

Engagement summary report

Middle Years Programme

Land Acknowledgement

With deep gratitude and respect, the Vancouver School District is honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətał (Tsleil-Waututh Nation).

ABOUT SPUR COMMUNICATION

Vancouver School Board (VSB) partnered with Spur Communication to support this engagement. Spur led the virtual roundtable engagement session, and data analysis and reporting.

Spur is a public sector communication and engagement agency. Since 2015, we have helped partners build better conversations to spur positive change. We understand that to engage meaningfully—whether with interest holders or the public—you must foster shared awareness and understanding of an issue. We pursue projects that require us to raise awareness, deepen public understanding of complex technical information and garner meaningful feedback.

Spur operates on the unceded territories of the Skwxwú7mesh (Squamish), Səlílwətaʔ/Selilwitulh (Tsleil-Waututh), xʷməθkʷəy̓əm (Musqueam) and K'ómoks (Comox) peoples. We work in the Pacific Northwest, partnering with clients across Metro Vancouver, British Columbia and Western Canada.

EVOLVING OUR DATA ANALYSIS PROCESS

In this project, we leveraged artificial intelligence (AI) to enhance and expedite the data analysis process. AI enables us to quickly identify high-level themes and patterns within large datasets, providing an efficient way to sort and categorize qualitative feedback. This allows our team to focus on validating and interpreting insights instead of initial processing. AI's ability to identify trends across diverse engagement inputs ensures we capture a comprehensive view of participant feedback while maintaining accuracy and consistency.

Before using AI, we take deliberate steps to protect participants' privacy by removing all personal details from the data. This ensures compliance with privacy standards and builds trust with our engagement participants. Once AI identifies initial themes, our team validates the results manually. This step ensures the findings are accurate, contextually relevant and reflect participants' feedback. Combining AI's efficiency with individual expertise delivers a thorough and thoughtful analysis that supports evidence-based decision-making.

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1.0 Executive summary

VSB engaged the community to evaluate the future of the International Baccalaureate (IB) Middle Years Programme (MYP) following findings of non-compliance with standards by IB World. This engagement process, conducted between October 2024 and November 2024, sought input from rights holders, formal stakeholders, MYP educators and students as well as their families to inform the Board's decision about whether to continue or discontinue the program.

ENGAGEMENT PROCESS

The process included early engagement focus groups, in-person and virtual roundtable discussions, surveys, public delegations and direct email feedback. To ensure inclusive participation, VSB communicated extensively through personalized outreach, a dedicated project website and informational materials. The materials presented in workshops were informed by educators' expertise, feedback and District research. They included transparent information about the implications and costs of maintaining IB standards for MYP.

KEY FINDINGS

1. **Students:** While many were aware of MYP, a significant proportion did not fully understand its purpose or impact. Those who valued the program cited enhanced critical thinking, global perspectives and project-based learning, but others expressed concerns about workload, grading complexity and added stress.
2. **Current and future MYP families:** Many families highlighted MYP's potential for academic rigour and international recognition, with some citing it as a reason for school enrolment. However, they raised concerns about program communication, potential loss of MYP resources and equity of educational access for students with disabilities and diverse abilities. Suggestions included transparency about student outcomes.
3. **MYP educators:** Educators appreciated MYP's interdisciplinary opportunities, but were critical of the additional workload, lack of collaborative time and resource challenges. The vast majority questioned the necessity of continuing the program given its overlap with the BC curriculum, equity concerns because out-of-catchment students could not attend the program as well as the need for significant investment to achieve IB World-compliance.
4. **Rights holders and stakeholders:** Rights holders' and formal stakeholders' feedback highlighted concerns about financial sustainability, staffing challenges and alignment with District values such as equity and inclusion. The vast majority of respondents recommended discontinuing MYP, with some taking neutral positions.

OVERARCHING THEMES

- **Program strengths:** MYP's focus on critical thinking, global perspectives and rigorous assessment standards were widely recognized as beneficial by families for student learning and development.
- **Challenges:** Common concerns from educators included compliance costs, excessive teacher workload and unclear benefits compared to the BC curriculum. Equity issues related to inclusivity for diverse learners were noted by some participants as an issue that is at odds with VSB's equity statement.

- **Future considerations:** For families specifically, there was a focus on the importance of transparent decision-making, a desire for clear communication and exploring alternative enrichment options if MYP is discontinued.

This report captures the diverse perspectives gathered during the engagement process and, alongside balancing student learning outcomes, staff expertise in education and resource considerations, will provide a comprehensive foundation for the Board's decision about the future of MYP.

2.0 Project overview

In the early 2000s, the King George family of schools (Elsie Roy, Lord Roberts, King George) began to offer MYP. At that time, these schools were facing declining student enrolment and MYP was seen as an internationally recognized curriculum that could attract and retain students to these schools. During this time, there was also an oversupply of teachers in the education sector, and many were eager to distinguish themselves and improve their employment prospects by choosing to undertake the additional training required to become an IB-certified teacher.

Today, King George is the secondary catchment school for Elsie Roy, Lord Roberts and ǀxʷwəqʷəθəṭ Crosstown elementary schools, as well as the future elementary school in Coal Harbour. MYP is only offered at Elsie Roy and Lord Roberts elementary schools; the program is not offered at ǀxʷwəqʷəθəṭ Crosstown or will it be offered at the future Coal Harbour elementary school. All Grade 8-10 students attending King George are automatically enrolled in MYP, regardless of if they previously participated in MYP. Additionally, given that the three schools offering MYP are at full capacity today, out-of-catchment students are not able to apply for the program.

2.1.1 CURRENT SITUATION

Currently, VSB's IB MYP is not in compliance with IB requirements. An [evaluation report](#) from IB World identified several areas where significant investments in resources, staff training and program development are required to bring the program into compliance with IB standards. This includes an immediate investment of up to \$286,000 and ongoing annual funding of at least \$246,000 in each of the next three years.

Before the Board reaches a decision about the future of MYP, District staff collected feedback from rights holders, stakeholders, MYP educators, current MYP students, their families and other impacted school communities to help inform the Board's deliberations. The following provides an overview of the communications and engagement process, designed to uphold transparency and inclusivity throughout.

2.2 PARTICIPANT OUTREACH

To ensure an inclusive process, VSB reached out to a diverse range of participants, focusing on those most impacted by the potential changes to MYP. Engagement efforts included:

- Rights holders, including representatives from x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səłílwətaʔt (Tsleil-Waututh Nation);
- Formal stakeholders:
 - Canadian Union of Public Employees, Local 15 (CUPE 15)
 - Canadian Union of Public Employees, Local 407 (CUPE 407)

- District Parent Advisory Council (DPAC)
- International Union of Operating Engineers, Local 963 (IUOE 963)
- Professional and Administrative Staff Association (PASA)
- Vancouver Association of Secondary School Administrators (VASSA)
- Vancouver District Students' Council (VDSC)
- Vancouver Elementary and Adult Educators' Society (VEAES)
- Vancouver Elementary Principal and Vice-Principal Association (VEPVPA)
- Vancouver Secondary Teachers' Association (VSTA)
- MYP educators at Elsie Roy, Lord Roberts and King George schools (including principals, vice-principals, teachers and support staff)
- PAC Executives from Elsie Roy, Lord Roberts, and King George schools
- Impacted school communities including:
 - Current MYP students and their families
 - Elsie Roy and Lord Roberts (grades 6-7)
 - King George Secondary (grades 8-10)
 - Future MYP families
 - Elsie Roy and Lord Roberts (grades k-5)
 - Roberts Annex (grades k-3)
 - ƛxʷwəqʷəθət Crosstown Elementary (grades k-7)

2.3 ENGAGEMENT

The District implements best practices for engagement as set by the [International Association for Public Participation standards \(IAP2\) spectrum](#) under [AP106: District public engagement](#).

The engagement aimed to understand community perceptions of MYP, evaluate audiences' assessment of benefits and challenges as well as gather insights from participants and stakeholders about their preferences for the program's future. Engagement efforts also aimed to provide clear communication about the program's current state, compliance gaps, financial implications, engagement timelines and future program options.

Based on the IAP2 spectrum of engagement, the engagement goals for this project were at the CONSULT and INVOLVE level of the spectrum.

	Inform	Consult	Involve	Collaborate	Empower
Participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
Promise to community	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Goal 1: **Involve** MYP educators and PAC Executives early in the process to gather preliminary feedback (early engagement), providing an initial understanding of community sentiment to formal stakeholders at the Education Plan Committee. Also, gather input from these members to help shape the engagement process.

Goal 2: Proactively **consult** impacted school communities to help inform the Board's decision about the future of MYP.

Goal 3: Gain a **deeper understanding** of what MYP brings to the school community, as perceived by rights holders, stakeholders as well as MYP staff, students and their families.

Goal 4: Ensure those currently affected by the potential changes have a **meaningful opportunity to share their feedback** directly with the Board.

2.3.1 PROCESS AND TIMELINE



In October, [early engagement](#) focused on MYP staff and PAC executives from Elsie Roy, Lord Roberts and King George schools through focus group discussions.

On November 6, roundtable discussions were held with rights holders and formal stakeholders during the [Education Plan Committee](#) meeting.

In mid-November, [targeted email feedback](#) was gathered from key stakeholders who are directly involved with the curriculum, including VASSA, VEAES, VEPVPA and VSTA.

On November 12 and 13, [facilitated roundtable discussions](#) were conducted with current and future MYP families, offering three in-person sessions and one virtual option. Participants of the roundtable discussions were later invited to complete a [post-engagement survey](#) to evaluate if the communication and engagement objectives were met.

During the week of November 12, current MYP students completed a [student survey](#) to ensure their voices were represented in the engagement process.

On November 18, families, students and community members had the opportunity to present their feedback directly to the Board during a [public delegation meeting](#).

Between November 4 and November 15, community members who could not participate in the scheduled engagement opportunities listed above also had the opportunity to submit their feedback via email to engage@vsb.bc.ca.

2.4 COMMUNICATION

Communications efforts aimed to ensure all participants had the information they needed to meaningfully participate in the engagement process. Based on the IAP2 spectrum of engagement, communications objectives are at the INFORM level of the spectrum. Sharing information enabled thoughtful, informed feedback and input. The need is to *communicate* before we *engage*.

- **Goal 1:** Ensure that all participants are fully informed about the state of MYP, the reasons for the potential changes and the Board's decision-making process.
- **Goal 2:** Ensure participants understand the investment and resources required to maintain MYP compliance and highlight the impacts to student learning, including considering the overlap with the redesigned BC curriculum.
- **Goal 3:** Build the public's trust and confidence in the District by ensuring consistent and clear messaging is delivered from the District in a timely manner, particularly when new developments become available.

To achieve these goals, outreach activities included:



A dedicated project website (launched November 1): The [website](#) was the central hub for all MYP-related information and engagement opportunities. It included pages detailing the [IB evaluation results](#), [comparisons between the IB and BC curricula](#), [financial implications](#), [engagement opportunities](#), and [frequently asked questions](#). Since its launch, the website attracted 601 views from 186 unique users.



Fact sheets: Two fact sheets were developed to provide information about the [current and potential state of MYP](#) and [key learning differences between MYP and the BC curriculum](#). This supported families and stakeholders to make informed contributions during the engagement activities. VSB distributed these materials via email, the website and during engagement sessions.



Personalized communication: During the week of November 4, District staff informed rights holders and key stakeholders, including VASSA, VEAES, VEPVPA, and VSTA, about the [MYP report](#) being presented at the Education Plan Committee. These groups were invited to participate and provide feedback at the engagement workshop (facilitated roundtable discussions) held as part of the committee meeting. Staff encouraged questions during the initial notification and advised them to reach out to their Education Plan Committee representatives to ensure they were aware of the upcoming engagement.

Stakeholders were also notified that staff would follow up again at a later date to gather individual feedback via email.

Letters to families at impacted schools: Letters were sent to all current and future MYP families, a total of 3,394 family members were reached.



1. November 1: [Introduced the current state of MYP and shared details of the upcoming presentation at the Education Plan Committee](#)
2. November 4: [Provided information about engagement opportunities](#)
3. November 7: [Issued a reminder about engagement opportunities](#)
4. November 14: [At the request of King George PAC executives, issued a final reminder about the virtual roundtable discussion](#)
5. November 22: [Announced the publication of the engagement summary report](#)



Information bulletin (to be issued November 25): VSB will distribute a information bulletin and final letter to families announcing the Board's decision regarding the future of MYP.

2.5 LIMITATIONS AND CHALLENGES

The communication and engagement process navigated compressed timelines and limited resources. A Board decision about the future of MYP is required by December 1, 2024. There are three reasons for this.

1. First, to ensure that families and students maintain the opportunity to participate in the cross-boundary and mini-school application process in December and January.
2. Second, this timeline ensures minimal scheduling, staffing and budget disruptions.
3. Finally, and most pressing, the Board needs to decide the future of MYP by December 1, 2024, as IB World mandated that the District begin implementing the recommendations outlined in its evaluation report by this date to retain its IB accreditation. For the Board to decide by December 1, 2024, this engagement report must be presented at the November 25, 2024, public Board meeting.

It is important to note the 2024 IB evaluation report was shared with VSB in the summer of 2024 and mandated implementation of the recommendations begin by December 1, 2024. Recognizing the summer break and the focus on back-to-school in September, the earliest the District could begin engaging with impacted community members was in October.

3.0 Participants

Through VSB's engagement activities, we heard feedback from impacted communities, including rights holders, formal stakeholders, MYP educators, PAC Executives, students and their families. The graphic below outlines how many people we heard from throughout the process.



4.0 What we heard

Overview

During each engagement activity (excluding the student survey), District staff shared information about MYP, the evaluation report by IB World, details of the necessary investment to keep the program, a comparison of curricular differences and overlaps between MYP and the BC curriculum, and outlined options for the future of MYP. The MYP presentation (included in [Appendix A](#)) was grounded in the expertise and experience of VSB educators with both MYP and BC curricula. This step made sure participants were well-informed and equipped to engage meaningfully. After the presentation, the engagement commenced, with activities and questions tailored to suit the specific participant group, ensuring relevance and meaningful discussions. The following details what we heard, segmented by participant group and engagement activity.

High-level summary

The engagement process for evaluating the future of MYP highlighted significant alignment and notable differences among various groups. Educators, families, PAC Executives and formal stakeholders shared concerns about MYP including its overlap with the BC curriculum, the strain on teacher workloads and challenges in maintaining equitable access for all students, particularly those with disabilities and diverse abilities. There was widespread agreement that the program requires significant financial and resource investments to meet IB compliance, with many stakeholders questioning if these costs are justified given the perceived redundancy with the BC curriculum.

Key alignments:

- **Overlap with BC curriculum:** All groups noted substantial overlap between MYP and the BC curriculum, leading many to question MYP's distinct value. Stakeholders also raised concerns about the effectiveness of aligning both curricula.
- **Teacher workload and resource challenges:** Educators, PAC executives and formal stakeholders pointed to the high administrative and training demands placed on teachers. There was broad concern about staff retention and the lack of collaborative time to deliver MYP effectively.
- **Equity concerns:** Participants across groups emphasized that MYP does not align with the VSB's equity aims, particularly in terms of educational access for students with disabilities and diverse abilities.
- **Value vs. cost:** Many stakeholders—ranging from educators to parents/guardians—expressed doubts about whether MYP's benefits outweigh the financial and operational costs of maintaining the program.

Key differences:

- **Support for MYP continuation:** Families and PAC executives tended to advocate for the continuation of MYP if properly resourced, citing its academic rigour, global standards and opportunities for personal growth. In contrast, most educators and representatives of formal

stakeholder groups supported discontinuing the program, emphasizing systemic challenges and the lack of measurable benefits for students.

- **Perceived benefits:** Families highlighted the international recognition, community service projects and skill development MYP offers, while educators largely viewed these benefits as either marginal or hindered by implementation challenges.
- **Awareness and engagement:** Families and students reported varying levels of awareness and understanding of MYP, with many students expressing confusion about its purpose and limited understanding of IB's Approaches to Learning and Learner Profile. Educators were more informed about MYP, but critical of its alignment with inclusive teaching practices.
- **Implementation feedback:** Educators focused on practical challenges, such as a lack of professional development and inadequate staffing for IB certification. Families, on the other hand, called for more transparent communication and resource allocation to address gaps in the program.

4.1 EARLY ENGAGEMENT

VSBC conducted early engagement with key community members between October 21, 2024, and October 25, 2024. This included six focus groups with MYP educators and PAC executives at schools offering MYP: Elsie Roy, Lord Roberts and King George.

The goal was to gain an initial understanding of community sentiment and provide valuable insights to stakeholders at the Education Plan Committee, ahead of the broader public engagement. Input gathered also helped form a foundation for broader engagement, ensuring a meaningful engagement process with impacted school communities. Concerns and aspirations heard were thoughtfully considered and incorporated in the broader engagement process to the extent possible.

The early engagement report was presented at the [Education Plan Committee](#) on November 6. The report can be found [here](#). The sections that follow provide a high-level summary.

4.1.1 EARLY ENGAGEMENT: WHAT WE HEARD FROM MYP EDUCATORS

There are a total of 53 MYP educators. District staff met with **42 MYP educators** as part of this engagement process. Feedback showed most educators were in favour of discontinuing MYP, citing overlap with the BC curriculum, an increased workload, high staff turnover, conflict with VSBC's Equity Statement (specifically in how they were able to ensure inclusive learning environments), lack of collaborative time and disconnection between MYP schools. Of participating educators, 65 per cent had no interest in being IB certified. A few educators noted benefits of MYP such as developing service-minded students, the potential to engage in meaningful collaboration amongst colleagues, standardized assessment and the potential for high student achievement. Of participating educators, 27 per cent were interested in becoming IB certified, while eight per cent were neutral.

The following table provides an overview of what VSB asked and a high-level summary of what we heard by question.

<p>In your experience, what unique benefits does MYP offer that you believe are important for student learning and development?</p>	<p>Overall, most participants did not identify many benefits, however, some participants did note the following:</p> <ul style="list-style-type: none"> ● Community service: Participants spoke about the benefit of developing well-rounded students through the required community service hours. ● Collaboration and planning: If release time was made available, there was potential to design engaging lessons and units. However, more collaboration time needs to be afforded for teachers within individual schools and across the family of schools. ● Curriculum and assessment: IB assessment standards are more prescriptive and precise than the BC curriculum's. Participants noted that the program provides broader opportunities to assess student learning. Educators at one elementary location indicated that each IB assessment is consistent, standardized and thorough. ● Student achievement: At one elementary school, educators noted that MYP provides high-achieving students with further opportunities because of the inherent design of the grading scale and the academic focus built into the IB curriculum.
<p>What challenges have you faced in delivering MYP?</p>	<p>Overall, we heard the following:</p> <ul style="list-style-type: none"> ● Overlap of curriculum: Generally, teachers did not see any unique benefits to MYP, especially considering the overlap created by the 2016 BC curriculum change. Teachers felt that the IB curriculum, though once cutting-edge, was no longer unique. ● Extra workload: Teachers expressed concern with the additional work hours within the IB program, particularly with training and assessment for the same pay rate. Some noted that IB implementation and evaluation led to a high volume of extra paperwork. Many mentioned staff well-being was negatively impacted due to the additional workload. ● High staff turnover: Participants expressed concern about attracting and retaining staff given the extra time investment required to become IB-certified.

	<ul style="list-style-type: none"> ● Conflict with VSB's Equity Statement: There was concern that IB was not equitable for all students and conflicted with VSB's Equity Statement. Teachers noted that IB methods did not support diverse or different learning styles and were not aligned with decolonization. ● Lack of collaborative time: Educators cited a lack of collaborative time available to engage in a fully realized MYP. ● Structure of MYP: MYP was designed for the middle school model and is hard to fit into VSB's elementary and secondary school model. Because of this, there is a feeling of disconnection between the King George family of schools regarding delivering MYP curriculum.
Considering the overlap between MYP and BC curricula, is it necessary to continue with MYP?	<p>Teachers agreed that MYP at all three schools was not running as intended. While MYP's potential is promising, VSB would need to invest significant time and money to run it properly.</p> <p>Educators indicated they do not think it is necessary to continue with the program given the extra workload required to deliver it properly and the overlap between the IB and BC curricula.</p>
How interested/invested are you in being IB certified?	Of 37 responses received, 24 (65 per cent) indicated no interest, 10 (27 per cent) indicated interest in becoming IB-certified with the remaining responses as neutral.
Do you have any additional questions/comments?	Comments to this question reflected the themes previously outlined in the summaries above. The Frequently Asked Questions section of the MYP engagement website summarizes the questions and comments we heard.

4.1.2 EARLY ENGAGEMENT: WHAT WE HEARD FROM PAC EXECUTIVES

District staff met with **12 PAC Executives** during early engagement. PAC executives found both benefits and drawbacks around MYP. Families appreciated that MYP provided project and community service opportunities for their children, but found report cards to be confusing and questioned the cost of maintaining the IB brand given the overlap present with the BC curriculum. Although they were pleased that their catchment school offered IB, IB was not a factor in their decision to enrol their child(ren) at their catchment school. The following table provides an overview of what VSB asked and a high-level summary of what we heard by question.

Do you have a child currently attending or who has attended MYP at this school?

If yes: How important is IB to you?

If not: Were you aware that the school offers MYP?

While there was a mix of participants with children currently enrolled in the program and those not enrolled, most were aware that their school offered MYP. We heard the following from participants about their personal experiences with MYP:

- **Personal projects:** Participants were impressed with their child(ren)'s personal projects through the program, which included entrepreneurial topics, family trees and others. These projects assess students' Approaches to Learning (ATL) skills for self-management, research, communication, critical and creative thinking and collaboration.
- **Global citizens:** They were pleased by the IB's international recognition and appreciated that IB-educated students could travel and pick up their academics elsewhere with minor adjustments.
- **Community service:** They appreciated the built-in community service hours required of IB students.
- **Rigorous academics:** Participants were pleased with the academic rigour expected of IB students. Some noted improvements in certain subjects upon entering MYP, but also said that may be attributed to teacher fit and competence.
- **Confusing report cards:** Participants noted IB report cards needed to be easier to understand.
- **Forced compliance:** They noted that some activities or projects completed in MYP felt like they were done to check IB boxes rather than being integrated into learning.
- **Cost to maintain the IB brand:** They questioned the value of the IB brand and the high cost of maintaining the program.
- **Educational outcomes:** They were curious about the educational outcomes of IB students compared with students not enrolled in an IB program and wondered if IB was more beneficial in the Diploma Programme (DP) for students in grades 11 and 12.

Prior to hearing the information provided today, did you know

Most participants were unaware of the overlap between the IB and BC curricula. After the presentation, many said they better

how MYP compared to the BC Curriculum?	understood MYP and the BC curriculum.
Was the MYP a factor in your decision to enrol your child at your catchment school? If yes, what specific aspects of the MYP are attractive to you?	Although many were pleased that their catchment school offered MYP, it was not a factor when deciding where to enrol their child(ren). Focus group participants enrolled their child(ren) in their catchment school because it was the closest and most convenient school to their home.
Are there any additional groups we should consider including as part of the engagement process?	Participants noted that the families of students attending ʃxʷəḡʷəθət Crosstown, Roberts Annex, and the future elementary school in Coal Harbour should be considered as students transitioning into King George.
What does VSB need to consider to help MYP families at your school participate in the engagement process?	<p>Overall, participants raised the following considerations:</p> <ul style="list-style-type: none"> ● Virtual session: Participants asked for a virtual or hybrid engagement options to accommodate the varying schedules of families. ● Language barriers: They noted that many languages are spoken at each school, including Spanish, Persian/Farsi, Punjabi, Chinese (Mandarin/Cantonese), Tagalog, and Korean, which should be accommodated. ● In-person engagement: Participants requested in-person sessions be held after work hours (6-7 p.m.) and, if possible, attached to or replace existing PAC meetings. They noted that child care would be appreciated during the in-person sessions and that some PACs had child care budgets available. ● Communicating through schools: PAC executives noted that communication (invitations and surveys) sent through the school would be more likely to be opened and read.
Do you feel the engagement process we have outlined is adequate for reaching the MYP community?	While some expressed concern with the compressed timeline for engagement activities, most felt that the process outlined was adequate for engaging with the MYP community.
Do you have any additional questions/comments?	Comments to this question reflected the themes previously outlined in the summaries above. The Frequently Asked Questions section of the MYP engagement site summarizes the questions and comments we heard.

How early engagement informed our next steps

What we heard from PAC executives informed the next stage of engagement. Although ṣxʷwəq̓ʷəθəṭ Crosstown and Roberts Annex do not run MYP at their schools, participants advised that they be invited to join the next stage of engagement since students advancing from those schools will eventually attend King George. Participants also asked for a virtual or hybrid session and for sessions to be held in the evenings, or on the same day as, regularly scheduled PAC meetings. Child care and translators for most commonly spoken languages of families in the area were also requested.

Staff ensured that ṣxʷwəq̓ʷəθəṭ Crosstown and Roberts Annex families were informed about the engagement and invited to participate in the roundtable discussions. All roundtable discussions took place in the evening, on the same night as the school's PAC meeting. A virtual roundtable discussion was scheduled to accommodate those who could not attend an in-person session. At the King George roundtable discussion, child care and translators speaking Farsi, Russian and Ukrainian were made available, however no families utilized these services.

Questions raised in both the PAC executive and MYP educator focus groups provided a helpful starting point for [Frequently Asked Questions](#) that were compiled and answered on the MYP engagement website.

4.2 BROADER ENGAGEMENT

4.2.1 ENGAGEMENT WITH RIGHTS HOLDERS AND FORMAL STAKEHOLDERS AT THE EDUCATION PLAN COMMITTEE

As per standard Board practices, Board decisions are first presented, reviewed and/or engaged with the relevant advisory committee before consideration by the full Board for a decision. In this case, the matter was brought to the [Education Plan Committee](#) on **November 6, 2024**, as it pertains to curriculum, student programs and instruction.

After District staff shared the [MYP presentation](#), rights holders and stakeholders had the opportunity to ask questions about the report, and provided feedback on the findings and options. Overall, **nine individuals** participated in this session, in addition to four VSB trustee committee members who did not participate in engagement activities but observed the process. Each of the following rights holders and stakeholder groups had one representative present:

- Squamish Nation
- Tsleil Waututh Nation
- Canadian Union of Public Employees Local 15 (CUPE 15)
- VSB Professional and Administrative Staff Association (PASA)
- Vancouver Association of Secondary School Administrators (VASSA)
- Vancouver District Student Council (VDSC)

- Vancouver Elementary and Adult Educators' Society (VEAES)
- Vancouver Principals & Vice Principals Association (VEPVPA)
- Vancouver Secondary Teachers' Association (VSTA)

The majority (78 per cent) of participants in the Education Plan Committee supported the closure of MYP, citing recruitment and retention challenges, overlap of BC and IB curricula, high costs to maintain the program and the equity and access of MYP. Twenty-two per cent of participants were neutral.

The following section includes an account of the questions asked and a high-level summary of the feedback received for each question.

Based on the information provided, what are your key concerns or considerations regarding the future of the MYP?

- **Teacher recruitment and retention:** Educators raised concerns about teacher workload, leading to an inability to attract and retain teachers at MYP schools. Educators noted the extra workload and stress associated with the IB training and the lack of collaborative time. They raised questions about staff training and whether all teachers at the school, including Teachers Teaching on Call (TTOCs) filling in at the schools, would need to be IB trained.
- **Curriculum:** Participants commented about the overlap between the IB and BC curricula and whether similarities would still exist with the new 2026 IB curriculum. Two comments were raised about the Primary Years Programme and the Diploma Programme being in good standing.
- **Program continuation or closure:** Educators raised questions about whether the program would continue. These included whether it could consolidate grades 6 and 7 MYP to a single site or expand to more schools. They also raised questions about the closure and whether program closure would affect staffing, educational outcomes/future opportunities, and educational offerings similar to those offered by MYP.
- **Costs:** Committee members commented about the costs associated with compliance and maintenance of the program.
- **Equity and access:** Comments were raised about the lack of equity of MYP because only students within the catchment participate in the program. One comment was raised about how giving zeros/fails conflicts with

	VSB's Equity Statement.
What recommendation would you give to the Board as it makes a decision about the future of MYP?	<ul style="list-style-type: none"> ● Seventy-eight per cent (seven participants) supported the closure of MYP, citing costs, staffing challenges, and the overlap with the BC curriculum. ● Twenty-two per cent (two participants) were neutral, with one commenter stating there was not enough information to make a decision and the other asking to see literacy and numeracy outcomes before making a decision.

4.2.2 DIRECT EMAIL FEEDBACK WITH IMPACTED STAKEHOLDERS

Between **November 7, 2024, and November 13, 2024**, VSB requested email feedback from representatives of the Vancouver Association of Secondary School Administrators (VASSA), Vancouver Elementary and Adult Educators' Society (VEAES), Vancouver Elementary Principals' and Vice Principals' Association (VEPVPA) and Vancouver Secondary Teachers' Association (VSTA). These stakeholders were selected due to their direct involvement with the curriculum and ability to offer first-hand insights into the program's challenges and strengths as well as how potential changes would affect teaching practices, student learning and school operations.

VSB received feedback from all four stakeholders. The following table provides an overview of what VSB asked and a high-level summary of what we heard by question. Verbatim feedback from these stakeholders can be found in [Appendix B](#).

DIRECT EMAIL FEEDBACK SUMMARY

Overall, these stakeholders pointed out that due to the significant overlap of MYP and the revised BC curriculum, there is no distinct value in continuing the program and most recommended discontinuing it. This was underscored by the numerous challenges cited and teacher preferences noted in the email feedback received.

What are the alignments and gaps between the revised BC Curriculum and MYP?	<p>Alignments:</p> <ul style="list-style-type: none"> ● Emphasize inquiry-based, student-centred approaches that foster critical thinking and global perspectives. ● Focus on cultivating communication, thinking, and personal/social responsibility.
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	<ul style="list-style-type: none"> ● Prioritize inquiry, reflection and collaboration as essential skills. <p>Gaps:</p> <ul style="list-style-type: none"> ● Assessment approaches, standards-based (BC curriculum) vs detailed rubrics (MYP). ● Structure of learning, concept-driven and more interdisciplinary (BC curriculum) vs. subject-specific (MYP). ● MYP strongly integrates service learning and community projects, prioritizing global citizenship.
<p>Do your members see unique benefits for learners to be in MYP?</p>	<p>The benefits of MYP identified by these stakeholders included the development of specific Learner Profiles which has created richer opportunities for all learners. Additionally, features like the Personal Project and service learning were cited as providing students with real-world skills, helping them connect their education to meaningful, relevant contexts.</p>
<p>What challenges have you heard from your members about MYP?</p>	<p>Challenges noted include:</p> <ul style="list-style-type: none"> ● Curriculum alignment and workload, specifically the increased paperwork, double requirements for teachers to meet MYP and BC curriculum standards and differences in grading standards. ● Training and professional development related to the regular, IB-recognized training needed and the evolving IB requirements that necessitate ongoing training. ● Funding and resource allocation for the ongoing financial investment and the infrastructure/resources required to maintain MYP. ● Staffing challenges related to staff turnover, hiring and retaining qualified staff and the absence of a stable team to support MYP. ● Student and family impacts such as longer school days and adjustments to accommodate collaboration time. Participants also noted that limited certification opportunities diminish the perceived value of MYP. ● Equity issues related to inconsistent grading standards across schools and workload inequities for teachers

	who face disproportionate demands compared to non-MYP schools.
What would motivate your members to continue teaching/administering MYP per IB World requirements?	<p>The main things participants noted as motivators included:</p> <ul style="list-style-type: none"> ● Support and resources for teaching MYP such as inquiry-based learning resources and strategies to integrate MYP and BC curricula. ● Professional development opportunities and compensation for training sessions that align with MYP requirements and happen outside of regular school hours. ● Leadership and school-wide commitment, specifically seeing strong commitment and buy-in from the entire staff. ● Time and logistical support were frequently mentioned, such as a dedicated TTOC pool and additional release time for temporary staff and substitutes. ● Administrative and hiring process improvements, including a more streamlined process, a separate hiring process for MYP positions that provides clear expectations, and additional coordination for cross-school collaboration.
What would be your primary recommendation to the Board as they make their decision about the future of MYP?	The dominant recommendation is to discontinue MYP due to high costs, staffing issues and a lack of measurable student learning benefits. Notably, the VSTA shared that 90 per cent of staff voted to stop delivering MYP and instead focus solely on delivering the B.C. curriculum. However, a minority view supports maintaining the program with enhanced investment in resources and professional development to improve its implementation.
Do you have any additional questions/comments?	Participants shared that the increase in requests for medical leave and staff reduction to part-time employment is evidence of a system not serving a staff committed to meeting students' needs while delivering both the BC curriculum and the IB World MYP.

4.2.3 FACILITATED ROUNDTABLE DISCUSSIONS

Between **November 13-14, 2024**, VSB engaged past, current and future MYP families. In total, there were four roundtable discussions: one at each of the schools offering MYP (Elsie Roy, Lord Roberts and King George) and one virtual session. Families were welcome to attend any one of the roundtable discussions. A total of 3,394 current and future MYP family members were sent emails inviting them to participate in one of the roundtable discussions.

District staff started the engagement by sharing the [MYP presentation](#) followed by opportunities to ask clarifying questions and later participate in a roundtable discussion led by a facilitator. After, participants were asked to complete a [post engagement survey](#) to evaluate the communications and engagement efforts.

Participants generally value MYP's academic rigour, international recognition and emphasis on skill development, which many see as enhancing school reputation and preparing students for future challenges. However, significant concerns emerged regarding teacher training, resource allocation, and financial sustainability, alongside a perceived overlap with the BC curriculum, which led some to question MYP's unique value and long-term viability.

IN-PERSON FACILITATED ROUNDTABLE DISCUSSION SUMMARY



Current
MYP families



Future
MYP families



Families with a combination
of past, current and future
MYP students

VSB heard from **56 participants across three in-person roundtable discussions** (11 at the Elsie Roy session, 19 participants at Lord Roberts and 26 at King George). Of these participants, 24 were from current MYP families, 20 were from future MYP families and 12 were from families with multiple children (past, current and future MYP students). The following table provides an overview of what VSB asked and a high-level summary of what we heard by question.

Were you aware the school offers MYP?

Most participants across the three sessions were aware of MYP at their respective schools (91 per cent awareness at the Elsie Roy session, 100 per cent at the Lord Roberts session and 81 per cent at the King George session), but there were notable differences in their awareness and understanding of the

	<p>program's significance and value.</p> <ul style="list-style-type: none"> ● Awareness and communication gaps: While most respondents were aware of the program at their schools, some families felt there was a lack of clear communication, with some only becoming aware of it later or through indirect means such as signage or enrolment processes. ● Decision-making influence: Knowledge of MYP influenced residential and school choices for many participants, reflecting the program's perceived value from some respondents. ● Program understanding and value: There was a mixed level of understanding about what MYP offers and its benefits, especially at the Elsie Roy session, where questions arose about its long-term impacts, such as university readiness, benefits of the IB Program, and overall program objectives. Some participants sought more detailed outcomes and clarity regarding the program's purpose and impact on children's future academic opportunities.
<p>Was MYP a factor in your decision to enrol your child at your catchment school?</p>	<p>Overall, MYP played a role in many participants' enrolment decisions, with some seeing it as a key factor (82 per cent of participants from the Elsie Roy session answered yes) while others had mixed motivations (52 per cent and 50 per cent from the Lord Roberts and King George sessions answered yes, respectively).</p> <ul style="list-style-type: none"> ● Influence on enrolment decisions: MYP was a decisive factor for many respondents, who valued its alignment with high school IB programs and perceived benefits for university readiness. For some, its presence reinforced their decision to remain or settle in a particular area. ● Mixed levels of program awareness and understanding: Several respondents felt they needed to be fully informed about MYP structure, streams, or intended outcomes when making enrolment decisions. <p>Several participants at the King George session were unclear on MYP being the only stream for grades 8-10. They expressed a need for more robust data showcasing MYP students' success in higher education,</p>

	<p>indicating a desire for transparent outcomes.</p> <ul style="list-style-type: none"> ● Perception of school reputation and added value: For some, the presence of MYP bolstered confidence in schools with mixed reputations, framing the program as a potential differentiator. This suggests the importance of demonstrating MYP's positive outcomes to maintain and increase its viability. <p>Participants at the Elsie Roy session highlighted school rankings and saw MYP's alignment with a strong academic reputation as a reason to stay in the area, emphasizing how perceptions of quality influence retention.</p>
<p>What aspects of MYP do you believe are most beneficial for students?</p>	<p>Overall, participants highlighted a range of perceived benefits of MYP, including its emphasis on social responsibility, academic rigour, international standards, and personalized learning approaches. Concerns also arose around teacher training and budgetary constraints, indicating areas for ongoing support and improvement.</p> <ul style="list-style-type: none"> ● Academic enrichment and skill development: Many respondents expressed that MYP's focus on critical thinking, project-based learning, and global perspectives enriched their child(ren)'s education and prepared them for secondary school, post-secondary education and broader life challenges. <p>At the Lord Roberts session, core competencies, passion projects, and research skills were explicitly mentioned, emphasizing the program's ability to foster independent, deep learning. Participants at the King George session noted the program's potential to differentiate students in university applications and its focus on interdisciplinary learning.</p> <ul style="list-style-type: none"> ● Rigorous expectations and international standards: MYP's thorough curriculum and global recognition were seen as valuable, providing students with a competitive edge and the ability to transition if relocating internationally. <p>Respondents at the Elsie Roy session particularly valued the perceived long-term benefits of MYP for building life skills. They saw it as a way to challenge</p>

	<p>high-achieving students within the District's offerings.</p> <ul style="list-style-type: none"> ● Teacher training and program support: Participants raised concerns regarding the need for consistent, accessible, and adequately resourced teacher training to realize MYP's benefits fully. They emphasized the interplay between teacher development, program structure, and overall budget implications.
<p>And what is the most challenging?</p>	<p>Overall, respondents noted challenges related to understanding program elements, variability in teacher training and support structures for both students and their families. Concerns about program continuity and transitioning into more rigorous workloads were also prevalent.</p> <ul style="list-style-type: none"> ● Grading and assessment complexity: Many participants needed clarification on aspects of MYP grading, particularly the seven-point scale, which was perceived as subjective and difficult to understand. This complexity may lead to frustration for both students and caregivers, potentially diminishing the perceived value of the program. <p>Respondents from the King George session frequently mentioned challenges with understanding grading and assessments, noting that the lack of clear communication and support contributed to these difficulties.</p> <ul style="list-style-type: none"> ● Teacher training and program support: Variability in teacher training and program support emerged as a significant concern, impacting the overall consistency and delivery of the MYP experience. Proper training, recruitment, and resources for teachers were seen as critical areas needing attention. ● Transition and increased academic demands: The shift to MYP's more rigorous academic expectations, particularly around grades 5 to 6, was mentioned as challenging for students. Participants highlighted that student transition often requires additional support and clearer communication to ensure student success. ● Respondents from the Elsie Roy session expressed concerns about maintaining student motivation and drive if MYP is discontinued or transitions are not

After learning about MYP and the BC Curriculum today, what differences are there between the two?

managed well.

Overall, participants highlighted similarities and differences between MYP and the BC curriculum. Differences in teaching methodology, project-based learning, and program prestige were noted, focusing on international recognition and accountability. Challenges around teacher training and lack of clarity on MYP processes also emerged.

Perceived similarities

- **Overlap in curriculum and core principles:**
Participants perceived overlap between MYP and the BC curriculum, raising questions about MYP's added value. The perception that the two are “basically the same” in certain areas led to mixed feelings about MYP's unique impact.

At the **King George session**, participants commented on a lack of significant differences. They raised concerns about redundancy, while others saw MYP as a copy of BC's Curriculum with added self-study requirements.

Perceived differences

- **Curriculum rigour and methodological differences:**
Respondents noted that MYP emphasized project-based learning, research skills, and collaboration, contrasting traditional BC curriculum approaches. These differences were often associated with a perception of **increased rigour** and **international standards**, which some participants valued and saw as competitive advantages.

Respondents at the **Elsie Roy session** emphasized their perceived benefit of standardized excellence and international recognition, noting that while curriculum content may appear similar, the experience is more rigorous and collaborative in MYP.

- **Teacher training and program implementation:**
Consistent and thorough teacher training emerged as a key differentiator and area of concern. Participants highlighted the importance of properly trained teachers to maximize MYP's value, with concerns about variability in training and understanding of both

	<p>curricula.</p> <p>The Elsie Roy and Lord Roberts sessions noted challenges around teacher training, underscoring the importance of providing robust support and resources to effectively differentiate the MYP experience.</p>
<p>Do you believe MYP should continue at your school? Why?</p>	<p>Overall, the majority of respondents from in-person roundtables (Elsie Roy, 100 per cent; Lord Roberts, 89 per cent) expressed a desire to see MYP continue, citing benefits for student development, academic enrichment, and school improvement. King George participants expressed less support for the program's continuation than the other schools (56 per cent in favour of having MYP continue).</p> <p>All groups expressed concerns around funding, equity and program implementation, highlighting areas that need attention for the program's sustained success.</p> <ul style="list-style-type: none"> Support for student development and enrichment: Many who supported MYP's continuation emphasized the program's value in fostering independence, confidence, critical thinking and holistic learning for their child(ren). Participants saw the program as offering unique opportunities not available in the standard curriculum. Elsie Roy session participants unanimously supported the continuation of MYP, valuing its rigour, emphasis on critical thinking and broadening of horizons. Concerns about funding, staffing, and equity: While the participants at the Elsie Roy and Lord Roberts sessions expressed support for MYP, they also had concerns about funding availability, teacher training and potential inequities in the program's implementation. They questioned whether adequate resources could be allocated to ensure MYP's success. <p>Respondents at the King George session were less supportive of MYP overall, with some expressing neutrality or mixed feelings due to perceived additional costs, lack of certification benefits and concerns about program consistency. Funding constraints and resource allocation were highlighted as critical issues.</p> <ul style="list-style-type: none"> Impact on school identity and public education: For

	<p>some participants, MYP enhanced their school's reputation and provided a sense of structure and accountability within the public education system. There were concerns that discontinuing the program could lead to a "hollowing out" of public education, particularly for diverse and socio-economically challenged populations.</p> <p>Respondents at the Lord Roberts session noted that MYP brings additional resources and opportunities, which may be necessary for maintaining educational standards and addressing socio-economic diversity.</p>
<p>What else we heard</p>	<p>In addition, here are some of the other things we heard.</p> <p>From the Lord Roberts session</p> <ul style="list-style-type: none"> ● Timing and process concerns: Participants expressed frustration with the perceived rushed engagement process and the timing of decisions related to MYP compliance, noting that they received reports and updates only recently. Questions arose regarding the feasibility of implementing or initiating all necessary changes by the December 1, 2024 deadline. ● Resource allocation and program impact: There were mixed feelings about whether MYP should continue if additional resources could not be effectively allocated to support the program's needs, including teacher training and compliance. If MYP is discontinued, suggestions were made to reallocate funds to the school to improve literacy and enhance learning outcomes. ● Teacher training and compliance issues: Participants raised concerns about staffing shortages, loss of institutional knowledge, and difficulties recruiting and retaining IB-certified teachers, affecting program implementation and compliance. The importance of providing incentives for IB teacher training was discussed, with some participants viewing this as a district-level issue. ● Perceived program value: While some respondents acknowledged the positive impact of MYP when implemented correctly, others questioned its long-term

efficacy, impact on educational outcomes, and whether it was the right fit for their child(ren)'s needs.

From the Elsie Roy session

- **Access and admissions data:** Participants requested more data about IB Diploma Program admissions and application rates, particularly for those seeking to continue the program into secondary school. Questions arose about the availability of IB programs at different schools and whether sufficient options exist for students pursuing IB opportunities.
- **Teacher training and budget constraints:** Similar to feedback from other schools, there were concerns about teacher training, staffing turnover, and budget allocations needed to maintain MYP compliance and effectiveness. Participants viewed the dual-curriculum requirement as a challenge, with some parents suggesting streamlining or aligning MYP with BC curriculum standards.
- **Engagement process concerns:** Some participants felt the engagement process was rushed and lacked adequate input. There was a sense that decisions should be made with thorough consideration of community perspectives.

From the King George session

- **Future of the school without MYP:** Concerns were raised about potential enrolment loss and a decline in school reputation if MYP is discontinued, with some participants linking the program's presence to the school's value. The perception that MYP gives students a competitive advantage and supports academic growth was noted.
- **Equity and resource allocation:** Several participants expressed frustration with a perceived lack of equitable resources and support for MYP, emphasizing that the District needs to support the program better or provide alternatives. Calls for more data on student outcomes and program effectiveness were common, with respondents questioning the rationale for discontinuing MYP.

- **Unease with the process:** Many respondents felt this engagement process and presentations implied the program's closure. They expressed a desire for more transparent and inclusive discussions.

VIRTUAL ROUNDTABLE DISCUSSION SUMMARY

The virtual session was held on **November 14, 2024**. As identified in the early engagement with PAC executives, the virtual session was held from 6:30 p.m. to 8:00 p.m. to accommodate working families and extracurricular schedules. In total, 22 registered and **13 participants joined the session**. Nearly half of participants (46 per cent) supported continuing MYP, citing its role in fostering high academic standards, accountability and student engagement. However, this support was conditional on addressing current challenges, such as resource allocation and teacher support. The following table provides an overview of what VSB asked and a high-level summary of what we heard by question.

Were you aware your school offers MYP?	Nearly 70 per cent of participants knew that their school offered MYP; however, a small number (less than 25 per cent) did not, suggesting varying levels of communication and awareness about the program among virtual participants.
Was MYP a factor in your decision to enroll your child at your catchment school?	MYP played a role for some participants (46 per cent) when choosing their catchment school, though it was not a determining factor for nearly as many (38 per cent).
What aspects of MYP do you believe are the most beneficial for students?	<p>Participants highlighted international standards, unique grading, and consistency as key benefits of MYP, emphasizing its ability to foster global competencies and accountability.</p> <ul style="list-style-type: none"> ● International standards and recognition: This was widely cited as beneficial, providing consistency in learning and global educational alignment. Participants valued the international focus, accountability to standards and granularity in grading. ● Group-based learning and collaboration: Some participants noted how MYP fosters critical skills and prepares students for global challenges.
And what is the most challenging?	<p>On challenges, participants identified that the program overlaps with the BC curriculum, there is a lack of teacher support, and there are unclear benchmarks.</p> <ul style="list-style-type: none"> ● Program overlap with the BC curriculum: Several participants noted this, with some questioning the

After learning about MYP and the BC Curriculum today, what differences are there between the two?

unique value MYP brings if it largely aligns with provincial standards. This overlap was a key contributor to the confusion some participants expressed about whether the added complexity and cost of MYP are justified.

- **Teacher support and engagement:** This emerged as a significant challenge, with concerns around insufficient resources for training, teacher retention and overall support for effective MYP implementation.
- **Costs and financial sustainability:** Some participants questioned whether MYP offers enough benefits relative to its costs. A key concern was ensuring that resources are well-utilized and lead to clear educational outcomes.

While some participants recognized similarities between MYP and the revised BC curriculum, they also noted that MYP's international recognition and structured assessments set it apart. However, the degree to which these differences translate into tangible benefits remains debated.

Perceived similarities:

- **BC curriculum changes since 2016 appear influenced by MYP:** Participants noted that revisions to the BC curriculum align with certain aspects of MYP, suggesting that some MYP principles have informed broader educational practices within the province.
- **Focus on interest-based learning:** MYP and BC curricula emphasize student-centred, interest-driven learning approaches that foster deeper engagement and critical thinking.

Perceived differences:

- **MYP offers a standardized assessment of student performance:** Unlike the BC curriculum, which may have more flexibility in assessments, MYP employs a globally standardized seven-point grading system. This approach is perceived to provide more consistent and measurable outcomes.

	<ul style="list-style-type: none"> ● Different approaches to learning processes: MYP emphasizes a structured, project-based approach that integrates interdisciplinary learning, which some participants felt set it apart from traditional BC curriculum methods. ● Emphasis on progressive curriculum development in MYP: Participants observed that MYP drives innovative curriculum practices, pushing boundaries in areas such as project work, public speaking and collaborative skill-building while also promoting communication and social development. ● International recognition: MYP's alignment with global education standards and international accreditation was seen as a key distinguishing feature, offering students potential mobility and global preparedness advantages compared to the BC curriculum.
<p>Do you believe MYP should continue at your school? Why?</p>	<p>Many participants (46 per cent) supported continuing MYP, citing its role in fostering high academic standards, accountability, and student engagement. However, this support was conditional on addressing current challenges, such as resource allocation and teacher support.</p> <ul style="list-style-type: none"> ● Group-based learning, collaboration, and academic rigour: Supporters highlighted the value of MYP in creating collaborative learning environments and pushing students to achieve high academic standards. ● Accountability and higher international standards: MYP's adherence to international benchmarks was viewed as a strength, holding teachers and students to high standards that align with global education practices. ● Leading-edge education with upcoming IB World updates: The anticipated curriculum updates from IB World were seen as an opportunity to maintain MYP's relevance and cutting-edge status in education, with some noting that it will further distinguish MYP from provincial standards.

A minority of participants (15 per cent) were not convinced of MYP's benefits, emphasizing a need for a cost-benefit analysis and questioning its financial sustainability.

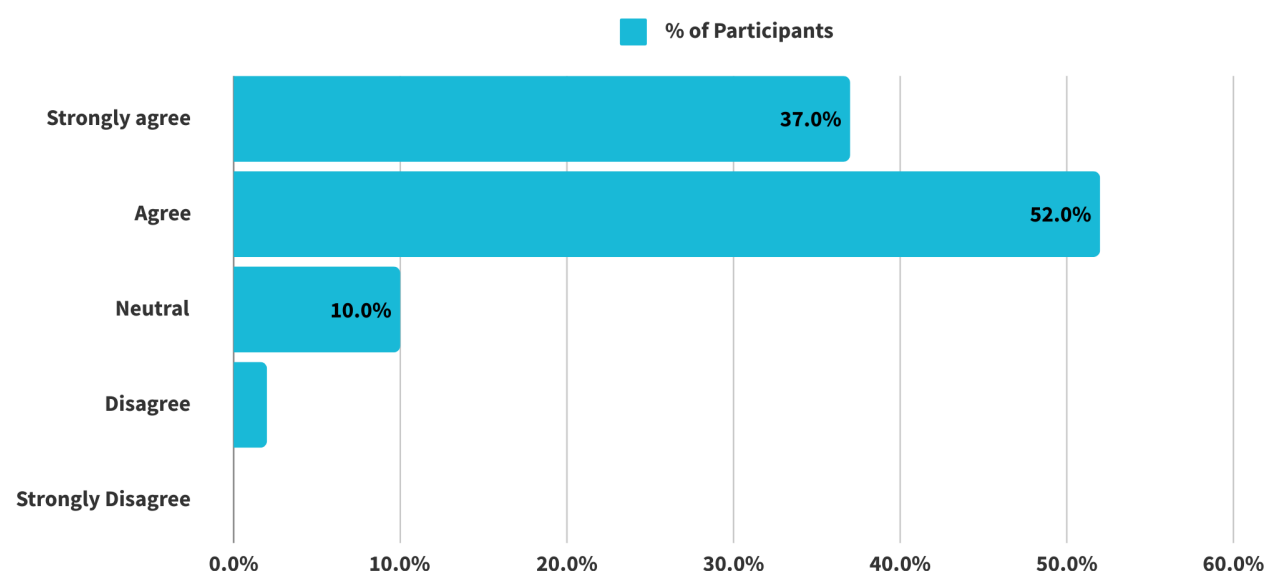
- Cost-benefit analysis and financial sustainability:**
 Some participants emphasized that while MYP may benefit a small number of students, its high operational costs raise concerns about whether it is a sustainable investment for the school community.

4.2.4 POST-ENGAGEMENT SURVEY

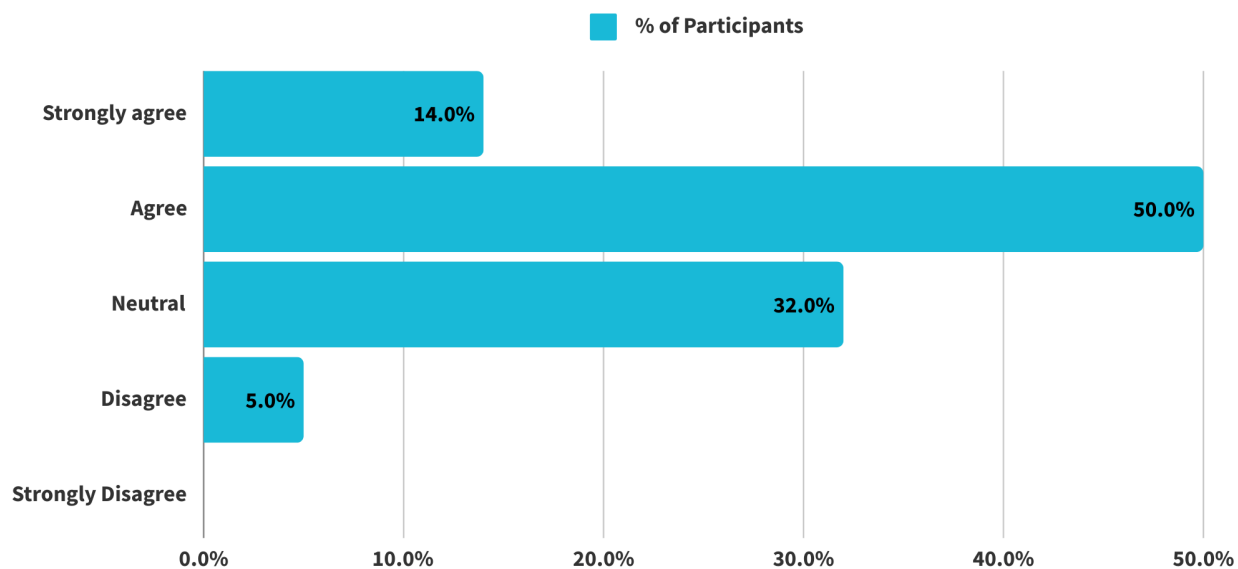
As part of our commitment to communication and engagement, we invited participants from the facilitated roundtable discussions to participate in a post-engagement survey through an anonymous dot-voting exercise. Participants were asked to place one sticker on the statement they most identified with, selecting from a total of eight statements designed to evaluate the MYP engagement process and techniques. In total, we received engagement feedback from **67 participants**.

POST-ENGAGEMENT SURVEY SUMMARY

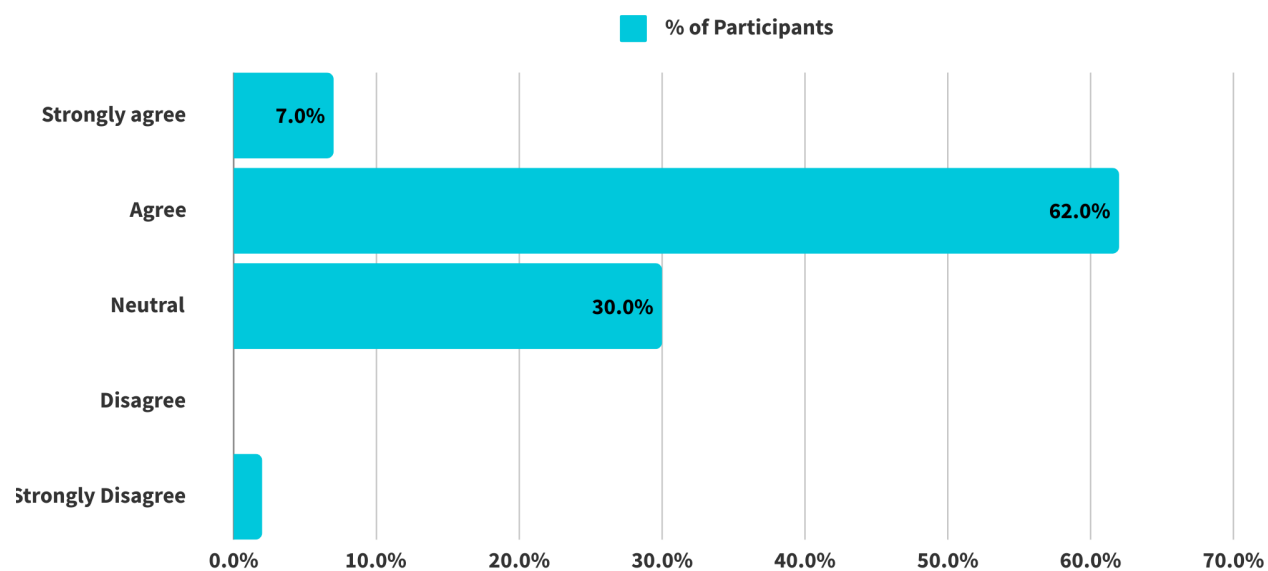
Overall, respondents noted satisfaction and appreciation for the engagement process. Eighty-nine per cent of participants understood (i.e. agreed or strongly agreed) that **MYP was not compliant with IB World requirements** and that there would be financial implications to become compliant.



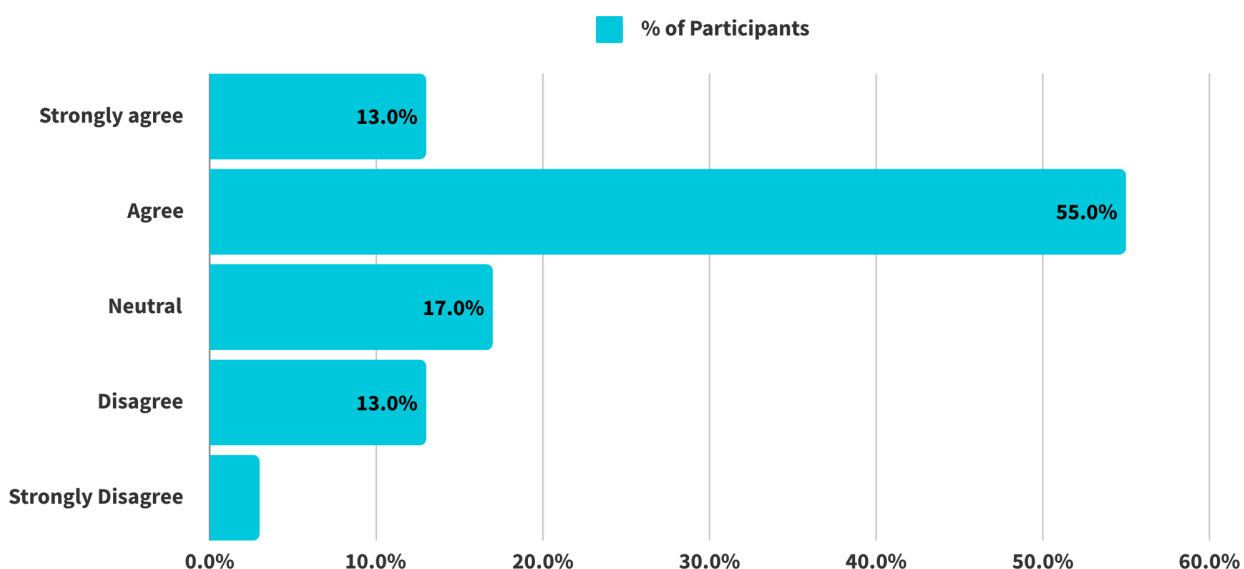
Sixty-four per cent of participants understood (i.e. agreed or strongly agreed) the **overlaps and differences between the BC curriculum and MYP**.



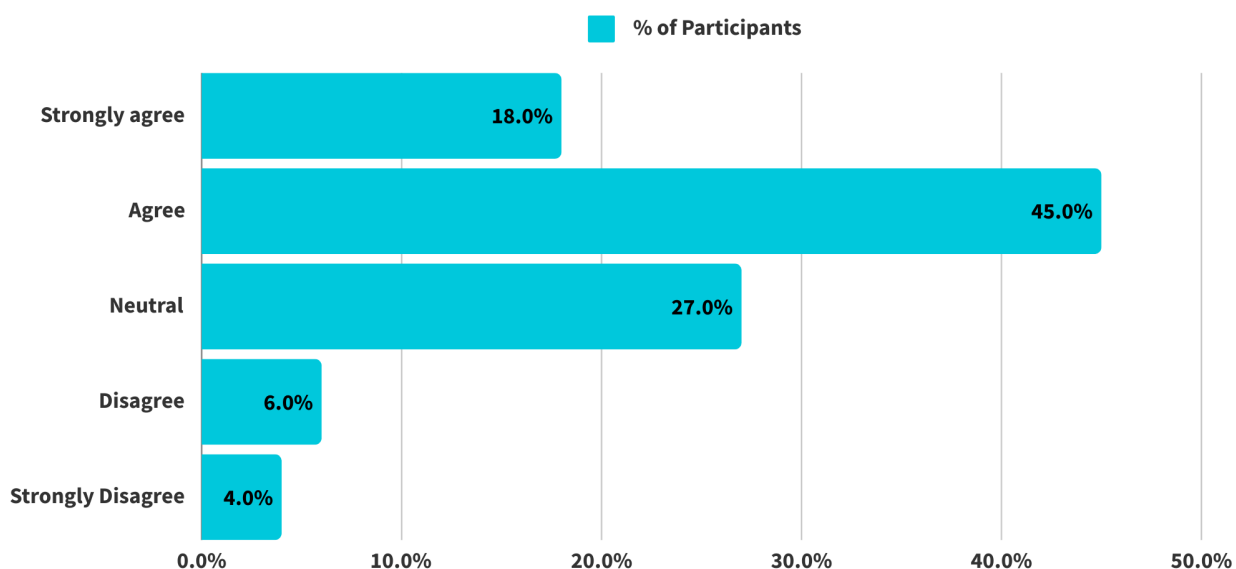
Sixty-nine per cent of respondents were satisfied (i.e. agreed or strongly agreed) with the **structure and format** of the roundtable discussions.



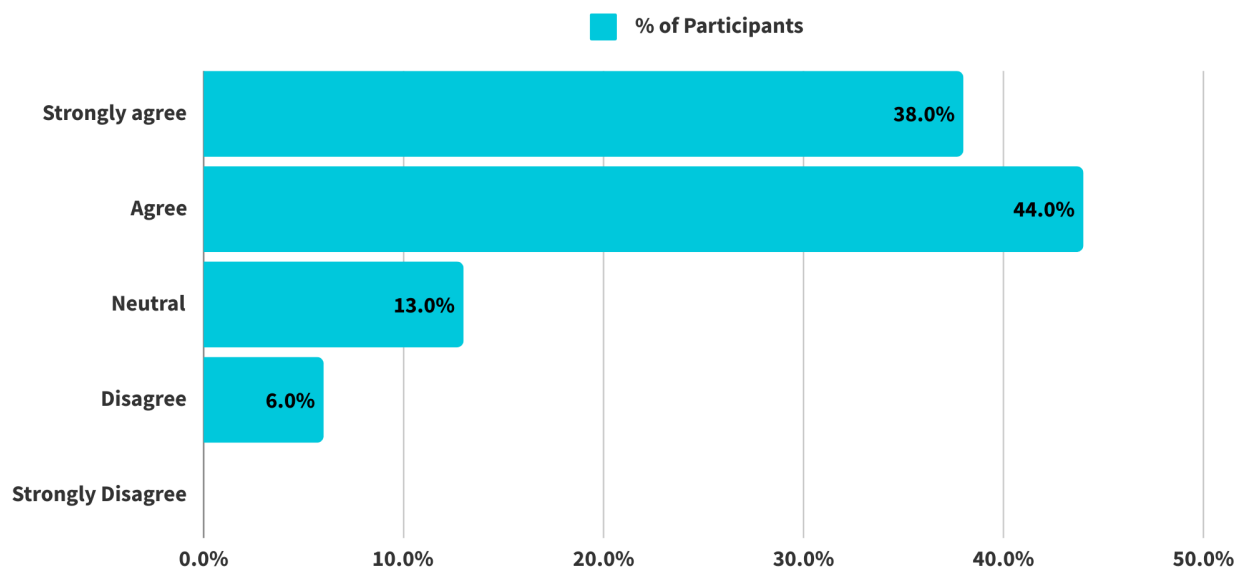
Sixty-eight per cent of respondents left the discussions **understanding the decision-making timeline and process** (i.e. agreed or strongly agreed).



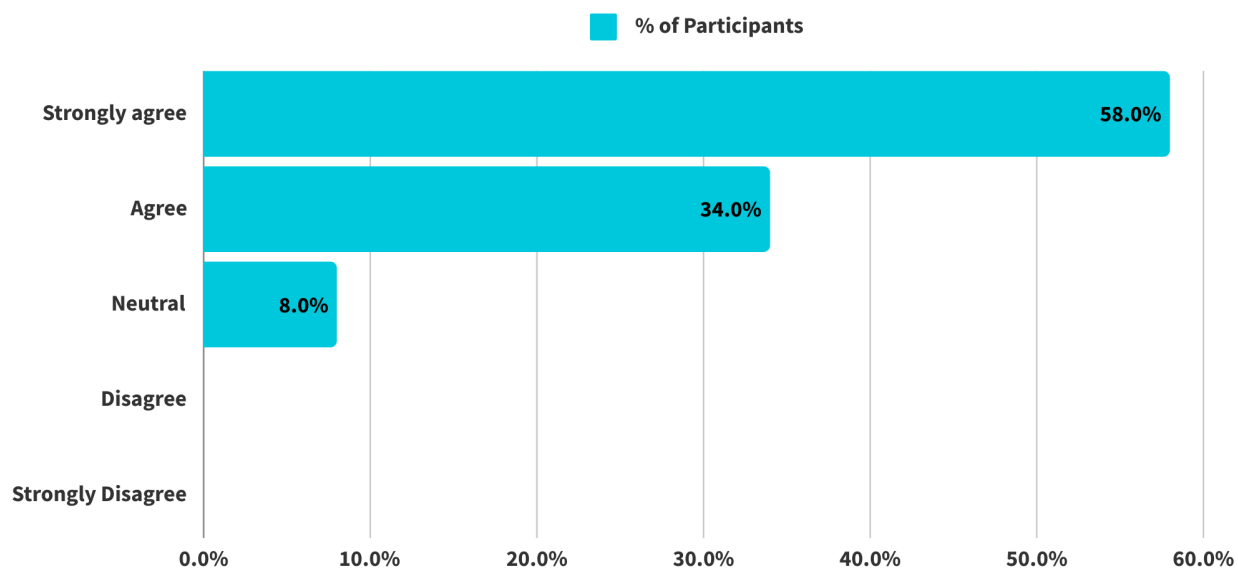
Sixty-three per cent agreed or strongly agreed that they had a **meaningful opportunity to share their feedback**.



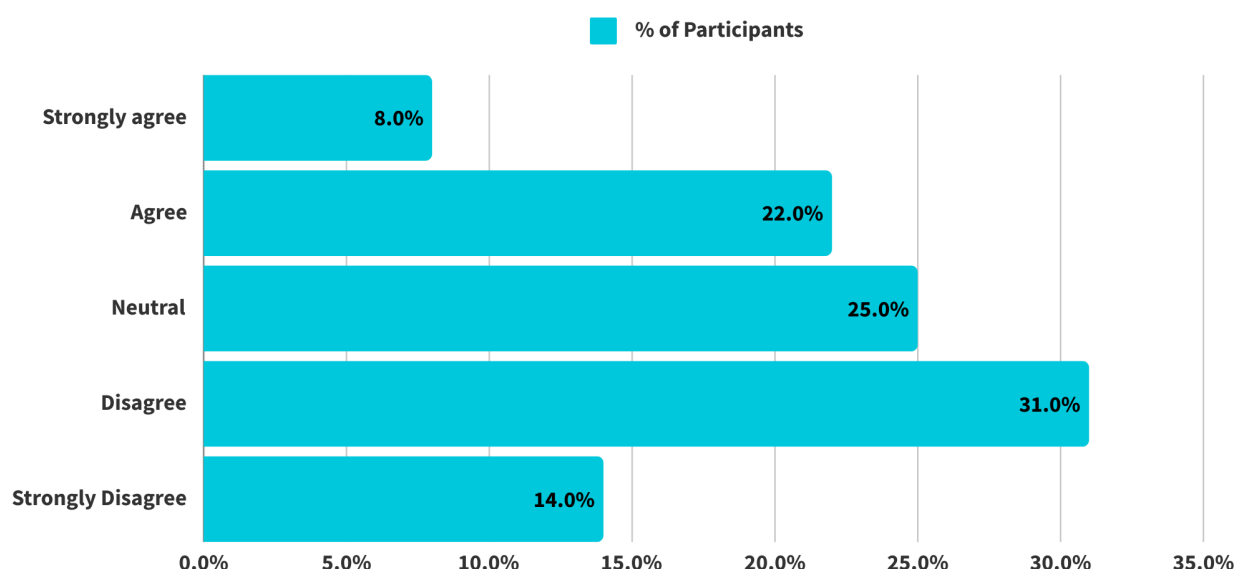
Eighty-one per cent of respondents said that it was **easy to participate** in the facilitated roundtables (i.e. agreed or strongly agreed).



Finally, 92 per cent of respondents said that they **appreciated being able to provide feedback** into this decision (i.e. agreed or strongly agreed).



Only 31 per cent of respondents understood (i.e. agreed or strongly agreed) how their feedback would help inform the Board's decision, compared with 44 per cent of participants who did not.



4.2.5 STUDENT SURVEYS

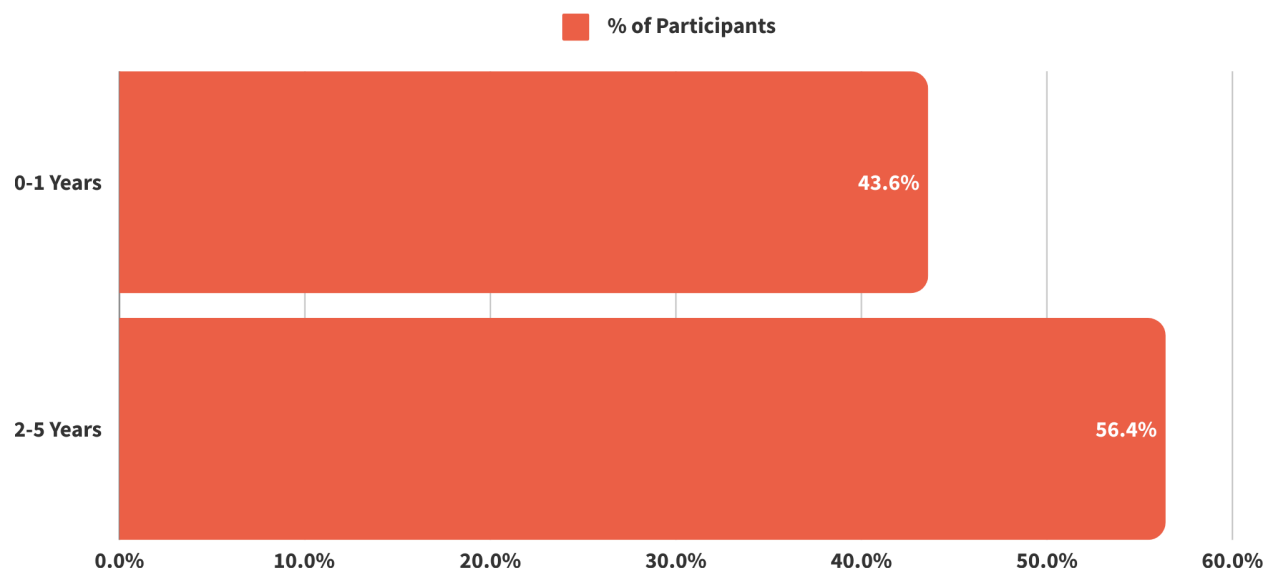
Between **November 12, 2024, and November 15, 2024**, VSB engaged MYP students through two surveys: One tailored for elementary MYP students and the other for secondary MYP students. These surveys aimed to gather insights into students' experiences with MYP, including their awareness, perceptions of its benefits and challenges and intentions regarding the IB Diploma Programme (for secondary students only).

There are 659 students in MYP and VSB collected responses from 503 students. A total of 76 per cent of MYP students completed the survey. The following section summarizes the feedback received, categorized by question. Verbatim student comments can be found in [Appendix C](#).

ELEMENTARY STUDENT SURVEY SUMMARY

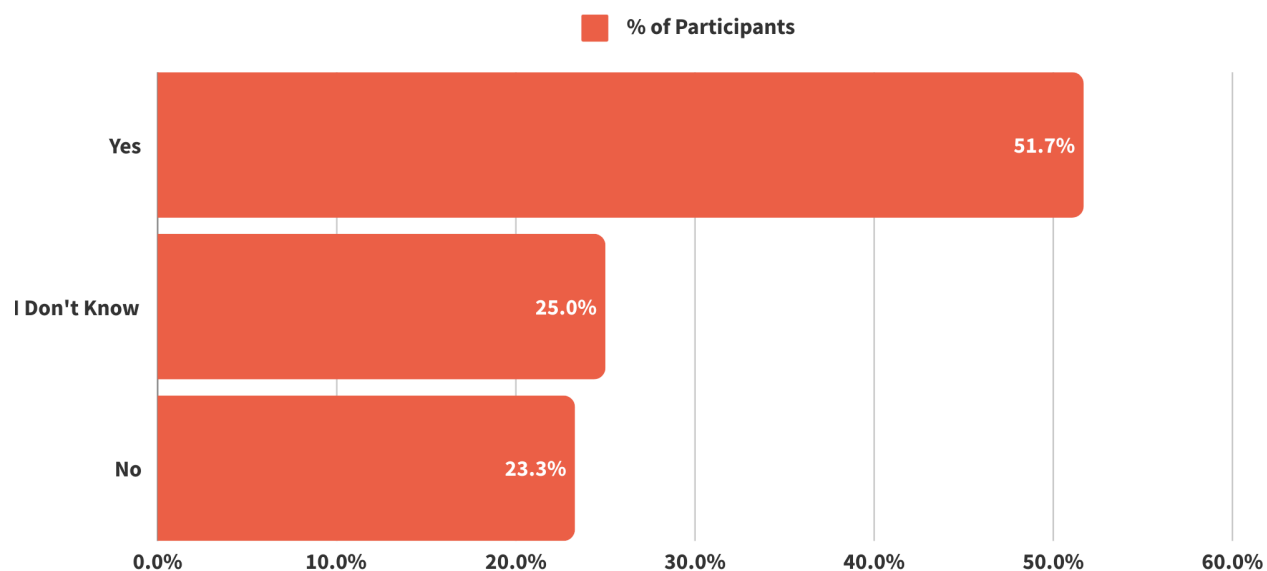
A total of 236 current elementary MYP students completed the survey. Responses indicate mixed awareness and engagement with the program. Most students have been in MYP for two to five years, yet only about half were aware they were participating, with a significant portion either unsure or unaware. The majority reported no noticeable impact on their school experience, often citing a lack of understanding about the program or its benefits. While some students highlighted the grading system or opportunities for self-improvement as positive aspects, many responses expressed uncertainty or indifference. Challenges included confusion about grading and program expectations, difficulty articulating the program's value to parents, and adapting to the structure.

1. How many years have you been in MYP?



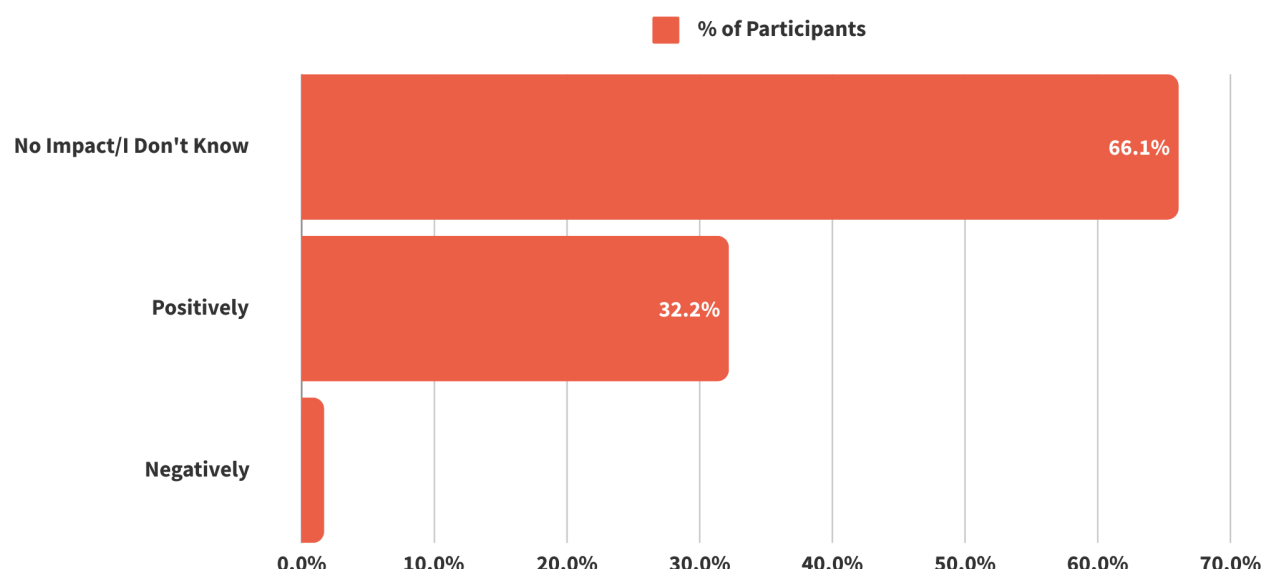
The majority of respondents (133 responses) have been in MYP for 2-5 years. A smaller group (103 responses) has been in the program for 0-1 year.

2. Did you know you are in MYP as part of the IB Program?



The data shows that while a slight majority of respondents are aware they are in MYP, a significant portion (approximately 44 per cent) either do not know or are unaware of their program participation.

3. How has being in MYP impacted your school experience? (positively/negatively/no impact/I don't know) - explain why.



The responses indicate that many students either do not perceive or are unaware of the program's impact on their school experience. Most of the comments expressed no significant changes or awareness about MYP (156 comments). Some students noted benefits like life skills development, learning opportunities or engaging projects. A few students mentioned challenges or negative aspects like stress, complexity or perceived lack of relevance.

4. What do you like about MYP?

This was an open-ended question. There were 227 responses to this question. The responses have been summarized into the following themes:

- **Lack of knowledge or awareness:** The most prominent theme in the students' feedback was a lack of knowledge or awareness about MYP. Many students stated that they didn't know what the program is or weren't aware they were part of it (98 comments).
- **Positive feedback about projects and creativity:** A significant number of students expressed enthusiasm for the projects and opportunities for creativity within the program. Passion projects and hands-on assignments were frequently mentioned as enjoyable and meaningful (60 comments).
- **Challenges and personal growth:** Some students highlighted the value of the challenges presented by MYP and how it helped them grow. They found the program intellectually stimulating and appreciated the opportunities to overcome obstacles and achieve personal growth (12 comments).
- **Practical life skills and preparation:** Comments acknowledged how MYP equips them with practical life skills and prepares them for the future. Many appreciated how the program prepares them for high school or teaches real-world skills (15 comments).

- **Teachers and supportive environment:** Several students praised the supportive learning environment fostered by the teachers (7 comments).
- **Enjoyment of specific features (e.g., grading system, IB scale):** Some students appreciated specific features of MYP, such as the grading system and the structured evaluation process (14 comments).
- **Miscellaneous enjoyment:** Some students mentioned enjoyment of specific elements of the program, such as field trips, French classes or other unique offerings (12 comments).
- **Negative or neutral sentiments:** Some students expressed negative or neutral feelings toward the program. They mentioned they didn't like the program or felt indifferent (17 comments).

5. What do you find most challenging about MYP?

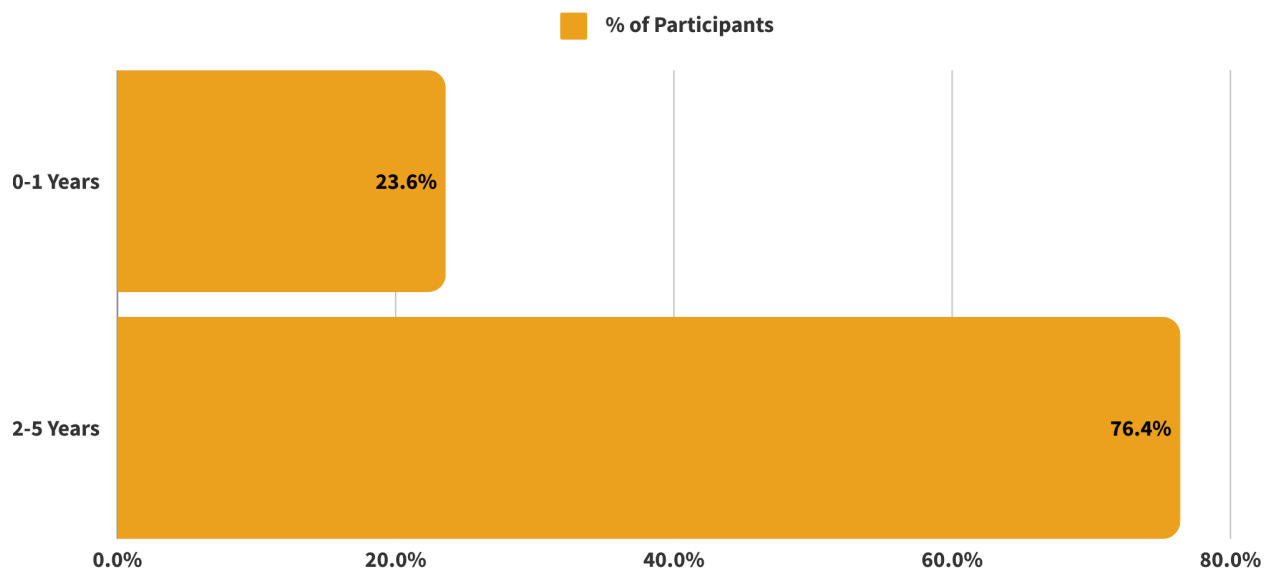
This was an open-ended question. There were 224 responses to this question. The responses have been summarized into the following themes:

- **Understanding the program:** Many students expressed uncertainty about MYP itself. They did not understand its purpose, how it differs from regular schooling or how it impacts their learning experience. This was the most common challenge mentioned (58 comments).
- **Workload and time management:** Students noted difficulty managing the amount of work assigned in the program, with some finding the workload overwhelming or the deadlines challenging to meet. This reflects concerns about balancing tasks effectively within the program (31 comments).
- **Grading and assessment:** A small number of students highlighted confusion with the grading system or assessment criteria. They found the evaluation process either too complex or unclear, indicating potential room for improved clarity (2 comments).
- **Project challenges:** Students found some projects, particularly the passion project or more significant assignments, to be demanding. Challenges included difficulty with presentations, the scope of the projects, or understanding what was expected of them (17 comments).
- **Other feedback:** This category includes responses that were vague, unrelated or neutral to categorize into specific themes. Some students mentioned no particular challenges or gave ambiguous feedback, reflecting varied engagement levels (133 comments).

KING GEORGE HIGH SCHOOL SURVEY SUMMARY

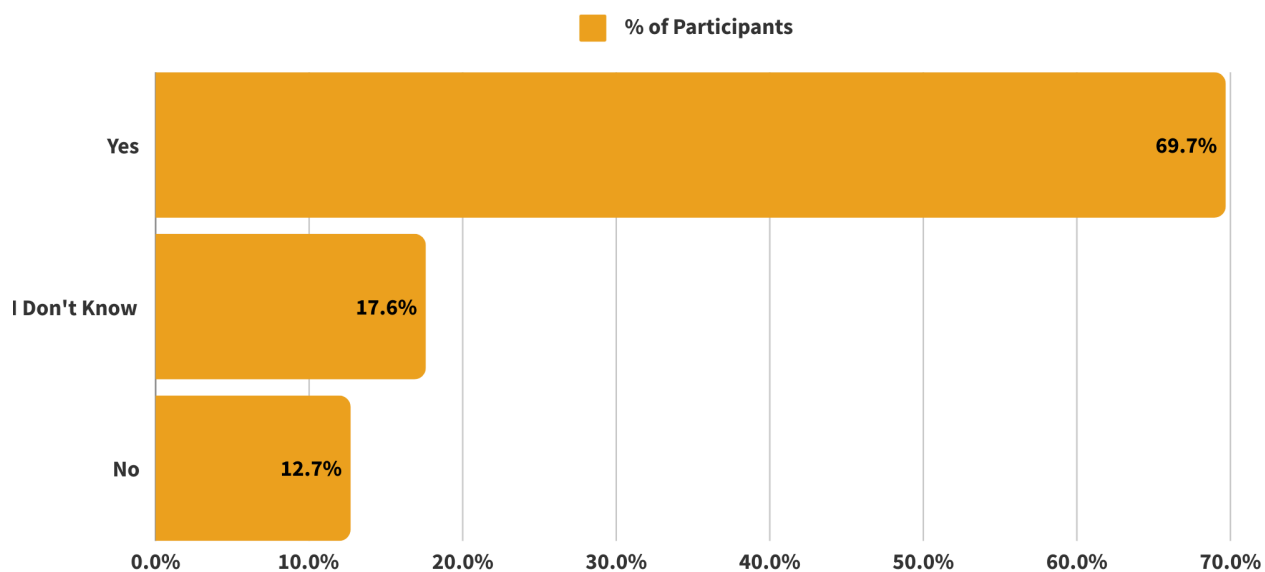
A total of 267 current secondary MYP students completed the survey. Responses reveal that most participants have been in MYP for two to five years and are aware of their enrolment in the program. Students' feedback about what they liked about MYP frequently reflected a lack of familiarity or engagement. Those who did provide specifics highlighted features like the 1-7/1-8* grading scale and opportunities for skill development. Challenges mentioned included difficulties with grading explanations, higher academic expectations and aligning with parents'/guardians' understanding of grades. When asked about plans to continue with the IB Diploma Programme, the majority (57 per cent) were undecided, 33.8 per cent said no and only nine per cent expressed interest.

1. How many years have you been in MYP?



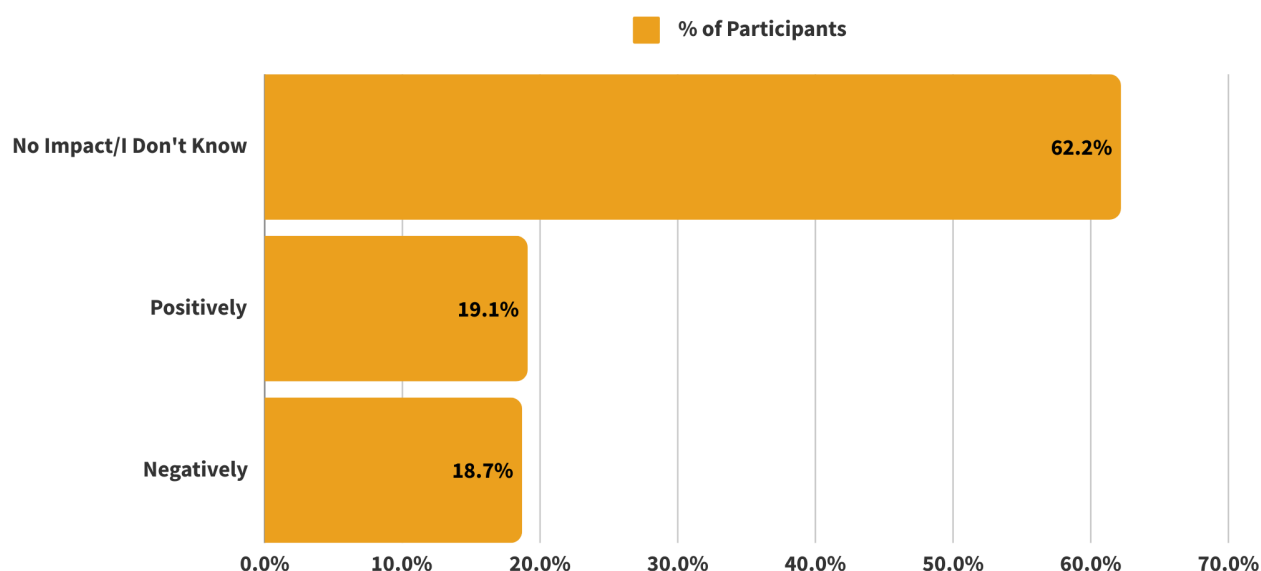
The majority of respondents have been in MYP for an extended period (2-5 years), reflecting a more experienced student base in this survey.

2. Did you know you are in MYP as part of the IB program?



While most respondents are aware of their enrolment in MYP, a notable proportion (30.3 per cent) either lack awareness or are unsure.

3. How has being in MYP impacted your school experience? (positively/negatively/no impact/I don't know) - explain why.



The majority of respondents either did not notice an impact or were unsure of how MYP influenced their school experience.

There were 208 responses to this question. Comments are summarized into the following themes:

- **Lack of knowledge or awareness:** Many students expressed that they were unsure what MYP is or were unaware of how it impacts their school experience (84 comments).
- **Confusion about the grading system:** The MYP grading system was a notable source of frustration and confusion for many students. Common concerns included difficulty interpreting the 1–8 scale*, parents/guardians misunderstanding grades and inconsistencies in grading (62 comments).
- **Minimal or no perceived impact:** A significant number of students reported little to no noticeable impact from being in MYP. For some, this neutrality stemmed from not having any prior experience to compare it to, while others felt the program did not add significant value to their education (48 comments).
- **Positive feedback about grading and curriculum:** Some students appreciated the grading system and the curriculum structure, noting that it provided detailed feedback and encouraged personal growth and was helpful in tracking their progress and understanding their academic standing (26 comments).
- **Stress and overwhelm:** Several students mentioned that MYP added stress to their school experience, primarily due to its complexity and workload. Comments point to concerns about the mental health impacts. Students also found the curriculum challenging, with some feeling that expectations were overly demanding (16 comments).
- **Opportunities for personal growth:** Some students valued how MYP encouraged skills like time management, critical thinking and creativity. Comments highlighted the program's potential for fostering personal and academic development (14 comments).

- **Indifference or lack of interest:** A portion of students expressed indifference or a lack of interest in the program (12 comments).
- **Mixed feedback about projects and assignments:** Some students enjoyed the creative aspects of MYP projects, while others found them unnecessary or burdensome (10 comments).
- **Miscellaneous positive feedback:** A small number of students provided general positive comments about the program, citing benefits such as better organization, creative learning opportunities and a helpful curriculum (7 comments).
- **Negative sentiments toward MYP:** Some students explicitly disliked the program, often citing confusion about grading, increased workload or general dissatisfaction (7 comments).

4. What do you like about MYP?

This was an open-ended question. There were 247 responses to this question. The responses have been summarized into the following themes:

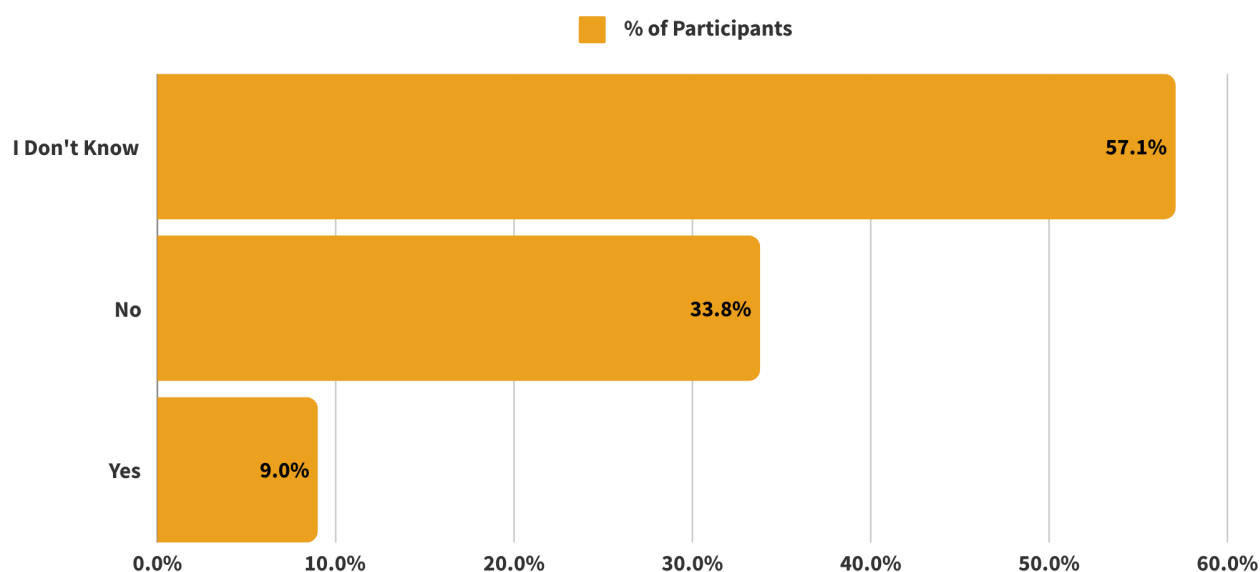
- **Grading system:** The grading system emerged as the most frequently mentioned aspect of MYP. Many students appreciated the 1–8 scale* for being simple, clear and easier to understand than traditional letter grades or percentages. Students also valued the focus on quality versus quantity and the use of trending marks instead of averages, which allowed them to improve their grades over time. However, some mentioned it could be confusing in certain circumstances or harder for parents/guardians to interpret (95 comments).
- **Lack of knowledge or awareness:** A large number of students indicated that they didn't know what MYP is or how it benefits them (73 comments).
- **Neutral or no opinion:** Many students expressed neutral feelings or indifference toward the program. For some, this stemmed from not noticing any significant differences or impacts, while others simply didn't think much about it (43 comments).
- **Opportunities for personal growth and creativity:** Several students appreciated opportunities for personal growth, flexibility and creativity within MYP. The personal project was highlighted as a valuable aspect. Students also mentioned enjoying the chance to reflect on their work and improve over time (23 comments).
- **Ease and simplicity:** Some students liked the program for its perceived simplicity and ease. Comments suggest that certain aspects of the program, including grading and curriculum structure, made their school experience more manageable (18 comments).
- **Challenges and motivation:** A smaller group of students noted that MYP challenged them to improve and strive for better performance (12 comments).
- **Miscellaneous positive feedback:** A handful of students provided general positive feedback, describing MYP as a good system or an enjoyable experience. These comments reflect an overall appreciation for the program's approach to learning and teaching (10 comments).
- **Negative sentiments:** Some students expressed negative opinions about the program (10 comments).

5. What do you find most challenging about MYP?

This was an open-ended question. There were 242 responses to this question. The responses are summarized into the following themes:

- **Grading system confusion:** The grading system emerged as the most significant challenge for students. Many found it confusing, especially when trying to explain their grades to parents/guardians or converting MYP grades into percentages or letter grades. Some students also noted that understanding the grading criteria and achieving high grades (7s and 8s*) is challenging.
- **Reflections and personal projects:** Reflections and MYP personal projects were frequently cited as sources of frustration. Students found reflections tedious and time-consuming. The personal project was also mentioned as a specific challenge, with students describing it as unnecessary or difficult (30 comments).
- **Lack of knowledge or awareness:** Many students expressed that they don't know what MYP is or how it works, reflecting a lack of awareness or understanding about the program (28 comments).
- **General indifference or no challenge:** A substantial number of students stated that they don't find anything challenging about MYP or have no opinion on the matter (48 comments).
- **Difficulty with workload and time management:** Some students mentioned the overall workload and time management as challenges. Comments reflect struggles with balancing assignments and managing the demands of the program (21 comments).
- **Language and subject-specific challenges:** Some students found specific subjects or language-related tasks challenging, particularly French and English. Comments indicate that language barriers add to the difficulty for some students (12 comments).

6. Do you plan to continue with the IB Diploma Programme (DP) at Britannia or Churchill Secondary?



The data shows that most grade 8–10 students (57.1 per cent) are uncertain about continuing to the IB Diploma Programme. More than a third (33.8 per cent) decided against it, while only a small percentage (9 per cent) plan to proceed.

**Note: MYP assigns four assessment criteria to each subject. Criteria are assessed using an MYP 0-8 point rubric. Each criterion is given a punctuation from 0-8. Each subject's assessment is then converted to a 1-7 scale that appears on semester evaluation reports.*

4.2.6 PUBLIC DELEGATION

Public Delegation Board Meetings are intended to provide members of the community with the opportunity to present directly to the Board about matters relating to governance and/or budget.

On **November 18, 2024**, as part of the regular delegation process, families, students and community members were invited to present their feedback about the future of MYP directly to the Board. VSB informed 3,394 current and future MYP family members about this opportunity on November 4, as part of the invitation to participate in MYP engagement activities. **Two participants** registered to delegate and shared their feedback to the Board.

PUBLIC DELEGATION SUMMARY

Two presenters expressed support for continuing MYP, emphasizing the benefits of IB accreditation and curriculum. A parent from Elsie Roy highlighted accountability and criticized the District for delayed action on accreditation issues and a rushed engagement process favouring educators' input. A Lord Roberts PAC representative noted IB's positive impact on academic improvement, especially for students needing extra support. The delegation presenter called for a detailed review of student outcomes before any decision.

The following outlines the delegation presentation. The full delegation presentation is available [online](#).

Public delegation comments

- The first presenter was a parent of students from Elsie Roy who expressed support for the continuation of MYP, valuing accountability through IB's accreditation and continuous development and improvement of the IB curriculum. The parent criticized the District for not addressing accreditation issues sooner and further stated that the engagement process was rushed and leaned heavily on the perspectives of VSB educators.
- The second presenter was a representative from the Lord Roberts Parent Advisory Committee who advocated for the continuation of MYP with proper resourcing. The presenter cited seeing benefits to IB's focus on academic improvement especially for schools that have historically enrolled students who require extra support. The presenter called for a thorough review of the IB program's impact on student outcomes

before making a decision and raised concerns about the thoroughness of the engagement process.

4.2.7 ENGAGE EMAIL ADDRESS

Between **November 4, 2024, and November 15, 2024**, VSB received email feedback from the community to gather perspectives about MYP and the desired next steps. This option was available to anyone who had received communication about MYP engagement opportunities. It was provided as an additional way for impacted school communities to participate and share their thoughts. When the comment period closed, VSB received **26 email responses**. The verbatim emails are shared in [Appendix D](#).

NOTE: After posting this report late afternoon on Friday, November 22, staff discovered four emails were inadvertently filtered out (auto-directed to a subfolder) and were not included in the initial analysis. Staff also recognized that one email (a second from a single-sender account) was not included in the appendix. By Saturday morning, staff reconciled all files and updated the report accordingly. The additional emails did not introduce any new themes and reflect support to keep the program. All email feedback is included in Appendix D.


ENGAGE EMAIL SUMMARY

Most emails submitted were from parents or caregivers of students attending the schools offering MYP. The majority supported keeping MYP, citing its value in providing global perspectives, critical thinking and enriching the BC curriculum. However, some emails detailed criticisms of the program, highlighting poor implementation, burdensome demands on teachers and perceived lack of student engagement, calling for improved implementation or alternative enrichment options. A more detailed examination of the themes follows.

Strong advocacy for MYP

- **Global perspective and skills:** Many supporters emphasized that MYP curriculum offers essential global awareness, inquiry-based learning, critical thinking, and resilience. These skills are vital for adapting to the rapidly changing job market.
- **International standards:** Proponents argued that MYP complements the BC curriculum while adding international standards, achievement and enhancing students' academic and personal development.
- **Community benefits:** Some felt that MYP helps create equality and raises educational standards for diverse and socioeconomically disadvantaged communities, providing opportunities that may not be available

	<p>elsewhere.</p> <ul style="list-style-type: none"> ● Investment and training: Parents/guardians and educators highlighted that continued investment in teacher training and program compliance could significantly benefit MYP schools and the broader district through shared practices.
Criticisms of MYP	<ul style="list-style-type: none"> ● Perceived ineffectiveness: Some respondents described the program as poorly implemented, with vague assessments, a lack of teacher competence and inadequate student support. ● Burden on teachers and resources: Concern about the additional workload placed on teachers and the strain on District finances led some to question the program's feasibility and worth. ● Negative student experiences: Some parents/guardians reported that their child(ren) disliked MYP, citing frustration with reflective assignments, prolonged projects and lack of teacher engagement and guidance.
Concerns with the Decision-Making Process	<ul style="list-style-type: none"> ● Bias in engagement: Several responses conveyed frustration that engagement sessions and materials appeared biased towards discontinuing MYP. ● Requests for more communication and transparency: Respondents voiced concerns about the short notice for engagement, lack of adequate information about the program's benefits and insufficient transparency around decision-making and past accreditation issues. ● Inadequate exploration of alternatives: There was a call for more discussion on strategies to maintain the program or implement alternatives if it is discontinued.
Impact on Educational Quality	<ul style="list-style-type: none"> ● Perceived as an enrichment option: Many parents/guardians viewed MYP as a differentiator that strengthens local schools and keeps families within the public system, arguing that discontinuing would reduce options and push families toward other districts or private schools. Some respondents emphasized that if MYP is removed, the District should ensure that other



enrichment opportunities are available to maintain high educational standards and provide students with academic challenges.

- **Quality of education concerns:** Some worried that discontinuing MYP could lead to declining educational standards and negatively impact the community's perception of VSB schools.
- **Emotional impact:** The feedback often contained deeply personal accounts, from parents'/gaurdians' positive experiences with MYP to those who felt "let down" by its implementation and expressed stress over the potential change.

5.0 Next steps

This report outlines measures undertaken to support the public engagement process about the future of MYP. It captures the diverse perspectives gathered during the engagement process and is intended to help inform the Board's decision as it balances several considerations including student learning outcomes, feedback heard during the engagement process and resource implications. Together, these perspectives will provide a comprehensive foundation for the Board's decision.

The next step is for the Vancouver School Board to consider the feedback received and summarized in this report and make a final decision about the future of MYP at the public Board meeting on November 25, 2024.

Appendices

APPENDIX A: COMMUNICATION MATERIALS

1. POWERPOINT PRESENTATION

Digital version can be found on the [project website](#).



Middle Years Programme (MYP) Facilitated roundtable session



LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Uxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).



xʷməθkʷəy̓əm
(Musqueam)



Skwxwú7mesh Uxwumixw
(Squamish Nation)



səlilwətaʔ
(Tsleil-Waututh Nation)

Introductions

Alison Ogden Associate superintendent	Maureen McRae-Stanger Associate superintendent
Ranjit Bains Director of instruction	Shannon Burton Director of instruction
Shara Lee Communications and engagement advisor	Jiana Chow Communications manager

Agenda

- Welcome & Introduction
- Purpose & objectives
- Engagement norms
- MYP overview
 - History and context
 - MYP vs. BC Curriculum
 - MYP evaluation results
- Activity 1: facilitated roundtable discussions
- Activity 2: voting exercise
- Next steps

Engagement Norms

- Respect each voice
- Listen actively
- Stay focused and present
- Confidentiality
- Keep time in mind

MYP Overview

Purpose and Background

VSB has to make a decision about the future of the Middle Years Programme (MYP), which is an International Baccalaureate (IB) program for grades 6 to 10 students.

Based on a recent evaluation report from IB World, the program is not in compliance with IB World standards.

VSB International Baccalaureate Programs



Suttons Elementary
(K-7 School Program)



Estate Roy and Lord Roberts Elementary
(Grade 6-7 School Program)



Brilliant and Churchill Secondary
(Grade 11-12 District Choice Program)

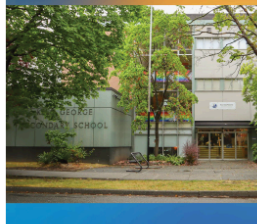
Programs are independent. Students do not have to complete PYP before MYP or complete MYP to apply to DP.

The History of MYP in the VSB

- Introduced in the VSB by the King George Family of Schools in the early 2000s.
- Supported increased enrolment, which had been declining.
- Supported staffing and recruitment—teachers were choosing to engage in IB training to secure teaching positions—no shortage of trained staff.



MYP in King George Family of Schools



All feeder school students transitioning to King George are automatically enrolled in MYP.

- Elsie Roy (MYP in grades 6 and 7)
- Lord Roberts (MYP in grade 6 and 7)
- Roberts Annex (no MYP)
- 5xwq4w8ot Croastown (no MYP)
- Future elementary school in Coal Harbour (no MYP)

Operating as a school-based program, not a District Choice program.

Data shows that MYP students consistently choose to remain at their catchment school, King George, rather than pursue the IB Diploma Programme (DP) at Churchill or Britannia.

2016 BC Re-Designed Curriculum

INTERNATIONAL BACCALAUREATE

VS

BC CURRICULUM

- Science
- Mathematics
- Arts
- Physical and Health Education
- Design
- Language Acquisition
- Language and Literature
- Individuals and Societies

Subjects
KEY DIFFERENCES
Organization of subject areas

- Science
- Mathematics
- Arts
- Physical and Health Education
- Applied Design, Skills and Technology (ADST)
- Core French or other second language
- English Language Arts
- Social Studies
- Career Education

Learning focused on understanding (concepts), developing skills (competencies) and knowledge (content) through inquiry, project-based learning and service learning.

Teaching methodology
KEY DIFFERENCES
Slight difference in terminology used

Learning Standards focused on Know (Content), Do (Curricular Competencies) and Understand (Big Ideas) to support learning through inquiry, cross-curricular and community projects.

INTERNATIONAL BACCALAUREATE

VS

BC CURRICULUM

Approaches to Learning

- Thinking skills
- Research skills
- Communication skills
- Self-management skills
- Social skills

Learning Framework
KEY DIFFERENCES
No significant differences

Core Competencies

- Thinking
- Communication
- Personal and social

Creativity, Activity and Service project (CAS)—also called the Personal Project—is completed for PYP, MYP and DP.

Student Personal Projects
KEY DIFFERENCES
No significant differences

In the redesigned curriculum, educators already incorporate community service activities at all grade levels. It is however, not formally documented, as required by the IB program.

IB Learner Profile focuses on developing internationally minded people who recognize their common humanity to help to create a better and more peaceful world.

Educational Outcomes
KEY DIFFERENCES
No significant differences

BC's curriculum enables students to graduate as "Educated Citizens", with the necessary qualities to seize a wide array of global opportunities.

INTERNATIONAL BACCALAUREATE

VS

BC CURRICULUM

IB uses a 7-point scale for grading.

Assessment
KEY DIFFERENCES
7-point scale vs. 4-point scale

Provincial proficiency scale: 4-point scale

Prepare for further study in life, develop active learners to pursue life with purpose and meaning.

Curriculum Overview
KEY DIFFERENCES
No significant differences

Develop citizens who are thinkers, communicators and personally and socially competent in their lives.

MYP Current Program

A School-Based Program

VSB Vancouver School Board

MYP operates as a school-based program:

- All Grade 6-10 students are automatically in MYP — no application process.
- All three schools are full and do not accept cross-boundary applications.
- Not advertised or operated as a District Choice Program.
- All three schools run two programs:
 - Elsie Roy — K to 5 BC Curriculum; 6 and 7 MYP.
 - Lord Roberts — K to 5 BC Curriculum; 6 and 7 MYP.
 - King George — grades 8 to 10 MYP; Grades 11 and 12 BC Curriculum.



MYP Enrolment 2024-2025

VSBC Vancouver School Board

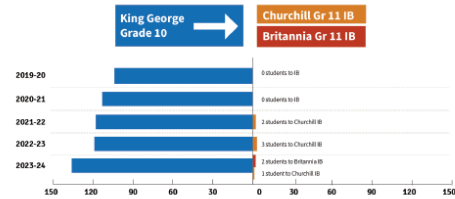
School	Grade	# of Students
King George	8	135
	9	120
	10	130
Lord Roberts	6	79
	7	92
Elsie Roy	6	48
	7	55
Total		659
MYP enrolment represents 1% of VSB enrolment		

- Catchment students who do not attend King George apply cross-boundary or to mini schools.
- MYP enrolment does not improve the chances of successful mini school admission.
- King George Grade 10 students are not choosing to continue IB in the Diploma Programme in Grade 11-12. They remain at King George.
- Grade 10 students at King George do not receive MYP certification as the school does not engage in the paid external IB assessments.

MYP in King George Family of Schools

VSBC Vancouver School Board

MYP Students who continue with the IB Program



2024 MYP Program Review

MYP Program Review Process

VSBC Vancouver School Board

- Required by IB World on a five-year cycle.
- Includes providing sample unit plans, a self-study, review of IB policies, staff and community engagement, evidence of teacher training and targeted collaboration time, and a commitment to IB's policies and rules.
- IB World representatives are on site for three days and engage with staff, students and families.
- Previous review completed in 2018 with recommendations due in 2019-2020 (deferred the evaluation due to COVID).

2024 MYP Evaluation Report

IB World Evaluation Results-Context

VSBC Vancouver School Board

- MYP's momentum and institutional knowledge base has been hindered due to:
 - high staff turnover
 - insufficient staff training/shortage of IB certified teachers
 - limited cross collaboration amongst the three schools
 - limited staff time for planning IB specific objectives
- To continue offering MYP at these three schools, several recommendations must be implemented or initiated by December 1, 2024, to maintain IB program accreditation.

IB World Evaluation Results-Strengths

VSBC Vancouver School Board

- Supported by an overlap of the IB curriculum through the revised BC curriculum
- Focus on inclusion and Universal Design for Learning (UDL)
- Strong focus on needs of the diverse population of learners at all three schools
- Uplifting and supporting student voice and relationships

Evaluation Areas Requiring Attention

VSBC Vancouver School Board

1. Staff Training
2. Policies and Procedures
3. Curriculum and Assessment Alignment
4. Programme Development Plan Completion
5. Scheduling and Planning Requirements
6. Financial Commitment
7. Promotion and Advertising Updates

1. Staff Training Required

VSBC Vancouver School Board



- Certificates of attendance or proof of registration to an IB recognized workshop for the following staff:
 - Heads of School (Principals and Vice-Principals) at King George, Lord Roberts and Elsie Roy
 - One teacher per subject group that has been through a curriculum change in the last five years
 - MYP coordinator at each school
- **Recommendation that all staff be IB trained**

2. Policies & Procedures Revisions

VSBC Vancouver School Board

All IB policies and procedures must be revised to fulfill IB requirements. This includes:

- Admission policy
- Inclusion policy
- Academic integrity policy
- Language policy
- Parent/student complaint procedures



3. Curriculum & Assessment Alignment



- Creation of an Approaches to Learning (ATL) chart to show how the three schools plan both horizontally and vertically for ATLs.
- Revised subject group overview (unit, and long-range plans) for each subject group following IB planning requirements.
- Samples (one from each subject group, from each school) of assessed student work, using MYP criteria.

4. Programme Development Plan Completion

A Programme Development Plan (PDP) that is implemented during the 2024-2025 school year.

This is a strategic plan which outlines how IB philosophy is integrated into the school context



5. Scheduling and Planning Requirements

VSBC Vancouver School Board



Each of the eight subject groups must be taught for at least 50 hours.

Calendar and descriptions of staff collaborative planning sessions

- Collaborative time at each school as well as between all schools
- Revised collaborative planning description and schedules for King George
- Elsie Roy & Lord Roberts would require collaborative planning time for MYP teachers only

6. Financial Commitment

VSBC Vancouver School Board

Budgets for King George, Lord Roberts and Elsie Roy must demonstrate that resources are allocated for the provision of leadership in MYP for developing the curriculum in subject groups and for planning IB Approaches to Learning (ATLs).



7. Promotion and Advertising Updates

VSBC Vancouver School Board



Updated websites, brochures, marketing, logos, must be in compliance with all IB Intellectual property guidelines

**IB Budget Requirements:
Immediate & Long Term**

MYP Estimated Budget



	2024-2025 (Current Budget)	2019-2020 (Adjusted Budget)	2025-2026 *New MYP Curriculum Start Year	2026-2027 *New MYP Curriculum Start Year
Annual IB World Fees (IB Accreditation fees)	19,033	0	19,033	19,033
VSB Fee Budget Allocation	24,975	0	24,975	24,975
Learning Resources				
Human Resources	56,404	0	56,404	56,404
IB Coordinator Salary and Benefits				
Staff				
Workshop Costs	0	21,645 to 56,960	5,850 to 16,200	5,850 to 16,200
Travel Costs	0	111,000 to 148,000	30,000 to 40,000	30,000 to 40,000
in teachers per year	0	20,388	9,480	10,244
TTOC Costs	0	20,388	9,480	10,244
Scheduling and Planning Requirements	0	34,048	49,296	49,296
TTOC Costs (for release time for staff to collaborate)	0	34,048	49,296	49,296
Policy and Procedure Revisions	0	12,000	3,000	3,000
Additional staff required	0	8,532	0	0
Curriculum and Assessment Alignment	0	8,532	0	0
TTOC Costs	0	8,532	8,532	8,532
Programs Development Plan Completion (and ongoing revisions)	0	8,532	8,532	8,532
TTOC costs	0	8,532	8,532	8,532
Total Anticipated Annual Costs	\$140,412	\$215,745 to \$286,040	\$246,570 to \$264,920	\$246,570 to \$264,920

MYP Budget Long Term Implications



- Staff turn-over and administrator moves will have impact on ongoing training budgets.
- MYP is changing the curriculum for a September 2026 launch — all staff will need this new training and ongoing training every time the curriculum is updated, typically every five years.
- A five-year budget plan is required and should be revised on an ongoing basis.

The IB evaluation process has brought the complexities of MYP to the forefront for the schools and the District

Options

1. Maintain MYP

That the Board allocate additional funds of up to \$286,040 for the 2024-2025 school year, up to \$264,920 for the 2025-2026 school year, up to \$538,740 for the 2026-2027 school year, and up to \$264,920 for the 2027-2028 school year, and designate the Middle Years Programme a school-based program.

2. Close MYP

That the Board close the Middle Years Programme effective June 27, 2025, and direct staff to develop a closure plan.

Engagement

IAP2 Spectrum

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.

Timeline



Activity 1: Facilitated Roundtable Discussion

Activity 1



Self-introduction: what school your child(ren) attends & what grade.

Questions:

1. Were you aware your school offers MYP?
2. Was the MYP a factor in your decision to enrol your child at your catchment school?
3. What aspects of the MYP program do you believe are most beneficial for students? And what is the most challenging?
4. After learning about MYP and the BC curriculum today, what differences and/or similarities are there between the two?
5. Do you believe MYP should continue at your school? Why?

Theme Sharing

Activity 2: Voting exercise


THANK YOU!

Additional feedback? Send to engage@vsb.bc.ca


VSB Vancouver
School Board

2. MYP FACTSHEET

Digital version can be found on the [project website](#).



Middle Years Program - Fact Sheet
November 2024




Background

The Vancouver School Board (VSB) needs to make a decision about the future of the Middle Years Programme (MYP), which is an International Baccalaureate (IB) program for grades 6 to 10 students. Based on a recent evaluation report from IB World, the program is not in compliance with IB World standards. The report identified several areas where significant investments in resources, staff training and program development are required to bring the program into compliance with IB standards. This includes an immediate investment of up to \$286,000 and ongoing annual funding of at least \$246,000 in each of the next three years.


About IB & MYP

MYP is part of the International Baccalaureate (IB) program. The IB program offers a globally recognized educational framework divided into three programs: Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). VSB's PYP and DP are in compliance with IB World program requirements and the District is not seeking the Board's direction regarding these programs. Vancouver School Board (VSB) offers International Baccalaureate (IB) programs in the six schools shown below.




Primary Years Programme

SOUTHLANDS ELEMENTARY
(K-7 School Program)



Middle Years Programme

ELSIE ROY AND ROBERTS ELEMENTARY
(Grade 6-7 School Program)
KING GEORGE SECONDARY
(Grade 8-10 School Program)



Diploma Programme

BRITANNIA AND CHURCHILL SECONDARY
(Grade 11-12 District Choice Program)

Programs are independent. Students do not have to complete PYP before MYP or complete MYP to apply to DP.

MYP in VSB operates like a school-based program, not a District choice program. All three MYP schools are full and do not accept cross boundary applications. Data shows that MYP students consistently choose to remain at their catchment school, King George, rather than pursue the IB Diploma Programme (DP) at Churchill or Britannia. All grade 8-10 students attending King George are automatically enrolled in MYP, regardless of previous participation in the program including students coming from:

- Elsie Roy and Lord Roberts (MYP in grades 6 and 7)
- ʒxʷwəqʷəθət Crosstown, Roberts Annex and future elementary school in Coal Harbour (no MYP)

History and Context

MYP introduced to King George family of Schools in the early 2000s. At that time, these schools were facing declining enrolment.

MYP was seen as a program that could attract and retain students to these schools.

During this time, there was also an oversupply of teachers, and many were eager to distinguish themselves and improve their employment prospects by choosing to undertake the additional training required to become an IB-certified teacher.

With BC's redesigned curriculum, there is now significant overlap between the IB and BC curriculum today, reducing the distinctiveness that IB once offered.

Next Steps

Given the curriculum similarities with the BC curriculum and the significant investment required to maintain MYP, the VSB has to make a decision on the future of MYP by November 25, 2024, at the public Board meeting. Feedback during this engagement will help to inform their decision.


Option 1: Maintain MYP - To maintain MYP, the Board will need to approve an immediate investment of up to \$286,040 for annual staff training, policy updates and regular policy reviews, collaboration time and recruitment efforts.

Option 2: Discontinue MYP - Given the substantial overlap between the BC curriculum and the MYP, discontinuing MYP will not significantly impact student learning outcomes.

At this time, no decision has been made by the Board.

3. MYP vs. BC CURRICULUM FACTSHEET

Digital version can be found on the [project website](#).

<div>  </div>		
<p><i>As a result of the new BC curriculum created in 2016, there is now considerable overlap between the goals and teaching methodologies of the IB programs and the BC curriculum, reducing the distinctiveness that IB once offered. BC's curriculum now aligns more closely with the principles and philosophy of IB programs.</i></p>		
International Baccalaureate	vs	BC Curriculum
<ul style="list-style-type: none"> • Science • Mathematics • Arts • Physical and Health Education (P.E.) • Design • Language Acquisition • Language and Literature • Individuals and Societies 	Subjects KEY DIFFERENCES Organization of subject areas	<ul style="list-style-type: none"> • Science • Mathematics • Arts • P.E. • Applied Design, Skills and Technology (ADST) • Core French or second language • English Language Arts • Social Studies • Career Education
Learning focused on understanding (concepts), developing skills (competencies) and knowledge (content) through inquiry, project-based learning and service learning. Learning process is important.	Teaching Methodology KEY DIFFERENCES Slight difference in terminology used	Learning Standards focused on Know (Content), Do (Competencies) and Understand (Ideas) to support learning through inquiry, cross curricular and community projects. Content is used to teach skills, furthering deeper understanding through learning.
Approaches to Learning <ul style="list-style-type: none"> • Thinking skills • Research skills • Communication skills • Self-management skills • Social skills 	Learning Framework KEY DIFFERENCES No significant differences	Core Competencies <ol style="list-style-type: none"> 1. Thinking: <ul style="list-style-type: none"> • Critical and reflective • Creative 2. Communication: <ul style="list-style-type: none"> • Idea expression • Collaboration 3. Personal and social: <ul style="list-style-type: none"> • Personal awareness and responsibility • Positive personal and cultural identity • Social awareness and responsibility
Creativity, Activity and Service project (CAS)—also called the Personal Project – is completed for PYP, MYP and DP.	Student Personal Projects KEY DIFFERENCES No significant differences	In the redesigned curriculum, students practice inquiry and research skills with project opportunities throughout K-12. Specifically, Career Life Education 10 and Career Life Connections 12 include capstone projects that connect students' personal passions and contributions to their community (similar to CAS).
IB assessment is based on a scale from 1-7, 7 being the highest (demonstrates excellent ...) to 1, being the lowest (demonstrates almost no ...).	Assessment KEY DIFFERENCES IB uses a 7-point scale whereas BC Curriculum uses a 4-point scale.	The BC Curriculum uses the four point proficiency scale. The points are, Emerging, Developing, Proficient, and Extending.
To develop internationally minded people who, recognizing their common humanity help to create a better and more peaceful world.	Educational Outcomes KEY DIFFERENCES No significant differences	BC's curriculum enables students to graduate as "Educated Citizens", with the necessary qualities to seize a wide array of global opportunities.
Prepares students for further study in life, develop active learners to pursue life with purpose and meaning.	Curriculum Overview KEY DIFFERENCES No significant differences	Flexible learning with a focus on numeracy and literacy, developing citizens who are thinkers, communicators and personally and socially competent in their lives

APPENDIX B: DIRECT EMAIL FEEDBACK WITH IMPACTED STAKEHOLDER GROUPS

Verbatim emails below with personal/identifiable information removed for privacy purposes.

–

Verbatim email from Vancouver Association of Secondary School Administrators (VASSA)

What are the alignments and gaps between the revised BC curriculum and MYP?

The philosophy of the IB program aligns with the current curriculum and students are not missing out on opportunities if they do not participate in the IB program.

Do your members see unique benefits for learners to be in MYP?

Not necessarily unique benefits but the mandated collaboration is a benefit (but these can also be achieved in non-IB schools if the staff is committed).

What challenges have you heard from your members about MYP?

Concerns about the lack of dedicated and sustainable staff for the IB program. Noted that the current staff is not fully committed, and it would take more time than available to get everyone on board.

Teachers at King George are passionate about the IB curriculum but are unwilling to do additional work without extra pay. Benita expressed concern about investing in teacher training only for them to leave the program.

With the requirement of weekly collaboration time and having to implement the missing additional instructional time to the other four school days, staff/students may not be like having a longer school day for these 4 days.

What would motivate your members to continue teaching/administering MYP per IB World requirements?

The entire school staff needs to be on board for the program to be successful.

Staff may be more inclined to receive the required training, if they were compensated for doing training that takes place during non-school days/hours.

What would be your primary recommendation to the Board as they make their decision about the future of MYP?

Recommend discontinuing the IB program due to inconsistent staffing, the high cost of training, and lack of impact on student learning outcomes.

Students will not 'lose' in their current learning experience. They will still be able to have a similar learning experience through the current BC curriculum.

Do you have any additional questions/comments?

No

Verbatim email from Vancouver Elementary and Adult Educators' Society (VEAES)

Thanks for reaching out to VEAES for our input. Given the tight timeline of barely one week's turnaround time, it was a challenge for us to solicit input from our general membership in a meaningful and fulsome manner. I believe this point was also shared with you by our rep, Deb, when she attended the Ed Plan committee meeting last Wednesday.

That said, a member who teaches MYP was able to share with us the collated and collective responses to the same questions that staff members in all three schools had been asked during VSB's consultation process in October. Please see below in italics.

VEAES would like to propose the following to facilitate future communications between Ed Services and VEAES, and to improve consultation processes:

Hold regular and formalized meetings with Ed Services (perhaps quarterly?)

Include VEAES during the planning stages of any consultation processes that would involve our members

We'd love to hear your thoughts about our proposals, and are as always, open to further dialogue to discuss how to move forward in a good way.

What are the alignments and gaps between the revised BC Curriculum and MYP?

Alignments: The revised BC Curriculum and MYP both emphasize student-centered learning, fostering critical thinking, and developing global perspectives. Both curricula aim to cultivate skills like inquiry, reflection, and collaboration, which are essential for lifelong learning. The BC Curriculum's focus on core competencies aligns with MYP's learner profile attributes, encouraging skills in communication, thinking, and personal/social responsibility.

Gaps: One main gap is the structural difference. The BC Curriculum offers a subject-specific, standards-based approach, while MYP is concept-driven and interdisciplinary.

The BC Curriculum primarily uses a standards-based approach with letter grades and provincial assessments. MYP uses criterion-referenced assessment with detailed rubrics across multiple criteria, focusing on individual growth and conceptual understanding.

The BC Curriculum allows for inquiry but is more structured with clear, fixed learning standards. MYP encourages open-ended inquiry and reflection, often giving teachers and students more freedom in how learning objectives are met.

The BC Curriculum includes some experiential learning but with limited emphasis on service as a formal requirement.

MYP strongly integrates service learning and community projects as key elements, emphasizing global citizenship.

BC Curriculum focuses on core competencies like communication, thinking, and personal/social responsibility.

MYP: Emphasizes the IB Learner Profile, which includes broader, globally focused attributes like being principled, open-minded, and caring.

Do your members see unique benefits for learners to be in MYP?

Members generally see significant benefits in MYP's approach, particularly in developing a well-rounded learner profile. MYP's emphasis on global-mindedness, critical thinking, and reflective learning offers students a deeper, more integrated understanding of their subjects. The program also provides students with practical, real-world skills through personal projects and service learning, which can be motivating and help them see the relevance of their education.

What challenges have you heard from your members about MYP?

MYP encourages interdisciplinary learning and collaboration across subjects, which requires significant coordination among teachers. This collaborative planning can be challenging within the typical BC school schedule, where time for cross-grade collaboration (Horizontal and Vertical) may be limited.

Time constraints and the need for extensive planning to meet both curricula's requirements can place additional demands on teachers, especially those who are new to MYP.

Regular IB-recognized training, support, and resources are essential for teachers, coordinators, and heads of school.

What would motivate your members to continue teaching/administering MYP per IB World requirements?

Members would be motivated to continue with MYP if there were clearer support with MYP teaching. Professional development opportunities that provide strategies for integrating both curricula, as well as resources to support MYP's inquiry-based learning, would be especially helpful. Additionally, if school leadership demonstrates a strong commitment to supporting MYP implementation, teachers are more likely to feel motivated and valued in delivering the program.

What would be your primary recommendation to the Board as they make their decision about the future of MYP?

The primary recommendation to the Board would be to invest in professional development and resources that specifically address the MYP requirements. Supporting teachers with tools to manage MYP teaching requirements effectively, as well as fostering a school culture that values the MYP framework, would ease the transition for staff and enhance the learning experience for students.

Additionally, considering the flexibility to allow MYP principles to guide assessment practices in a way that aligns with BC's standards could support smoother implementation.

Second email from VEAES

What are the alignments and gaps between the revised BC Curriculum and MYP?

The revised BC Curriculum and MYP share substantial overlap in content and approach.

Do your members see unique benefits for learners to be in MYP?

The MYP introduces unique benefits, such as the development of learner profile traits, a shared language across classes and grades, and a pathway for students to transition into the DP program.

What challenges have you heard from your members about MYP?

Common challenges include high expectations around assessment, the need to prepare two report cards, uncompensated additional training requirements, limited release time for effective program administration, high staff turnover, and difficulties in hiring staff with the required qualifications.

What would motivate your members to continue teaching/administering MYP per IB World requirements?

Key motivators would include guaranteed resources and release time, as well as a streamlined reporting process with a single report card.

What would be your primary recommendation to the Board as they make their decision about the future of MYP?

To discontinue the IB MYP program at DTFS.

Verbatim email from Vancouver Elementary Principals' and Vice Principals' Association (VEPVPA)

As requested, we are sharing written feedback on the upcoming VSB School Board decision regarding the status of the IB Middle Year's Program (MYP). Firstly, the Vancouver Elementary Principal's and Vice-Principal's Association (VEPVPA) appreciates the consultation process outlined at the recent Education Plan meeting on November 6, 2024, as well as the opportunity to formally provide feedback on the upcoming decision.

We have given VEPVPA colleagues the opportunity to provide feedback on the questions outlined below and the responses are a summary of the responses we have received:

Questions 1 and 2: What are the alignments and gaps between the revised BC Curriculum and MYP and do your members see unique benefits for learners to be in MYP?

The changes to the BC curriculum in 2016 included many significant shifts in approach. Particularly, the focus on competencies, inquiry-based learning, and personalization have created richer opportunities for all learners. However, these changes also diminish the distinctiveness the IB program

offers. The current BC curriculum aligns closely with the MYP initiatives, therefore the unique benefits offered by participating in the MYP program has diminished.

Question 3: What challenges have you heard from your colleagues about MYP?

The cost of reaching IB World compliance is considerable and ongoing. As the estimated funds are not currently allocated in the approved VSB operating budget, the necessary and significant funds required would need to be redirected from other important and targeted areas as outlined in the VSB Education Plan. We feel that this choice would not be in the best interest of VSB staff and students across the district. In addition, there is an increase in paperwork for both the teachers and school-based leaders in MYP schools. The current BC reporting order and reporting requirements of MYP add to the workload of MYP teachers. School-based leaders must complete a school learning plan for the VSB as well as a school plan for MYP requirements. The work intensification for staff in MYP schools is inequitable.

Question 4: What would motivate your members to continue teaching/administering MYP per IB World requirements?

At this time there were no strategies or resources mentioned that would motivate educators to continue teaching or administering MYP per IB World requirements.

Question 5: What would be your primary recommendation to the Board as they make their decision about the future of MYP?

We believe the decision to potentially discontinue any program should be made with student learning at the center, therefore should be made with the utmost scrutiny and care. The changes to the BC curriculum in 2016 align directly with the VSB's current education plan goals and encompass many MYP initiatives, therefore it is VEPVPA's position that the IB Middle Year's Program at Lord Roberts Elementary and Elsie Roy Elementary should be discontinued.

We look forward to the VSB School Board decision on November 25th, 2024.

Verbatim email from Vancouver Secondary Teachers' Association (VSTA)

What are the alignments and gaps between the revised BC Curriculum and MYP?

British Columbia's "New" (in place at the Grade 8 & 9 level since Fall 2016, and Grade 10 since Fall 2018) curriculum corresponds to most of the winning policies and pedagogies of the MYP program.

IB MYP was originally brought in to raise school profile and, subsequently, boost enrollment – this is no longer an issue.

Do your members see unique benefits for learners to be in MYP?

The Personal Project remains the strongest aspect of program delivery at KG, unfortunately:

Marking, supervising, and support remain burdensome and time-consuming

External moderation of the projects occasionally results in problematic outcomes

What challenges have you heard from your members about MYP?

The gap between MYP and the BC curriculum has narrowed significantly with the current B.C. curriculum, so the effort-to-output ratio makes little sense. The MYP program is replete with expectations, standards and jargon, much of which is either irrelevant to or even contrary to the B.C. Curriculum – the requirement to give ‘0’ or “fails’.

MYP is mandatory for all grade 8-10 students at KG. Teachers are expected to teach current MYP curriculum effectively, standardized against the International Baccalaureate rubrics, and standardized across the departments and feeder schools, while at the same time ensuring that B.C. Curriculum requirements are assessed and communicated to students and families.

KG is a public school, teachers have autonomy, admin are rotated, and our population is diverse, resulting in constant internal conflicts in running the program effectively to both IB World and VSB Standards.

To meet IB World MYP implementation requirements, the following are necessary:

A bespoke schedule with weekly collab time for teachers (which existed, prior to September 2019 and the implementation of the quarter system); unfortunately, the current District calendar and schedule removed weekly collaboration time, greatly reducing the necessary cross-disciplinary, cross-grade and cross-school collab/prep time

Unique and separate report cards as the new MyEd update does not print out ALTs or Criteria Levels; further IB World is implementing a new 3-Criteria grading system in 2026, and changes to aspects of content and assessment on a reasonably (~5 year) regular basis. BC requirements for reporting student learning and VSB requirements for course outlines now require new language in accordance with proficiency scale, and do not use MYP vocab (ATLs, etc); in fact, the New B.C. Reporting Order of Proficiency Scaling conflicts significantly with MYP reporting.

The standardization of rubrics and assignments across departments, of units between departments, and of vertical planning across grades 6-10, as well as the 4 Criteria (soon to be 3 Criteria) Approaches-to-Learning (ASLs) and the 8-point scale Learner Profiles.

Training:

Admin/Head of Schools need training (minimum 1 at all times)

Teachers (minimum one per department, renewed every five years, some departments need more)

A major and significant issue is that training is usually Fri-Sun and no time in-lieu is currently provided; this is a significant ask and a significant disincentive, as completion of training is a requirement of employment for teaching at KG, in order for the school to maintain IB World certification

IB is implementing a new 3-Criteria grading system in 2026, which will require retraining of ALL staff

Quality and timing of training programs is limited

Four-on-the-floor (Teacher not being able to access prep time for an entire semester) and the Teacher Shortage that sees internal coverage (where a teacher is redirected from their prep to cover a class that does not have a TTOC) severely limit already limited prep and planning time. KG teachers report the highest rate by school size for internal coverage of the 18 VSB high schools (VSTA Failure to fill data)

DFS does not qualify to give the official MYP certificate and is missing key aspects of the program; for example, the ability to provide e-assessment.

Students get a certificate showing their results for the Personal Project only

What would motivate your members to continue teaching/administering MYP per IB World requirements?

Return to a linear system, in order to coordinate with IB World requirement for cross school collaboration with the Elementary Schools.

Separate Posting and Hiring process (similar to how Summer School or VLN is hired separately), with informative postings, that include requirements for both IB World programming and the BC Curriculum.

No other initiatives or District Focii (UDL, for example), with programme development as the sole focus of all collabs and Pro-D

Dedicated TTOC pool.

Additional annual release time for on-boarding new and temporary staff and TTOCs for pool.

What would be your primary recommendation to the Board as they make their decision about the future of MYP?

That the program not be continued. 90% of staff voted to stop delivery of the MYP in favor of focusing solely on the delivery of the new curriculum.

Do you have any additional questions/comments?

Recent increase in request for medical leave, as well as staff reducing to part-time employment is evidence of a system and timetable that is not serving a staff committed to doing their best in trying to meet the needs of students while delivering both the BC Curriculum and the IB World MYP.

APPENDIX C: VERBATIM OPEN-ENDED COMMENTS FROM STUDENT SURVEY RESPONSES

Student survey responses have been redacted, with personal/identifiable information removed for privacy purposes.

Elementary student survey

Q: How has being in the MYP program impacted your school experience? (positively/negatively/no impact/I don't know) - explain why.

No impact/I don't know	Not impacted at all 🙄👧👦
No impact/I don't know	I don't know much about it
No impact/I don't know	I am not really sure that I have done this yet or if I have been taught about about this program
No impact/I don't know	I haven't really noticed a change
No impact/I don't know	It didn't give me impact because I didn't really have any problems with it. it didn't bother me that much so, I'm fine!
No impact/I don't know	i don't really know
No impact/I don't know	I don't really know this
No impact/I don't know	Because I forgot about it
No impact/I don't know	I don't know
No impact/I don't know	I don't know about this program
Positively	It shows people's creativity and what their selling
No impact/I don't know	Because it's first time being in it
No impact/I don't know	It just felt like presentations and a bit challenging
Positively	I really enjoy challenging myself, and school is usually boring for me because it's so easy
No impact/I don't know	I find my grade 6 and 7 school experience a bit uneventful, not great nor awful.
No impact/I don't know	i liked researching but myp doesnt really affect me
No impact/I don't know	I didn't notice
Positively	I don't know but it didn't impacted me negatively
No impact/I don't know	I don't know
No impact/I don't know	I dont know
No impact/I don't know	I don't know
Positively	because it makes it easier to learn and understand projects



Positively	It feels a lot different from Gr. 5 and it also seems a lot more excitin
No impact/I don't know	Being in the MYP program seem perfectly fine
Positively	There is a school food program and the teachers are really nice.
No impact/I don't know	I dont think its changed anything, I dont know exactly what things they do differently, i'll know eventually but for now I have no clue
Positively	Because it helps teachers get money
Positively	It taught important skills to use later on in life.
No impact/I don't know	Because I don't know
No impact/I don't know	I feel like being the MYP program has made no impact on me. It feels like going to school like I have for 7 years
No impact/I don't know	I don't know because I never gave the program a second thought
No impact/I don't know	I don't know
No impact/I don't know	I think is just a school
Positively	It helped me understand life skills easier.
Positively	Because we learn about real life
No impact/I don't know	i think of it as just normal school curriculum and i am ok with doing it but i am not really a finatic about it
Positively	It helps teachers get money
Positively	It let me express my passions effectively.
Positively	We would learn less if we didn't have it
No impact/I don't know	Never really noticed it
No impact/I don't know	I don't know
Positively	Because I enjoy challenging projects
Positively	Teach me life lessons
Positively	It teach me about life lessons
No impact/I don't know	I don't know
No impact/I don't know	Idk
Positively	It was great at teaching me life lessons
Positively	It helped me to embrace sharing my passion
No impact/I don't know	I don't know what it is
No impact/I don't know	I don't know
No impact/I don't know	i don't know
Positively	We get to do lots of cool projects and you get to lead them!
No impact/I don't know	Idk

Positively	It was positive because there were a lot of good and interesting projects and these projects were there because of the MYP
No impact/I don't know	i dont really have a feeling about myp
Positively	Because I got to learn how to do really good projects or posters
No impact/I don't know	Idk
No impact/I don't know	I don't know what myp is
Positively	I have been loving the IB because of all the projects and the grading system
Positively	It helped me because I learned harder subject to learn and that helped me and I can be ready for high school and organized.
Positively	It has made me smarter
No impact/I don't know	Idk
Positively	Passion project fun activities
No impact/I don't know	hasnt done much
Positively	Because I have enjoyed doing the passion project
No impact/I don't know	Hasn't done much
No impact/I don't know	Idk
No impact/I don't know	I've never really seen it around this school and not 100% sure wat it is
No impact/I don't know	I never knew I was in it
No impact/I don't know	I am not sure if i attended this
No impact/I don't know	It has kept school the same for me
No impact/I don't know	IB is a cool
No impact/I don't know	I don't really know
Positively	It gives better works and helps me learn better
Positively	It helps me learn better
No impact/I don't know	It didn't change a thing
Positively	The MYP program is a program that helps me with knowing what type of learning style I have from exploring each profile.
No impact/I don't know	the only super big change that i really noticed was the grading system, which is a lot more complicated, but it helps asses my skills on a higher level
Positively	I think it is important because students learn leadership.
No impact/I don't know	Nothing really changed
Positively	It's teaching me things I'll need to know in the future
Positively	Because students learn more things.
No impact/I don't know	i dont know

No impact/I don't know	No idea
Positively	Because we did things that will help in the future
Positively	It has been a challenge, be being apart of the MYP sure is fun!
Positively	There are so many people I can go to for help
Positively	I feel that I have expanded my opportunities to more of a challenge.
No impact/I don't know	its in the middle
Positively	I like it Scarlett also says she likes it
Positively	I'm smarter now
Positively	It has opened myself to many different possibilities and I have learned a lot in the program including different projects
No impact/I don't know	N/A
No impact/I don't know	It doesn't really feel different
Positively	Nothing bad has happened since i joined MYP and it's been a really positive experience
Positively	I have learned a lot more like the passion project.
No impact/I don't know	Ppl in the school are still mean
Positively	
Positively	I like the project
Negatively	Because it might be so challenging for me because I am not really good in English
No impact/I don't know	I haven't been noticing any changes or impacts
Positively	I think it is good because I learned alot more then I expected
No impact/I don't know	I haven't been noticing any changes or impacts
No impact/I don't know	I just knew about it now
Positively	we got to do a bunch of cool new stuff and it got a lot harder
Positively	Because I have learned much more than I expected
Positively	I think myp is good because i have learned more
Positively	It's helping me to understand why to do my homework
Positively	It's made it more fun and also I have a great teacher named [redacted]
No impact/I don't know	Something is wrong, they are all DEAD, they are not real look around you, you can not hide, you are not safe, run away run away RUN RUN RUN
Positively	By teaching kids important life skills
Positively	I like all the learner profiles
Positively	I like learning technique with MYP

No impact/I don't know	It hasn't really changed anything.
Positively	I didn't learn a lot in grade 5
Positively	Because in grade 5 I didn't learn so much things
No impact/I don't know	Because it is my first year here.
Positively	I can't wait to do my passion project
No impact/I don't know	I haven't seen any difference
No impact/I don't know	Idk
No impact/I don't know	Because we haven't started yet
Positively	I dont know
No impact/I don't know	I has projects and stuff but I'm ehh about it
Positively	I'm getting prepared for high school
Positively	It's good to have a nice structure and it's fun
No impact/I don't know	I'm not sure since I don't see a difference
No impact/I don't know	I don't know
No impact/I don't know	I started here this week
Positively	
No impact/I don't know	This year has been so far the same as last year
No impact/I don't know	Because I don't know how is in the MYP.
Positively	It has impacted and helped my schedule as of today and all of its work and made it easier for me to complete activities I enjoy
No impact/I don't know	Idk
No impact/I don't know	I don't know MYP
No impact/I don't know	I don't know
Negatively	I have been getting worse marks
No impact/I don't know	Because I don't know what it is
Positively	Because it gives us more to learn about.
No impact/I don't know	Idk
No impact/I don't know	I haven't really payed any attention to it. But I have heard about it.
Positively	I learned a lot of things since last year
No impact/I don't know	I didn't know about it
No impact/I don't know	I'm not sure
No impact/I don't know	Idk
No impact/I don't know	I don't know
No impact/I don't know	Because idk
No impact/I don't know	Idk
No impact/I don't know	It doesn't effect how i learn

No impact/I don't know	It does not effect how I learn
No impact/I don't know	I didn't learn?
No impact/I don't know	I have no clue 🤔
Positively	The different numbers allow me to see what level of success I have and the different level in the school board that I am graded with
No impact/I don't know	I don't know what MYP stands for I just heard about it in school
No impact/I don't know	I don't know
Negatively	I don't know what it is
No impact/I don't know	I don't know how it impacts my school experience.
No impact/I don't know	I don't know
No impact/I don't know	Don't care about it
No impact/I don't know	I'm not really sure what it does
No impact/I don't know	Because i don't know why an MYP stands for
No impact/I don't know	I don't know what myp is
No impact/I don't know	It feels the same
No impact/I don't know	I just don't know
No impact/I don't know	I don't know what it is
No impact/I don't know	I didn't know that the MYP is a thing
No impact/I don't know	There was no impact
No impact/I don't know	
No impact/I don't know	
Positively	It has been good because I learned a lot about IB program
No impact/I don't know	Because nothing has changed
No impact/I don't know	Im not sure yet because it is my first year in Ib.
No impact/I don't know	To be honest I don't remember much about it.
Positively	Because the grading system is goofy
No impact/I don't know	I can't see the difference apart from the grading
No impact/I don't know	We have not gotten to far in the subject
No impact/I don't know	I don't know what is MYP
No impact/I don't know	Because I've never been told about it at all
No impact/I don't know	I am not sure
No impact/I don't know	I have not experienced the regular bc curriculum so I do not know if that would be better for me or not
No impact/I don't know	I don't know
Positively	I only started and I like it
No impact/I don't know	I do not know what does MYP mean.

No impact/I don't know	I'm not exactly sure how MYP has impacted me.
No impact/I don't know	I don't know
No impact/I don't know	I don't know
No impact/I don't know	Because I just learned about it today.
No impact/I don't know	I just don't know what this really is
No impact/I don't know	Don't feel anything or impacted by it
Positively	I think the MYP has positive impact because it makes grades a lot simpler, like it has an exact rubric.
No impact/I don't know	I don't know much about MYP.
No impact/I don't know	I didn't know what it was.
Positively	I can push myself more with a better understanding of the grades
No impact/I don't know	In my opinion MYP didn't really change anything about my school experience
Positively	I feel like with myp my education has boosted dramatically and i like it
Positively	It has being fun to learn more things
Positively	Because I can see my friends and playing football  or soccer 
No impact/I don't know	It hasn't impacted me positively or negatively
No impact/I don't know	Never heard of it, so it didn't impact my school experience.
Positively	I believe that the "volunteer hours" are part of the MYP program, and that impacts me positively since in order to get into Mini schools or private schools, I would need to have ample volunteer hours.
No impact/I don't know	It hasn't impacted me because I haven't had any negative or that positive impact
Positively	I've been learning so much more, and there are lots of interesting things we are doing.
Positively	It gave me a sense of a more complex/fun grading experience.
No impact/I don't know	It has not impacted me at all
Positively	It gives an easier grading system and lets us do more enriched learning
No impact/I don't know	It feels almost the same
Positively	It has expanded my own expectations
Negatively	Much harder
No impact/I don't know	I dont know because I don't know the myp program
No impact/I don't know	
No impact/I don't know	I don't really know.

No impact/I don't know	It feels the same
No impact/I don't know	This is my first year in MYP

Q: What do you like about MYP?

I don't know why I like it I don't think I have any reasons to like it 🤔
I don't know about it.sorry
I don't know
I'm not really sure
I don't really know what I like about it, but it's really nice for learners that has trouble learning.
I don't know
We didn't learn this yet
That it enhances your learning
I do t know what it is
I don't know
I'm not sure I was in mop last year but I forgot what it is
Looking at people's passion project
I heard it's challenging and I like that and the presentation which is fun to me and I enjoy it
It allows me to make projects about all the things I enjoy and work hard for
It's really challenging and I like that, I usually do a lot when I'm at home and the MYP program changes that, I'm being constantly challenged about different things
I enjoy the new challenges that approach me and experiencing ups and downs. (overcoming obstacles)
nothing, i have never received anything from myp that i know of
I didn't know is was in MYP so I don't k ow
I don't know but it's good
I don't know
I liked doing Projects
I really liked working in projects
it makes it easier to learn and understand projects, and its good for you
I enjoy doing better projects and having a nicer understanding and learning process
I don't know, first time being in it
The teachers are nice and helpful and there's a school food program.
Something I like about MYP is the entrepenur project because I enjoyed the process and making money.
I don't really know because I haven't really noticed it

I most enjoyed crafting the projects. Using a variety of materials, I was able to make things that I was very proud of, such as my project for Young Entrepreneurs.
The life lessons that I learned.
I like the passion project the most.
I can't answer that because I never focused on the fact that I was in it
That you work with your friends and you learn something new.
It was fun about showing my passion to my peers and teachers
I like the fact that it helps you understand skills that will be useful later in life
If we learn about the real world and it will help us in the future
i think that in grade 6 i got to do a passion project and it was fun to tell people what my passion is
I like that it provides more education
I enjoyed making the projects but not the amount of hours of sleep I missed out on.
I like that it provides more education
The projects are cool and fun they also teach u stuff
I don't know
Challenging projects and learning so much more
The projects
It gives me many options in life
I don't know
Nothing I dk
It taught me about money and stuff that I like
I really like the passion projects, I liked learning about other people's hobbies or future careers.
No
I don't know
I don't know what it is
I don't know
i don't know
Most of the MYP projects are led by you. It includes your interest, and you can get creative with what you create. Last year, I created projects and I had fun! I received pretty good marks from them too!
I love it.
I find it interesting and it helps a lot of people learn, so why not do it if it helps?
i like to learn about it
I like making projects on powerpoint
Nothing

Idk what it is
In myp I like doing the projects the most. It's always fun to have a project on the go.
You learn harder subjects and get good experience in life problems.
Everything
It so cool and sigma
Passion project
I don't know what myp is
being principled fair
Umm I don't really know
Being principled and fair
Nothing
Idk
I guess passion project
I'm not sure what this is
Nothing in particular
You can learn about fun stuff
I like that we can express ourselves
The criteria and marking system is very good and helps me understand my work better.
It is fun and I learned a lot from it
It helps me learn better
I like how it gives information about each learning profile to educated us
I like that i can be assessed on a higher level
I like MYP because it really taught me and I really enjoyed doing the projects like passion project and I've learned to help others and do way better in work.
I like how nothing change but I get more homework and learn better
I like how it's educates us on the learner profiles
I like it because students can work together, learn more things
nothing
It was fun
It is teaching us about our learning habits
There's a lot more of fun projects upcoming—As a student who enjoys projects due to making bunch of videos, I enjoy it!
All the people that I can ask for help
I love the projects that comes with the program

[illegible]

Passion matters
It gives us challenge
I don't know
I don't know
It prepares you for high school
I like that we get lot's of projects
I do not know
I don't really know
Volunteer
I like field trips.
The field trips
I don't know
I don't know, maybe playing badminton with other school.
I like that it gives me more opportunities to make social connections with other people in my grade
I don't know, I never be in the MYP.
I like that our class is sort of stress free and fun.
I like the field trips that were able to go on
Idk
I don't know about MYP
I don't know
Idk
Nothing
I don't know
I like how it is now.
Idk
I guess I like the grading system. It seems like a nice program.
Idk
I don't no anything about it so I don't like it/ like it
I.s.
I'm not sure
I don't know
I don't know
Idk
Idk
Nothing
Nothing

Idk
GIRL I DONT KNOW!
I don't know 🙄
It makes things easier for teachers, students, and parents.
Idk because I did not learn
I don't know
I don't know what it is
I don't know what MYP gives and doesn't give
I don't know
It doesn't affect me
I don't know what it offers
I don't know
I don't know
Nothing it feels the same
I don't know
I don't know
Nothing
I don't know
I don't know what MYP is
Like all
I like MYP because you get to learn a lot about art, math, and more
I don't know
I like MYP because we get to do some small projects for example goal setting because we got to create a poster, comic, or letter about our strengths and weaknesses.
That we have a choice to continue it if we continue to King George or other VSB schools or we can continue on into a different high school.
I like the grading system
the teachers and the staff
I don't know because everything seems to be the same
The creativity and the questions we are asked and then answer
I don't know
I have no clue what MYP is but if it's important about my school then I'll gladly want to know about it
Nothing
It lets me think about the assignments and worksheets that we do
I like the fact that we can learn French
The working hours
I do not know what does MYP mean.

I'm not sure what to think about MYP.
I don't know
I don't know
Nothing never heard of it till now
I don't really know.
I don't know
I don't know much about it
I like that MYP made my education more enjoyable, not boring.
I like that we have tests to help us review our learning.
I like how the teachers are friendly and always help us out.
There is more detail in how you did, if you got a proficient in math, you could get a low proficient or a high proficient
I like that I'm in a split class so I can be ahead when I do go to grade 7.
That you get to learn and do surveys and stuff like that
That I learn new things and I expand my knowledge
I like the MYP because of field trip
I can learn things.
I didn't know I was in it, so I don't know what I like about it.
MYP gives me chances to shine and show my true potential.
I like that MYP is teaching me about stuff I didn't know before I was a part of it
I like the variety and the topics we do. The school I used to go didn't have this, so I think it's much more fun.
It is different from the rest of the younger grades and therefore is better because it makes us feel older.
I like the idea of the IB scale
It is a internationally recognized program that can help in getting into better high schools and even universities
It is a good way to get graded
The scale 1-8
Actual grades instead of just marking tests
I don't know what the myp program is
Mostly everything
I don't know.
Open gym
Idk

Q: What do you find most challenging about MYP?




I don't know 🙄

I don't know. I'm so sorry
I am not sure
Nothing so far
There's not really much since I'm not recognized with it. But it's fine I guess there's not much that I find challenging after all.
I don't know
You get to learn?
I don't know
I don't know
I don't know
Not sure
I don't know
Since having the time to finish it is hard because I'm sometimes slow
Making the time to finish it off is difficult
It's overall very exciting, but sometimes I dislike the Entrepreneur project because I don't enjoy selling stuff.
The drastic changes, although I enjoy a challenge the change in school work difficulty was slightly shocking at first.
scheduling and time management
I don't know what is MYP
Nothing really
I find the myp challenging because there is a lot of projects
I don't know
Some projects I found challenging
Some projects and group projects I found challenging trying to communicate with my companions
I don't know yet, but if the program continues I can have a chance to figure it out
I find that the MYP does have a lot of extra projects making the year harder but it is still fun
I enjoy everything
I don't know.
I found the Passion project hardest, not because it was actually hard but because I chose something that I didn't actually like
I find some of the work my teachers have mentioned to be more difficult
What I find most challenging about MYP is presenting, or speaking to people I don't know. I cannot stop thinking about what my audience will think of me.
The life lessons.
I don't find anything challenging in the MYP program.
Nothing really anything. I finished 99% of my work early in grades 6 & 7
The information that you have to find.

I was also my passion project it was challenging to explain why do I like my passion
I find the new obstacles that are thrown at me challenging.
Putting the big words in our own words
I think that it is challenging because it is a big part of your mark and that you need to try your best
It's a lot of work
Time many
The more work
I do not know that yet
I don't know
A lot of projects to manage
Nothing
Not really anything
I don't know
Idk
I do not know
Nothing.
I didn't know what it is
I don't know
I don't know
i don't know
The MYP projects are normally super long, but I enjoyed doing most of them.
No
This isn't really about the MYP but the wifi and the technology does not help us learn. Most of our working time is wasted because of the very slow wifi
passion project
Understanding all the IB learner profiles
I forgot. About that do
Nobody's telling me what it means 😞😞😞
Probably having maybe three projects at a time. But it's manageable.
Well I learn harder subjects which is great but you get kind of confused sometimes but I get it at the end
Nothing
Uhhh it hard bc mid sky is sooo hard
Nothing
I don't know
risk taker
Finding the pictures on safari

Risk taker
Nothing
Idk
I don't know
If it's math not that
Nothing it is all just school
Math
The passion project and how you need to be creative to impress teachers
S9me projects are hard, but that is good
When I need to present
Doing the passion project two years in a row
Honestly, nothing is challenging to me. I like the learning!
the grading system because it is super complicated
The opportunity because sometime some classes don't get to do it.
Nothing was really challenging but there was so many work
I think the passion project was the most challenging because of having to work hard to create the perfect presentation
I don't really find it challenging, I could do the work my teachers told me to do.
nothing
Projects
How to apply good learning habits in real life
Of course—New work, way harder, etc. But also finding ways to still stay clear and have a bit of creative and wonder. But it's also tougher in behaviour ways too. But other than that, it's fine!!
The people I ask for help with do something but sometimes it doesn't work
it talked about reflections and i dont really like reflections
I don't know
Math and science
None
The passion project
Nothing
I think the most challenging thing is the math
The math
I don't know
Some tests
Everything might be changing because I am not good at english
I don't know
I don't know 🙄

I don't know
Nothing
it's hard and we do a lot of new stuff that wasn't explained or showed to us
Tests
We moved one grade so it gets harder and we are learning more grade 6 requirements like we get more homework
There is so much more homework than grade 5 and it's more challenging and different ways to learn
The work
Well some of the math 🇨🇦 was hard
😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭😭
The math seems much harder than grade 5 math. Also, it seems like a lot more homework
The mathematics is more challenging in grade six
There is a lot more math, and work/projects
Project
Projects are hard
The thing i think that is the most important is the fact that there is quite a lot of homework. It is hard and challenging as well as fun.
Passion project
Most of the projects are hard
The extra projects
All the projects we have
Nothing
The projects
The work is way more and way harder
Nothing
Extra work
I don't know it's my first year and I don't know what's the difference
Science and social studies
Presentations if that count
Science
I don't know
I don't know.
It is harder work than last year
I don't know, I never be in the MYP.
having to hand in work on time and having to worry about our grades.
I think as of right now the high school application process is the most challenging part
Idk

I don't know
I don't know
Idk
Marks
I don't know
The most challenging part of the process is getting to know things that you don't normally expect to know about.
Being a teen
I don't think I find anything challenging. Thank you for reading this survey 😊.
Idk
Nothing
L.L.
I'm not sure
Idk
I don't know
Idk
Idk
Nothing
Nothing

Bruh... I don't know 
I DONT KNOW WHAT IT IS 
It can sometimes be confusing because emerging and extending both start with an E. It is confusing because if my teacher writes an E, I am not sure if I got an emerging or an extending
Nothing because I don't know a lot about it I just heard it
I don't know
I don't know what it is
I don't know what it really is.
I don't know
School
I don't know what the myp program is! I mean I know what myp is what it stands for but not what it does.
I don't know
I don't know
Nothing
I don't know
I don't know

Nothing
I don't know
I don't know
I don't know
What is most challenging is the math part for me because I'm not that good 😞
Math
I don't know much about MYP since my first year.
Choosing if we want to continue it or if we wanna go another path.
I don't know much about it so I can't really say anything
the tests
Sorry to not give you a strait answer, but again, I don't know because it is all generally easy. I guess I'll have to say I&S
I don't know because we have not done that much I.b.
I don't know
I don't know what it is so I can't say whether is challenging or not
It is harder to get a full 8 as a mark. The names of subjects are sometimes confusing to me and a lot of other people.
Reflecting on my work
Mostly the I.a
Idk
I do not know what does MYP mean.
Some of the material is more difficult than others.
Nothing I think school is easy
I find it's the same as before
Math
I don't know yet.
I don't know
The work or stuff like that
I think it's kind of... stressful? That if you get like, a developing, proficient, then there's some kind of pressure to get an extending next time.
I don't know.
The most challenging thing about MYP is writing essays.
None of it is really challenging, it's just a really good program
grade 7 work can be very hard sometimes especially because the year just started.
I don't really know there's nothing really challenging
The volunteer hours, is difficult to have all those hours
Tests

I'm not sure
I don't know what it is, so I don't know what's challenging about it.
Well, obviously it is difficult like it should be, so I don't have any complaints about it.
I don't think I find anything challenging about MYP
I struggle sometimes with math...but I'm getting better.
Sorry but I do not know.
N/A
Nothing it's just a great program
Nothing really
I don't know much about MYP so I don't know
Math
I don't know because I don't know what myp is like I know it's a middle school program something
I don't know
I don't know.
The tests and the work
Idk

Secondary student survey

**Q: How has being in the MYP program impacted your school experience?
(positively/negatively/no impact/I don't know) - explain why.**

No impact/I don't know	
Positively	in a way it can keep you in between a mark and and it better than the other way where they mark you based on letters when your in gr11-12
Positively	
No impact/I don't know	I'm not sure I'm in the middle
No impact/I don't know	
Positively	it helpful
Positively	
No impact/I don't know	
No impact/I don't know	it's overwhelming
Positively	
No impact/I don't know	I don't know what MYP is actually.
No impact/I don't know	
Negatively	The teachers are terrible at teaching IB
No impact/I don't know	I have not noticed much related to.
Positively	i dont know

No impact/I don't know	I haven't noticed any big effects of being in the middle years programme
No impact/I don't know	I don't know what MYP is or what it does for me
No impact/I don't know	
No impact/I don't know	
No impact/I don't know	no impact
No impact/I don't know	well other then projects about it nothing more then that
No impact/I don't know	because I'm not really getting this.
No impact/I don't know	no impact
No impact/I don't know	
No impact/I don't know	
No impact/I don't know	I don't really know what MYP really effects.
Positively	
No impact/I don't know	
No impact/I don't know	
No impact/I don't know	I like
Positively	
No impact/I don't know	
No impact/I don't know	
No impact/I don't know	Idk
No impact/I don't know	
No impact/I don't know	I play on kit
No impact/I don't know	i didnt notice any significant change
No impact/I don't know	Personal project is hard but i don't really care
Positively	Because I don't have to worry about getting every percent
No impact/I don't know	
No impact/I don't know	
Negatively	The grades are kinda weird and complicated
Positively	I feel that the program helps students grow.
Positively	It is competetive
No impact/I don't know	It's medium
No impact/I don't know	I don't what is myp
No impact/I don't know	idk
Positively	Easy
Negatively	Mental health
No impact/I don't know	
No impact/I don't know	
Negatively	its stressful and makes me worry about my marks.

Negatively	The syllabus and curriculum feels quite complicated and different than the BC curriculum
No impact/I don't know	I like it alot
Negatively	It's hard to get 8 even when I do perfect work teachers refuse to get 7 or 8
No impact/I don't know	i didnt really notice anything different
Positively	Makes grades easy
No impact/I don't know	I don't really know too much about it
No impact/I don't know	uh
No impact/I don't know	I can't remember what school was like before MYP
No impact/I don't know	idk
No impact/I don't know	I've never had any different types of grading systems
No impact/I don't know	My parents don't understand the grading system but I do
Negatively	Hard to understand the grade
Negatively	I don't like it
No impact/I don't know	Because it doesn't matter
No impact/I don't know	I don't know
No impact/I don't know	I'm still new here and I don't know what an MYP is
No impact/I don't know	Don't hear much about the MYP stuff often?
No impact/I don't know	
No impact/I don't know	hasn't changed much
Positively	Because I think it's really cool we get to our own project and we get to show our passions for it
No impact/I don't know	I'm not sure how it works
Negatively	because idk if I get a high mark or low mark
Positively	Fun
No impact/I don't know	
Negatively	Too many reflections
Negatively	I don't understand my grades. A 4/5 is supposedly good but it's half the grading scale so how is it good? And no teachers give out 8s so what is the point of the scale. Its like refusing to give someone an A.
No impact/I don't know	I haven't been doing it. It wasn't something my elementary school did
No impact/I don't know	
No impact/I don't know	I've been in MYP since grade 6 and I don't really remember the difference
Negatively	some of the criteria is pretty hard but not that hard
No impact/I don't know	The grading system sometimes doesn't make sense
No impact/I don't know	I have adjusted to the system

Negatively	It is not a good system and it is confusing and every teacher grades based on their opinions rather than statistics.
No impact/I don't know	I try anyway
No impact/I don't know	
No impact/I don't know	
No impact/I don't know	I don't know
No impact/I don't know	I havent had any experience that wasnt myp, nothing to comparing to
Positively	it is good and it helps
Negatively	MYP project
Negatively	Myp fair
No impact/I don't know	To my knowledge, im not aware of what the program has done for me in a beneficial way or negative eay
No impact/I don't know	
Negatively	I like letters and my papa hates it
Negatively	It should be a letter grade
Positively	Because it allows me to encourage my time management skill
No impact/I don't know	I never noticed anything different
No impact/I don't know	
No impact/I don't know	i dont know
Negatively	I don't like the marking
No impact/I don't know	I try hard and get good grades
No impact/I don't know	not sure
No impact/I don't know	Its still the same grading just written differently
Positively	I like it better then the old one
No impact/I don't know	
No impact/I don't know	Don't know
Negatively	I don't like myp project
No impact/I don't know	
No impact/I don't know	
Negatively	I would rather get percentages instead of 1-8
No impact/I don't know	Because I always have to explain all the ways my grades are whenever I get report cardd
Negatively	It sucks
Negatively	It was a weird grading
No impact/I don't know	Idk
No impact/I don't know	Ive only had MYP
No impact/I don't know	
No impact/I don't know	

Negatively	Myp is annoying and grading was confusing and self reflection is really annoying in the beginning
Negatively	I don't know what grade I'm getting I just want percentages like a normal school
Positively	The MYP system is a really good way to indicate my real marks rather than using an average. It also lets me have IB background experience which is very valuable to me as I have done IB systems for almost my entire elementary school tome
No impact/I don't know	Not sure
Positively	I'm in the mini school so i have faster pace learning which is better for me.
No impact/I don't know	I never knew what MYP was till now
No impact/I don't know	I'm not sure
No impact/I don't know	MYP hasn't impacted my school experience
Negatively	
No impact/I don't know	I don't know
No impact/I don't know	
No impact/I don't know	I don't know
No impact/I don't know	I don't really care but it makes marking easier I guess
Negatively	My grades are inclining significantly
Positively	ive been able to know my grades and im used to it
Positively	I can more accurately find out how good I am at certain stuff because there is 7 grades instead of 4 and it is easier to pass.
No impact/I don't know	I never learned about it
No impact/I don't know	It's my first year and I don't have too much experience
Negatively	Don't like it
Negatively	I don't like it
Negatively	I dislike the grading system. Would prefer percentages.
No impact/I don't know	Nothing changed from what I know.
Positively	More precise data
Negatively	It's harder to see exactly where you are at and it's weird because a 2 is 50 percent but double that is a 4 and it's still like 70 percent so it's confusinh
No impact/I don't know	idk
No impact/I don't know	I don't know what school would look or feel like without it.
No impact/I don't know	
Positively	Because I've had no problems
No impact/I don't know	I don't know why

Positively	Grading
Positively	Ggg
Positively	I like the 1-8 grade ratings.
No impact/I don't know	
No impact/I don't know	Don't care
Negatively	I don't care
No impact/I don't know	i don't know
Negatively	
No impact/I don't know	
No impact/I don't know	I don't know
No impact/I don't know	I think it would work better if we did the whole one
Positively	I really love how ib gives us a better chance of understanding and being able to think clearly, I hope we can continue the program and do the diploma program
No impact/I don't know	Never used it
No impact/I don't know	I don't know what it does
Positively	
No impact/I don't know	
No impact/I don't know	No impact
No impact/I don't know	sort of a grey zone
Negatively	The grading system is confusing
Negatively	I don't like the grading system
Positively	I get better at the lesson
No impact/I don't know	idk
No impact/I don't know	I have never seen any changes of my school experience ever since I have entered the MYP program.
No impact/I don't know	
Negatively	Toonmuch work
No impact/I don't know	I dont know
Positively	I dont know
No impact/I don't know	There was no significant impact this program has done for me.
Negatively	i feel its just easier to work with "%"
Negatively	It's confusing
No impact/I don't know	I don't know
Positively	I feel like I've learned more than friends from schools without lip
No impact/I don't know	
No impact/I don't know	

No impact/I don't know	I'm not sure what the positive or negative impacts of myp are
No impact/I don't know	I don't mind it
No impact/I don't know	Idkkk
Negatively	It's more difficult to complete assignments because I have to explain more on what I write and the grades are a bit confusing
Negatively	I don't like it
Positively	Having more options for grades makes me want to work harder to get a higher one
No impact/I don't know	
No impact/I don't know	I don't know what MYP is
Positively	I really like the gradin system and I am looking forward to the MYP fair
Negatively	
Negatively	I prefer letter grades as they are more easy to understand and more straightforward/direct
Negatively	The grading system is confusing
Positively	It's a far way to evaluate our summatives
No impact/I don't know	i don't know loky cuh
No impact/I don't know	Im used to it so i dont really know how to feel
No impact/I don't know	I don't know what a MYP is
Positively	MYP reflects your improvement on that specific subject.
No impact/I don't know	I am not sure what school without MYP looks like
No impact/I don't know	I don't remember before the MYP
No impact/I don't know	No impact
No impact/I don't know	I don't know
No impact/I don't know	
No impact/I don't know	The MYP program is good but I don't think that it has impacted me
Negatively	The grading systems leads my parents to believe that i am doing poorly when I'm not
Positively	It helps me more analyze and understand the subject I am learning
Positively	It's ok
No impact/I don't know	it's my first year and I haven't feel anything yet
Positively	it has madr me get better grades
Negatively	very confusing
Positively	It is alright
No impact/I don't know	Nothing much changed and I'm not really sure what it is
Negatively	It's very confusing and not really accurate

No impact/I don't know	It bacame more confusing for family members when explaining my grades.
Positively	Grades
No impact/I don't know	
No impact/I don't know	I don't see a difference in the education from an IB LVL and a normal level curriculum besides a different grad system
No impact/I don't know	Hawk tuah
Negatively	i dont like
No impact/I don't know	I don't know
No impact/I don't know	
No impact/I don't know	i don't know what it is and i never knew i was in it in the first place
No impact/I don't know	I don't really notice any difference in grades
No impact/I don't know	I don't know
No impact/I don't know	I don't know
No impact/I don't know	
No impact/I don't know	
Positively	Because all my friends are nice
Positively	I really like the curriculum and the myp is organized.
No impact/I don't know	I don't know
No impact/I don't know	I don't know
No impact/I don't know	
No impact/I don't know	I do not know
No impact/I don't know	Hdbdbsj
Positively	I like to recognize how I learn
No impact/I don't know	I never knew
No impact/I don't know	no impact
Positively	It lets me learn in a more creative way
No impact/I don't know	I dont mind it
Positively	makes the grading system feel easier and less stressful
No impact/I don't know	It has been okay, good way of grading.
Negatively	Normal is better
No impact/I don't know	
Negatively	Harder work
No impact/I don't know	It has no impact
No impact/I don't know	
No impact/I don't know	
No impact/I don't know	I didn't mind it
No impact/I don't know	I'm not sure what it is

No impact/I don't know	Idk
Positively	
Positively	I get to do more work
Positively	The grading system is different
No impact/I don't know	Never really cared
Positively	because its easier to know
No impact/I don't know	I don't rllly know the difference
No impact/I don't know	
No impact/I don't know	i dont know
No impact/I don't know	
Positively	i like it
No impact/I don't know	Idk
Negatively	i don't enjoy it
No impact/I don't know	It hasnt changed much
No impact/I don't know	I said I don't know
No impact/I don't know	No difference
Negatively	Unfamiliar with the grading system, went from Extending grades last year to Applying

Q: What do you like about MYP?

its simple from a scale 1-8 and there's 4 sections and can help you improve your mark
I can improve a lot
it helpful
nothing
to improve my skills
Everything
I don't know what MYP is actually.
Nothing it makes learning harder
I know that it will help me on different things.
i dont know
It gives me a better studying environment
I don't know what MYP is or its perks
you can learn anything you want
i dont know
that we get to do the passion project
I do not really know.
i didn't go there
not sure
I don't even really know what it is

I dot think i seen the impacts with MYP or without MYP.
The fact it uses the most recent value as a score instead of averaging it
I don't know what is that
I like the grading system, im used to it.
I don't know
Not sure but I wanna learn about it
the grading system is easy
I like that we can pick whatever topic we want for the personal project
That the percentage system isn't involved
It is simple
It's pretty chill
I like the curriculum and the grading system
The quality over quantity
The teachers and how easy it is to pass
Nothing
idk
The levels
Grading system is easy to understand
1-8 grad scale
Consize grade
that its a personal project and i get to do whatever i want.
Nothing
I like it because I'm used to it
The grading is easy
nothing
The grading system
I don't know
its 👍
The grading system
the grading system 1-8 is nice but thats it
Nothing
I'm not quite sure. I like that the system likes quality over quantity
Our grade is not obvious to others
Nothing
It easy to understand
I'm not sure
I don't know what MYP is
I like that the grading stuff focuses more on a person's abilities to do things rather than what they can memorize

Easy to understand
it uses that newest grade instead of an average
That we got to do presentations on our passions and present it to a whole gym of people at the end
I like that it uses a trending mark instead of an average mark
idk
Its interesting and kinda fun
It's intruding
Less harsh grading
It is easier to improve because they're several categories to receive a grade in.
It doesn't affect me that much
I like how the grading process takes your trending mark instead of the average
If I improve, I get higher marks
getting to know what criteria that we are doing
The system is somewhat encouraging
I like that if I improve throughout the year I have better marks
It encourages improvement.
Good grading system
nothing
idk much about myp
There is more room for improvement because of a 2 being around 50%, and a 6 being around 85%
I think the grading system is clear and i like that they take the trending mark instead of the average
it is organized
Nothing
I do not know
The passion/personal project, i believe is part of myp
It's easy to understand
Nothing
Nothing
Assignment
I don't know
How 2 is 50% and if you improve at all then you get higher marks
its the same things every year
It's hard to fail your courses
Good grading system
Makes sense for grading
More precise grading, with 8 numbers instead of 4
It's more explanatory of my grade
nothing
It's easier

Idk
Not sure
Cool result
Nothing
Notuing
Nothing
Nothing
Don't really know what it is
It uses the highest grade
Get a bad mark on something and you get a good mark on another thing the bad mark kinda cancels out
Grading system makes my grades look better than they actually are
Nothing really but if universities prefer MYP schools then it's good
As said before, its a better way of grading, and it teaches us more than just usual studying materials. It teaches us how to learn for every class.
Barley know what it is
I like that the marking system is based on quality over quantity and also cover more than just knowledge.
I don't know?
I don't really like it that much
It gives me a better chance to do well in tests and grades.
It explains what we need to get certain grades.
It's easier
I don't know
The grading system isn't f b and stiff
The marking is easy to understand
It challenges you more
I like the the values and things we learn in myp
It is easier to pass.
I don't know
How creative it is
Idk
Nothing I hate it
Nothing
I don't know.
More numbers means more precise data
Nothing
the work
Simpler and easier grading scale and you learn more than other people.

I don't know
Yeah
No idea
Not much
Ghg
MYP affects students very well.
Not sure
I don't know
I don't care
i don't really think about it
Nothing
The grading system
I learn more
It has interesting points
The grading system
It's Inaccuracy
I can get a 7 and be happy
I'm not stressing about my grades
MYP
the freedom (CACAWWW)
Its easy to pass
Nothing doesn't really matter
It shows how you're doing in classes and what to improve at
nothing
A system where you can reflect on your recent working experience in secondary school/elementary school.
Neutral does not bother me
Nothing
Its structured
Its structured
Easier to get a good grade
That there is a lot stuff about yourself
Its structured
It doesn't impact me
The learning flexibility
I like that I have the chance to do the Myp fair as it puts less stress on me in later years
It's easy to handle when it comes to tests and quizzes
It gives students a better understanding of grades but it can be confusing in different circumstances
I don't know what it is

That the grades aren't too difficult to understand
Marks mean nothing
It's easier to get a good grade
Nothing
I don't know what MYP is
Nothing
Nothing
Idk
grading
It stresses me less
I don't know what it is
It goes in depth, not just in my work but when I improve in the subject.
Simple grading scales to understand
I like the grading system
I don't like it
It helps a bit.
Nothing
I like that we get grades from 1-8. I like it more than getting percents as my grade
Nothing
It helps understand more of the subject and helps develop critical thinking
Everything is ok
the freedom of choosing your own interests for a topic
its difficult to fail a class in myp.
nothing
It's good, it gives good services
More creative way of learning
It's a general grade and not so on point
Its easaier for students to understand their own grades
Idk
I don't know
Skibidi rizz
not sure
everything
I don't know
nothing
That 2 is a pass
I don't know what it does
Some of projects
Idk

Everyone is respectful and nice to each other
MYP is a very good experience and way to teach
I don't know
It's easy
The 1-8 scale
a lot of people their
Hsbvsvs
The grading system
It's pretty nice around here.
nothing
It's more creative
The homework
im not sure what myp is
Its easy and simple to understand
Nothing
Nothing
Progress
1-8 grades
nah
I don't know
It takes the average of your grade
I am not sure what myp is
It's fun
I get to collaborate
It challenges students to do better
Not much
easy
Uhhhh.....ummmmmm....ummaa....ummmm...uhhhhhhhh
Don't know
i dont know
Nothing
idk
ldk
the scoring
No opinion
I don't know what myp is someone pleased tell me
Nothing really
1-8 grading scale

Q: What do you find most challenging about MYP?

nothing really
Trying to extending (8)
science because I came here in middle of first term.
to managing whit my other curses
Nothing
I don't know what MYP is actually.
The grading system and projects
not sure.
i dont know
Not really anything to be honest
I don't know again about MYP
i haven't found any thing challenging yet
nothing
i find nothing challenging other then trying to find which one i am
It is new to me and I was just getting to know about it.
nothing
idk
I don't know
Learning the grading system, if you didn't it which makes the marks confusing.
The scores non-linear (things like getting a 2 being equivalent to 50% instead of a 4) makes it hard for people and especially parents to understand the grading given
Nothing
I don't know
I should learn about it more
a lot of reflection
The personal project
Getting 8s
Nothing
Confusing criteria's and grades
Nothing
Understanding the exact percentage
Instructions??
Nothing
idk
Dunno
Everything
????
Parents think it's a linear grading program

putting the project together.
Everything
Nothing
The names are weird and hard and confusing
myp project
Nothing
I am not sure
not sure
Nothing
my parents were a littlw confused about my grades
Nothing
Explaining the grades to my parents
How I'm assessed
Everything
Idk
Idk
I don't know
Too many reflections
Nothing
explaining to my parents the grading system of 0-8 since 50% is a 2 instead of 4 also it was confusing in the beggining
I would say the research and writing is the hardest part.
I dislike doing reflections after every project
Idk my specific mark
Million word essay
The essay
Reflection
It's to confusing
I don't know
I find it hard to do many reflections after all projects
Explaining the grading system to my parents
The numbers do not translate to a percentage There is also way to much reflection
I don't like having to learn the grading system and my parents don't like it
Not sure.
Hard to explain to parents
nothing
Nothing
How confusing it is to get used to
the reflections

i dont think theres anythoing challenging
Myp project
Myp fair
N/A
The thing that u sometimes need to chose 2
Everything and explaining the grades to my family
That a 4 is 70% instead of 50%
Time management
It's slightly complicated
Explaining it to my parents
the homework on computers
This survey
Nobody understands the system
i don't know
The grading system doesnt always sync well with other schools grading systems.
I'm not sure
nothing
Nothing
This survey
Explaining parents my grades
A lot of work
I don't like the system and I think it's stupid
Myp projects
Its confusing
Everything
I don't really know what it is
Its confusing and weird
Nothing really
Myp project
I don't understand my grades and I can't understand the criteria and everything
It ends at Grade 10 and I dont get IB for Grades 11 and 12.
nothing
Nothing I just wish it went to grade 12!
Nothing, honestly
Not sure
It's hard to understand how to do better in class. And what your grades are in class. It's hard to "translate" the myp system into regular grades. And suddenly switching from one system to another
People I know and me have trouble understanding exactly what we got on the percent scale.
Nothing

Comparing grades
Nothing
The MYP project
The grading
sometimes its difficult for my parents to know my grade because of the grading system
Trying to get an eight.
Comparing grades with friends
Having a schedule
...
School
The grading
Getting good grades.
Nothing it's grades so I just do my work.
the work
I don't know
Nothing it's pretty fare and the difficult
I don't know
I don't know
Ggg
Nothing so far.
Not sure
I don't know
U dont care
work maybe
Nothing
The work
The MYP personal project
None
Nothing
Telling my parents I got a 6
It is kind of confusing
Uh idk really School ig
nothing
Hard to get a 7-8
Understanding the grading
What the scores mean
i don't know
Writing down the personal ATLs and write many other reflection at the end of the school year.
Nothing it is fine.

It's existence
No challenges
No challenges
Getting an 8 is difficult
To much work
It pushes me into to things out of my comfort zone
H
The harsher grading metric
I don't find anything about the myp program very challenging
I'm not sure
Like I said confusing
😭👉
Finding an explanation for when I'm supposed to explain my answer
Understanding it
Getting 8s in classes
Nothing
I don't know what MYP is
Not much I like it
The gradeing
Explaining to my parents what the grades mean
The grading system please do letter grades
To get 8s
a lot of stuff
I dont know what is good and what is bad for my work
I don't know what a MYP is
Complicated to get used to but helps me understand my grades better.
Nothing
French
The grades don't make sense
Nothing
Nothing particularly
I don't think I find anything challenging about the MYP.
The grading system and unnecessary myp projects like the personal projects
I don't have any challenges
How you get graded
following the instructions
more projects
understanding the grading

It is sometimes hard to do things differently than other kids
French
The fact that it's also hard to pin point my grades and it's confusing to parents and even teachers to put MYP grades into letter grades and percentages
Explaining to others how my grade are
Idk
Idk
Being sigma
not sure
everything
Nothing
i don't know
Nothing really
I don't know what myp is
Nothing
Idk
Learning English and talking out loud
Nothing
Not knowing my actual grade
The 1-8 scale
nothing
Habana
Having to help yourself so much
Homework and catching up.
nothing
The french
The work
Its helpful in many ways
Marks
Nothing
The work
Nothing
no
I don't know
Going the the learner program
I am not sure what myp is
Nothing
The work
Nothing much

Passion project
Hard
I dunno
Don't know
i dont know
The grading system
nothing
Idk
i'm not sure
No opinion
What is myp
Nothing really
Harder to get a 7-8 rather than 80-90% from personal experience

APPENDIX D: FEEDBACK TO THE ENGAGE EMAIL ADDRESS

Verbatim emails below with personal/identifiable information removed for privacy purposes.

I have been to the school a handful of times to see my son's teachers and I think it's great that the IB curriculum is being used within your school district from Grade 6. I am an elementary school teacher who has worked in the UK, Germany, Mainland China and Hong Kong, teaching in international schools, private and state schools across multiple year groups and using a wide array of different curricula. I would strongly encourage the continuation of the MYP curriculum. It offers your students access to a worldwide standardised curriculum which is a huge asset to young people in Canada, many of whom are from an incredibly diverse global background with accompanying global aspirations. They will need the global focus and inquiry-based learning approach of the IB curriculum in order to be successful in the rapidly-changing world of tomorrow. With half the jobs that exist currently in the world economy likely disappearing in the next 15 years, and half the jobs in 15 years' time not even existing yet, the students' opportunity to receive exposure to such a curriculum can only be an invaluable asset. The IB curriculum is a fantastic platform and medium through which this can be successfully realised and I am confident that a manageable route could be found in order to adequately satisfy the necessary compliance requirements from IB World. I would supportively encourage the school board in trying to achieve this and believe it would pay dividends for years to come, not only for the school district but for all our young people. Thank you for considering my feedback and I'd be very happy to speak to anyone if needed.

--

Thanks so much for including us in the discussion around this topic.

My oldest son is in grade 2 right now so the MYP age demographic is a bit far off for us to be thinking about just yet.

Maybe in another few years we will be thinking about programs like this.

--

Hello VSB

I am the parent of a grade six and want to ensure the Middle Years Program, International Baccalaureate, remains firmly in place.

The world is not getting easier. We need robust and well educated youth to take on enormous challenges of our time.

I am in full favour of ensuring our children, our futures, are well educated and the International Baccalaureate does that.

--

Hello there ,

I'm writing you this e-mail to put concern about potentially cut of Middle Year Programme in Lord Roberts Elementary.

This is my opinions why keeping MYP is very important.

- having one extra layer , International Baccalaureate , to keep our young students education checked and up to standards every 5 years, is very powerful and great tool !!!!!

- \$290 000-ish is not a lot of money, it is actually very cheap compering many other expenses throughout VSB

- having school stuff trained every 5 years is awesome to keep teachers “awake” and up to standards in competitive world to give students the best possible knowledge

- even if educated teachers leave schools that trained them , knowledge taken from

Internatinal Baccalaureate is very valuable to help teachers pass more knowledgeable to students Provinces wide

Don't be cheap on future (kids) , we need to educate them very well to have them ready to help us with science , engineering, medicine , physics , education, in many , many decades to come .

Hoping you vote to Maintain MYP

--

Dear Vancouver School Board Members,

I am writing to express my strong support for the IB Middle Years Programme ("MYP") at Lord Roberts Elementary School and the associated schools. As a parent of a first-grade student at Lord Roberts, it is incredibly important to me and my husband that our daughter has access to the best educational opportunities possible as she progresses through her schooling years. I believe the MYP provides a valuable foundation that promotes critical thinking, global awareness, and inquiry-based learning skills—qualities essential for success in today's interconnected world.

The MYP offers a unique structure that complements the BC curriculum while adding an international perspective and high academic standards. This alignment with the BC curriculum redesign supports a well-rounded approach to education, fostering competencies that help our children meet the challenges of a rapidly evolving global environment. Programs like the MYP that emphasize both intellectual and personal growth will equip students like my daughter with the skills they need to thrive.

I understand that bringing our MYP into compliance with IB World standards requires significant investments in resources and staff development. I believe these investments are necessary to continue and enhance a program that has a profound, lasting impact on students' education.

Please consider this message as an expression of support for the MYP. I look forward to staying informed about any developments. Thank you for your dedication to fostering a transparent dialogue with families during this process.

Warm regards

--

Hello.

I hope this email finds you well.

My kids attend Elsie Roy and it would be a shame to take away a program that is so valuable. Especially at a school that doesn't have a proper playground and there was a waitlist to get into.

We're in and we would like our kids to be in the IB program and would hope you find a way to keep it.

Is there anything I can do to help keep the program?

Thanks for your time

--

Both of my kids have had to deal with the MYP system and both hated it. As parents, we also hated it due to the vague and incomprehensible way our kids progress was shared with us. The most disappointing part of this pilot project was the complete lack of competence to facilitate this different way of teaching shown by the teachers. The simple fact that this pilot project does not meet the standards of the IB system should be reason enough to end it.

--

I am a parent of 2 children who have gone through the MYP program and also an ex staff member who worked at Lord Roberts for 11 years as an SSA.

First

My two children hated the MYP program. They hated the work that went into the reflection after completed projects explaining what type of learner they are and also the passion projects (a researched and presented project to explore an interest a student may have) that for some reason seem to take months to complete

Second

Working at Lord Roberts and experiencing first hand how the MYP program is weaved into the curriculum is a joke and waste of time, in my opinion. Teachers I worked with would complain about how much extra work they have to do with marking, that it doesn't make sense to have it at our school, and teachers would refuse to work certain grades to avoid it.

That said, I also witnessed the lack of instruction around the learning profile and why they have to do it this certain way.

The passion project would take about 2 months to complete and students were expected to work on their own and figure out how to do a major project without the support or guidance of the teacher.

Third

Teachers who were a part of the MYP in their classes met every week to “ discuss MYP situations or experiences”

This was done during class time and the school would appoint a supervision aid to watch over the classes. The supervision aid would often have to watch 2 classes at once for an hour while the teachers were in this meeting.

This was an absolute nightmare, the classes would be out of control without an experienced capable adult to control the situation. And meanwhile the teachers at the meeting would not leave the meeting to help control their disruptive class but sit back and eat pizza and chat about everything but MYP !!

I am certainly NOT for MYP to be continued, it is useless, does not teach the children the way it is designed to, and the teachers are not equipped to teach and follow through with the program.

Thank you

--

Hello VSB,

We are in favour of VSB pursuing the MYP program. Specifically, our son will be attending Coal Harbour Elementary starting 2025, and we'd love to see him benefit from that program at this school in the future. My wife graduated from an IB program and is a strong advocate.

--

Hi,

I would like to give my feedback regarding the MYP IB program.

I would like VSB to maintain the MYP IB program because it helps students prepare for university life not just in Canada but around the world. It will open up more opportunities for students.

It also provides the academic rigour needed for students to persevere and be resilient.

I have a niece who is in an IB program and it has truly helped her become more disciplined and independent with her studies as well as boost her confidence. These of course will be very helpful not just in university but in work life and life in general.

Thank you for your time.

--

Hello VSB,

With regards to the future of the MYP, I believe the programme should continue to run and that funding be invested in training educators to teach the MYP at Elsie Roy.

As a public school teacher myself, I know that the BC curriculum aligns well with the IB curriculum. I also know that all teachers are struggling to find meaningful ways to teach the BC curriculum. Thus, having teachers trained in teaching and using IB resources, materials, and strategies would benefit not just teachers teaching IB but also those who are trying to teach the BC curriculum. This is because teachers who receive IB training will share what they've learned with their colleagues - many of whom are teaching the BC curriculum.

Instead of looking at the investment of funds as only benefiting the teachers or school at which the MYP exists, look at it as potentially benefiting all teachers. For example, you can ask teachers who receive IB training to connect what they've learned to the BC curriculum and share this with others during district wide pro-d events. And even if IB teachers don't present through formal workshops on Pro-D days, teachers still find ways to share in smaller groups and in informal ways.

I know many colleagues who do not have new textbooks or resources to help them teach the BC curriculum. I can understand why: textbooks have a low return on investment because they are expensive, they go out-of-date, there are simply too many to purchase, and they are kept within each school. However, training has a high return on investment. Training is not kept within a school; training can be shared with others. Training can lead to better teaching practices, which can help teachers develop ways to teach curriculum without the need of a formal textbook. And better teaching practices don't go out-of-date.

If you would like to discuss this some more, please feel free to reach out.

--

Dear Vancouver School Board

Thank you for keeping us informed about the future of the IB Middle Years Programme (MYP) and inviting feedback from families.

As a parent, I want to express how much the MYP has positively impacted my child's education and development. The MYP framework is more than just academic content; it teaches critical skills like independent thinking, global awareness, and resilience. These are qualities that not only prepare students for higher education but also shape them into thoughtful, well-rounded individuals ready to engage with the world.

The program's emphasis on inquiry-based learning and the "learning how to learn" approach helps students develop real-world skills that go beyond traditional academics. The MYP has taught my child to approach problems critically, work collaboratively, and understand complex issues from multiple perspectives. These are skills that I know will serve them well, not just academically, but in life.

While I understand there is overlap between the BC curriculum and the IB approach, I believe the MYP brings a unique structure and international perspective that is difficult to replicate. For many families, having the MYP is a significant factor in choosing a school.

If the MYP cannot continue in its current form, I encourage the Board to explore creative alternatives that could preserve some of these unique benefits—perhaps through curriculum enhancements or partnerships. The structured development of critical skills, global awareness, and academic rigour that the MYP provides is invaluable, and it would be a real loss to see it go.

Thank you for giving families a voice in this decision.

--

Greetings,

Thank you for allowing us to participate and share our feedback. I highly recommend continuing with the IB program, as it provides an exceptional and enriching educational experience that thoroughly prepares students for their future academic and career endeavors. Through my experience, I've seen how the IB program develops essential skills such as self-management, research proficiency, and effective communication, which benefit students far beyond their school years. The program's global recognition by universities also attests to its quality and reputation for developing well-prepared, high-achieving individuals.

--

Hello, I have had 3 children go through MYP at Elsie Roy and King George Secondary. I personally don't see any benefit of this program. And also my kids have expressed opinion that they don't like it. Mine and their observations is that there is minimal instruction for the different subjects, and especially for Mathematics this specific system didn't equipped them with any valuable tools. I realize that even more now that my eldest kid is first year post secondary and he is struggling. Basically, not prepared for the post secondary studying.

--

Judging from the presentations today VSB is aiming for lower educational standards than it currently has. MYP at least gave it something higher to aim for. Why should any parent want decreasing education standards? Lowering standards might be the easier option for VSB employees but it is not what any parent wants.

MYP is also recognised world-wide - what does it benefit students to have a small school board's lesser version of education, when most kids from across Canada are heading to the same few universities that won't be making exceptions for VSB kids? Is the expectation that us parents have to move outside of the VSB's influence to get a high standard of education for our kids? Do you wonder why us parents increasingly have to supplement VSB education with extra curriculum teaching, programs and tutoring?

All VSB representatives on the call were against MYB. It sounds like you have made up your minds and "parent consultation" was a pointless exercise in pretending parents have a say in this decision.

We appreciate many things about our VSB school. We know the teachers work hard at delivering an education. The frustration is because VSB seems to be giving up and letting education standards slip further.

--

I attended the VSB's virtual session last evening regarding the MYP in our 3 Vancouver Schools and am thankful for the opportunity to be included.

My Position: 100% in support of KEEPING THE MYP.

Key Feedback from the Engagement Process:

1. I feel the presentation was heavily slanted towards discontinuing the MYP. I understand the board has not yet made a decision as we were told last evening, but the questions we were asked to respond to were slanted in a way that interpretation of our answers could lead the board to interpret that parents are not in support of continuing the MYP.

A prime example of this was the question: "Was the MYP a factor in your decision to enroll your child at your respective school? Y or N."

My answer was No, but NOT because I do not value the MYP. At my child's kindergarten enrollment 7 years ago, I did not know about the MYP and what it meant. That said, once I learned that Lord Roberts offers this, I was thrilled! Had I known ahead of time, it would absolutely have been a factor in my choice of school. Why I did not know, is that I did not grow up in the VSB and MYP programs were not part of my primary educational options. I DID know about IB schools, however, and the benefits they provide educationally, as my mother grew up overseas and attended an IB school. Thus, upon learning that Roberts was an MYP program, I felt really good about my children attending our local school.

2. The VSB presented ample information last evening regarding why the MYP is a burden on the teachers, a financial burden, as well as a potential burden to parents and students should we continue it due to the need to alter the instructional schedule (lengthening the instructional day). Within this context, the presentation also highlighted the strong similarities between the MYP and the BC Curriculum. This approach guided the listener to be of the mind that the MYP is an unnecessary burden on the teachers, our collective finances, and on student / parent time. This approach in the presentation was completely biased and misleading for the following reasons:

- it guides parents to more likely determine that the MYP should be discontinued as it is a burden for the reasons aforementioned and does not provide an increased educational benefit given the similarities to the current curriculum.

- there was ZERO discussion of the BENEFITS of the MYP for students and families.

- there was ZERO highlighting of the successes of this program and how it has supported students in their development since its' inception.

3. There was no discussion of strategies to overcome the current obstacles for maintaining the MYP. Without this, there is no way to determine whether maintaining the MYP is in fact feasible. I am sorely

disappointed regarding this because if in fact, last evening was meant to be an open forum to discuss all aspects of the MYP (in other words, the VSB has not yet made a decision regarding the MYP's future), I feel that NOT looking at strategies to maintain the MYP is a gross oversight.

4. The presentation and factsheets (included in [Appendix A](#)) highlighted how KG students in grade 10 are not seeking to continue into the IB programs at the 2 IB highschoools. Cited rationale was that students did not wish to leave their social networks. This information leads the listener to interpret that the MYP and the IB programs are of decreased interest and importance to the students relative to their social needs.

I would be keen to see the research that was conducted to determine this statement. I am curious as to how much those grade 10 students understood where the MYP itself may have impacted their educational experience. For further clarity, if students are not aware of what components of their experience are due to the MYP, how would they know what they potentially stand to lose by not continuing into the IB? Furthermore, given that the MYP has NOT been maintained to standard, the students have then had a sub-standard experience of an MYP program and thus why would they value it and desire to move schools for the IB program?

It is completely normal and common for teenagers to value their social environment more strongly than their education. If the social factor was the primary consideration, I do not think it accurately reflects what the students may truly understand or value about an MYP program.

4. The timeline for parent involvement was inadequate for getting proper engagement and feedback.

The MYP program review was back in June. We, as parents, were informed by the VSB at the beginning of November. We had 13 days to get informed of the concerns and rearrange our schedules in order to attend an information session (in my case I needed to cancel an evening of patients).

This time-frame is inadequate and thus does not allow for full engagement. Our virtual session last evening had 20 participants, including those from the VSB. Is this low number reflective of lack of interest? Or is it reflective of inadequate engagement by the VSB? In September, we receive notices from the school of key dates to mark in our calendars - could this session not have been included there?

Furthermore, with a decision as important as this, it ought to have involved more than one roundtable discussion to flesh out the various components of this concern. Many parents likely do not understand the value of the MYP in the first place as this is not highlighted at the school. I am an engaged parent and it has been extremely difficult over the past 7 years to get information on the MYP (what exactly it is, how it impacts my children, what are the key benefits, etcetera). For those parents that may be more limited in their capacity for engagement, they may have had little knowledge or understanding of what may be at stake if we discontinue the MYP and thus may not have recognized the importance of involvement.

5. The VSB states that it is determined to ensure equality in its schools (for example, eliminating "streaming" as well as eliminating honours programs in maths and sciences). On the one hand, one could argue that removing the MYP may be in support of this goal. On the other hand, however, I believe removing the MYP could create further inequality in the Vancouver schools as the MYP is traditionally seen as strengthening the educational experience. As all students are enrolled

automatically in the MYP, all students benefit from its enriched program irrespective of financial status, family support (or lack thereof), or access to enriched opportunities (extracurricular).

At Lord Roberts, I believe the MYP may help to create a level playing field for those students that may not have the resources (financial or family support) both within our school as well as in comparison to students from other schools. At Lord Roberts, the students are not exposed to various key areas of education; for example, we do not have sports programs, drama programs or even a strong music program (there are no concerts, musicals, plays or sports teams). Upon inquiry into this, I have been told it is due to a lack of resources, predominantly financial (teacher involvement is required but they are unpaid for this), combined with limited resources within the PAC (finances and parent availability) to support the programs.

My understanding is that other elementary schools in the VSB do have these program offerings for their students. Why is this? Is this because those schools are in more affluent neighbourhoods whereby there are the resources in terms of both money and time? Does this not engender inequality in the educational environment? Would then, keeping the MYP, not help to improve the educational experience and improve equality for students where their financial status or family environment are limiting factors in other ways? (At Lord Roberts, if a family wants their child to have exposure to music, theatre and organized sports, they must pay out of pocket to provide this extracurricularly, and not all families at Lord Roberts have the resources to do this).

There are key areas worthy of discussion, however, I recognize you are busy and hopefully inundated with feedback from concerned parents. Should you require anything further or clarity on anything I have stated, please do not hesitate to reach out.

In summary, I believe the MYP is an important program at our downtown elementary schools and I sincerely hope we invest what is needed to bring it up to international standards so that our students can truly benefit from this amazing opportunity.

Kind regards,

–

Hello,

I am writing to you because you are the VSB Chair and trustee liaison for Elsie Roy, Lord Roberts, & the King George family of schools. I encourage you and your fellow board members to vote FOR continuing the IB Middle Years Program (MYP) within the Elsie Roy/Lord Roberts/King George group of schools at your upcoming meeting.

I'm writing directly because I don't have faith in the administrators or the engagement office properly framing the discussion. As an informed parent, it appears VSB is trying to skirt accountability after they have failed several IB accreditation reviews.

1) Parents were given <14 days' notice of this vote that will have broad implications for the future education of their children. (vs the 4+ years of discussion and preparation to implement the IB MYP program)

- 2) IB accreditation reviews happened in 2018 and spring 2024, but deficiencies were never communicated to parents.
- 3) Parents were the last stakeholders to be engaged in roundtable discussions. The Board's own deadline for public input preceded any parent discussions, limiting our direct input.
- 4) The costs of reverting back to an IB school with accreditation weren't discussed. (i.e. the cost of leaving the IB program and returning at another time)
- 5) Parents at the roundtable discussion (who unanimously wanted to continue as an IB school) felt the administration had already decided to withdraw from IB accreditation.
- 6) No positives of IB accreditation were presented in the information packet to parents.
- 7) No input was provided by any of the original trustees, superintendents, teachers, and parents who initiated and carried the school community through the lengthy IB accreditation process back in the mid-2000s.

I'd like to highlight the following points:

- 1) The administration estimated ongoing costs to continue the IB MYP program is less than \$380/student/year. Making up less than 3% of the annual cost to educate a student.
- 2) The only other option parents have for an IB MYP program starts at \$25,000+/year though an independent school.
- 3) IB provides a needed layer of accountability in our children's education, as the teacher's union actively discourages the use of the FSA exams.
- 4) The administration is incorrectly saying the IB program is underutilized because of vacancies at the IB Diploma program at Britannia. This is a poor barometer of the quality/value of an IB accreditation. To understand the perception of education levels in the community, it would be more accurate to look at the % of downtown in-catchment students who choose to apply cross-boundary (or to independent schools) because of the (lack) of education available locally. Anecdotally, I believe this number to be high.
- 5) King George has a Fraser ranking of 4.7 vs 8.4 for Lord Byng (78% higher). There is clearly a discrepancy in the educational outcomes of different schools within VSB. Voting to remove IB accreditation from one of the lowest achieving schools will further this discrepancy.
- 6) According to Stats Canada, the Elsie Roy / Lord Roberts catchment encompasses some of the lowest income households in the VSB service area. Continuing the IB program adds accountability to an area of Vancouver that needs it the most.
- 7) Students at Elsie Roy and downtown schools already are disadvantaged by occupying cramped classrooms and lack many of the facilities available to schools in wealthier, suburban neighborhoods. Voting to withdraw as an IB school is another challenge you are presenting to downtown core families.

8) Administrators stated the IB curriculum is nearly identical to that offered in the BC curriculum but being an IB school encompasses far more than simple curriculum changes. The IB review flagged several areas we are deficient in.

IB is not an outdated program. It adds an additional layer of accountability that the downtown core desperately needs. It is beyond just the curriculum and its value guides both outcomes and perception of the quality of education provided throughout the VSB system. Please invest a small amount of money to keep the IB MYP program current.

--

I think it's an excellent program especially for students who used to study in other countries using a totally different program. My son liked it too.

--

Dear VSB representative, Sir/Madam,

I am writing to advocate for the continued support and investment in the Middle Years Programme (MYP) at Lord Roberts School. I would also like to provide some compelling reasons why this program should remain a part of the Vancouver School Board's educational offering:

Long-term benefit for students

MYP is a recognized educational framework that not only aligns with the BC curriculum but also enhances it, offering students a global perspective and an inquiry-based learning environment. These skills are crucial for success in today's rapidly evolving job market. Discontinuing MYP would limit students' access to this valuable, globally-minded education.

Addressing performance gaps and educational needs

One of the key reasons why the MYP is so vital for the students at Lord Roberts and in Vancouver's West End is that many students are currently not performing at the same level as their peers even within the same BC curriculum. In fact the rankings (based on literacy and numeracy) have been decreasing to a very mediocre level, even if we take the COVID era out of the equation and compare the rankings to similar public schools in BC. This noticeable gap may be correlated to the location of school, where the Westend is incredibly diverse and those who are new to Canada who may not have the same academic resources or support at home. The MYP's framework can help to bridge some of this gap by providing a more structured, holistic approach to learning, which emphasizes inquiry, critical thinking, and skills development that are essential for academic success. This program ensures that students are able to access tools and support so they can achieve their academic potential.

Addressing the needs of a disadvantaged population

Many of the students in the Westend, including those attending Lord Roberts, come from a variety of social-economic backgrounds, including a significant proportion of new immigrant families. Many students from these demographics may lack the support structures found in more affluent areas. The MYP provides an important pathway for these students, offering an academic environment that not only nurtures academic excellence but also fosters personal growth, cultural awareness, and social

responsibility. By investing in the MYP, we can help bridge the gap in opportunities and provide these students with the tools they need to succeed both academically and in life.

Investment in the future of education downtown

Although there may be costs associated with maintaining the MYP, however, this investment should be seen not as a short-term expenditure, but as an investment in the future of our students and the success of our schools. The proposed investment will ensure that the program remains compliant with IB standards, while also fostering staff development through training and ongoing support. The MYP program at Lord Roberts is well-positioned to meet these standards and deliver strong educational outcomes with these additional resources.

The importance of preserving choice

For many families, MYP provides an essential educational choice within the Vancouver School Board and one of reasons to remain at a downtown school to attend and distinguishes this school from many of the other elementary schools in Vancouver. The ability for students to pursue MYP provides an enriched educational experience that is critical for fostering diverse perspectives and preparing them for the challenges of tomorrow. Removing this option would limit the choices available to students and their families living in the area, potentially pushing them to move, select private after-school programming or out of the public system altogether which may not be financially feasible for many families.

We urge the Vancouver School Board to continue its support of the MYP at Lord Roberts School and the King George family of schools. This program provides immense value to students, supports the district's broader educational goals, and continues to meet the evolving needs of our community. The investment required is a worthwhile step in ensuring that our students—many of whom face significant challenges—have access to the best educational opportunities that they not otherwise have,

--

Dear VSB,

I am disappointed that "the board" making this decision is involved in influencing the investigation process.

My assessment of the "live presentation " by your staff clearly reflects that the VSB has already chosen to discontinue the program based on the energies through which the content was delivered, body language and the fact that there were NO information delivered about the benefits of the IB Program itself, with pressure of "limited amount of time" to ask questions & engage in discussions, and the bias displayed through body language of the team member that facilitated our mini breakout discussion.

The group discussion format had: Pre-arranged questions, as a result, very little time for parents to "think of their own questions that relates to their concerns ". Pre-determined questions guides the focus of the discussion towards the outcome the "board" wants.

There were also discrepancies in the BC Curriculum's description vs IB and very little interest was shown towards doing anything about it in pur group. The description lacked and should include a

proper breakdown of content /material delivered to kids in classrooms, which plays a critical role in decision making.

For ex. My grade 8s French class goes on Duolingo and that's supposed to be them learning French?

I believe the VSB's lack & inability to meet the IB's Program criteria shouldn't be projected onto the Parents in such a short amount of "pressured time-frame" because the VSB is unable to meet the Programs Requirements in the aprox 8 year timeframe given.

As parents we were hardly ever given enough information about the IB Program as a while, it's benefits etc which was reflected as "lack of staff training " and there is NO evidence of the efforts the VSB made to deliver and drive such initiatives.

The VSB have had this project for multiple years & clearly failed to meet its criteria's of implementation, tracking, and lack of transparency in relation to the action steps the VSB took towards implementation such as hiring of a Project Manager & Analyst which these levels of Program Implementation requires including KPIs.

There is also NO DATA that reflected the success of having an IB Program and any attempts by parents to receive such information was very challenging to receive because the VSB only choose 1 divisional rep to be their point person, as a result, I see a major GAP in the VSBs attempt to hire additional staff & provide adequate training.

Not Enough to Very little effort was made to attract, recruit, and retain staff in this regards and overall, as a parent we don't see the efforts and have NO transparency into the VSBs initiatives, the manner in which this project was handled as a whole reflects the GAPS within the VSB and its inability to handle/meet the responsibility of such a large project, as a result, consideration should be made to reassess the VSBs staff in charge of these types of projects and decisions.

As a parent this leaves me questioning the VSB, their role, and a clear need for Transparency in relation to its Budgeting/ Spending allocations with KPIs, especially since in previous projects "monies" that were given to the schools to distribute to parents in need", never made it to those parents and now those "monies" are being rolled into Programs & activities that was always already paid for by the Government, as a result, a huge diversion from the Governments intention for this funding, in the 1st place. A diversion based on the "manipulative way" in which the VSB presents these needs & requirements to Parents.

As a parent, I find myself questioning so much more in relation to transparency and accountability at this time.

And I am thoroughly disappointed by the VSBs obvious decision to discontinue such a beneficial program with little consideration in relation to a "plan for parents" who CHOOSE schools having an IB program as the main reason for enrollment.

I believe it's the VSBs responsibility to provide an alternative solution to parents in this regards. Parents like myself whom has made major decisions about schools in which this program played a significant role.

It feels like the VSBs lack results in the VSB quitting on the kids & parents and it is now up to us the parents to scramble once again "the way we did due to lack of clear IB Program information " to figure out what steps we can and should take for our kids going forwards.

As a result, I now feel mentally pressured and emotionally stressed in a fragile time of my health where this wasn't necessary.

–

I went to the info meeting on Wed and between that and the fact sheets presented it seems like the Board has already made a decision not to continue this program. (Emphasizing program overlap, showing stats that kids don't continue on to IB (what if IB was offered at King George as well run program? The stats would be different for sure), stating that MYP doesn't help with Mini School applications, costs, stating that preliminary meetings with PAC exec show they don't want to continue (who says they represent all of our opinions?) and other vague things about not having enough qualified teachers to teach MYP.

If you choose take away this program then you need to replace it with another enrichment alternative. I kept my kid enrolled at LR because I viewed this program as enrichment. My kid's friends have long since left to other public schools in W. Van and Kits due to the poor rankings of LR and KG and that has impacted our community.

Just because the schools are now full and it's not necessary to attract students/teachers doesn't mean that the kids shouldn't be offered some type enrichment/challenge program.

Updated feedback to the engage email

Hi Engage,

Attached are 3 summaries of research articles examining the improved learning outcomes of IB MYP students. There is a plethora of additional research at <https://www.ibo.org/research>

I trust this information will make its way into the public information sheet and more importantly to the VSB Board members before their decision. Thanks.

Several studies have examined the impact of the International Baccalaureate (IB) Middle Years Programme (MYP) on student learning outcomes. Here are some key findings from the research:

Academic Performance

Multiple studies have found that MYP students tend to outperform non-MYP students academically:

- A study by the Australian Council for Educational Research (ACER) compared DP outcomes of MYP and non-MYP students across schools in Asia. MYP students performed significantly better in overall Diploma Programme (DP) points as well as in specific subject areas like language and literature, language acquisition, individuals and societies, and mathematics.

- Research in the United States found that former MYP students were 34% more likely to take at least one Advanced Placement (AP) or DP exam in high school compared to non-MYP students. MYP students also had a 39% higher likelihood of earning at least one "college-ready" score on college preparatory exams.

- A study examining performance on the International Schools' Assessment (ISA) showed that MYP students performed better than non-IB peers in mathematics, reading, and expository and narrative writing across many grade levels.

Critical Thinking and Higher-Order Skills

The MYP appears to foster the development of critical thinking and other higher-order cognitive skills:

- MYP students reported using higher-order thinking skills like critical thinking and analytical skills more frequently than non-MYP students.

- Teachers and administrators noted that the MYP supported the development of skills like critical thinking, encouraging higher-order thinking, and educating the whole child.

Global-Mindedness and Open-Mindedness

Research suggests the MYP may contribute to students developing a more global perspective:

- A study in the UK found that MYP students generally rated higher in attributes like international-mindedness, civic-mindedness, and global awareness compared to non-MYP students.

- Another study in a US school district found that former MYP students responded more positively to statements in a global-mindedness survey than students who had attended non-MYP schools.

Science Performance

Some studies have specifically examined science outcomes:

- A quasi-experimental study in the US found that IB students (including MYP students) outperformed non-IB peers on state science assessments across 5th, 8th, and 10th grade levels.

- Research in Turkey showed that 42% of grade 8 MYP students were among the top 4% ranked students in a national examination.

Overall Programme Benefits

Broader studies on the MYP have highlighted various positive outcomes:

- Research in Australia found that the MYP supported a range of positive outcomes in schools, including student academic achievement and the development of important skills and attributes.

- A comparative analysis in the UK concluded that while the MYP, GCSE, and IGCSE had similar content, the MYP offered greater curricular flexibility and was more interdisciplinary in nature.

Attachments:

<https://www.ibo.org/globalassets/new-structure/research/pdfs/comparing-dp-outcomes-with-myp-summary-en.pdf>

RESEARCH SUMMARY

The International Baccalaureate (IB) Middle Years Programme (MYP): Comparing IB Diploma Programme outcomes of students who complete the MYP and other middle years courses of study



Summary developed by the IB Research department based on a report prepared by:
Australian Council for Educational Research (ACER)
July 2015

Background

The International Baccalaureate (IB) is a non-profit educational foundation that offers four holistic educational programmes. The IB Middle Years Programme (MYP) is for students aged 11 to 16 years. The programme comprises eight subject groups and utilizes inquiry-based approaches to facilitate learning within and across subject areas. The IB Diploma Programme (DP), for students aged 16-19, offers courses from six subject groups, in addition to three core elements—the extended essay, theory of knowledge (TOK) and creativity, activity, service (CAS).

The Australian Council for Educational Research (ACER) was commissioned by the IB to conduct a research study to better understand the impact and influence of middle years curriculums on student outcomes in the DP for students studying in China, Hong Kong, India, Indonesia and Japan. ACER sought to compare and contrast DP outcomes achieved by students who completed their middle years studies in: (i) the MYP, (ii) a state or national curriculum, or (iii) another international programme, by examining total DP scores and results in the core requirements. The study also compared the thoughts and perspectives of IB students and teachers regarding the extent to which completing the MYP or other middle years curriculums contributes to student performance in the DP.

Research design

A mixed-methods approach was used which involved the systematic collection and analysis of qualitative and quantitative data from second-year DP students and from DP teachers. Quantitative and qualitative data included: DP subject and overall scores; grades in theory of knowledge and the extended essay; student surveys; teacher interviews and focus group discussions with students and teachers.

The data for this study was collected in two stages. First, a survey was administered to second-year students

studying for the full diploma to understand their experiences in and perceptions of their middle years education. The students that participated in the study were from 22 schools in five different countries—China, India, Indonesia, Hong Kong and Japan (Table 1). Survey data was collected from 548 students, and DP and subject scores were obtained from 523 students. Of these 523 students, 408 had participated in the MYP, whereas the other 115 students had participated in another type of middle years curriculum (state, national or other international programme, referred to as “non-MYP” hereafter).

Country currently studying in	No. of schools	Number of students by type of middle years programme			Total
		MYP	Cambridge IGCSE	Other	
China	3	38	0	16	54
Hong Kong	5	139	3	8	150
India	6	38	24	23	85
Indonesia	6	170	13	23	206
Japan	2	23	0	5	28
Total	22	408	40	75	523

Table 1. Student respondents by country and type of middle years curriculum

In the second stage, interviews and focus groups were conducted to further explore the patterns that emerged from student survey responses. Of the students who had completed the survey, 24 students were selected from two schools in Indonesia and one school in India for focus group discussions. A majority of these students (75%) had an MYP background, reflecting the make-up of the larger survey cohort. Ten teachers from these schools were also interviewed.





Middle Years
Programme



Key findings from research on the impact of the International Baccalaureate (IB) Middle Years Programme (MYP)

The IB Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. The findings below come from IB-commissioned research relating to the MYP. Studies highlight a number of outcomes, including: the skills fostered through the MYP, non-scholastic outcomes of the programme and the academic achievement of MYP students.

Researchers explored the **implementation** of the MYP in **Turkey** as well as **outcomes** of the programme for students, teachers and schools. Findings indicated that, even for experienced teachers, the MYP helped teachers to hone their skills and to incorporate new and innovative techniques into their practice. The MYP also seems to support students' academic achievement. In a national examination, 42% of the grade 8 MYP students were among the top 4% ranked students in Turkey (Ateşkan, Dulun and Lane 2016).

A study in a large school district in the **United States** investigated the impact of MYP participation on **high school course enrollment and achievement**. A statistical technique called propensity score matching was used to compare the high school outcomes of former MYP students with demographically similar non-MYP students. Former MYP students were 34% more likely than non-MYP students to take at least one Advanced Placement (AP) or Diploma Programme (DP) exam in high school. Additionally, MYP enrollment significantly increased the likelihood of earning at least one "college-ready" score¹ on a college preparatory exam (by 39%) (Wade and Wolanin 2015).

Researchers in the **United Kingdom (UK)** conducted a **curricular comparison** of the MYP, the General Certificate of Secondary Education (GCSE) and the International General Certificate of Secondary Education (IGCSE). Researchers concluded that the content of the curriculums was largely similar, although the MYP offered greater curricular flexibility and was more interdisciplinary in nature. Additionally, the study found that, in comparison with non-MYP students, MYP students generally rated higher in certain non-academic attributes, such as international and civic-mindedness as well as global awareness (Sizmur and Cunningham 2013).

A mixed methods study in **Australia** used a variety of scales and measures to assess the **social, emotional and psychological well-being** of MYP students. Results indicated that over half of the MYP students were "flourishing" (54–55%), experiencing a positive outlook (60.1%) or experiencing a positive emotional state "quite a lot" or "all of the time" (52.4%). Measures of student satisfaction indicated that most MYP students were happy (approximately 70%) and satisfied (approximately 80%) with school (Skrzypiec, Askell-Williams, Slee and Rudzinski 2014).

The first phase of a large-scale **global** research study highlighted the perceptions of MYP teachers (n = 4,488), coordinators (n = 435) and students (n = 486) on the **implementation and impact of MYP: Next chapter**. While, overall, survey respondents were positive about the curricular changes involved in MYP: Next chapter, some teachers and coordinators didn't yet feel confident in their ability to fully implement the changes. Schools that had been implementing the changes for longer felt more confident and were more supportive of the changes; the study also suggested that implementation generally improves with time (Azzam et al. 2017).

	Students previously enrolled in MYP schools		Students previously enrolled in non-MYP schools		MYP effect	
	N	Adjusted mean	N	Adjusted mean	Mean difference	p
Number of AP/DP exams taken	597	5.77	556	4.50	1.27	.00
Number of college-ready scores on AP/DP exams earned	597	4.23	556	3.44	.79	.01

Table 1. Adjusted mean² number of AP/DP exams taken and adjusted mean number of college-ready scores.

¹A "college-ready" score is defined in this study as a three or higher on an AP exam or a four or higher on a DP exam.

²Adjusted for student demographic variables.

For more information, please contact research@ibo.org or visit www.ibo.org/research.

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Key findings from research on the impact of the IB Middle Years Programme

The International Baccalaureate (IB) Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Certificate (IBCC). Areas of inquiry include, but are not limited to: **standards alignment, programme implementation, student performance and the learner profile**. The findings below come from IB-commissioned and independent research relating to the MYP.

A study within a large, socio-economically diverse school district in the **United States** explored **student engagement and performance** in five MYP schools in comparison to five non-MYP schools. Using state assessments as a benchmark, the results indicated that a higher percentage of MYP students achieved proficient or advanced performance on mathematics and science assessments than did the matched comparison group (Wade 2011).

	Grade	MYP schools		Comparison schools	
		N	Per cent	N	Per cent
Mathematics Proficient or advanced	6	1,058	85.7***	1,090	82.6
	7	1,300	82.8**	1,115	78.9
	8	1,243	78.7***	1,228	73.1
Reading Proficient or advanced	6	1,034	90.9	1,071	90.8
	7	1,254	88.8	1,091	90.0
	8	1,208	88.7	1,182	88.2
Science Proficient or advanced	8	1,343	77.5***	1,293	72.0

*p < .05; **p < .01; ***p < .001.

Table 1. Percentage of students scoring proficient or advanced on mathematics, reading and science in MYP schools and non-MYP schools, 2009–2010 (Wade 2011).

In a subsequent study within the same **US** district, previous enrollment in the MYP appeared to have a positive impact on students' **global-mindedness**. Former MYP students responded more positively to statements in a global-mindedness survey than students who had attended a non-MYP school (Wade and Wolanin 2013).

Examining **student performance** on the International Schools' Assessment (ISA), this **global** study by the Australian Council for Educational Research (ACER) explored PYP and MYP student performance—in comparison with non-IB students—in mathematics,

reading, and expository and narrative writing. The data from a total of 50,714 international students, 68% of whom were IB students, suggested that the PYP and MYP cohort performed better than their non-IB peers in all four assessment areas and at many grade levels. MYP students scored particularly well in grades 9 and 10 mathematics and reading, as IB student averages were significantly higher than OECD Programme for International Student Assessment (PISA) means for these subjects (Tan and Bibby 2012).

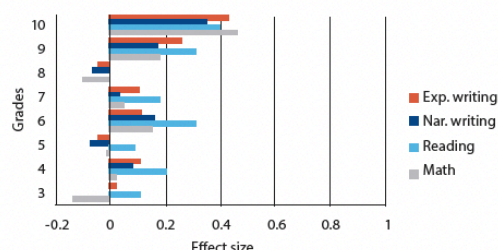


Figure 1. Effect size of difference in performance between IB and non-IB students by grade (Tan and Bibby 2012).

Researchers from the National Foundation for Educational Research (NFER) conducted a curricular comparison of the MYP, the GCSE (General Certificate of Secondary Education) and IGCSE (International General Certificate of Secondary Education) in the **United Kingdom**. Findings suggested that the content of the curricula was largely similar, although the MYP offered greater curricular flexibility and was more interdisciplinary in nature. Additionally, the study found that, in comparison with non-MYP students, MYP students generally rated higher in certain **non-academic attributes** such as international and civic-mindedness as well as global awareness (Sizmur and Cunningham 2013).

To read summaries or the complete reports of research projects conducted or commissioned by the IB Global Research department, please visit <http://www.ibo.org/research>, or contact research@ibo.org.

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Dear Ms./Mr.

Regarding the request for feedback, I have a few questions:

1. After the reform, how will the difficulty and depth of the IB curriculum compare to the current program?
2. Will there be any changes to the MINI PROGRAM classes after the reform?
3. I noticed that the MYP has been offered at King George since 2000. Why is it only this year that the IB Organization has raised concerns about the program not meeting the curriculum requirements?
4. After the reform, will the DP at King George offer non-IB classes in grades 11 and 12?

My child is currently enrolled in the G8 MINI PROGRAM and thoroughly enjoys both the school and his class. As parents, we place great importance on our child's education, especially when it comes to selecting a secondary school. We hope that, regardless of whether the reform is implemented, our child will be able to continue studying alongside his current MINI PROGRAM classmates, as this would be beneficial to his overall well-being. Thank you.

My best,

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Greetings,

I am writing as a deeply invested parent to express my strong support for the continuation of the International Baccalaureate (IB) program in Vancouver schools. As a parent of three children currently attending Elsie Roy Elementary School, I am keenly aware of the importance of providing rigorous, globally recognized educational opportunities for our children.

The IB program stands out as an exceptional offering, fostering critical thinking, global-mindedness, and a love of learning in students. Its unique emphasis on inquiry-based learning, cultural awareness, and personal development prepares students not just for academic success, but also for meaningful contributions to our global society.

For families like mine, the IB program is a critical pathway for nurturing our children's potential and ensuring they have access to a world-class education. It also serves as a beacon, attracting and retaining families in the Vancouver school district who prioritize high-quality education.

I urge you to prioritize the preservation of the IB program and continue to support its accessibility to all students in our community. As parents, we believe in investing in education that equips our children to meet the challenges of tomorrow with confidence and creativity.

Please do not hesitate to reach out if I can provide further input or support regarding this matter.

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Hi,

I couldn't attend the virtual session today, but it is important for me to stress the importance of the IB program in Vancouver. I have two kids in IB MY and DP.

The IB Program is for academically strong and striving students to which there only is unaffordable private school options when it falls away. Even though the holistic approach of IB is also met by BC's high-school core curriculum, there still are differences such as:

- the IB DP allows students to study anywhere in the world because of the widely and well accredited IB program. That is not the case with a Canadian high-school diploma.
- For Vancouver, being a transit city with families of international backgrounds it should be a must to offer an international program that allows families to easily transition their children into other school systems when moving.
- Teachers in the IB Program are trained on the basis of their high motivation for teaching and IB schools undergo a vigorous supervision every 5 years which guarantees quality of holistic teaching.
- I argue for variety and expansion through alternate programs such as IB or Montessori, Mandarin and French immersion and other current offers that the VSB makes given the mission of education (to broaden horizons). The choice gives freedom to students with various talents and interests.
- I argue for more than less IB schools and for more subject choices (currently no business and finances due to lack of teachers) - The Middle Years are currently only offered in one school (KG) and Churchill and Britannia are the only options for IB DP in the Vancouver School District, and Britannia is well known for struggling to meet the demands of the IB Program.

In a world with increasing narrow mindedness and nationalism spreading like wildfire, we need to focus on diversity which includes choices in education. I appreciate the broad spectrum of programs the VSB offers and find the VSB exceptional in this regard given my experience in three countries as a mother and teacher for secondary and employment in post-secondary education.

Warmly,

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Dear Vancouver School Board,

My name is, as a parent of a student in the Vancouver School Board, I wanted to share how important the IB Middle Years Programme (MYP) is, not just for my child, but for so many kids in our community.

I truly believe the MYP is worth the investment because of the huge impact it has on students' lives in the present and future and it's essential for our students and the broader community. Sadly there is a lack of support in our schools in Vancouver, specially in Downtown Vancouver, the kids are so behind academically talking, even comparing their education with a Third world countries, our students are way behind, kids in grade 5 are not able to read, write or do simple mathematical exercises, there is no fundamental common bases for educating our kids, there is not enough resources to help them to succeed and not be less educated than in a third World Country.

It is crucial for this program to be continue, there is a strong community of parents, educators, and students who recognize the value of the MYP. The MYP is not just an academic program, it is a transformative experience that has a profound impact on students' lives and futures. I hope the Vancouver School Board prioritize this program and will consider all the ways this program enriches our schools and helps kids find their passions and prepares them to make a real difference in the world, and take the steps to keep it going; as a parent, I'm happy to offer my support in any way I can, whether it's raising awareness, or connecting with other parents who feel the same.

Thank you for reading this email,

Best regards,