

NOTICE OF MEETING

EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office
Wednesday, October 4, 2023
Public viewing via live broadcast

Preeti Faridkot (Chair)
Lois Chan-Pedley (Vice-chair)
Joshua Zhang
Jennifer Reddy

Helen McGregor, Superintendent of Schools
Flavia Coughlan, Secretary-Treasurer

Notice of Meeting

A Meeting of the **Education Plan Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, and stakeholder representatives on Wednesday, October 4, 2023, at 5:00 pm.** The meeting will be live broadcast for the public.

Trustees:	Alfred Chien Janet Fraser Victoria Jung	Suzie Mah Christopher Richardson (Alternate)
Student Trustee:	Mia Liu	
Other Senior Management Staff:	Pedro da Silva Michael Gray Jody Langlois	Pete Nuij Shehzad Somji
Representatives:	Marisa Dikeakos, CUPE 15 Brent Boyd, CUPE 407 Jaclyn Ferreira, DPAC Tim Chester, IUOE Ericka-Jade Mulherin, PASA Justin Chapman, Trades Hilary Watt, VASSA Arabella Mew, VDSC Eric Proulx, VEAES Riley McMitchell, VEPVPA Carmen Schaedeli, VSTA	Alternates: Suzette Magri, CUPE 15 Sandra Bell, DPAC (Alternate 1) Michael Lang, DPAC (Alternate 2) Tim De Vivo, IUOE Scott Deyell, PASA David Nicks, VASSA Karine Ng, VEAES Stephen Leung, VEPVPA
Other Staff:	Aaron Davis Shannon Burton Suzie Polzin	Christopher Wong Krista Ediger

EDUCATION PLAN COMMITTEE

MEETING AGENDA

Wednesday, October 4, 2023, at 5:00 pm
Room 180, VSB Education Centre

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

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends. Footage from this meeting may be viewed from Canada or anywhere else in the world.

Meeting Decorum:

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

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

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

1. Items for Approval

1.1 None

2. Discussion Items

2.1 None

3. Information Items

3.1 Literacy Update

Presenters

Shannon Burton, Director of Instruction - Educational Services
Krista Ediger, District Principal – Learning and Instruction (8-12)
Suzie Polzin, District Principal – Learning and Instruction (K-7)
Aaron Davis, Director of Instruction – Educational Services
Christopher Wong, Director of Instruction – Educational Services

3.2 Student Reporting Update

4. Information Item Requests

Committee members may request by email to the Chair of the Committee follow-up information on previously discussed items and/or suggest possible topics for future committee meetings agendas. All requests for future agenda items will be considered by the Chair and Vice Chair at their weekly Agenda Setting meeting.

Education Plan Committee

3.1 Purpose/Function:

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

3.2 Powers and Duties:

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

October 4, 2023

ITEM 3.1

TO: Education Plan Committee

FROM: Shannon Burton, Director of Instruction – Educational Services
 Krista Ediger, District Principal - Learning and Instruction (8-12)
 Suzie Polzin, District Principal - Learning and Instruction (K-7)

RE: Literacy Update

Reference to Education Plan

- GOAL 1:** The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...
- OBJECTIVE(S):**
 - Encouraging students to reach beyond previous boundaries in knowledge and experience.
 - Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
 - Increasing literacy, numeracy, and deep, critical, and creative thinking. Ensuring the alignment among school, district, and provincial education plans.
 - Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.
- GOAL 2:** The Vancouver School Board will increase equity by ...
- OBJECTIVE(S):** Eliminating gaps in achievement and outcomes for student.
- GOAL 3:** The Vancouver School Board will continue its Reconciliation journey with First Nations, Metis and Inuit by...
- OBJECTIVE(S):** Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions

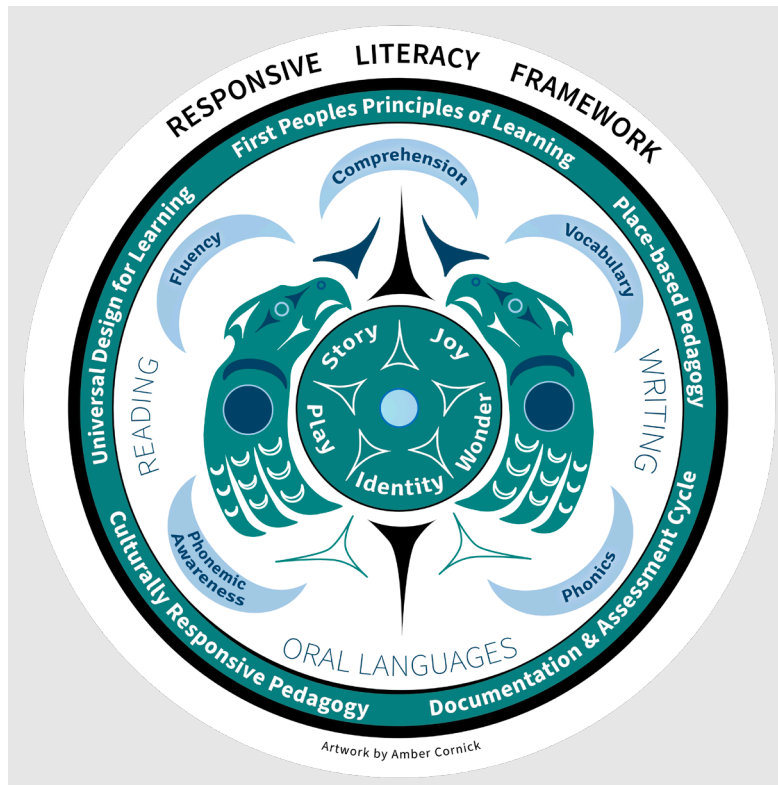
INTRODUCTION

This report provides an update on Literacy including the Responsive Literacy Framework and Literacy Day. This report is provided for information.

DISTRICT RESPONSIVE LITERACY FRAMEWORK

Responsive Literacy Framework aligns with the goals of the Vancouver School District Education Plan and promotes a comprehensive, inclusive and just approach to literacy education. It incorporates

various pedagogies that focus on cognitive, social, and cultural aspects of literacy instruction and fosters a well-rounded and thoughtful approach to teaching and learning. It has been developed over time with contributions and collaboration from members of the Indigenous Education Department, District Learning Services, Equity, Anti-Racism and Non-Discrimination team, and the Newcomer Welcome Center team. It is intended to serve as a pathway for helping achieve the goals of the Education Plan.



VSΒ RESPONSIVE LITERACY FRAMEWORK COMPONENTS

- **Emphasis on Core Values:** The framework places a strong emphasis on foundational principles of Story, Identity, Play, Joy, and Wonder. These values align with the key concepts in the British Columbia Language Arts Curriculum.
- **Structured Literacy:** The framework integrates the foundation of Structured Literacy, encompassing five fundamental skills – phonemic awareness, phonological awareness, phonics, vocabulary, and comprehension. These skills are building blocks for effective communication, reading, and writing.
- **Reciprocity of Reading and Writing:** The framework recognizes the interconnectedness of reading and writing, acknowledging the reciprocal relationship between these two essential literacy skills.
- **Pedagogical Approaches:** The framework integrates various pedagogical approaches, including First People’s Principles of Learning, Universal Design for Learning, Culturally Responsive Pedagogy, Place-based Pedagogy, and the Documentation and Assessment Cycle. These approaches empower educators to create literacy programs that are responsive, culturally relevant, and engaging.

- **Wholistic Child Development:** At its core, the framework strives to foster the wholistic development of children, working collaboratively with families and the community to ensure a well-rounded educational experience.

SYMBOLISM OF EAGLES

- One eagle represents the child and the family, and the other eagle represents teachers and the school community. Both are facing each other to symbolize working together. Eagles symbolize strength, wisdom and pride, embodying the qualities of each child, family, teacher and community member. We value children’s background, family, and identity and appreciate the learning that happens before and beyond the classroom.
- Artwork was created by Amber Cornick, local Musqueam Artist.

LITERACY DAYS SEPTEMBER 2023

Introduction

The District’s Literacy Days, held on September 26th, 27th and 28th from 8:30-11:30 am, marked a milestone in our commitment to enhancing literacy education. With active participation from educators, including administrators, classroom teachers, resource teachers, speech language pathologists, educational psychologists, literacy enhancement teachers, Indigenous education staff and District staff (Equity, Anti-Racism and Non-Discrimination, Learning Services, Indigenous Education, Newcomer Welcome Center, Childcare and Education Services) this showcased our collective dedication to literacy.

Participation Statistics

Over the course of the three days, the event saw participation from:

- 86 Classroom Teachers
- 95 Resource Teachers
- 83 Administrators
- 10 Indigenous Education Staff
- 19 Speech Language Pathologists
- 14 Literacy Enhancement Teachers
- 20 District Staff (Superintendent, Associate Superintendents, Directors, District Principals and Vice-Principals, District Resource Teachers, Mentors and Consultants)

Event Highlights

The days featured a comprehensive agenda designed to enrich our understanding of literacy education:

1. Literacy in the Education Plan: looking at how literacy fits in the Education Plan goals, ensuring alignment with the District’s mission and vision.
2. The District’s Responsive Literacy Framework: we shared this guide for educators and used it to frame reflection and planning.
3. P3P Boxes: attendees had the opportunity to explore and exchange ideas regarding the P3P Boxes, a resource for targeting phonological awareness, phonics and phonemic awareness.

4. Team Time for Discussion: educators engaged in meaningful discussion about literacy experiences and practice.
5. Cross-School Conversations: the event included cross-school conversations about literacy, fostering collaboration.
6. Vision and Planning: teams were provided dedicated time to envision and plan their next steps in supporting literacy instruction at their sites.

PHONOLOGICAL AWARENESS, PHONEMIC AWARENESS AND PHONICS PROTOCOL

The Phonological Awareness, Phonemic Awareness and Phonics Protocol (P3P Protocol) is an assessment tool designed to guide and inform responsive instruction that honors where learners are at and where our teaching might guide them. This protocol is intended to support and target a small part of the Literacy Framework.

Phonological Awareness, Phonemic Awareness and Phonics Protocol is situated within a sociocultural view of literacy and language development which advocates that acquisition of skills is best taught, learned and assessed within interconnected and meaningful contexts.

Reading assessment encompasses many components from teacher observations to listening to a child read. In addition to assessing for reading comprehension and fluency which provides insights about a child's reading proficiency, assessment procedures also include determining foundational literacy skills such as phonological awareness, phonemic awareness, phonics and word knowledge. Becoming phonologically aware prepares students for effective reading and writing instruction. This includes letter knowledge, phonemic awareness, phonics, word knowledge and morphology.

CONCLUSION

By focusing on essential components such as story, identity, play, joy, and wonder, as well affirming the importance of structured literacy, reciprocal relationships between reading and writing, and culturally responsive teaching, the Responsive Literacy Framework aligns with the District's mission to not only increase literacy but to also create safe, caring, welcoming, and inclusive learning environments.

The report highlights the success of the Literacy Days held in September 2023. This event demonstrated our collective dedication to literacy education and to collaboration. The sharing of the Responsive Literacy Framework and discussions around best practices reinforced the District's commitment to continuous improvement, and to learning from one another to better serve the students in our care.

RECOMMENDATIONS

This report is provided for information.

October 4, 2023

ITEM 3.2

TO: Education Planning Committee

FROM: Aaron Davis, Director of Instruction – Educational Services
Christopher Wong, Director of Instruction - Educational Services

RE: **Student Reporting Update**

*Reference to
Education Plan*

GOAL: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...

OBJECTIVE(S): Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

INTRODUCTION

K-12 Student Reporting Policy

The new Ministry of Education and Child Care (MECC) K-12 Student Reporting Policy ([Learning Update Order, Ministerial Order 184/23](#)) came into effect on July 1, 2023. As part of a prior pilot project, the Vancouver School Board has already integrated many aspects of the policy for the last several years. While there is minimal impact to VSB's current reporting format, below are changes families can expect to see:

Updates to elementary reporting:

- There will be three report cards per school year (two written learning updates and one year-end written summary of learning).
- VSB will be using the four-point provincial proficiency scale and language: Emerging (rather than Beginning), Developing, Proficient (rather than Applying) and Extending.
- Teachers will continue to provide two informal learning updates (conferences or portfolio reviews with the option of a conference) during the school year.
- The new policy specifies that student behaviour is not included in the proficiency scale reporting. Comments about engagement and work habits will form part of the descriptive feedback.
- Feedback continues to be strengths-based, highlighting where students are at, as well as next steps for learning.
- Students will self-reflect on the core competencies and will set goals at least three times a year. Teachers will indicate how this took place on their report cards.

Updates to secondary reporting:

- There will be two written learning updates (report cards) per semester: November and January; April and June.

- In grade 8 and 9, the provincial four-point proficiency scale for report cards will continue to be used. Based on the new policy, VSB will adopt the provincial proficiency language: Emerging (rather than Beginning), Developing, Proficient (rather than Applying) and Extending.
- In grade 10-12, percentages will continue to be used.
- Teachers will continue to offer two informal learning updates per semester. An interim in October and March, and an optional family-student-teacher conference once per semester.
- The new policy specifies that student behaviour is not included in academic reporting. Comments about engagement and work habits may form part of the descriptive feedback.
- Feedback continues to be strengths-based, highlighting where students are at, as well as next steps for learning.
- Students will self-reflect on the core competencies and will set goals at least three times a year. Schools will indicate how this takes place on the November, April, and June report cards.

BACKGROUND

Elementary and Secondary Reporting in the Vancouver School District

VSB reporting guidelines follow the new MECC [Learning Update Order, Ministerial Order 184/23](#). Although the new reporting policy and reporting order reinforces the VSB purpose of assessment, there are adjustments in elementary and secondary reporting that will be implemented in the 2023-24 school year. The new reporting policy provides districts with the opportunity to determine certain aspects of reporting structures to best support the aims of reporting and assessment.

The goal of communicating student learning continues to ensure that:

- Students take part in meaningful conversations that help them develop responsibly for engaging deeply with their learning.
- Parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning and understanding ways to support and further their child's learning.

A summary of the VSB Secondary and Elementary Reporting Guidelines was shared with the Education Planning Committee on [May 10, 2023](#).

PLAN MOVING FORWARD

Implementation Plan

The VSB elementary and secondary reporting guidelines have been reviewed by Senior Leadership and shared with elementary and secondary administrators, and teachers. Resources supporting the implementation have been created to support administrators' communication with teachers and parents/caregivers about the new VSB reporting guidelines and expectations. In addition, the Learning and Instruction team is creating resources for teachers to support the implementation of the new reporting policy. Examples include sample reporting such as strength-based comments across multiple subject areas and updates to reporting tools. District administrative procedures, websites, and communications are being updated to reflect the new MECC Reporting Order.

CONCLUSION

SUMMARY

New VSB Elementary and Secondary Reporting Guidelines

Elementary and secondary reporting working groups have completed a review of the new reporting policy and engaged in thorough discussions in a series of meetings since December 2022. The elementary and secondary reporting guidelines reflect stakeholder discussions and include input from the Senior Team. These guidelines provide for updated structures and processes for the 2023/24 school year and will support the district's purpose of assessment and reporting.

TIMELINES

Implementation Timeline

- October 2023: VSB district websites/communications will be updated to reflect the new reporting guidelines.
- October/November 2023: School administrators will be sharing more information about the new reporting guidelines with parents/guardians and caregivers.
- November 2023: VSB Administrative Procedure 360 and 361 will be updated to reflect the new reporting guidelines.

RECOMMENDATION

This report is provided for information.

Vancouver School District Education Plan Committee

October 4, 2023

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INDIGENOUS ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).



xʷməθkʷəy̓əm
(Musqueam)



Sḵwxwú7mesh
Úxwumixw
(Squamish Nation)



səlilwətał
(Tsleil-Waututh Nation)

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Introductions

Stakeholders: please state your first and last name and the name of the group you are representing

Trustees and staff: please state your first and last name and position

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ITEM 3.1 Literacy Update

Shannon Burton, Director of Instruction – Learning and Instruction
Krista Ediger, District Principal – Learning and Instruction Secondary
Suzie Polzin, District Principal – Learning and Instruction Elementary

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Education Plan Connections

Goal 1:

The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...

- Increasing literacy, numeracy, and deep, critical, and creative thinking.
- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

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Education Plan Connections

Goal 2:

The Vancouver School Board will increase equity by ...

- Eliminating gaps in achievement and outcomes among students.

Goal 3:

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...

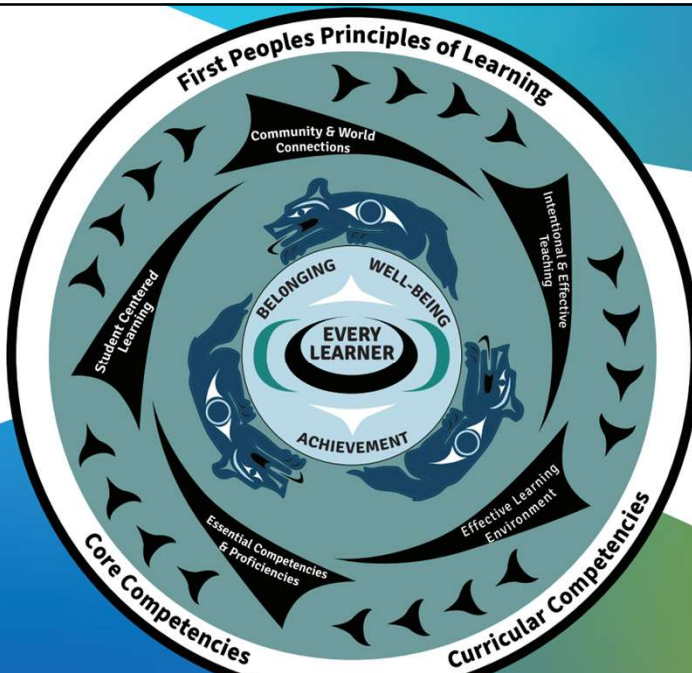
- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

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Education Plan Equity Statement

The VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves.

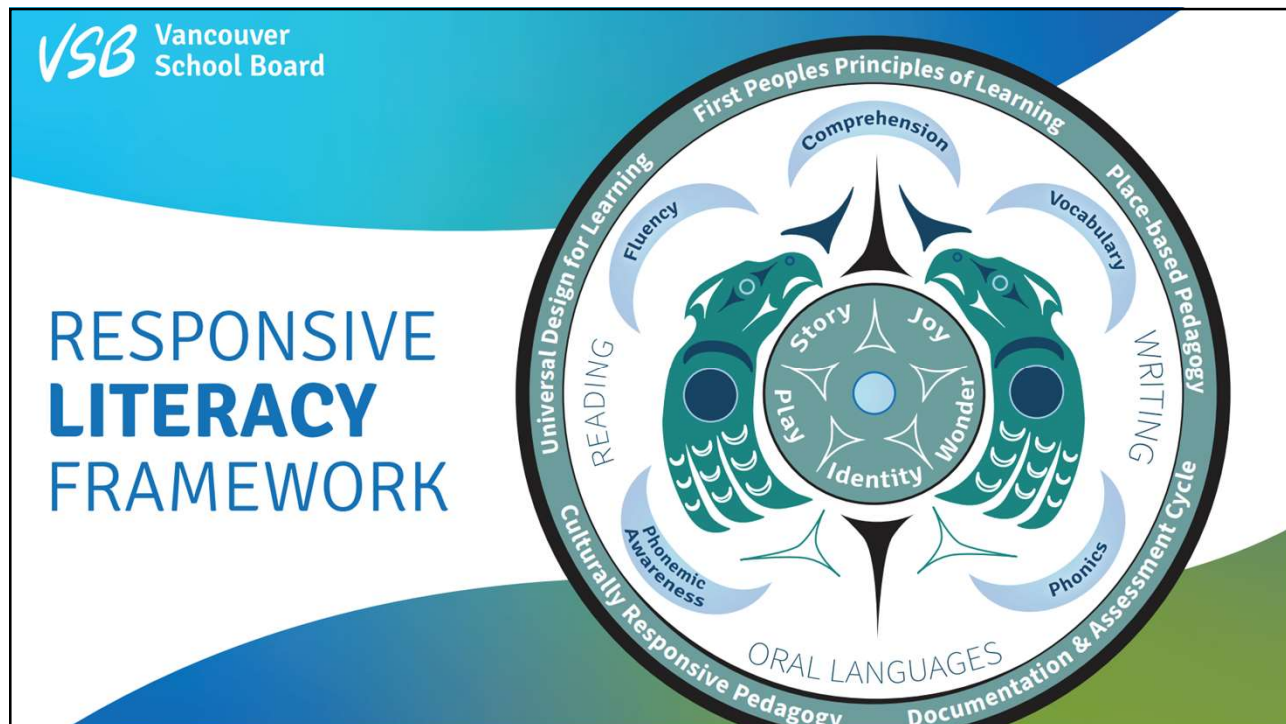
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COMMUNITY OF LEARNING

Artwork by Amber Cornick

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VSB Vancouver School Board

Literacy Day Overview

- Schools sent a team to one of three days – September 26, 27, 28 (8:30-11:30am)
- Active participation from every elementary school
 - 86 Classroom Teachers
 - 95 Resource Teachers
 - 83 Administrators
 - 10 Indigenous Education Staff
 - 19 Speech Language Pathologists
 - 14 Literacy Enhancement Teachers
 - 20 District Staff

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Event Highlights

The days featured a comprehensive agenda designed to enrich our understanding of literacy education:

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3. P3P Boxes
4. Team Time for Discussion
5. Cross-School Conversations
6. Vision and Planning

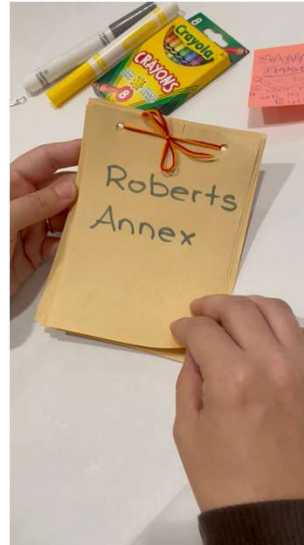
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Literacy Discussions

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What's Your Story?



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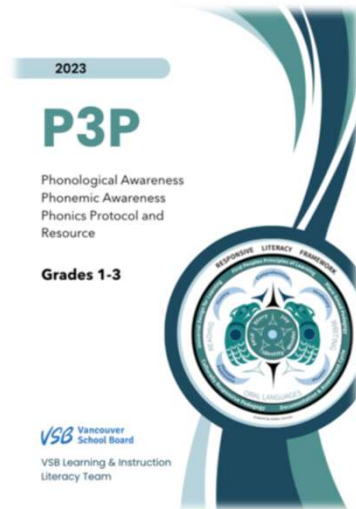
What's Your Story?



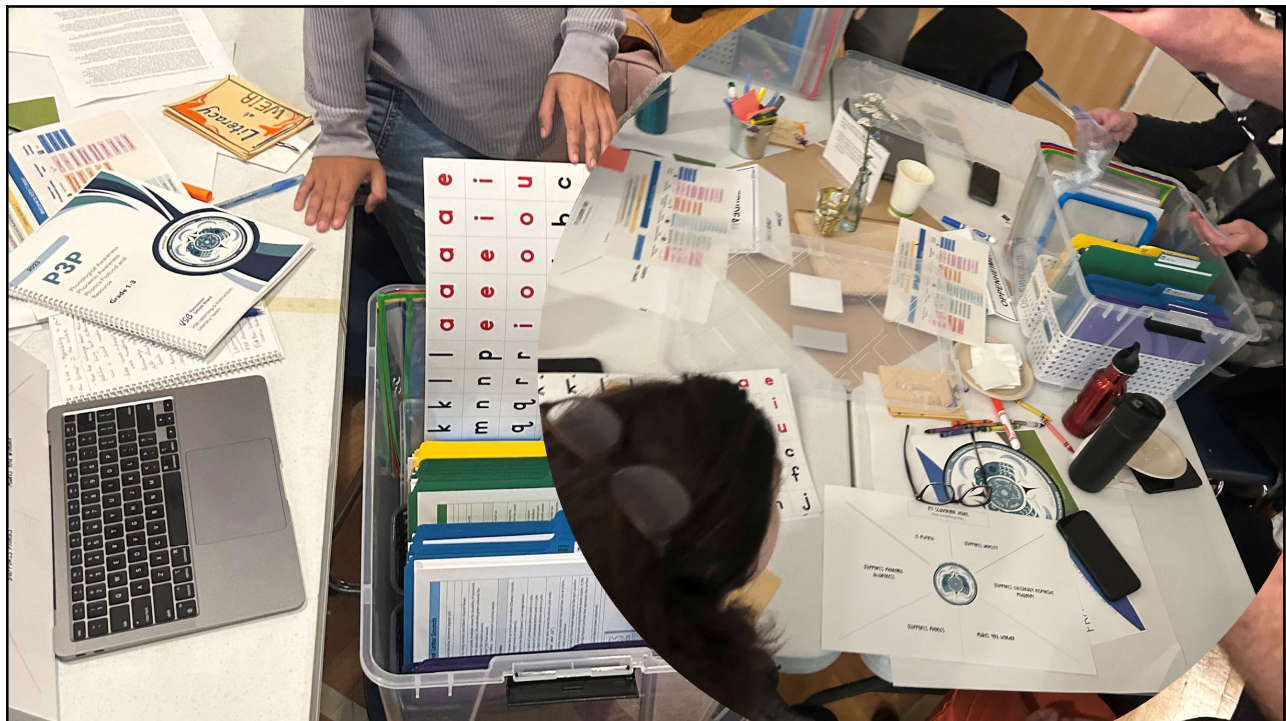
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Learning Progression, P3P and P3 Box

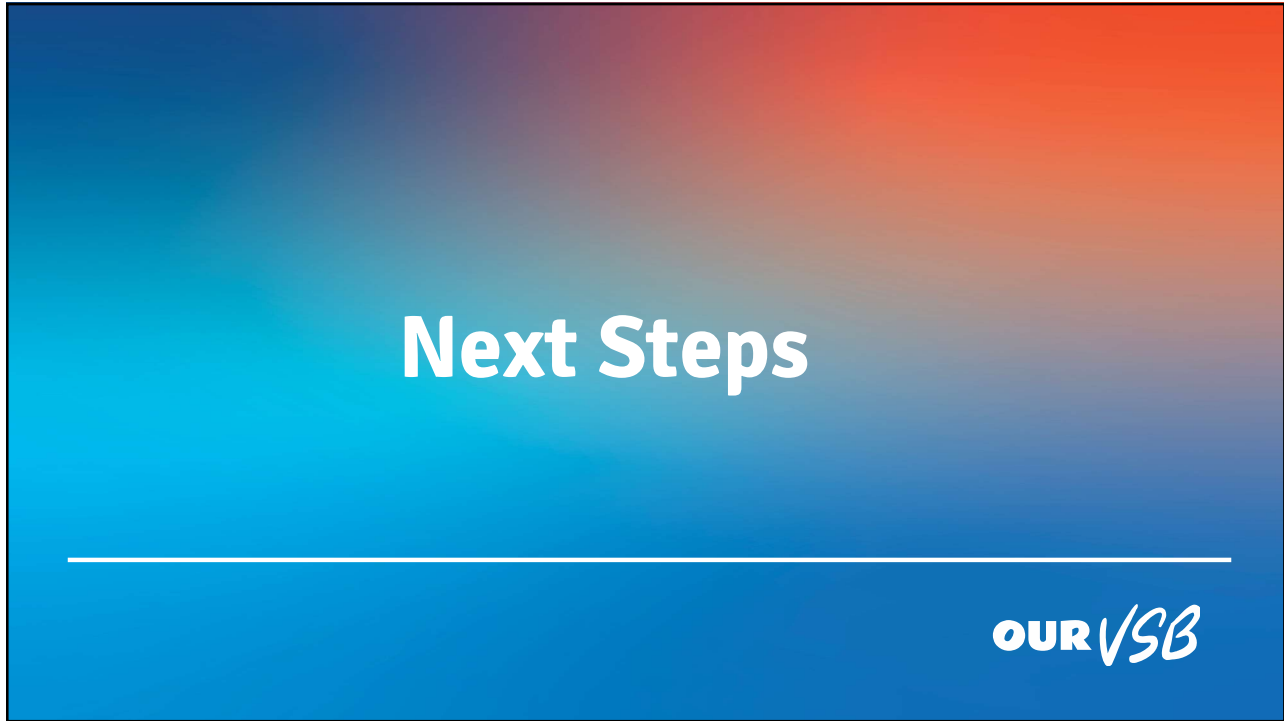
Supports **some** components of the Responsive Literacy Framework – Oral Language, Phonological Awareness, Phonemic Awareness and Phonics



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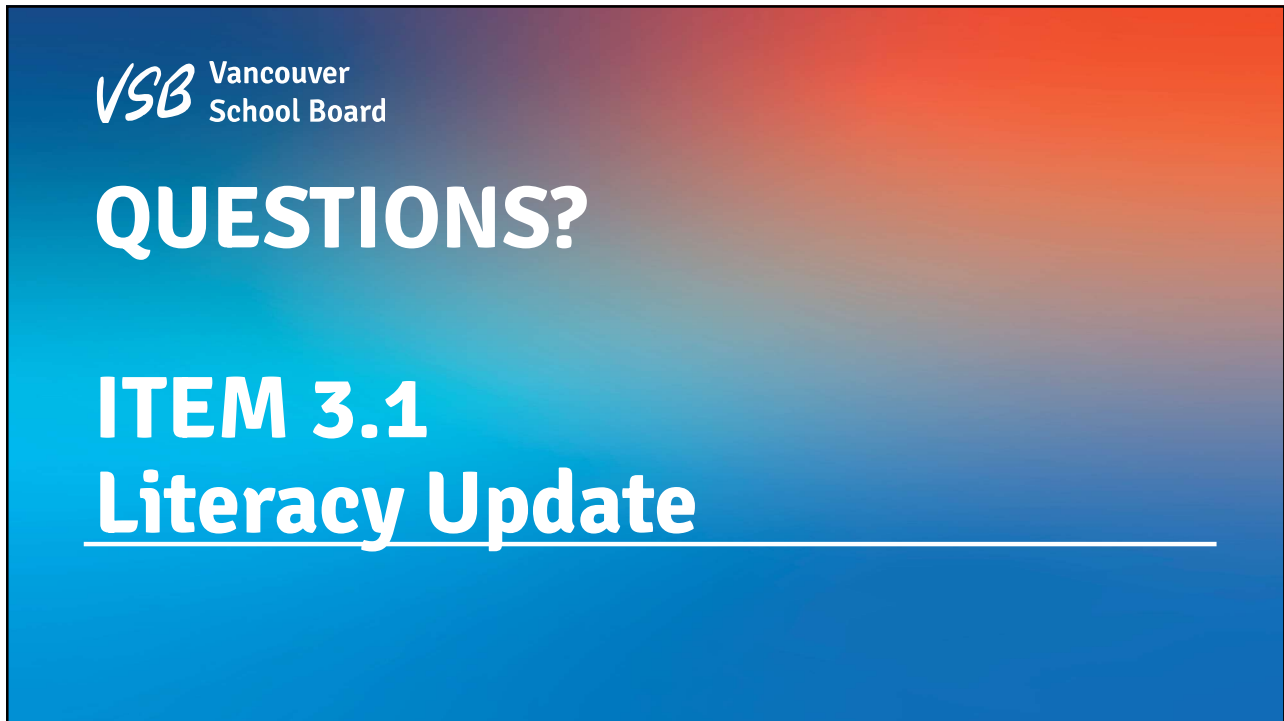
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A presentation slide with a blue-to-red gradient background. The text "Next Steps" is centered in white. A white horizontal line is positioned below the text. In the bottom right corner, the logo "OUR VSB" is displayed in white.

Next Steps

OUR VSB

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A presentation slide with a blue-to-red gradient background. The Vancouver School Board logo is in the top left. The text "QUESTIONS?" is centered in white. Below it, "ITEM 3.1" is centered in white. At the bottom, "Literacy Update" is centered in white and underlined with a white horizontal line.

VSB Vancouver School Board

QUESTIONS?

ITEM 3.1

Literacy Update

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ITEM 3.2

Student Reporting Update

Aaron Davis, Director of Instruction – Educational Services

Christopher Wong, Director of Instruction – Educational Services

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Outline

- Ministry of Education and Child Care Learning Update Order
- Updates
 - District
 - Schools
- Supports for Educators

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MECC Learning Update Order

- The new Ministry of Education and Child Care (MECC) K-12 Student Reporting Policy (Learning Update Order, Ministerial Order 184/23) came into effect on July 1, 2023.
- As part of a prior pilot project, the Vancouver School Board has already integrated many aspects of the policy for the last several years.
- Ministry of Education and Child Care have released resources available for parents and caregivers: [Student Reporting Information for Parents and Caregivers](#).

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District Preparations

- Elementary and secondary working groups provided feedback on district guidelines
- Updates to district reporting tool to reflect updated guidelines and language
- Administrator reporting guidelines
- Teacher reporting guidelines
- Updates to Administrative Procedures
- Support for parents/caregivers:
 - District letter to families in June 2023
 - School administrator presentation to PAC in October/November 2023

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Student Reporting Elementary Update

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Updates to Elementary Reporting

Reporting Language:

- Written Learning Updates and Summary of Learning (Report Cards).
- Continue to use a four-point proficiency scale, while adopting the Provincial Proficiency Scale language of Emerging (instead of Beginning), Developing, Proficient (instead of Applying) and Extending.

Reporting Structure:

- There will be three written updates (Written Learning Updates and a Summary of Learning).
- Written Learning Updates:
 - December 1, 2023 (Learning Update);
 - March 12, 2024 (Learning Update);
 - June 24, 2024 (Summary of Learning).
- Informal learning updates (conferences or portfolios with the option of a conference): October/November 2023 and February 2023

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Updates to Elementary Reporting

Behaviour, Language and Reporting:

- Student behaviour is not to be included in the proficiency scale assessment.
- Descriptive feedback should be concise, clear, and understandable for parents and caregivers.
- Feedback will continue to be strengths-based, highlighting where students are at, as well as next steps for learning.

Core Competencies, Goal Setting and Self-Reflections:

- Three times per year, with year-end reporting on the summary of learning required.
- Teachers will indicate on written learning updates and summary of learning how the goal setting and self-reflection of core competencies took place and where they can be found.

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Student Reporting Secondary Update

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Updates to Secondary Reporting

- In grade 8 and 9, the provincial four-point proficiency scale for report cards will continue to be used. Based on the new policy, VSB will adopt the provincial proficiency language: Emerging (rather than Beginning), Developing, Proficient (rather than Applying) and Extending.
- In grade 10-12, percentages will continue to be used.

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Updates to Secondary Reporting

- There will be two written learning updates (report cards) per semester: November and January; April and June.
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Updates to Secondary Reporting

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- Students will self-reflect on the core competencies and will set goals at least three times a year. Schools will indicate how this took place on the November, April, and June report cards.

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Supports for Educators

Teachers:

- The District SharePoint website with resources, guidelines, and exemplars

K-7 Reporting Resources

 Join the Curriculum and Assessment K-7 Team	 CSL K-7 SharePoint Report Card Resources
 CSL Reporting Tool Resources	 CSL Tool and Reporting FAQs

8-12 Reporting Resources

 Join the Curriculum and Assessment Secondary Team	 Lunch & Learn: Standards-Based Reporting & Proficiency Scales
 Setting Up an SBG Gradebook in MyEd	 Grade Conferencing
 Assessing Work Habits	 What is Strength-Based Reporting?
 Lunch & Learn: Report Card Comments Made Easy	 Proficiency to Percentage Decision Tool for 10-12 Reporting

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Supports for Educators

Teachers:

- Reporting Guidelines for Teachers
- Curriculum and Assessment Mentor (CAM) Team
 - Curriculum and Assessment K-7 Teams Channel
 - Elementary Reporting Guideline videos
- Videos and reference guides for district reporting tool
- School administrator support

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QUESTIONS?

ITEM 3.2

Student Reporting Update

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INFORMATION ITEM REQUEST

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THANK YOU FOR YOUR TIME

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