

**Open Committee of the Whole
Report to the Board
October 10, 2023**

In Attendance at Meeting:

Trustees:

Sarah Jane Howe, Chairperson
Michelle Waite, Board Chair
Chelsea McCannel-Keene, Trustee
Shannon Aldinger, Trustee
Janice Caton, Trustee
Susan Leslie, Vice-Chair
Cristi May Sacht, Trustee – via Zoom

Staff:

Dr. Russell Horswill, Acting Secretary Treasurer
Dr. Jeremy Morrow, Superintendent
Vivian Collyer, Director of Instruction
Jay Dixon, Director of Instruction
Josh Porter, Director of Operations

Regrets:

Jason Cobey, CVPVPA

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

Chairperson, Sarah Jane Howe called the meeting to order at 4:32 pm.

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

2. Adoption of Agenda

THAT the agenda be approved as amended.
[Waite/Aldinger]

**** Moved the NIDES/Navigate presentation before the Literacy/Numeracy presentation**

3. Information Item

- a. Strategic Plan – Consultation Process
A comprehensive consultation process will be available to the public by the end of October.

4. Presentations/Delegations

The presentations can be viewed at:

<https://www.youtube.com/live/M9o28A3fU5s?feature=shared>

Presentation Topics:

- i. NIDES/Navigate – Gerald Fussell, Principal; Marieke Holtkamp, Vice-Principal; Alison Kavaliunas, Vice-Principal; Meghan McMillen, Vice-Principal** Pages 1-32

- ii. Literacy / Numeracy – Vivian Collyer, Director of Instruction** Pages 33-41

The Director of Instruction, Vivian Collyer gave a presentation on Literacy and Numeracy Frameworks Update.

Adjournment – 5:53 pm

THAT the meeting be adjourned.

[Leslie/Waite]

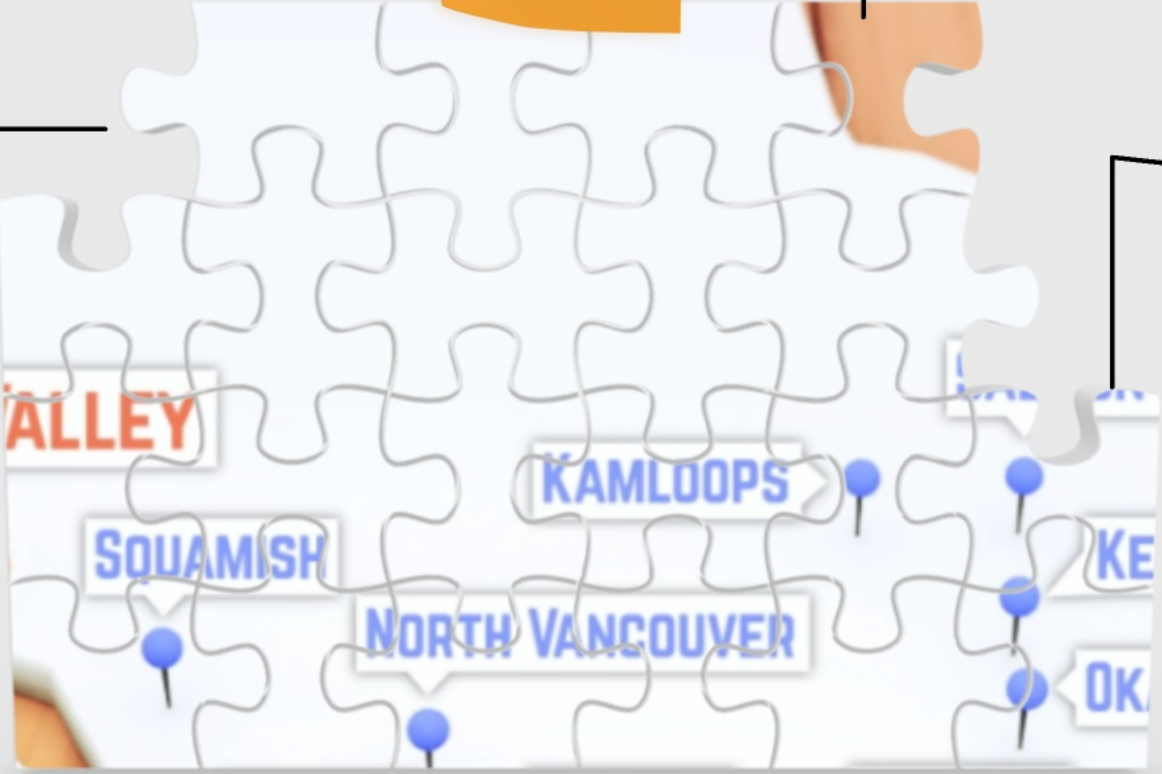
CARRIED

Online Learning

Partner Programming

Fine Arts Academy

Who We Are



Compass

Heartwood Learning Communities

Navigate/NIDES

Personalizing education to grow learners

Who We Are

Learning anytime, anywhere at any pace

Our programs are located throughout British Columbia and are supported from central operations in the Comox Valley located on the unceded traditional territory of the Pentlatch, Ei'ksan, Sahtloot, and Sasitla people of the K'omoks First Nation.

The foundation of all programs is our online learning platform. From this we support student learning and development with high quality, BC certified teachers following the BC curriculum. Some programs are fully online while others have small percentages of face-to-face time blended with home learning.



Goals

Beliefs

Success

At Navigate we strive to:

- develop healthy, lifelong learners
- support personalization of learning
- cultivate engagement in learning
- nurture sense of belonging
- have students see themselves in their learning
- increase student curiosity
- have students leave our programs with dignity, purpose, and options

What do we believe?

- everyone can learn
- students need to feel safe and secure
- students should be comfortable in their learning environments
- positive relationships fuel learning
- proactive, supportive teaching fuels learning
- learning should be linked to broader community
- we are problem-solving partners
- reliable, authentic, and versatile

What is success at NIDES?

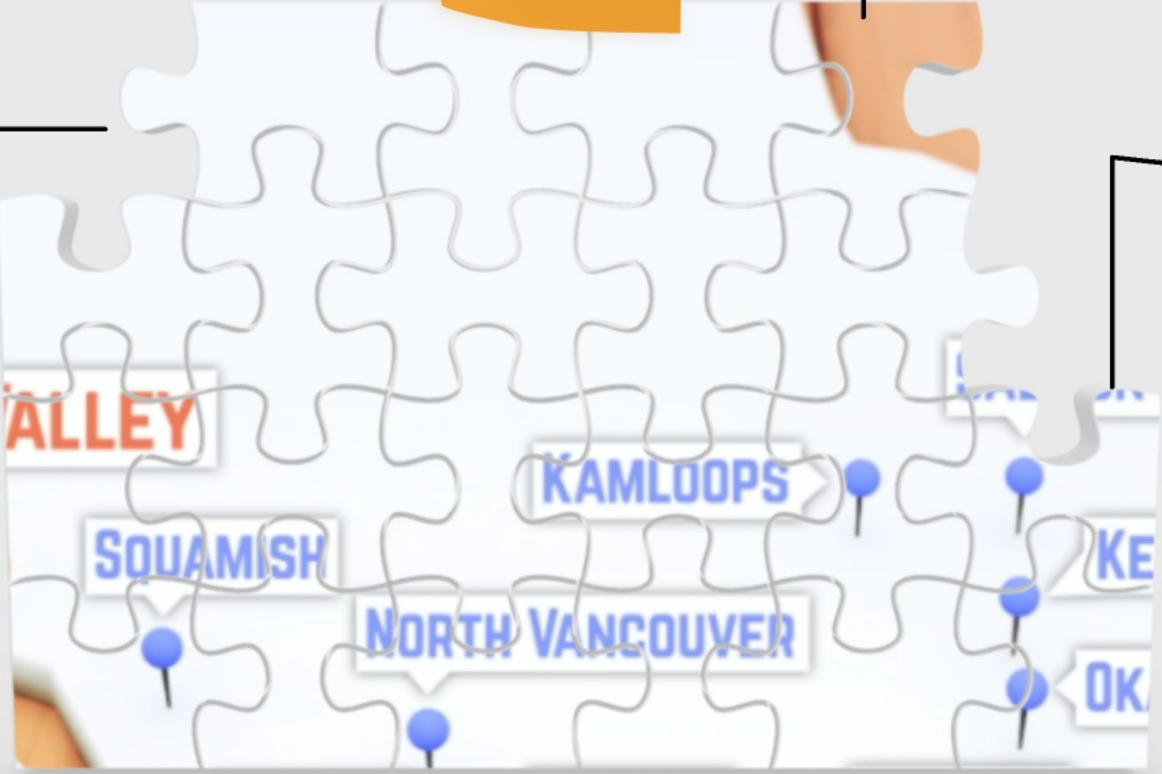


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OL is the foundation of all our programming

Our programs have evolved to meet local needs. Each path leads to a horizon of success for our learners. More than 16,000 students supported annually.

Flexible

Environment

We are flexible

- we are an alternative for learners that removes limitations
- we offer synchronous and asynchronous options
- our population is a diverse range of students
 - K – 12, adult

What does our learning environment look like?

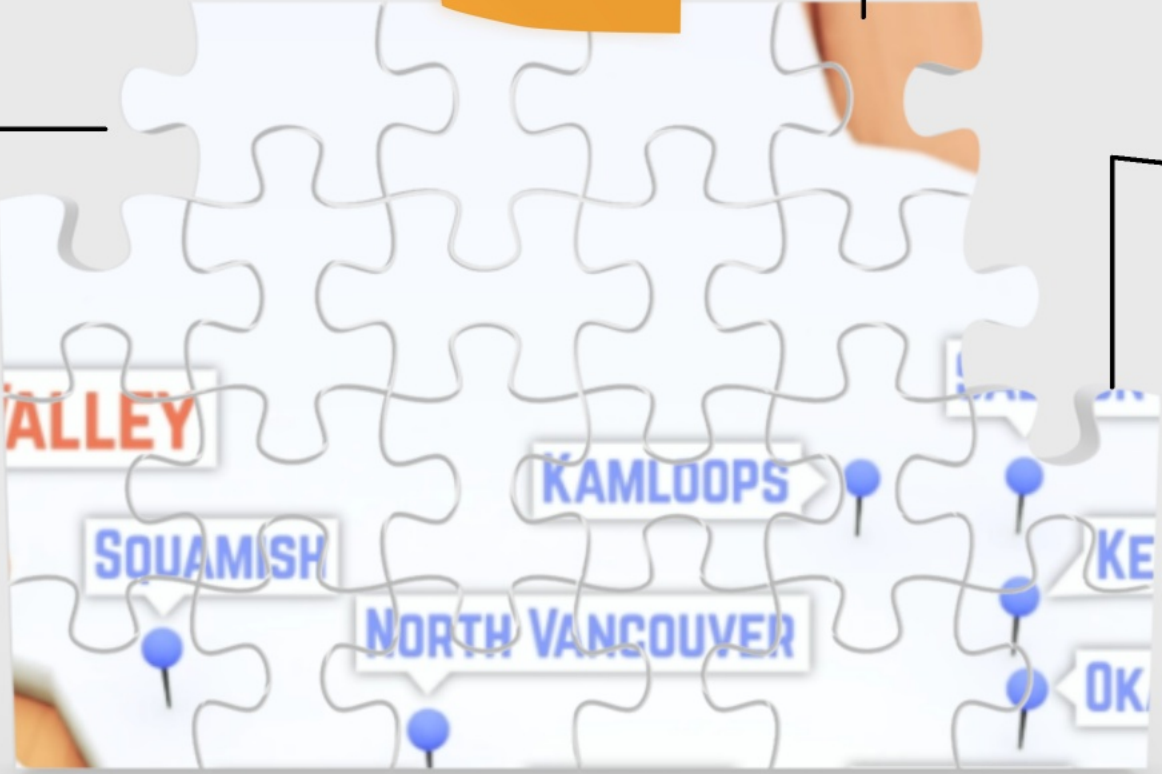
- we provide opportunities for experiences in community
- we offer connections between students, teacher, and families
- students receive individualized feedback, support, and program management

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NSA

What do our partner programs look like?

NIDES provides the curriculum and teachers; partners provide space, organization, infrastructure, and supports.

Nisga'a

SMI
Transform
Hockey
Academy

Laxgalts'ap
Connected
Classroom

Pro-
Merita

NUKO

7
Summits

EXCEL

MOX VALLEY
EPIC

SQUAMISH

SALMON A
KELOWNA

SMITHERS

7 Summits for Learning

- learning centre run by society
- located in Rossland
- 8 – 12 program
- keeps teenagers in community
- many university bound and/or high performance athletes
- works closely with ski and dance programs to support youth pursuing their dreams
- strong connection with outdoors

MOX VALLEY

SQUAMISH

KAMLOOPS

SALMON

KE

Laxgalts'ap Connected Classroom

- based in the Nisga'a Nation
- supporting core learning in grades 8 - 11
- students stay in home community
- local government has hired support staff
- teacher onsite and remote

SMITHERS

North Shore Academy

- based in North Vancouver
- club has teams in Canadian Sport School Hockey League
- supporting students meet curricular requirements with freedom to dedicate themselves to rigours of extracurricular interests
- focus – education, pursuit of passion, community engagement
- classrooms in own facilities

MOX VALLEY

SALMON A

KAMLOOPS

Nanaimo Unique Kids Organization

- based in Nanaimo
- students grades K – 12 with neurodiverse needs, focusing on those with Autism
- students attend 5 days/week
- preparing successful and thriving individuals
- 3:1 on-site staffing
- teacher and LST work from the Comox Valley

Penticton Centre for Exceptional Learning

- in Penticton
- students grades K – 12 who identify as people with Autism
- students attend 5 days/week
- preparing successful and thriving individuals
- teacher and LST work from the Comox Valley

Nisga'a

- school district in Nass Valley of the Nisga'a Nation
- students in grades 8 – 12
- customized and localized curriculum
- deep connection with the rhythm of the land
- teachers in the Comox Valley fill gaps where teachers cannot be found locally

ERS

ALLEY

SALMON ARM

KAMLOOPS

SMITHERS

Pro Merita

- based in North Vancouver
- ½ day educational program for flexibility for students to pursue dreams
- tennis, hockey, dance, basketball, music, gymnastics, etc.
- Gr 5 – 12

MOX VALLEY

SALMON

KAMLOOPS

SQUAMISH

KE

SMITHERS

Transform Hockey Academy

- based in Victoria
- a student athlete academy, focused on hockey, that uses a holistic approach to enhance athletic and academic performance without disadvantaging individual developmental and social growth

MOX VALLEY

SALMON

KAMLOOPS

SMITHERS

EPIC Learning Community

- based in Victoria
- K – 4
- Outdoors
- 3 days/week of instruction
- focus on connection, community, socio-emotional growth and nature exploration

MOX VALLEY

SQUAMISH

WILMLOOPS

SALMON

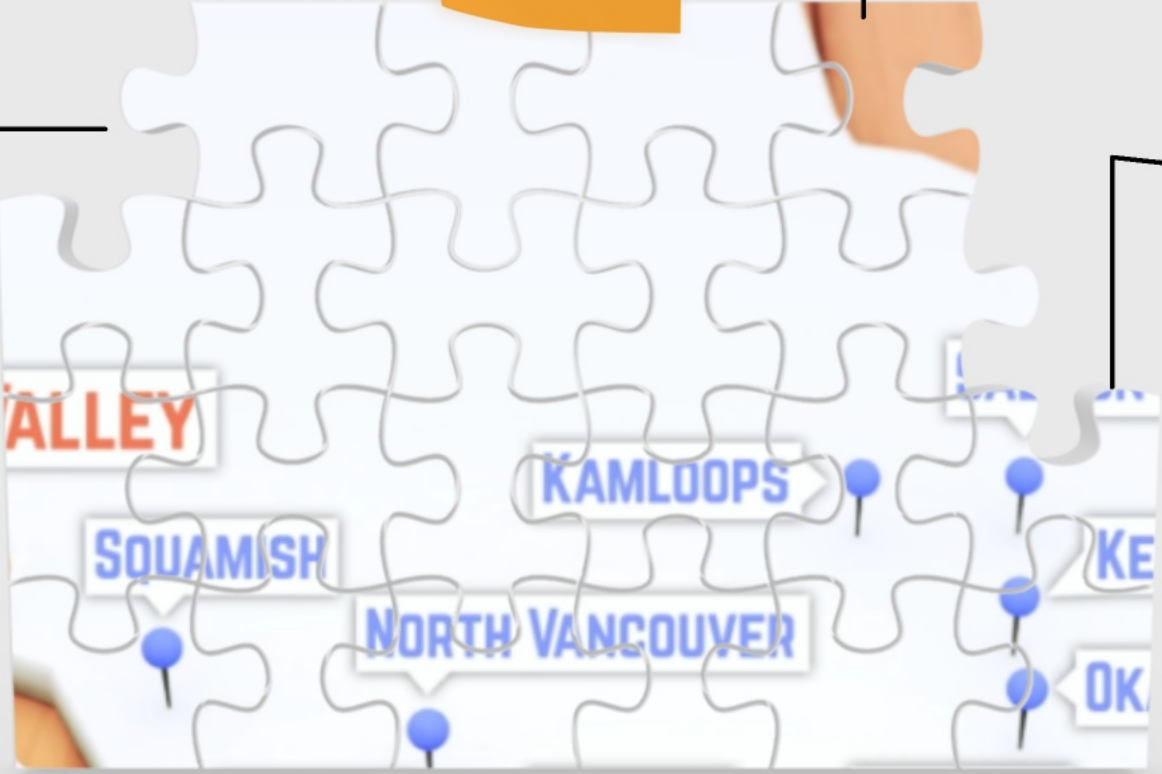
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Fine Arts eAcademy (FAe)

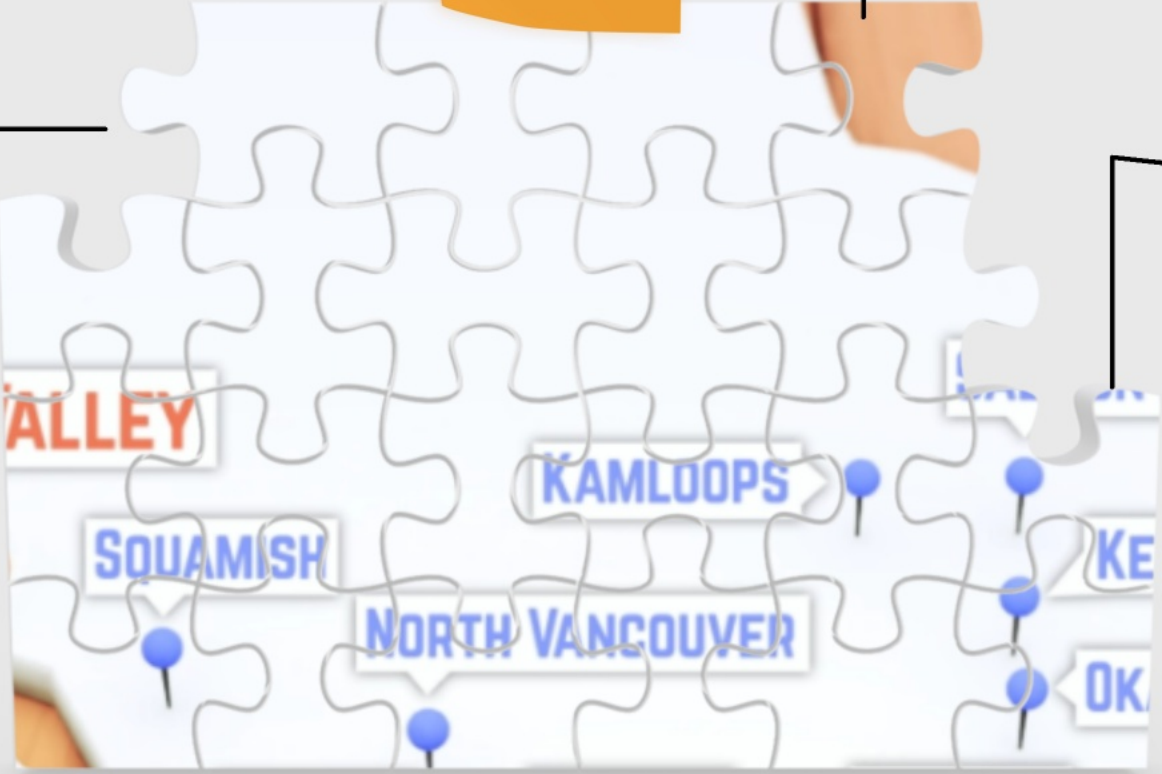
- K-7 at Tsolum Campus in Comox Valley
- on-site 3 days/week - Tuesday - Thursday
- considered a bricks & mortar school
- multi-grade groupings in classes
- personal spark electives and home learning projects
- foundations:
 - Arts based education
 - Circle of Courage (Dr. Martin Brokenleg)
 - sense of belonging, mastery, independence, and generosity
- wide collective and collaborative themes for learning cycles
- exploration weeks where students participate in community-based activities

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Compass

- 3 programs in Nanaimo and 4 in the Comox Valley
- multi-grade with teachers facilitating the learning
- individualized learning
- social activities to foster communication and collaboration
- blended learning model – face-to-face support that is appropriate to student learning needs

Nanaimo

Courtenay

Nanaimo

- 2 classes meet at Beban Park (3 – 9) and 1 (gr 8 – 12) meets at Arbutus Music
- flexible programs that support learning & passions beyond bricks & mortar
- 3 – 7 – connection to place, deepen understanding of self and world; community
- 4 – 9 – flexible program with adapted curriculum to support student with outside demands
- 8 – 12 – encourage passions to grow by including in curricular activities; partnership with Vancouver Island University

Courtenay

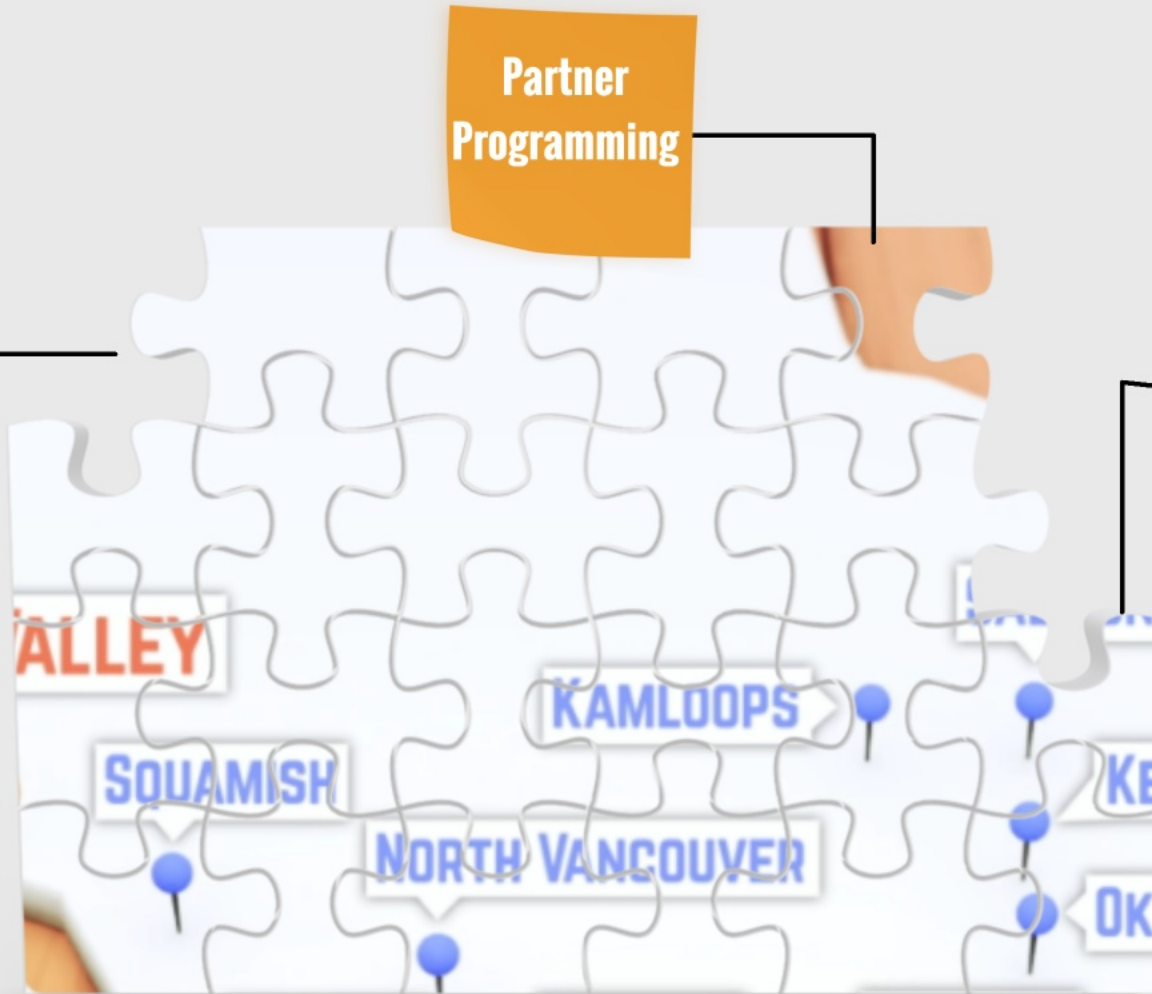
- classes meet at the Tsolum Campus on Mondays
- multi-grade classrooms
- classes participate in community experience days on Tuesdays
- work at home other three days with classroom teacher main teacher for all courses

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Personalizing education to grow learners

What do HLC's look like?

- usually parent initiated program looking for more individualized programming
- teacher in community facilitates learning with students/families
- small, multi-age classes
- strong experiential learning background
- strong connection with local community – use community mentors
- co-create each child's home and classroom learning plans
- help students adapt not conform – honour themselves and their heritage
- more than 750 full-time students are part of this program

Vancouver
Island

BC Interior

Lower
Mainland

Current Options on Vancouver Island

- Cobble Hill - inquiry/Waldorf
- Colquitz - outdoor
- Errington - inquiry
- North Lake Cowichan - outdoor
- Port Alberni - inquiry/outdoor
- Saltspring Island - inquiry
- Sooke - outdoor
- Tofino - inquiry
- Ucluelet - inquiry
- Victoria - inquiry/outdoor
- Westshore - outdoor

Current options in the BC Interior

- Cranbrook - inquiry
- Grand Forks - inquiry
- Hazelton - outdoor/inquiry
- Kamloops - outdoor
- Kaslo - inquiry
- Kelowna - outdoor
- Kimberley - inquiry
- Kootenays - outdoor
- Okanagan Falls - inquiry
- Salmon Arm - inquiry
- Smithers - STEM/outdoor/inquiry

Current options in the Lower Mainland

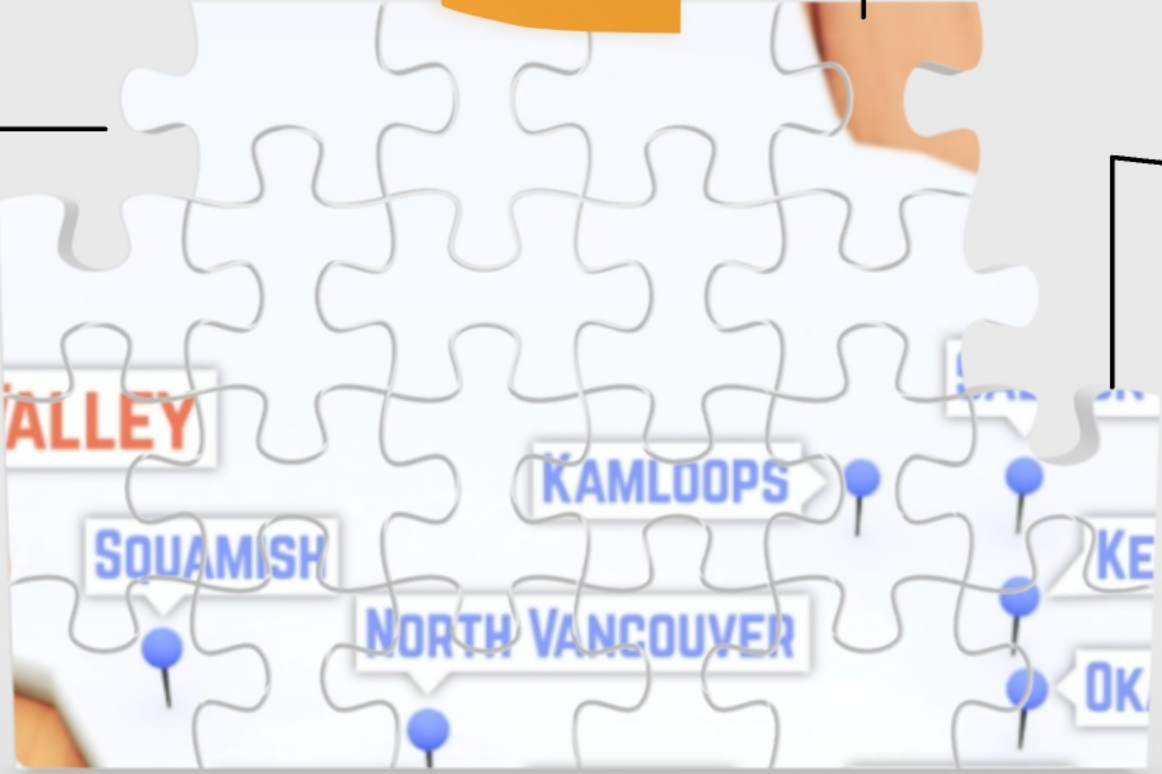
- Chilliwack - outdoor
- Surrey - inquiry
- Vancouver

Online Learning

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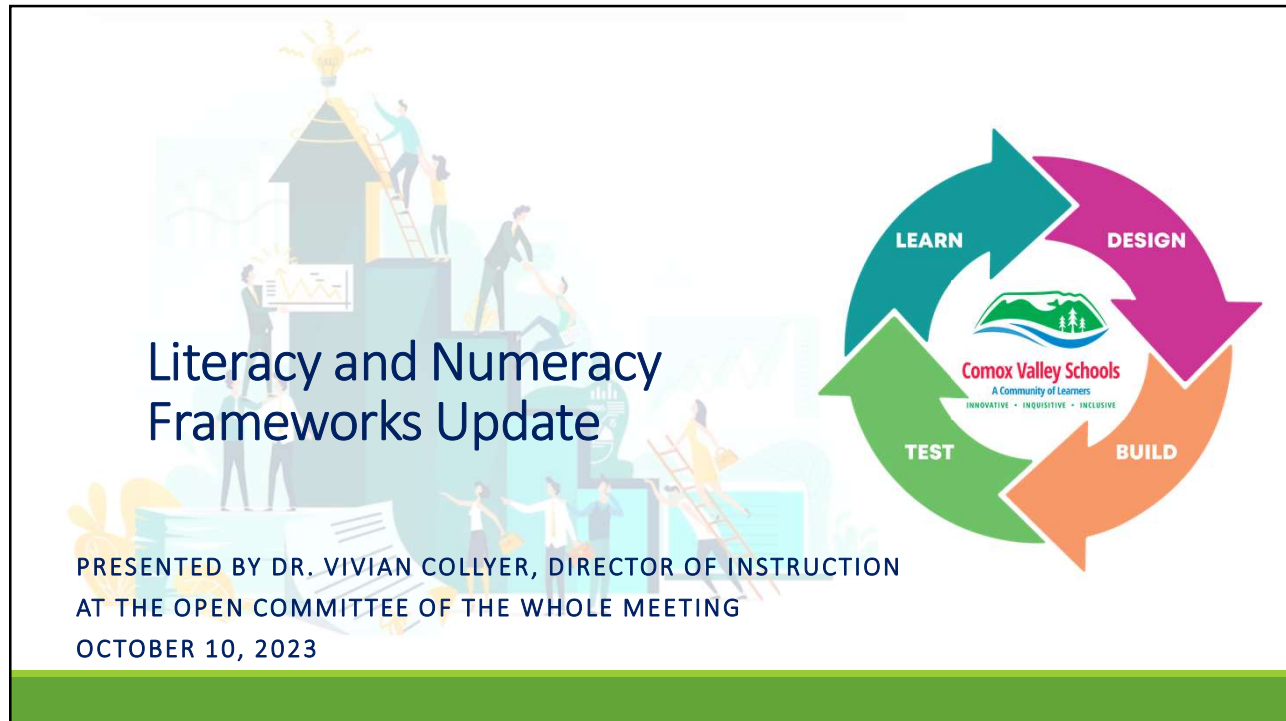


Compass

Heartwood Learning Communities

Navigate/NIDES

Personalizing education to grow learners



Literacy and Numeracy Frameworks Update

PRESENTED BY DR. VIVIAN COLLYER, DIRECTOR OF INSTRUCTION
AT THE OPEN COMMITTEE OF THE WHOLE MEETING
OCTOBER 10, 2023

Comox Valley Schools
A Community of Learners
INNOVATIVE • INQUISITIVE • INCLUSIVE

LEARN DESIGN TEST BUILD

The slide features a central graphic with four colored arrows forming a circle: a teal arrow pointing right labeled 'LEARN', a purple arrow pointing down labeled 'DESIGN', an orange arrow pointing left labeled 'BUILD', and a green arrow pointing up labeled 'TEST'. In the center of the circle is the Comox Valley Schools logo, which includes a stylized landscape with mountains, trees, and water. The background of the slide is a light blue illustration of people working together on a large structure, with a lightbulb glowing at the top.

1

Developing a mindset of continuous growth within our learning organization

HABITS OF MIND - KEY QUESTIONS:

- What's working well? (strengths-based)
- What could be further developed? (growth area)
- What next? (actionable plan)

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work...This view creates a love of learning and a resilience that is essential for great accomplishment..."
- Carol Dweck, psychologist & researcher, Stanford



The graphic shows the word 'GROWTH' spelled out in large, colorful, 3D block letters. Each letter is on a small wooden block. Behind the blocks are four vertical arrows of increasing height, colored yellow, green, red, and dark blue from left to right. The entire graphic is set against a white background with a green horizontal bar at the bottom.

2

Feedback from schools and departments - May 2022

In developing the literacy and numeracy frameworks, what factors do we need to consider?

- Common language in both areas
- Continuum (scope and sequence) of learning in both areas
- How to support a wide range of student abilities and effectively differentiate instruction
- Holistic approach to teaching and learning, and flexibility to support and stretch diverse abilities
- Strategies/structures for targeted learning when challenges are identified
- Alignment with learning theory and research, BC curriculum, and district directions (ie., EOL)
- Meaningful, sustainable data collection (& storage) to plan next steps and monitor impact of strategies
- Universal Design for Learning – student have multiple means of engagement, representation, and expression
- Shifts in literacy and numeracy research and Canadian teaching and learning approaches
- Connecting literacy and numeracy learning with student portfolios/e-portfolios
- Challenge of *learning to read* while also *reading to learn*
- Ways for families to reinforce learning at home

3

Feedback from schools and departments - May 2022

How do you see a district framework helping you in meeting the literacy and numeracy needs of your students?

- Clarified focus on specific skills and key concepts to develop plans (for students/classes, school goals, across grade levels)
- Guidance for decision-making when discussing strengths and stretches throughout the year
- Accessing common formative assessment practices and tools
- Opportunity for data collection that can inform teaching and learning strategies/structures
- Alignment with competency-based and concept-based curriculum
- Collaboration and targeted professional learning opportunities
- Consistent approaches to determining needs and allocating resources
- Continuity of learning across the school-years

4

Working Groups' Orientation - Givens for the Frameworks



- Student-centred (competence & agency; strengths, interests, stretches, next steps in learning)**
- Builds on what is already working in schools**
- Is grounded in research about literacy and numeracy learning, as well as human development**
- Aligns with the BC Curriculum and provincial directions**
- Interweaves with the First Peoples Principles of Learning and Core Competencies**
- Is informed by Universal Design for Learning (UDL), incl. inclusive practices and cultural responsiveness**
- Supports multiple learning systems (classroom, school, and district)**
- Provides guidance about practices, structures, and strategies**
- Enables classroom and school-wide decision-making and planning to address students' learning growth, as well as potential gaps and misconceptions.**

5

Cycle of Instruction and Assessment

Instruction and assessment are interconnected in a cyclical or spiral concept of education. Assessment takes place throughout the learning cycle. We use the information we gather through assessments to inform our instruction. Sharing this information with students through ongoing feedback encourages them to recognize their successes and to set learning goals, further engaging them in the learning process.



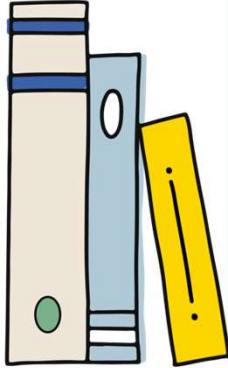
The learning cycle enables responsive and targeted learning. Assessments enable us to pinpoint where students need additional support, instruction, and guidance to help extend their learning. When we use assessment for action, this allows us to be more agile in our instructional approach.

BC Ministry of Education and Child Care

6

Literacy Framework Information Gathering Series

The Comox Valley School District invites all interested educators to join us for after-school sessions to share literacy ideas and gather input to inform the development of the Literacy Framework this year. Please see details below.



Session 1 – Monday, Nov. 7

Research and Provincial Directions in Literacy

4:00-6:00 pm in the Glacier View gym

This session includes presentations by guest speakers and opportunities to provide input into the design of the Framework.

Presentations:

Holding Space for Indigenous Ways of Knowing, Being and Doing

Lelaina Jules

Indigenous Education Curriculum Support Teacher

Reading through a Multi-Tiered Systems Model

Christina Majcher and Courtney Edgar

School Psychologists

Language, the Lifeboat for Lifelong Learning

Morgan McDonald

Speech-Language Pathologist

Exploring Secondary Literacy Collective

Responsibilities

Devon Stokes-Bennett

Network of Educators for Secondary Transformation

Session 2 – Monday, Nov. 21

What's Working and Promising Practices in SD71

4:00-6:00 pm in the Glacier View gym

This session includes a choice of Table Group presentations by SD71 colleagues about their literacy practices as well as opportunities to share our thinking about what to include in the Framework.



Session 3 – Monday, Nov. 28

What are other schools/districts trying?

4:00-6:00 pm in the Glacier View gym

This session includes presentations by guest speakers and opportunities to provide input and feedback about the ideas presented.

Guest Speakers:

Boe Beardsmore

Director of Instruction, SD64 (Gulf Islands)

Christine Fraser

Literacy Coordinator, SD72 (Campbell River)

Shelby Pollitt

Literacy Coordinator, SD62 (Sooke)

Devon Stokes-Bennett

Humanities District Teacher, SD35 (Langley)

Registration: Email us at curriculumevents@sd71.bc.ca with the subject line "Literacy Framework series" and specify whether you will attend the whole series or a particular session. If you have dietary restrictions, please let us know.

7

Numeracy Framework Information Gathering Series

The Comox Valley School District invites all interested educators to join us for after-school sessions to share numeracy ideas and gather input to inform the development of the Numeracy Framework this year.



Session 1 – Monday, Nov. 14

Research and Provincial Directions in Numeracy

4:00-6:00 pm in the Glacier View gym

This session includes presentations by guest speakers and opportunities to provide input into the design of the Framework.

Presentations:

What Matters to our Young Mathematicians?

Jeannie DeBoice

Mathematics Consultant

Mathematics through a Multi-Tiered Systems Model

Christina Majcher

School Psychologist

Provincial Landscape of Mathematics and Numeracy

Janice Novakowski

District Teacher Consultant, SD38

Session 2 – Wednesday, Nov. 30

What's Working and Promising Practices in SD71

4:00-6:00 pm in the Glacier View gym

This session includes a choice of Table Group presentations by SD71 colleagues about their numeracy practices as well as opportunities to share our thinking about what to include in the Framework.



Session 3 – Monday, Dec. 5

What are other schools/districts trying?

4:00-6:00 pm in the Glacier View gym

This session includes presentations by guest speakers and opportunities to provide input and feedback about the ideas presented.

Guest Speakers:

Boe Beardsmore

Director of Instruction, SD64 (Gulf Islands)

Jennifer Carter

Numeracy Coordinator, SD22 (Vernon)

Myriah Michaux

Primary Teacher, SD64 (Gulf Islands)

Janice Novakowski

District Teacher Consultant SD38 (Richmond)

Registration: Email us at curriculumevents@sd71.bc.ca with the subject line "Numeracy Framework series" and specify whether you will attend the whole series or a particular session. If you have dietary restrictions, please let us know.

8

Student Voice

Student Advisory – January 18, 2023



1) Literacy

- o group projects (with individual assessment)
- o Oral literacy
- o student choice
- o group/community based discussions
- o learning to advocate for yourself, your beliefs
- o research based learning
 - ↳ learn to research and examine sources

2)

- o learn to actually write an essay
 - *go back to the basics * EXAMPLES PLEASE
- o learn to speak publicly => just because ^{you} say doesn't mean it shouldn't be taught
- o specific & individualized feedback is needed
- o allow students to resubmit work and learn through the process
- o time assessments don't accurately reflect students' skill
 - ↳ assessments don't accurately reflect students' skill
 - o help student with basics... sometimes we think we know but we don't
 - o teachers need special education training
- o make an effort to give feedback timely
- o show lots of examples
 - o help students with structure but also allow creativity

high stakes

NUMERACY

1: Curriculum promotes critical ^{thinking} ~~thinking~~ ~~critical~~ thinking.

- Preparing the students for assessment

2: Stressful environment/big environment

- Under pressure (especially for those with learning disorders)
- Not much help for students during assessment
- online students struggle to find resources during assessment

3: understand that numeracy assessment does not define a student's ability of overall math

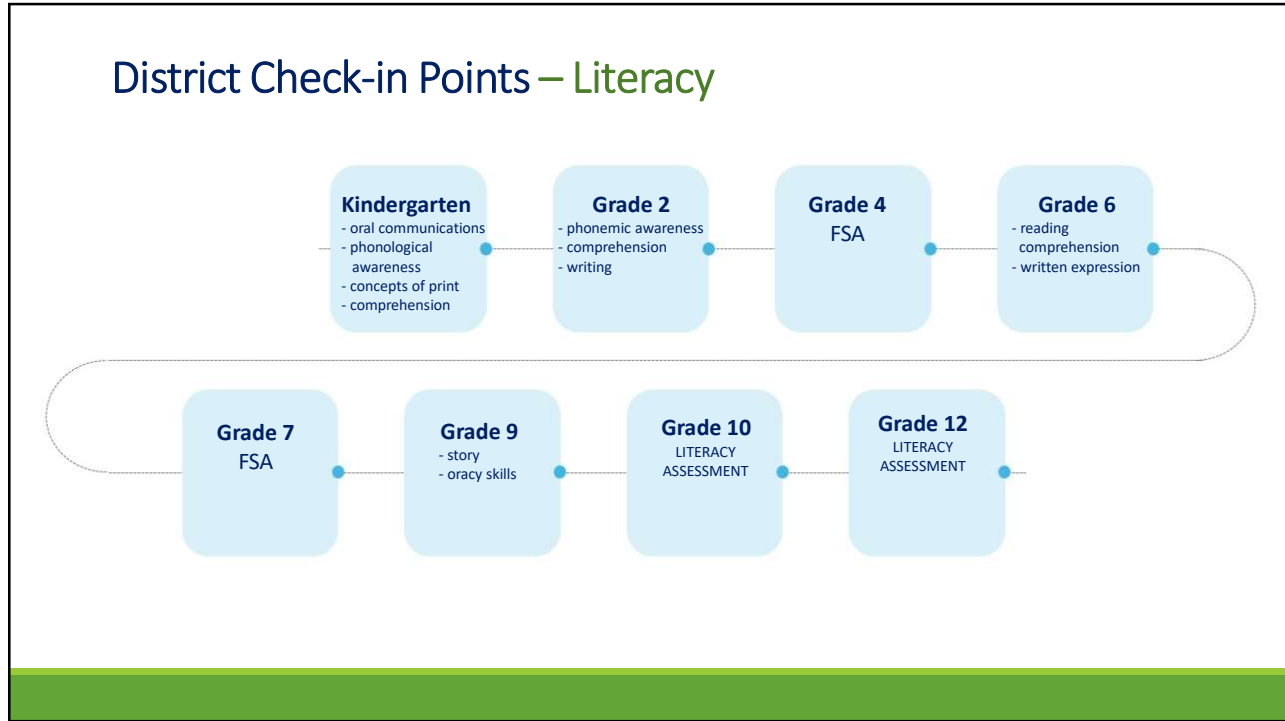
- Provide more help during assessment, not telling answers, but more guidance
- make assessment a bit shorter (??)
 - ↳ (smaller)
- review assessment questions in class before hand
- Secondary numeracy too focused on setting students up for specialized careers, need to focus on daily basis maths, and more less on advanced concepts

9

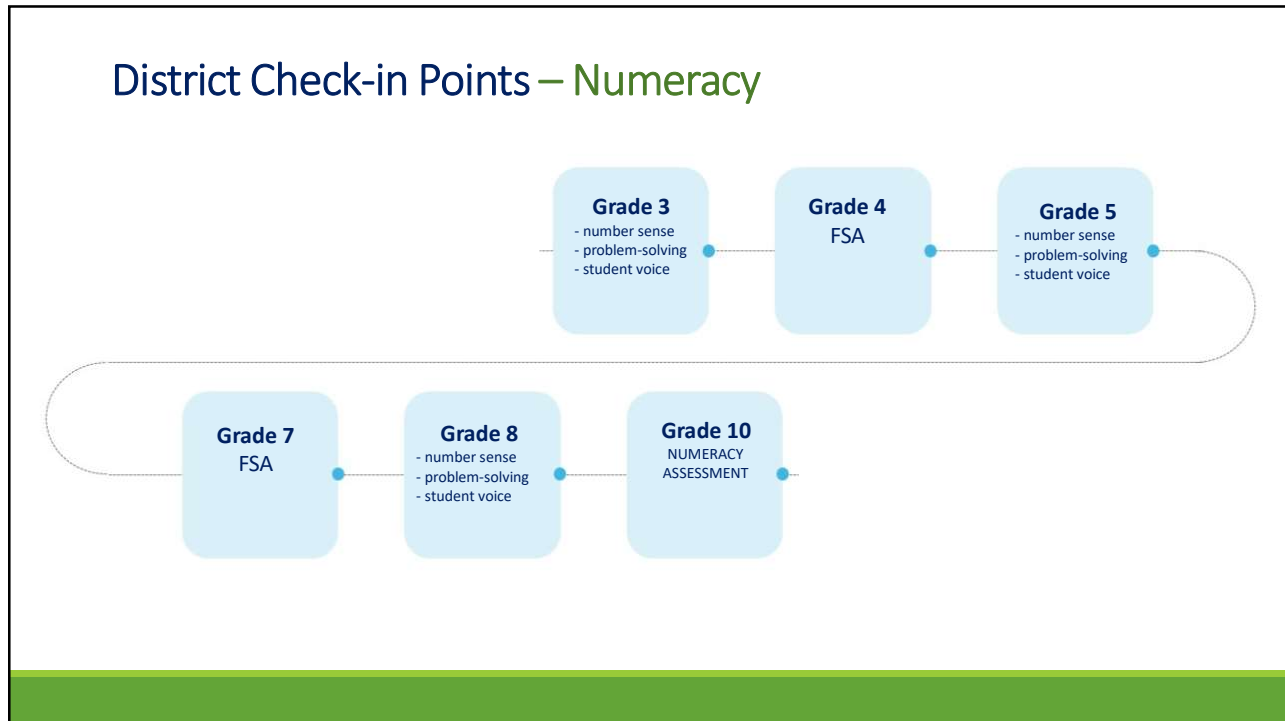
Highlights of the Literacy and Numeracy Frameworks

- Working groups included:
 - staff from Inclusive Education, Indigenous Education, and Curriculum departments
 - teachers in various roles (classroom, LST, T-L)
 - early childhood educators
 - principals/vice principals
- Input provided by:
 - School staffs
 - Participants at after school sessions
 - District's Student Advisory
- Holistic view of students and learning (incl. skills and strategies in meaningful ways)
- Builds on what is already working in schools and draws from research and promising practices
- Recognizes learning progression and human development over time (early learning to graduation)
- Integrates key curricular directions, including play, Indigenous, and deeper learning pedagogies, and UDL
- Classroom assessments that inform teaching and learning, and identify needs for supplemental learning
- Aligns with other assessment systems (i.e., portfolios, Literacy and Numeracy Learning Progressions K-12)

10



11



12

What is ready to field test?

LITERACY

- Framework learning components
- Kindergarten assessment tool
- Grade 2 assessment tool

NUMERACY

- Framework learning components
- Number sense assessment tools (K - Grade 8)
 - SNAP for whole class
 - FSiM diagnostics for targeted supplemental learning

13

What is still under development?

LITERACY

- Framework front matter, self-assessment for school teams, curated resources
- Grade 6 assessment tool
- Grade 9 assessment tool
- Assessments for other grades

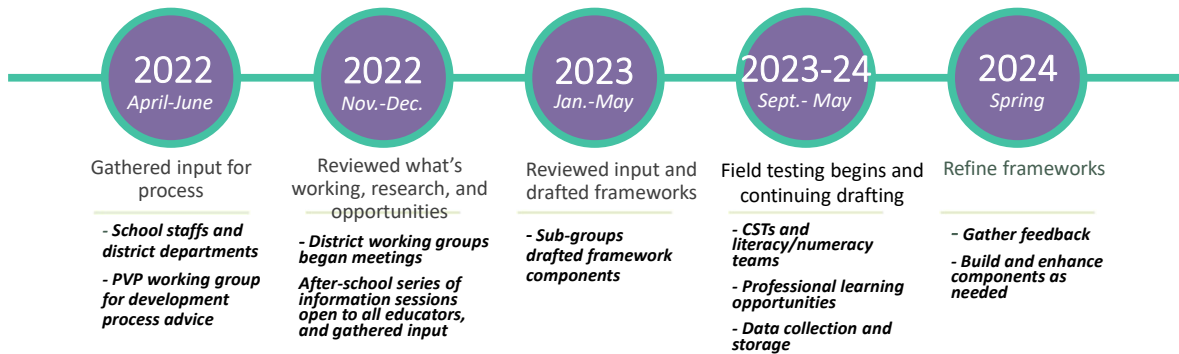
NUMERACY

- Framework front matter, self-assessment for school teams, curated resources
- Problem-solving component of assessments
- Student voice component of assessments

14

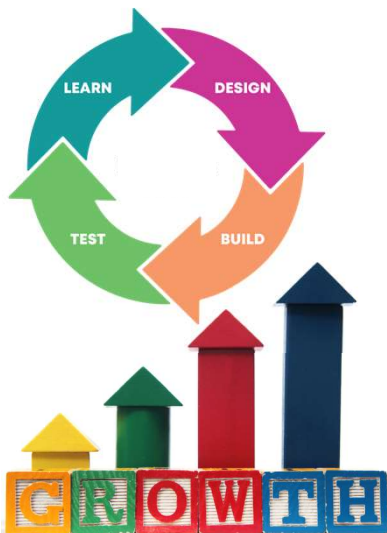
Literacy and Numeracy Frameworks

Development Process Timeline



15

Support for implementation



- Schools are encouraged to focus on a literacy or numeracy learning goal to field test this year
- School-based Curriculum Support Teachers
- District Teachers – Jacquie Anderson and Serina Allison
- Learning Grants to support school teams
- Continuing the design process - Gather input from school communities to:
 - celebrate successes to build on
 - tweak components based on classroom feedback
 - refine our district's frameworks
 - review the data and plan for next steps as part of our continuous improvement cycle

16

Characteristics of Teacher Collective Efficacy



STAFF CHARACTERISTICS

- Shared belief of high expectations for all students
- Shared language that represents focus on student *learning*
- Success or failure in student learning informs teacher reflection on and shifts in practice
- Appreciation for the value of solving challenges of practice together
- Collaboration that enhances individual efforts, intensifies our persistence, and strengthens our resolve
- Discussing evidence of impact, including:
 - hearing from students about their learning, their progress, their struggles, and their motivation to keep learning
 - examining student artifacts such as assignments, assessments, portfolios, and other indicators of daily progress
 - making the link between our actions and student outcomes explicit, so that we better understand factors behind student progress
- Relies on dependable, collaborative structures where teachers learn from and with one another to build common understandings.

17



Questions?

18