



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>

Pages

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
"That the Board Education and Business Committee adopts the agenda of the September 26, 2023 Board Education and Business Committee meeting."
3. MINUTES
 - 3.1 Minutes of the May 23, 2023 Board Education and Business Committee Meeting 3 - 9
"That the Board Education and Business Committee adopts the minutes of the May 23, 2023 Board Education and Business Committee Meeting."
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
 - 6.1.2 Numeracy Framework 59 - 90
 - 6.1.3 Reporting Guidelines 91 - 121
 - 6.2 Quw'utsun Secondary School Update (Sheryl Koers/Darcy Hoff)
 - 6.3

8.	POLICY	
9.	COMMITTEES	
9.1	Highlights of the September 19, 2023 Advisory Committee Meeting	151 - 153
10.	ADJOURNMENT	
10.1	Motion to Adjourn	
	<i>"That there being no further business, the meeting be adjourned."</i>	

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

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amend Our Mission to read "To enable learners to be agile and prepared to transition to a future of th



The Cowichan Valley School District acknowledges that we are located on the on the traditional, ancestral, and unceded territories of the

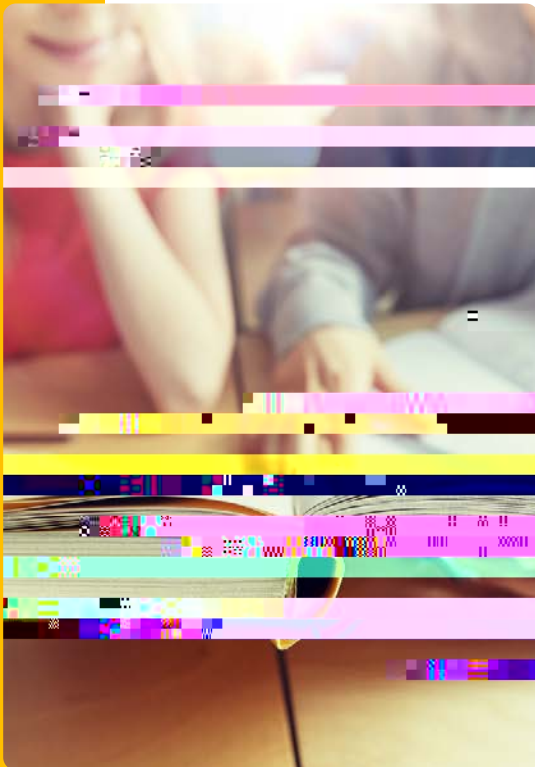
Table of Contents

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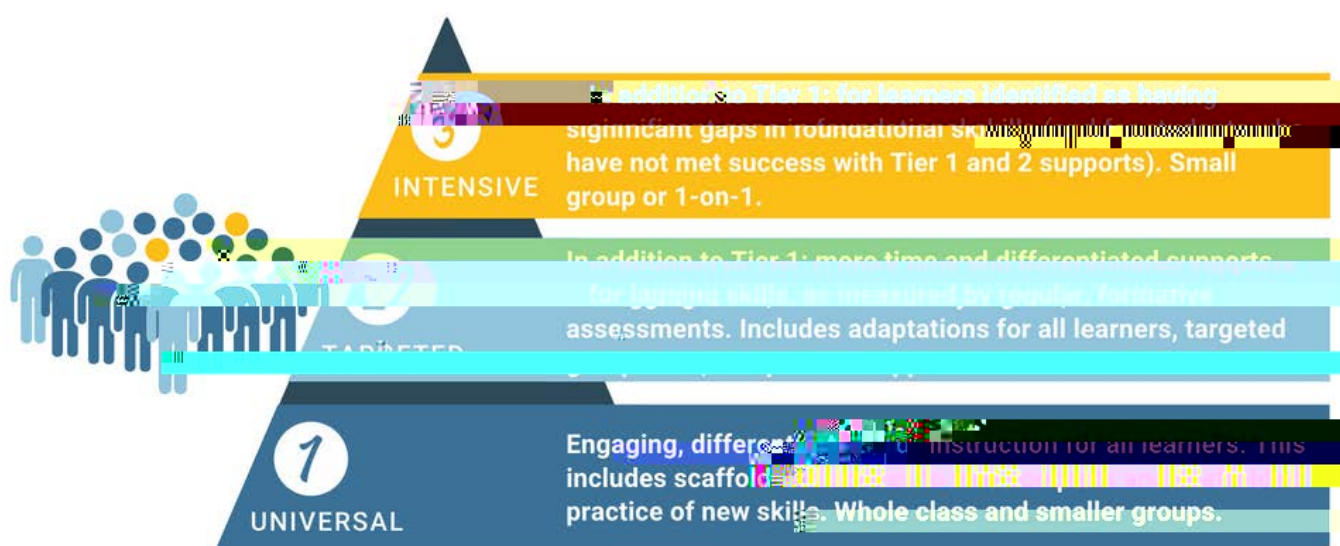
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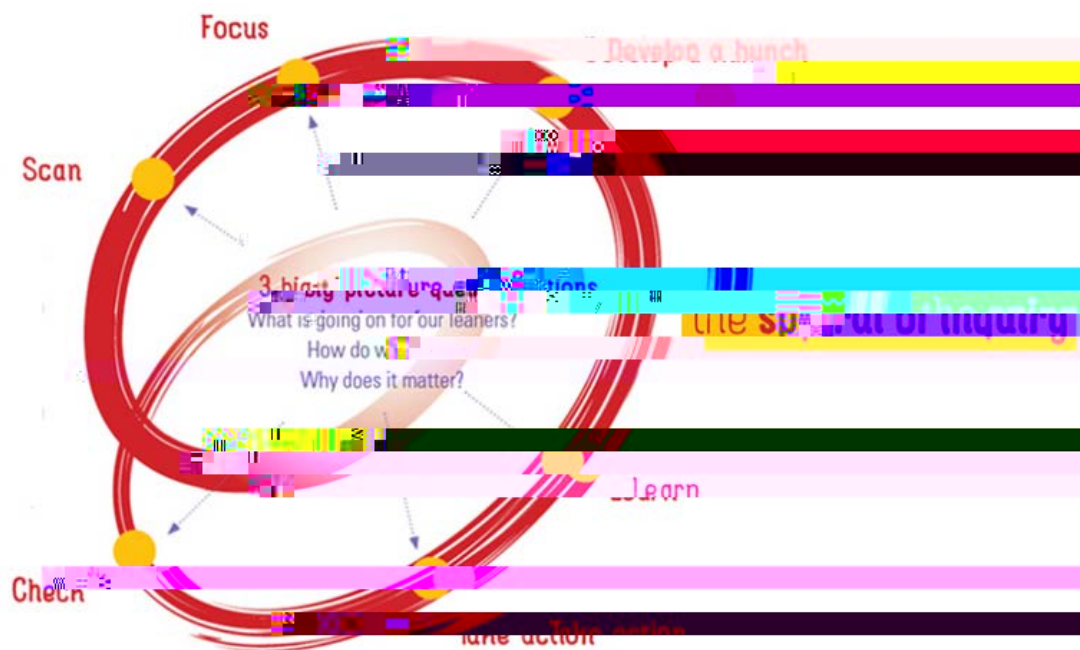
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5 CRITICAL COMPONENTS

ASSESSMENT MAP

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

To discover the needs of our learners, first check for typical components. If students struggle with the foundation skills to identify their earliest gaps, those become instructional targets.

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



STRUGGLES WITH COMPREHENSION?
CHECK FLUENCY.

COMPREHENSION

Maze Passages

- Passages where student must select correct words

- 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

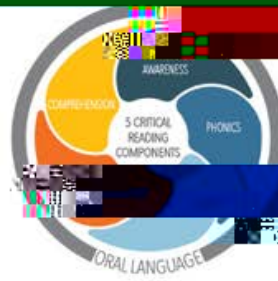
PHONOLOGICAL AWARENESS

PAST Test by Kilpatrick (free online)

Bridge the Gap (book by M. Heffernan)

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.



Track growth of the areas targeted.

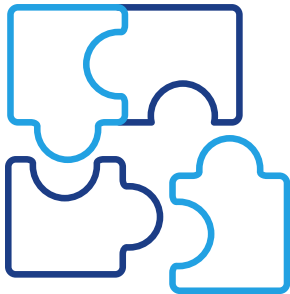
to record fluency and

Maze passage on the same graph.

Formative Assessment

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Sc ee Formative Assessment of foundational skills to		

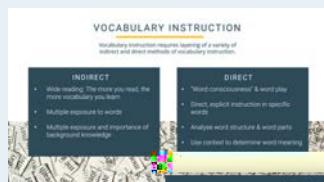
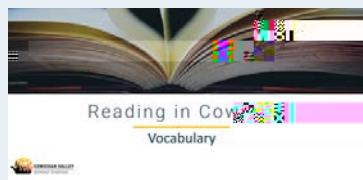
Assessment data will be gathered and collated through the ondtadhrl



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Professional Learning Opportunities

Workshops and Professional Collaboration

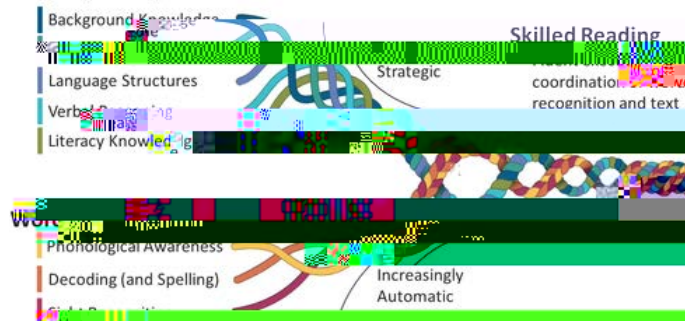


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SIMPLE VIEW OF READING

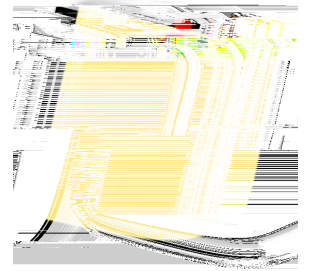


Language Comprehension



Overview of the Five Critical Components

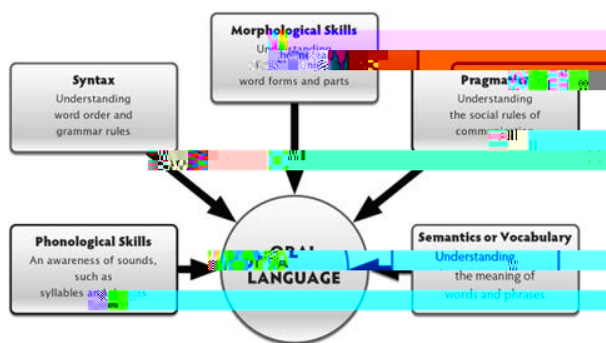
Phonological Awareness



Phonics

Fluency

Vocabulary



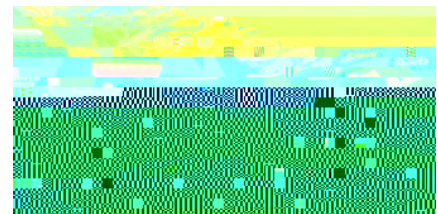
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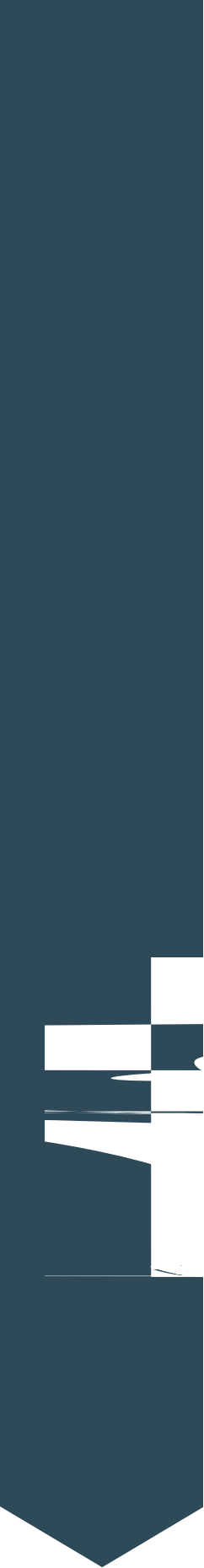
Pedagogical Strategies for Play-Based Learning

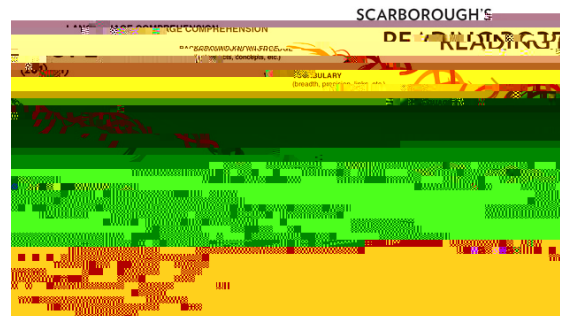
Pedagogical Strategies for Play-Based Learning				
Child-Directed	Educator-Guided		Educator-Directed	
				
Free Play	Inquiry Play	Collaborative Play	Playful Learning	Learning Games
Observe & reflect Facilitate time, space & things	Extend child-initiated ideas & explorations through questions, provocations, investigations	Use opportunities to enter children's play & incorporate targeted skills into their play	Focus on targeted skills in learning experiences that can incorporate children's play narrative	Prescribed activities —focused skills— usually literacy & numeracy skills

Adapted from Pyle and Daniels, 2017



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- X f! x j m! h j w f! u i j t! t p n f! u i p v h i u

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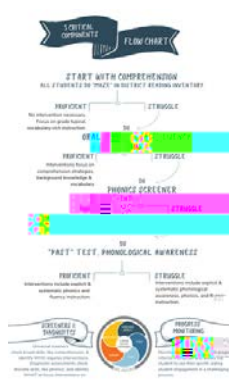
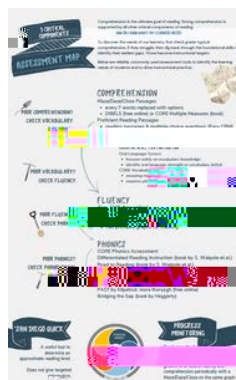
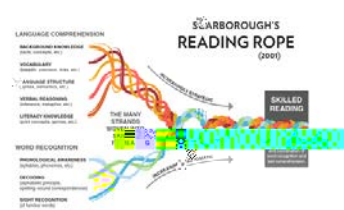
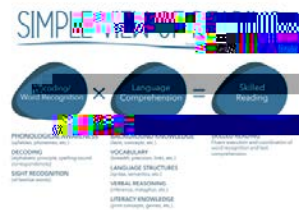
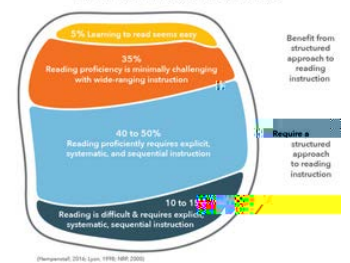
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VISUAL SUMMARY OF HOW WE LEARN TO READ BASED ON MULTIPLE STUDIES & A LARGE BODY OF EVIDENCE





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

Page 12 of 23







CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 1

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

:





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

:

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

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

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



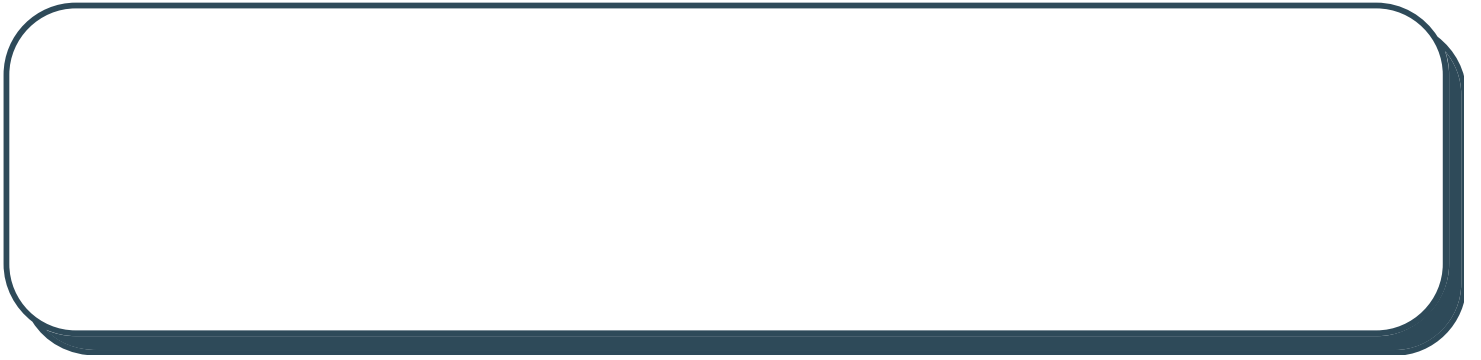


CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADE 2





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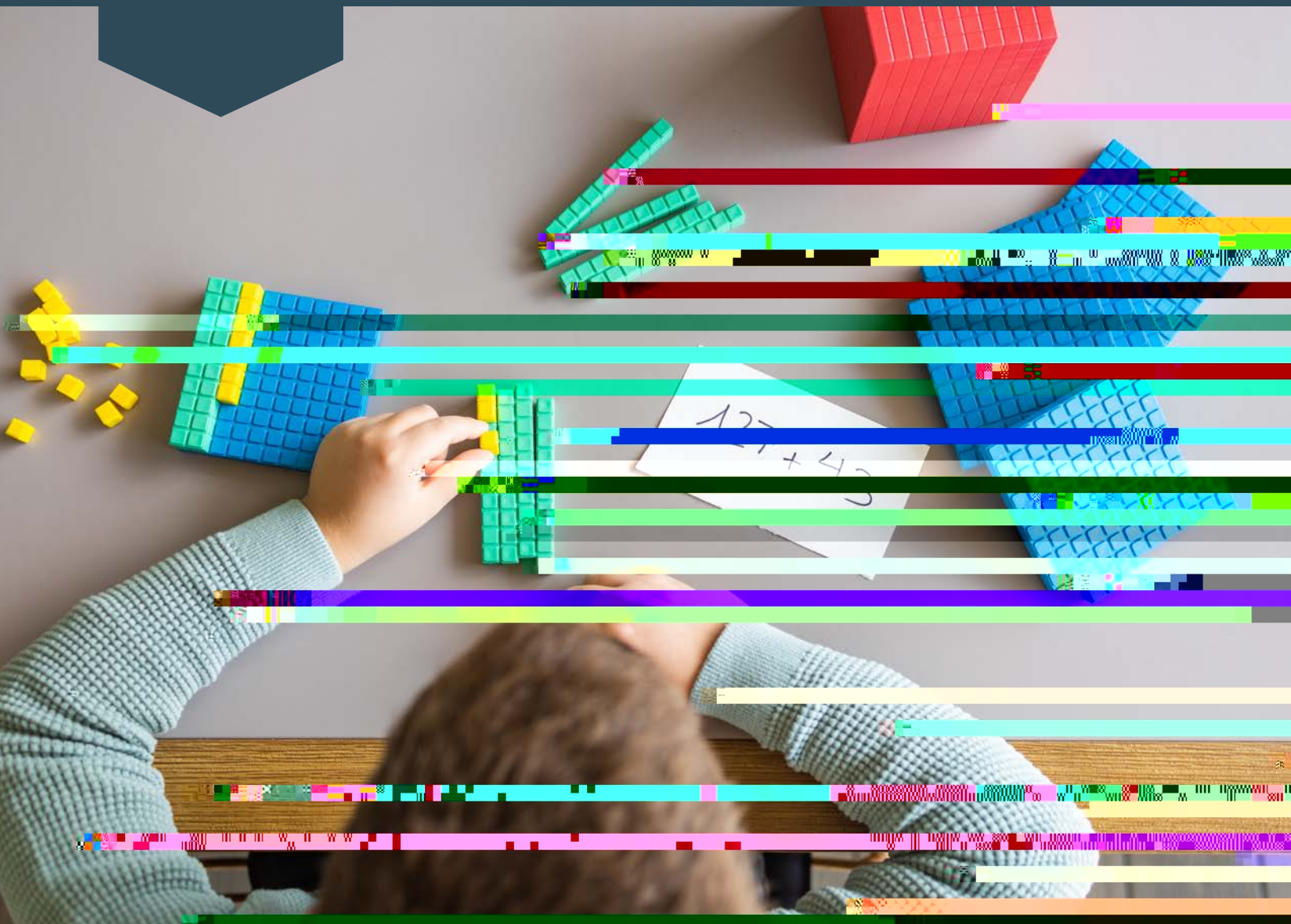


CRITICAL COMPONENTS FOR READING INSTRUCTION IN GRADES 8-12



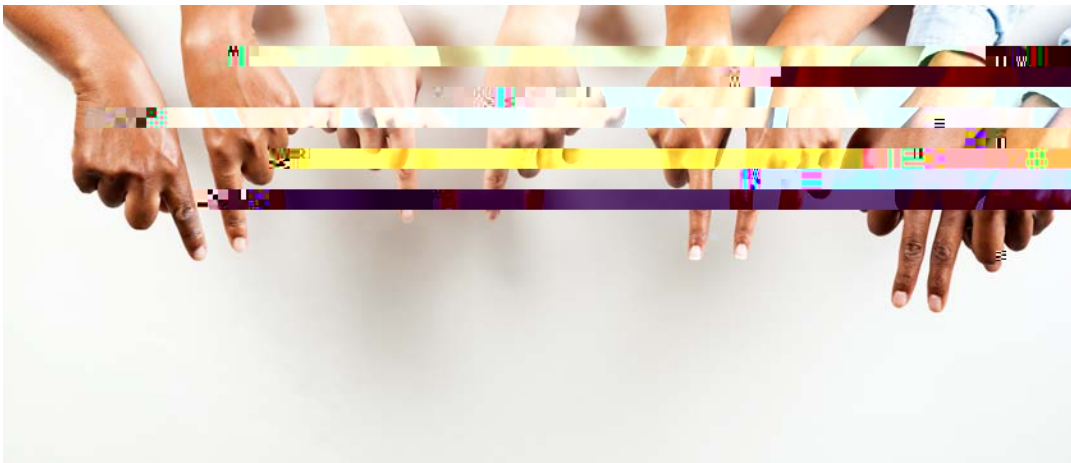
Cowichan Valley School District

FRAMEWORK





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



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.

[illegible]





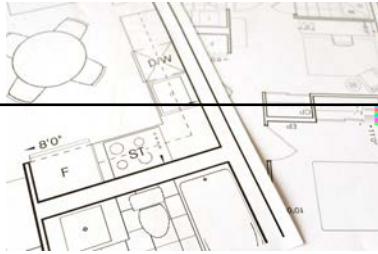
Mathematics and numeracy are not the same, though they draw on the same body of knowledge.



Mathematical
skills and
knowledge

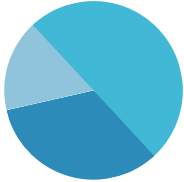
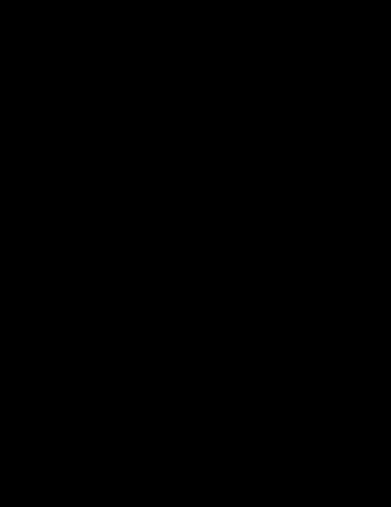
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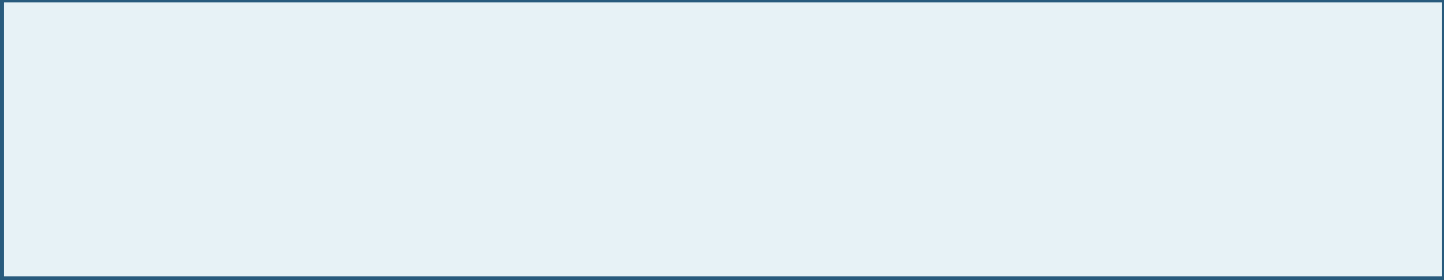
BC Curriculum



-
- A young girl with dark hair in pigtails, wearing large black-rimmed glasses, is looking up at a whiteboard. The whiteboard is filled with various mathematical formulas and diagrams, including:
- $F(x) dx$ and $y=1/x$
 - $\int \frac{1}{x} dx = \ln|x| + C$
 - $\int \frac{\log(x)}{x} dx$
 - $\int \frac{1}{x^2+1} dx = \arctan(x) + C$
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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 & relational)



5 Strands of Mathematics Proficiency

conceptual understanding

comprehension of mathematical concepts, operations, and relations

procedural fluency

using procedures flexibly, accurately, efficiently, and

adaptive reasoning

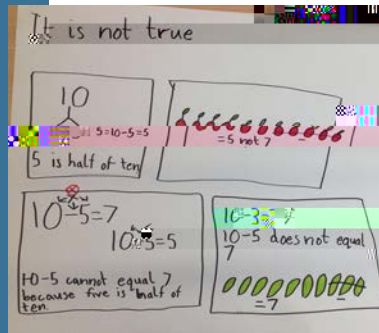
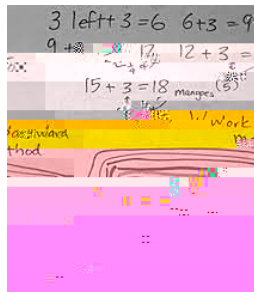
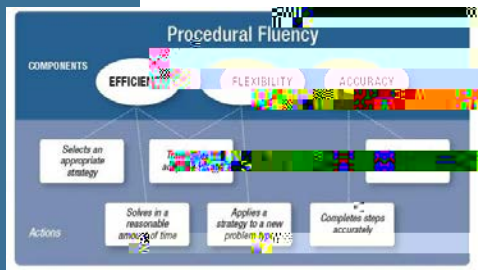
capacity for logical thought, reflection, explanation,

productive disposition

seeing mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy

adapted from
Adding It Up
Kilpatrick,
Swafford, & Finden





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Pedagogical Strategies for Play-Based Learning

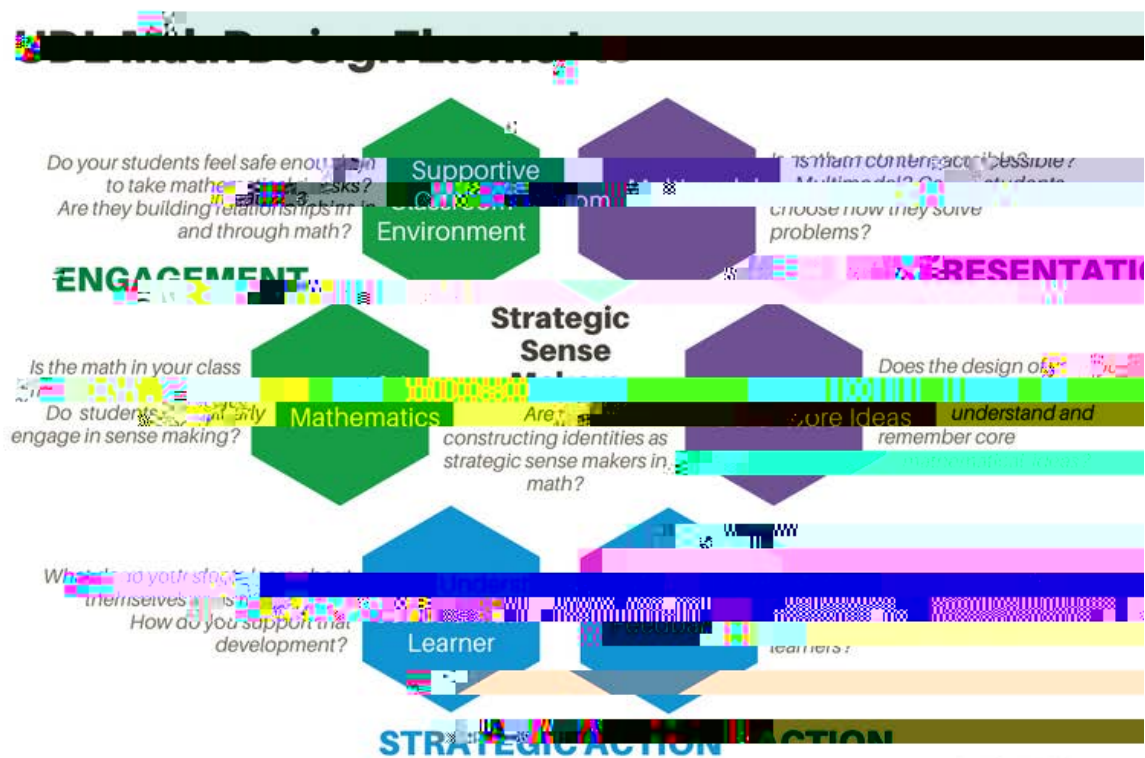
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Free Play	Imaginary Play	Collaborative Play	Targeted Play	Prescribed Activities
Observe & reflect Facilitate time, space & things	Extend child-initiated ideas & explorations through questions, provocations, investigations	Use opportunities to enter play & incorporate targeted experiences into their play	Focus on targeted experiences that children's play naturally leads to	Prescribed activities, usually literacy & numeracy

Adapted from Pyle and Dunne (2012)

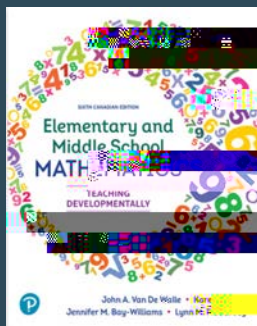
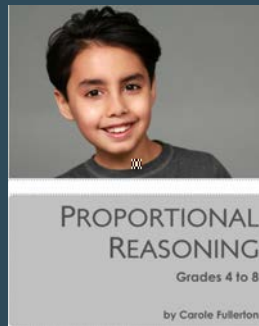
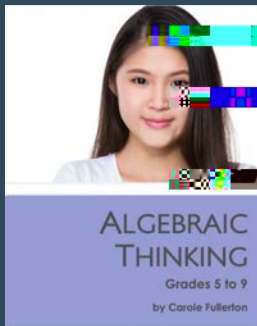


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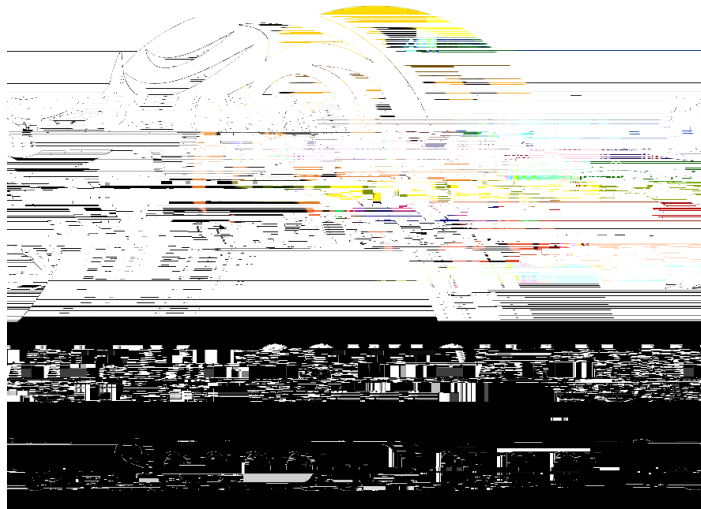




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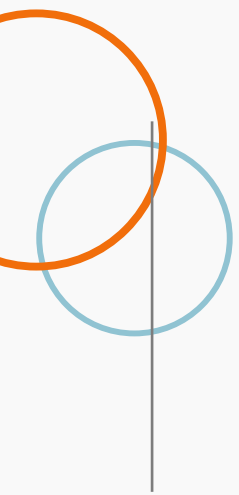


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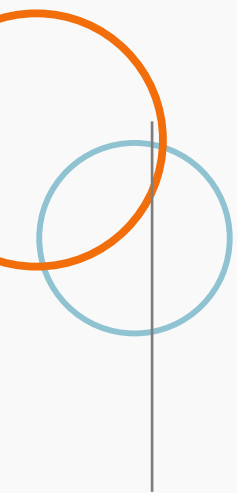
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2. Communicating Codes of Conduct

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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).

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, ra

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

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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^{3/4}

- 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.

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

- 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

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

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

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

- 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(m) fC7gt, m fC7g8, m fC7p)-(v)6(fC7g20p)-(v(m) fC7g22p)-(v)6(fC7g26p)-(v(m) f8(65p)-(v(m) fC7g79p)-(v(m) fC7g85(o)5(8 Tm f

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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.

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Robyn Gray: We've been working together with our partners to provide safe learning environments

