content, including student self-reflection on the Core Competencies and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of student learning in areas of current study</li> <li>• Proficiency scale or letter grade is not required</li> <li>• Includes:                             <ul style="list-style-type: none"> <li>➤ information relevant for growth in learning, information about engagement and behaviours for success which could impact student learning</li> <li>➤ ways to support learning</li> </ul> </li> </ul> <p><i>For Learning Updates provided in formats other than in writing, teachers are encouraged to keep a record of such communication, noting the date, the topic or focus of the meeting, a summary of the discussion and follow-up actions</i></p>
<b>FORMAT</b>	<b>FORMAT</b>
<ul style="list-style-type: none"> <li>• Written learning updates are created in the MyEd BC template.</li> </ul>	<p>Flexible formats:</p> <ul style="list-style-type: none"> <li>• student led conferences</li> <li>• portfolios and e-portfolios</li> <li>• parent/teacher conference</li> <li>• written comments, journals (digital or paper)</li> <li>• exhibition of learning or showcase of learning</li> <li>• student work samples with descriptive feedback from the teacher</li> <li>• phone conversations</li> <li>• emails</li> </ul>



# ELABORATIONS

## Summary of Learning

K-12

<i>Summary of Learning Written Update</i>	
FREQUENCY	NOTES
<ul style="list-style-type: none"> <li>Once at the end of each course or year</li> </ul>	<p>At the end of the school year students, parents, and caregivers must be provided with one written Summary of Learning. The Summary of Learning is a written report that describes and summarizes student learning and growth across the year in clear and accessible language</p>
<p style="text-align: center;"><b>K-9</b></p> <ul style="list-style-type: none"> <li>➤ A summary of student learning in all learning areas studied during the school year using the Provincial Proficiency Scale</li> <li>➤ Summary information about student attendance;</li> <li>➤ Summary feedback on areas of significant growth and opportunities for further development; and</li> <li>➤ Student-generated content including student self-assessment of the Core Competencies and student goal setting.</li> </ul>	
<p style="text-align: center;"><b>10-12</b></p> <ul style="list-style-type: none"> <li>➤ a summary of student learning in all learning areas studied during the school year using letter grades and percentages</li> <li>➤ summary information about student attendance</li> <li>➤ summary feedback on areas of significant growth and opportunities for further development</li> <li>➤ student-generated content including student self-assessment of the Core Competencies and student goal setting</li> </ul>	<div data-bbox="938 1430 1036 1675" data-label="Image"> </div> <p><i>Learning involves generational roles and responsibilities.</i></p> <p><i>First Peoples Principles of Learning</i></p> <p><i>Compliant with <u>MINISTRY K-12 STUDENT REPORTING POLICY FRAMEWORK</u></i></p>

# REPORTING FOR SPECIFIC COURSES

Summaries of Learning **MUST report separately** on the Learning Areas as defined by the Ministry Reporting Order.

The Learning Areas are:

- English Language Arts OR English Language Arts and French Language Arts (Français Langue Seconde) for French Immersion students
- Social Studies
- Mathematics
- Sciences
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education
- Languages

Applied Design, Skills and Technologies courses/Arts Education courses:

School sites will decide the best way for teachers of ADST and Arts Ed exploratory courses to communicate with families in the most effective, timely and responsive way throughout the course. The Summary of Learning will reflect the curricular competencies of ADST and Arts Education. The written Learning Updates and Summary of Learning must reflect the student's level of competency as outlined by the curriculum:

<https://curriculum.gov.bc.ca/curriculum/adst/8>

<https://curriculum.gov.bc.ca/curriculum/adst/9>

## Blended courses (eg: Humanities):

Schools may report on blended curriculum on any informal or written learning update.

However, the summary of learning must report on the learning areas separately (as above).



## Board Authority Authorized (BAA) Courses

BAA courses are eligible credits for graduation electives. Each course is carefully designed and written with unique curriculum. All BAA courses should be instructionally planned, assessed and reported using this curriculum. All BAA courses that have been approved by Cowichan Valley School District can be found [here](#).

[Ministry BAA Guidebook](#) Page 109 of 153

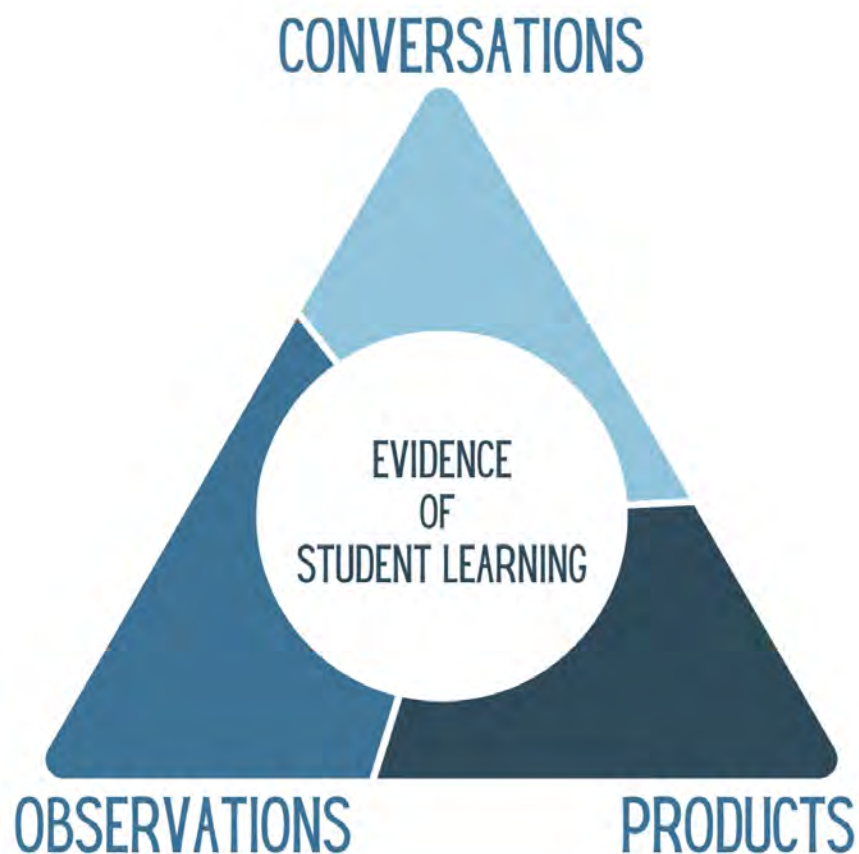
[BACK TO CONTENTS](#)

# INSUFFICIENT EVIDENCE: IE

- The “IE” is used when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards of the Provincial Curriculum.
- The “IE” means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale or letter grades and percentages.
- The “IE” symbol is temporary and must be converted to another scale indicator and/or letter grade and percentage within one calendar year.

A teacher should do their best to give students opportunities demonstrate learning in multiple ways.

## Triangulating Assessment





# INSUFFICIENT EVIDENCE

## IE

*In grades K - 9:*

*In grades 10-12, if an 'IE' mark is being submitted on a report card, the following must be in place:*

- No letter grades will be issued on report cards. Therefore, an “IE” (insufficient evidence) letter grade is not generally an appropriate learning update indicator.
- In exceptional circumstances, where there is insufficient evidence to make a sound judgement on a student’s progress to date, it is necessary to communicate this with families on the learning updates.
- In these rare circumstances, embed comments that clearly explain why the scale is inapplicable. The **final mark** may be an IE AFTER consultation with the principal.
- Teachers are required to communicate a plan to support competency in the curricular area. The plan must include clearly defined goals and timelines needed to demonstrate learning in the subject area.
- There has already been significant communication with the student and their family prior to this report and this plan is already in place to complete the required work necessary to report on progress.
- The timeline will be determined by the plan in consultation with the family/caregiver.

**IE Final Mark Request and Support Plan**

In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student.

This form will support planning for a student whose final mark is determined, in their best interest, to be an IE.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Support Team:  Attending full time  Attending partial days  Currently not attending

Student is:  Attending full time  Attending partial days  Currently not attending

**1. Rationale**  
The reason for insufficient evidence of learning is:

**2. Background**  
Prior to assigning an IE as a final mark in this course/grade, the following supports, interventions, and collaborations have taken place:

**A. Supports**

**B. Interventions**



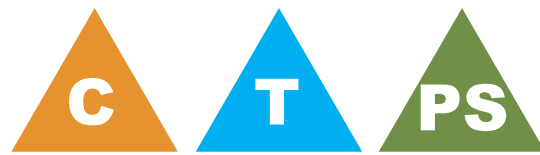
### IE Final Mark Request and Support Plan

*If, after considerable effort, interventions and strategies, the student is still unable to demonstrate a minimal level of progress in the learning area, the teacher may submit this form to the school principal for consideration of an IE as a final mark. The IE can ONLY be entered as a final mark by the Principal after consultation with the teacher and support team.*

# STUDENT GENERATED CONTENT FOR REFLECTIONS OF CORE COMPETENCIES AND GOAL SETTING

Students will be given opportunities in all grades and learning areas to reflect on the core competencies and personal goal setting throughout the year.

- During the school year, students self-reflect on their Core Competency development, and it is shared in the **2 written Learning Updates and 1 Summary of Learning**.
- Every Core Competency does not need to be reflected on during a school year unless outlined as a school wide initiative.
- Goal setting does not necessarily need to be in relation to the Core Competencies. Students could set curricular goals.
- Self-reflection and goal setting are not recorded on the student permanent record.
- Formats, templates, and procedures are flexible, but must ensure that the self-assessment and goal setting process is meaningful.



## Core Competencies

<https://curriculum.gov.bc.ca/competencies>

### Student reflection of Core Competencies and goal setting for primary students

**Primary Teachers** are the first to introduce Core Competencies in their classrooms, inviting wonder, play and self-discovery.

The practices outlined in the Early Learning Framework support teachers of young students in engaging in the self-reflection on Core Competencies and goal-setting components of the K-12 Student Reporting Policy.



*The K-12 Student Reporting Policy requires that student self-assessment of the Core Competencies and goal setting will be included in at least 2 written Learning Updates and in the Summary of Learning.*





# INCLUSIVE GUIDELINES

*BC provides an inclusive education system in which all students, regardless of needs or abilities, are fully participating members of a community of learners. Assessment and reporting practices must be inclusive of all students and must allow students multiple opportunities to demonstrate competencies, which are assessed through multiple methods.*

## Reporting for students with IEPs:

*When a student with an IEP is able to demonstrate learning in relation to curricular learning standards, the written learning updates must:*

- Show progress using the proficiency scale (K-9) or letter grade (10-12)
- Embed written descriptive comments that:
  - reference supports and strategies used to support the achievement of grade-level learning standards
  - reference progress in relation to goals set out in the student's IEP, LP, or AIP

See [K-12 Student Reporting Policy](#) pages 15-18

*When a student with an IEP is NOT expected to demonstrate learning in relation to curricular learning standards, the written learning updates must:*

- Not use the proficiency scale (K-9) or letter grade (10-12)
- Embed written descriptive comments within the written report that:
  - clearly reference individualized goals on which the student is working
  - reference adaptations used to support the student in their learning
  - reference progress in relation to goals set out in the student's IEP, SLP, or AIP

*Program managers and teachers will collaborate and consult to:*

- complete and update the IEP, and to
- determine growth and progress of students with an IEP



*Learning is holistic, reflexive, reflective, experiential, and relational (focused on on connectedness, on reciprocal relationships, and a sense of place).*

*First Peoples Principles of Learning*

# STUDENT LEARNING PLANS: IEP/AIP/LP

While **many** students with complex learning profiles are able to achieve the learning outcomes with a few adaptations (as identified on their IEP), **some** students may require more support. Some students will need individualized outcomes or goals different from the curriculum, this is referred to as a modification.

*Assessment and reporting practices support all students.*

- All students who are designated must have a current **Individual Education Plan (IEP)**
- All students who are receiving ELL support must have an **Annual Instructional Plan (AIP)**
- In Cowichan Valley Schools, learning plans are used for students without a designation, who require a written plan to support their learning needs.

The BC Ministry of Education and Child Care and Cowichan Valley Schools require reporting for ALL students, including those who are supported with an IEP, Learning Plan or AIP. Program managers are required to report on progress in relation to the goals of the IEP, Learning Plan or AIP. A plan for adaptation or modification must be clearly articulated in order to address the identified learning difficulties and to maximize opportunities for success.

## ROLES AND RESPONSIBILITIES

When students work with support teachers (program managers), the classroom teacher will collaborate with the program manager to report on the progress of the IEP, Learning Plan or AIP.

The most appropriate form of reporting for a student on a fully modified program should be determined by a School Based Team after regular and consistent consultation.





# PROGRESS REPORTING FOR STUDENTS WITH MODIFIED PROGRAMS

It is important that parents are provided with a clear snapshot to describe their child's progress in all areas of learning, including their IEP goals.

Program Managers and Classroom Teachers share the responsibility for progress reporting.

*Program Managers:  
Assess the learner's progress toward IEP goals in the IEP Progress Report.*

- ✓ In collaboration with the School Based Team and the classroom teacher(s), the program manager will update the IEP including a statement regarding the student's current level of progress for each goal
- ✓ Report any instructional practices (targeted and specific) that have been supportive to a student's learning

*Classroom Teachers:  
Assess the learner's progress toward the modified learning outcomes explored in the classroom environment on the learning updates and summary of learning.*

- ✓ The written learning updates must contain descriptive feedback in relation to the learning goals set out in the student's IEP, and not in the learning standards for the curriculum of the course, subject and grade.
- ✓ Letter grades are not usually reported for modified courses.
- ✓ It is important to optimize opportunities for meaningful participation.
- ✓ Social goals from IEPs will be reported on the class report card. IE: Goal – Interact with peers/sharing/taking turns – teacher would report on how often the student has successfully practiced their goal, and give an example of what it looks like.

## Written learning updates are for all learners

When deemed appropriate, written report card comments and IEP progress report comments should describe ways to support the student to demonstrate their progress toward their IEP goals as well as goals that would specifically support learning specific to each curricular area. These comments are likely written collaboratively with the classroom teacher and the program manager.

# ENGLISH LANGUAGE LEARNERS (ELL) AND INTERNATIONAL STUDENTS

## English Language Learners

ELL teachers write an Annual Instructional Plan (AIP) for all ELLs, which is in their ELL green file.

Most ELLs can meet outcomes with adaptations and will be assigned a letter grade or proficiency.

For those ELLs who do not meet learning standards due to language proficiency, provide written comments that describe:

- what the student can do
- areas that require development
- ways to support their learning

In this case, the final mark will be left blank. Please reference [Ministry ELL Policy Guidelines](#) (specifically page 13). The ELL teacher will report on the students' language proficiency based on AIP goals.



## International Students:

Check with the International Teacher at your school or the District Principal for International Student Program regarding the educational goals of International students in your classes.

In most cases, when an International Student is here to graduate, or accrue credits towards graduation, your assessment standards will be the same as all learners.

In some cases, when a student is here for cultural immersion and to audit a course, no mark is required.



*Learning requires exploration of one's identity.*

*First Peoples Principles of Learning*

# DESCRIPTIVE FEEDBACK

*Assessment for each of the areas of learning should be in relation to the learning standards alone. Student learning habits and behaviours should not contribute to a student's overall mark.*

## Attendance:

Occasionally, attendance may be of concern on an ongoing basis. Chronic non-attendance should be collaboratively approached at an early stage.

When there is no evidence to assess learning because of attendance, the written updates can report an IE and use descriptive feedback that clearly provides support and next steps.

## Sample comment:

*Student has not yet attended any classes this term. Student will be warmly welcomed on their return and we will work on a reasonable plan to ensure the expectations are manageable. Please contact me anytime to discuss Student's return to class.*

Descriptive feedback		Examples
Strengths	Evidence that shows how the student has demonstrated learning	<p><b>Secondary ELA:</b> STUDENT made improvements in writing over the first term, specifically in his use of supporting details around a thesis.</p> <p><b>Primary Mathematics:</b> Student is starting to show understanding of estimating by comparing to something familiar.</p>
Areas for growth	Evidence that shows competencies that have not yet been demonstrated	<p><b>Secondary ELA:</b> Smoothly transitioning from quotations to his own words is an area on which they could focus next term.</p> <p><b>Primary Mathematics:</b> Explanations of their mathematical idea and decisions are limited. They often require significant support to discuss how they arrived at an answer.</p>
Ways to support growth	Plans to support growth in learning	<p><b>Secondary ELA:</b> We will be reading poetry soon and it would help if they could read aloud to support their comprehension. It is a pleasure to have them in my class.</p> <p><b>Primary Mathematics:</b> Practicing thinking aloud when working through a problem will help develop these competencies.</p>

# LEARNING HABITS AND ENGAGEMENT

*Work habits are no longer included on written report cards. Instead, descriptive feedback is used to provide information on behaviours for success and engagement.*

## Feedback on engagement:

- is observable
- is supported with evidence
- isn't just commenting on on-task behaviour
- is meaningful
- empowers students with opportunities for growth
- develops core competencies
- supports personal goals

## Educated citizen:

- ✓ *Has a lifelong appreciation of learning*
- ✓ *Demonstrated curiosity about the world*
- ✓ *Has a sense of self-worth and initiative*
- ✓ *Has a sense of social responsibility*
- ✓ *Is flexible and able to deal with change*
- ✓ *Is capable of independent decisions*
- ✓ *Demonstrated acceptance and respect for others*
- ✓ *Has effective work habits to prepare for the future*

Attributes that teachers may wish to include in descriptive feedback:



- |                      |                   |                                 |
|----------------------|-------------------|---------------------------------|
| • leadership         | • self-awareness  | • task completion               |
| • acting on feedback | • participation   | • growth mindset                |
| • creativity         | • collaboration   | • independence and autonomy     |
| • risk taking        | • citizenship     | • self-motivation and ownership |
| • initiative         | • self-regulation | • co-operation                  |
| • organization       | • self-reflection | • respect for self and others   |
| • time management    | • self-evaluation | • inclusivity                   |
| • curiosity          | • communication   |                                 |
|                      | • self-advocacy   |                                 |
|                      | • goal setting    |                                 |

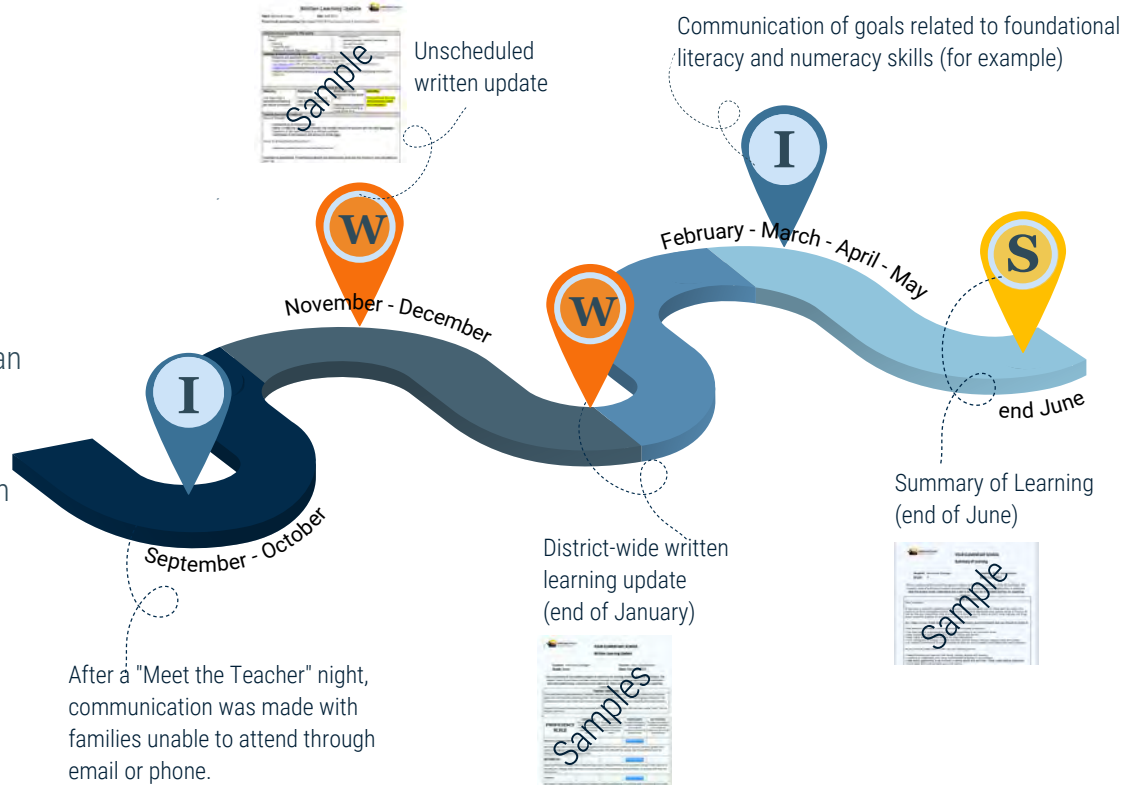
# SAMPLE CSL ROAD MAPS

## ELEMENTARY & SECONDARY LINEAR

Linked samples are for illustrative purposes only

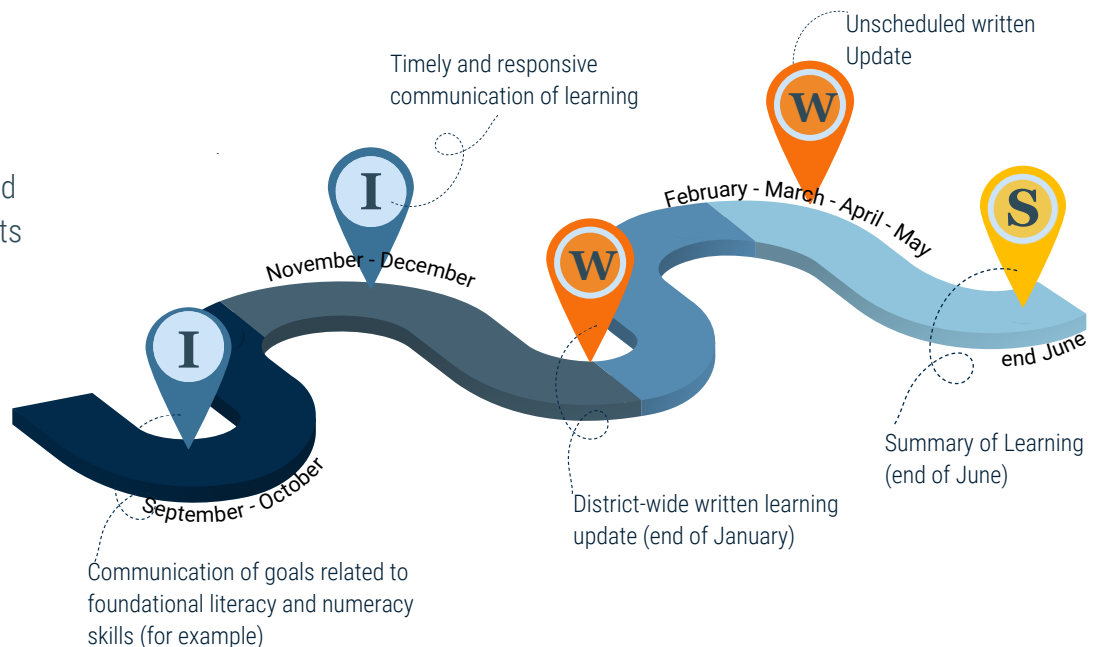
### SCENARIO ONE

After consultation with Principal, teacher chooses to use the District template for an unscheduled written update, which they have decided will fall before the January written update. Informal updates involve ongoing sharing of student work samples with embedded student voice.



### SCENARIO TWO

Learning progress is tracked by paper portfolios. Students also map progress, as part of their self-assessment. Teacher-student progress meetings are a regular embedded process. This begins with formal goal setting in September.



KEY



**Informal Update**  
flexible format



**Written Update**



**Summary of Learning**

# SAMPLE CSL ROAD MAPS

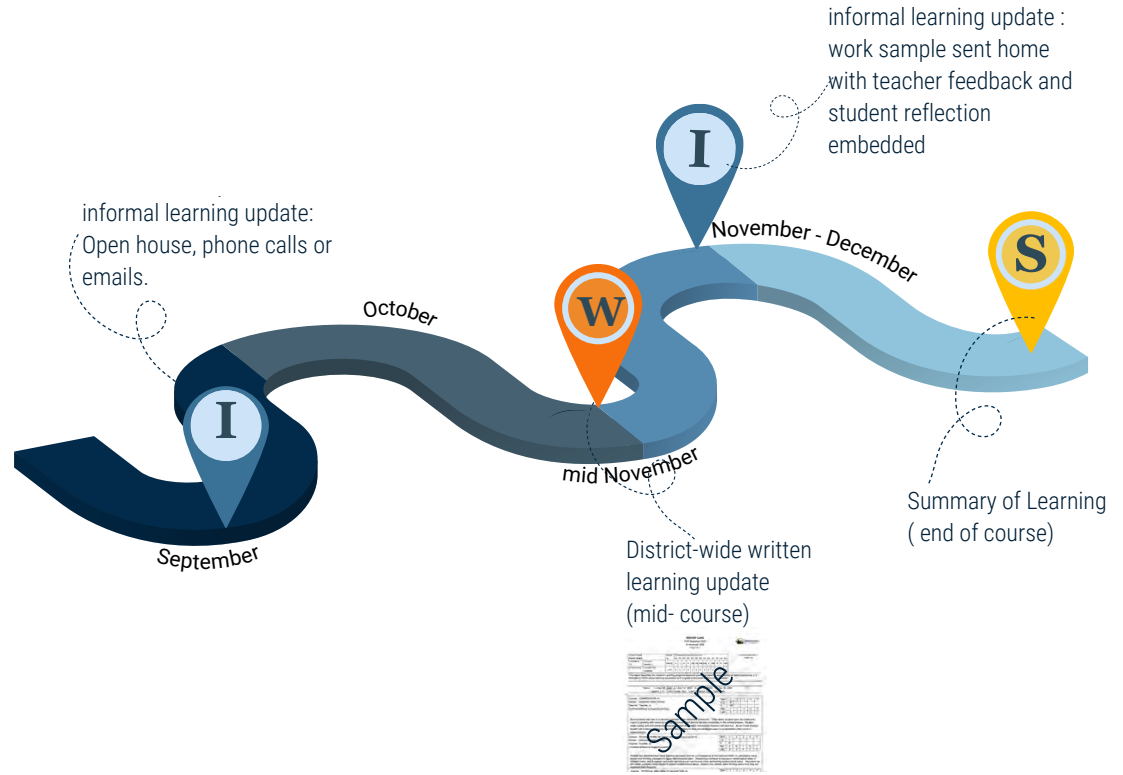
**SECONDARY SEMESTER**

Linked samples are for illustrative purposes only

## SCENARIO ONE

This teacher does not teach combined courses to the same students. Each update is specific to one learning area. Informal updates involve sharing of student work samples with embedded student voice and teacher feedback.

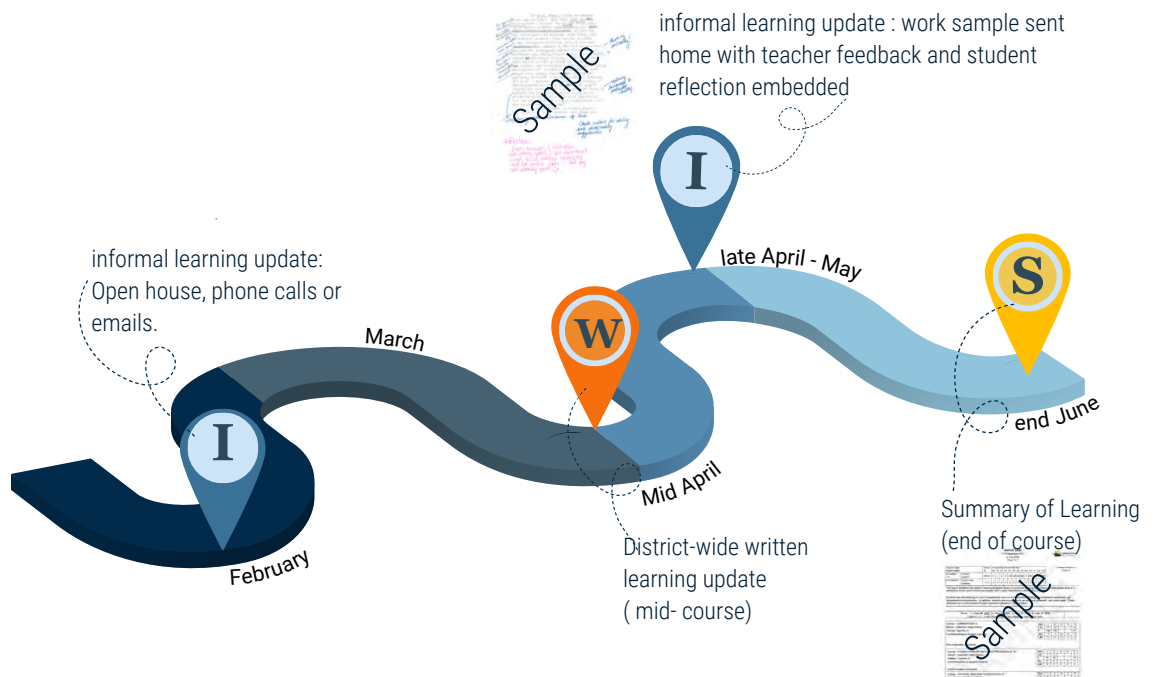
This timeline shows a first semester example.



## SCENARIO TWO

This teacher teaches courses with more than one learning area (ie: Humanities). The learning updates have some combined feedback. The summary of learning always reports distinctly on each learning area.

This timeline shows a second semester example.



**KEY**



**Informal Update**  
flexible format



**Written Update**



**Summary of Learning**





# **COWICHAN VALLEY**

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## School District



## **Administrative Procedures**

(update for September 26, 2023 BEBC Meeting)

### AP 104 - District Code of Conduct

Lead Person: Jeff Rowan and Margaret Olsen

Status: Revised

- Updated to include educative, preventative and restorative practices to be considered when addressing conduct concerns.

### AP 358 - Intimidation, Harassment, Aggression

Lead Person: Margaret Olsen and Jason Sandquist

Status: Removed

- This is captured in AP 104 District Code of Conduct.

### AP 205 - Sensitive Issues

Lead Person: Margaret Olsen

Status: Revised

- Revised to remove he/she pronouns and include gender expression, gender identity, sexual orientation as topics that may be perceived as sensitive issues.

### AP 303 - Fee Paying International Students

Lead Person: Sheryl Koers

Status: Revised

- This AP was reviewed and updated to reflect current practice.

### AP 306 - Out of Province Student Registration

Lead Person: Sheryl Koers

Status: New

- This AP outlines the process for Out of Province students that are not international students, for example Hockey team players that are of school age.

### AP 315 - Student Illness/Injury/Concussion

Lead Person: Margaret Olsen

Status: Revised

- Updated to include procedures to address head injuries.

### AP 356 - Use of Age Restricted and Psychoactive Substances During School Sponsored Activities

Lead Person: Jeff Rowan and Mike Russell

Status: Revised

- This policy was revised to reflect changes to the legal status of many drugs, as well as to put in place oversight on age-appropriate harm-reduction education in schools.

### AP 104 – DISTRICT CODE OF CONDUCT

#### Definition

District Learning Community: The *District Learning Community* includes all employees, students, parents, contractors, and volunteers.

#### Background

The District is committed to providing a safe, welcoming environment in all schools and facilities, and expects that all members of the *District Learning Community* will conduct themselves in a respectful, responsible manner that:

- Complies with all applicable and relevant legislation including, but not limited to, the prohibited grounds of discrimination as set out in the BC Human Rights Code;
- Reflects the District 's foundational statements;
- Supports the Competencies: Thinking, Personal and Social Development and Communication; and,
- Models the principles of [\*Safe, Caring and Orderly Schools: A Guide\*](#) published on the [Ministry of Education and Child Care](#) website.

The District recognizes that within an educational environment, students' and staff members' feelings of safety and belonging, including freedom from discrimination, and where confidential information is kept confidential, can seriously affect their ability to learn and work. Schools are to be places where students, staff and parents are free from harm, where clear expectations of acceptable behavior are held and met, and where all members feel like they belong. This applies while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

#### Procedures

1. The development and review of Codes of Conduct:
  - 1.1 Each Principal or Supervisor will establish a Code of Conduct consistent with this Administrative Procedure that is designed to encourage and support positive behaviour by all members of the learning community.
  - 1.2 Codes of Conduct will be developed through a consultative process where all members of the learning community (staff, parents and students) are provided with an opportunity to be involved.
  - 1.3 Schools must ensure that their Code of Conduct is reviewed annually with students, parents and staff. Schools must also annually assess the effectiveness of their Code of Conduct in addressing current school safety issues.

## 2. Communicating Codes of Conduct

- 2.1 The District acknowledges that Codes of Conduct can only have a positive impact on school and District cultures when they are communicated to everyone consistently on an annual basis. Everyone within the *District Learning Community* is expected to be aware of their rights and responsibilities, and to exercise them in a positive manner.
- 2.2 With this in mind (2.1), Codes of Conduct will be communicated in the following ways:
  - 2.2.1 Codes of Conduct will be displayed in a prominent location in school and District facilities where visitors to the site as well as people who are regularly in the site can read them;
  - 2.2.2 At the beginning of the school year, the District and its schools must ensure that Codes of Conduct are communicated and reviewed with the *District Learning Community* and also made available to the public (on the District and school websites);
  - 2.2.3 As new students enroll at District schools during the year, they and their parents will review the Code of Conduct and be provided with an opportunity to discuss expectations with District and/or school staff;
  - 2.2.4 As new employees/contractors are hired and new volunteers become active in school facilities, they will review the Code of Conduct and be given an opportunity to discuss expectations with District and/or school staff;
  - 2.2.5 Codes of Conduct will be reinforced throughout the year by school staff at school events, through school newsletters, and so forth; and,
  - 2.2.6 Wherever possible employees are also to be encouraged to incorporate the active teaching of conduct expectations into regular classroom learning activities.

## 3. Statement of Purpose

- 3.1 The Code of Conduct applies to how the members of the *District Learning Community* conduct themselves during school and/or District events both on and away from District sites, or when engaging in other school-related events.
- 3.2 All members of the *District Learning Community* are to conduct themselves in a manner that:
  - 3.2.1 Respects themselves, others and the *District Learning Community*,
  - 3.2.2 Contributes to safe, caring and orderly schools and work sites and at all District events;
  - 3.2.3 Contributes, and is sensitive to, the maintenance of a positive learning and work environment;
  - 3.2.4\_\_Respects confidentiality by not passing on personal information about students, families, or colleagues;
  - 3.2.5 Promotes purposeful learning;

- 3.2.6 Addresses incidents of bullying, harassment and intimidation; and,
- 3.2.7 Is respectful of diversity of others including race, orientation, identity, religion and economic status.

3.3 Unacceptable behaviour includes, but is not limited to:

3.3.1 Behaviours that:

- Interfere with the learning or work of others, including their emotional well-being;
- Create unsafe conditions.

3.3.2 Acts, such as:

- Bullying, harassment or intimidation;
- Physical violence; and,
- Retribution against a person who has reported incidents.

3.3.3 Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances;
- Possession or use of weapons; and,
- Theft of or damage to property.

4. Intervention for Unacceptable Conduct

4.1 As laid out in *Safe, Caring and Orderly Schools: A Guide*, interventions will be:

4.1.1 Pre-planned, consistent and progressive in expectations;

4.1.2 Wherever possible, preventative, educative, and restorative, rather than punitive; and,

4.1.3 As often as possible, students are to be encouraged to participate in the development of meaningful outcomes/responses to violations of the Code of Conduct.

4.2 Rising Expectations:

4.2.1 Conduct expectations for students in the primary grades will be different from what would be expected of older students or adults, so outcomes are also to take into account a student's age, maturity and severity and frequency of conduct.

4.3 Diverse Learning Needs

4.3.1 Codes of Conduct cannot discriminate against a student who is unable to meet a behavioural expectation because of a diverse learning need (disability of an intellectual, physical, sensory, emotional or behavioural nature).

4.3.2 Codes of Conduct need to provide special considerations for students with diversities and, wherever possible, behavioural expectations are to be part of their Individual Education Plan. Goals and consequences are to take into account the needs of the students.

5. Responsibility to Report:

School officials have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g., parents, District officials, police and/or other agencies).

Safe, caring and orderly schools can identify a trusted “tellable” adult. Each student should be able to identify this person and have access to them for prompt, discreet action.

6. Protection against Retaliation:

The District will take all reasonable steps to prevent retaliation by a person against a member of the *District Learning Community* who has made a report about a breach of a Code of Conduct.

7. *BC Human Rights Code*:

7.1 Two of the purposes behind the *BC Human Rights Code* are:

7.1.1 To foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia; and,

7.1.2 To promote a climate of understanding and mutual respect where all are equal in dignity and rights.

7.2 The *BC Human Rights Code* prohibits discrimination based on any of the following 16 grounds:

<ul style="list-style-type: none"> <li>• Race</li> <li>• Political Belief</li> <li>• Colour</li> <li>• Physical Disability, including HIV and AIDS</li> <li>• Ancestry</li> </ul>	<ul style="list-style-type: none"> <li>• Place of Origin</li> <li>• Religion</li> <li>• Sex</li> <li>• Mental Disability</li> <li>• Criminal or Summary Convictions</li> <li>• Marital Status</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual Orientation, Gender Identity or expression</li> <li>• Family Status</li> <li>• Age (if you’re 19 and above)</li> <li>• Lawful Source of Income (this usually applies to tenancies)</li> </ul>	<ul style="list-style-type: none"> <li>• Retaliation (if someone discriminates against you because you complained to the BC Human Rights Tribunal)</li> </ul>
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8. Bullying Behaviour:

- 8.1 According to the Ministry of Education and Child Care, bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation.
- 8.2 This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. Bullying is a distinctive pattern of repeatedly and deliberately harming and humiliating others, specifically those who are smaller, weaker, younger or in any way more vulnerable than the bully. The deliberate targeting of those of lesser power is what distinguishes bullying from other forms of aggressive behaviour.
9. Harassment: Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:
  - 9.1 Condescending treatment that undermines another's self-respect;
  - 9.2 Name-calling, teasing, disrespectful comments;
  - 9.3 Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment;
  - 9.4 Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship;
  - 9.5 Repeated unwanted communication;
  - 9.6 Unwelcome jokes, innuendoes, insults or put downs, taunts about a person's body, diverse needs, religion, attire, age, economic status, ethnic or national origin;
  - 9.7 Insulting graffiti directed at an individual or group;
  - 9.8 Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.
10. Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:
  - 10.1 Verbal threats, i.e., threatening phone calls, threats of violence against a person or property;
  - 10.2 Physical threats, i.e., showing a weapon, jostling, threatening to punch, stalking or following;
  - 10.3 Defacing or stealing victim's property;
  - 10.4 Daring or coercing victim to do something dangerous or illegal;
  - 10.5 Extortion (demanding payment or goods for a victim's safety);
  - 10.6 Inciting hatred toward a victim;
  - 10.7 Setting up a victim to take the blame for an offence.

Reference: Section 6, 7, 7.1, 8, 8.4, 17, 18, 20, 22, 65, 85 School Act  
School Regulation 265/89  
Safe, Caring and Orderly Schools: A Guide

Adopted: May 13, 1998

Revised: May 21, 2003; May 10, 2006; December 6, 2006; May 21, 2008; December 1, 2015; September 1, 2018;  
September 1, 2023

**DRAFT**

## Appendix - Administrative Procedure 104

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# CODE OF CONDUCT FOR DISTRICT STAFF

### Background

The Code of Conduct applies to all staff; this includes employees working directly with students and those in positions that support education (such as facilities, grounds, custodial, payroll, human resources, learning services) regarding how to conduct themselves during District events both on and away from District Board Office, or when engaging in other school-related events.

All members of the *District Learning Community* (includes all employees, students, parents, contractors, and volunteers) are to conduct themselves in a manner that:

- Respects themselves, others and the District;
- Contributes to a safe, caring and orderly places;
- Contributes, and is sensitive to, the maintenance of a positive environment;
- Promotes purposeful learning;
- Addresses incidents of bullying, harassment and intimidation;
- Respectful of diversity of others' including race, orientation, identity, religion and economic status; and
- Respects confidentiality

Unacceptable behaviour includes, but is not limited to:

Behaviours that:



- Interfere with the work or learning of others, including their emotional well-being;
- Create unsafe conditions.

Acts, such as:

- Bullying harassment or intimidation;
- Physical violence; and,
- Retribution against a person who has reported incidents.

Illegal actions, such as:

- Possession, use or distribution of illegal or restricted substances;
- Possession or use of weapons; and,
- Theft of or damage to property.

## Procedures

Intervention for Unacceptable Conduct:

As laid out in *Safe, Caring and Orderly Schools: A Guide*, interventions should be:

- Pre-planned, consistent and fair; and progressive in expectations
- Wherever possible, preventative and restorative, rather than merely punitive
- As often as possible, members are to be encouraged to participate in the development of meaningful consequences for violations of the Code of Conduct.

Rising Expectations:

- Conduct expectations for staff will be different than what would be expected of a student
- Consequences are also to take into the severity and frequency of conduct

Diverse Needs:

- Codes of Conduct cannot discriminate against a member of the learning community who cannot meet a behavioural expectation because of diverse learning needs

- Codes of Conduct need to provide special considerations for members of the district with diversities and wherever possible, behavioural expectations

## SENSITIVE ISSUES

### Background

The District recognizes that controversy is a natural element of a democratic society, associated with learning. The study of controversial issues is therefore an appropriate and necessary part of the school program.

In supporting the study of controversial issues, the District has three objectives:

- The development of good citizens through the educational system;
- The encouragement of responsible citizenship through the ability to discuss, listen and dissent;
- The support of skill development in:
  - Analyzing issues;
  - Respecting the opinion of others;
  - Distinguishing between fact and opinion and alternative points of view;
  - Considering all pertinent factors in reaching decisions;
  - Arriving at group decisions.

### Procedures

1. The teaching of controversial issues will be productive when:
  - 1.1 The teacher keeps the Principal and parents informed when they perceive those sensitive issues, like the use of offensive language, such as but not limited to disparaging statements based on race, colour, ancestry, place of origin, political belief, religion, gender expression, gender identity, sexual orientation, marital status, family status, physical or mental disability, will be involved.
  - 1.2 The issues have relevance and therefore interest for the student.
  - 1.3 The topic and materials used are appropriate for the age group.
  - 1.4 The topic is related to school programs.
  - 1.5 Alternative points of view are properly and fairly presented.
  - 1.6 The students have free access to appropriate materials and information for analysis and evaluation of the issues.
  - 1.7 The teacher is able to create an atmosphere of mutual respect and thoughtful consideration, where discussion of a variety of viewpoints is encouraged.

Reference: Sections 7, 8, 17, 20, 22, 65, 76, 85 School Act  
Civil Rights Protection Act  
Human Rights Code  
Canadian Charter of Rights and Freedoms  
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

Adopted: September 1, 2018

## AP 303 – FEE-PAYING INTERNATIONAL STUDENTS

### Background

The District supports the inclusion of international students into District schools as a means of increasing intercultural and international understanding.

The District recognizes specific circumstances under which international students may be admitted to District schools. Included in these circumstances are:

- International Student Exchanges
- The District International Student Program
- Academies
- Local sports teams

The District recognizes that additional resources will be required in order to develop its program and to ensure that other program service levels are maintained.

### Procedures

#### 1. Tuition Fees

International students are not “ordinarily resident” in the District. Section 82 of the *School Act*, requires that the Board provide educational programs free of charge only to those students resident in its District. For the purposes of Section 82 a student is resident in the District:

- If the student is ordinarily resident in the District;
- The parent of the student is also ordinarily resident in British Columbia.

Tuition fees will therefore be charged to students who are not “ordinarily resident”, except those in Sections 2 and 12 below.

Fees must be paid before the student’s program commences.

#### 2. Student Exchanges

International student exchanges are sponsored by the District or private organizations sanctioned by the District whereby international students are admitted to the District in exchange for similar services being provided to local students abroad. An “exchange” student is one involved in a reciprocal exchange, i.e., there are equal numbers incoming and outgoing on a District basis. The District receives fiscal funding for this student and tuition fees would not be charged.

#### 3. Approval of Applications

- 3.1. All international applications will be submitted to the International Student Program office for approval in accordance with these procedures.

- 3.2. Where, because of extraordinary circumstances, an international student is unable to comply with these procedures, application for admission may be dealt with by the Superintendent.

#### 4. Program Options

- 4.1. A one-year intensive English program.
- 4.2. An academic program (incorporating English Language Learning) leading to British Columbia graduation.

#### 5. Admission Requirements

- 5.1. Students shall provide documented proof of satisfactory academic standing in country of origin.
- 5.2. Students who wish to register in the academic program leading to B.C. graduation must demonstrate a proficiency in English that will enable them to successfully handle Grade 10 course work.
- 5.3. Students who wish to register in either program option must provide a letter regarding behaviour and academic ability in support of the student's application to register in a particular program option.
- 5.4. Students with a prior history of learning disabilities shall provide all relevant details with their applications.
- 5.5. Students shall comply with the requirements of Citizenship and Immigration Canada.
- 5.6. Students shall accept in writing, prior to departing for Canada, the terms and conditions of the District program, including homestay fee arrangements as set by the District, medical insurance, travel requirements, and program rules. A participation agreement signed by both the parent and the student is required.
- 5.7. Students planning to attend for less than three years will be advised that mastery of the English language to the level required to achieve graduation usually takes a minimum of three years and often four years.

#### 6. Fees

- 6.1. The District will charge tuition fees to those international students involved in the District International Student Program.
- 6.2. Tuition fees for District international students are set at least a year in advance, by the Board. Tuition fees are payable directly, in whole, to the District when the student is accepted into the program.
- 6.3. Homestay fees for District international students are set at least a year in advance, by the Board.
- 6.4. Homestay fees are paid to our office and then sent to the homestay family.
- 6.5. Students must be invited to return to the program annually. Students who have been invited to return to the program will be asked to pay the annual fees before

June 30. Students who have not paid will not be guaranteed a place in the program the following September.

- 6.6. Students on a reciprocal exchange program will pay a fee for medical insurance, administrative costs and school fees beyond tuition; Rotary exchange students are exempt.
- 6.7. Refunds:
  - 6.7.1. Students who withdraw (or are withdrawn) from the program shall receive tuition refunds according to the following schedule:
    - 6.7.1.1. 75% refund within 60 days of entry into the program;
    - 6.7.1.2. 50% refund within 30 days of starting the program;
    - 6.7.1.3. 0% refund after 30 days of starting the program;
    - 6.7.1.4. In all cases, the application fee and homestay management fee are non refundable.

## 7. Application Procedures

To apply for admission to the program, students must:

- 7.1. Apply from their country of residence;
- 7.2. Complete an application form with supporting academic transcripts and letter of support;
- 7.3. Submit a non-refundable application fee (applications will not be processed without this fee);
- 7.4. Be accepted by the District in writing;
- 7.5. Obtain a study permit from Citizenship and Immigration Canada. The District will provide a Certificate of Admission (letter of acceptance) to the school;
- 7.6. Agree to the homestay arrangements made on their behalf by the District;
- 7.7. Make their own travel arrangements to Victoria or Nanaimo airport, or to Victoria or Nanaimo ferry terminals.
- 7.8. Medical Insurance

All residents of British Columbia are required by law to purchase medical insurance through the Medical Services Plan of B.C. The District has a group insurance policy for its international students, both for Medical Services Plan and for interim medical insurance, which is required during the three-month waiting period for Medical Services Plan coverage. The District provides this medical insurance coverage to all of its international students for an annual fee. Even if international students leave the country during summer vacation, they are required to maintain their medical coverage. Medical Services Plan coverage, therefore, covers students for twelve months a year. The annual payment is added to the tuition charges each year. Landed immigrant students who already have MSP coverage may opt out of the group plan by showing their MSP number to program staff. All other international

students are required to participate in the group plan. The fee also covers an Accident Reimbursement policy.

## 8. Placement

- 8.1. Placement of students in schools, academic programs, and homestays shall be the prerogative of the District.
- 8.2. School and academic program placement shall be based upon District assessment of student aspiration, academic records, demonstrated academic competence, English proficiency and age.

## 9. Expanded Services

- 9.1. It is the prerogative of the District and individual schools to require students to avail themselves of expanded services for international students, such as orientation classes, E.L.L. classes, etc.
- 9.2. If it is discovered that a student requires services beyond those listed in clause 9.1 the parents will be informed. If the services are available and can be provided for cost, parents will have the choice of withdrawing their student or paying the additional cost of the services.

## 10. Scholarships

- 10.1. International students may not compete for local scholarships other than any offered by the International Student Program office.

## 11. Homestay Guidelines

- 11.1. All students in the International Program are required to stay in a homestay which has been screened by District staff, unless they come with and live with their legal parents.
- 11.2. The homestay family will follow all of the provisions contained in the Homestay Guidelines.
- 11.3. The homestay family will provide the student with a clean, supervised environment during the student's stay in the home.
- 11.4. The student will be provided with the student's own room in the home including a bed, bedding, closet, chest of drawers, desk and study lamp.
- 11.5. The student will be given reasonable use of the home and utilities.
- 11.6. The student will be provided with three wholesome meals on each day of the student's stay with the homestay family.
- 11.7. The student will not be charged any fees in addition to those expressly provided in this Agreement during the student's stay with the homestay family.
- 11.8. All members of homestay families over the age of 18 are required to undergo criminal record checks and a home visit to ensure student safety.



## 12. Landed Immigrant Students and Canadian Citizen Students Whose Parents Do Not Live in Canada

- 12.1. All students from out of District must apply to the Superintendent to attend school in the District and applications will be considered on a case-by-case basis.
- 12.2. Landed Immigrants not ordinarily resident in the District and Canadian citizen students whose parents do not live in Canada may be admitted to District schools on a fee-for-service basis. The expression “ordinarily resident” carries a restricted signification which is held to mean residence in the course of the customary mode of life of the student as opposed to special or occasional or casual residence. For example, a student who is ordinarily resident in the District is one who makes or intends to make their permanent home in the District; that is, the home where their mother and/or father permanently reside. Students who require homestay services are not “ordinarily resident” in the District.
  - 12.2.1. Out-of-District landed immigrant students and Canadian citizen students whose parents do not live in Canada may be admitted to District schools as full fee-paying student in the same way, and with the same services, as international students.
  - 12.2.2. Students who become landed immigrants after November 1 will receive no refund of tuition fees.
  - 12.2.3. Out-of-District immigrant students and Canadian citizen students are required to live with a homestay family, which has been screened and selected by the District.
- 12.3. Homestay families of out-of-District immigrant students are subject to the same regulations as other international student homestay families.
- 12.4. The District retains the right to limit the total number of out-of-District immigrant students accepted annually as regular students.

## 13. Dismissal Process

- 13.1. Participation in the International Student Program is a privilege, and:
  - 13.1.1. Students are required to accept and follow the rules of the program, including specific program rules, school rules and reasonable homestay rules;
  - 13.1.2. Students are required to make a reasonable effort to achieve academic success while in the program;
  - 13.1.3. Students are required to obey the terms and conditions described on the study permit as issued by Citizenship and Immigration Canada;
  - 13.1.4. Students are required to abide by the laws of Canada and British Columbia.
- 13.2. If a student violates any of the above, they may be dismissed from the program.

- 13.3. Students new to the program and their parents will be given a copy of the District procedures regarding international students, including the dismissal process, the refund procedure and the International Student Program rules.
- 13.4. Students may be dismissed from the program by not being invited back. In April of each year students may be invited in writing to return the following year. Invitations may be withheld if:
  - 13.4.1. Academic performance has been less than satisfactory due to lack of effort or attendance;
  - 13.4.2. The student is unable or unwilling to comply with District or program rules, and has been involved in a number of minor rule infractions;
  - 13.4.3. The student has had several homestay families and, in the opinion of program staff, is unable to succeed in a homestay situation.

Students who are not invited back will be informed in writing of the reasons, and given suggestions for alternative programs of study.
- 13.5. In the event of a student breaking the law or committing a grave violation of a school rule affecting the safety of others, they may be immediately dismissed from the program. The parents of the student and the homestay parents will be advised, in writing, of the violation and the consequence.
- 13.6. Usually, where a student violates the rules, the student will be advised in person of the violation and the expected behaviour (verbal warning). The student will be given assistance to ensure that they understand the violation and the expected behaviour.
- 13.7. Should rule violations persist after a verbal warning, the student will be advised in writing of the violation, the expectations for correction, and appropriate timelines for correction. The parents of the student and the homestay parents will also be informed.
- 13.8. Parents and the student shall be given the opportunity to respond to the concerns and to propose remedies or to provide information should they believe an error, in fact, has occurred.
- 13.9. Should violations be repeated and be sufficiently grave to warrant dismissal in the opinion of the District Principal, the Superintendent, or the School Principal, the student and their parents will be advised, in writing, that the student is dismissed for cause.
- 13.10. At this time, arrangements shall be made with the parents of the student for removal from the school and homestay in a timely manner with return to the student's home country an expectation.
- 13.11. Students and their parents may appeal this decision to the Board, according to Board Policy 13 – Appeals Bylaw.

Reference: Sections 2, 3, 4, 7, 8.2, 20, 22, 23, 65, 74.1, 75, 75.1, 82, 85 School Act  
 Family Relations Act  
 Infants Act  
 Visiting Forces Act

Adopted: June 10, 1998  
Amended: March 19, 1999; February 20, 2002; November 20, 2002; January 21, 2004; December 8, 2004;  
September 21, 2005; September 1, 2018; September 19, 2023

## AP 306 – OUT-OF-PROVINCE STUDENT REGISTRATION

### Background

The School District welcomes students from other Provinces within Canada where space is available. The British Columbia *School Act* states that subject to section 74.1, a person may enrol in an educational program provided by a board of a school district and attend any school in British Columbia if (a) the person is of school age, (b) the person is a resident in British Columbia, and (c) the board providing the educational program determines that space and facilities are available for the person at the school where the educational program is made available. Students meeting these criteria are eligible for funding from the Province of British Columbia. As out-of-province students do not meet the criteria of ordinarily resident in British Columbia fees must be charged to cover the cost of delivering education services.

### Procedures

Fees for out-of-province tuition:

Per *Policy 2 - Board Operations* the Board will set annually fees for out-of-province tuition.

#### 1. Tuition Fees

Out-of-province students are not “ordinarily resident” in the District. The *School Act*, section 82 requires that the Board provide educational programs free of charge only to those students resident in its District. For the purposes of Section 82 a student is resident in the District:

- If the student is ordinarily a resident in the District;
- The parent of the student is also ordinarily resident in British Columbia.

Tuition fees will therefore be charged to students who are not “ordinarily resident.”

Fees must be paid before the student’s program commences.

#### 2. Academies

The School District operates, or partners with, independent academies that may attract students from out of province.

Out-of-province tuition fees will be communicated to the academies by June 30th of each school year for distribution to parents in advance of the next school year.

The academy will provide to the school district a list of all students participating from out of province by September 1<sup>st</sup>.

#### 3. Local Sports Teams

Local sports teams (e.g., hockey) may attract players to their rosters from out of province.

Out-of-province tuition fees will be communicated to local sports teams by June 30th of each school year for distribution to parents in advance of the next school year.

The sports team will provide the school district a list of all students participating from out of province by September 1st.

4. Students may also attend the School District for reasons other than academies and sports teams.
5. Approval of Applications

All out-of-province students will register at the school they are requesting to attend.

Schools will ensure that out-of-province students are directed on arrival to the International Student Program office for a compliance review and appropriate invoicing.

Reference: Sections 20, 22, 23, 65, 82, 85 School Act

Adopted:

### AP 315 - STUDENT ILLNESS/INJURY/CONCUSSION

#### Background

Care must be exercised when incidents to students occur. Wherever possible, personnel with first aid training are encouraged to examine the student to determine the nature and extent of the illness or injury before proceeding further. Where no such person is immediately available, a staff member or Administrator shall act as a reasonable parent in using his/her own judgment in what is best for the child.

#### Procedures

1. Before treating minor injuries in school, school personnel are to check verbally or from the child's record card whether there are any allergies that may affect the child's treatment.
2. Where the illness/injury appears to warrant further medical attention, in particular head injuries, the parent is to be phoned, and they are to direct the school staff as to what action they deem appropriate (someone will collect the child to be taken to the hospital, etc.).
3. Where a parent is unavailable, and the situation appears to warrant it, the Principal shall act in loco parentis, and take such action as deemed appropriate, including, where necessary, consultation with the child's physician.
4. Where a parent authorizes it, or in their absence, the Principal deems it necessary, the Principal may authorize transportation of the student to a doctor or hospital. The driver may be reimbursed for travel expenses in accordance with District procedures on submission of an expense claim.
5. If a child, upon initial examination, is suspected of having a serious injury, the child shall not be moved except where required by external dangers. Someone with first aid training or a medical practitioner is to be called to the scene. The injured person is to be made as comfortable as possible and is not normally to be left unattended during this period.
6. Where the injury is determined to be severe, the attending staff member is to call 911 for Emergency Medical Services and a staff member may be assigned to accompany the ambulance.
7. In all cases where medical treatment is administered to a child on or off the school premises, the parents are to be informed by phone as soon as possible.
8. Incidents which might possibly require the service of a doctor, nurse or other trained person shall be reported as soon as possible after the incident, providing full particulars ([Incident Report](#)).

## CONCUSSION PROTOCOL

Concussion awareness is the joint responsibility of parents, students, school staff and the community. A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. It is critical that a student with a suspected concussion be examined by a medical professional.

### Procedures

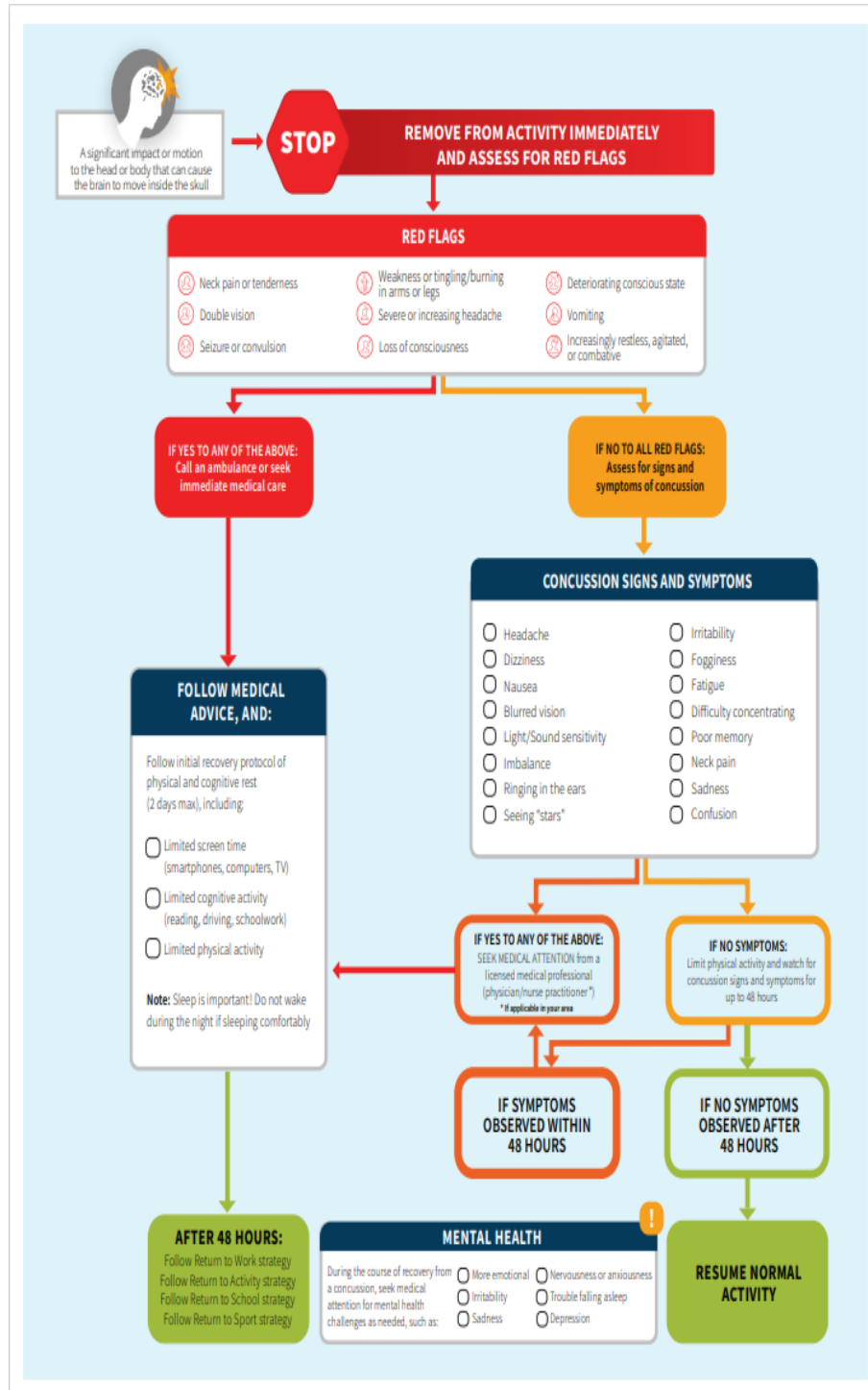
1. If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the individual (e.g., teacher/coach) responsible for that student must take immediate action.
2. If you suspect a student may have a concussion, the student should stop playing the sport or activity right away.
3. They should not be left alone and should be seen by a doctor as soon as possible that day.
4. If a student loses consciousness for more than a minute, call an ambulance to take them to the hospital immediately. Do not move them or remove athletic equipment like a helmet; wait for paramedics to arrive.
5. Anyone with a suspected concussion should not go back to play that day, even if they say they are feeling better. Problems caused by a head injury can get worse later that day or night.
6. They should not return to activity until they have been seen by a doctor.
7. If an individual has a suspected concussion their parents should be contacted and advised of the potential concussion and advised that the individual should see a doctor that day.
8. If an individual has experienced a concussion or suspected concussion while participating in activities in the community the parent/guardian needs to advise school staff of the concussion or suspected concussion.

**Additional resources and training available at:**

<https://www.healthlinkbc.ca/illnesses-conditions/injuries/concussion>

<https://injuryresearch.bc.ca/concussion-awareness-training-tool/>

# CONCUSSION AWARENESS, RESPONSE AND MANAGEMENT FLOW CHART



Reference: Sections 7, 8, 17, 20, 22, 65, 84, 85, 95 School Act  
 Good Samaritan Act  
 School Regulation 265/89

Adopted: September 1, 2018  
 Cowichan Valley School District  
 Administrative Procedures Manual



Amended: September 26, 2023

## AP 356 - USE OF AGE-RESTRICTED AND PSYCHOACTIVE SUBSTANCES DURING SCHOOL-SPONSORED ACTIVITIES

### Background

The District encourages an age-appropriate harm reduction approach to problematic substance use. Through a trauma informed lens and culture of care, school staff will endeavour to always approach substance use through a supportive and inquiry-based lens.

In the interest of maintaining a healthy and safe learning environment for all students, the District discourages the use of age-restricted and controlled substances by students while on school property or at school-sponsored events. This is inclusive of e-cigarettes, vaping and medicinal marijuana, or any other psychoactive substances, whether legalized or not. The District supports a proactive and comprehensive approach to problematic substance use, which emphasizes these four areas of activity:

- Youth Prevention and Engagement
- Parent Engagement
- Curriculum Development and Implementation
- Educative, Restorative and Preventative measures

### Procedures

1. The District has five objectives for this Administrative Procedure:
  - 1.1. To promote healthy lifestyles which includes understanding substances and substance use through the Physical and Health Education curriculum approved by the Ministry of Education and Child Care.
  - 1.2. To align training and practices for educators and support staff at all schools to provide age-appropriate support for students. An emphasis is on making connections with youth through open dialogue and strong trusting relationships.
  - 1.3. To establish and maintain an early-intervention program providing accessible assessment, counselling, and referral services to community or provincial programs.
  - 1.4. To provide targeted and individual interventions that may involve an inter-agency care team approach to ensure students and their parents are connected to community support services and school-based case managers as needed and appropriate.
  - 1.5. To establish Educative, Restorative and Preventative practices which may involve the student, parent(s)/guardian(s), teachers, counsellors, and principal or vice-principal.

2. The Principal is responsible for the implementation of the following:
  - 2.1. Ensure that the District's Administration Procedure statement on use of tobacco, vapour products, alcohol, cannabis and other illicit drugs is communicated to students and parents at the beginning of each school year.
  - 2.2. Support school staff in working with parents and caregivers to assist them in fostering and maintaining connections to their child's school. Provide education and support that focuses on ways to develop strong relationships with youth.
  - 2.3. Partner with community groups (i.e., Discovery Counselling, Cowichan Valley Youth Services, Lake Cowichan Community Services, Child and Youth Mental Health), to support current school programs or implement new programs at the school level which will engage at-risk students and connect them to something or someone. Principals are also responsible for vetting materials to be handed out or discussed to ensure that they are age-appropriate, ensuring they align with this AP.
  - 2.4. Ensure relevant curriculum and resources are made accessible to school staff to promote healthy lifestyles which includes problem solving, psychoactive substance education, harm reduction and supportive intervention programs.

## **Roles and responsibilities**

### **Staff**

3. When any staff member has reason to believe a student is in direct or indirect possession or under the influence of a substance as defined above while attending school or involved in an official school function, the staff member shall:
  - 3.1. Observe the student, if possible;
  - 3.2. Only confront the student directly if comfortable with the circumstances;
  - 3.3. If it is an immediate safety concern, immediately inform the school principal or vice-principal of the reasons for their concern; and
  - 3.4. If off school property, and is an immediate safety concern, immediately contact a school principal or vice-principal and seek direction.
4. When any staff member has reason to believe a student is placing themselves or others at risk by habitually abusing a substance as defined above, the staff member must report the concern to a school principal or vice-principal and school-based team.
5. When any staff member feels a student's substance use or other risk factors may put the student at extreme risk for harm, under Child Protection Services, it is their duty to report the concern to the Ministry for Children & Families - Children Protection Branch.

6. Upon receiving a report that a student is placing themselves or others at risk due to habitual or problematic use of a substance as defined above, the School Counsellor collaborates with a school principal or vice-principal and school based team to develop a support plan, taking into account the age and individual circumstance of the student.

### **School Principal**

7. When a school principal or vice-principal has reason to believe a student is in direct or indirect possession of a substance as defined above while attending school or involved in an official school function, the principal or vice-principal will:
  - 7.1. Interview the student to determine the validity of the information;
  - 7.2. Ask the student to produce any illegal, or prohibited substances in their possession or in their locker;
  - 7.3. Notify the student's parent(s)/guardian;
  - 7.4. When necessary and in the presence of another staff member, and in accordance with the *School Act*, conduct a search of student's person and student's property for illegal or prohibited substances. The school principal or vice-principal shall use the most reasonable, least intrusive method possible in searching the student and any property in the student's possession;
  - 7.5. when necessary, consult with a Director or Associate Superintendent
8. If the school principal or vice-principal determines that a student is in possession of any illegal drugs or recently decriminalized substances, as defined above, and to give time and opportunity for planning to build supports for the student upon their return, the principal or vice-principal:
  - 8.1. May notify the police;
  - 8.2. May suspend the student:
    - 8.2.1. In school suspension;
    - 8.2.2. Out of school suspension – not to exceed 5 days – only after consultation with a Director or an Associate Superintendent;
  - 8.3. May refer the matter to the appropriate district process, when there are repeated offenses or there is intent to traffic illicit psychoactive substances.
9. If the school principal or vice-principal has reason to believe the student is under the influence of a substance as defined above, and to give time and opportunity for planning to build supports for the student upon their return, the principal or vice-principal:
  - 9.1. Shall make every effort to ensure the health and safety of the student and others;

9.2. Shall contact the parent(s)/guardian of the student;

9.3. May suspend the student:

9.3.1. in school suspension;

9.3.2. out of school suspension – not to exceed 5 days – only after consultation with a Director or an Associate Superintendent;

9.4. May refer the matter to the appropriate district process.

10. Having completed the above procedures or upon receiving a report that a student is placing themselves or others at risk by habitually using a substance as defined above, the principal or vice-principal shall collaborate with the school counsellor and School Based Team in the development of a support plan.

*Reference:*

*Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act*

**COWICHAN VALLEY SCHOOL DISTRICT**  
**2022/2023 STUDENT AND FAMILY AFFORDABILITY FUND**

<b>CATEGORY</b>	<b>DESCRIPTION</b>	<b>\$</b>
Food Security	The SFAF funding helped schools provide a higher nutritional standard for school meals (fresh fruit/vegetables, healthy snacks, etc.)	525,507
Supplies and Equipment	Funds were distributed to families to alleviate financial pressures related to school and household expenses. Examples include: school supplies, exercise books, musical instruments, yearbooks, field trip fees, grad fees, activity day fees, school store punch cards, post secondary application fees, school photos, and athletic gear.	161,327
Family Assistance	Funds were distributed to families in the form of gift cards for the purpose of buying groceries, gas, clothing, footwear and pharmacy. Essential health care services and dentist fees were supported. Bus passes for summer camps, child care costs, field trips, music lessons and sports.	30,653
Total Expenditure		717,487
Funding Received in 2022/2023		880,984
<b>Funding Carried Forward for Expenditure in 2023/2024</b>		<b>163,497</b>

**HIGHLIGHTS OF THE ADVISORY COMMITTEE MEETING OF SCHOOL DISTRICT NO. 79  
(COWICHAN VALLEY) HELD ON TUESDAY, SEPTEMBER 19, 2023 AT 4:30 PM**

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Trustee Elizabeth Croft, Chair  
Trustees Randy Doman, Cindy Lise, Cathy Schmidt, Eduardo Sousa, Jennifer Strachan, and Joe Thorne  
Robyn Gray, Superintendent  
Jason Sandquist, Secretary-Treasurer  
Sheryl Koers, Associate Superintendent  
Margaret Olsen, Associate Superintendent  
**PRESENT:** Mike Russell, Director of Communications  
Darlene Reynolds, Director of Inclusive Learning  
Jeff Rowan, Director of Inclusive Learning  
Louise Thomson, CVTF  
Erin Harvie, CVTF  
Brent Ranger, CVPVPA  
Vicki Miller, USW  
Adam Clutchey, CUPE  
Claire Spencer, Recording Secretary

**APOLOGIES:** Carmen Sundstrom, DPAC

1. **Call to Order**

Trustee Croft called the meeting to order at 4:30 p.m. and respectfully acknowledged that the meeting was taking place on the traditional and ancestral lands of the Hul'q'umi'num' speaking people where we live, learn and play.

2. **Check-In**

**Brent Ranger:** Elementary schools held their Terry Fox Run and photos were shared from Bonner Elementary of students' life size posters with messages of courage, strength and stamina. Cowichan Climbing Academy recently hosted two competitions. A public competition drew 70 competitors from across the island. Two hundred students from the south island participated in a competition for high school climbing teams. Photos from these events were also shared.

**Louise Thomson:** Teachers are glad to be back, but it's a crazy time of year. Anxiety drops as teachers get their class lists. Things are off to a good start.

**Vicki Miller:** Most USW members worked through the summer. We are still short of drivers and custodians.

**Adam Clutchey:** Members are glad to be back and are refreshed after summer. They are starting to organize the October 20 Pro-D Day. A few more EAs and clerical were hired over the summer.

**Erin Harvie:** Things are going well so far and teachers are excited to be back. There was some initial anxiety about enrolment numbers but things are settling down.

**Cathy Schmidt:** Thank you to our senior staff and our partners in education for the letter supporting the LGBTQ2S+ community. The Board just started up two weeks ago but already has some fun

projects underway, including doing fundraising for new school furniture. The Board is excited to move forward into the new school year and thanked everyone for all they are doing for the kids.

**Jason Sandquist:** It was a busy summer with year end, financial statements and an audit. The auditors will be here on Thursday to present to the Board. The financial statement discussion and analysis document has been prepared to turn the financial statements into a readable story of what the numbers mean. Enrolment tracking in schools is coming in close to overall projections. Before the Board broke for the summer, it put Cowichan Secondary School into the closure process. We will be beginning to put together documents for a community meeting and seeking advice from all parties on whether the Board should close/dispose of the school. Quw'utsun Secondary is only a year away from opening. Drywall and beams are up and it is looking really great.

**Robyn Gray:** We've been working together with our partners to provide safe learning environments for our learners. Thanks to all Principals and Vice-Principals for a really great start up. Employees from across the District have worked together to get things ready for the start of the school year, and it has been a great start up overall. We are looking at enrolment and staffing, and our Inclusive Education team is working to ensure class size and composition data is accurate. We have a day of learning being organized by Indigenous Education on September 25. The non-instructional day is mainly being hosted by Cowichan Tribes at S'amunu Big House. The District's Framework for Enhancing Student Learning (FESL) report has been finalized and approved by the Board and submitted to the Ministry.

### 3. Old Business

#### 3.1 Truth and Reconciliation (Standing Item)

##### 3.1.1 Orange Shirt Week

Every year the District has honoured September 30 as Orange Shirt Day, with the last few years extended to Orange Shirt Week. Our District Elder shared that some Elders and others who experienced residential schools may not want to wear orange shirts and would prefer the focus to be "Every Child Matters." Committee members were asked if there is more the District can do, and discussion ensued. Ideas included:

- Look ahead and don't just repeat what we've done previous years;
- "Bones of Crows" miniseries based on residential schools (<https://gem.cbc.ca/bones-of-crows>);
- Board members participate in District's learning opportunities (NID, etc.);
- Less focus on the shirt and more on truth/remembering history;
- People perceive things differently - not everyone in a "group" thinks/feels the same;
- It's not about the colour you wear – it's about having a strong heart and sharing what you know (why we mourn);
- Share a video with students that shares a story or message (like is done for the Terry Fox Run);
- Have less of a big event and more of what's already happening, like conversations in the classroom;
- Create a video message that tells of residential school experiences and their ripple effect (how the family survives after, and how the kids today are still affected);
- Hold an event like a run that includes everyone – every child matters. Be inclusive and unified, not segregated;



- Change name from “Orange Shirt Week.”

#### 4. **New Business**

##### 4.1 Feeding Futures Fund

Two years ago the Board contributed \$250,000 of Community Link funding for food programs, which included a staffing component for school meals. Last year the Student and Family Affordability Fund increased meal deliveries through a grant to Nourish Cowichan. Schools could distribute the balance of the fund to families in need through a variety of methods including food cards, gas cards, eye glasses, etc. This year the District received \$1.8M through the Feeding Futures Fund. Approximately \$650,000 is going directly to Nourish Cowichan. The amount going to schools has doubled (schools may also direct funds to Nourish Cowichan). The Board put in additional funding for one hour per day for 12-18 EAs to distribute food. The Board has been successful in obtaining \$170,000 to provide infrastructure (refrigeration, server spaces). The Committee was asked for feedback on managing the food distribution and how it will impact their environments. Comments included:

- Thanks from CUPE for the staffing support;
- Amounts distributed to each school will be based on a combination of enrolment numbers and tiering based on vulnerability/need.
- This funding is specifically for food with very little flexibility (could use for small appliances, bowls, spoons, etc.).

##### 4.2 Respecting Parent Requests Regarding FSA Participation

Following protocol, parents receive information on the FSA from both the Ministry and BCTF and are given an option to withdraw their child from testing. The CVTU requested the Board consider passing a motion at an upcoming Board meeting informing school-based principals to honour parent requests to withdraw their child from FSA testing and to refrain from contacting parents upon receipt of a withdrawal request form. Discussion included:

- It's the use of the data by the Fraser Institute to rank schools that's the problem, not the data itself;
- First Nations Education Steering Committee (FNESC) encourages taking the test to gather data;
- The Ministry doesn't use its legislative power to keep the data from being made public.

#### 5. **Adjournment**

The meeting adjourned at 5:26 p.m.