

SCHOOL DISTRICT 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE

**Report to the Board of May 13, 2026**

Committee Members: Trustee Silzer, Chair  
Trustee Vandall  
Trustee VanWell

Staff Support: Helena Takhar, Director of Instruction, Learning & Innovation  
Melanie Paas, Assistant Superintendent

Partner Representatives: Leila Sinclair-Wise, SAA  
STA – regrets  
CUPE – regrets  
COPACS – regrets

Other Attendees: Chair Dunford, Trustee Elder, Susan Hickman, Helena Takhar – Director of Instruction, Darcy McNee, Jenni Erickson, Marnie Chambers – Teacher Leaders, Caitlin Malli – Speech Language Pathologist

**Committee Meeting**

Tuesday, May 5, 2026

**A. PRESENTATIONS AND QUESTIONS**

1. Literacy in Saanich Schools – Helena Takhar, Jenni Erickson, Marnie Chambers, Caitlin Malli, Darcy McNee

The presentation outlines Saanich Schools' district-wide literacy plan as a foundational priority from Kindergarten through Grade 12, grounded in research-informed, intentional practice and a strong commitment to equity. It highlights the integration of classroom instruction with specialist support, early identification through meaningful assessment, and targeted, structured literacy instruction, all while honouring student voice and the BC Early Learning Framework. The presentation also emphasizes capacity building through literacy teacher leaders, cross-role collaboration, and professional learning, alongside strengthening home-school partnerships to support every learner's literacy development.

**B. ITEMS FOR DISCUSSION**

No Items.

**C. ITEMS FOR RECOMMENDATION**

No Items.

**D. ITEMS FOR INFORMATION**

No Items.

**E. FUTURE AGENDA ITEMS**

- Advocate Share – June
- Data Sharing around Strategic Plan Goals – ongoing
- Student Voice Feedback – ongoing
- Benefits of International Student Program

# Literacy in Saanich Schools

ED DIRECTIONS – May 2026



**SAANICH**  
SCHOOLS

# Saanich Schools K-12 Literacy Plan

- Embeds evidence-based practices and continuous professional development across all levels.
- Leverages mentorship, cross-role collaboration, and Literacy Teacher Leaders to build capacity.
- Uses district-wide assessments (e.g., Kindergarten Screener, Literacy Assessment) for data-informed decisions, ensuring early identification and targeted support.
- Fosters home to school partnerships by equipping families with tools and strategies to support literacy learning at home.



# Literacy Capacity Building: K-3 Series

Literacy Series for all K-3 Teachers with Dr. Shelby Pollitt

- Responding to teacher feedback for consistent, high-quality literacy instruction across the district
- Invitation to all K-3 teachers to attend with release time provided

## Three Focused Sessions:

- oral language
- reading instruction
- writing instruction

## Learning Round Format:

- Includes collaboration, reflection, and observation time between each session



# Capacity Building: LIT, Intermediate and French Immersion

Elementary Literacy Interventionist  
Teachers – 13 LITs K-5

## Monthly Meetings

Check-ins

Scheduling/planning student groups

Reporting/ Progress monitoring

Sharing resources

Pro-D Focus:

- Assistive Technology ~ Darcy McNee
- DLD ~ Caitlin Malli
- SRSD ~ Teagan Vye
- Morphology ~ Marnie Chambers

**ELA4FI ~15 Teachers GR. 4-5**

Learning & Collaborating Sessions

- **Term 1:** Foundations & Assessment
- **Term 2:** Vocabulary/Morphology
- **Term 3 :** Writing

Ongoing communication and sharing of resources

## Morphology Lunch and Learns

- Presented to 10 elementary schools
- Focus was professional development and providing resources to support morphology instruction

## The Fluency Project with Caitlin Malli

- Gr. 4/5 in all elementary schools learning and collaboration sessions.
- ORF Assessments and Instructional Practices to build fluency
- Ongoing communication and sharing of resources.



# SLP Support and Intervention

## SLP Screening

### Updating SLP oral language kindergarten screener

- Brief (5-10 minutes)
- Dynamic (culturally responsive)
- Universal (whole class)
- Focus on tier 1 supports
- Good sensitivity and specificity (>80%)

Results: PEARL Kindergarten Screener

## Supporting Classroom Instruction (Tier 1)

Building teacher and/ or EA capacity through whole school training opportunities

Mentoring and modelling for in-class lessons

Researching literacy supports for complex communicators/ AAC users

## Supporting Indigenous Learners – Jordan’s Principle

Building capacity in SLPs and SLPAs to provide culturally responsive services

Integrate into school communities for meaningful service:

- Integrate language & literacy intervention
- Individualized supports- build excitement for learning
- Specialized knowledge about speech sound & language disorders and their impact on literacy



# Literacy Intervention: Middle Years



## Bayside – Caroline Shuh (TL)

- This Year's Focus: increasing differentiated/explicit instruction
- TL modelled strategies, developed resources, supported ORF assessments and fluency building routines for teachers
- Next Steps ...Fluency Assessments/data informed instruction continued and implement morphology instruction



## Mid LITs ~ 6 teachers, 2 SLPs

Monthly Meetings serve to:

- connect schools & disciplines i.e. teachers/SLPs/teacher-librarians to address literacy challenges
- provide opportunities introduce/model evidence-based assessments and instructional practices
- space to co-create and share resources between schools

## Royal Oak - Allison Adams (IST)/Morgan Lochhead

- This Year's Focus - Implemented ROMSLiteracy @ Lunch
- Morphology/Wildcard/Grammar Slide Deck
- Vocabulary in content areas - tier 2 and tier 3 words
- Next Steps...Fluency assessments and practices that increase fluency



## NSMS- Kristi Timmermans (TL)/Erin Pomphrey

- This Year's Focus – Building Fluency
- ORF Assessments, Partner Reading Lessons - 10 6/7 divisions
- Next Steps...Gr. 8 ORF, full year of data, full year of fluency focus.



# Data Informed Literacy Intervention

## 1-9 District Literacy Assessments

- In 4<sup>th</sup> year of implementation.
- Fall assessments determine baseline and used to monitor ongoing development.
- Data from spring assessments collected at the district level and used along with FSA and Reporting data to determine direction for focus and support.

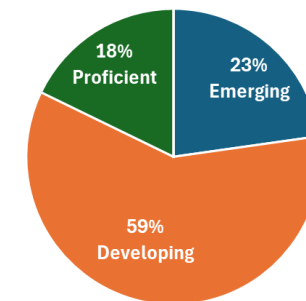
## Graduation Literacy Assessments

- Grade 10 and 12 – Supports for Students

## Supporting Literacy In Secondary

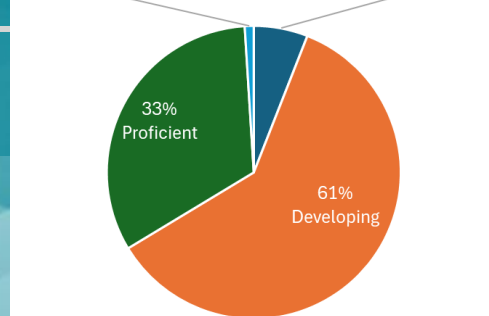
- TL uses DLA to determine grade 9 literacy needs. Co-teaches disciplinary literacy lessons. Spring DLA used to measure success of intervention
- District Team working with provincial network (only island district) to examine Writing and Assessment in the Age of AI.

Fall DLA Overall Proficiency



■ Emerging ■ Developing ■ Proficient ■ Extending

Spring DLA Overall Proficiency



■ 1 ■ 2 ■ 3 ■ 4

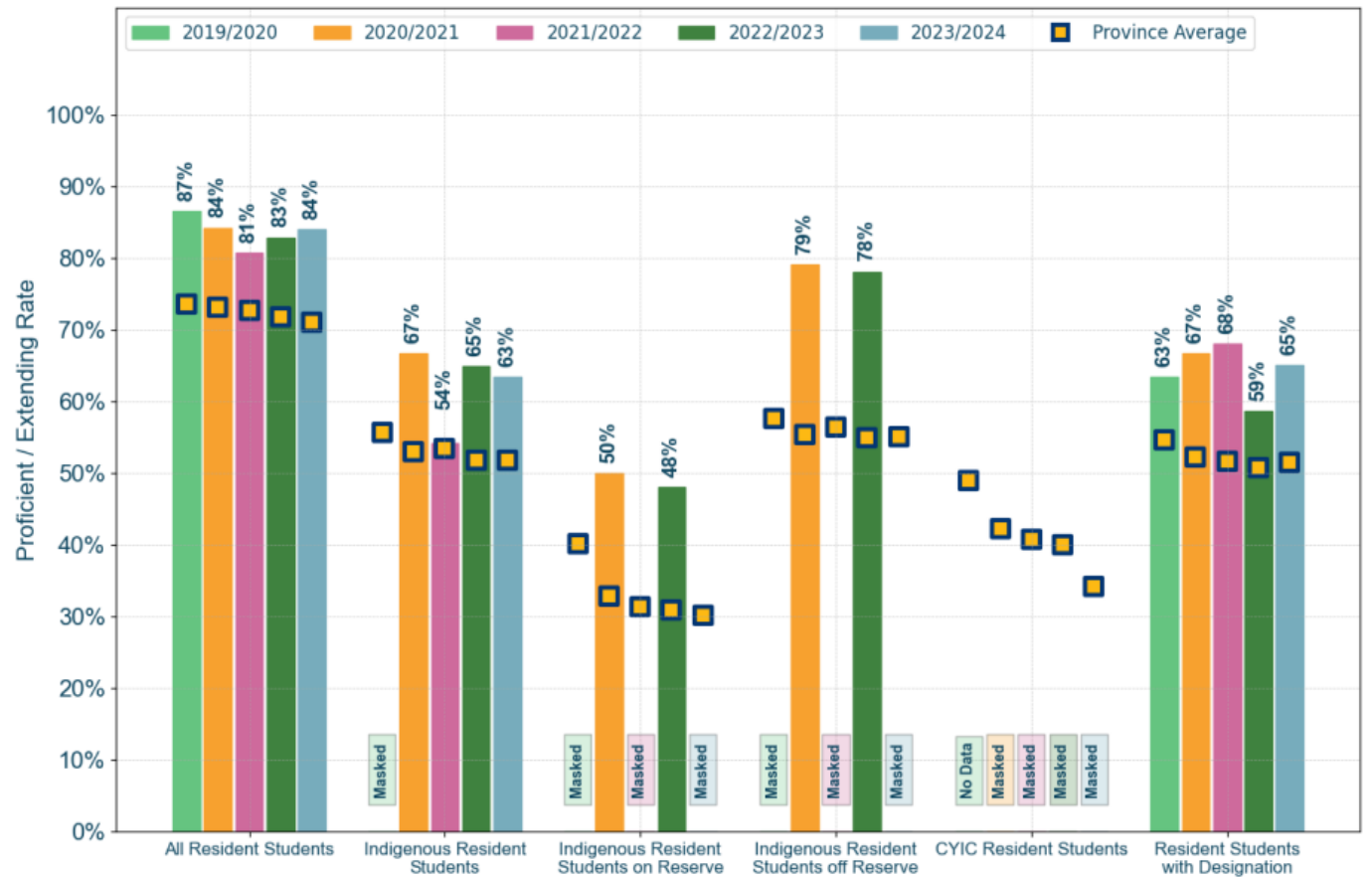
Percentage of **Elementary** Students *proficient or extending* in ELA as reported on the final learning update

Year	ALL learners	Indigenous learners	On reserve learners	Diverse learners
2022/23	58	30	20	21
2023/24	57	28	15	22
2024/25	58	32	18	23
CYIC data is masked				

Percentage of **Elementary** Students *proficient or extending* on DLA

Year	ALL learners	Indigenous learners	On reserve learners	Diverse learners
2022/23	58	38	28	25
2023/24	58	33	27	28
2024/25	59	38	21	28
CYIC data is masked				

SD063 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate

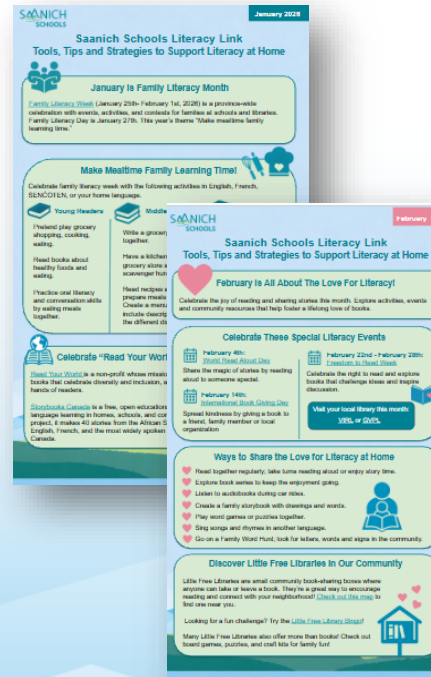


# Supporting Literacy at Home

## School-Based Supports

- Home to Classroom Connections
- Classroom newsletters/updates
- Family Literacy Events
- Reading Mornings
- Learning Common Websites
- Home Reading Programs

## Saanich Schools Literacy Link



## Parent/Guardian Support Website

# K-3 Literacy Screening

All Kindergarten to Grade 3 students will take part in this screening in the 2026/2027 school year. The Ministry of Education and Child Care introduced early literacy screening to help identify reading challenges sooner, so children can receive support early, before small difficulties become bigger barriers to learning.

