

EDUCATION COMMITTEE
PUBLIC MEETING AGENDA

DATE: WEDNESDAY, JUNE 22, 2022

TIME: 6:00 PM

<https://sd38.zoom.us/j/63171964543>

Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmi̓nəm̓ (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

1. ADOPT AGENDA

2. APPROVE MINUTES

Attachment: Public minutes from meeting held May 26, 2022

3. COLLABORATION TIME AND PERSONAL LEARNING TIME

Annual Update – Lynn Archer, Assistant Superintendent

4. FRAMEWORK FOR ENHANCING STUDENT LEARNING PEER REVIEW FEEDBACK

Overview of Review Feedback – Lynn Archer, Assistant Superintendent

5. NEXT MEETING DATE – TBA for the 2022-2023 school year

6. ADJOURNMENT

School District No. 38 (Richmond)
7811 Granville Avenue, Richmond, BC V6Y 3E3

EDUCATION COMMITTEE PUBLIC MEETING MINUTES

Minutes of a PUBLIC meeting of Education Committee held virtually via Zoom on Wednesday, May 26, 2022 at 6:00 pm.

Present:

Heather Larson, Chairperson
Debbie Tablotney, Vice-Chairperson
Richard Lee, Trustee Member
Sandra Nixon, Trustee
Norm Goldstein, Trustee
Lynn Archer, Assistant Superintendent
Rav Johal, Director of Instruction, Learning Services
Gillian Lock, Teacher Consultant for Mentoring
Marie Thom, Early Learning Teacher Consultant
Brandy Lekakis, Teacher Consultant
Rebeca Rubio, Coordinator for Libraries and Information Services
Lester Leung, Member, Richmond Association of School Administrators
April Pikkarainen, Member, Richmond Association of School Administrators
Andrew Scallion, President, Richmond District Parents Association
Dionne McFie, Past President, Richmond District Parents Association
Taffy Jackson, Executive Member, Richmond Management And Professional Staff*
Joyce Coronel, Executive Assistant (Recording Secretary)

**Present for a portion of the meeting*

The meeting was called to order at 6:01 pm.

1. ADOPT AGENDA

The agenda was adopted as circulated.

2. APPROVE MINUTES

The minutes of the meeting held Wednesday, April 20, 2022 were approved as circulated.

3. LEARNING ENVIRONMENTS & SPACES PILOT GRANTS AND OUTDOOR LEARNING

Teacher Consultants presented on learning spaces that were created through learning environment grants and the process that they worked through in making decisions around these learning spaces. The Coordinator for Libraries and Information Services then presented on LES and LLC Grants 2021/2022 and how these grants have significantly changed the overall appearance and purpose of libraries in some schools.

Trustees thanked staff for their presentation and expressed their appreciation for their hard work.

Taffy Jackson joined the meeting at 6:11pm and left the meeting at 6:45pm.

4. NEXT MEETING DATE – June 22, 2022

5. ADJOURNMENT

The meeting adjourned at 7:23 pm.

Respectfully submitted,

Heather Larson
Chairperson, Education Committee

DRAFT

Report to the Education Committee (Richmond) PUBLIC

DATE: June 22, 2022

FROM: Lynn Archer, Assistant Superintendent

SUBJECT: Collaboration Time and Personal Learning Time Update

The following report to the Education Committee is for information only. No further action on the part of the Committee is required at this time.

Introduction

The purpose of this report to provide background and information for the Education Committee and ultimately the Board of Education about collaboration time and personal learning time in secondary schools during the 2021-2022 school year.

Collaboration Time - Overview

Secondary schools in Richmond have had collaboration time for the purpose of deepening student learning and professional practice for over ten years. Every secondary school has collaboration time for staff. Appendix A provides an overview of collaboration time for 2021-2022.

Personal Learning Time - Overview

Personal Learning Time (PLT) was implemented for the first time this year in eight secondary schools. Prior to the pandemic approximately four schools had organized their learning to include PLT. However, the onset of the pandemic brought changes to the learning organization and structures of all ten secondary schools. Based on continued learning and reflection during the pandemic, all ten secondary schools will have PLT in the 2022-2023 school year. Appendix A provides an overview of PLT for 2021-2022.

Conclusion

Surveys were conducted this spring within secondary communities about their organizational structures. The feedback from students, families, and staff was most informative in helping schools and the district plan for the coming years.

Lynn Archer, Assistant Superintendent

Appendix A

Collaboration Time and Personal Learning Time – Secondary Updates – Spring 2022 Education Committee

		Collaboration Time	
School Name	Topics/Focus Area	Actions	Reflections/Next Steps
Boyd Sec	<ul style="list-style-type: none"> •MYP Accreditation preparation •Truth and Reconciliation and FPPL teaching strategies 	<ul style="list-style-type: none"> •working on Self-Study questionnaire and MYP unit plans into Managebac program-led by Ed Facilitators and MYP Lead teachers. •Several presentations for FPPL and T&R efforts from District staff and within our own staff 	<ul style="list-style-type: none"> •Continued preparation for MYP accreditation •Expanding upon T&R and FPPL practices •Being aware of and enhancing student Mental Health and student engagement levels and connectedness.
Burnett Sec	<ul style="list-style-type: none"> • Mental Health and Wellness of students and staff. • K-12 Reporting Order 	<ul style="list-style-type: none"> •Redesign Course Previews – teachers in different departments looking at Course Previews, use more common language, and how to embed Core Competencies. •Unit, Lesson, and Assessment Design – reflected on how current unit, lesson, and assessment design incorporated proficiency language. Staff worked in cross-curricular groups to redesign assessment tools to support students’ strengths and growth. Additionally, staff discussed how to include students’ self-reflection on learning and goal setting as a regular part of the assessment process. 	<p>Strengths</p> <ul style="list-style-type: none"> •We have seen a significant shift in how we design learning and course previews •We have shifted the language of communicating student learning •We have become more varied and intentional about supporting student wellness <p>Areas for future growth</p> <ul style="list-style-type: none"> •We need to do more work in cross curricular teams •We need to focus more on the learning that happens outside of the classroom (clubs, athletics, school wide activities, alternative spaces for learning)

Collaboration Time			
School Name	Topics/Focus Area	Actions	Reflections/Next Steps
		<ul style="list-style-type: none"> •Communicating Student Learning –Science, Humanities, Math, and Music teachers worked in groups to create common language. Some worked on e-portfolios •Student Wellness – an intentional look at wellness and its connection to assessment. PHE Department looked at the wellness in their curriculum and use of PLT to support students’ wellness monitoring and being physically active to manage stress. The Art Department looked at creating activities for students to use art to process and address challenges and stress they are experiencing. 	<p>Goals for 2022-23</p> <ul style="list-style-type: none"> •Create even more common language and practice around Proficiency Scales. •Create more variety for how students can address their Mental Wellness
Cambie Sec	<ul style="list-style-type: none"> •Open house presentation •Academic integrity Committee •Using learning maps •School based team meetings •Modified goals, independent programming for Access students, gr.7 transition meetings •ELL support •SEL innovation grant •Science 	<ul style="list-style-type: none"> •Cambie’s virtual open house presentation has been created and shared with school community. Available on school’s homepage. •Our Academic Integrity Committee has created a framework for the school and led student run focus groups in May 2022. •Many departments use learning maps. Collab time used to write, reflect, and refine leaning maps. Teacher consultants run a Q & A session on assessment. •School Based Team – discussed strategies and interventions for moving forward. Will begin implementation 	<ul style="list-style-type: none"> •Cambie’s virtual open house presentation has been a way to highlight and celebrate our school with our school community. •Academic Integrity Committee will meet to discuss what we have found from student focus groups and how to use the information to build a culture of academic integrity. •Continue refining learning maps •New format for spring census more reflective of our ELL matrix •Time for SBT, transition, and independent programming meetings very valuable •Mental health continues to be important


Collaboration Time			
School Name	Topics/Focus Area	Actions	Reflections/Next Steps
		<ul style="list-style-type: none"> •Updated teachers regarding ELL students by updating the database. Also revised ELL spring census •Teaching and reflecting on units through inquiry in science 	
MacNeill Sec	<ul style="list-style-type: none"> •Career Life Education 10 (proficiency scales) •Career Life Education 10 (First Peoples Principles of Learning) •Physical & Health Education (Dance Unit) •Science 10 and Chemistry 11 (Informal lab activities, experiential learning) •Science (Departmental common vision) •Math 8 and Math 9 (Developing tools to track student progress) •Teaching AP in a semester system (AP Biology and AP Chemistry) •Life Skills students in Math 9 (Modification of 	<ul style="list-style-type: none"> •Developed proficiency scale and aligned assessments with the proficiency scale •Shared resources with newer teachers and co-created new assignments to align with core and curricular competencies •How to address and extend our current practices to include FPPL •Revise dance presentation units and assessment tools to encourage students to step outside of their comfort zones •Develop ways to introduce more hands-on, experiential laboratory activities •Develop more skill-based assessments and evaluation methods (proficiency scale) •Discuss the vision of science department for the next in relation to our current assessment tools and the new reporting document. Revise existing assessment tools to align with the curricular competencies. Create 	<ul style="list-style-type: none"> •Reflection: Students enjoy hands-on activities to learn. Next steps: Tweak unit plans to incorporate demos, short informal lab activities more seamlessly •Reflection: Changing assessment practices is an ongoing process. Next steps: Once the general template for each proficiency scale is created for departmental cohesion, teachers can adapt to their own practice •Reflection: Decreased number of labs will hinder experiential understanding of concepts. Next steps: How can we use labs to teach increase opportunities for experiential learning •Reflection: although the expectations of learning are different, these modifications will allow the student to experience the social setting of being in the classroom •Next steps: Teachers will continue to expand their resources •Next steps: Continue collaboration

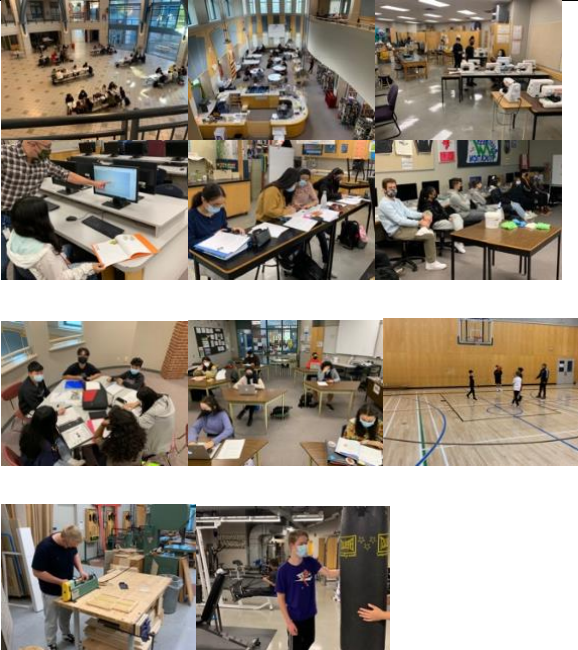
Collaboration Time			
School Name	Topics/Focus Area	Actions	Reflections/Next Steps
	assessment tools and environment) <ul style="list-style-type: none"> •Science 8 & FPPL •Assessment tools in Literary studies and New Media 10 •Learning Strategies and Learning Center Teachers •Literary Studies 11 (Co-planning) •Formative assessment and proficiency scales •Bridging the ASPEN program and Life Skills 	proficiency scales the entire department can use. <ul style="list-style-type: none"> •Develop excel spreadsheets to record student progress and integrate proficiency scales •Consulted on adjusting unit plans to provide extension activities and mock exams to adapt to teaching AP courses on semester system. •Modify existing assessment tools (mainly projects) for our Life Skill students. Discussed creating a welcoming space for Life Skill students. •Co-create outdoor lesson plans for Science 8 •Develop lessons on Fake News, and how to critically analyze and consume media •Discuss students potentially in need of B-level testing. Create schedule based on severity and urgency. •Help new teacher develop assessment tools, unit plans, and look at the big ideas •Develop proficiency scale descriptors for different subject areas and areas of learning. •Attended a virtual conference with Dylan William on formative assessment •ASPEN and Life Skills collaborated on activities, field trips, and positive relationships 	<ul style="list-style-type: none"> •Next steps: Develop assessment tools to use with all English courses. •Next steps: Apply for innovation grant for developing assessment tools and proficiency scales. •Next steps: Continue to plan for cross-department activities to build collegiality

Collaboration Time			
School Name	Topics/Focus Area	Actions	Reflections/Next Steps
McMath Sec	<ul style="list-style-type: none"> •Curriculum •Assessment •SEL 	<ul style="list-style-type: none"> •Teachers co-plan units •Discuss assessment practices and proficiency scales •Learn how to incorporate new technology •learning about using outdoor spaces for teaching 	<ul style="list-style-type: none"> •Continue to use Collab Time and Lunch and Learns for teachers to learn and share ideas and practices.
McNair Sec	<ul style="list-style-type: none"> •Core Competencies, •Assessment and Proficiency Scales -student progress reporting, •Mindfulness, well-being, care pods 	<ul style="list-style-type: none"> •Revision of Student Self-Assessments •Departmental work to create rubrics-exemplars 	<ul style="list-style-type: none"> •Ed Facilitators continue working with departments •Form a school committee around proficiency scales •Future foci: core competencies, assessment and reporting, diversity...
McRoberts Sec	<ul style="list-style-type: none"> •Innovation in courses, sharing of materials, assessment, and/or curriculum planning. 	<ul style="list-style-type: none"> •Consistency in student assessment across grades within subject areas, •Growing incorporation of Indigenous perspectives and materials •More technology use to make learning more accessible, engaging, and relevant 	<ul style="list-style-type: none"> •Reflection: value the efficacy and efficiency of collaborative planning, and the benefits and changes this practice has on the classroom have been immediate. •Next Steps: continue to use collaboration time for professional development

Collaboration Time			
School Name	Topics/Focus Area	Actions	Reflections/Next Steps
Palmer Sec	<ul style="list-style-type: none"> •Formative and summative assessment using proficiency scales/learning maps. •Equity and Inclusion with a specific lens on Indigenous studies and integration for students and staff. 	<ul style="list-style-type: none"> • Provide mentorship and collaborative opportunities for each other. • Create cross-curricular assessments that can be used in a variety of subjects. • Looking at learning as a continuous process and use assessment to reflect this. • Educate ourselves and our students on Indigenous cultures, education, and practices •Explore more experiential tasks, rather than talking about it (a more Indigenous approach). •Engage with students to make FPPL more visible to our school community. 	<ul style="list-style-type: none"> •Reflection: connect Indigenous studies to our school community in a way that students do not perceive it as an additional task or education they receive every once and a while. •Next Steps: more meaningful integration of Indigenous perspectives through: Media Mondays, Spotlight on Palmer Tuesdays, Walk-In Wednesdays, and Fun Fact Fridays to showcase student voices, educational information, exposure to Indigenous media and fundraise for UNYA (Urban Native Youth Association). •Reflection: collaborating and mentoring is valuable •Next Steps: continue to provide support to teachers beginning to understand and use the proficiency scale
Richmond Sec	<ul style="list-style-type: none"> • Assessment Practices • Curricular Competencies • Curriculum Planning • Equity and Diversity • Learning Environment Spaces • Learning Maps • Proficiency Scales 	<ul style="list-style-type: none"> • Collaborating on student learning plans • Developing resources (curricular, EDI, SEL) • Mentoring and supporting new staff • Planning cross-curricular learning experiences • Planning for learning on the semester system 	<ul style="list-style-type: none"> •Collaboration time has been valuable for staff in their work to plan and organize meaningful learning experiences for students. •Next year's collaboration time will be important in aligning assessment and reporting practices with the Ministry's new reporting order for 2023-2024.


Collaboration Time			
School Name	Topics/Focus Area	Actions	Reflections/Next Steps
	<ul style="list-style-type: none"> • Social Emotional Learning 	<ul style="list-style-type: none"> • Planning school-wide events (Student Vote, Remembrance Day, Food Drive) 	
Steveston London Sec	<ul style="list-style-type: none"> • Social Studies and Art project • Media production • Technology supported learning • Learning maps and proficiency scale • Diversity, equity, and inclusion 	<ul style="list-style-type: none"> • Teachers from our social studies and fine art department created the <i>Lens for Liberty</i> campaign. Art and socials students worked together to synthesize art that focused on the rights and freedoms inherent in our lives. • Digital media teachers in conjunction with our student technology team were able to organize full production of video presentations for Remembrance Day, Breakfast with Santa, and some performances for our music department • Teachers shared information about using technology to support teaching and learning, such as sharing content digitally • Teachers discussed the use of learning maps and how to meaningfully map the Four-Point Proficiency Scale to current practice • Teachers shared the engagement of students in relationship to equity, diversity, and inclusion (EDI) • Athletic director and art teachers collaborated on using the school's plotting machine to create athletic merchandise 	<p>Reflection: staff happy to have time to collaborate and learn together.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Have some school wide focus topics. • Encourage collaboration across departments and subject areas • Organize a Pro-D Day using collaboration time framework


School Name	Personal Learning Time Overview	Reflections/Next Steps
Boyd Sec	N/A	
Burnett Sec	<ul style="list-style-type: none"> •Burnett Learning Time was well used and understood by parents, staff, and students. •Students can spend time reading, journaling, reflecting, and becoming more self-aware •Support students in personal time management and study skill development •Support students’ ability to set personal and learning goals •Support for learning completion, incomplete assignments, etc. •Support enrichment and deeper learning for individuals or small groups •Support students’ reflection and self-assessment of the Core Competencies •Support the development and presentation of Capstone Projects •Engage in cross curricular and/or project-based inquiry •Enhance learning support to vulnerable and diverse learners •Enhance language acquisition for ELL students across the curriculum •Provide opportunities for students to ask questions, converse, and consult with staff •Provide time for community service, career education, work experience, and clubs •Provide opportunities to improve both physical and mental health throughout the year •Provide opportunities for both individual and group counselling 	<ul style="list-style-type: none"> • Students took advantage of BLT to support their physical and mental health. The data collected by the structures survey clearly indicates that BLT is supported by all stakeholders in our learning community. BLT utilization decreased in the Spring. Staff engaged seriously in analyzing data and focus group feedback. Next Steps: Excited about new BLT structure next year to benefit student learning and engagement. 
Cambie Sec	<p>•At Cambie, the PLT goal was to put students at the centre of the learning process and to provide each student with an education tailored to their individual learning needs and interests. We have been successful at personalizing learning and having students take greater responsibility for their learning progress and growing their interests. Structurally, we empowered students to make choices around what, when, and where they learned. We have been highly encouraged by the level of ownership and agency our students have demonstrated during the 2021-2022 school year in PLT.</p> <ul style="list-style-type: none"> •Many students have accessed teachers and a place/space to engage in their learning individually or collaboratively. Additional support in all subject areas, such as Math, English, ELL, Resource, etc. have helped students manage their learning in ways that were not available to them in our traditional timetable, prior to PLT. Many students and many spaces in our school are 	<ul style="list-style-type: none"> • Next Steps: continue to ask students to have a plan for PLT. Encourage students to develop their own educational plans, set goals, reflect on their strengths, and stretches, and most importantly take ownership over their learning through personal agency.

School Name	Personal Learning Time Overview	Reflections/Next Steps
	<p>seeing great things happen with regards to students working individually, collaboratively, or with teachers to support aspects of their learning and their wellness.</p> <ul style="list-style-type: none"> •Although students and teachers have been energized by PLT, we still have work to do. Staff remains committed to building more support for students, providing greater access to areas of learning that interest students, and most importantly, ensuring students take responsibility for their learning. We are committed to reinforcing our PLT Guiding Principles to ensure that PLT is meaningful and well used. <p><u>Personal Learning Time (PLT) Guiding Principles:</u></p> <ol style="list-style-type: none"> 1. Self-directed & Self-Managed PLT activities requires the active participation of students to self-direct their learning and manage their time and resources. 2. Core Competency Development Developing the Core Competencies of students is the overall goal of all PLT activities. This is done by embedding core competencies on all PLT activities as the foundation to all learning during this time. 3. Build on passion Students are more engaged in learning when the PLT activities are purposeful, relevant and grow their interests/passions. 4. Growth Mindset We strive to foster a ‘growth mindset’ in students by ensuring all PLT activities build on their current knowledge and skill set, by offering enriching activities during PLT. 	
<p>MacNeill Sec</p>	<p>MacNeill’s timetable offered PLT Wednesdays and Thursdays-8:30-10:10am. Initially teachers were asked to be available for students for 150-minute period on each of these days. After some time, teachers were given the option to choose to offer 100 mins of PLT and therefore have 100 mins of preparation time.</p>	<p>During PLT academic support and physical activity have had the most consistent participation. Students have become increasingly more responsible with their PLT choices. Increased academic support has</p>

School Name	Personal Learning Time Overview	Reflections/Next Steps
	<p>Departments ensured that each subject area was represented with teachers available for learning/tutorial support for all subject areas. Our Math/Science teachers created two drop-in centers in the school for junior and senior student support. These have been very popular.</p> <p>Our Learning Centre was very well used as students sought out resource teachers for additional help. Resource teachers who case managed students who were not experiencing a designated resource block in the semester also planned meaningful check in time with students.</p> <p>PLT offerings related to physical and hands on experiences have been popular. Our PHE teachers provided activities that engage students with community runs, field sports, and gym-based activities. This has been popular as not all students have PE in their schedules The foods teachers have had a great response to early morning “food” activities.</p> <p>The CLC 12 teacher has engaged with grade 12 students in the theatre to ensure that the messaging about assignments and reminders is well communicated. Her room is a welcome spot during PLT to support the grade 12 students as they work to complete assignments and develop their plans for the Capstone projects.</p> <p>Counsellors have used PLT time to connect with large groups as well as offering smaller activities designed to build peer relationships and provide support in areas such as anxiety and stress.</p> <p>Other PLT offerings have ranged from pickle ball, bicycle repair, and other activities such as art, Rainbow club, yoga, origami, board games in French, Community Interactions, and gardening activities.</p>	<p>been accessed as midterm and end of semester assessments were anticipated. As well, many students used PLT to engage together on group learning projects. When the academic needs were met, students were more willing to participate in the physical and hands on activities</p> <p>Reflection:</p> <ul style="list-style-type: none"> • Should September be used to “teach” a structure about the expectations of student and staff engagement with the PLT. • Follow up with students to support their decision making processes for managing and deepening options for learning during PLT. • Were students able to access the app designed to collect sign-up information? <p>The timetable for next year has shifted back to a linear structure. PLT will be offered twice a week – Wednesdays and Thursdays, 8:30-9:30am. Because we will have linear teacher prep built into this model, all teachers will be available.</p> <p>Next year, the school will gather additional data from the school community to determine</p>

School Name	Personal Learning Time Overview	Reflections/Next Steps
	<p>Students were asked to sign up to an online system for their activity of choice. Teachers were asked to post their activity and availability online as well.</p> <p>Teachers were offered some financial support for their PLT offerings when it was noted that the activities were drawing upon classroom consumable supplies (Art), or, if the offering needed some additional equipment/supplies.</p>	<p>a longer term plan for the timetable structure and PLT.</p>
McMath Sec	<ul style="list-style-type: none"> •Students make-up outstanding work, have re-assessment opportunities, get help from teachers, and work with peers. •Some interest activities were offered such as yoga and gardening. 	<ul style="list-style-type: none"> •encourage students, particularly those in Grades 8 and 9, to meet with one of their teachers during PLT to reinforce learning. •plan more interest activities.
McNair Sec	N/A	
McRoberts Sec	<ul style="list-style-type: none"> •Universal time for staff to meet with students who need additional support •Allows for small group feedback and assistance or even one on one help which is valuable •Students have year-long access to resource help and ELL assistance despite a semester system in which they normally only would for half the year • The PLT structure has created the opportunity for teachers to review how they plan instructional time •There has been some variation of demands upon teacher time by students during PLT 	<ul style="list-style-type: none"> •PLT has been a resounding success at McRoberts, and our current model of Wed/Thurs with longer block stretches is favoured by many staff because of the flexibility the model provides •Morning PLT is preferred as it provides opportunities for help and preparation at the beginning of the day •We hope to continue with our current PLT model for the 2022-23 school year, refining it as we head into a 2nd year of implementation
Palmer Sec	Based on trends and data collected through district surveys, PLT was successful at Palmer. Students used the time to catch up on missed work, receive additional support	Reflections/Next Steps:

School Name	Personal Learning Time Overview	Reflections/Next Steps
	<p>from teachers in smaller groups, and collaborate on group projects with other students. Students and staff shared that this time allowed students to prioritize their learning, mental health, and organizational skills. 91% of students see PLT as beneficial for their learning. Upon reviewing attendance and sign-ups for PLT blocks, the second hour of PLT has seen a higher attendance rate, as well as Wednesdays versus Tuesdays.</p>	<ul style="list-style-type: none"> • The school decided collectively to continue with the PLT option for next school year with a few changes to reflect feedback and data collected through surveys. Palmer will be providing PLT on Wednesdays/Thursdays and have reduced the blocks to one hour per day, where all teachers are available for student support. • With many holidays falling on a Monday, next year PLT will start on Wednesday to give students the opportunity to have class time between the weekend and PLT. • We intend to enhance the information surrounding PLT among parents and guardians over the next year. By findings ways to share the excellent work that takes place during PLT we hope to increase the 53% rate of parents who see PLT as beneficial for their child's personal success and wellbeing. 

School Name	Personal Learning Time Overview	Reflections/Next Steps
		
Richmond Sec	<p>PLT was implemented at Richmond Secondary as part of our regular timetable this year. In September we spent time explaining to students and parents the purpose and potential uses for PLT, and taught students how to sign up for PLT sessions using the myweeklyplanner.net platform.</p> <p>Overall, PLT was successful this year. Some departments and classrooms experienced high attendance all year; the LLC, the gymnasium, and the resource department were hives of activity during each PLT session. Special sessions such as metal work and carpentry lessons were also well-attended. The district surveys sent to students and staff showed strong support for PLT, and in April staff voted to include PLT in our structure going forward with 87% in favour.</p>	<p>Reflections/Next Steps</p> <ul style="list-style-type: none"> • Next year PLT will look slightly different with PLT on Tuesdays and Wednesdays for one hour each morning. • RSS aims to increase attendance in areas of the school that saw numbers drop over this past year. Our Teacher-Librarian conducted brief surveys with students who regularly attended PLT in the LLC; these insights will be shared with staff and help guide conversations about how to make our learning environments welcoming to our student body. We will also use our student voice focus groups to

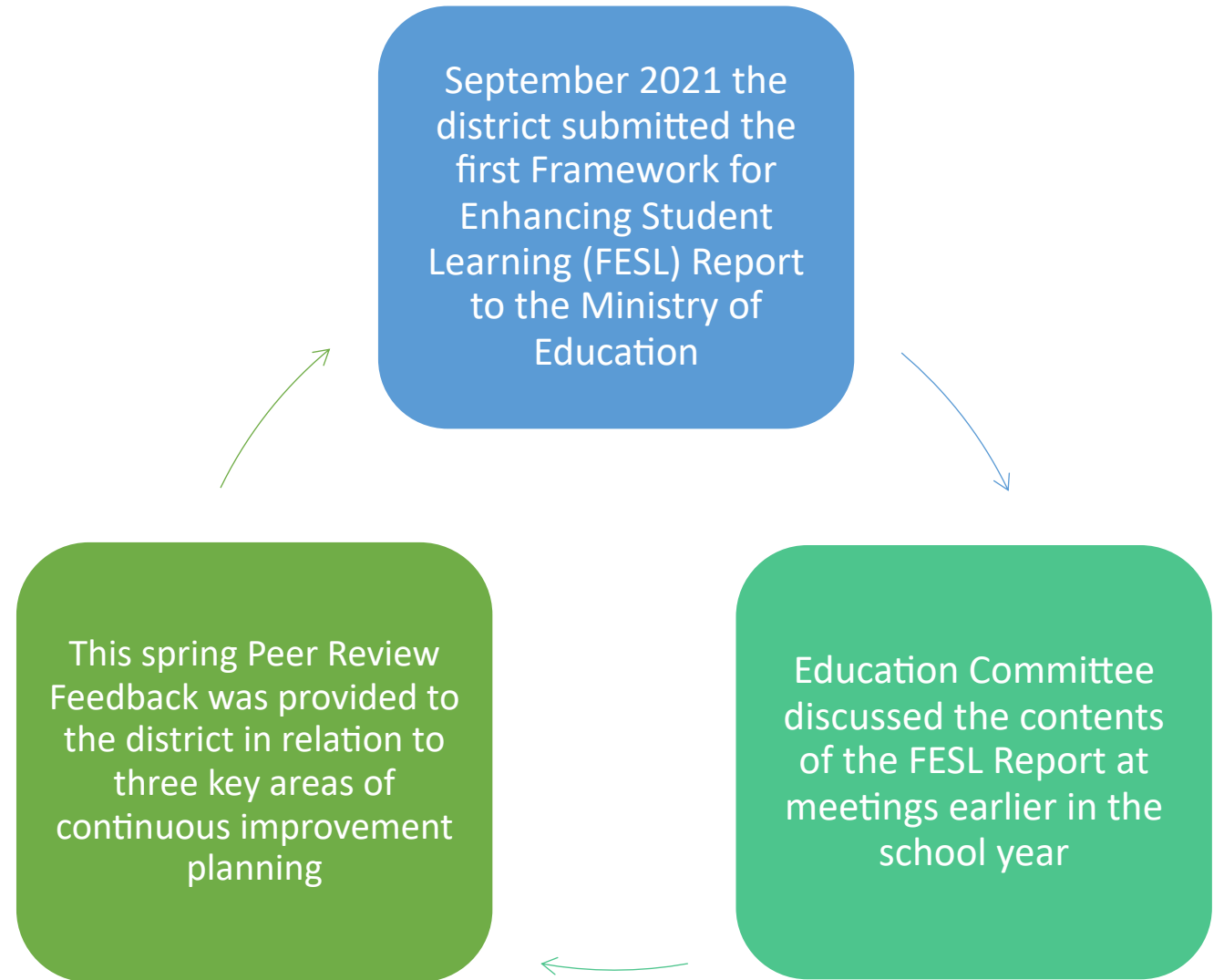
School Name	Personal Learning Time Overview		Reflections/Next Steps
			ask students what special PLT sessions might interest them.
Steveston London Sec	What are the Guiding Principles for PLT at SLSS?		<ul style="list-style-type: none"> • At the beginning of the year, we asked students to set goals for their learning during PLT. As we finish the year, students will have the opportunity to complete a self-reflection: PLT Looking Back, Looking Forward. Students will reflect on the goals they set to see “what went well” and “what didn’t go well”. Students will also be asked to provide their ideas and suggestions what the school can do to help improve student engagement with PLT. The student reflections will help guide us to support and enhance student engagement. • PLT will continue as 100 minutes twice a week on Wednesdays and Thursdays.
	PLT will be Self-directed, Self-managed, and Self-regulated.	<ul style="list-style-type: none"> • PLT at SLSS will offer students the flexibility to participate in activities based on student choice. • Students will have the opportunity to explore and engage in their personal passions. 	
	PLT framework will provide the scaffolding that learners require to develop independence.	<ul style="list-style-type: none"> • The PLT schedule will support students’ ability to choose to engage and go deeper with their learning. • Students will have access to teachers and departmental place/space to engage in their learning individually or collaboratively. • Students will have access to learning supports such as a resource, tutorials, counsellors and/or advisors. 	
	PLT will focus on the development of core competencies – Communication, Thinking, and Personal & Social Responsibility.	<ul style="list-style-type: none"> • Through PLT, SLSS students will have the opportunity to develop skills in: <ul style="list-style-type: none"> ○ Communication ○ Goal setting ○ Organization ○ Time management ○ Social emotional learning: self-regulation and self-awareness 	
	Students are expected to be:		
RESPECTFUL	<ul style="list-style-type: none"> • Value this time and make maximum use of it fully • Respect that it is learning time, not social time 		

School Name	Personal Learning Time Overview		Reflections/Next Steps
	RESPONSIBLE	<ul style="list-style-type: none"> • Sign up online using the EASY Weekly Planner (slss.myweeklyplanner.net) • Manage your own time by working on one or more learning options • Plan each week to utilize PLT in a meaningful way • Be actively engaged in the chosen space – classroom, library, or a common area • Follow all health and safety protocols 	
	READY	<ul style="list-style-type: none"> • Set specific goals weekly to ensure you have a focus • Arrive at your chosen learning space on time and ready to work • Put any distractions away and engage with learning 	
	<p>Possible options for students during PLT:</p> <ul style="list-style-type: none"> • Spend time getting extra support in current classes and go deeper in their learning • Provide opportunities for students to ask questions, and seek clarification in their learning, and consult with staff • Support students in personal time management and study skill development • Support students' ability to set personal and learning goals • Support for learning completion, and incomplete assignments or missed classwork • Support enrichment and deeper learning for individuals or small groups • Support students' reflection and self-assessment of the Core Competencies • Support the development and presentation of Capstone Projects • Engage in cross curricular and/or project-based inquiry 		

School Name	Personal Learning Time Overview	Reflections/Next Steps
	<ul style="list-style-type: none"> • Spend time reading, journaling, reflecting, and becoming more self-aware • Provide opportunities to improve physical and mental health throughout the year • Provide time for community service, career education, and/or work experience • Support Independent Directed Study (IDS) • Provide additional learning support to vulnerable learners • Enhance language acquisition for ELL students across the curriculum 	

Framework for Enhancing Student Learning

RICHMOND
SCHOOL DISTRICT NO. 38



Focus Area One

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including required data) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

Strength: clear link between strategies and quantitative sources

Supporting Evidence: report layout was easy to review

Consideration: include additional quantitative and qualitative sources of information and evidence beyond provincial data. For example, strategic actions to support ELL learners.

Question: how might other sources of qualitative and quantitative information and evidence be incorporated?

Focus Area Two

Activated and effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

Strength: Strategic Plan documents a clear process for engagement with students and other district and community partners

Supporting Evidence: noted this evidence in both the FESL Report and the Strategic Plan

Consideration: explicitly prioritize engagement of Indigenous peoples and communities, First Nation communities, and other equity seeking groups

Question: how might the district's engagement process be adjusted to specifically include Indigenous peoples and communities, First Nation communities, and other equity seeking groups?

Focus Area Three

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Strategic Plan

Strength: noticed the FESL Report focuses on continuous improvement of student achievement aligned with the Strategic Plan

Supporting Evidence: noted the development and implementation of a K-12 literacy and numeracy vision and framework, and action plan for Equity and Inclusion.

Consideration: include reference to annual operational plans (financial, human resources, information technology)

Question: what strategies might the district use to align its operational plans with its student learning goals?

Moving Forward

Additional information and evidence considerations

Early literacy – SPARK and other classroom assessments

Language Arts and Mathematics results

kʷəməytəm - “Raise a child”

Equity scan – Indigenous

ELL – spring assessment