

NOTICE OF MEETING

EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office
 Wednesday, November 6, 2024, at 5:00pm
 Public viewing via live broadcast

Lois Chan-Pedley (Chair)
 Christopher Richardson (Vice Chair)
 Janet Fraser
 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, rights holder representatives and stakeholder representatives on Wednesday, November 6, 2024 at 5:00pm.** The meeting will be live broadcast for the public.

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|--------------------------------|--|--|
| Trustees: | Alfred Chien | Suzie Mah (Alternate) |
| | Preeti Faridkot (Alternate) | Joshua Zhang |
| | Victoria Jung | |
| Student Trustee: | Athena Yu | |
| Other Senior Team Staff: | Daniel Blue | Maureen McRae-Stanger |
| | Pedro da Silva | Pete Nuij |
| | Michael Gray | Alison Ogden |
| | Jessie Gresley-Jones | |
| Rights Holder Representatives: | Faye Mitchell, xʷməθkʷəy̓əm (Musqueam) | |
| | Kirsten Baker-Williams, Skwxwú7mesh Úxwumixw (Squamish Nation) | |
| | Kirsten Touring, səliwətaʔ (Tsleil-Waututh Nation) | |
| Representatives: | Priscilla Santos, CUPE 15 | Alternates: Suzette Magri, CUPE 15 (Alternate 1) |
| | Brent Boyd, CUPE 407 | Lorena Spencer, CUPE 15 (Alternate 2) |
| | Tim Chester, IUOE | Ishi Dinim, DPAC |
| | Ericka-Jade Touzel, PASA | Tim De Vivo, IUOE |
| | Justin Chapman, Trades | Scott Deyell, PASA |
| | David Nicks, VASSA | Bruce Garnett, VASSA |
| | Salena Sharma, VDSC | |
| | Deborah Tin Tun, VEAES | Karine Ng, VEAES |
| | Riley McMitchell, VEPVPA | Trevor Wrinch, VEPVPA |
| | Carl Janze, VSTA | Carmen Schaedeli, VSTA |
| Other Staff: | Chas Desjarlais, DOI | David Delorme, District Principal |
| | Krista Ediger, District Principal | Suzie Polzin, District Principal |
| | David Nicks, District Principal | Rose Mackenzie, District Principal |

EDUCATION PLAN COMMITTEE

MEETING AGENDA

Wednesday, November 6, 2024, 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), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (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 committee participants request to speak through the chair.
- ii. Civility towards others is maintained as committee participants share perspectives and participate in discussion.
- iii. Staff are able to submit objective reports without influence or pressure as their work is acknowledged and appreciated.
- iv. Committee participants refrain from personal inflammatory or accusatory language or action.
- v. Committee participants 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

None

2. Information Items

2.1 International Bacculaureate Middle Years Program	Alison Ogden, Associate Superintendent Maureen McRae-Stanger, Associate Superintendent
2.2 Supporting Framework for Enhancing Student Learning (FESL) Priorities	Pete Nuij, Associate Superintendent Maureen McRae-Stanger, Associate Superintendent Alison Ogden, Associate Superintendent

Presenters

Education Plan Committee

C. Responsibilities:

- C.1 Review and make recommendations to the Board regarding matters related to the development and implementation of the Education Plan.
- C.2 Review and make recommendations to the Board regarding the annual Framework for Enhancing Student Learning Report.
- C.3 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- C.4 Review and make recommendations regarding the implementation and cessation of District programs.
- C.5 Review and make recommendations to the Board regarding annual school learning plans.
- C.6 Review and make recommendations to the Board regarding school calendars.
- C.7 Review matters referred to the Committee by the Board and make recommendations as requested.

November 6, 2024

ITEM 2.1

TO: Education Plan Committee

**FROM: Maureen McRae-Stanger, Associate Superintendent
Alison Ogden, Associate Superintendent**

RE: International Baccalaureate Middle Years Programme

*Reference to
Education Plan*

GOALS AND OBJECTIVES:

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...

- 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.
- 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...

- Eliminating gaps in achievement and outcomes among students
- Evaluating and renewing plans for improvement of Indigenous learners' education

INTRODUCTION

Vancouver School Board (VSB) offers International Baccalaureate (IB) programs in several schools.

In the Spring of 2024, VSB's International Baccalaureate Middle Years Programme (MYP) participated in a mandatory program evaluation. Accredited IB World schools are required to undergo a program review every 5 years to support program alignment and consistency. Currently, the District's MYP for students from grades 6-10 does not meet the necessary program requirements as laid out by IB World. MYP is offered at Lord Roberts and Elsie Roy elementary schools, as well as King George Secondary. An evaluation report from IB was issued in June 2024, indicating the need for an immediate investment of up to \$286,040 for staff time and resources to bring the program into compliance. As such, VSB has to make a decision about the future of MYP.

This report is provided for information.

ABOUT INTERNATIONAL BACCALAUREATE

The IB program offers a globally recognized educational framework divided into three programs: the Primary Years Programme (PYP) for ages 3-12, focusing on inquiry-based learning; the Middle Years Programme (MYP) for ages 11-16, promoting critical thinking, interdisciplinary connections and community engagement; and the Diploma Programme (DP) for ages 16-19, a curriculum which emphasizes critical thinking, research skills, and a holistic approach to education.

MYP students may choose to take an optional external assessment at the end of grade 10 if they wish to earn an IB certificate. The DP includes a required set of final examinations in each subject grouping and students who are successful receive an IB Diploma.

VSB offers three programs:

- PYP: Southlands Elementary (K-grade 7)
- MYP: Elsie Roy and Lord Roberts Elementary (grades 6-7), King George Secondary (grades 8-10)
- DP: Britannia and Churchill Secondary (grades 11-12)

Each program operates independently; students do not have to complete PYP to be eligible for MYP, or complete MYP to apply to DP. PYP and DP are in compliance with IB World program requirements and are not part of this report.

Currently there are 659 students at King George, Elsie Roy and Lord Roberts who participate in MYP, totaling about 1 per cent of the student population in VSB (~51,000 students). MYP is unique in that school districts can choose to offer it for two to five years. VSB offers the five-year MYP, spanning grades 6-10 between three sites. Within Metro Vancouver, MYP is also offered in North Vancouver, West Vancouver and Richmond school districts.

It is important to note that King George is the secondary catchment school for Elsie Roy, Lord Roberts and ƒxʷwəqʷəθət 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 ƒxʷwəqʷəθət Crosstown or the future Coal Harbour elementary school. All Grade 8-10 students attending King George are automatically enrolled in MYP, regardless of if they have previously participated in MYP.

The District pays approximately \$19,000 annually in MYP fees to IB World for the three schools. Additional expenses include approximately \$96,400 for dedicated non-enrolling IB program coordinators (a requirement of all IB World Schools). The IB Coordinator supports teachers in implementing the IB curriculum, managing program requirements, and ensuring alignment with IB standards. The IB Coordinator does not work directly with students, instead the coordinator focuses on guiding and assisting educators to deliver the curriculum within the IB framework. There are also teacher training and professional development expenses, which can cost \$1,000 to \$5,000 per teacher and must be renewed on a 5-year cycle, or if there is a curriculum update. Other costs, such as curriculum resources and release time for collaboration, can further increase the program costs. Current budget allocated for MYP in 2024-2025 is \$140,412.

HISTORY AND CONTEXT

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.

On September 19, 2011, the Vancouver Board of Education passed a motion: *“That the International Baccalaureate (IB) Middle Years Program in the King George Family of Schools and the Primary Years Program at Southlands, be designated District Programs.”* A review of Board minutes shows this decision was intended to secure ongoing District financial support for these IB programs, in addition to the standard school-based budget allocated to each school.

Since its implementation, MYP has operated as a school-based program, meaning only the grade 6-10 students within the three school catchment areas enrol. Students enrolled in MYP schools are automatically placed in the program, without the ability to opt out. The only way an interested out-of-catchment family could apply is through the cross-boundary process. Currently, the schools offering MYP are at capacity and are not accepting out-of-catchment students. In contrast, District Choice programs, such as French Immersion and the IB Diploma Programme, operate through an application process open to all students within the District. It is important to note that MYP has never functioned as a District Choice program in accordance with [Administrative Procedure - 220 District Programs \(Choice\)](#), despite the Board motion indication. However, due to the existence of the 2011 motion, MYP is subject to [Policy 2 Role of the Board](#), which requires Board approval should there be a decision to discontinue a District Choice program.

In 2016, the British Columbia curriculum underwent a significant redesign to focus more on personalized learning, critical thinking and inquiry-based approaches. This shift in the curriculum aligned it more closely with the principles and philosophy of IB programs, which also emphasize similar skills and competencies. As a result, 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.

Data shows MYP students consistently choose to remain at their catchment school, King George Secondary, for grade 11 and 12 rather than pursue DP at Churchill or Britannia Secondary, indicating a low level of interest in continuing with the IB pathway in their final years of secondary education. Unlike MYP, where all students attending the school are automatically enrolled, entry into DP requires an application process.

IB AND BC CURRICULUM: SIMILARITIES AND DIFFERENCES

Area	International Baccalaureate (IB)	BC Curriculum	Key Differences
Subjects	<ul style="list-style-type: none"> • Science • Mathematics • Arts • Physical and Health Education • Design • Language Acquisition • Language and Literature • Individuals and Societies 	<ul style="list-style-type: none"> • Science • Mathematics • Arts • Physical and Health Education • Applied Design, Skills & Technology (ADST) • Core French or other second language • English Language Arts • Social Studies • Career Education 	Names of subjects.
Teaching Methodology	Learning focused on understanding (concepts), developing skills (competencies) and knowledge (content) through inquiry, project-based learning and service learning. Learning process is important.	Learning Standards focused on Know (content), Do (curricular competencies) and Understand (big ideas) to support learning through inquiry, cross curricular and community projects. Content is used as a vehicle to teach skills, furthering deeper understanding through the learning process.	Slight difference in terminology used.

Area	International Baccalaureate (IB)	BC Curriculum	Key Differences
Core Competencies	<ul style="list-style-type: none"> Thinking skills Research skills Communication skills Self-management skills Social skills 	Thinking: <ul style="list-style-type: none"> Critical and reflective Creative Communication: <ul style="list-style-type: none"> Idea expression Collaboration Personal and social: <ul style="list-style-type: none"> Personal awareness and responsibility Positive personal and cultural identity Social awareness and responsibility 	No significant differences.
Community Service / Projects	Creativity, Activity and Service project (CAS)—also called the Personal Project – is completed for PYP, MYP and DP.	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).	No significant differences.
Educational Outcomes	The IB Learner Profile supports the development of internationally minded people who, recognizing their common humanity help to create a better and more peaceful world. See the full IB learner profile	BC’s curriculum enables students to graduate as “Educated Citizens”, with the necessary qualities to seize a wide array of global opportunities. See the full description of the educated citizen	Similar themes but categorized differently.
Assessment	IB uses a 7-point proficiency scale for PYP, MYP and DP.	BC uses a 4-point proficiency scale grades K-10 and letter grades/percentages grade 11-12.	Assessment differences make it challenging for families to clearly understand their child’s progress. Students are graded with BC’s 4-point scale K-5, the 7-point IB scale grade 6-10, and letter grades/percentages in grades 11-12.
Curriculum Overview	MYP encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life. MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.	British Columbia’s curriculum is learner-centred and flexible and maintains a focus on literacy and numeracy, while supporting deeper learning through concept-based and competency-driven approaches. The curriculum supports the development of citizens who are thinkers and communicators, and who are personally and socially competent in all areas of their lives.	No significant differences.

MYP EVALUATION 2024

Every five years, IB World representatives conduct a comprehensive evaluation of programs to ensure that schools meet IB standards. This includes evaluating IB curriculum implementation, staff training, compliance with IB policies, scheduling practices to support program needs, as well as community engagement with staff, students and families to gather feedback about the program. The review culminates in an evaluation report with recommendations and timelines for compliance. There may be associated costs for necessary improvements.

In spring 2018, MYP underwent an evaluation by IB World, which identified areas of non-compliance and provided a June 2019 deadline to address them. However, an extension was granted, as King George Secondary, Elsie Roy and Lord Roberts faced significant staff turnover during this period, requiring the prioritization of filling vacant positions over addressing the IB review. Some of these vacancies were filled with teachers that did not have IB training. The follow-up to the identified non-compliance areas was further delayed and exacerbated by the pandemic, as remote and hybrid learning made supporting the full requirements of IB particularly challenging. In spring 2024, a subsequent evaluation took place. The findings from 2024 largely resembled those from 2018, underscoring several key areas in need of significant attention.

See *Appendix A: Evaluation Report, IB World Schools Department*

EVALUATION REPORT KEY FINDINGS

While the 2024 review found that MYP is not in compliance with IB requirements, IB World notes that the three schools offering MYP have been supported by an overlap of the IB curriculum through the redesigned BC curriculum. The report identified program strengths at all three sites including the focus on Universal Design for Learning (UDL) to provide a more inclusive and flexible learning environment for every student, as well as a strong focus on uplifting student voice and developing positive staff, student and community relationships.

According to IB World, MYP's momentum and institutional knowledge base has been hindered by high staff turnover, insufficient staff training, shortage of IB-certified teachers, limited cross collaboration amongst the three schools and limited staff time for planning IB-specific objectives.

To continue offering MYP to students, the following recommendations must be implemented or initiated by December 1, 2024, to maintain IB program accreditation. Recommendations focus on staff training, policies and procedures, curriculum and assessment, the Programme Development Plan, scheduling, financial commitments, and promotion/advertising. In the following pages, specific recommendations from IB World are in bolded and italicized text, with additional District information provided in regular text after each recommendation.

Staff Training:

Certificates of attendance or proof of registration to an IB recognized workshop for the following staff:

- ***Heads of School 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***

MYP has experienced significant staff turnover in recent years, resulting in many of the staff currently teaching or supporting IB being uncertified in the program. This amounts to a total of 31 staff members who need IB training and certification. Currently, there are 22 qualified IB educators teaching or supporting MYP at the three schools. In addition, MYP is being revised by IB World, and all 53 educators

will need to be re-trained (in addition to the current training of the 31 staff) in preparation for the September 2026 launch of this new curriculum.

Recruitment and retention of qualified IB teachers has proven to be challenging. With a shortage of teachers in the current job market, there is less willingness amongst staff to engage in additional IB training. The prestige once associated with IB teacher certification, which was highly valued when the program was introduced in the early 2000s, no longer holds the same appeal. Training costs per teacher range between \$1,500 to \$5,000 based on location of training, travel costs, and TTOC (substitute teacher) coverage while the training takes place.

In-Person IB Training Workshop Costs			
	Number of staff	Training fees per person	Total cost
Head of School (principal and vice-principal)	6	\$1,820	\$10,920
Teachers	31	\$1,420	\$44,020
			\$54,940

Estimated Travel Costs for In-Person Training Outside of the Lower Mainland			
	Number of staff	Travel costs including transportation, accommodation and meals	Total cost
Head of School (principal and vice-principal)	6	\$3,000-\$4,000	\$18,000-\$24,000
Teachers	31	\$3,000-\$4,000	\$93,000-\$124,000
			\$111,000-\$148,000

Note: Local Vancouver workshops are offered periodically. Depending on where staff reside, cost to attend local workshops may still include transportation and food.

Online IB Training Costs			
	Number of staff	training fees per person	Total cost
Head of School (principal and vice-principal)	6	\$585	\$3,510
Teachers	31	\$585	\$18,135
			\$21,645

TTOC Costs to Cover IB Training			
Number of teachers	Number of days	Average cost per day	Total cost
31	2	\$474	\$29,388

Note: Whether workshops are in-person or online, TTOC costs for a minimum of 2 days per teacher are needed due to timing of the workshops.

The IB [training](#) website offers training opportunities both locally and internationally. The BC Association of IB World Schools offers [training](#) in Vancouver with upcoming sessions in January and June of 2025. IB provides training in 3 categories: Category 1: IB philosophy and implementation, Category 2: the IB Programmes: PYP, MYP, DP and CP (Career Programme), Category 3: subject specific professional development. Not every subject grouping or level of training is offered at all times and in all locations which impacts when and where staff can be trained.

Policies and Procedures:

All IB policies and procedures must be revised to fulfill IB requirements. This includes Admission, Inclusion, Academic Integrity and Language policies as well as the Parent/Student complaint procedures.

These policies and procedures are in addition to the required policies and procedures that all VSB schools must follow. The District estimates it will cost \$12,000 to develop these IB specific policies. The cost is based on time needed to research, write and review policies with IB staff.

Another consideration is that some IB Academic Integrity policies are not in alignment with the Ministry of Education and Child Care’s Reporting Order, which came in effect July 1, 2023 (specifically, policies regarding assigning zero, no mark, or failing grade due to academic dishonesty).

Policy and Procedure Review Costs			
Number of policies/procedures	Number of days per policy/procedure	Cost per day	Total cost
5	4	\$600 (staff time to develop the policies)	\$12,000

Note: The number of days per policy revision includes research, consultation and rewriting time.

Curriculum and Assessment:

Creation of an Approaches to Learning (ATL) chart to show how the three schools plan both horizontally and vertically for ATLs.

ATLs are a set of skills and strategies that aim to encourage students’ lifelong learning and support them in developing Thinking, Communication, Research, Self-management and Social skills. The ATL chart developed within the schools should demonstrate alignment and consistency of the program across the family of schools (grades 6 through 10).

Revised subject group overview (unit, and long-range plans) for each subject group during the last five years of the program, for all three schools, that comply with IB requirements.

While teachers plan by developing units and lessons in both curriculums, The Ministry of Education and Child Care does not currently require teachers to use a specified template for plans or submit plans to administrators. IB compliance requires samples of unit plans for all eight subject groups created using the IB framework.

Samples (one from each subject group, from each school) of assessed student work, using MYP criteria, including task-specific clarifications, teacher marks and feedback that show assessment is consistent with prescribed MYP objectives and criteria. Each sample should use IB rubrics and the IB framework to demonstrate that students are progressing in their comprehension of the subject matter.

Current teachers who are not IB trained would be most comfortable using the four-point BC curriculum proficiency scale for assessment, and the assessment samples provided to IB World in the program review were not aligned with the IB seven-point scale or IB rubrics.

In order to address the three recommendations in this section, release time is needed for teachers at all three schools. The District estimates an investment of \$8,532 (at minimum) in order to be IB compliant in regard to curriculum development and assessment.

Curriculum Development and Assessment Costs				
Number of staff	Number of days	TTOC cost per day	Total cost	
3	3	\$474	\$4,266	Individual schools
3	3	\$474	\$4,266	Across all schools
			\$8,532	

Note: This calculation is based on release time for the coordinators for each school to develop subject-specific curriculum. Additional time and costs may be incurred if subject heads and teachers join the development process, which is best practice.

Programme Development Plan:

A new Programme Development Plan (PDP) for the family of schools that is implemented during the 2024-2025 school year. The plan should be submitted to IB World by December 1, 2024.

The PDP should define the goals of the learning community and present a timeline, and actionable steps needed to achieve these goals. The PDP also outlines the activities and actions needed to achieve learning and progression for each student. The PDP looks at approaches to learning in all eight subjects and what progression looks like from grades 6-10. This PDP is in addition to the school planning process that is required of all schools in BC through the School Act.

The District estimates \$8,532 (at minimum) is needed for program development and the necessary release time needed to do this work.

Program Development Plan Costs				
Number of staff	Number of days	TTOC cost per day	Total cost	
3	3	\$474	\$4,266	Individual schools
3	3	\$474	\$4,266	Across all schools
			\$8,532	

Note: This calculation is based on release time for the IB coordinators for each school to develop the plan. Additional time and costs may be incurred if subject heads and teachers join the development process, which is best practice.

Scheduling:

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

In the elementary MYP program, due to the integrated approach of the BC curriculum, some subject groupings are not taught in isolation and are not specifically scheduled as separate blocks of time. An example is Language Acquisition which is provided through core French instruction. This subject is not specifically scheduled to align with 50 hours but is integrated through other activities and during flexible time slots.

Calendar and descriptions of collaborative planning sessions happening both within the individual schools and across the three MYP schools to ensure they collaborate in the MYP partnership.

Collaborative time is instructional planning time and is different from teacher preparation time and professional development. This is time for teachers to work together and plan for better student learning and student outcomes in relation to IB requirements. At King George, there are currently eight sessions of 80 minutes of collaborative time allocated for secondary school teachers. However, not all of this time is allocated for IB subjects. Elementary teachers are not allocated specific and regular collaborative time but have been provided some release time with the help of supervision aides on site.

Allocating further collaborative time for IB planning would require release time covered by TTOCs, or through additional IB staffing. The cost estimate for additional TTOCs at the elementary sites is \$24,648 annually. At the secondary school, schedules may need revisions to support the additional collaboration time while still maintaining the required instructional hours. These schedule adjustments may be impacted by contractual obligations for teaching staff.

Teaching and Planning Requirements (Collaborative Time)				
Number of staff	Number of days	TTOC cost per day	Total cost	
8	5	\$474	\$18,960	Individual schools
8	1.5	\$474	\$5,688	Across all schools
			\$24,648	

Note: This calculation is based on half day per elementary teacher once per month to collaborate within each school and half day per elementary teacher three times per year to collaborate with the secondary school teachers. Since secondary schools have collaborative time, they would not need release time.

Financial Commitment:

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).

The current IB budgets at schools offering MYP do not specify release time for curriculum and ATL planning. IB World is requesting that revised budgets demonstrate that there is sufficient time allocated for IB teachers to work cross-collaboratively with each other, both within and between the three sites. To create more collaboration and planning time for IB teachers, schools would need to budget for release time or school schedules would need to be adjusted to accommodate increased collaboration time.

Promotion/Advertising:

Websites, brochures, marketing and logos must be compliant with all IB intellectual property guidelines.

Currently, school promotional materials are not in compliance with IB guidelines. At minimum, schools will need to update their website using IB guidelines.

FINANCIAL IMPLICATIONS

Supporting the continuation of MYP will require immediate and long-term budget planning. In order to meet the requirements of the most recent program evaluation, additional funds of up to \$286,040 will be required this school year to allow for staff training, scheduling and planning requirements, policy and procedure revisions, curriculum and assessment alignment, and Programme Development Plan completion. In order to support the long-term operation of MYP, additional budget investments will be required. Of note, MYP curriculum is changing for the 2026-2027 school year. The recommendation from IB World is that all 53 staff be retrained at that time.

The annual budgets in Table 1 are estimates based on current salaries, IB fees, workshop costs, and other expenses. We expect costs will increase with inflation and changes to teacher salary grids in the upcoming years due to provincial bargaining. Additionally, due to the current teacher shortage experienced across all BC school districts, securing TTOC coverage remains a significant challenge. Even with available funding, finding adequate coverage to support the required MYP collaboration time may prove to be difficult.

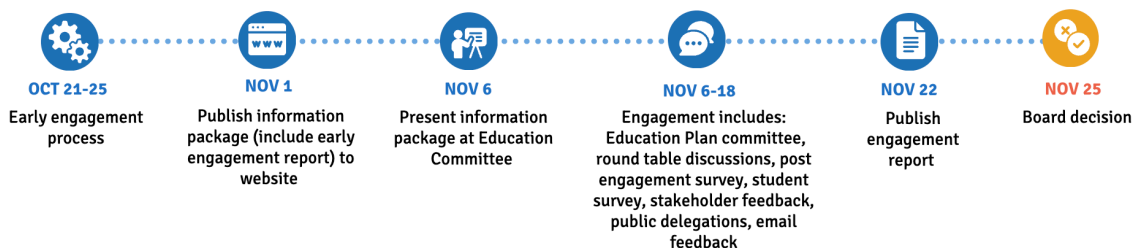
Table 1: MYP Estimated Budget						
	2024-2025 [Current Budget]	2024-2025 [additional budget needed]	2025-2026	2026-2027 *new MYP curriculum launched	2027-2028	
Annual IB World Fees IB Accreditation Fees	19,033	0	19,033	19,033	19,033	
VSB Flex Budget Allocation Learning Resources	24,975	0	24,975	24,975	24,975	
Human Resources *IB Coordinator Salary and Benefits	96,404	0	96,404	96,404	96,404	
Staff Training Required [estimating 10 teachers per year)	Workshop Costs	0	21,645 to 54,940	5,850 to 14,200	31,005 to 75,260	5,850 to 14,200
	Travel Costs	0	111,000 to 148,000	30,000 to 40,000	159,000 to 212,000	30,000 to 40,000
	TTOC Costs	0	29,388	9,480	50,244	9,480
Scheduling and Planning Requirements TTOC Costs (for release time for staff to collaborate)	0	24,648	49,296	49,296	49,296	
Policy and Procedure Revisions Additional staff required	0	12,000	3,000	3,000	3,000	
Curriculum and Assessment Alignment TTOC Costs	0	8,532	0	0	0	
Programme Development Plan Completion (and ongoing revisions) TTOC costs	0	8,532	8,532	8,532	8,532	
Total Anticipated Annual Costs	\$140,412	\$215,745 to \$286,040	\$246,570 to \$264,920	\$441,489 to \$538,744	\$246,570 to \$264,920	

CONSIDERATIONS AND TIMELINES FOR DECISION MAKING

IB World has mandated that the District begin to implement the recommendations outlined in the evaluation report by December 1, 2024, to retain its IB program accreditation.

In addition, to ensure families and students have the opportunity to participate in the cross boundary and mini school application process in January and to avoid disruptions to scheduling, staffing and budgets, the Board’s direction regarding the future of MYP is needed no later than December 1, 2024. Based on the Board meeting schedule, the latest opportunity for a decision by the Board is at the November 25, 2024, public Board meeting.

The following timeline has been established to guide the engagement process and ensure timely, transparent interactions with all target audiences while not disrupting regular school scheduling, staffing and budgets.



COMMUNICATIONS AND ENGAGEMENT STRATEGY

To ensure a transparent and inclusive process, the communication and engagement strategy will keep rights holders, stakeholders, and impacted school communities up to date about the future of MYP. Using a range of engagement techniques, staff will gather feedback and input to help inform the Board’s decision. This includes early engagement with key groups such as rights holders, stakeholders, staff, and PAC executives, followed by opportunities for current and future MYP students and families to participate in round table discussions, surveys, the delegation process, and email feedback. The findings from the public engagements will be shared with the Board, before it makes its decision on November 25, 2024, at a public Board meeting.

Engagement opportunities include:

October	Early engagement with MYP staff and PAC executives (Roberts, Elsie Roy and King George) through focus group discussions. See Appendix C - Early Engagement report for more information.
November 6	Roundtable discussions with rights holders and formal stakeholders at the Education Plan committee .
Mid November	Targeted email feedback from the most impacted stakeholder groups (VSTA, VEPVPA, VEAES and VASSA)
Mid November	Facilitated round table discussions with current and future MYP families (three in-person and one virtual session). Sessions will provide a short overview of the MYP and its current state, as well as an opportunity to hear from other participants and provide direct feedback in a small group setting.
Mid November	Post engagement survey distributed to participants of the round table discussions. This survey will assess whether the communications and engagement objectives were met.
Mid November	Student survey for current MYP students to ensure student voice is captured in the engagement process.
November 18	Families, students and community members will have the opportunity to present their feedback directly to the Board at a public delegation meeting .
October – November 15	Feedback can be submitted directly to engage@vsb.bc.ca until November 15, 2024. Verbatim submissions will be shared with the Board for their review.

For more information about the communications and engagement strategy, see *Appendix B*.

EARLY ENGAGEMENT RESULTS

The Vancouver School Board (VSB) conducted early engagement from October 21 to November 1, 2024, which included focus groups with MYP educators and PAC executives from the three schools offering MYP. The goal was to gain an initial understanding of community sentiment and provide valuable insights to the Education Plan Committee, ahead of broader public engagement. Input gathered also helped form a foundation for broader engagement, ensuring a meaningful engagement process with the impacted school communities.

Feedback showed most educators were in favour of discontinuing MYP, citing overlap with the BC curriculum, an increased workload, high staff turnover, conflict with VSB’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 8 per cent were neutral.

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. See *Appendix C* for the full early engagement report findings.

NEXT STEPS

Based on the information provided in this report, there are two options for consideration for MYP.

Option 1: Maintain MYP

To maintain MYP, an additional budget allocation of up to \$286,040 will need to be made for this school year. This additional allocation will fund the required staff training, policy updates, collaboration time, curriculum planning and the creation of the Programme Development Plan. Additional budget allocations will need to be made for future years (as per Table 1) to ensure compliance with training requirements and program fidelity. These cost estimates may need to be adjusted in future years based on actual costs.

Currently, MYP is designated as a District program as per the Board motion in 2011 and has run as a school-based program. These schools are operating over capacity, and this means MYP is only available to in-catchment students and is not able to operate as a District program.

Recommendation:

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.

Option 2: Close MYP

Given the substantial overlap between the BC curriculum and MYP, closing MYP will not significantly impact student learning outcomes. Both the BC curriculum and MYP focus on inquiry-based learning, critical thinking, and personalized learning approaches, ensuring that students continue to receive a high-quality education aligned with these principles. The BC curriculum has been designed to foster similar skills and competencies as the IB framework: both emphasize self-awareness, critical thinking, and responsible citizenship.

The most noticeable change for students and families will be a shift from the IB 7-point grading scale to a 4-point scale for report cards. This change aligns with what families are already familiar with in grades K-5.

MYP is not a pre-requisite for the Diploma Programme and is not given any preferred consideration in mini school applications, therefore closing it will not have any negative impacts for students wishing to apply to these programs.

Closing the program will also help address current challenges related to staffing, scheduling, recruitment, retention and on-going specialized IB required training. Funds that are currently allocated to MYP can be re-distributed to other learning priorities in the District in alignment with the [Education Plan](#).

As MYP was designated a District program in the September 19, 2011 Board motion, closing the program will require a Board motion as per [Policy 2 Role of the Board](#).

Recommendation:

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

EDUCATION COMMITTEE ENGAGEMENT

Committee members will engage in a facilitated round table discussion to gather their feedback about MYP. The following questions will be asked:

- Based on the information provided, what are your key concerns or considerations regarding the future of the Middle Years Programme?
- To help inform the Board's decision, what is your preferred option for the future of Middle Years Programme? Why?

Feedback gathered at this meeting will be included in the final engagement report and shared with the Board before it makes its decision at the November 25, 2024, public Board meeting.

Attachments:

Appendix A: Evaluation Report, IB World Schools Department

Appendix B: MYP Communications and Engagement Strategy

Appendix C: Middle Years Programme, Early Engagement Report

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Tyler Evans, Megan Davies, Natasha Miladinovic
School Name: King George Secondary
School Code: 003218
School Address: 1755 Barclay Street Vancouver, BC V6G 1K6
IB Programme(s): Middle Years Programme
Programme Coordinators: Adam Stapledon, Kay Shetty, Megan Davies
Date: Thursday 13 June 2024
MYP years offered at the school: Y3, Y4, Y5

For partnership, names of partner schools

School Name	IB School Code	MYP years offered at the school
Lord Roberts	003220	<input checked="" type="checkbox"/> Y1 <input checked="" type="checkbox"/> Y2 <input type="checkbox"/> Y3 <input type="checkbox"/> Y4 <input type="checkbox"/> Y5
Elsie Roy	003219	<input checked="" type="checkbox"/> Y1 <input checked="" type="checkbox"/> Y2 <input type="checkbox"/> Y3 <input type="checkbox"/> Y4 <input type="checkbox"/> Y5

Evaluation Team

Middle Years Programme

Evaluation Leaders: Amanda Lobkowicz, Linda Smith

Programme Leader: Darren Arbour

School and Programme Leadership

Dear Tyler Evans, Megan Davies, Natasha Miladinovic,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

The Family of Downtown Schools includes three schools that are connected through a MYP partnership: King George Secondary (MYP Years 3-4-5), Elsie Roy Elementary School (MYP Years 1-2) and Lord Roberts Elementary School (MYP Years 1-2). These schools are part of the Vancouver School District n°39 (VSB). They are also members of BCAIBWS (British Columbia Association of IB World Schools).

King George Secondary:

The vision of success includes community learning, student engagement, critical thinking, lifelong learning, international-mindedness, development of communication skills, knowledge, passion, and compassion. In short, the school community's purpose is to provide a positive, inclusive learning environment for all students. King George does not offer any special programs within the building; however, the school has gone to great lengths to ensure that the diverse learning styles and needs of all the students

are met and celebrated. Using a pedagogical and researched based approach referred to as Universal Design for Learning (UDL), the staff at King George have invested time, energy, and resources to develop a learning environment, where all students are successful, engaged in their learning and feel safe. Students at King George have many strengths as learners and the school community fosters a strong sense of connection among students, allowing them to feel a deep bond with both their peers and the school as a whole. This connection is further enhanced by the prevalence of multi-grade interactions, creating an inclusive environment where students of all ages are accepted and respected. Diversity and inclusion are highly valued within the school, and students embrace these principles wholeheartedly. Interestingly, this strong sense of community has a profound impact on the students' choices, as they often decide to remain at the school despite being referred to other institutions for special programs.

One of the standout qualities of the students is their versatility, creativity, and innovation. They possess a remarkable ability to adapt to different situations and think outside the box, constantly coming up with fresh ideas and solutions. Their resilience shines through in the face of challenges, demonstrating a remarkable ability to bounce back and persevere. Moreover, the students are willing advocates for themselves, actively seeking opportunities to express their needs and assert their rights. A strong emphasis on community is deeply ingrained within the students, as they exhibit a genuine concern for others and actively contribute to the betterment of their surroundings. This commitment to community is further reinforced by the diverse experiences our students bring with them, enriching the overall fabric of the school.

In the heart of Vancouver's downtown West End, King George Secondary School is located in the heart of the city's most densely populated and diverse community. With a proud tradition and family feel to the school,

King George hosts a variety of community building events to enhance a sense of belonging. Yearly events include the Terry Fox run, a spring drama production, musical performances, math and science competitions, the MYP Personal Project Fair, and fine art projects in cooperation with the Vancouver Art Gallery. King George works in cooperation with the numerous community partners and outside agencies, including the Community Schools Team (CST), the West End Community Centre (WECC), Vancouver Coastal Health (VCH), School Aged Children and Youth (SACY), and the King George Alumni Association. The school believes strongly that working closely with the community partners greatly enhances the school's culture and provides valuable opportunities for student success and wellbeing. King George has a diverse population of approximately 640 students with the majority coming from the Downtown Family of elementary schools including Elsie Roy, Lord Roberts, and Crosstown. King George has one of the most culturally diverse student populations in the Vancouver School Board with over forty languages spoken. With such a diverse population, they pride ourselves in providing a safe, caring, inclusive, and supportive environment for their students. King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary benefits from having between 15 and 18% of the school population identified with diverse learning needs, helping to foster a community of inclusivity amongst the students.

Elsie Roy Elementary School:

In partnership with King George Secondary and Lord Roberts Elementary, Elsie Roy has an International Baccalaureate Middle Years Program (MYP). The programme begins in Grade 6 and continues through to Grade 10. Elsie Roy is also part of the VSB Early Literacy Initiative – the school has Reading Recovery and Levelled Literacy Interventions to support learners in the primary grades. They support inclusionary practices and follow a tiered RTI (Response to Intervention) model. The school is committed to using technology to enhance student learning and are equipped with laptop and iPad carts. The Learning Commons is designed to support the integration of technology with learning. Collaboration time is built into the Teacher Librarian's schedule to foster shared learning and opportunities for student inquiries. In addition to the Teacher Librarian, they have a Music Specialist and a Physical and Health Education Specialist on staff. Elsie Roy's Code of Conduct, Vision and Mission were developed by staff, students, and parents/guardians. As ORCAS, all members of the community strive to demonstrate Ownership, Respect, Compassion, Achievement and Safety. Elsie Roy's Vision is to be compassionate, courageous, ethical people who sustain that which is good and who innovate and create a better world. Elsie Roy's Mission is to honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. They do this with integrity and in the spirit of deep respect, curiosity, and joy. During the 2022-2023 school year, the following extracurricular activities were offered: Social Justice Alliance, Crossing Guard, Choir, Volleyball,

Basketball, Chess, Track and Field, Intramural Volleyball, Badminton, Ski Club and Fitness and Conditioning. Some of the ways they celebrate the community and learning include school-wide themes and celebrations, displays of student learning, school-wide events, activities and assemblies, newsletters, PAC meetings, PAC socials and student-led conferences and celebrations of learning.

Elsie Roy Elementary School is located in Yaletown, a densely populated diverse community of multi-unit high-rise buildings in downtown Vancouver. The school is located near subsidized housing. They are honoured to work and learn together on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm| Musqueam Nation. Elsie Roy acknowledges the history of the community and neighborhood. The community is diverse. The families speak more than 30 languages. Elsie Roy Elementary School benefits from strong family and community support. The proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, Vancouver Public Library, Science World, Stanley Park, Chinatown, Vancouver Symphony, and Vancouver Art Gallery broadens learning opportunities for students. The Roundhouse Community Centre offers a variety of programs for students at lunch time and after school. The Dorothy Lam Children's Centre operates an on-site before and after school care program for school-aged children. 73% of Elsie Roy's student population was born in Canada. Other countries of origin include USA, Ukraine, Mexico, Japan, Iran, India, China and Russia. Elsie Roy is comprised of a diverse and multi-lingual population of students and staff.

Languages spoken by students include: English, Farsi, Serbian, Portuguese, Spanish, Ukrainian, Arabic, Mandarin, Persian, Japanese, Korean, Japanese.

Languages spoken by staff include: French, Russian, Cantonese, Mandarin, Korean, Polish (and more).

Lord Roberts Elementary School:

Established in 1901, Lord Roberts is a vibrant elementary school of students from kindergarten to grade 7, located in the beautiful West End of downtown Vancouver. Many parents and community volunteers assist in the school with sports coaching, reading to students, field trips, general assistance in the classroom, school events, library helpers, and lunch time programs. They have strong community partnerships with the Crossroads Church, Whole Foods, Scotia Bank, and the West End Community Centre. The school has a specialist music teacher and children receive music instruction starting at kindergarten. They offer a Lunch Lab program where all grade 6 and 7 students learn to prepare and serve lunches to their younger peers. The school goal is that students will increase their knowledge and abilities to integrate technology in most subject areas by connecting, creating, and celebrating both in a local and global context. The school is working toward integrating technology through all curriculum areas in addition to developing skill sets in the use of technology.

The school's population of approximately 650 students representing over 35 different countries and 44 language groups. Very often the school is

the first face of Canada these families encounter. While they are located in one of the most desirable neighbourhoods with Stanley Park and English Bay at our doorstep, the students also live in the most densely populated areas in Canada. Many of the families work multiple jobs, often leaving little family time to enjoy the many amenities Vancouver has to offer. The school is often referred to as 'vulnerable' with a myriad of complex social, emotional, and academic complexities. Often referred to as 'vertical density', 99% of our students live in apartments. Since 2016, Lord Roberts went through a significant turnover in administration and MYP staff, resulting in many new administrators and teachers and changes in class compositions. This has impacted several areas of the self-study as they are currently training new staff on the requirements and procedures of the MYP. Many students are of Eastern European decent, whose parents come to Canada with a high degree of education but are forced into jobs with the lowest levels of income. The students are very diverse in background: thirty-eight percent of the students are English Language Learners (ELL) and require English support. Of these students, a significant number were born in Eastern Europe and Russia. Many other students come from Asia and the Middle East. In addition, 12% of the student population have special education designations including autism, mild and moderate learning disabilities, chronic health issues, and behavioural challenges.

B. Programme strengths

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The schools include on their pedagogical leadership team a programme coordinator and at King George a personal project coordinator. The four coordinators work collaboratively and diligently to continue programme development and contribute greatly to the success of the programme.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - The school's facilities are adequate, safe, functional, well-maintained and support the school's mission and students' learning. The schools share space with the community centers which at King George includes a gym, fitness room, hockey rink and library. In addition the schools maintain their own library with a teacher librarian. Other learning spaces include a wood working shop, access to the heart of Vancouver, culinary classes, tennis courts, computer labs, and multiple fitness areas.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The schools have established comprehensive systems to cater to the diverse learning needs of their students. Specifically, these systems involve dedicated learning intervention teachers who specialize in RISE and UDL. These educators are instrumental in providing targeted support to students, ensuring that they receive the necessary assistance and guidance required to excel in these critical subject areas. This approach is designed to promote inclusivity and personalized learning, allowing every student to thrive and reach their full potential, as mentioned by teachers and administrators.

- **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
 - The schools provide learning support services and programmes to support students' well-being and optimize access to learning opportunities. In addition, the schools prioritize and allocate resources that support student wellbeing in an environment that is described as safe, positive and supportive.

Learning: Ensuring effective education

- Students as lifelong learners (0402)
 - **Lifelong learners 2:** Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)
 - The schools excel in nurturing a culture where students actively engage with and reflect on the IB learner profile attributes. This strength encourages students to become well-rounded individuals with a strong emphasis on attributes like being knowledgeable, caring, and principled, which not only enhances their academic achievements but also equips them for success in their future endeavors.
 - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - The design of learning spaces and learning engagements reflects the strong emphasis and explicit focus the schools have on developing a culture that supports healthy relationships, shared responsibility and effective collaboration. Students feel heard and understood by their teachers and administrators.
 - **Lifelong learners 7:** Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
 - Students at the schools actively seek and engage in opportunities to explore and nurture their personal and cultural identities, fostering a more inclusive and culturally diverse educational environment that celebrates individuality and promotes a sense of belonging, where the diverse backgrounds and identities of children are not only acknowledged but also celebrated as valuable contributions to the school community.

- Approaches to teaching (0403)
 - **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - Teachers describe how they work together as a "family" and formal and informal collaborations happen naturally. Positive, respectful relationships exist amongst grade level teaching partners and all members of the school community.
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - The classroom environment and teaching strategies enable every student to pursue and meet their learning goals. Teachers work actively and intentionally with the learning support staff and school psychologist to develop strategies to address the needs of each individual student. Teachers support students in developing personal and academic goals and provide the necessary resources to track, document and celebrate.
- Approaches to assessment (0404)
 - **Approaches to assessment 4:** Students take opportunities to consolidate their learning through assessment. (0404-04)
 - All students at King George Secondary School complete a personal project which also meets a District requirement for capstone. Accommodations are made so that students with special needs can participate. The schools use the projects and their presentations as a way to connect the partner schools and families. Project presentations serve as a transition event for elementary students preparing for secondary school.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, the following requirements were found to not be in place.

All Programmes

Target	Findings	Evidence to be provided by the School
Environments Leadership and governance (0201) Leadership 1 Leadership 1.2	<ul style="list-style-type: none"> Conversations with members of the school community and the preliminary review do not confirm that leadership and governance understand all IB rules, regulations and guidelines and have put in place structures and processes to ensure compliance. 	<ul style="list-style-type: none"> At least the planning section of a new programme development plan (PDP), for each of the schools separately or for the family of schools, that is implemented during the 2024-2025 academic year. Screenshots confirming that the schools' website, brochure and promotional material comply with the "Rules for use of IB intellectual property", which means: <ul style="list-style-type: none"> - programme logos must always be accompanied by the trilingual IB World School logo; - IB World Schools must not create their own logos incorporating the following terms IB World School; - The line "© International Baccalaureate Organization 2018" must always be used to indicate that the programme model is the intellectual property of the IB. The signed statement of acceptance, including signatures

		from each school (Lord Roberts Elementary School did not sign the document shared during the preliminary review).
Environments Leadership and governance (0201) Leadership 4 Leadership 4.4	<ul style="list-style-type: none"> Conversations with members of the school community and the preliminary review do not confirm that the schools ensure that students and legal guardians are informed of the general characteristics of relevant programme and how the school implements them. 	<ul style="list-style-type: none"> The revised parent or legal guardian and student complaint procedures fulfilling all IB requirements.
Environments Leadership and governance (0201) Leadership 5 Leadership 5.1	<ul style="list-style-type: none"> Conversations with members of the school community and the preliminary review do not confirm that the schools fund adequate resources to implement the programme and meet programme requirements. 	<ul style="list-style-type: none"> A revised budget for King George Secondary shows that resources are allocated for the provision of leadership in MYP for developing the curriculum in subject groups and for planning approaches to learning. A budget for Lord Roberts Elementary School and Elsie Roy Elementary School.
Culture Culture through policy implementation (0301) Culture 1 Culture 1.1	<ul style="list-style-type: none"> Conversations with members of the school community and the preliminary review do not confirm that the schools implement and review an access or admissions policy that clearly describes the conditions for participation in the schools' IB programme. 	<ul style="list-style-type: none"> The revised access or admission policy describes the conditions for participation in the programme for each school (the policy can be common to the family of schools, but must clearly explain how admission is done in each of them).

<p>Culture Culture through policy implementation (0301) Culture 2 Culture 2.1</p>	<ul style="list-style-type: none"> • Conversations with members of the school community and the preliminary review do not confirm that the schools implement and review an inclusion policy that meets IB guidelines. 	<ul style="list-style-type: none"> • The revised inclusion policy that fulfils all IB requirements.
<p>Culture Culture through policy implementation (0301) Culture 3 Culture 3.1</p>	<ul style="list-style-type: none"> • Conversations with members of the school community and the preliminary review do not confirm that the schools implement and review an academic integrity policy that makes the schools' philosophy clear and is aligned with IB guidelines. 	<ul style="list-style-type: none"> • The revised academic integrity policy that fulfils all IB requirements.
<p>Culture Culture through policy implementation (0301) Culture 4 Culture 4.3</p>	<ul style="list-style-type: none"> • Observations during the visit do not confirm that the schools identify in their language policy a variety of physical and virtual resources used to facilitate language development. • Observations in the two elementary schools show that homeroom teachers teach French as a language acquisition course. But very few of them have the level to teach it and use an online app instead of oriented hours to practice the language. • The schools acknowledge their dual lingo accessibility but not all students are involved in a language acquisition 	<ul style="list-style-type: none"> • The revised language policy that fulfils all IB requirements and clarifies the options after grade 8 with regard to French and the additional language requirement from grade 6 onwards.

	<p>course (French) after grade 8. Some students are seeking additional language development with the language of instruction (English), while other students are receiving support for other academic matters. There is not coherency in the languages taught at the school, in reflection of practices and policies.</p>	
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Middle Years Programme

Target	Findings	Evidence to be provided by the School
<p>Environments Leadership and governance (0201) Leadership 3 Leadership 3.1 MYP 1</p>	<ul style="list-style-type: none"> Conversations with members of the school community and the preliminary review do not confirm that the schools implement a schedule that provides for the minimum required teaching hours for each subject group. 	<ul style="list-style-type: none"> A document evidencing that each of the eight subject groups is taught for at least 50 hours per year, unless subject group flexibility is offered in year 4 and/or year 5. Sample schedules for each school and for each year of the programme.
<p>Environments Teacher support (0203) Teacher support 2 Teacher support 2.1</p>	<ul style="list-style-type: none"> Conversations with members of the school community and the preliminary review do not confirm that the schools comply with IB-mandated professional development (PD) requirements, as outlined in IB documentation. 	<ul style="list-style-type: none"> Certificates of attendance or proofs of registration to an IB-recognized workshop for the Heads of School at King George, Elsie Roy and Lord Roberts, (or designee). Certificates of attendance or proofs of registration to an IB-recognized workshop for one teacher per subject group that has been through a curriculum

		<p>change since 2019.</p> <ul style="list-style-type: none"> • Certificates of attendance or proofs of registration to an IB-recognized workshop for the MYP coordinator in each school.
<p>Environments Teacher support (0203) Teacher support 3 Teacher support 3.1 MYP 1</p>	<ul style="list-style-type: none"> • Conversations with members of the school community and the preliminary review do not confirm that the schools allocate adequate time for teachers to collaborate and ensures that they use that time effectively to plan and implement the MYP in accordance with programme documentation. 	<ul style="list-style-type: none"> • A calendar of collaborative planning sessions happening between the three schools to ensure they collaborate in their MYP partnership. • A revised collaborative planning description and schedules for King George Secondary School ensuring that all IB requirements are in place.
<p>Learning Designing a coherent curriculum (0401) Coherent curriculum 1 Coherent curriculum 1.5 MYP 1</p>	<ul style="list-style-type: none"> • Conversations with members of the school community and the preliminary review do not confirm that the schools have developed subject-group overviews and an approaches to learning planning chart in accordance with programme documentation. 	<ul style="list-style-type: none"> • The approaches to learning (ATL) chart showing how the three schools plan both vertically and horizontally for ATLs. • A revised subject group overview for each subject group over the 5 years of the programme, including all three schools, that comply with the IB requirements.
<p>Learning Approaches to assessment (0404) Approaches to assessment 2 Approaches to assessment 2.1 MYP 1</p>	<ul style="list-style-type: none"> • Conversations with members of the school community and the preliminary review do not confirm that teachers plan and design the assessment of student learning based on the criteria and procedures in 	<ul style="list-style-type: none"> • One sample of Language and literature and Language acquisition assessed student work, MYP criteria, including task-specific clarifications, teacher marks and feedback show assessment that is

	accordance with programme documentation.	consistent with the prescribed MYP objectives and criteria per subject group (there must be one sample of each subject group from each school).
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The IB provides a wide array of resources on the programme resource centre to support schools in meeting requirements. The school's IBWS Manager can assist the school in identifying resources, understanding the expectations and actions needed to meet requirements.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	MYP: Requires development	MYP: Requires development	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	MYP: Offers opportunity for further development	MYP: Requires development	MYP: The partner schools do not meet the 50 hour requirement for the subject areas.
Student support (0202) Learning environments in IB World Schools support student success.	MYP: Offers opportunity for further development	MYP: Shows development beyond requirements	MYP: Students' well-being is at the centre of the reflection in the school.
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	MYP: Requires development	MYP: Requires development	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy	MYP: Offers opportunity for	MYP: Requires	MYP: The policies must meet all

<p>implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	further development	development	requirements and include the diverse members of the school community.
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Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	MYP: Requires development	MYP: Requires development	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	MYP: Offers opportunity for further development	MYP: Shows development beyond requirements	MYP: Students in the three schools show the IB learner profile attribute and share healthy relationships.
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	MYP: Offers opportunity for further development	MYP: Offers opportunity for further development	
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	MYP: Offers opportunity for further development	MYP: Requires development	MYP: Not all teachers organise assessments by using the criteria and the IB rubrics properly.

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The schools did not submit a programme development plan for review.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- ensuring that the focus is on positively affecting the student experience
- linking the plan to IB practices
- ensuring that the efforts are aligned with the school's strategic plan
- including a wider range of stakeholders in the planning process

Evidencing and analysing

- aligning data or evidence collected with the outcome identified
- using interim milestones to assess and adapt efforts

Reflection

- ensuring that time is set aside to engage in meaningful reflection
- ensuring that all relevant stakeholders have the opportunity to share input into the reflection process
- establishing shared expectations for the reflection process.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- An area of focus is increasing student engagement both academically and socially with an emphasis on building capacity within their student leadership program (King George).
- An area of focus is to reduce barriers to students accessing math support (King George).
- The partner schools would like to strengthen the process of transition process.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Purpose / Purpose (0101) / Purpose 1:

- In order to ensure that learning and teaching at the schools aligns with the IB philosophy and expectations in addition to the expectations of the district office, the schools may wish to unite with the governing body and collaborate on best practices to support the schools with the implementation of IB and district standards and regulations.
- The schools may benefit from exploring strategies to implement structures and systems that promote a sense of stability and sustainability across the community. For instance, the schools may want to consider a process for identifying trends generated from the evaluation process report to identify and analyze developmental needs for alignment of the schools and impacted IB programmes. The leadership team might consider establishing a system to monitor the impact of programme development initiatives on learning and teaching. One initiative that can be supported is the development of a strategic roadmap of direction to support the sustainability of the programme in each school.

Purpose / Purpose (0101) / Purpose 2:

- The schools have a good understanding of the components of the BC curriculum competencies in addition to the framework for the MYP. However, the schools may wish to consolidate their understanding that the IB framework and BC curriculum complement each other and can be integrated as one. In addition,

the schools must keep in mind that the MYP is inclusive and appropriate for all students.

Culture / Culture through policy implementation (0301) / Culture 6:

- School policies and procedures are cohesive and well developed in line with IB expectations. They have been published and communicated to all members of the school community through the website or a shared drive. Mandated IB policies are well known by all, but they are not regularly used to inform practice or shape daily decision making across schools. Moving forward it would be important for the leadership to consider ways in which policies are regularly reviewed taking into consideration a review cycle and the views of different members of the community beyond leadership. It is also important to implement strategies so school policies are used as reference points for different groups in the community.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- Classroom observations indicate an emphasis on teacher-led, structured inquiry with a limited amount of student-driven work; however, the pedagogical practices would benefit from a shift to more guided and open inquiry allowing students to construct their own understanding and be more active in their own learning.

Learning / Approaches to assessment (0404) / Approaches to assessment 3:

- Throughout the grade levels, rubrics are the primary assessment tool to support learners understanding the criteria. The schools would benefit from the consistent use of rubrics throughout the subject groups.

G. Conclusions of the Evaluation team

King George Secondary, Elsie Roy Elementary School and Lord Roberts Elementary School have had to overcome many obstacles since the period of the last review. However, even in difficult times the schools have persevered. The schools have benefited due to a shift in British Columbia Curricular Standards resulting in a synergy between Provincial and IB curriculum. The family of schools support home languages spoken and linguistic diversity; further reinforced by the presence of school support workers who cater to a wide range of needs. Additionally, the schools embrace the concept of Universal Design for Learning, ensuring that all students have equal access to education regardless of their backgrounds or abilities.

For the Family of Downtown Schools in Vancouver, maintaining momentum and a knowledge base amidst turnover in teaching staff and administration has been challenging. The loss of collaborative time at King George Secondary hinders addressing these issues. COVID posed challenges for the partnership in accessing training and staff willing to sacrifice personal time for training without remuneration. The lack of vertical collaboration with the partner schools and unity among staff regarding the implementation of MYP is also a challenge. District policies have been changed over the past six years, collaborative time previously used for planning and implementing the IB programme have been lost.

The Family of Downtown Schools' MYP programme is under reflection, which, connected with on-going turn-over of staff and leadership, has stalled the progress of the programme. If the decision to move forward with the MYP is confirmed, the partnership would greatly benefit from resources and time allowed for collaboration between the three partner schools to bring about unity and fidelity of the programme.

The Family of Downtown Schools are supported by the IB and the organization wishes the three schools the best of luck and hope for their continuation in the IB community.

H. Conclusion of the IB on the school status as an IB World School

Middle Years Programme

The school's implementation of the programme shows overall lack of alignment with the IB Programme standards and practices. The IB has identified areas within the school's practice which jeopardize the integrity of the programme and may jeopardize the school's authorization to implement the programme. Evidence is required from the school to demonstrate that all requirements are in place and that the school's implementation of the programme is fully aligned with the IB Programme standards and practices.

Evidence to be provided by the School

Deadline for Submission: Sunday 1 December 2024

All Programmes

- Environments / Leadership and governance (0201) / Leadership 1 / Leadership 1.2:
 - At least the planning section of a new programme development plan (PDP), for each of the schools separately or for the family of schools, that is implemented during the 2024-2025 academic year.
 - Screenshots confirming that the schools' website, brochure and promotional material comply with the "Rules for use of IB intellectual property", which means:
 - programme logos must always be accompanied by the trilingual IB World School logo;
 - IB World Schools must not create their own logos incorporating the following terms IB World School;
 - The line "© International Baccalaureate Organization 2018" must always be used to indicate that the programme model is the intellectual property of the IB.
 - The signed statement of acceptance, including signatures from each school (Lord Roberts Elementary School did not sign the document shared during the preliminary review).

Environments / Leadership and governance (0201) / Leadership 4 / Leadership 4.4:

- The revised parent or legal guardian and student complaint procedures fulfilling all IB requirements.

Environments / Leadership and governance (0201) / Leadership 5 / Leadership 5.1:

- A revised budget for King George Secondary shows that resources are allocated for the provision of leadership in MYP for developing the curriculum in subject groups and for planning approaches to learning.
- A budget for Lord Roberts Elementary School and Elsie Roy Elementary School.

Culture / Culture through policy implementation (0301) / Culture 1 / Culture 1.1:

- The revised access or admission policy describes the conditions for participation in the programme for each school (the policy can be common to the family of schools, but must clearly explain how admission is done in each of them).

Culture / Culture through policy implementation (0301) / Culture 2 / Culture 2.1:

- The revised inclusion policy that fulfils all IB requirements.

Culture / Culture through policy implementation (0301) / Culture 3 / Culture 3.1:

- The revised academic integrity policy that fulfils all IB requirements.

Culture / Culture through policy implementation (0301) / Culture 4 / Culture 4.3:

- The revised language policy that fulfils all IB requirements and clarifies the options after grade 8 with regard to French and the additional language requirement from grade 6 onwards.

Middle Years Programme

- Environments / Leadership and governance (0201) / Leadership 3 / Leadership 3.1 / MYP 1:
 - A document evidencing that each of the eight subject groups is taught for at least 50 hours per year, unless subject group flexibility is offered in year 4 and/or year 5.
 - Sample schedules for each school and for each year of the programme.

Environments / Teacher support (0203) / Teacher support 2 / Teacher support 2.1:

- Certificates of attendance or proofs of registration to an IB-recognized workshop for the Heads of School at King George, Elsie Roy and Lord Roberts, (or designee).

- Certificates of attendance or proofs of registration to an IB-recognized workshop for one teacher per subject group that has been through a curriculum change since 2019.
- Certificates of attendance or proofs of registration to an IB-recognized workshop for the MYP coordinator in each school.

Environments / Teacher support (0203) / Teacher support 3 / Teacher support 3.1 / MYP 1:

- A calendar of collaborative planning sessions happening between the three schools to ensure they collaborate in their MYP partnership.
- A revised collaborative planning description and schedules for King George Secondary School ensuring that all IB requirements are in place.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1 / Coherent curriculum 1.5 / MYP 1:

- The approaches to learning (ATL) chart showing how the three schools plan both vertically and horizontally for ATLs.
- A revised subject group overview for each subject group over the 5 years of the programme, including all three schools, that comply with the IB requirements.

Learning / Approaches to assessment (0404) / Approaches to assessment 2 / Approaches to assessment 2.1 / MYP 1:

- One sample of Language and literature and Language acquisition assessed student work, MYP criteria, including task-specific clarifications, teacher marks and feedback show assessment that is consistent with the prescribed MYP objectives and criteria per subject group (there must be one sample of each subject group from each school).

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Remy Lamon (remy.lamon@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,



Adrian Kearney
Director, IB World Schools

Appendix B -

MYP Communications and Engagement Strategy


The communication and engagement strategy aims to ensure an inclusive and transparent process. The primary objective is to keep rights holders, stakeholders, and impacted school communities informed and engaged regarding the future of the MYP program. Through targeted communications and diverse engagement methods, feedback and input will be collected to help inform the Board’s decision on the future of MYP.

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

IAP2 Spectrum of Public Participation



IAP2’s Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public’s role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION 					
	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.
PROMISE TO THE PUBLIC	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.

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The following outlines the communications and engagement plan designed to ensure a transparent and inclusive process.

Communications

The communications goal for this public engagement process is to ensure rights holders, stakeholders and impacted school communities have the information they need to meaningfully participate in the engagement process. Based on the IAP2 spectrum of engagement, communications objectives are at the INFORM level of the spectrum. Information sharing on its own is not engagement, rather sharing information enables thoughtful, informed feedback and input. The need is to *communicate* before we can *engage*.

- **Goal 1:** Ensure that all interest holders (see target audience) are fully informed about the state of MYP, the reasons for the potential changes and the Board's decision-making process.
- **Goal 2:** Ensure interest holders understand the investment and resources required to maintain MYP compliance and highlight the impacts to student learning especially 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.

Communications Techniques

A combination of techniques will be employed to achieve the communications goals:

- **Direct communication:** Email families at Roberts, Elsie Roy, King George, Roberts Annex, and ʂxʷwəq̓ʷəθət Crosstown schools. Inform impacted school communities, rights holders and stakeholders about the future of MYP and engagement opportunities.
- **Project website:** Launch a dedicated project website to serve as the central hub for engagement activities and program information.
- **FAQ handout:** Develop an FAQ document to address common questions and provide clarity.
- **Presentation for engagement sessions:** Create a detailed PowerPoint presentation for use in engagement sessions. This presentation will cover key aspects of the MYP review, findings from the IB evaluation report, required investments, and options for the Board as it considers the future state of MYP.
- **Information bulletin:** Release a bulletin detailing the Board's final decision.

Target audience

Primary

- Board
- Current MYP families
 - Elsie Roy and Roberts families with students in grades 6-7
 - King George families with students in grades 8-10
- Current MYP students
- MYP educators
- Rights holders with the xʷməθkʷəy̓əm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).
- Formal stakeholder groups:
 - [Vancouver Elementary and Adult Educators' Society \(VEAES\)](#).
 - [The Vancouver Secondary Teachers' Association \(VSTA\)](#)
 - [Vancouver Elementary Principal and Vice-Principal Association \(VEPVPA\)](#)
 - [Vancouver Association of Secondary School Administrators \(VASSA\)](#)

- [Professional and Administrative Staff Association \(PASA\)](#)
- [Canadian Union of Public Employees, Local 407 \(CUPE 407\)](#)
- [International Union of Operating Engineers, Local 963 \(IUOE 963\)](#)
- [Canadian Union of Public Employees, Local 15 \(CUPE15\)](#)
- [District Parent Advisory Council \(DPAC\)](#)
- [Vancouver District Students' Council \(VDSC\)](#)
- PAC executive at impacted schools
- District staff

Secondary

- Future MYP students
 - Elsie Roy and Roberts students K – Grade 5
 - Crosstown students K—Grade 7
 - Roberts Annex K – Grade 3
- Ministry of Education and Child Care

Tertiary

- IB World
- MYP alumni
- Other VSB students and families
- Vancouver residents
- Media

Engagement

Based on the IAP2 spectrum of engagement, engagement goals are at the CONSULT and INVOLVE level of the spectrum. For this process, the engagement goal is to provide an opportunity for those impacted by the future of MYP to share their feedback and input. Results of the engagement process will be considered by the Board as it decides on the continuation/discontinuation of MYP. The goals listed below outline how they correspond with the IAP2 spectrum. It is important to note the following:

CONSULT = Feedback: Engagement objectives at this place on the spectrum seek feedback about a proposed decision or approach.

INVOLVE = Input: Engagement objectives at this place on the spectrum seek input when there is not yet a concept or concrete proposal.

- **Goal 1:** Engage key community members early in the process to gather preliminary feedback (early engagement), providing an initial understanding of community sentiment to 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 on the future of MYP.
- **Goal 3:** Gain a deeper understanding of what MYP brings to the school community, as perceived by students, families and staff.
- **Goal 4:** Ensure those currently affected by the potential changes have a meaningful opportunity to share their feedback directly with the Board.

Engagement Techniques

A combination of techniques will be employed to achieve the engagement goals:

- October: Early engagement with MYP staff and PAC executives (Roberts, Elsie Roy and King George) through **focus group discussions**
- November 6: **Roundtable discussions** with rights holders and formal stakeholder at the Education Plan committee
- Mid November: **Targeted email feedback** from the most impacted stakeholder groups (VSTA, VEPVPA, VEAES and VASSA)
- Mid November: **Facilitated round table discussions** with current and future MYP families (three in-person and one virtual session)
- Mid November: **Post engagement survey** (distributed participants of the round table discussion). This survey aims to assess whether the communications and engagement objectives were met.
- Mid November: Current MYP students to complete a **student survey** to ensure student voice is captured in the engagement process.
- November 18: As part of the regular delegation process, families, students and community members will have the opportunity to present their feedback directly to the Board at a **public delegation meeting**.
- October – November 15: If impacted community members are not able to attend any of the forementioned engagement opportunities, feedback can also be submitted through engage@vsb.bc.ca. Verbatim submissions will be shared with the Board for their review.

November 1, 2024

ATTACHMENT

VSB Vancouver
School Board

Middle Years Programme

Early engagement report
Appendix - C

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), S_kwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Executive Summary

This report outlines results of the early engagement process to gather initial feedback from key community members regarding the future of the Middle Years Programme (MYP). The aim of this early phase was to gain an understanding of community sentiment and provide valuable insights to the Education Plan Committee ahead of broader public engagement.

The District follows best practices for public participation provided by the International Association for Public Participation (IAP2) as outlined in [Administrative Procedure 106 – District Public Engagement](#). Gaining feedback through public engagement, “enables the District to be responsive to educational needs of students as well as the societal needs of audiences and stakeholder groups it serves.”

Vancouver School Board (VSB) staff conducted early engagement from October 21 to November 1, 2024. This included six focus groups with MYP educators and PAC executives at schools offering MYP— Lord Roberts Elementary (Roberts), Elsie Roy Elementary (Elsie Roy) and King George Secondary (King George). The purpose was to hear their perspectives and inform the plans for subsequent engagement activities. Input gathered during this stage not only reflects the community’s initial perceptions, but also serves as a foundation for broader engagement, ensuring the needs and expectations of impacted community members are reflected in the engagement process.

Feedback indicates that most educators favour discontinuing MYP, pointing to curriculum overlap, increased workload, high staff turnover, lack of collaborative time and disconnection among other MYP schools. While 65 per cent of educators did not have any interest in obtaining IB certification, 27 per cent expressed interest, with some highlighting benefits like developing service-minded students and potential collaboration, the remaining educators were neutral.

Feedback by PAC executives showed that this group valued the project-based and community service opportunities MYP provided for their children, but there are concerns regarding the clarity of report cards and the financial implications of maintaining MYP, given its overlap with the existing curriculum. This group also indicated that while the presence of the IB program was a positive feature, their decisions to enrol their children in their current schools was primarily driven by the convenience of the catchment location, rather than the existence of an MYP program.

Goals for Early Engagement

1. Consult key members in the community and collect preliminary feedback about both the MYP program and the proposed engagement process to ensure the District removes engagement barriers and provides robust opportunities for community participation.
2. Ensure that all information presented is clear and early engagement participants are fully informed about the state of the MYP program, the reasons for the potential changes and the Board's decision-making process.
3. Summarize participants' insights, addressing any gaps or barriers to the broader engagement process and include this summary in the Education Plan committee information (distributed to stakeholders by November 1, 2024).

Early Engagement Overview and Approach

Focus Group with MYP Educators

Focus groups were held with MYP educators at Roberts (seven educators), Elsie Roy (seven educators) and King George (28 educators) on October 22 and 23, 2024. These sessions focused on gaining an understanding of how educators deliver MYP, as well as potential opportunities and challenges they experience in working with the IB framework.

Each focus group began with a presentation outlining the history of MYP at VSB schools, the similarities and differences of IB and British Columbia curricula and an overview of results from the recent evaluation of VSB's MYP program conducted by IB World (see [Appendix A](#) for presentation slides). An overview of the engagement timeline and potential activities was shared with participants. They then considered the following five questions:

1. In your experience, what unique benefits does MYP offer that you believe are important for student learning and development?
2. What challenges have you faced in delivering MYP?
3. In your opinion, considering the overlap between MYP and BC curricula is it necessary to continue with MYP?
4. How interested/invested are you in being IB certified?
5. Do you have any additional questions/comments?

Participants provided their responses via post-it notes that were then shared with the group. Additionally, a notetaker recorded participant conversations and responses during each focus group session.

Focus Group with PAC Executive

Focus groups were held with PAC executives at Roberts (three parents/caregivers), Elsie Roy (eight parents/caregivers) and King George (six parents/caregivers) on October 22 and 23, 2024. Similar with the focus group sessions held with MYP educators, each PAC focus group began with a presentation outlining the history of MYP at VSB schools, a comparison of IB and British

Columbia curricula and an overview of results of the recent evaluation of VSB's MYP program conducted by IB World (see [Appendix A](#) for presentation slides). An overview of the engagement timeline and activities were shared with participants. They were then asked the following seven questions:

1. Do you have a child currently attending or has attended the MYP at this school?
 - If YES: How important is IB to you?
 - If NOT: Were you aware that the school offers MYP?
2. Prior to hearing the information provided today, did you know how MYP compared to the BC Curriculum?
3. 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?
4. Are there any additional groups we should consider including as part of the engagement process?
5. What things do we need to consider to help MYP families at your school to fully participate in the engagement process?
6. Do you feel the engagement process we have outlined is adequate for reaching the MYP community?
7. Do you have any additional questions/comments?

Discussion and participant responses were captured throughout the presentations by a notetaker.

Additional email feedback

An additional opportunity for email feedback was provided to all participants to give them a chance to share their thoughts privately, or subsequent thoughts they may wish to share. One email was received from an educator who expressed concerns that the higher workload for MYP teachers would lead to a loss of teachers at their school. The educator further added that they believe the MYP does not add to the students' academic or social emotional learning at the school.

Engagement Activities and Timeline:

Date	Activity	Number of participants
Oct 22	Focus group with MYP educators at Elsie Roy	7
Oct 22	Focus group with MYP educators at King George	28
Oct 23	Focus group with PAC executive at Roberts	2
Oct 23	Focus group with MYP educators at Roberts	7
Oct 23	Focus group with PAC executive at Elsie Roy	6
Oct 23	Virtual focus group with King George PAC executive	4
Oct 22-Nov 1	Additional email feedback to engage@vsb.bc.ca	1

Summary of Feedback

Educator Feedback:

Due to the volume of feedback received, Microsoft Copilot was used to help generate key themes in response to questions 1 and 2 in this section and validated by staff present at each session.

1. Educators were asked, “In your experience, what unique benefits does MYP offer that you believe are important for student learning and development?” Most participants did not offer many examples of benefits, the following were mentioned at each location:

- *Community service:* Developing well rounded students that are service-minded was noted as a benefit afforded to MYP students. Because community service hours are a part of the curriculum, there is a formal process of giving back.
- *Collaboration and planning:* If release time was made available, there was potential to design engaging lessons and units, however, there is currently not enough collaboration time afforded for teachers both within individual schools and to collaborate across the family of schools.
- *Curriculum and assessment:* It was noted that IB assessment standards are clearer than with the BC Curriculum. Comments noted the program provides a wider range and number of opportunities in which to assess student learning. Comments at an elementary location indicated they believe that each assessment in IB is consistent, standardized and thorough.
- *Student achievement:* Also, at one elementary, educators noted that the MYP provides high achieving students with opportunities to reach even higher levels because of the inherent design of the grading scale and high academic focus built into the IB curriculum.

2. Educators were asked, “What challenges have you faced in delivering MYP?” We heard the following themes:

- *Overlap of curriculum:* Generally, teachers did not see any unique benefits to the 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 dissatisfaction with the additional hours of work within the IB program, particularly with training and assessment as compared to their non-MYP counterparts for the same rate of pay. Some noted that IB implementation and assessment led to a high volume of unnecessary extra paperwork. Many mentioned staff well-being was negatively impacted due to the extra workload.

- *High staff turnover:* Concern was expressed about attracting and retaining staff given the extra time investment needed to become IB certified.
- *Conflict with VSB's equity statement:* There was concern that IB was not equitable for all students and that it conflicts with VSB's [equity statement](#). Teachers noted that IB methods were not supportive of diverse or different learning styles and not aligned with decolonization. One teacher noted that IB education was originally designed to give ex-patriate families an option to have consistent education options all throughout the world.
- *Lack of collaborative time:* Educators cited a lack of collaborative time available to truly engage in a fully realized MYP. Questions were raised by educators about how more collaborative time could be fit into full school schedules.
- *Structure of MYP:* MYP was designed for the middle school model and is hard to fit into VSB's elementary school/secondary school model. Because of this, there is a feeling of disconnection between the King George family of schools as it relates to delivering the MYP curriculum.

3. Educators were asked, "Considering the overlap between MYP and BC curricula, is it necessary to continue with MYP?"

There was consensus among teachers that the MYP at all three schools was not being run as intended. While the potential of MYP is promising if done well, significant time and money would need to be invested to properly run this program.

Educators mostly indicated they do not think it is necessary to continue with the program given the extra workload required to properly deliver MYP and the overlap that exists between the IB and BC Curriculum.

4. Educators were asked, "How interested/invested are you in being IB certified?"

Out of 37 responses received, 24 (65 per cent) indicated no interest and 10 (27 per cent) indicated interest in becoming IB certified. The remaining responses were neutral.

5. Educators were asked, “Do you have any additional questions/comments?”

Comments to this question reflected the themes already outlined in the summaries above. A frequently asked questions document summarizing the questions/comments heard can be found in [Appendix B](#) of this report.

PAC Executive Feedback

1. PAC executives were asked, “Do you have a child currently attending or has attended the MYP program 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 students currently enrolled in the program and those not enrolled, most were aware that their school offered MYP. Some had little understanding about the program before their children entered it in Grade 6. We heard the following from participants about their personal experience with MYP:

- *Personal projects:* They were impressed with the personal projects of their children that included entrepreneurial projects, family tree projects and more. The personal project formally assesses students’ approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.
- *Global citizens:* They were pleased by IB’s international recognition and appreciated that IB educated students could travel and pick up their academics elsewhere in the world with little adjustment.
- *Community service:* They appreciated the built-in service hours required of IB students.
- *Rigorous academics:* They were pleased with the academic rigour expected of IB students. Some noted that they had seen improvements in certain subjects upon entering MYP, but also said that may be attributed to teacher fit and competence.
- *Confusing report cards:* It was noted that the IB report cards were difficult 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 IB brand:* They questioned the value of the IB brand and the high cost necessary to maintain it.
- *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.

2. PAC executives were asked, “Prior to hearing the information provided today, did you know how MYP compared to the BC Curriculum?”

Most participants were not aware of the overlap between IB and BC curricula. After the presentation, many stated that they gained a better understanding of the MYP and the BC Curriculum.

3. PAC executives were asked, “Was the MYP program 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 children. All participants in focus groups chose to enrol their child(ren) in their catchment school because it was the closest and most convenient school to their home.

4. PAC executives were asked, “Are there any additional groups we should consider including as part of the engagement process?”

Recommendations noted that the families of students attending ځځ“wəđ“əθət Crosstown and Lord Roberts Annex/future elementary school in Coal Harbour should be considered as students transition into King George.

5. PAC executives were asked, “What things do we need to consider to help MYP families at your school to fully participate in the engagement process?” We heard the following key themes.

- *Virtual session:* There was agreement that a virtual option was necessary to accommodate the varying schedules of families. Hybrid meetings were also suggested.
- *Language barriers:* It was noted that many languages are spoken at each school. Some languages include, Spanish, Persian/Farsi, Punjabi, Chinese, (Mandarin/Cantonese), Tagalog and Korean.
- *In-person session:* Participants requested in-person sessions be held after work hours (6-7 p.m.) and if possible be attached to or take the place of 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.
- *Communication through school:* It was noted that communication (invitations and surveys) sent through the school would be more likely to be opened and read.

6. PAC executives were asked, “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.

7. **PAC executives were asked, “Do you have any additional questions/comments?”**
Comments to this question reflected the themes previously outlined in the summaries above. A frequently asked questions document summarizing the questions/comments heard can be found in [Appendix B](#) of this report.

Next Steps

This report serves to provide key findings, insights and feedback gathered in early discussions, setting the stage for broader public engagement.

Based on the IAP2 Spectrum, the District will consult from rights holders, formal stakeholders as well as current and future families of students attending Elsie Roy, Roberts, Ƨxʷwəqʷəθət Crosstown, Roberts Annex and King George during the month of November. Engagement activities will include rights holders and stakeholder participation at the Education Plan committee, stakeholder directed email feedback, in-person and virtual facilitated roundtable discussions with current and future MYP families, a post-engagement survey, student survey, public delegations, and opportunities for additional feedback submitted to engage@vsb.bc.ca. Specific details about these future engagement opportunities will be shared directly with the impacted school communities.

Feedback collected via these public engagements will be compiled into an engagement findings report, that will be shared with the Board to help inform their decision ahead of the public Board meeting on November 25, 2024.



International Baccalaureate Middle Years Program

Early Engagement

October 2024



LAND ACKNOWLEDGEMENT

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



x^wməθk^wəyəm
(Musqueam)



Sḵwxwú7mesh Úxwumixw
(Squamish Nation)



səlilwətaʔ
(Tsleil-Waututh Nation)

AGENDA

Introductions

MYP background

Report findings

Engagement timeline

Group questions

Closing comments

Purpose and Background

The District is seeking the Board's direction about the Middle Years Program (MYP), which is an International Baccalaureate (IB) program for **grades 6-10 students**.

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

VSB International Baccalaureate Programs



Southlands Elementary
(K-7 School Program)



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



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

King George Secondary
(Grade 8-10 School Program)

Separate and independent programs



MYP in King George Family of Schools

Currently a school-based program, not a choice program.

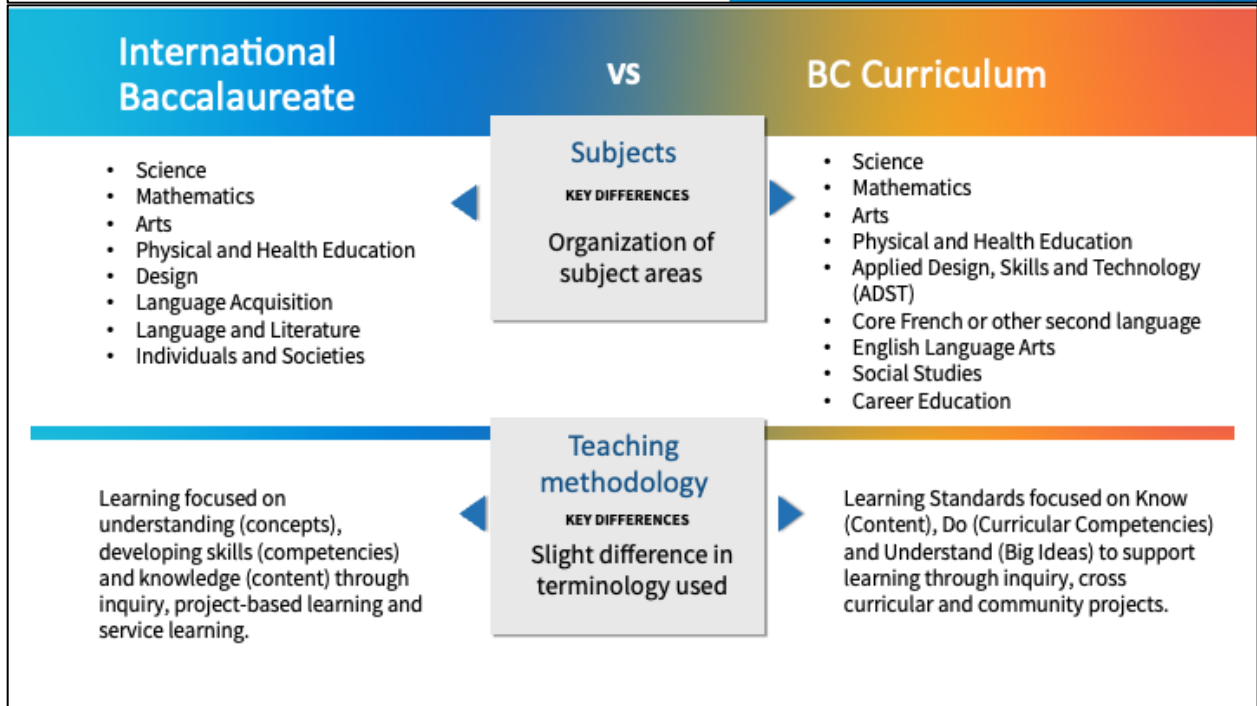
All feeder schools going to King George are automatically enrolled in MYP.

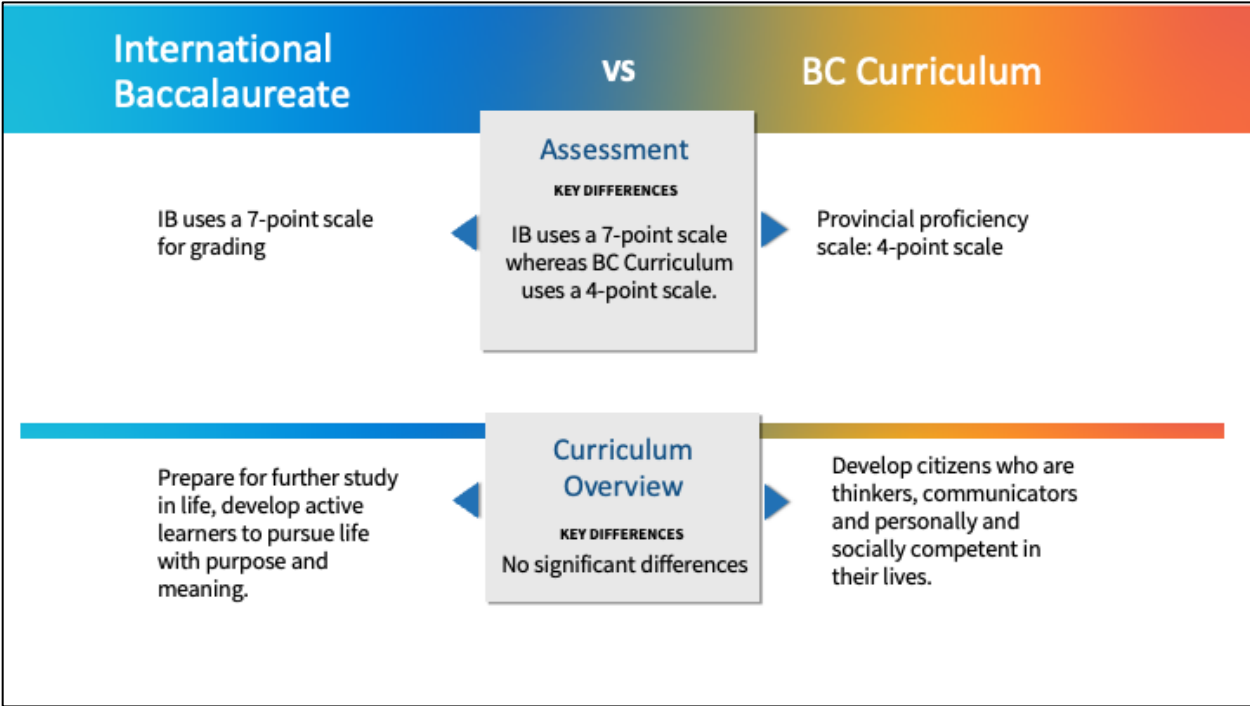
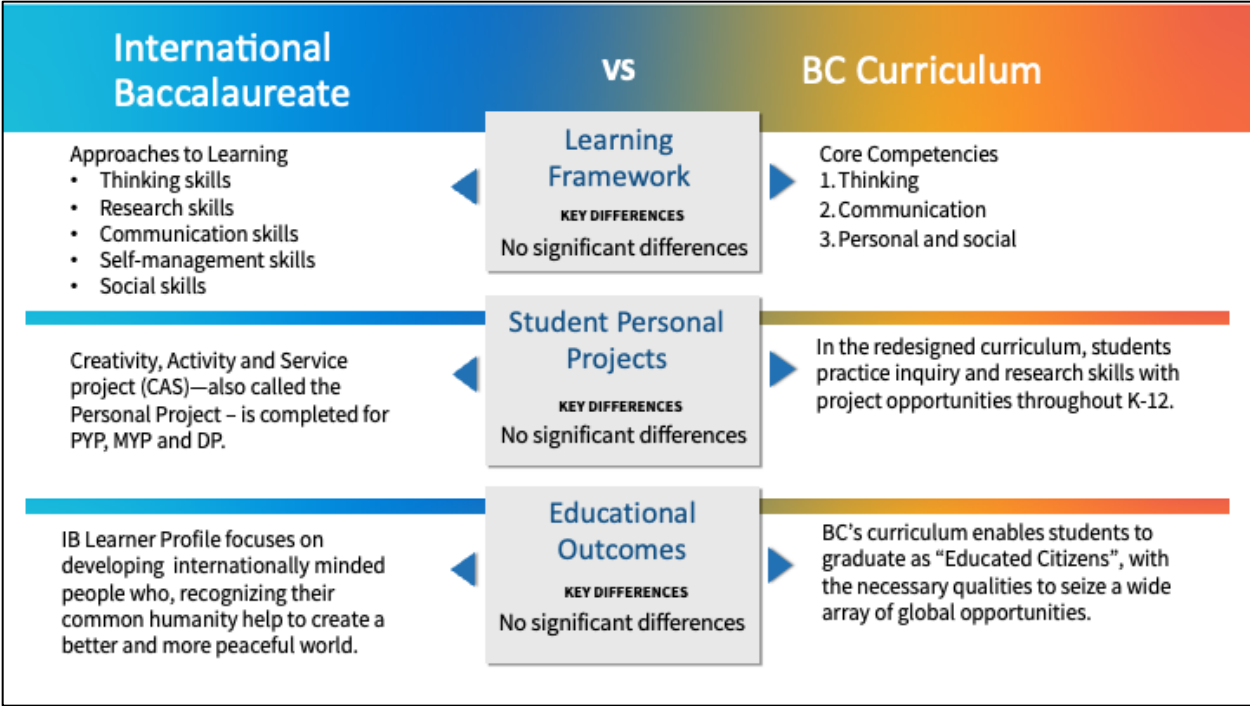
- Elsie Roy (MYP)
- Lord Roberts (MYP)
- ʃxʷwəqʷəθət Crosstown (no MYP)
- Future Coal Harbour (no MYP)

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.

The History of MYP in the VSB

- MYP was introduced in the VSB in the early 2000s.
- Supported increased enrolment in the King George family of schools, which had been declining.
- Supported staffing and recruitment.
- 2016 BC Curriculum redesign was heavily influenced by the IB Curriculum.





IB World Evaluation Results-Strengths

- 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

IB World Evaluation Results-Context

- 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
 - reduced staff time for planning IB-specific objectives
- To continue offering MYP at these three schools, several recommendations must be implemented or initiated by December 2024 to maintain IB program accreditation.

Evaluation Areas Requiring Attention

- Staff Training
- Policies and Procedures
- Curriculum and Assessment alignment
- Programme Development Plan Completion
- Scheduling and Planning Requirements
- Budget Adjustments
- Promotion and Advertising Updates

Staff Training Required

OUR VSB

- Certificates of attendance or proof of registration to an IB recognized workshop for the following staff:
 - Heads of School at King George, 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**

Policies & Procedures Revisions

OUR VSB

- 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

Curriculum & Assessment Alignment

OUR VSB

VSB Vancouver School Board

- 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.
- Samples (one from each subject group, from each school) of assessed student work, using MYP criteria

Programme Development Plan Completion

OUR VSB

VSB Vancouver School Board

- 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

Scheduling and Planning Requirements

OUR VSB

VSB 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 and also between all schools
 - Revised collaborative planning description and schedules for KG
 - ER & LR would require collaborative planning time for MYP teachers only

Budget Adjustments

OUR VSB

- 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).

Promotion and Advertising Updates

OUR VSB

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

MYP Budget Implications of Evaluation Compliance

Estimated Additional Budget Needed to Fulfill IB World Requirements

Staff Training Required	Workshop Costs	\$21,645 - \$54,940
	Travel Costs (if not in Vancouver)	\$93,000 to \$124,000
	TTOC Costs (for all training)	\$29,388
Policy & Procedure Revisions	Additional Staff Required	\$12,000
Curriculum & Assessment Alignment	TTOC Costs (for release time for staff)	\$8,532
Programme Development Plan Completion	TTOC Costs (for release time for staff)	\$8,532
Scheduling & Planning Requirements	TTOC Costs (for release time for staff)	\$24,648
Total Additional Cost		\$197,745 to \$262,040

MYP Budget Implications of Evaluation Compliance

Current Budget Allocated to MYP

Annual IB World Fees	IB Accreditation Fees	\$19,033.10
VSB Flex Budget Allocation	Staff Training, Learning Resources, Etc.	\$24,975.00
Human Resources	Salary + Benefits	\$96,404.10
Total Current Cost		\$140,412.20
Total Additional Cost		\$197,745 to \$262,040
Total Anticipated Cost for 2024-2025		\$338,157.20 to \$402,452.20

Next steps

Based on the information presented, the Board will be presented with the following options.

1. Maintain MYP

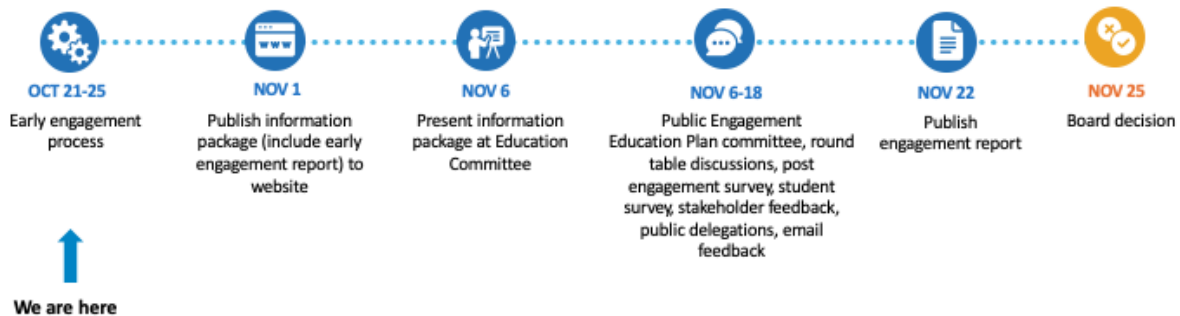
To maintain MYP, the Board will need to approve an immediate investment of approximately \$197,745 to \$262,040 for annual staff training, policy updates and regular policy reviews, collaboration time and recruitment efforts.

2. Discontinue MYP

Given the significant 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. Impacted school communities will have an opportunity to provide their feedback in the coming weeks. The earliest the Board may decide is on November 25, at a public Board meeting.

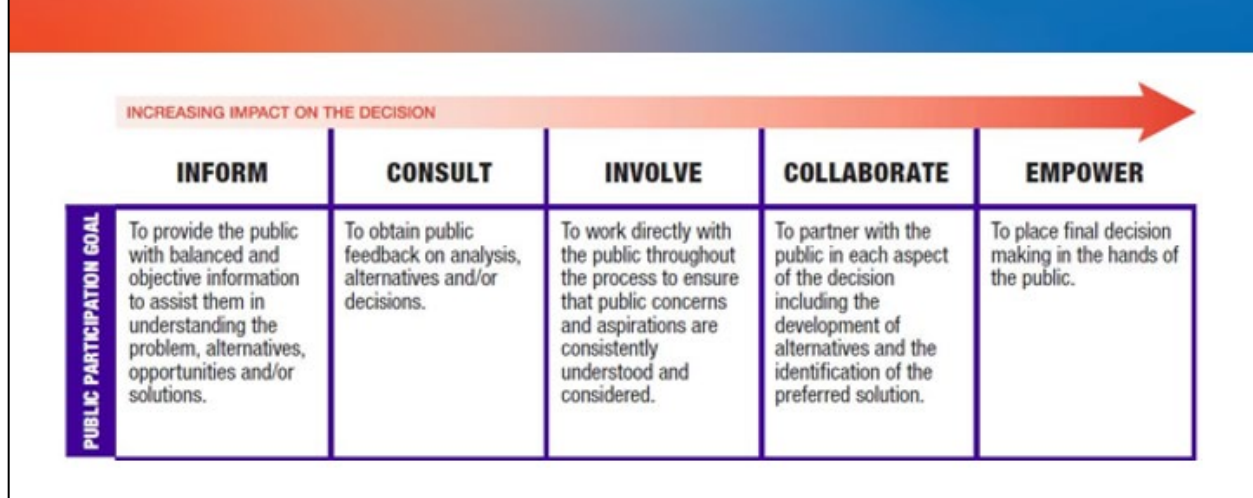
Engagement Timeline



Engagement overview

Early engagement	Engagement	Post-engagement
<ul style="list-style-type: none"> Meeting with staff at Elsie Roy, Roberts and King George. Meeting with PAC executives at all three schools 	<ul style="list-style-type: none"> Engagement with rights holders and formal stakeholders at Education Plan Committee Feedback from impacted stakeholder groups Facilitated roundtable workshop with students' families Surveys (community & student) Public delegation Email feedback 	<p>Engagement findings report</p> <ul style="list-style-type: none"> Education Plan committee Public Board meeting

IAP2 Spectrum



Appendix B - Frequently Asked Questions

The following common questions emerged in the early engagement focus groups.

1. Why is this happening so fast?

To ensure families and students have the opportunity to participate in the cross boundary and mini school application process in January and to avoid disruptions to scheduling, staffing and budgets, VSB needs to make a decision about the future of MYP no later than December 1, 2024. In addition, IB World has mandated that the District begin to implement the recommendations outlined in the evaluation report by December 1, 2024, to retain its IB program accreditation. Based on the Board meeting schedule, the latest opportunity for a decision by the Board is at the November 25, 2024, public Board meeting.

2. Is MYP a prerequisite for the entrance into the IB Diploma Programme (DP) for grades 11 and 12?

No, MYP is not a prerequisite for DP. Students are required to undergo an application process for entrance into DP at Britannia Secondary or Churchill Secondary, which are District Choice programs.

3. If community service hours are an integral part of the IB program and the program is discontinued, what elements will be included in the regular curriculum to ensure students still engage in community-based projects?

As part of the Personal and Social core competency curriculum for fostering a sense of social responsibility, educators already incorporate community service activities at all grade levels. It is however, not formally documented, as required by the IB program. Activities vary from school to school and can include volunteering in the school community to support initiatives and projects like special school events, being a recess buddy for a younger student, leading school assemblies, being a lunch monitor, and supporting school wide climate action projects. Additionally, the Career Life Connections (CLC) course, a requirement for all students, expects students to complete 30 or more hours of community service as part of graduation requirements, ensuring that community engagement remains an integral part of their educational experience.

4. If the MYP program stays, how long will teacher training take?

MYP training is dependent on workshop availability and is offered both locally and internationally. In-person workshops are typically three full days, and online workshops are completed over four weeks. Teachers will require release time (TTOC) coverage to attend both in-person and online training. It may take several months for all teachers to be trained, based on the availability of sessions and the individual schedules of teachers.

5. How often do IB teachers need to complete training?

IB World recommends teachers are trained every five years and every time the organization goes through a curriculum change.

6. How much does training cost on average per teacher?

The cost of training is \$1,000 to \$5,000 per teacher (depending on if workshops are held locally, out of province or virtually) and must be renewed on a five-year cycle or if there is a curriculum update. Curriculum resources, assessment fees and facility upgrades, can further increase the costs.

7. How will student learning be impacted if the school no longer has an IB coordinator and teachers no longer receive IB training?

The IB Coordinator supports teachers in implementing the IB curriculum, managing program requirements, and ensuring alignment with IB standards. The IB Coordinator's focus is not directly working with students, instead the coordinator focuses on guiding and assisting educators to deliver the curriculum within the IB framework. All VSB teachers have access to professional development funds for ongoing professional growth and learning and this is supported by the scheduling of six professional development days yearly. In addition, District teams, including the Learning and Instruction team and the Learning Services team offer many professional learning opportunities for all VSB educators. This can include, but is not limited to, workshops, mentorship, learning bursts, as well as co-planning and co-teaching possibilities in classrooms. The District also provides curated resources for teaching and learning on the internal VSB intranet. Teachers will continue to have robust learning and training opportunities to support their work with the BC Curriculum if IB training is no longer required.

November 6, 2024

ITEM 2.2

TO: Education Plan Committee

**FROM: Pete Nuij, Associate Superintendent
Maureen McRae-Stanger, Associate Superintendent
Alison Ogden, Associate Superintendent**

RE: Supporting Framework for Enhancing Student Learning (FESL) Priorities

*Reference to
[Education Plan](#)*

**GOALS AND
OBJECTIVES:**

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...

- 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.
- 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...

- Eliminating gaps in achievement and outcomes among students
- Evaluating and renewing plans for improvement of Indigenous learners' education

Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by...

- Engaging and gathering with the xʷməθkʷəyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nations).

INTRODUCTION

The [Ministry of Education and Child Care's Framework for Enhancing Student Learning \(FESL\)](#) supports a shared commitment to improve student success and equity of learning outcomes for every student in British Columbia. Each district in the province is required to use the FESL planning structure to analyze district and school data and make evidence informed decisions that are responsive to the needs of students. At the Education Plan committee meeting on September 4th, 2024, the [VSB's Enhancing Student Learning report](#) was shared with the committee and at the September 23rd Board meeting, the Board approved submission of the Framework for Enhancing Student Learning Annual Report to the

Ministry of Education and Childcare. Within the report, four areas of focus or next steps were identified. They are:

- Supporting Literacy and Numeracy Proficiency
- Quality Instruction and Assessment
- Support for Priority Learners
- Well Being and Connections

This report is provided for information.

OVERVIEW

This report and the presentation at the Education Plan Committee on November 6th, 2024, will address our current work within the first two priority areas.

- Supporting Literacy and Numeracy Proficiency
- Quality Instruction and Assessment

To best support literacy and numeracy proficiency through quality instruction and assessment, we employ a collaborative, cross team approach with staff across multiple departments coming together in support of students. This report will highlight the work of the Learning Instruction, Learning Services and Indigenous Education teams in these areas and will provide a high-level overview of the presentation at the Education Plan Committee Meeting on November 6th, 2024.

Learning and Instruction:

The Learning and Instruction team offers professional development opportunities to teachers across all areas of the curriculum, with a particular focus on literacy, numeracy, and cross-curricular connections. Our goal is to be highly responsive to the priorities that teachers share with us, and to guide adult learning through the lens of formative assessment.

Formative assessment is a continuous process that involves gathering evidence of student learning, providing feedback, and adjusting teaching strategies to meet students' needs. This approach helps teachers gain a clear understanding of where students are in their learning journey, which is crucial for planning next steps.

This understanding is essential not only for creating effective class profiles but also for addressing the needs of individual learners. The insights gained from formative assessment are integral to instructional design, which involves planning and organizing instructional activities and resources to achieve specific learning outcomes. By leveraging formative assessment, teachers can design instruction that is tailored to the unique needs of their students, ensuring a more personalized and effective learning experience.

Our initiative around assessment literacy with Katie White aims to support teachers in expanding their assessment repertoire. We sponsor a district inquiry model that encourages school teams to identify areas they wish to explore using the Spiral of Inquiry. This model consistently reminds us to validate our thinking against classroom data collected from student conversations and careful observations of student work.

The Spiral of Inquiry is a framework that guides educators through a cyclical process of scanning, focusing, developing a hunch, engaging in new learning, taking action, and checking that action against evidence. This process helps ensure that our instructional strategies are responsive and effective.

We also collaborate with Indigenous Education, Equity and Anti-Oppression, English Language Learners, and Universal Design for Learning teachers to offer workshops that support priority learners and center equity. These collaborations ensure that our professional development opportunities are inclusive and address the diverse needs of all students.

Last year, we introduced and began implementing the [Responsive Literacy Framework](#). We also re-imagined the Learning and Instruction team resulting in a model that prioritizes relationships and connection within professional learning communities (PLCs) in elementary schools and have embedded staff at secondary schools. Acknowledging that, “[t]he best staff development occurs not in workshops, but in the workplace when teachers come together and learn with and from one another” (Eaker, DuFour, DuFour, 2002), the team continues to work in collaboration to be responsive to the unique needs within a community of schools while providing opportunities for staff to “come together” and examine practice.

In addition to welcoming respected literacy and numeracy educators to the district (e.g., Robin Bright, Heather Willms, Matt Glover, Marian Small), ongoing residencies and learning labs will continue this year.

A learning lab is a professional development model where small or medium-sized groups of educators come together to participate in a targeted literacy or numeracy lesson. These sessions are designed to address specific areas of learning. After the lesson is modeled, educators return to their classrooms to implement the strategies, often with support. The sessions conclude with a debrief and reflection, focusing on next steps for instruction. These offerings support educators in applying new techniques immediately, ensuring that professional development is practical and directly impacts classroom practice.

Indigenous Education:

The Indigenous Education Department plays a crucial role in supporting literacy and numeracy proficiency through quality instruction and assessment through various initiatives and programs.

The Indigenous Education Department works to integrate culturally relevant materials and teaching methods that resonate with Indigenous students. This approach not only enhances literacy and numeracy skills but also fosters a deeper connection to students’ cultural heritage.

Supporting Indigenous Learners

The Indigenous Education Department has implemented several key initiatives to support Indigenous learners in the areas of literacy and numeracy. These supports are in addition to resources and supports provided by other teams.

- 1. Indigenous Education Enhancement Workers (IEEWs) and Indigenous Education Enhancement Teachers (IEETs):** The team of 26 IEEWs and 10 IEETs works directly with Indigenous students to provide personalized support. They help students navigate the education system, offer academic assistance including literacy and numeracy instructions, and connect them with cultural resources. Additionally, these IEEWs and IEETs work with other school and district staff to ensure wrap around support for all learners.
- 2. Literacy Kits:** To support early literacy for students in Kindergarten through Grade 3, the Indigenous Education Department created specialized literacy kits. These kits include culturally relevant books, activities, and resources designed to engage young learners and foster a love for reading from an

early age. By incorporating Indigenous stories and perspectives, the kits help build foundational literacy skills while also promoting cultural awareness and pride.

3. **Tutoring:** The department has been actively collaborating with Chapter One Canada to support learners and their families through after school tutoring. By integrating Chapter One's one-to-one high impact reading tutoring into our programs, we've been able to provide personalized literacy support tailored to each child's needs. This partnership has not only enhanced our students' reading skills but also fostered stronger connections with their families, ensuring a comprehensive approach to their academic development.

Through these initiatives, the Indigenous Education team provides a supportive and enriching educational environment for Indigenous students. By focusing on literacy, supporting Indigenous learners, and promoting student well-being, the department helps create a more equitable and inclusive education system.

Learning Services:

The Learning Services team supports a Multi-Tiered System of Supports (MTSS) framework. MTSS is comprised of three tiers and is a comprehensive framework designed to provide targeted support and interventions to meet the diverse academic, behavioral, and social-emotional needs of all students.

Tier 1 - Core Instruction: This tier ensures that all students receive high-quality instruction using methods that have been shown to be effective. It is the universal tier and is provided to all students every day.

Tier 2 - Targeted Group Interventions: This tier provides strategic interventions for students who are not making adequate progress in Tier 1. These interventions are often delivered in small groups and are designed to address specific learning needs.

Tier 3 - Intensive Interventions: This tier involves the most intensive level of support, often provided on an individual basis. It is designed for students who have significant or chronic disabilities or diverse learning abilities and require more specialized and individualized interventions.

By implementing these tiers of intervention, schools can provide a continuum of support that meets the diverse needs of all students, ensuring that each student receives the appropriate level of intervention based on their individual needs.

This year, the Learning Services team has prioritized professional learning for educators with a strong emphasis on Universal Design for Learning (UDL). This initiative aims to support classroom and resource teachers by providing comprehensive training on UDL principles, which focus on creating adaptable learning environments to meet the diverse needs of all students, thus expanding the impact and effectiveness of tier 1 core-instruction.

The Learning Services UDL District Resource teachers have been actively conducting in-service training, organizing lunch and learn sessions, and offering classroom planning support to help educators understand the critical role of UDL. Recognized as the primary Tier 1 system-wide support, UDL serves as the foundational framework upon which Tier 2 and Tier 3 levels of intervention and support are built to ensure equitable access to education.