

**Education Committee**  
**Public Meeting Agenda**

**Wednesday, June 12, 2024 – 6:00 pm**  
**via Zoom**

<https://sd38.zoom.us/j/64160600059>

Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

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**1. Adopt Agenda**

**2. Approve Minutes**

Public minutes from meeting held May 15, 2024 attached.

**3. Secondary Collaboration and Personal Learning Time 2023-2024 Report Attached.**

Jane MacMillan, Assistant Superintendent

**4. Program Review Recommendations Updates – Reports Attached.**

**a. Aspen Program Review Update**

Braunwyn Thompson, Director of Instruction

**b. Alternate Program Review Update**

Ravinder Johal, Director of Instruction & Leanne McColl, District Administrator

**c. Equity In Action Update**

Ravinder Johal, Director of Instruction & Navshina Savory, District Administrator

**5. Next Meeting Date – September 2024**

**6. Adjournment**

## Education Committee Public Meeting Minutes

Wednesday, May 15, 2024 – 6:00 pm  
Via Zoom

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**Present:**

Chairperson	H. Larson
Vice Chairperson	D. Yang
Trustee Member (Alt.)	D. Tablotney
Assistant Superintendent	J. MacMillan
Assistant Superintendent	M. Naser
District Administrator	J. Higo
Superintendent	C. Usih
President, Richmond Teachers' Association	L. Baverstock
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
Representative, Richmond Association of School Administrators	A. Pikkarainen
Representative, Richmond Association of School Administrators	L. Leung
Executive Assistant (Recording Secretary)	S. Khan

**Absent:**

Trustee Member	A. Wong
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The meeting was called to order at 6:00 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

**1. Adopt Agenda**

The agenda was adopted as circulated.

**2. Approve Minutes**

The minutes of the public meeting held Wednesday, April 17, 2024, were approved as circulated.

**3. Continuing Education Program Review**

Assistant Superintendent Jane MacMillan introduced Assistant Superintendent Maryam Naser and District Administrator Jason Higo who shared a presentation titled *Continuing Education Review Report*. Background information on Continuing Education, including the department and connection to the Richmond School District's strategic plan were provided. They also informed the committee of the programs that were reviewed along with the key findings and recommendations. Trustees and stakeholders asked questions regarding administrative support, budgetary analysis, accessibility, ELL students and achievement data.

The Committee then agreed to forward the following **RECOMMENDATION** to the Board:

**THAT** the Education Committee recommends that the Richmond Board of Education direct staff to assess the feasibility and alignment of the recommendations outlined in the Continuing Education Program Review report with the strategic plan. Subsequently, staff are to provide the Board with an implementation plan encompassing both recommendations already enacted and those slated for future implementation.

**4. Next Meeting Date – Wednesday, June 12, 2024 at 6:00 pm.**

**5. Adjournment**

The meeting adjourned at 6:45 pm.

*Respectfully Submitted,*

*Heather Larson  
Chairperson, Education Committee*

DRAFT

## **Report to the Education Committee (Richmond) PUBLIC**

**Date:** June 12, 2024

**From:** Jane MacMillan, Assistant Superintendent

**Subject:** **Secondary Collaboration and Personal Learning Time 2024-2025**

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

### **INTRODUCTION**

The purpose of this report to provide background and information about collaboration time and personal learning time in our secondary schools during the 2023-2024 school year.

### **STRATEGIC PLAN**

Priority 1: Inspired Learners

Goal 1: Learners have increased capacity to adapt and thrive in an ever-changing world.

II. Support educators to deepen their understanding and effective implementation of the curriculum.

III. Design and offer a variety of learning options to meet the evolving and diverse needs of learners.

VI. Provide tools, technologies and practices to increase learner engagement and agency.

### **COLLABORATION TIME (CT): 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. The table in the following pages provides highlights of collaboration time for 2023-2024, including examples and focus areas of staff engagement over the past year.

### **PERSONAL LEARNING TIME (PLT): OVERVIEW**

Personal Learning Time (PLT) was implemented for the first time in the 2021-2022 school year in eight secondary schools. Prior to the pandemic approximately four schools had organized their learning to include PLT. As of the 2022-2023 school year, all ten secondary schools have PLT. The table in the following pages provides an overview of PLT for 2023-2024 including

examples of supports and reflections to guide focus areas for growth and refinement for the coming year.

## **CONCLUSION**

All secondary schools engaged in a great deal of collaboration and learning together this year to continue to develop and enhance safe, caring, and quality learning experiences for students. Educators value collaborative inquiry and working together in a variety of formats to make a difference for student learning, whether it is in a specific time called Collaboration Time or meeting together at other times of the day and year. Personal Learning Time has provided important opportunities for student supports beyond regular classroom instruction. Schools continue to reflect upon refinement and enhancement to collaboration and personal learning time opportunities to further enhance strong and positive learning experiences for all staff and students.

*Respectfully Submitted:*

*Jane MacMillan  
Assistant Superintendent*

Collaboration Time			
School Name	Topics/Focus Area	Action Highlights	Reflections/Next Steps
Boyd	<ul style="list-style-type: none"> <li>• Interdisciplinary Units</li> <li>• Working with Managebac or Toddle</li> <li>• Updating Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Co-planning/unit planning</li> <li>• Group trialing Toddle for Unit planning (vs Managebac)</li> <li>• Going through bookrooms to update texts</li> </ul>	<ul style="list-style-type: none"> <li>• Continued planning and more interdisciplinary unit prep (across curricular areas)</li> <li>• Likely to stay with Managebac</li> <li>• Replaced several texts in both Social Studies and English at senior level; continuing to look at junior grade levels</li> </ul>
Burnett	<ul style="list-style-type: none"> <li>• Proficiency Scales and use of language in formative and summative assessment</li> <li>• Outdoor Learning and Indigenous plants</li> <li>• Indigenous Focused Graduation Requirement (IFGR) courses and resources</li> <li>• Inclusion of BC First Peoples Principles of Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous groups met at different times to look at how we use proficiency language more consistently, so students and parents understand the feedback. Some groups designed common proficiency scales; others created common assignments</li> <li>• Working to implement more meaningful outdoor learning – walking field trips to explore Indigenous plants, redesigning our outdoor spaces (courtyard) planning for additional outdoor learning spaces</li> <li>• Implementing the new courses being taught (BCFP 12, EFP 12, EFP 10) - creating common assignments and assessments, planning guest speakers and other experiential learning, expanding resources</li> <li>• Teachers shared different approaches to how these principles can be and are embedded in our classes</li> </ul>	<ul style="list-style-type: none"> <li>• Create shared documents for creating, using proficiency scales. Designing learning updates to align with proficiency scales</li> <li>• Apply for another inquiry grant to expand our outdoor spaces and to enhance our Indigenous garden</li> <li>• Continuing to use Indigenous texts and First Peoples Principles of Learning in more classes</li> <li>• Staff voting on a motion to possibly move Collaboration Days away from PLT Days, considering placing them on the 2<sup>nd</sup> Wednesday of each month</li> </ul>

<p><b>Cambie</b></p>	<ul style="list-style-type: none"> <li>• Department Collaboration - English First Peoples (EFP) 12</li> <li>• Course Development - ongoing</li> <li>• Home Ec Department – creation of Indigenous foods curricular planning</li> <li>• Math Department</li> <li>• Languages Department</li> <li>• PE Department</li> </ul>	<ul style="list-style-type: none"> <li>• English teachers collaborated to curate EFP resources for the course. Teachers worked together to design EFP programming, including Learning Maps. English teachers collaborated to research and design a full day field trip for all EFP 12 students to Grouse Mountain</li> <li>• Teachers collaborated to research and developed units of study on Indigenous foods</li> <li>• Teachers collaborated and worked to refine Math Learning Maps</li> <li>• Teachers collaborated to set up Learning Maps and assignments in File Maker</li> <li>• Teachers collaborated to design an Orienteering Unit. Teachers physically mapped out an orienteering circuit within the Cambie park area. Teachers then created a unit to be delivered to PE classes</li> </ul>	<ul style="list-style-type: none"> <li>• Very successful field experience for staff and students. Student engagement was high and demonstrated impact of classroom learning as students participated throughout the day</li> <li>• Students enjoyed experiential learning. Teachers will continue to expand repertoire</li> <li>• Good to calibrate shared understandings of proficiency stages</li> <li>• Continued use of the Learning Maps will allow for further refinement and increased articulation of criteria for/with students</li> <li>• Conversations will be ongoing to continue to support the depth of understanding and use of Learning Maps as accessed via File Maker</li> <li>• Orienteering Unit needs final polish before rolling out to students</li> </ul>
<p><b>MacNeill</b></p>	<ul style="list-style-type: none"> <li>• Which Truth and Reconciliation activities can we incorporate into Socials 10?</li> <li>• ADST (Business Ed / Independent Studies)</li> <li>• Resource Startup for new teachers to the departments</li> <li>• MS Teams &amp; Other Tech Q &amp; A</li> <li>• Dept collaboration and share/assessment/3D units</li> </ul>	<ul style="list-style-type: none"> <li>• Co-marked assignments using our newly adapted rubrics for proficiency scales in Science 9 to see if we were on the same page, and will continue to use/adapt these rubrics as necessary</li> <li>• Make note of what we're doing in class to build community and enhance learning (Re: Ed Fac meeting)</li> <li>• What do Grade 11 and 12 Math teachers expect of</li> </ul>	<ul style="list-style-type: none"> <li>• Translate rubric marks onto reporting/learning updates</li> <li>• Updated ELL Progress Reports, created a timeline for editing all ELL reports</li> <li>• Teachers will focus on using common visualization techniques (e.g., modelling, box method for distributive property) in math</li> <li>• Restorative Justice Pro-D planned for May</li> </ul>

	<ul style="list-style-type: none"> <li>• PHE dance unit</li> <li>• Proficiency Scale; prelude to release day</li> <li>• Restorative Justice</li> <li>• Science 9 Indigenous perspectives</li> <li>• Developing Health unit</li> <li>• EFP 10 Film Unit Planning</li> <li>• Graphic Novel Unit Planning</li> <li>• EFP 12 Planning</li> <li>• Science 10 &amp; RVS Foods</li> </ul>	<p>their students at this level? How can we increase consistency between Grade 8/9/10?</p> <ul style="list-style-type: none"> <li>• Making ADST more interactive</li> <li>• Introduction to IEP writing and case management</li> <li>• Students' engagement/assessment starts in Fine Arts/collaborate re: 3D courses/units</li> <li>• Refined dance theme</li> <li>• Science department developed shape of the day of release day (finishing proficiency scale across all curricular competencies; looking at how the scales we have created will translate onto a "report card" when reporting)</li> <li>• Sustainability and Interconnectedness unit</li> <li>• Develop nutrition, sleep, and mental health, and stress management lessons</li> <li>• Co-teaching, plan unit objectives and lesson sequence</li> <li>• Developing learning materials, unit and lesson plans, scope and sequence</li> <li>• Teachers developed lesson on food system and plant-based meals; lead into Science 10 project on sustainable food systems</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing restorative classroom practices to resolve conflicts</li> <li>• Develop inquiry stations with teacher-librarian; adapt across New Media 11/12; Creative writing/Literary studies 10</li> <li>• Research additional sources to use; search for primary and secondary sources</li> <li>• Invite external presenter</li> </ul>
<p><b>McMath</b></p>	<ul style="list-style-type: none"> <li>• Student Reporting (as per reporting order)</li> <li>• First Nations: Truth and Reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>• Continued review of proficiency scales as apply to courses: what looks like in course, changes to be made, development of consistent language,</li> </ul>	<ul style="list-style-type: none"> <li>• Development of descriptive feedback comments to provide consistency and understanding (comments still to be personalized)</li> <li>• Create opportunities to</li> </ul>



	<ul style="list-style-type: none"> <li>• Showcase events</li> <li>• Technology</li> <li>• McMath Care Club (see PLT for additional information)</li> <li>• EFP 10 &amp; 12, BCFP 12</li> <li>• Field Trips</li> <li>• Alternative learning activities</li> </ul>	<p>application, revision of lessons, etc.</p> <ul style="list-style-type: none"> <li>• Continue whole school and departments' efforts/ how to decolonize classrooms, curriculum, reporting</li> <li>• Activities 8-12 supporting/understanding Truth and Reconciliation (displays, REDress day, etc.)</li> <li>• Development/application of territorial acknowledgements, student reflections, land-based learning, proficiency scales</li> <li>• ASDT department to plan events to showcase student achievements, promote self-confidence, recognition, diversity (Winter Concert, Spring &amp; Fine Arts Showcase Night, Fashion Show, etc.)</li> <li>• Collab for Science Fair</li> <li>• Discussion and review of ChatGPT, Filemaker, Moodle, Teams</li> <li>• Effects and application across courses: purpose, academic implications, positives and negatives, impact on assessment</li> <li>• Plan Care Club activities: breakfast and bag lunches for students who need food help <ul style="list-style-type: none"> <li>- increased number of students taking part</li> <li>- develops citizenship, social responsibility, inclusiveness, diversity</li> <li>- hands-on as students prepare, eat together build relationships among students and staff</li> </ul> </li> <li>• Teachers joint-planning of</li> </ul>	<p>celebrate First Peoples; research and develop broad-based school-wide activities</p> <ul style="list-style-type: none"> <li>• Develop speaker bank for authentic voice and story</li> <li>• Continuation of showcase events</li> <li>• Increase student displays of work and involvement</li> <li>• Apply/experiment with technology and assess results/effectiveness</li> <li>• Continue</li> <li>• Explore resources, opportunities for authentic learning (cross-department: foods, music, art, science, etc.)</li> </ul>
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		<p>units for new courses – EFP 10 &amp; 12, BCFP 12</p> <ul style="list-style-type: none"> <li>• Cross-department focus in First Nations: textiles food, environment (geography), art</li> <li>• Methods of application and delivery of content/ material for authenticity</li> <li>• Assessment (informal and formal)</li> <li>• Development of overview/background/ history of First Peoples in BC (and Canada) for students for context</li> <li>• Exploration of connections among global Indigenous and Aboriginal Peoples</li> <li>• Development and planning of field trips (local and international) in departments and cross-curricular, researching speakers, locations, events</li> <li>• Rationale: students learn outside school setting, experience different “voices” and experiences, cultural understanding and exchange, historical and societal relationships, global citizenship</li> <li>• Multi-department exploration of interactive learning activities and application to extend/enhance learning (i.e. The Deep Forest 10-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing options and opportunities for learning</li> <li>• Continue to explore and apply</li> </ul>
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<p><b>McNair</b></p>	<ul style="list-style-type: none"> <li>• School Theme for the Year: Community - Creating a Positive School Culture.</li> <li>• Department collaboration around curriculum, assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>• Surveyed students, staff</li> <li>• Formation of a School Culture Club: a committee of staff to discuss how to set the weather and lead by example – role models for students</li> <li>• Pro-D sessions to discuss survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on four areas highlighted in survey to address and improve upon as a school community (i.e. resolving conflict in a productive manner, using respectful language in hallways). Include students directly in the conversation of how to improve</li> <li>• Continue to support Ed Facs by providing resources to share with departments</li> </ul>
<p><b>McRoberts</b></p>	<ul style="list-style-type: none"> <li>• BC Indigenous courses</li> <li>• Assessment</li> <li>• Field trips</li> <li>• Student IEPs</li> <li>• Supporting student teachers</li> <li>• Innovation grants</li> </ul>	<ul style="list-style-type: none"> <li>• Course planning and related fieldtrips for Grade 8 community building</li> <li>• Departments meeting with Learning Services teacher consultant to develop deeper understanding of proficiency scales</li> <li>• Monthly Student Update Meetings with resource, counselling, admin, and IST</li> <li>• Mentorship workshops</li> <li>• Creating a cohesive plan to connect all inquiry grants to our school story</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have worked collaboratively to enrich their teaching practices, address various learning and administrative needs, and continue to build a welcoming school community. The inclusion of collaborative time for staff has been invaluable, as it allows our large staff with diverse schedules the opportunity to communicate and problem solve issues regarding changing curriculum and assessment, share inclusive classroom practices, and building engaging lessons for our students. This in turn helps teachers improve our feedback to students and parents when reporting, to make education more transparent to our community. We recognize that learning encompasses not only academic but social factors as well, and collaboration provides teachers the space to plan and support students'</li> </ul>

			extracurricular passions and create safe spaces for students to explore those interests.
<b>Palmer</b>	<ul style="list-style-type: none"> <li>• Math: preparing students for Math Contests, creating common assessment activities, performance tasks</li> <li>• Learning Resource: finding ways to support our students more effectively, such as in our learning support classes (what learning strategies do we want to focus on and how can we empower our students to be more confident learners)</li> <li>• Social Studies: Ongoing collaboration with the department and Indigenous Consultant for help with the BCFP 12 course/resources</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to create department unit assessment tasks, universal across the department, provided common experience for the same grade level independent of teacher</li> <li>• Continue to find ways to support our students in learning support, especially as student needs change with time. Also, reaching out to support our classroom teachers and collaborating on student learning plans</li> <li>• Continue to collaborate to gain meaningful insight in supporting learnings of all levels. Encourage further development of embedding First People's Principles of Learning within our departments</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to collaborate as a department to discuss and support student learning, supporting students with Math Contests, creating opportunities for department sharing- lesson plans, performance tasks</li> <li>• Continue to use this time to connect with our learning support team, case managers and classroom teachers to support our student learners</li> <li>• Continue to develop a "scope and sequence" to support incoming department members at all grade levels. Supporting new departmental staff and those teaching new grade levels by sharing resources</li> </ul>
<b>RSS</b>	<ul style="list-style-type: none"> <li>• Assessment Practices Communicating Student Learning</li> <li>• Curricular Competencies</li> <li>• Curricular Planning</li> <li>• Equity and Diversity</li> <li>• Social Emotional Learning Learning Environment Spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Learning Maps in Social Studies</li> <li>• Defining Proficiency Scales for Grades 8-9 in various departments</li> <li>• Creating Reporting Comments to match proficiency scale definitions (various departments)</li> <li>• Creating strength-based comments to meet ministry standards (various departments)</li> <li>• IB Group 4 Project Planning and debrief from this year's project</li> </ul>	<ul style="list-style-type: none"> <li>• The staff at Richmond Secondary values Collaboration Time as an opportunity to develop school-wide goals, discuss best practices, implement innovative strategies, and plan events that involve the whole community. Without the benefit of this added time in our busy schedules, we would not be able to provide exciting learning opportunities for our students. We also use this time to evaluate and reflect</li> </ul>

		<ul style="list-style-type: none"> <li>• Creating Science 9 Self-Reflection Rubric</li> <li>• Socials 10 Victoria Field Trip Planning</li> <li>• Planning Field Trips</li> <li>• Developing department goals</li> <li>• Studio 111 and EFP10 project collaboration</li> <li>• Learning to use District's Salish Weave collection</li> <li>• Planning for National Indigenous Day</li> <li>• Choosing new EDI texts in English for courses in general and for the new FPE 10 and 12 courses</li> <li>• Planning school-wide events such as Grade 8 Camp</li> <li>• Using the Learning Spaces Innovation Grant</li> <li>• Improving Outdoor Learning Environment</li> <li>• Developing place-based learning opportunities (both on-property and through field trips)</li> </ul>	<ul style="list-style-type: none"> <li>• on the efficacy of our assessment practices</li> <li>• Next year we will continue to use Collaboration Time to develop and refine proficiency scales. We will continue to enrich classroom learning through experiential learning and around the ministry requirements for First Peoples Learning in English and Socials</li> </ul>
<p><b>Steveston-London Secondary</b></p>	<ul style="list-style-type: none"> <li>• Course planning</li> <li>• Sharing resources</li> <li>• Assessment and new Reporting Order</li> <li>• Schoolwide planning</li> <li>• Spectrum admissions, contract planning, class trip</li> <li>• Designing learning spaces</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Groups of teachers in Career Life Education (CLE) planned and organized guest speakers. Planning of a cross grade, multi-sport and day tournament in PE. Planning class activities in a variety of different classes – varying subjects. Planning and mapping out units</li> <li>• Planning of an Art installation idea (clubs)</li> <li>• Counselling used the time to discuss course planning; Counselling, CLE, and Career all took time to share resources</li> <li>• Multiple departments cited discussions on the new</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring opportunities to collaborate with other schools (i.e. aligning collaboration days, alternate schedule)</li> <li>• Offer a collaboration time share-out during at staff meetings and/or Pro-D (i.e. September Pro-D – invite groups to briefly describe what they are going to focus on for the year; then, periodically throughout the year, share at staff meetings and/or Pro-D Days an update on groups' projects)</li> <li>• Committees to develop more transparency in informing staff of the current projects and themes occurring in the school</li> </ul>

		<p>Reporting Order</p> <ul style="list-style-type: none"> <li>• Semester start up and end was discussed. Classes on the wheel rotation touching base as a semester ended and the next began</li> <li>• Organizing some of the processes and administrative components of the Spectrum course</li> <li>• Resources discussing the creation and implementation of a reflective reading space – what does it look like, location, when used Various departments talked about using MS Teams and getting more familiar with it – integrating it into courses. Setting up various accounts for class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sending midway survey to staff for feedback on what's working and what could be improved</li> <li>• Have some school wide focus topics</li> <li>• Encourage people to initiate collaboration with people outside of their departments/subject areas with topics meaningful across areas There is always a challenge to have options that are relevant to teachers in singleton areas that may not have others to collaborate with. How can we provide more opportunities, or ensure an increased number of sign-up options prior to the collab day? Perhaps a moment at the staff meeting to show the sign ups so far and encourage staff to discuss or organize a few more options?</li> </ul>
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Personal Learning Time		
School Name	Highlights	Reflections/Next Steps
<b>Boyd</b>	<ul style="list-style-type: none"> <li>Supporting students with academics and passion pursuits/Personal Projects/Capstone</li> <li>Breakfast and food support</li> <li>Teacher Mentorship with Personal Project (Gr 10) and Capstone (Gr 12)</li> <li>Grade 8 high school help - mindfulness, organization, mental health seminars during PLT (Connie Easton etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging greater attendance and engagement/use of time</li> <li>Continue making breakfast as a draw for attendance</li> <li>Great creations for Grade 10 Personal Project this year. Need to get more Grade 12s to use this for Capstone</li> <li>Good attendance, but not 100%. Would like to increase the turnout from our Grade 8s. Positive feedback, but only maybe 70% attendance</li> </ul>
<b>Burnett</b>	<ul style="list-style-type: none"> <li>Meeting with teachers for re-assessments</li> <li>One on one student teacher conferences</li> <li>Mini lessons to support learning in classes</li> <li>Open gyms – yoga, personal training, individual and small group games, walks</li> <li>Library Learning Commons – open library for individual study and small groups project work</li> <li>Multi-purpose Room – space for students to connect or to work collaboratively</li> <li>Make up missed work or labs in various subjects</li> <li>Club meetings</li> </ul>	<ul style="list-style-type: none"> <li>How can we be more intentional in creating opportunities for students to use this time to catch up or address missed learning outcomes. Is there a way to get students that are falling behind to come in</li> <li>Work in departments or small groups to be more structured or targeted to what we offer and possibly include students in the delivery (i.e. writing labs, math skills sessions, using media to demonstrate learning)</li> <li>Some teachers voiced that they would like to see more accountability or tracking of student participation in PLT</li> </ul>
<b>Cambie</b>	<ul style="list-style-type: none"> <li>All departments ensure that each subject area will have teacher support available for all PLT sessions. All departments/courses offer learning support/academic support specific to their courses</li> <li>In addition to assignment completion and learning support, teachers of AP classes identify specific sessions to target AP curricular review</li> <li>Off timetable course – Jazz Band/Choir – students are welcomed into the band room for</li> </ul>	<ul style="list-style-type: none"> <li>No plan now to alter this, however, admin would like to look at PLT offered alternating am/pm to capture larger number of students. Such flexibility may work to better support greater number of students</li> <li>Teachers have collaborated to ensure AP support classes alternate session times</li> <li>To continue for band and choir students</li> </ul>

	<p>small group and individual practice time. Our band teacher works with these small groups/individuals as they work to refine their skills. This same opportunity is available for our choir students</p> <ul style="list-style-type: none"> <li>• PE - We alternate between open gyms and open weight room. Both opportunities are well attended</li> <li>• Students and teacher co-plan Leadership activities at designated PLT sessions as the teacher is also responsible for open gym/weightroom sessions</li> <li>• Board Games in the rotunda – administration joins students in the rotunda with an intention to help students disengage from their electronics and re-engage with peers</li> <li>• Career Life – Grade 11 and 12 students are called together a few times each year during PLT for large group sessions as they work towards the development of their Capstone Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Board games: Initially students were hesitant to participate. However, over time, students will approach the games cart and select games and engage with others for various periods of time</li> </ul>
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<p><b>MacNeill Secondary School</b></p>	<ul style="list-style-type: none"> <li>• Departments ensured that each subject area was represented with teachers available for learning/tutorial support for all subject areas</li> <li>• 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 on the other day used this as a planned meaningful check in time with students on their case load</li> <li>• PLT offerings related to physical and hands on experiences have been popular. Our PE teachers have been providing activities that engage students with a variety of sports both indoors and outdoors, and activities in the gyms, including the weight room. Our foods teachers have had offered “food” activities for catch-up from labs missed or preparing for future labs</li> <li>• Our off-timetable Career Life 12 teacher has engaged with large groups of Grade 11 or 12 students in our theatre to ensure that the messaging about assignments and reminders is well communicated and provided additional support and a place to work on CLC during PLT. Grade 9 students have also been exposed to</li> </ul>	<ul style="list-style-type: none"> <li>• The areas of PLT that have shown the most consistent participation have been in academic support and physical activity and passion activities. Students have become increasingly more responsible with their PLT choices. Increased subject specific support has been accessed as midterm and end of assessments approached. When the academic needs were more comfortably met, students were more willing to participate in the physical and hands on activities</li> <li>• Teacher engagement reflected a range from maintaining an open classroom during PLT times ready to welcome students for academic support to classrooms/gyms open with activities purposely designed to open possibilities for students to engage with something new and fun or targeted academic support on student-identified areas of need. We see students working collaboratively on assigned projects or in small groups working on their individual</li> </ul>
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	<p>various speakers during this time as part of their Career Education offerings</p> <ul style="list-style-type: none"> <li>• The teachers’ learning spaces are welcoming, with the doors open if they are available and students are encouraged to drop in for support or just for a space to work quietly or build connections.</li> <li>• Our counsellors have used PLT time to connect with groups as well as offering smaller activities designed to build relationships, support students who have struggles with peer relationships, anxieties, and stress. These groups focus on a creative activity, but it is the dialogue and “friendship” that emerges from the shared time together is the key outcome</li> <li>• Students have been asked to sign up to an online system for their activity of choice.</li> </ul>	<p>homework together outside of classrooms as well</p> <ul style="list-style-type: none"> <li>• Our school community dug deeper into the conversation around PLT, our subcommittee of PLT visited two other Richmond schools to gain some insight from them about what they are doing that we may not. We have made some recommendations for the upcoming 2024-2025 school year. This is currently going through the SCC process, but we are hopeful that these changes will be moving forward: <ol style="list-style-type: none"> <li>1. based on student and staff data collected in the 2023-2024 school year, PLT will continue in its current structure</li> <li>2. based on student and staff data, that the lounge be opened to provide additional flexible learning spaces. Supervision there will be shared equitably amongst staff.</li> </ol> </li> <li>• Continue to look at ways to increase the participation of those students that we are hoping to engage in both specific subject support and passion support to allow students to make decisions about how to utilize this time and space as best as they can for their skill development, academic achievement and social success</li> </ul>
<p><b>McMath</b></p>	<ul style="list-style-type: none"> <li>• Many departments use PLT time for reassessments or give students more time to complete a test</li> <li>• Humanities support students’ time to complete assignments that have to be finished in class</li> <li>• Sciences, ADST, Fine Arts, support students to complete assignments, such as labs, painting, music, woodwork and metal work</li> <li>• Thursday PLT, McMath Care Club provide breakfast and lunch for students who need food</li> <li>• Some clubs meet during PLT. These clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Have four Student Voice Forums at PLT per semester</li> <li>• Staff ask for students to attend more. Teachers calling home to ask students to attend and have parent support</li> </ul>

	<p>build on students' skills, such as Debate Club, Ethics Bowl, Choir etc.</p> <ul style="list-style-type: none"> <li>• Speaking with our students, many of the senior students work late or have extracurricular activities and use the time in the morning to complete work at home or sleep in since they worked late</li> <li>• Students can exercise in the fitness room and play sports in the gyms</li> <li>• Students also mention PLT is a soft start to help their mental health</li> <li>• LS classes are very full with students getting extra help</li> </ul>	
<b>McNair</b>	<ul style="list-style-type: none"> <li>• McNair continues to have Flex Time after first block each day</li> </ul>	<ul style="list-style-type: none"> <li>• Having students sign up ahead of time and set learning goals have been helpful</li> <li>• How to encourage more students to sign-up and to attend classes where help is needed</li> <li>• Monitoring more closely the Grade 8s use of Flex Time so that they are utilizing in a way that is helpful to their learning</li> </ul>
<b>McRoberts</b>	<ul style="list-style-type: none"> <li>• The inclusion of PLT in the timetable has been widely appreciated by students, parents, and staff, by allowing students to pursue learning and revision with more flexibility, and giving those students for whom mornings are a struggle the opportunity to be more successful in their first class of the day. Teachers appreciate the extended time to give focused feedback and help to their students and set them up for success prior to class beginning. In addition, the lengthy structured time in the timetable has resulted in less students and teachers having to give up multiple lunches to catch up with work, as often there is not enough time during the lunch break</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to monitor and seek feedback regarding PLT to best support students and teachers. PLT has become an integral part of our semester structure to support student learning and to provide year-long prep time for teachers. The option for students to choose their learning adventure on PLT days has been helpful to support the mental health of our students</li> </ul>

<p><b>Palmer</b></p>	<ul style="list-style-type: none"> <li>• Personal learning time at Palmer will be on every Wednesday and Thursday morning</li> <li>• Students have access to teachers, departments, and learning spaces to engage in their learning individually or collaboratively.</li> <li>• Students have access to learning supports such as ELL, resource, tutorials, counsellors and/or advisors</li> <li>• After receiving some feedback from our students, staff, and parents – PLT is supported by our Palmer school community</li> </ul>	<ul style="list-style-type: none"> <li>• As we continue to grow as a school community, we will be looking at ways to better support our students during PLT time. One the next steps of our journey, is to have our second lounge ready for students/staff to use in 2024/2025 school year</li> <li>• We will be looking at ways to provide some teacher collaboration during PLT when supporting students and their learning</li> </ul>
<p><b>RSS</b></p>	<ul style="list-style-type: none"> <li>• This year, we continued to hold PLT periods every Tuesday and Wednesday morning from 8:30-9:30am. Our total attendance rate is a slight decrease from last year. As the same in previous years, we continued to see higher attendance in our learning resources department, the gyms, the library learning commons and in the multipurpose room. Our juniors were highly encouraged to attend with their classroom teachers specifically, which freed up more space for our senior students to use the common areas in our school</li> </ul>	<ul style="list-style-type: none"> <li>• We did not engage in any significant changes this year. Since there have been no outstanding issues, we have not had the need to form an SCC sub-committee to discuss PLT this year. We plan to continue our current model for PLT next year</li> </ul>
<p><b>Steveston-London Secondary</b></p>	<ul style="list-style-type: none"> <li>• In the 2021-2022 school year, the PLT Staff Team and Steveston-London Admin collaborated to create a document outlining principle guiding Personalized Learning Time (PLT); principles include giving students’ choice and ownership of their learning and PLT was the vehicle through which it would be delivered</li> <li>• Staff have a few ways to display their availability during PLT. Some have used an online service called MyWeeklyPlanner. MyWeeklyPlanner allows teachers to display their availability on the web. Others have displayed their availability on their classroom door. Some have left their doors open for students to drop in at their convenience.</li> <li>• Teachers continue to use different methods to share PLT availability and events with students. The lack of centralized location displaying availability provides a challenge for parent stakeholders. Over the past years, teachers and departments have learned what is most effective in their contexts and have adjusted methods accordingly. In PHE, for example,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Data Collection:</b> A robust, regular data collection method should be explored for the next year. Collecting data at different points in the school year would be useful to analyze areas of improvement. Collecting data from all stakeholder groups would also be useful</li> <li>• <b>Visibility:</b> Over the past two years, staff have settled into their methods of displaying availability for PLT. To increase transparency, perhaps a suggestion should be made to indicate how PLT works for the individual teachers in course outlines/previews handed out at the beginning of each semester to students</li> <li>• <b>Time:</b> Release time to discuss, explore, and reflect</li> </ul>

	<p>MyWeeklyPlanner use is useful to ensure that reservations are in place, so as not to overload their facilities. Other departments or classes lend well to the drop in method</p> <ul style="list-style-type: none"><li>• Popular spots for PLT continue to include the library learning commons, our gyms and workout facilities, and common areas including the lounges and wings. Anecdotal data suggests that teachers typically have a usual group of students that occupy and use their spaces regularly</li></ul>	
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## **Report to the Education Committee (Richmond) PUBLIC**

**Date:** June 12, 2024  
**From:** Braunwyn Thompson, Director of Instruction, Inclusive Learning  
**Subject:** **Aspen Program Review Update**

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This report is provided to the Board for information purposes. No further action is required.

### **BACKGROUND**

A review of the Richmond School District's Aspen Learning Centre (ALC) was conducted between October 2021 and March 2022, with the Board approving recommendations contained within the report at the January 25, 2023 Board meeting.

Recommendations contained within the report included:

- Revisiting program vision to consider increased emphasis on quality-of-life outcomes, person centered transition planning and instructional practice
- Review of evidence-based safety procedures and reporting processes specific to the ALC
- Space considerations for the program
- Consideration for program size and entry/exit criteria
- Development of staffing plans to support flexibility and address coverage for absences
- Creation of staff development plans

Actions taken since the board approval of the review recommendations above include:

- Collaborative Visioning Sessions occurred from May – June 2023 with Aspen Staff and District Staff.
- District Behaviour Specialist (BCBA) is currently in second year supporting the program.
- HR and Health & Safety sessions have occurred for Aspen staff, with overall decrease in workplace violence incidents over the last two school years.
- Upgraded door FOB security throughout site to allow for more flexibility of student and staff movement.
- Additional sensory and gross motor equipment purchased and installed.
- Implemented yearly placement reviews with school and home teams at both Aspen and ELC.
- Currently piloting a draft of entry/exit criteria developed in this school year.
- All referrals for Aspen Learning Centre come through District Based Teams.
- District staff have worked on staff team cross-training to enable more flexibility across student teams.

- HR has met with Aspen administrators and staff to discuss scheduling complexities and supportive structures that may be helpful.

## **CONCLUSION**

The Richmond School District is committed to enacting change that will improve experiences for all learners, including students with disabilities and diverse abilities. The Aspen Learning Centre supports some of the District's most complex secondary-aged learners on their learning journey, and the recommendations from the review have provided an important opportunity to engage in determining next steps to continue to enhance the program for the staff and students.

*Respectfully Submitted:*

*Braunwyn Thompson*

*Director of Instruction – Inclusive Learning*

## Report to the Education Committee (Richmond) PUBLIC

**Date:** June 12, 2024

**From:** Ravinder Johal, Director of Instruction, Student Services & Data Analysis  
Leanne McColl, District Administrator, Student Services

**Subject:** **Alternate Program Review Update**

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This report is provided to the Board for information purposes. No further action is required.

### BACKGROUND

A review of the Richmond School District Alternate programs was conducted in 2022 - 2023 with the Board approving recommendations contained within the report at the June 2023 Board meeting.

The report includes a number of suggested recommendations for all programs in the areas of:

- District Policy
- Program Supervision
- Curriculum, Instruction and Assessment
- Recognition and Awareness of Programs
- Staffing and Enrolment
- Planning For Growth, Change and Improvement,
- Equity and Inclusion

The report also included recommendations for further exploration and action specific to individual alternate programs, including transition supports, monitoring student success, and processes for entry and exit from programs. With respect to the current school year, updates on recommendations include:

- Program Supervision
  - Continuing the quarterly meetings between secondary alternate program staff.
  - Behavioural and Attendance Supports
- Curriculum/Instruction/Assessment/Career Programs
  - Expanding opportunities for students to participate in work experience, career and trades programs, and dual credit programs.
- Recognition/Awareness of Programs
  - An intentional focus on improving the online presence of all secondary alternate programs by September 2024.
- Equity and Inclusion

- Further examination of, and attention to the overrepresentation of specific student groups in district alternate programs.

## **CONCLUSION**

The Richmond School District is committed to enacting change that will improve experiences for all learners. Alternate programs in the Richmond School District work to support some of the District's most vulnerable learners on their pathway to success, and the review has provided an important opportunity to engage in determining next steps to continue to enhance supportive opportunities for students.

*Respectfully Submitted:*

*Ravinder Johal*

*Director of Instruction – Student Services and Data Analysis*

*Leanne McColl*

*District Administrator, Student Services*



## Report to the Education Committee (Richmond) PUBLIC

**Date:** June 12, 2024

**From:** Ravinder Johal, Director of Instruction, Student Services & Data Analysis  
Navshina Savory, District Administrator, Equity, Inclusion and Indigenous Success

**Subject:** **Equity in Action Update**

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This report is provided to the Board for information purposes. No further action is required.

### BACKGROUND

Beginning in 2016, the Ministry of Education created an Equity Scan Framework and vision to support school districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success. The district's Equity Scan was initiated by staff in October 2020 and completed in late Spring 2022, with an Equity in Action report presented to the Board's Education Committee in January, 2023. The Board approved recommendations contained within the report at the February, 2023 Board meeting.

The Equity in Action report involved exploration of current practices, processes and services within 4 key dimensions:

- Student Learning Profile
- Policy and Governance
- Pedagogical Core
- Learning Environment

With respect to the current school year, updates on recommendations include these specific areas:

- Continuing to build a reciprocal relationship with Musqueam First Nation in professional development opportunities and district as well as school events. This has included engagement with the Musqueam Language & Culture department and presence of Musqueam First Nation at community nights in district that bring Indigenous families together.
- Reviewing the progress, assessment data, and transitions of Indigenous students to increase achievement levels; district staff have met with each secondary school team to review data and supports for Indigenous students at their school and will be engaging with elementary teams to continue this work.
- Active recruitment and retention of Indigenous staff through approval from the BC Human Rights Tribunal Special Program for the district to engage in preferential hiring of teachers and associated professionals who self-identify as Indigenous.

- Building capacity through professional learning opportunities such as the district-wide non-instructional day for all staff across the district with a specific focus on Indigenous learning held September 22, 2023.
- Two new Indigenous gathering spaces have been curated in the district with one at Kidd Elementary opening in January, 2024 and one at Boyd Secondary opening in February, 2024.
- Building on the goals originally shared through the Aboriginal Education Enhancement Agreement, the district has transitioned to a new Indigenous Education Advisory Committee to support the implementation of approved recommendations of the Equity in Action report; the committee has met three times this year and includes representation from Musqueam First Nation, Indigenous Education department, an Indigenous parent, CUPE, RASA, RTA, senior staff, and trustees.

## **CONCLUSION**

The Richmond School District is committed to enacting change that will improve experiences for all Indigenous learners, while also ensuring that Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices. Ongoing actions resulting from the Equity in Action report and through the Board of Education's Strategic Plan provide key pathways and commitment in the journey of reconciliation.

*Respectfully Submitted:*

*Ravinder Johal*

*Director of Instruction – Student Services and Data Analysis*

*Navshina Savory*

*District Administrator – Equity, Inclusion and Indigenous Success*