

SUPERINTENDENT'S REPORT
Reporting to Public Session on Tuesday, February 25, 2025

1. Celebrating Black History / Black Futures in February and Beyond

Inspired by a District sponsored Black Excellence event, the Burnaby Central BlackEx Club has been running since the fall of 2022. For Black History/Futures Month 2025, the students have been making weekly announcements about Black historical figures and events. On February 26th they are hosting a Black History Month (BHM) celebration in the school theatre that includes performances and a traditional/cultural fashion show. All students and staff are welcome. Students have also been raising funds with weekly food sales highlighting Cuisine from the African Diaspora. Members of the Club will be attending the "Lift Every Voice" concert on Thursday February 27th. Gospel and Soul Singer – Marcus Mosely – will be performing an evening of song to celebrate BHM. He will perform a few songs with the school's Concert Choir and 6 – 8 members of the BlackEx Club. BlackEx Students are helping take donations at the door. The proceeds will support their club's future initiatives. The entire school community is welcome. The BlackEx Club will attend a session on Black History and Black Music in the Library earlier the same day.

The Cariboo Black Excellence Club is a new affinity group that began this school year. This group has created a large and engaging mural in the main foyer of Cariboo Hill Secondary School to commemorate Black Canadian Excellence. On the daily announcements, students are celebrating Black Canadians who have made significant achievements and/or contributions. The Club has collaborated with the Sexual Orientation and Gender Identity (SOGI) and the Mental Health Student Groups to create an awareness presentation around the impact of discriminatory language and hate speech on youth mental health. This presentation is being presented to grade 8's through 12.

Tonight, we are honoured to introduce Burnaby Central Secondary students from the BlackEx Club, Ynabiel Gebremichael, Kingston Smith and Alicia Bakacheza, and members of Cariboo Hill Secondary's Black Excellence Club Olivia Nwabueze, Sara Tesfamariam and Salem Yohannes Tesfamichael, who will share how they have been uplifting and celebrating Black Excellence.

Recommendation:

THAT the Board of Education receive this information.

2. Literacy in Burnaby Schools

The Burnaby School District's Responsive and Inclusive Literacy Framework has been created to empower educators to implement evidence-based literacy practices to ensure that every student has access to effective, engaging and transformative literacy instruction. Professional development opportunities at a District and school level have been created to support educators and has been focused on literacy instruction and classroom assessments.

This evening, Kathryn Yamamoto, Director of Instruction, will provide an overview of literacy in the Burnaby School District as well as share information about the Ministry of Education and Child Care Literacy supports.

Recommendation:

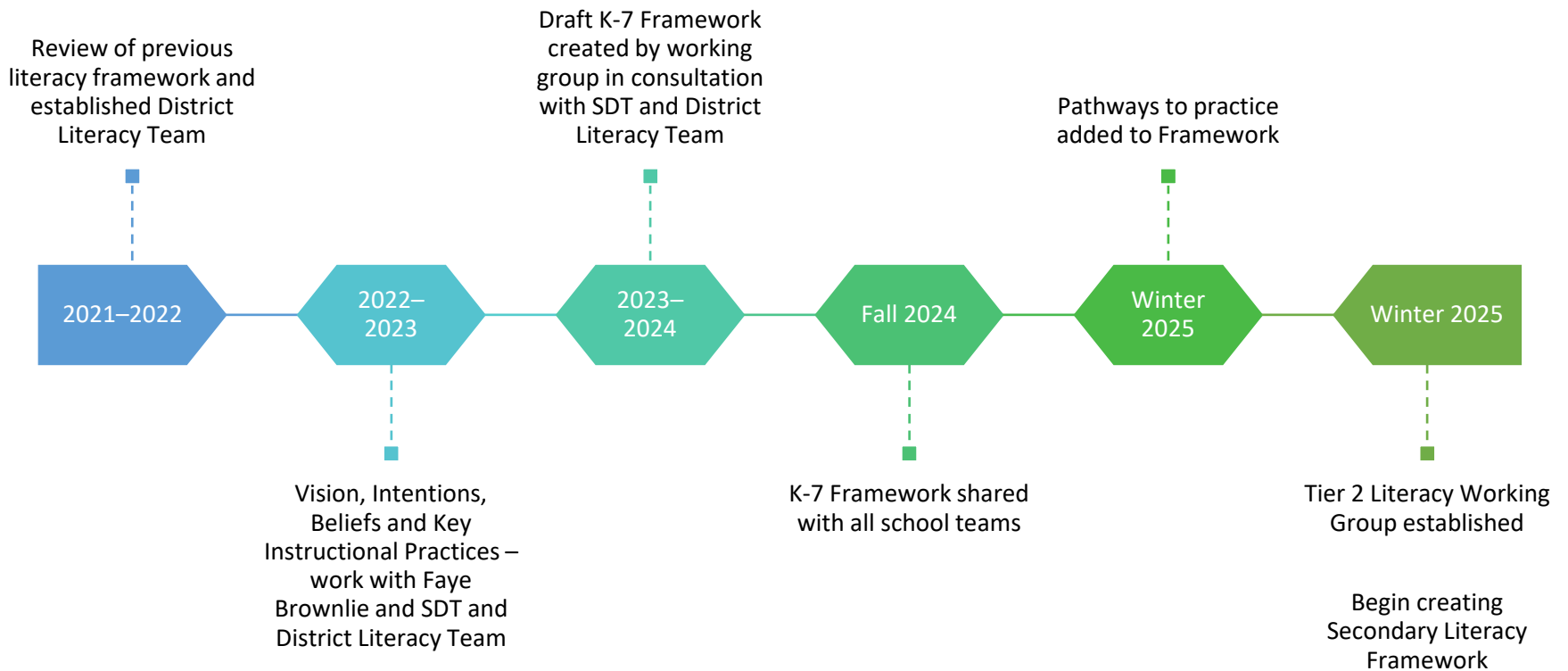
THAT the Board of Education receive this information.

Literacy in Burnaby Schools

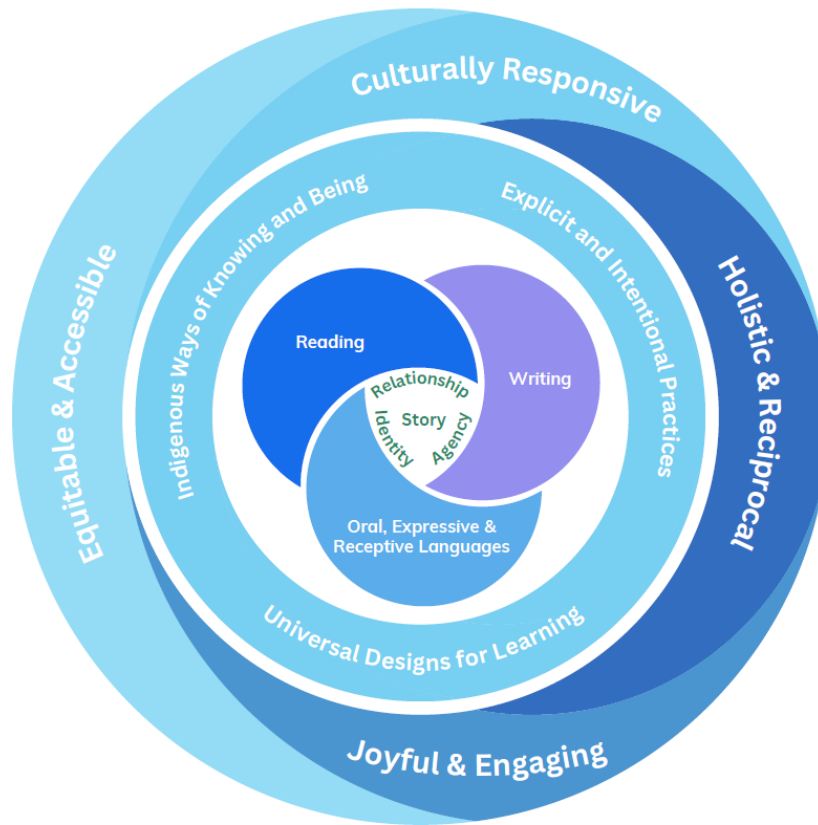
Kathryn Yamamoto, Director of Instruction

February 25, 2025

Literacy Timeline



Responsive and Inclusive Literacy Framework for K – 7



Vision:

Inspiring educators to implement responsive and inclusive literacy practices that honour the diverse gifts of all learners, ensuring that every student has access to effective, engaging, and transformative literacy education.

Intent:

Empowering a critically reflective and flexible community of educators to grow their understanding of literacy practices in all areas of the BC curriculum.

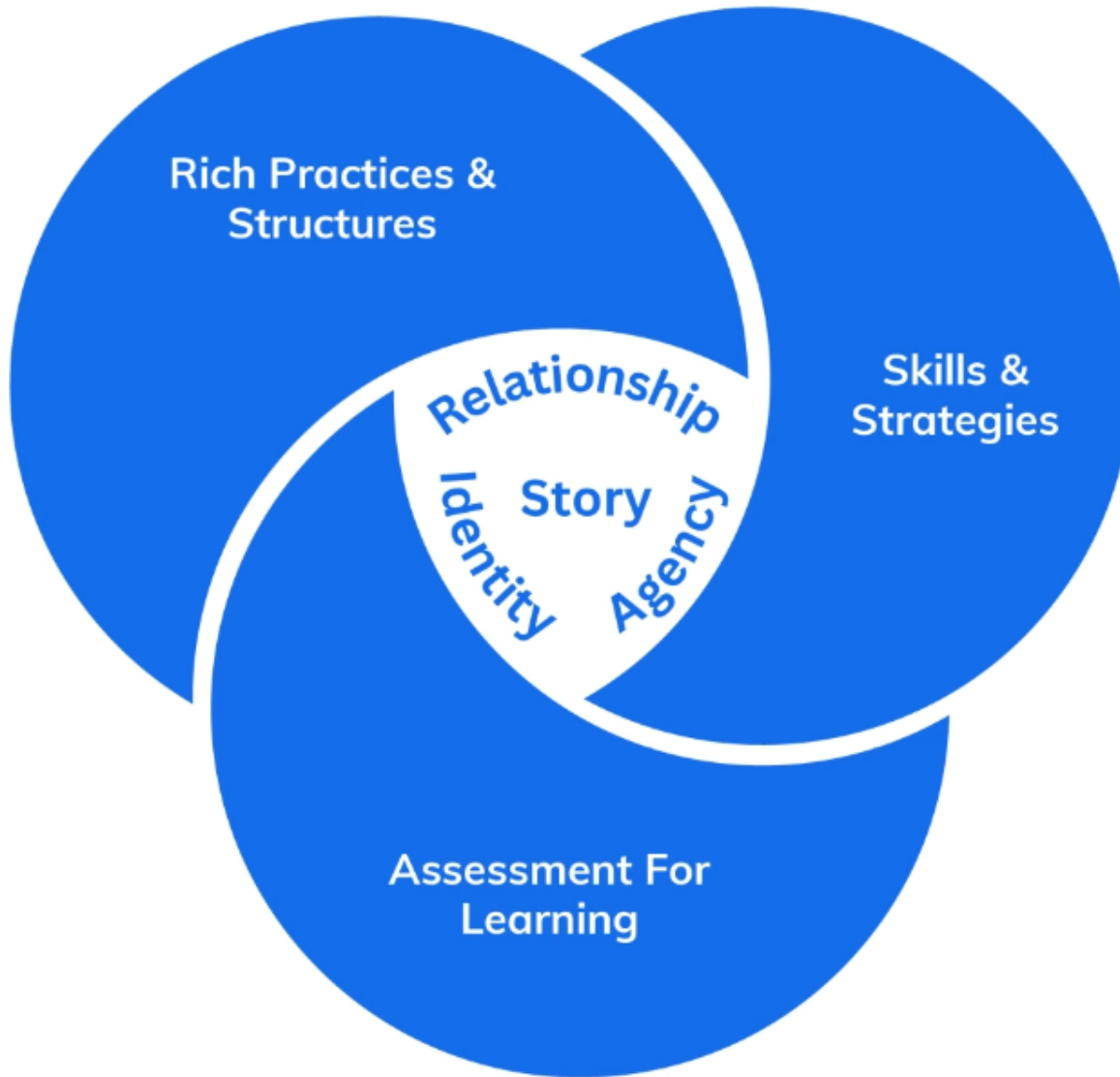
All that we are is story. From the moment we are born to the time we continue on our spirit journey, we are involved in the creation of the story of our time here.

Richard Wagamese



**Responsive & Inclusive
Literacy Framework**

Reading



Reading

- [Rich Practices & Structures](#)
- [Skills & Strategies](#)
- [Assessment for Learning](#)

Literacy lives in all areas of the curriculum.

There is no single way to develop literacy in young children. Teachers use their professional judgment to teach reading and writing strategies that are most effective and responsive for the children they teach. (Learning in the Primary Years, Ministry of Education and Childcare - MOECC)

Skills & Strategies

Reading Pathways

- [Active View of Reading](#)
- [Word Study & Spelling](#)
- [Concepts of Print](#)
- [Comprehension](#)
- [Phonological & Phonemic Awareness](#)
- [Fluency](#)
- [Phonics](#)
- [Critical & Ethical Users of Digital Media](#)

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Word Study & Spelling

Concepts of Print*

Comprehension

Phonological & Phonemic Awareness

Skills & Strategies Reading

K-7

Fluency

Phonics

Critical & Ethical Users of Digital Media

These skills and strategies are informed by the Active View of Reading.

*Any oral, visual, or written communication, including digital...(MOECC ELA Intro.)

Pathways for Reading Skills and Strategies

K-7

Pathway	Pathway Process	Critically Reflective Questions
<p>Phonological Awareness</p> <p>An auditory skill which is the ability to hear, identify and engage with the sounds in our oral language.</p> <p>Curriculum Connections:</p> <ul style="list-style-type: none"> • <u>Use foundational concepts of print, oral, and visual texts</u> (L.A.) • <u>Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</u> (L.A.) 	<p>Phonological awareness activities include:</p> <ul style="list-style-type: none"> • Identifying how many words are in a sentence. • Identifying the syllables in a word. • Identifying and producing rhyming words. • Segmenting and blending the two components of compound words. 	<p>How am I teaching phonological awareness explicitly, systematically, and playfully?</p> <p>What opportunities do students have to listen to and identify words, syllables and onset-rime in small groups and throughout the day?</p> <p>How might I intentionally choose read alouds or shared reading texts that highlight phonological awareness skills?</p>

Resources

[Playful Literacy](#) -Lisa Burman PPT from Dec.2024 session

Podcasts/
Webinars

[Book List-Playing with Language](#)

[Book List-Playing with Sounds](#)

Resources

[Language games to support Phonological Awareness \(POPEY\)](#)

[33 Phonological Awareness activities](#)

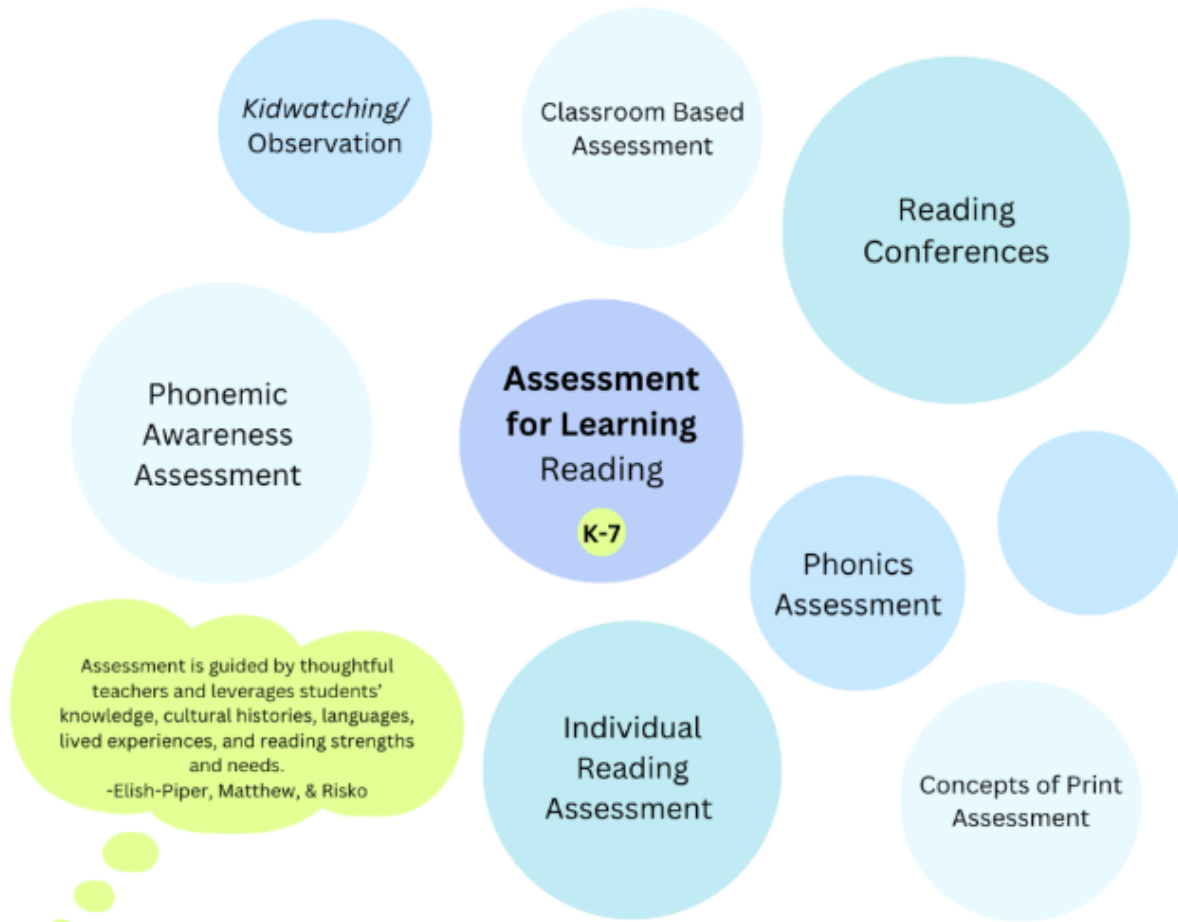
[Phonological Awareness: What is it? \(Reading Rockets\)](#)

Professional
Reading

[Shifting the Balance, Grades K-2 \(Ch.2\)](#)

[Differentiating Phonics Instruction for Maximum Impact](#)

[Letter Lessons and First Words](#)



Assessment for Learning

Reading Pathways

- [Kidwatching/Observation](#)
- [Classroom Based Assessment](#)
- [Phonemic Awareness Assessment](#)
- [Reading Conferences](#)
- [Phonics Assessment](#)
- [Individual Reading Assessment](#)
- [Concepts of Print Assessment](#)
- [Observing Reading Form](#)
- [Suggested Assessment Timeline \(K-3\)](#)

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Focus on Early Literacy Assessment

	OCTOBER	NOVEMBER	FEBRUARY	MAY
K	<ul style="list-style-type: none"> Oral & expressive language observations (anecdotal) Concepts of Print Checklist 	<ul style="list-style-type: none"> Letter/Sound Assessment (Phonics Assessment Part A) Phonemic Awareness Assessment 	<ul style="list-style-type: none"> Letter/Sound Assessment (Phonics Assessment Part A) 	<ul style="list-style-type: none"> Phonemic Awareness Assessment Letter/Sound Assessment (Phonics Assessment Part A) Phonics Assessment (Part B) for some
1	<ul style="list-style-type: none"> Oral & expressive language observations (anecdotal) Letter/Sound Assessment (Phonics Assessment Part A) Phonics Assessment (Part B) High Frequency Word Assessment 	<ul style="list-style-type: none"> Phonemic Awareness Assessment as needed Benchmark, EPRA, or Running Record for progress monitoring (optional) Writing Sample (optional) 	<ul style="list-style-type: none"> Benchmark, EPRA, or Running Record for progress monitoring 	<ul style="list-style-type: none"> Benchmark, EPRA, or Running Record for progress monitoring High Frequency Word Assessment Phonics Assessment for some
2/3	<ul style="list-style-type: none"> Phonics Assessment (Part B & C) for some Writing sample and/or written phonics assessment (optional) 	<ul style="list-style-type: none"> Benchmark, EPRA, or Running Record for progress monitoring High Frequency Word Assessment Phonemic Awareness Assessment as needed 	<ul style="list-style-type: none"> Benchmark, EPRA, or Running Record for progress monitoring Writing Sample 	<ul style="list-style-type: none"> Benchmark, EPRA, or Running Record for progress monitoring High Frequency Word Assessment Writing Sample

SD 41 made assessments are in **bold**.

Ongoing 1-1 conferences using the **Observing Reading Form** (fluency, decoding, comprehension, & informing instruction)

Literacy Communities of Practice in Schools

Exploring inquiry questions through collaborative conversations, examining data and planning for instruction and intervention.

“How can we create effective entry points for all learners?”

“In what ways do various targeted literacy strategies impact the progress of struggling readers and writers?”


“How do we utilize literacy assessment tools to track and improve student progress and plan for instruction?”



Professional Learning Opportunities

Literacy 2024/25
Professional Learning Opportunities

REFLECTING ON OUR PRACTICES
 LEARNING WITH BURNABY'S RESPONSIVE & INCLUSIVE LITERACY FRAMEWORK (RILF)



3-part series
**Responding to Readers:
 Exploring Rich Routines
 & Practices in Gr.1 & 2**

3-part series
**Phonemic Awareness
 Play in K**

Oct. 22, 3:45-5pm
**Projecting Units of Study
 for Intermediate Writers
 with Matt Glover**

Dec. 3 virtual
**Playful Literacy (K-3)
 with Lisa Burman**

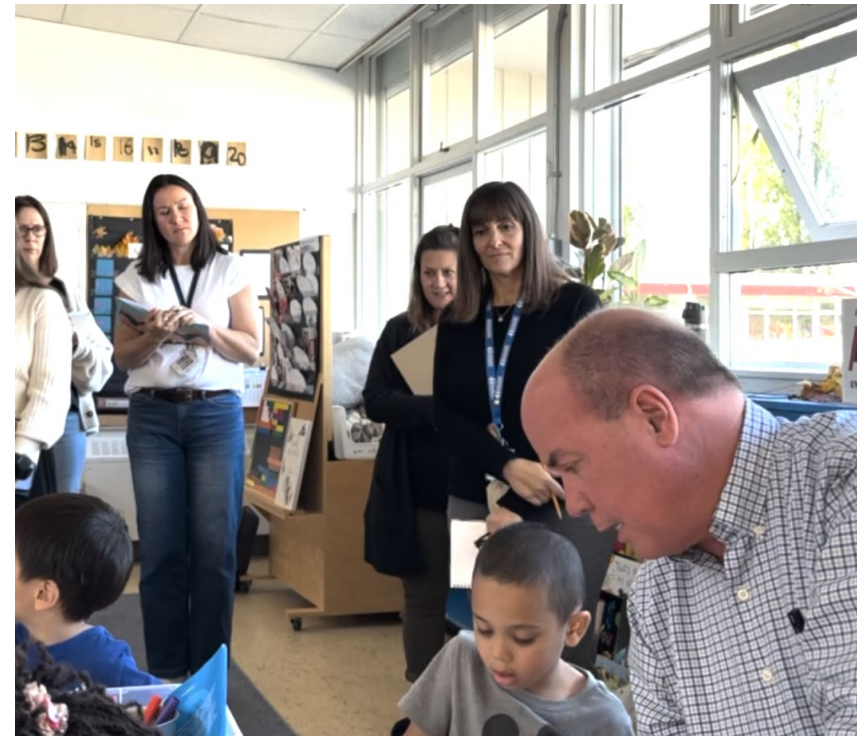
3-part series
**Shifting the Balance
 Ways to Bring the Science of
 Reading into the Upper
 Elementary Classroom
 Gr.3-5**

4-part virtual
**Nurturing Young Writers
 with Matt Glover**

3-part series
**Linking Early Reading
 Assessments to Targeted
 Instruction**
 Phonics, Phonemic Awareness &
 Diagnostic Reading Assessments

Custom PD
**School-based
 Communities of Practice**
 (focus on local teacher

Supporting K-7 literacy
 instruction through
 professional book studies,
 demonstration lessons,
 podcasts, webinars, videos,
 virtual & in person



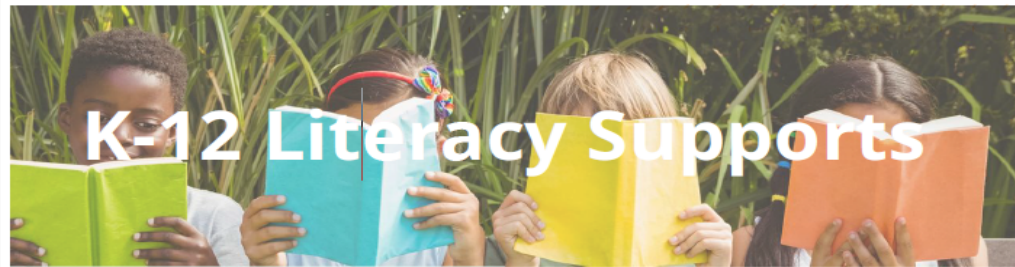
Ministry of Education and Child Care Professional Learning Grant

District Literacy Team is creating a plan for the professional development grant for submission to the Ministry in July. Areas of the plan will include:

- Literacy Instruction
- Early Literacy Screeners
- Literacy Intervention

and

Creation of literacy information and resources for parents and caregivers.



The Government of British Columbia is investing \$30M over the next three years to better support students' literacy development in the K-12 school system. The Ministry of Education and Child Care is working closely with provincial K-12 education and Indigenous partners, and experts in literacy development and intervention, to guide the implementation of this initiative.

Key Components

- Implementing early literacy screening for all students in kindergarten to Grade 3.
- Expanding intervention and outreach programs for K-12 students requiring additional support.
- Distributing over \$15M in funding to schools and

➔ What to Expect for the 2024/25 School Year

Fall/Winter:

- Professional learning grants to school districts and independent schools to access additional training and education programs for teachers and support staff.
- Expansion of Provincial Outreach Program staffing and support services for schools and districts to conduct needs assessments, scale up early literacy screening and intervention programs, and provide professional development opportunities for staff.

Spring/Summer:

- Inventory of evidence-based, literacy screeners and intervention programs & resources for schools.



Thank You

