

NOTICE OF MEETING

STUDENT LEARNING & WELL-BEING COMMITTEE

Secretary Treasurer's Office
Wednesday, January 19, 2022
Teams live broadcast

Jennifer Reddy
Barb Parrott
Carmen Cho
Janet Fraser

Helen McGregor, Superintendent of Schools
J. David Green, Secretary-Treasurer

Notice of Meeting

A Meeting of the **Student Learning and Well-Being Committee** will be held on Teams with a live broadcast on **Wednesday, January 19, 2022, at 5:00 pm.**

Trustees:	Fraser Ballantyne Lois Chan-Pedley Estrellita Gonzalez	Oliver Hanson Allan Wong (Alternate)
Student Trustee:	Ricky Huang	
Senior Management Staff:	Pedro da Silva Jody Langlois David Nelson	Pete Nuij Rob Schindel Shehzad Somji
Reps:	Treena Goolieff, VSTA Greg Canning, VESTA Hilary Watt, VASSA Lori Prodan, VEPVPA Scott Deyell, PASA Jen Brummitt, DPAC Marisa Dikeakos, CUPE 15 Harjit Khangura, IUOE Neil Munro, Trades Brent Boyd, CUPE 407 Ria Jhanj, VDSC	Alt. Alyssa Reid, VSTA (Alt.) Marjorie Dumont, VESTA (Alt.) David Nicks, VASSA Shannon Burton, VEPVPA (Alt.) Ericka-Jade Mulherin, PASA (Alt.) Karen Tsang, DPAC (Alt. 1) Sandra Bell, DPAC (Alt. 2) Matthew Look, CUPE 15 (Alt.) Tim De Vivo, IUOE
Other Staff:	Janis Myers Alison Ogden	Barb Onstad Chris Stanger

STUDENT LEARNING AND WELL-BEING COMMITTEE

MEETING AGENDA (REVISED)

Wednesday, January 19, 2022
at 5:00 pm
Teams Live Broadcast

We are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee, it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee members, trustees, representatives and /staff present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Information Items

Presenters

- | | |
|---|--|
| 1.1 District Framework for Enhancing Student Learning (FESL) Update: Social Emotional Learning (20 min) | Alison Ogden, Director of Instruction
Janis Myers, District Principal Mental Health |
| 1.2 VSB International Student Program Update (20 min) | Barb Onstad, District Principal International Education |
| 1.3 Music Engagement for Implementing Recommendation #1 of the 2019 Music Review (20 min) | Chris Stanger, Director of Instruction |
| 1.4 Seamless Day Childcare Update (10 min) | Jody Langlois, Associate Superintendent |

2. Discussion Items

None

Date and Time of Next Meeting

Wednesday, March 2, 2022

Student Learning and Well-Being

3.1 Purpose/Function:

- 3.1.1 To review student learning and well-being indicators, and where warranted provide recommendations to the Board.

3.2 Powers and Duties:

- 3.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.
- 3.2.2 Annually review the Student Learning Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.3 Annually review the Student Well-being Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.4 Annually review the Indigenous Education Enhancement Agreement, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- 3.2.6 Student Learning or Student Well-Being Matters Referred to the Committee by the Board:
 - 3.2.6.1 Review matters referred and make recommendations as requested.
- 3.2.7 Review and make recommendations regarding the implementation and cessation of District programs and approve changes in fees for those programs that charge fees.
- 3.2.8 Review and make recommendations to the Board in regard to:
 - 3.2.8.1 the District calendar and
 - 3.2.8.2 Local school calendar proposals.

ITEM 1.1

January 19, 2022

TO: Student Learning and Well-Being Committee

FROM: Alison Ogden, Director of Instruction - Education Services
Janis Myers, District Principal - Mental Health

RE: District Framework for Enhancing Student Learning (FESL) Update: Social Emotional Learning

Reference to Strategic Plan:

Goal 1: Engage our learners through innovative teaching and learning practices.

Objective 1: Enhance support for students with specific needs.

Objective 2: Support the implementation of the curriculum.

Objective 4: Ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

Goal 3: Create a culture of care and shared social responsibility.

Objective 3: Encourage and enhance practices that support cultural, emotional, physical and mental well-being.

Objective 4: Support effective, thoughtful transitions for all students at each stage of their development.

INTRODUCTION:

This presentation is a follow up to the [2021 District FESL Annual Report](#) which was approved by the Board on September 27th, 2021.

BACKGROUND:

The District continues to develop and implement a mental health strategy to strengthen connections, sense of belonging for all learners with a focus on Indigenous learners and students with disabilities and diverse abilities.

The District is currently administering the Middle Years Developmental Instrument (MDI) and plans to establish connections to previous years' data which will inform plans moving forward. Student Learning Survey data of feelings of belonging, safety, and connection are also being used.

As a continuation of the provision of consistent tools to all schools, the District is using funds from the Early Actions Initiative grant to provide all secondary schools with mental health resources. These are being developed and implemented in collaboration with school counsellors, the Indigenous Education department, and other District departments to ensure planned activities are culturally safe and meet the needs of Indigenous children and youth.

PRESENTATION:

There will be an update on highlights identified in the 2021 District's FESL Annual Report related to the implementation of the BC Ministry of Education's Mental Health in Schools Strategy. The presentation will include:

- where the District takes guidance from when determining its mental health strategy
- what actions the District has taken to:
 - cultivate system-wide well-being through compassionate systems leadership
 - provide schools with tools and supports to build capacity related to mental health promotion
 - embed mental well-being and Indigenous knowledge and perspectives throughout learning environments
- how the District will measure the impact of these actions on the mental health and well-being of students
- what are some of the future directions of the Mental Health Team

CONCLUSION:

The District takes the mental health and well-being of all students seriously, and will continue to work with staff and community partners to promote mental health and well-being across the District.

This report is provided for information.

January 19, 2022

ITEM 1.2

TO: Student Learning and Well-Being Committee

FROM: Barb Onstad, District Principal, International Education

RE: VSB International Student Program Update

References to Strategic Plan:

Goal 1: Engage our learners through innovative teaching and learning practices

Goal 3: Create a culture of care and shared social responsibility

INTRODUCTION:

This update on the international student program will share with the Committee an overview of the international student program, and specifically the effects of the pandemic and other influences on the program.

BACKGROUND:

The Vancouver School District began hosting international students in 1986. The District provided students with a chance to study in a few secondary schools and partnered with Langara College to provide host families. Since then, international student program enrollment has grown in the district as has the complexity of student support provided. The program contributes to district finances including additional teachers, multicultural workers, counsellors, and support staff.

Currently the District enrolls 1,233 FTE students at all secondary schools, 20 elementary schools and South Hill Education Centre. Vancouver's international student program is one of Canada's largest. The work of the international student program staff includes supporting students with orientation, academic advice, counselling, oversight of custodial care, and educational excursions and events. Also, the program is responsible for district cultural exchange opportunities for local students and teachers.

CONNECTION TO STRATEGIC PLAN OBJECTIVES:

- The international student program directly funds over 60 teacher positions, which supports enhanced teaching and learning opportunities that would not otherwise be available to all students.
"Engage Learners through Innovative Teaching & Learning"
- VSB is a national leader in provision of counselling, teacher advising, and multicultural liaison support services to international students.
"Encourage and enhance practices that support cultural, social-emotional, physical and mental well-being"

- We engage with local custodians and parents through meetings pivoted to online events in the past 2 years and we recognize international student achievement throughout the year.
“Encourage and appreciate contributions made by our students, families and community partners”

OUTLINE OF THE PRESENTATION:

A verbal report and accompanying PowerPoint presentation will provide an update on the International Student Program including:

- enrolment
- student/program supports
- next steps

This report is provided for information.

January 19, 2022

ITEM 1.3

TO: Student Learning and Well-Being Committee

FROM: Chris Stanger, Director of Instruction

RE: Music Engagement for Implementing Recommendation #1 of the 2019 Music Review

Reference to Strategic Plan:

Goal 1: Engage our learners through innovative teaching and learning practices

Objective 5: Provide Increased opportunities to connect students to their learning

Goal 4: Provide effective leadership, governance, and stewardship

Objective 3: Effectively utilize school district resources and facilities

INTRODUCTION:

This communication is presented as information regarding the stakeholder engagement process activated to develop a shared vision and mission that will inform the strategic direction planning for implementation of a K-7 Music Program and subsequent recommendations contained within the 2019 Music Review.

BACKGROUND:

At the April 20th, 2021 Student Learning and Well-Being (SLWB) committee meeting, members approved a recommendation from District staff to develop an engagement plan designed to guide implementation of the first recommendation of the 2019 Fine Arts Review, which is: to develop a "...shared mission, vision and strategic direction for the Visual and Performing Arts", beginning with Music.

At the June 9th, 2021 SLWB committee meeting, members supported implementing the proposed engagement plan presented by District staff. This plan consisted of:

1. Educational Services staff forming an ad hoc stakeholder working group that would formulate a vision and mission statement for K-7 Music.
2. Educational Services and Employee Services staff consulting with representatives from VESTA and VEPVPA to discuss key operational aspects required to implement a K-7 Music program over time.
3. Educational Services staff setting out timelines for reporting updates to the SLWB committee about and for completing this work on Recommendation #1.

INFORMATION UPDATE:

Vision and Mission Development: October – December 2021

In October of 2021, District staff invited Indigenous Education Department, VESTA, DPAC and VEPVPA to provide representation for an ad hoc committee with the purpose of creating a vision and mission statement for a K-7 Music program.

On October 28th, ad hoc committee representatives met to review stakeholder feedback that had been gathered through the Fine Arts Review process and through the SLWB committee from 2019-2021. The representatives identified common themes and priorities surfacing within this feedback. These emerging themes and priorities formed the content which representatives drew upon to formulate a draft vision statement regarding why a dedicated music program is important to include in the education of K-7 students within VSB. At the closing of this session, representatives were tasked with consulting their constituents' perspective, and with sharing feedback prior to the next session.

On November 18th, the ad hoc committee met, and reviewed stakeholders' input arising from the first session and revised the draft vision statement, which is below:

The VSB aims to provide an equitable, comprehensive K-7 Music program because:

- *We believe that music is a universal language which honours diversity while allowing students to explore their creativity, express who they are, and connect to each other and their communities.*
- *We believe that music is a fundamental human experience, and we have a responsibility to ensure students have access to music education that allows them to thrive regardless of cultural and economic background, or geographical location within the district.*
- *We believe that music brings richness to learning, enhances life-long learning experiences and contributes to the holistic development of people.*

Additionally, during the November 18th meeting, representatives heard about key design features of the BC Fine Arts Education curriculum, viewed examples of what K-7 music looks like within VSB schools and developed broad descriptors of an equitable, comprehensive music program. This work formed the content from which the group began to develop a mission statement regarding what a K-7 Music Program could consist of.

The ad hoc committee met a third time on December 9th to continue distilling their description of what the district could aim to provide within its K-7 Music Program and collaboratively generated the following draft Mission statement:

The VSB K-7 Music program's mission is to provide all students with:

A consistent, robust, inclusive, experiential music program based on active music making including Indigenous musical opportunities which respect cultural protocols and nurture the unique and diverse culture of each school community.

On January 13th, 2022 the ad hoc committee met for a final time to review the draft vision and mission statements in preparation for sharing these with the SLWB committee on January 19th, 2022.

Subsequent Steps: January 2022 – Spring 2022

As outlined in the June 9th, 2021 engagement plan, during February through March 2022 staff from Educational Services and Employee Services will work with representatives from VESTA and VEPVPA to develop strategic plans that support implementation of a K-7 Music program over time. This will include considering such aspects as space and staffing considerations, delivery models, resources/supplies, professional learning, curriculum development, implementation timelines and budget implications through years 2 to 10.

In the Spring of 2022, District staff will provide a summative update on work completed on the first recommendation of the Music Review to the SLWB committee.

CONCLUSION:

A subsequent summary of progress is scheduled to be reported to the SLWB committee in the Spring of 2022.

This report is provided for information.

January 19, 2022

REVISED ITEM 1.4

TO: Student Learning and Well-Being Committee

FROM: Jody Langlois, Associate Superintendent

RE: Seamless Day Childcare Update

Reference to Strategic Plan:

Goal 1: Engage our learners through innovative teaching and learning practices.

Objective 1: Provide increased opportunities to connect students to their learning.

Goal 3: Create a culture of care and shared social responsibility

Objective 3: Support effective, thoughtful transitions for all students at each stage of their development.

INTRODUCTION:

The Vancouver School District (VSB) has been chosen as one of 20 school districts around the province to participate in a Seamless Day Kindergarten Pilot initiative offered through the Ministry of Education. Lord Strathcona Elementary will host the pilot program.

BACKGROUND:

The Seamless Day Kindergarten Pilot is intended to provide high quality before and after school care on school grounds, so children have consistent relationships with the same people and places. The pilot:

- is grounded in the BC Early Learning Framework and the BC Education Curriculum Core Competencies;
- adopts the BC Early Learning Framework as a foundational support to quality early learning experiences and to provide a vision for early childhood education;
- shares philosophies that support the educator team in designing environments that are flexible, responsive, and relevant to their local community;
- aligns in vision, principles, rethinking of practice and context relevant to working with children and families;
- promotes the purposeful design, organization and implementation of learning environments that leverage young children's inclination to play;
- inspires and supports the creation of rich, joyful early childhood spaces where children, adults, ideas, and materials come together and where knowledge is constructed about learning and living in ways that are local, inclusive, ethical and democratic (ELF, pg. 11);
- reduces daily transitions for children and families (seamless), reduces stress (OECD);
- creates a daily continuum of care and learning for children and families;
- reduces transitions between early care and learning programs, schools and other services;
- provides an inclusive, equitable, high-quality early learning program that supports all children;
- supports children to be creative and critical thinkers;

- provides learning continuity and coherence in pedagogy between the Early Years and the Primary Grades;
- includes Grade one to three children before and after school where space permits with priority for siblings;
- is a meeting place for joint Professional Learning for Early Childhood Educators and Primary Teachers;
- offers new opportunities for recruitment and retention of ECEs and honors ECEs as professionals; and
- engages in respectful dialogue with Primary Teachers to ensure that collaborative use of classroom space is the teacher's choice and builds on examples of success where shared space is working well.

The objectives of the pilot are to:

- provide children and families with quality early care and learning experiences in a single location for the full workday, with the same caring adults in their local schools;
- improve children's transitions to kindergarten, support their continuity of learning, and enhance communications with families;
- enable ECEs to work collaboratively with classroom teachers in providing high quality early learning experiences;
- identify areas that create barriers for schools to successfully operate Seamless Day models;
- promote an inclusive education system so that students with disabilities or diverse abilities are fully participating members of a community of learners; and
- increase the number of affordable accessible and high-quality childcare spaces offered in schools while helping to build the future of childcare required to move BC towards an inclusive universal childcare system.

The outcomes anticipated by the Ministry of Education are to:

- improve the quality and accessibility of licensed childcare on school board property;
- increase support for the classroom learning environment;
- improve children's transitions within a day through seamless support and communication; and
- increase the number of affordable, accessible, and high-quality childcare spaces offered in schools.

IMPLEMENTATION:

Funding

The District has a signed Transfer Under Agreement in place with the Ministry of Education. In that agreement, the Ministry of Education has committed to provide the Vancouver School District with \$50,000 for the 2021/2022 school year.

Licensing

Vancouver Coastal Health (VCH) is responsible for the licensing of childcare spaces in Vancouver. The VSB is currently in the licensing application process. When the application process is finalized, VSB will take the next steps necessary for opening the Seamless Day Kindergarten pilot.

Staffing

The Ministry of Education has provided pilot program districts with an Early Childhood Educator job description that has been approved by the Ministry of Education, BC Public School Employers' Association and CUPE 15. This Letter of Understanding allows all districts participating in the Seamless Day Kindergarten pilot to have a common understanding of what the job will entail, and to create postings for applicants that reflect the nature of the job. The jobs will be posted in the near future.

Operation

The Seamless Day Kindergarten pilot will run out of one kindergarten room at Lord Strathcona Elementary School with a maximum of 12 students. Families of Kindergarten students at Lord Strathcona interested in participating in the pilot will be asked to complete an expression of interest, submit it to the school and childcare spaces will be offered to kindergarten students through a random draw selection process.

The schedule of the day will look like:

Before-school care Time TBD	The first ECE opens the classroom and welcomes the children before school begins.
School Day begins	The teacher arrives in the classroom and begins the instructional day.
Mid-day	A second ECE arrives in the classroom and the first ECE finishes work for the day.
School day ends	The teacher finishes educational instruction.
After-school care Time TBD	The second ECE provides after-school care for the same children as before-school care, in the same classroom and remains until the program closes.

CONCLUSION:

The Vancouver School District is pleased to have been chosen as one of the 20 additional new districts participating in the Seamless Day Kindergarten pilot offered through the Ministry of Education. The District looks forward to rolling out this early learning focused childcare opportunity for families in the near future.

This report is provided for information.

VANCOUVER SCHOOL DISTRICT STUDENT LEARNING AND WELL-BEING COMMITTEE

January 19, 2022

VSB 2021
STRATEGIC PLAN

1



**Skwxwú7mesh
Úxwumixw**
Squamish Nation



Indigenous Acknowledgement

Please join me in acknowledging that we are unlearning and relearning on the traditional and unceded lands of the

x^wməθk^wəyəm (Musqueam),

skwxwú7mesh (Squamish) and

sełfwitulh (Tseil-Waututh)

Nations.



2

Live-streamed

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3

Meeting Decorum

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4

Committee Roll Call

- Roundtable roll call
 - Stakeholders: please state your first and last name and the name of the group you are representing
 - Trustees and staff: please state your first and last name and position

Agenda

Item Number	Title
1.1	District FESL Update: Social Emotional Learning (20 min)
1.2	VSB International Student Program Update (20 min)
1.3	Music Engagement for Implementing Recommendation #1 of the 2019 Music Review (20 min)
1.4	Seamless Day Childcare Update (10 min)

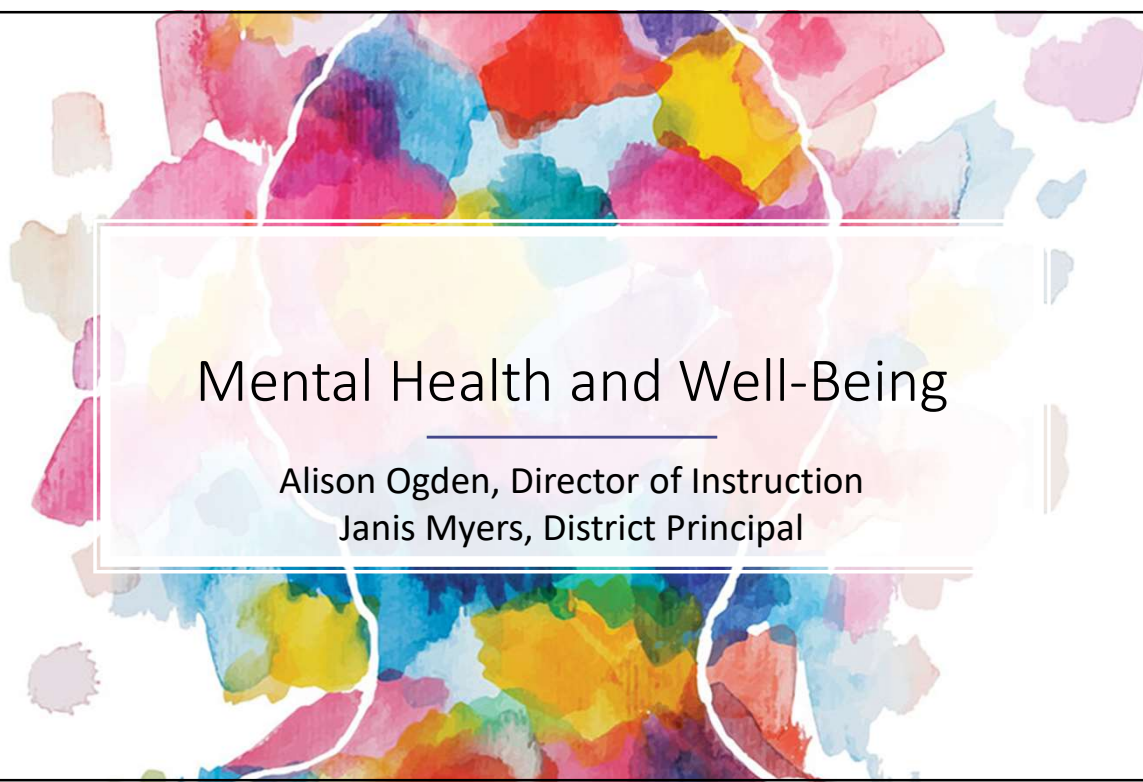
ITEM 1.1

District FESL Update: Social Emotional Learning

Alison Ogden, Director of Instruction
Janis Myers, District Principal Mental Health




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A watercolor-style background with various colors (red, blue, yellow, pink, purple) and a white outline of a human brain.

Mental Health and Well-Being

Alison Ogden, Director of Instruction
Janis Myers, District Principal

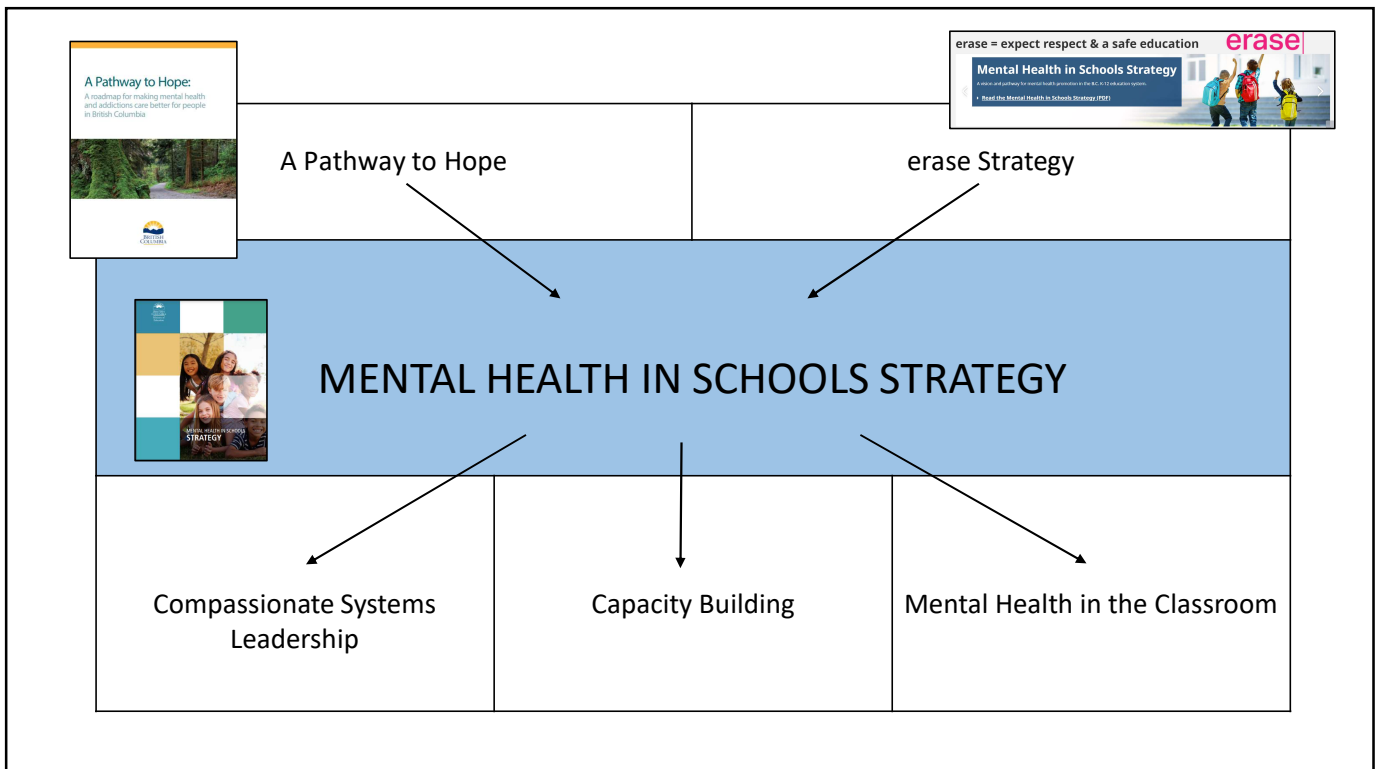
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Agenda

- Mental Health in Schools Strategy
- Ongoing work to support mental health and well-being
- Information used to guide decisions and planning
- Looking forward

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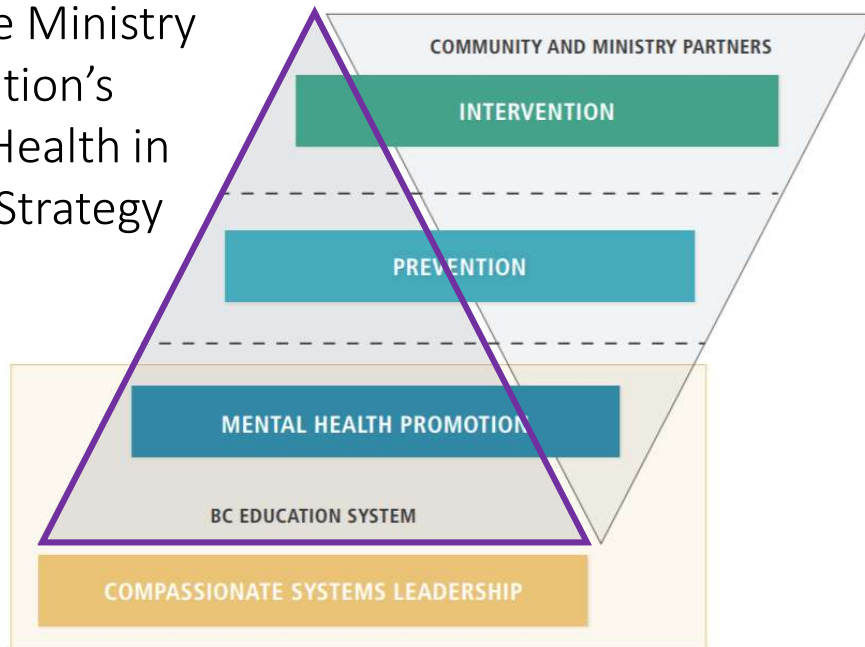
Key Principles and Strategies for K-12 Mental Health Promotion in Schools

Key Principles	Cultural Responsiveness and Humility Proportionate Responses and Supports Trauma Informed Practices Strengths Based Approaches		
MENTAL HEALTH IN SCHOOLS STRATEGY			
Strategies	Compassionate Systems Leadership	Capacity Building	Mental Health in the Classroom
	<ul style="list-style-type: none"> Compassionate Systems Leadership Adult Well-Being 	<ul style="list-style-type: none"> Mental Health Literacy Social and Emotional Learning Resilience School Connectedness Play 	<ul style="list-style-type: none"> Comprehensive School Health Core Competencies First Peoples Principles of Learning Physical and Health Education Curriculum




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From the Ministry of Education's Mental Health in Schools Strategy



12




Cultivating
system-wide
well-being through
compassionate
systems leadership

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Compassionate Systems Leadership

- Building Compassionate Classrooms
- Self-Regulation
- Trauma-Informed Practice
- Everyday Anxiety Strategies for Educators (EASE)
- Resilience@Work Training
- Tools for Managing Stress and Burnout

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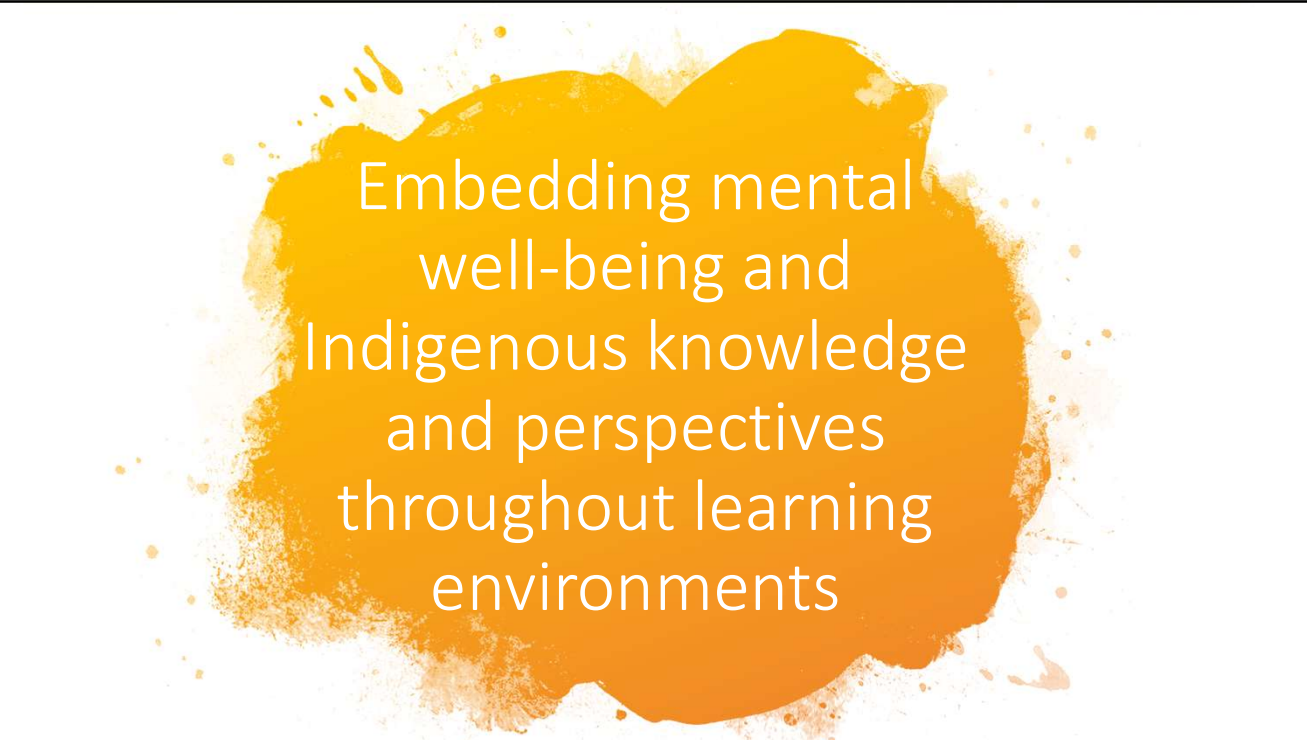
Providing schools with
tools and supports
to build capacity
related to mental
health promotion

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Capacity Building

- Social Emotional Learning SharePoint
- Mental Health and High School Curriculum
- English Language Learner Connect Kits
- Mental Health Toolkits
- Circuit Kit for Sexual Education
- Mental Health and Well-Being Leads
- Diversity, Equity and Inclusion Youth Forum

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Embedding mental
well-being and
Indigenous knowledge
and perspectives
throughout learning
environments

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Mental Health in the Classroom

- Indigenous holistic healing gardens
- Sensory toolkits to support diverse learners
- Second Step
- Zones of Regulation
- MindUp
- Open Parachute

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Information used to guide decisions and planning

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The Middle Years Development Instrument (MDI)



Physical Health & Well-Being

Children evaluate their own physical well-being in the areas of overall health including emotional well-being, physical activity, nutrition and sleeping habits.



Connectedness

Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.



Social and Emotional Development

Children respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries.



School Experiences

Children are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimization (bullying).



Use of After-School Time

Children are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

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A vertical yellow bar on the left and a larger yellow rectangular area on the right, with two thin vertical yellow lines to its right.

Looking Forward

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Thank you and questions

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QUESTIONS?

ITEM 1.1

District FESL Update: Social Emotional Learning



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ITEM 1.2

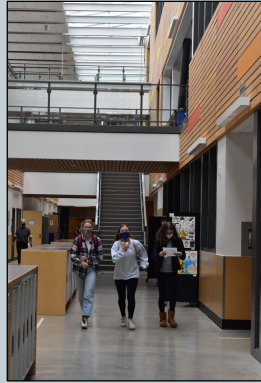
VSB International Student Program Update

Barb Onstad, District Principal International Education



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VANCOUVER SCHOOL DISTRICT INTERNATIONAL EDUCATION PROGRAM 2022



Barb Onstad, District Principal
January 19, 2022

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OVERVIEW

- Current international student enrollment update
- How does the international program fit into the Strategic Plan?
- How has the pandemic affected the international student program?

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VSB INTERNATIONAL STUDENT ENROLLMENT

- 1,233 FTE international students attend:
 - 18 secondary schools
 - 21 elementary schools
 - South Hill
- Many participate in:
 - VSB summer school
 - VLN
- Current students come from 43 countries:
China, Vietnam, Italy, Hong Kong, Korea,
Germany, Thailand, Japan...

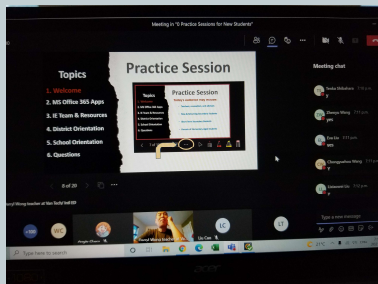


Francesca (Italy), 2021 International Student Academic Award, grade 12

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ENGAGE LEARNERS THROUGH INNOVATIVE TEACHING & LEARNING

- Over 60 teacher positions district wide
- District events and field studies
- Emphasis on student engagement in school life



Templeton international student field trip

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CREATE A CULTURE OF CARE AND SHARED SOCIAL RESPONSIBILITY

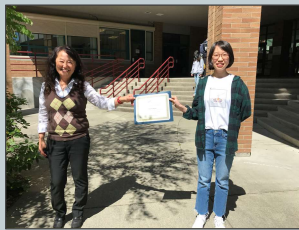


Newsletter for local custodians and parents

- Local custodian and parent events with Korean, Chinese, Vietnamese multicultural workers, teachers, counsellors
- E-newsletters and updates for parents and local custodians/host parents

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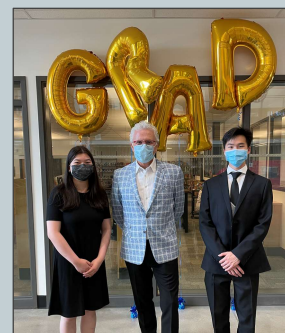
ENCOURAGE AND APPRECIATE CONTRIBUTIONS MADE BY OUR STUDENTS AND TEACHERS



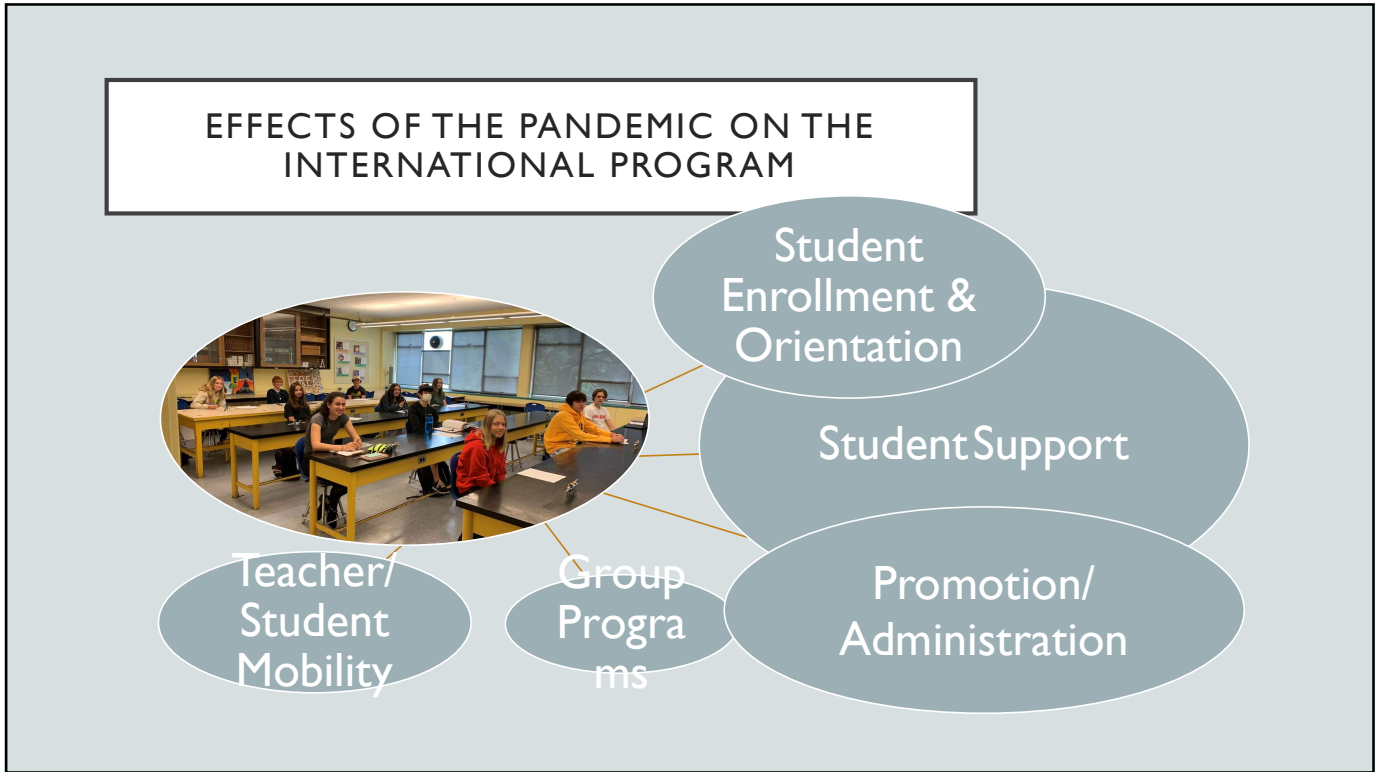
Khang (Vietnam) and Yezi (China), 2021 Outstanding International Students, grade 11



Nara (Thailand) and Steven (China) 2021 Outstanding International Students grade 12
Best combining academics and school/community involvement



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NEXT STEPS

- Homestay Availability in Vancouver
- International Economic Uncertainty
- Recovery from Pandemic Era

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Q & A

<http://intered.vsb.bc.ca/>

 @vsbintered



South Hill International Student Grads 2021

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QUESTIONS?

ITEM 1.2

VSB International Student Program Update

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ITEM 1.3 Music Engagement for Implementing Recommendation #1 of the 2019 Music Review

Chris Stranger, Director of Instruction



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K-7 Music Engagement Process

Music Review
Recommendation #1
Informational Update



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Reference to Strategic Plan

1

Goal 1: Engage our learners through innovative teaching and learning practices

- Objective 5: Provide Increased opportunities to connect students to their learning

2

Goal 4: Provide effective leadership, governance, and stewardship

- Objective 3: Effectively utilize school district resources and facilities

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Agenda

Introduction

Background

Information
Update

Next Steps

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Introduction

- This communication is presented as information regarding the stakeholder engagement process activated to develop a shared vision and mission that will inform the strategic direction planning for implementation of a K-7 Music Program and subsequent recommendations contained within the 2019 Music Review.



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Background



The 2019 Music Review provides four broad recommendations which are proposed within a three phased, ten-year timeline.



April 20, 2022: SLWB committee approved a recommendation to develop an engagement plan designed to guide implementation of the first recommendation.



June 9, 2021: SLWB committee supported implementing the proposed engagement plan presented by District staff.

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Background

- The engagement plan consisted of:
 - Educational Services staff forming an ad hoc stakeholder working group that would formulate vision and mission statements for K-7 Music.
 - Educational Services and Employee Services staff with consultative input from VESTA and VEPVPA representatives considering key operational aspects and budget implications required to implement a K-7 Music program over time.
 - Educational Services staff setting out timelines for reporting updates to the SLWB committee about and for completing this work on Recommendation #1.

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Information
Update

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Vision and Mission Statements

- October 2021:
 - District staff invited Indigenous Education Department, VESTA, DPAC and VEPVPA to provide representatives for an ad hoc committee
- October 28, 2021:
 - Ad hoc committee met and reviewed stakeholder feedback from the Fine Arts Review process and through the SLWB Committee from 2019-2021.
 - Emerging themes and priorities formed the content for a draft vision statement regarding why a dedicated music program is important to include in the education of K-7 students within VSB.
- November 18, 2021:
 - Ad hoc committee met and reviewed stakeholders' input arising from the first session and revised their draft vision statement:

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Vision Statement

The VSB aims to provide an equitable, comprehensive K-7 Music program because:

We believe that music is a universal language which honours diversity while allowing students to explore their creativity, express who they are, and connect to each other and their communities.

We believe that music is a fundamental human experience, and we have a responsibility to ensure students have access to music education that allows them to thrive regardless of cultural and economic background, or geographical location within the district.

We believe that music brings richness to learning, enhances life-long learning experiences and contributes to the holistic development of people.

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Vision and Mission Statements

- November 18, 2021:
 - Ad hoc committee explored key design features of the BC Fine Arts Education curriculum;
 - Viewed video examples of what K-7 music looks like within VSB schools;
 - Developed broad descriptors of an equitable, comprehensive music program.
 - This formed the content from which the group began to develop a mission statement regarding what a K-7 Music Program could consist of.

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Vision and Mission Statements

- December 9, 2021:
 - Ad hoc committee met to distill their description of what the district could aim to provide within its K-7 Music Program and began collaboratively drafting a Mission statement.
- January 13, 2022:
 - Ad hoc committee met a final time to review stakeholder feedback on the draft vision and mission statements and to make changes based on feedback.

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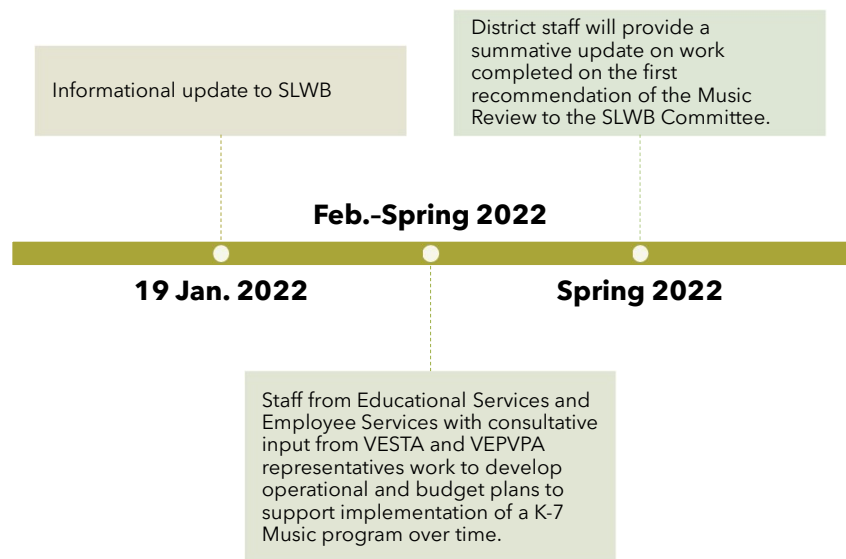
Mission Statement

The VSB K-7 Music program’s mission is to provide all students with:

A consistent, robust, inclusive, experiential music program based on active music making including Indigenous musical opportunities which respect cultural protocols and nurture the unique and diverse culture of each school community.

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Next Steps:



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Conclusion

This report is provided as information



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QUESTIONS?

ITEM 1.3

Music Engagement for
Implementing Recommendation #1
of the 2019 Music Review

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ITEM 1.4

Seamless Day Kindergarten Pilot

Jody Langlois, Associate Superintendent

VSBC 2021
STRATEGIC PLAN

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Background

- The Ministry of Education has initiated a Seamless Day Kindergarten Pilot in BC
- 20 school districts within BC have been invited to participate in the pilot program for the 2021/2022 school year
- Lord Strathcona Elementary will host the pilot program
- The intent of the Seamless Day Kindergarten pilot is to provide high quality before and after school care on school grounds, so children have consistent relationships with the same people and places

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Implementation

- The Ministry of Education has committed to providing the VSB with \$50,000 for the 2021/2022 school year
- Licensing for the program is provided by Vancouver Health authority and the VSB licensing application is in process at this time
- The program requires two Early Childhood Educators (ECEs) to provide childcare for before and after school times
- ECEs work with the teacher during instructional time

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Operation

- Two ECEs provide before and after school care in the kindergarten classroom
- Maximum number of students in the program is 12

Before-school care Time TBD	The first ECE opens the classroom and welcomes the children before school begins.
School Day begins	The teacher arrives in the classroom and begins the instructional day.
Mid-day	A second ECE arrives in the classroom and the first ECE finishes work for the day.
School day ends	The teacher finishes educational instruction.
After-school care Time TBD	The second ECE provides after-school care for the same children as before-school care, in the same classroom and remains until the program closes.

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QUESTIONS?

ITEM 1.4

Seamless Day Kindergarten Pilot



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Information Item Request



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Date and Time of Next Meeting

Wednesday, March 2, 2022 at 5:00 pm



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Thank you for your time,

The End



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