



Vancouver
School District

Annual Report on the Framework for Enhancing Student Learning

September 2022

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The Vancouver School District acknowledges that we live, work, and learn on the traditional, ancestral, and unceded territories of the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish) and səlilwətaʔ (Tsleil-Waututh) Nations.

CONTEXT

WHO WE ARE

The Vancouver School District is among the most diverse public-school systems in Canada with an annual enrolment of approximately 48,500 students in kindergarten to Grade 12, in addition to educational programs and services for adult education students.

- **89** elementary schools including 12 annexes
- **18** secondary schools
- **1** Vancouver Alternate Secondary School (VASS)
- Adult Education school
- Vancouver Learning Network (online learning opportunities)

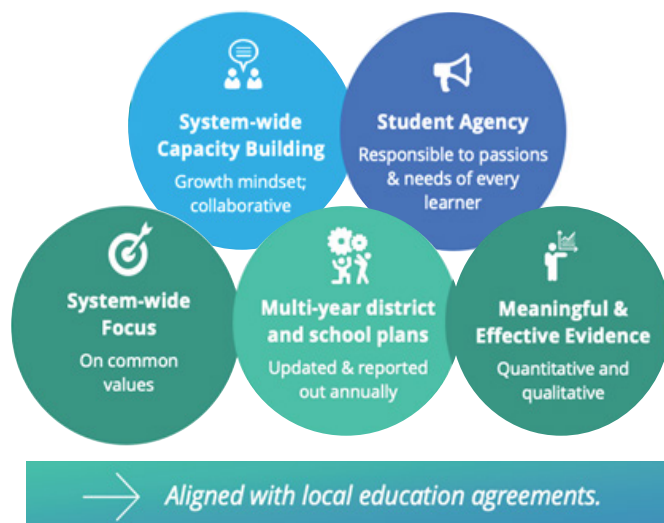
Forty-four per cent of students attending District schools speak a language other than English as their primary language at home, and eighteen per cent of students have an English Language Learner (ELL) designation. Additionally, students who self-identify as Indigenous are members of the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish) and səlilwətaʔ (Tsleil-Waututh) Nations, Métis Nation British Columbia, the Inuit, and Urban Indigenous peoples who help comprise the rich diversity of learners in our schools.

Our programs and services support students to be active, productive and socially responsible citizens.

VANCOUVER SCHOOL DISTRICT'S FRAMEWORK FOR ENHANCING STUDENT LEARNING

The Framework for Enhancing Student Learning (FESL) reflects a public commitment by Indigenous peoples and Indigenous rightsholders, and education partners to work together to continuously improve student learning for each student and to address long-standing differences in performance amongst particular groups of students, most notably Indigenous students, children in care and students with diverse needs.

The Framework for Enhancing Student Learning is made up of the following key components:



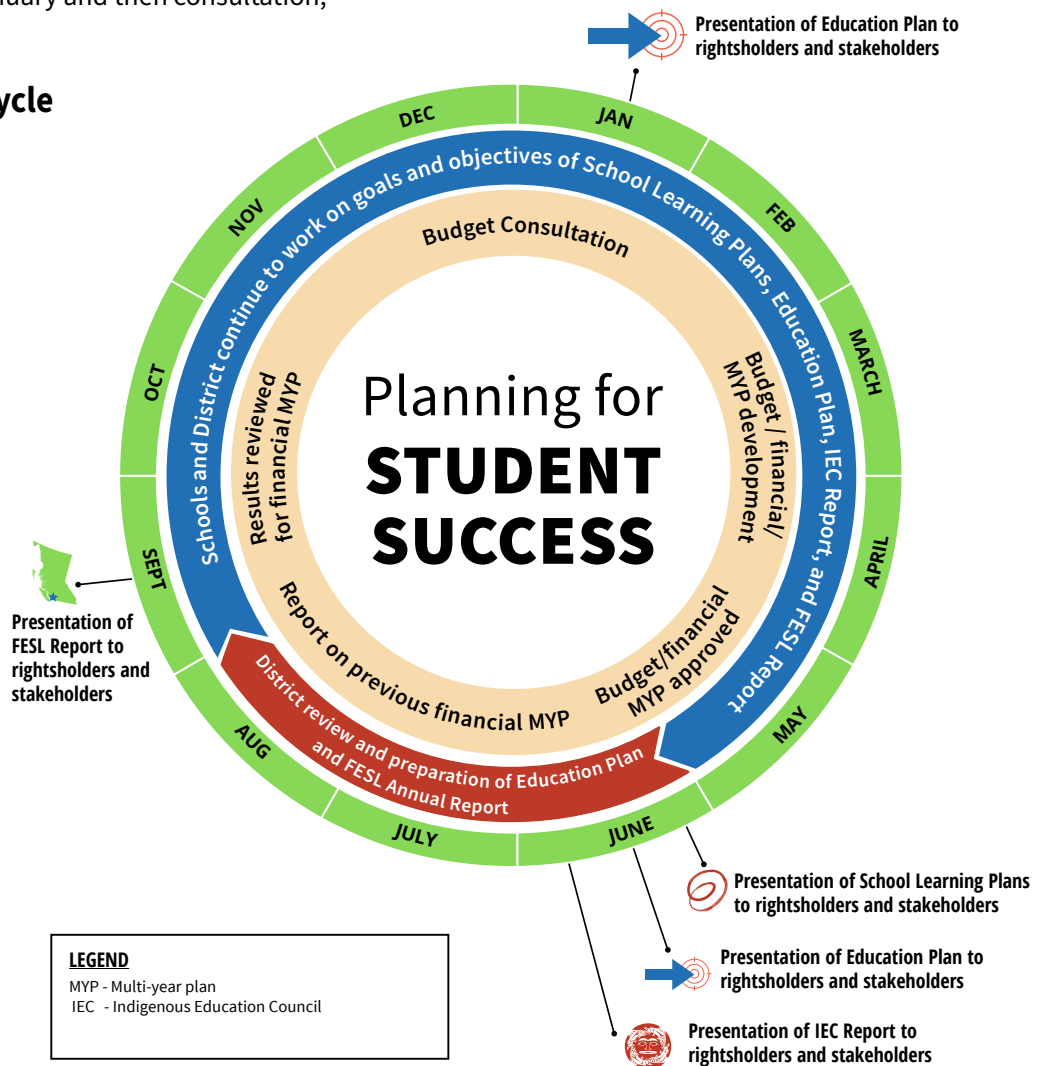
Continuous Improvement Cycle

The Vancouver School District’s strategic plan followed a five-year cycle which ended in February 2022 and a new cycle began with a redesigned [District Education Plan](#) which was [approved](#) by the Vancouver School Board on January 31, 2022. All British Columbia school districts are also required by the Ministry of Education and Child Care to produce an annual Framework for Enhancing Student Learning (FESL) report which aligns not only with the District’s Education Plan, but also with the Ministry of Education’s Framework for Enhancing Student Learning (FESL), the Ministry Service Goals and the Aboriginal Education Enhancement Agreement (AEEA). The AEEA continues to outline goals, targets, and indicators to support our Indigenous learners guided by the Indigenous Education Council, a Ministry of Education and Child Care initiative that started in September 2021.

The Vancouver School District developed an annual planning cycle for the FESL. The cycle includes an analysis of data beginning in January and then consultation,

development and design phases of both school and District plans that occur in late winter and early spring. School plans, which follow a three-year cycle, are finalized, and presented in June. These are used along with the consultation and data sets to create an annual FESL report in the summer months. The FESL report is adopted and approved by the Board of Education and then submitted to the Ministry in late September. Implementation of the various action items in the FESL report takes place throughout the school year, along with regular consultation and sharing of results with stakeholders. The District’s budget cycle runs parallel to the implementation of FESL action items and includes the review of previous financial multi-year plans, and consultation with stakeholders to inform budget development focused on supporting learning outcomes for students from January to May when financial multi-year plans and the District budget is approved.

Annual Planning Cycle



Process

The District established a FESL Working Group made up of stakeholders and staff to serve in an advisory capacity to the District’s Educational Change Advisory Committee on matters relating to the implementation of the [FESL Policy](#) beginning July 6, 2020. Terms of Reference (see Appendix C) were confirmed by the working group and served as a guide for consultation and collaboration.

Alignment

The Vancouver School Board’s new [Education Plan values statement](#) believes that:

An effective public education system will prepare students to be active, productive, and socially responsible citizens.

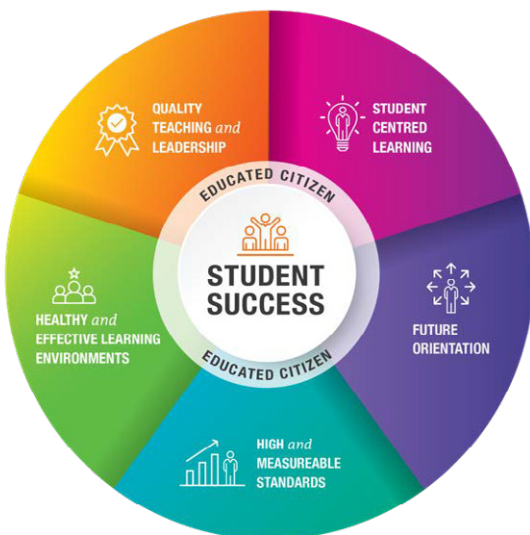
Students who complete their education with the VSB should possess a strong educational foundation; be disposed to treat others with respect and work cooperatively with them; act upon the values and principles that make us human; care for themselves, for others, and the planet; and exercise a critical intelligence adaptable to new situations.

The VSB will foster school communities where students can learn, see themselves, and feel supported and connected so that they develop a love of learning and become lifelong learners.

This vision aligns with the [Ministry of Education’s Service Plan](#) vision for student success. Also, the Education Plan goals to “improve student achievement, physical and mental well-being, and belonging” and “improve equity” align with the two goals of the Ministry of Education’s Service Plan:

- 1) Ensure Students Become Educated Citizens
- 2) Support Healthy and Effective Learning Environments

The two service plan goals include five objective areas captured in the Ministry of Education’s graphic:



In addition, the [AEEA's](#) goals of belonging, mastery, culture and community are congruent with the goals of the new Education Plan and the Ministry Service Plan. The District continues to support and implement practices which result in learning success for Indigenous students and in improved graduation rates.

Core to the District’s new Education Plan is the equity statement which states:

The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səllwətaʔ (Tsleil-Waututh) Nations – respects and supports Indigenous ways of knowing and learning.

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

- *having students see themselves and their communities in the curriculum and in the staff throughout the District;*
- *prioritizing student needs by making informed decisions and engaging in open communication with rightsholders and stakeholders; and*
- *actively fighting systems of oppression through relationship building, ongoing communication and transparency.*

The VSB commitment to equity will be informed by humility and accountability.

FOUNDATIONS

SUPPORTING STUDENT SUCCESS IN THE VANCOUVER SCHOOL DISTRICT

In support of the new [Education Plan](#) (see Appendix B) the District will focus on literacy development as a key indicator of student success. The District collects and maintains data about early intervention strategies that result in improved learning and achievement for students.

The District understands the importance of attending to the social and emotional needs of children and youth and providing quality early learning experiences. These experiences are fundamental to preparing students to learn and for creating the conditions for student success. The District has developed programs, initiatives and partnerships to support these foundational areas as the District places emphasis on providing supports for vulnerable students, and in particular, on improving the opportunities for the success of Indigenous students.

Each foundational area below outlines key programs, strategies and adaptations that support student success. The impact of this support is also noted.

[Indigenous Learners](#)

[Literacy](#)

[Numeracy](#)

[Social Emotional Learning](#)

[Special Education & Diverse Needs](#)

[English Language Learners](#)

[Enhanced Services and Community School Teams](#)



EDUCATIONAL OUTCOMES

The District completed an extensive engagement process with stakeholders and community members to help inform the new [Education Plan](#) (see Appendix B). Explicit educational outcomes along with measures of student success will be a key component of the plan to help share information about how students are doing in the District and to assist in guiding educational planning, programming and delivery.

Continuous Improvement and Operational Equity

Two foundational organizational concepts related to student success are embedded in the FESL. These concepts are continuous improvement and operational equity (also termed inequities).

Continuous improvement relates to increasing the proportion of students who are meeting and exceeding provincial performance standards. One way to assess operational equity or inequities is to review differences between performance and social indicators for various groups of students in relation to aggregate results.

GENERAL NOTES ON DATA USE IN THIS REPORT

The Ministry provided both masked and raw unmasked data to school districts to facilitate the preparation of the FESL reports. As the FESL report is a public document, the charts and tables in this report use only data available from the masked data set. Where appropriate, the unmasked data set was used to validate assumptions about trends documented in the report.

Where available the District elected to report on the English Language Learners group as these learners represent a significant proportion of students in VSB schools.

For this report, the Ministry provided data for FSA performance and graduation assessment performance. The FSA participation rate for Indigenous students, children and youth in care and students with disabilities or diverse abilities is too low to be considered a valid data source to assess performance outcomes for these groups of students.

In addition to the performance data provided by the Ministry, the District reviewed and included student achievement data as an additional measure of intellectual

development. The District uses report card information to assess student achievement data.

Foundation Skills Assessment (FSA) Standards and Letter Grade equivalents

The implementation of the FESL is intended to move all students toward the goal of meeting or exceeding literacy and numeracy expectations for each grade level, as well as facilitate closing performance gaps that exist between different student groups.

FSA Scoring and Proficiency Levels

Scoring Rubric	Proficiency Level
1	Emerging
2	On Track
3	On Track
4	Extending

The FSA is scored as shown above. Students achieving a score of 2 or 3 are 'on track' or 'meeting' expectations for their grades. Students achieving a score of 4 are 'extending' or exceeding expectations for their grades.

Graduation Assessment Program Standards

Students achieving a score of 3 'proficient' or 'meeting' expectations for their grade. Students achieving a score of 4 are 'extending' or exceeding expectations for their grade.

Graduation Assessment Scoring and Proficiency Levels

Marking Rubric	Proficiency Level
1	Emerging
2	Developing
3	Proficient
4	Extending

Report card data standards

Student achievement data from report cards is used in two ways to support the reporting requirements for this report:

1. Report card data is used **as a proxy** for FSA data and graduation assessment results that are masked and where participation rates of various groups of students are not high enough to ensure the validity of assessment results.
2. Report card data is also used to validate findings based on student performance on provincial assessments.

To align with FESL reporting on the provincial assessment programs report card achievement data is separated into two categories:

- Percentage of students receiving a final letter grade of C and above
- Percentage of students receiving a final letter grade below C

Performance gaps (inequities) are identified by comparing the percentage of students achieving a final letter grade of C and above in a student group with the percentage achieving C and above for all students. For example, if 60 per cent of Indigenous students achieve a letter grade of C and above in Grade 4 Language Arts, and 80 per cent of all students achieve a letter grade of C and above in Grade 4 Language Arts, the performance gap is described as 20 per cent.

PARTICIPATION RATE DATA

FSA participation rate

Summary findings based on a review of 5 years of FSA participation rate data 2017/18 to 2021/22:

- Prior to the COVID pandemic the District aggregate participation rate ranged between 53 per cent to 59 per cent
- In 2020/21 the District aggregate participation rate decreased to a range of 38 per cent to 45 per cent
- In the 2021/22 school year, the District aggregate participation rate increased to a range of 45 per cent to 49 per cent
- District participation rates at grades 4 and 7 are similar - (53 per cent to 59 per cent) for literacy and numeracy assessments at the grades 4 and 7 levels.
- As in past years, ELL students have a slightly lower

participation rate than the aggregate rate for all resident students (42 per cent - 44 per cent)

Graduation assessment participation rate

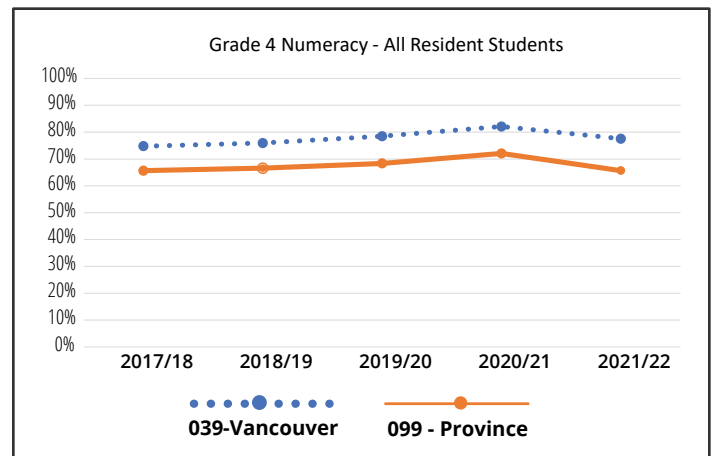
Completion of the Grade 10 literacy and numeracy assessments is a graduation requirement. Participation rates in these assessments approach 100 per cent for the aggregate student population as well as other groups of students.

INTELLECTUAL DEVELOPMENT – LITERACY ASSESSMENT DATA

FSA grades 4 and 7 literacy assessments are represented as the percentage of students on track or extending.

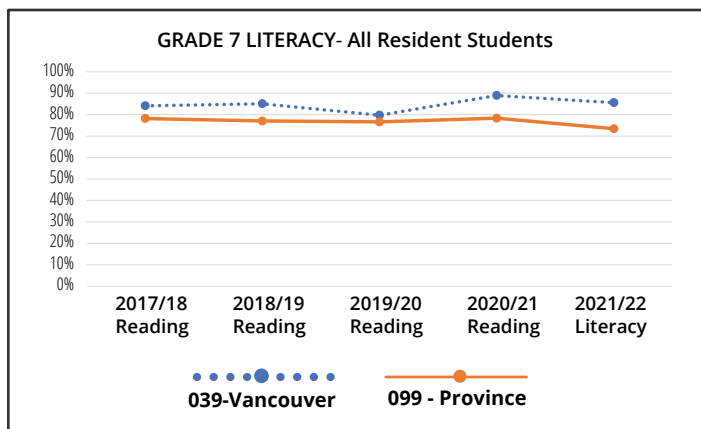
This year the Ministry introduced a single literacy assessment to replace the reading and writing components of the FSA that have been in use for many years. The aggregate performance of Grade 4 students on the new FSA literacy assessment is shown in relation to the performance of past Grade 4 cohorts on the reading component of the FSA.

FSA Percentage of Students Meeting or Exceeding Expectations – Grade 4 Literacy

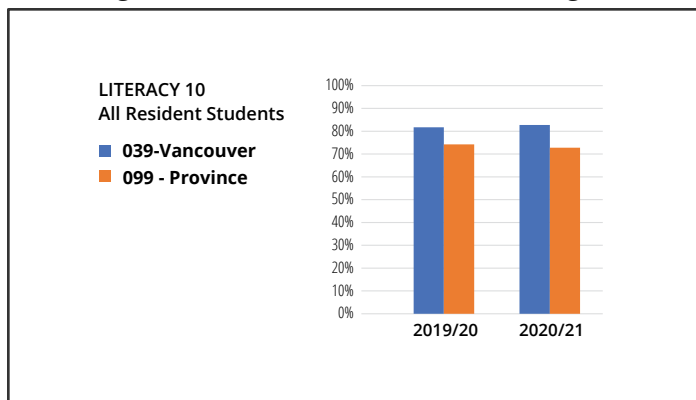


Aggregate performance of Grade 7 students on the new FSA literacy assessment is shown in relation to the performance of past Grade 7 cohorts on the reading component of the FSA.

FSA Percentage of Students Meeting or Exceeding Expectations – Grade 7 Literacy



Grade 10 Literacy Assessment Percentage of Students Proficient or Extending



Overall Trends and Key Findings – Literacy assessment program

All Residents

Results summary - Literacy Assessment Program

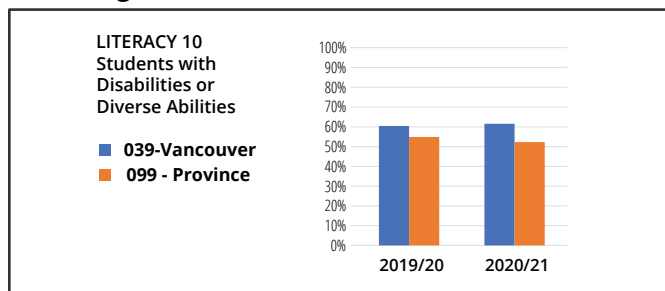
Grade	Five-year Average	Most Recent
4	81%	84%
7	84%	86%
10	83% (two-year average)	83%

- Over 80 per cent of students are on track or extending on grades 4 and 7 literacy assessments, and proficient or extending on the Grade 10 literacy assessment
- VSB students' performance on literacy assessments is above the provincial average at all grades compared to the previous five years

Students with Disabilities and Diverse Abilities

The only group of students for which unmasked provincial literacy assessment data is available is students with disabilities and diverse abilities. As noted above, the participation rate of this group of learners is low, which impacts the validity of the assessment results.

Grade 10 Literacy Assessment Percentage of Students with Disabilities or Diverse Abilities Proficient or Extending



The performance gap between Students with Disabilities and Diverse Abilities and the aggregate performance is about 10 per cent at the grades 4 and 7 levels based on the previous five years of FSA data. On the Grade 10 literacy assessment, an average of 61 per cent of students with disabilities or diverse abilities are proficient or extending which is about 20 per cent fewer than the overall aggregate performance of VSB students on the Grade 10 literacy assessment. VSB students with disabilities and diverse abilities score an average of seven per cent above the provincial average for this group of learners.

Intellectual development –Literacy – report card data (3 years)

Due to the low participation rates of the FSA, an analysis of the report card data (final marks) in English Language Arts for grades 4 and 7 may be more informative. Report card data for Grade 10 in literacy supports the results of the provincial literacy assessment.

A summary of grades 4,7, and 10 literacy performance based on a three-year average (2018-19 to 2020-21) from report card data is provided below.

Percentage of Students with final mark of C or above in English Language Arts

Grade	All Students	Indigenous Students	*Diverse Learners
4	82%	62%	57%
7	88%	60%	61%
10	89%	64%	77%

***Students with Disabilities and Diverse Abilities**

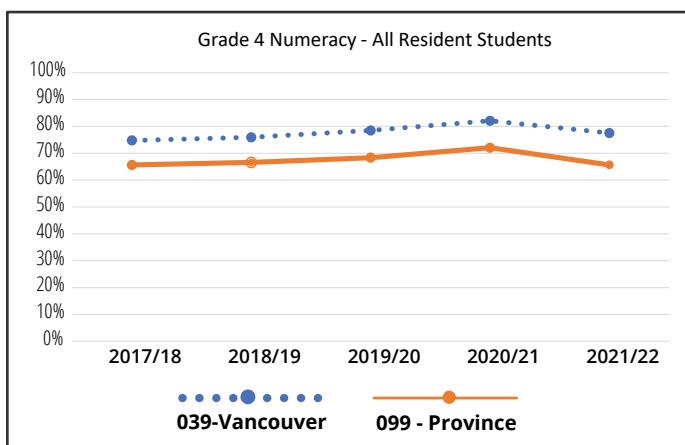
Overall Trends and Key Findings – language arts report card data

- The percentage of students achieving a letter grade of C or higher on their report card rises from 82% in grade 4 to 89% in grade 10
- The performance gap between Indigenous students and the aggregate performance is significant at grades 4,7 and 10
- The performance gap between students with disabilities and diverse abilities and the aggregate performance is significant at grades 4 and 7, and moderate in grade 10

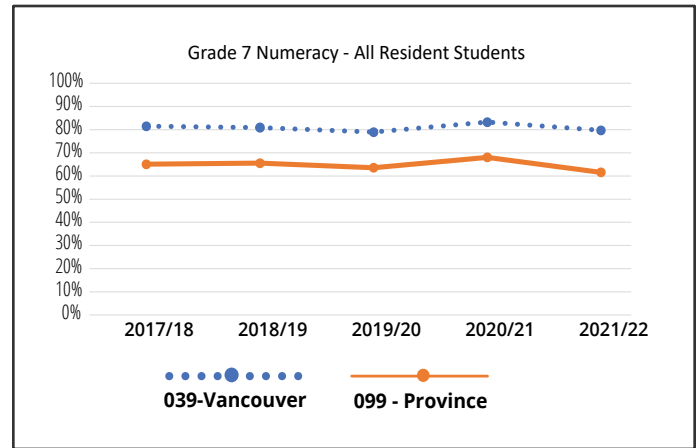
INTELLECTUAL DEVELOPMENT – NUMERACY ASSESSMENT DATA

Outcomes of FSA assessments for students in grades 4 and 7 are represented as a percentage of students on track or extending numeracy expectations.

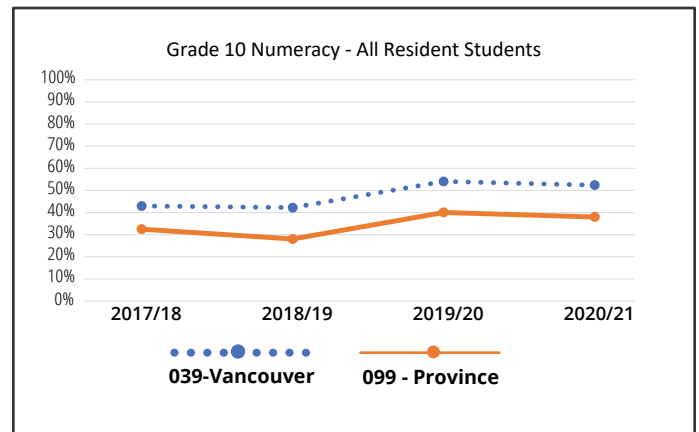
FSA Percentage of Students Meeting or Exceeding Expectations – Grade 4 Numeracy



FSA Percentage of Students Meeting or Exceeding Expectations – Grade 7 Numeracy



Grade 10 Numeracy Assessment Percentage of Students Proficient or Extending



*The Grade 10 Numeracy Assessment was introduced in 2016/2017 as a pilot and not required as a graduation requirement until 2017/2018. District results were first published in 2017/2018.

Trends and Key Findings – Numeracy

All Residents

Results summary - Numeracy Assessment Program

Grade	Five-year Average	Most Recent
4	78%	78%
7	81%	80%
10	48% (four-year average)	52%

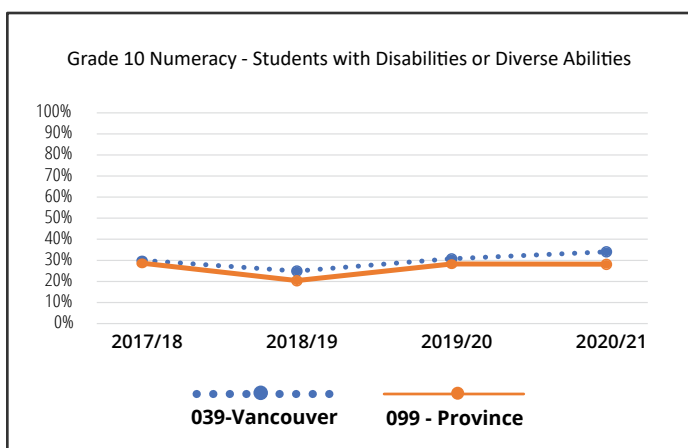
- About 80 per cent of students are on track or extending on grade 4 and 7 numeracy assessments,

- About 50 per cent of students are proficient or extending on the Grade 10 numeracy assessment
- Results on the numeracy Grade 10 assessment are trending upwards.
 - As a relatively new performance assessment is implemented, such as the Grade 10 numeracy assessment, the difficulty of the test may be reviewed or adjusted
 - As school staff and students become more familiar with the assessment student preparation may be more effective
- VSB students perform above the provincial average in all grades for the past five years; year-to-year trends mirror overall provincial trends
- VSB students score an average of 13 per cent above the provincial average on the Grade 10 numeracy assessment

Students with Disabilities and Diverse Abilities

The only group of students for which unmasked numeracy data is available are those with disabilities and diverse abilities. As noted above, the participation rate of this group is low which impacts the validity of the assessment results. The performance gap between this group of students and the aggregate performance of all students is about 12 per cent at grades 4 and 7 levels based on the previous five years of FSA data.

Grade 10 Numeracy Assessment Percentage of Students with Disabilities or Diverse Abilities Proficient or Extending



On the Grade 10 numeracy assessment, VSB students with disabilities and diverse abilities perform about 9 per cent above the provincial average for this group of students provincially. Based on four years of results, the equity gap for this group of VSB students is more than 20 per cent compared to the VSB aggregate, which is significant.

Intellectual Development – Numeracy– Report Card Data (3 Years)

Due to a low participation rate of students completing the FSA (44 - 47 per cent), an analysis of report card data (final marks) in mathematics for grades 4 and 7 is more informative. Report card data for Grade 10 in mathematics supports the results found in the provincial numeracy assessment

A summary of grades 4,7, and 10 numeracy performance based on a 3-year average (2018-19 to 2020-21) from report card data is provided below.

Students with a final mark of C or above in Mathematics

Grade	All Students	Indigenous Students	*Diverse Learners
4	90%	65%	62%
7	87%	53%	55%
10	78%	54%	65%

*Students with Disabilities and Diverse Abilities

Overall Trends and Key Findings – Numeracy outcomes report card data

- The percentage of students achieving a letter grade of C or higher on their report card drops from 90% in grade 4 to 78% in grade 10.
- The performance gap between Indigenous students and the aggregate performance is significant at grades 4,7 and 10
- The performance gap between students with disabilities and diverse abilities and the aggregate performance is significant at grades 4 and 7, and moderate in grade 10

GRADE-TO-GRADE TRANSITION RATE

The grade-to-grade transition rate is measured for students moving from Grade 10 to Grade 11 and again for students moving from Grade 11 to Grade 12. The grade-to-grade transition rate is a measure of progress toward graduation.

Moving from one grade to the next is a precursor to on-time graduation. Comparing the grade-to-grade transition rate for various groups of students with the overall transition rate for all resident students is one way to assess operational equity.

Group	Grade 10-11 Five-year Average	Grade 10-11 Most Recent	Grade 11-12 Five-year Average	Grade 11-12 Most Recent
All Resident Students	95%	98%	94%	97%
Indigenous Students	92%	96%	87%	92%
Students with Disabilities or Diverse Abilities	96%	97%	93%	95%

Trends and Key Findings – Grade to Grade Transition Rate

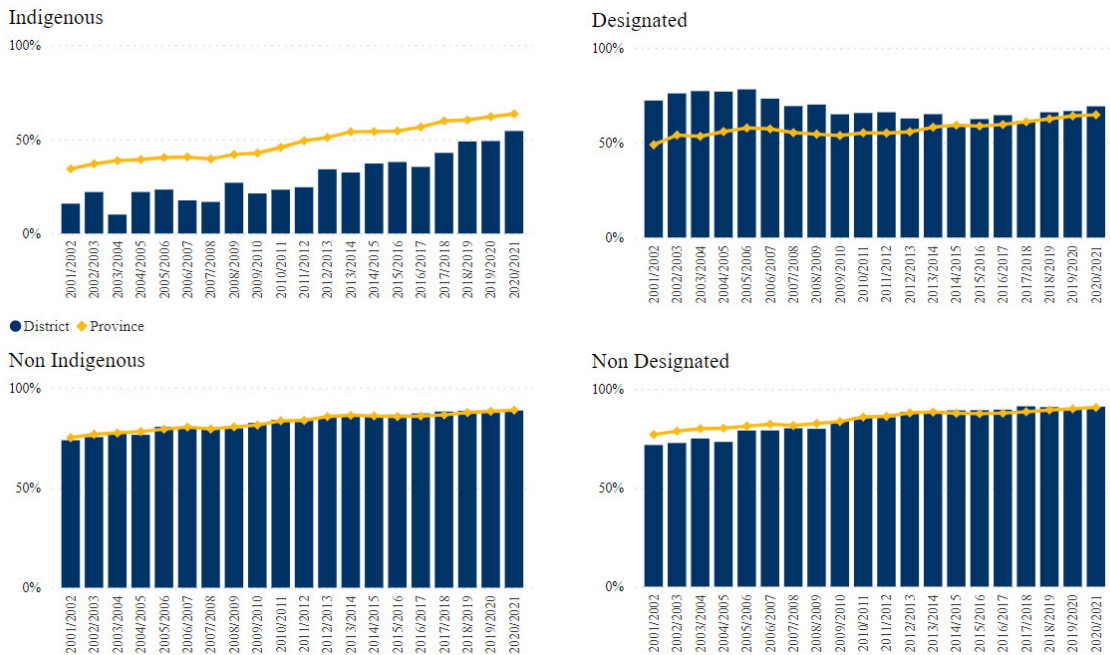
- There is an increase in all grade-to-grade transition rates over the past five years.
- There are small equity gaps in grade-to-grade transition rates for Indigenous students and students with disabilities or diverse abilities.
- The grade 11-12 transition rate for Indigenous students increased by 14 per cent over the past five years.
- Grade 11 to Grade 12 transition rates for Indigenous students enrolled in VSB schools are slightly above the provincial average for this group of students.



CAREER DEVELOPMENT – COMPLETION RATES

The school completion rate is the most widely referenced measure of system performance and is represented as a percentage of resident students who achieve a BC Certificate of Graduation Dogwood Diploma within five years of starting Grade 8. For this report, the five-year completion rate is reviewed. The completion rate is based on a cohort that includes students attending mainstream schools, alternate programs, the Vancouver Learning Network (VLN) and adult learning programs.

Five-year completion rate history for VSB student groups. Note: students with designations meet Ministry criteria to receive an individualized education plan and may also receive additional support



Trends and Key Findings – completion rates

- In general, completion rates for VSB students are above or near the provincial average.
- VSB aggregate performance tends to mirror provincial trends.
- The completion rate for VSB students with disabilities and diverse abilities is rising and remains above the provincial average.
- Completion rates for non-Indigenous students and non-designated students are rising and remain above the provincial average.

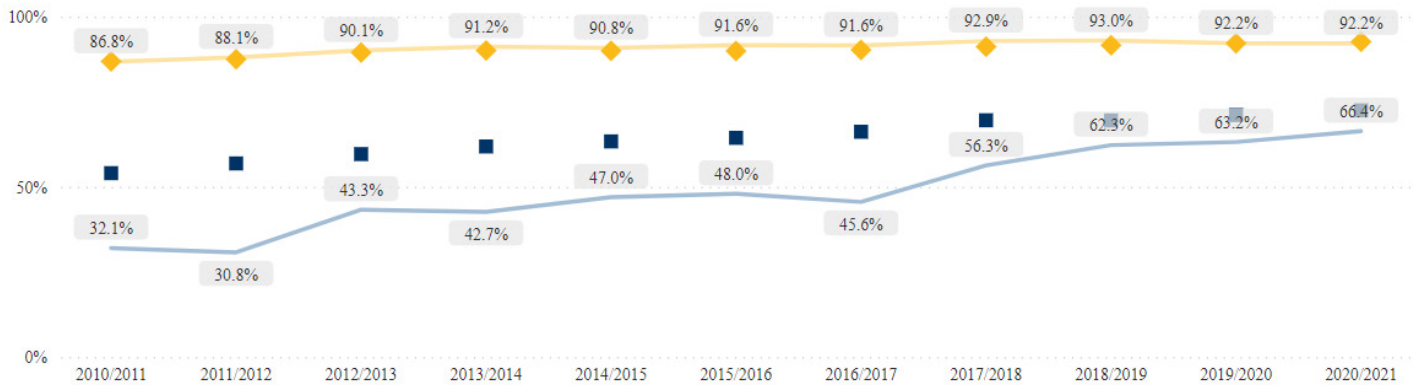
Completion rate – Indigenous students

This section describes the history of completion rates and trends among Indigenous students in more detail.

The chart below compares completion rates for all students. The yellow line is the District aggregate without Indigenous students, the blue boxes are Provincial Indigenous students, and the light blue line is Indigenous students attending VSB schools.

BC Residents Only

Indigenous and Non-Indigenous Completion Rates

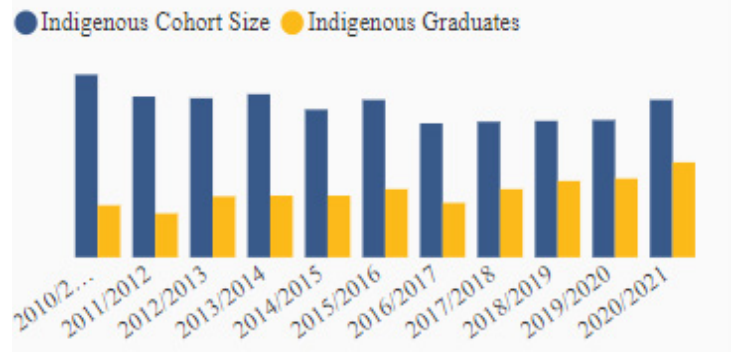


Trends and Key Findings – Indigenous Completion rates

- Completion rates for these three groups of students continue to improve.
- The gap between Indigenous students attending VSB schools and the provincial average of Indigenous students completing school is closing. Presently, the gap is 6 per cent.
- The gap between Indigenous students enrolled in VSB schools and non-Indigenous students in VSB schools is closing; however, the equity gap remains significant at 26 per cent.

The number of Indigenous students who graduate from VSB schools is rising steadily with a total of 117 in the 2020/21 school year.

All Indigenous Learners



POST-SECONDARY TRANSITION RATE

Post-secondary institution (PSI) data is gathered to track the transition rate of students leaving secondary education and moving to post-secondary education. The data gathered is for BC post-secondary institutions only, so does not fully reflect the post-secondary transition rate for the entire graduating cohort as students also attend schools outside of the province and country. The PSI data for the 2020/21 school year has significant variance from the previous years (likely due to the impact of COVID 19 Health and Safety regulations at Post-Secondary Institutions) so has not been referenced here.

TRENDS AND KEY FINDINGS – POST-SECONDARY TRANSITION RATE

- The immediate and three-year post-secondary transition rate for students enrolled in VSB is above the provincial rate.
- Both rates show a slight decline, which could be indicative of an increasing number of students leaving BC for post-secondary education.
- The five-year average for the one-year post-secondary transition rate is 64 per cent for VSB students.
- The five-year average for the 3-year post-secondary transition rate is 72 per cent for VSB students, which shows that an encouraging number of students resume their education over time.
- Most data of various groups is masked – it is likely that inequities in the five-year completion rate for Indigenous students perpetuate into lower post-secondary transition rates for this group of students.
- The five-year average immediate post-secondary transition rate of students with disabilities and diverse abilities is 52 per cent, whereas the three-year average is 68 per cent. This indicates that the operational equity gap for this group of students diminishes over time.



HUMAN AND SOCIAL DEVELOPMENT

Human and Social Development – Student Learning Survey (SLS) Indicators

Feeling safe, a sense of belonging, welcome and knowing that there are adults who care are factors that underpin students’ ability to learn and succeed.

Educational Outcome 3: Students will feel welcome, safe, and connected to their school.

STUDENT LEARNING SURVEY RESPONSE CONTINUUM – POSITIVE RESPONSE

The [Student Learning Survey](#) (SLS) is an extensive survey of students’ perceptions about school and learning. The SLS was introduced four years ago to replace the Student Satisfaction Survey.

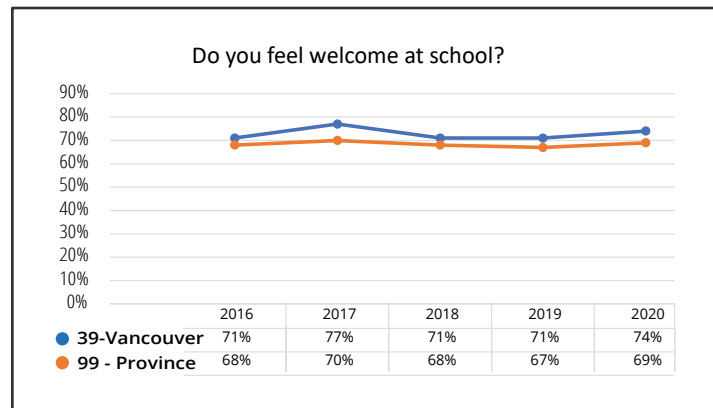
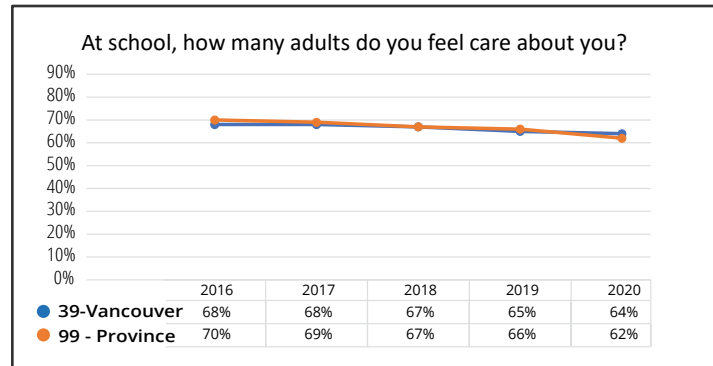
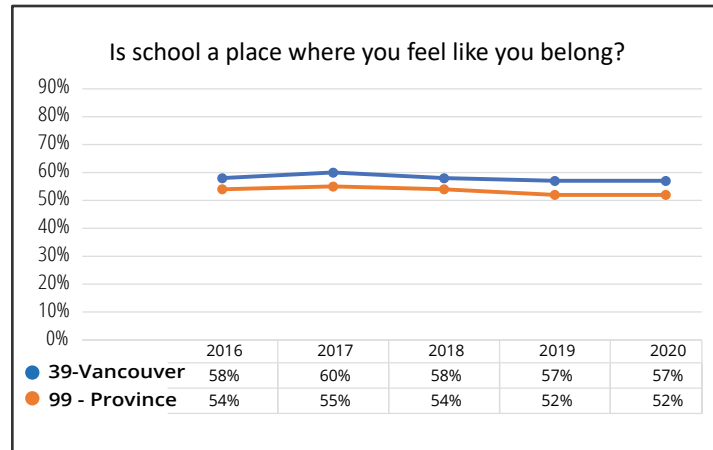
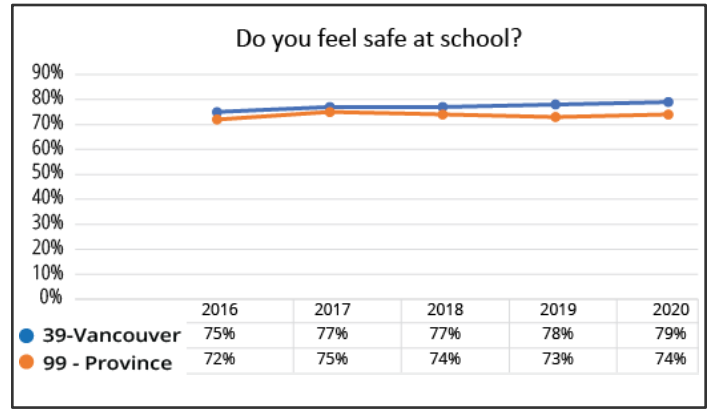
This report reviews the level of positive student responses to the following questions:

- Do you feel safe at school?
- Is school a place where you feel like you belong?
- Do you feel welcome at school?
- At your school, how many adults do you feel care about you? (For example, teachers, counsellors, teacher helpers)

On the SLS, students are provided with the following options to respond to the first three questions above:

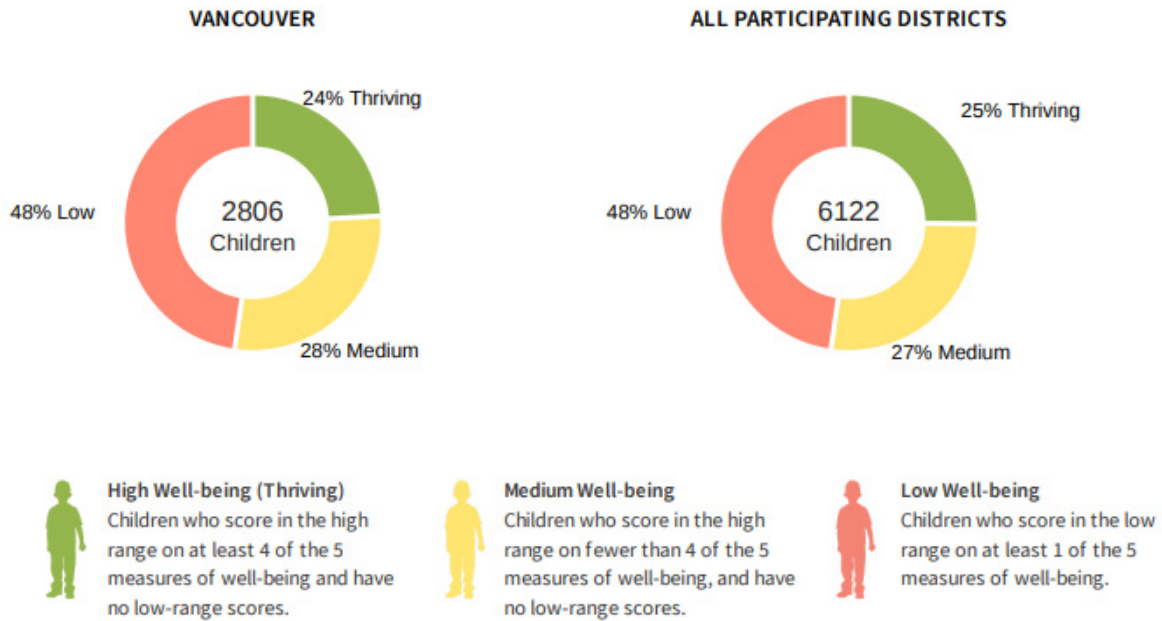
- At no time
- Few times
- Sometimes
- Many times
- All the time
- Don’t know/no answer

For review and analysis, “Many times’ and ‘All of the time’ are positive responses for the first three questions. A response indicating that a student feels two or more adults care about them is positive for the fourth question.



Middle Years Development Instrument (MDI) Well-being Index

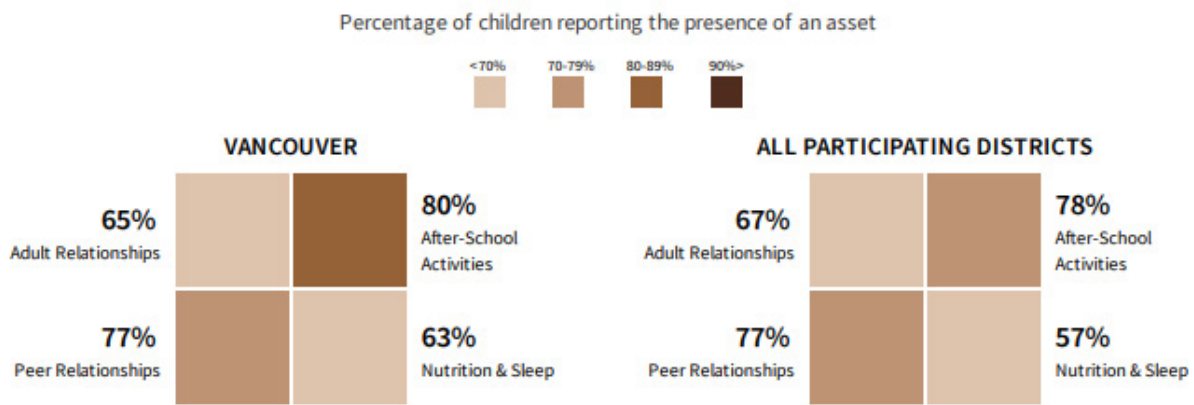
The Well-being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years (Grade 4 through Grade 8). These are optimism, happiness, self-esteem, absence of sadness and general health. Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.



Middle years Development Instrument (MDI) Assets Index

The Assets Index combines MDI measures that highlight four key assets that help promote children’s positive development and well-being. Assets are positive experiences, relationships or behaviours present in children’s lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.





Summary of Key Findings

- In general, the aggregate positive rate of VSB student responses on SLS questions listed above is higher than the provincial positive response rate. Similarly, the aggregate positive rate of the responses on the Middle Years Development Instrument (MDI) is higher than or almost equal to the provincial average .
- In the Assets Index, Adult Relationships are 2 per cent below the average for all participating districts and in the Well-being Index, the percentage of students identified as ‘thriving’ is 1 per cent below the provincial average. All other indices are equal to or above provincial averages .
- In both data sets, adult relationships (adults at school, adults in the neighbourhood, adults in the home) emerged as areas of focus for the coming year. In the SLS data, there is a downward trend among students enrolled in VSB who indicate positive sentiments in response to the question, “At school, how many adults do you feel care about you?” The MDI Assets index shows this as an area below the provincial average.
- Various groups of students report similar or moderately lower positive response rates for feeling safe, welcome and having a sense of belonging at their school.

CAREER DEVELOPMENT

This report reviews five-year completion rate data and post-secondary transition data. The completion rate is the most widely referenced measure of system performance. Transition to post-secondary education is tracked over time. At present, data for transition to BC post-secondary institutions is tracked, information about the transition to post-secondary in other Canadian jurisdictions is not available and the post-secondary transition data should be viewed in this context.

Educational Outcome 4: Students will graduate.

Career Development – Completion Rate

Here is a summary of some notable completion rate trends that emerge from the data reviewed for this report:

- In general, completion rates for students enrolled in VSB schools are above or near the provincial average.
- VSB aggregate performance tends to mirror provincial trends.
- Females have higher aggregate and across the various student groups completion rates than males.
- Completion rates by Indigenous learners is low. While it is noted that rates have improved in the past few years, more work is required in this area.
- With respect to differences in operational equity, the chart below summarizes observations about different groups of students.

Groups of Students	Operational Equity Trend and Notes
ELL	Moderate 5-year completion rate gaps, many ELL students require additional time to complete language arts requirements for graduation
Diverse Learners	Significant 5-year completion rate gaps, many students with IEPs require additional time to complete graduation requirements.
Indigenous Students	Significant 5-year completion rate gaps. The completion rate for Indigenous students is lower than the provincial rate for this group of students. The completion rate for VSB Indigenous students is currently 66%
Children and Youth in Care	Significant 5-year completion rate gaps. The number of students in this group has declined from 120 to 80 in the past five years

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Career Development Post-Secondary Transition Rate

Here is a summary of post-secondary transition rate trends that emerge from the data reviewed for this report:

- The immediate and three-year post-secondary transition rate for students enrolled in VSB schools is above the provincial rate.
- Rates of students in VSB schools and provincially show a slight decline, which could be indicative of an increasing number of students leaving BC for post-secondary education.
- The average immediate post-secondary transition rate is 63 per cent.
- The average three-year post-secondary transition rate is 76 per cent, which shows that an encouraging number of students resume their education over time.
- Most data about various population groups is masked.
- The average immediate post-secondary transition rate for students with disabilities or diverse abilities is 52 per cent, whereas the three-year average rate is 69 per cent which indicates that the operational equity gap for this group diminishes over time.

District Context – Participation Rate in Assessments and Surveys

Since its introduction, the District promoted participation in the Student Learning Survey and participation rate trends are summarized below:

- An increasing number of elementary and secondary schools participate in the SLS.
- The overall average student participation rate is about 50 per cent.
- The participation rate at elementary schools is higher than in secondary schools.

The District will continue to promote participation in the SLS and anticipates that overall student participation will rise as post-covid operations are normalized.

NEXT STEPS – 2022/2023

Based on the key trends observed in data from 2021-2022, the District will continue to monitor and prioritize these areas to ensure continuous improvement for all students including Indigenous students, students with disabilities and diverse abilities, children and youth in-care and ELL students. Sustained planning, actions and resource allocation will be a priority in the year ahead.

A) INDIGENOUS LEARNERS

The District continues to honour its commitment to the Aboriginal Education Enhancement Agreement, in support of the three goal areas: Belonging, Mastery, and Culture & Community. The following supports were in place in 2021/22 and are continuing priorities for 2022/23:

Belonging and Culture & Community

- Continuing to include a District-wide Indigenous focus goal (*to increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures, and contributions among all learners*) in every school learning plan. This aligns with the [Education Plan](#) (see Appendix B).

Mastery

- Continue to offer students several program paths leading to graduation through secondary schools, alternative programs, Vancouver Learning Network (VLN) online program, and the Adult Education Centre
- Continue to review each senior student's Transcript Verification Record (TVR) to determine their readiness for meeting graduation requirements, and develop a personalized success plan of action to provide additional support for Indigenous students who may not be on track to meet graduation requirements
- Continue to improve graduation rates for Indigenous Learners using current strategies defined in the AEEA. Below is an outline of the progress of Indigenous graduation six-year completion rates over the past five years:

2016-2017 – 46 per cent	2019-2020 – 63 per cent
2017-2018 – 56 per cent	2020-2021 – 66 per cent
2018-2019 – 62 per cent	

Formally establishing the Indigenous Education Council (IEC) with rightsholders from x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səliwətał (Tsleil-Waututh) Nations, Métis Nation British Columbia, Urban Indigenous Peoples and stakeholders of the [Aboriginal Education Enhancement Agreement \(AEEA\)](#). Draft [terms of reference](#)

(see Appendix D) are in place for the IEC and will be presented to the Chief and Council to be finalized. The IEC met to discuss the topics as outlined:

- September 29, 2021**
Vision and goals setting for the current school year, Dual Indigenous Language program
- February 8, 2022**
Graduation rates, professional development, and cultural programs
- April 12, 2022**
Graduation update, Indigenous Wholistic Healing Garden update, Indigenous Focused Grad requirement, Indigenous Education Spring Provincial gathering
- June 7, 2022**
Indigenous Trades Sampler, BCIT Trades Tour and Horizon's program, Hudson Elementary and blessing ceremony, Review of FESL, Indigenous Graduation courses, Indigenous Dual Language program, Indigenous representation on Board of Trustees, Sharing Knowledge canoe project, 10th Annual First Peoples' Festival, Grade 7 Moving Forward Celebration, Grade 12 Indigenous Achievement Celebration, Drum Across North and South America, Red Dress Exhibit

NEXT STEPS

The District will continue to focus on the implementation of the three goals of the AEEA embedded in the Terms of Reference of the IEC.

Belonging

- Continue to foster Indigenous learners' wholistic development – spiritual, physical, emotional, and intellectual domains
- Continue to support educators and school communities in fostering a sense of belonging through the newly revised curriculum
- Provide targeted professional development with a focus

- on the First Peoples Principles of Learning (FNESC) and Indigenous Ways of Knowing and Being (BCTF)
- Help support educators' praxis through collaborative inquiry

Mastery

- Continue to support numeracy and literacy outcomes for K-12 Indigenous learners
- District Resource Teacher will provide targeted literacy interventions and strategies for Indigenous learners and guidance to educators in the district
- The Indigenous Education Curriculum consultant will provide advice and guidance on culturally appropriate literacy and numeracy resources for the district
- The Graduation Advisor and Indigenous Education department will continue to monitor and track progress of Indigenous learners to ensure they remain on the graduation pathway

Culture and Community

- Continue to provide Indigenous learners with experiential learning opportunities and experiences taught by local Indigenous Knowledge Keepers and community members
- Continue to bring in Elder support for Indigenous learners and school communities
- Continue to strengthen relations with the Musqueam, Squamish and Tsleil-Waututh Nations seeking their support and advice on community engagement, education and programming

Additional District Structures

- The Indigenous Education Department will continue to focus on the creation and implementation of the new Indigenous-Focused Graduation Requirement
- Two sub-committees, Indigenous Language and Culture and Governance were formed in June 2022 and will begin work as outlined by the IEC in fall 2022
- The Shared Responsibility group currently has 265 educators from across the District. Continue to build the network of Indigenous Education Allies and Leads (IEAL) across the District is a priority. The network currently has 111 members: 95 from the elementary level and 18 from the secondary level. Through the support of the IEALs, the Indigenous Education Department will continue to provide Indigenous-Focused educational workshops
- The Indigenous Education Department will create a SharePoint site that will house educational resources for District educators and administrators

B) LITERACY

The Vancouver School District recognizes and supports the principles of early learning for culturally, linguistically and socially diverse students so that they become successful and lifelong learners.

The District's continuing emphasis on literacy is congruent with the Early Learning Framework's focus on language and literacies. Literacy is fundamental to learning and students' success in school and beyond.

The following adaptations were made in 2021/22 to support students with literacy:

- Continuing targeted interventions for literacy at the elementary level with a focus on Indigenous learners, students with diverse needs and ELL learners
- The requirement of data collection was adjusted for Literacy Enhancement Teachers and the Transition Teacher program support to better assess the impact of interventions on literacy including:
 - A) Annual Data Collection:
 - Disaggregated data (new)
 - Intervention received (Reading, Writing, Oral Language, Numeracy)
 - Support provided (1:1, small group, in-class/ out-of-class supports, referrals, monitoring)
 - Frequency of service
 - Progress using Proficiency Scale indicators (Beginning, Developing, Proficient, Extending) – 3X/year
 - B) Qualitative/Anecdotal Evaluation:
 - Year-long: following the student literacy journey
 - Tells student story
 - Sampling of students
 - Includes Student Voice
- Broadened the implementation of literacy assessment of District-wide assessment practices and development of District data reporting and collection by increasing the use of Communicating Student Learning (CSL) Reporting Tool to facilitate District-level data collection in English Language Arts
- The Transition Teacher schedule was adjusted to leverage the semester model allowing for a focus on supporting Grade 8 students in the first half of the

year, and Grade 7 students in the second half as they prepare to enter high school. Transition teacher will now “follow” last year’s Grade 7 students as they enter high school and provide support while starting high school

- Further development of inquiry-based professional development and networking opportunities for staff and students to share their learning and successes

NEXT STEPS

- Realigning current staffing to create District Resource Teacher (DRT) positions:
 - DRT Learning & Instruction – Secondary
 - DRT – Early Literacy
- Publishing of Learning and Assessment resources for teachers (K-12) to a SharePoint site
- Consolidating current levels of District support into a Learning & Instruction Team to coordinate District-level supports and initiatives
- Implementation of K-7 Literacy/Numeracy Guide
- District review of literacy interventions, supports and resources
- Enhanced Service Inquiry project (6 schools) to examine the impact of staffing allocations and support on student outcomes including literacy outcomes.

C) SOCIAL-EMOTIONAL LEARNING

The District continues to develop and implement a mental health strategy to strengthen connections and a sense of belonging for all learners with a focus on Indigenous learners and students with disabilities and diverse abilities. Highlights from the 2021-2022 year include:

- Trauma-Focused Schools - Approximately 300 educators participated in the Trauma Focused Schools course in the 2020-2021 school year; 500 educators participated during the 2021-2022 school year
- Indigenous Healing Garden boxes - 16 Indigenous Wholistic Healing Gardens were built in the 2021-2022 school year
- District Resource Teacher of Social Emotional Learning (SEL) supported 19 schools and programs in the use of the Devereux Student Strengths Assessment (DESSA) to assess eight social and emotional competencies. This information helped educators plan instruction and build upon students’ strengths and areas of need

- The District administered the Middle Years Developmental Instrument (MDI) in the 2021-2022 school year with 2806 students in Grade 7 completing the assessment. This cohort also completed the MDI when they were in Grade 4 (2018-2019 school year). The results can be found [here](#). This information will be used to identify areas and inform planning for mental health supports moving forward. In general, assets (adult relationships, after-school activities, peer relationships, nutrition and sleep) and indicators of well-being are at par with or above the provincial response rate
- Student Learning Survey (SLS) data from the 2021-2022 school year was reviewed and incorporated into plans moving forward. Specifically, the SLS data looks at feelings of belonging, safety, and connection.
- The Here4Peers program ran in six secondary schools and trained 114 youth facilitators. The secondary school youth facilitators offered 49 workshops to students in grades 6 and 7 from feeder schools and 28 workshops were offered to Grade 8 students.

As a continuation of the provision of consistent tools to all schools, the District used funds from the Mental Health in Schools Ministry grant to provide all secondary schools with mental health resources. These were developed and implemented in collaboration with school counsellors and other District departments to ensure planned activities were culturally safe and met the needs of Indigenous children and youth. Actions for the 2021 – 2022 school year included:

- Distribution of 80 English Language Learners (ELL) Kits to schools between 2020 and 2022 to support ELL and diverse learners. These kits are designed for use at secondary schools and are used by classroom teachers to support students
- Distribution of 150 Sensory Toolkits to all elementary schools and to all District Special Education Programs during the 2021-2022 school year. These kits contain a variety of resources to support learners with diverse learning needs
- Distribution of 50 Mental Health Toolkits to all secondary schools

NEXT STEPS

The District continues to focus on the implementation of the BC Ministry of Education's [Mental Health in Schools Strategy](#). The three elements of this are:

- 1) Cultivating system-wide well-being through compassionate leadership. Work will focus on and foster adult well-being in the school system through:
 - Targeted professional development on:
 - Resilience
 - Trauma-informed practice
 - Self-regulation
 - Supports available through the District's Wellness Department (Resilience@Work program, Tools for Managing Stress and Burnout webinar series, various other wellness webinars and sessions, and access to LifeWorks, the Employee and Family Assistance Program)
- 2) Providing schools with the tools and supports to build capacity for mental health promotion. This will focus on professional development targeted toward:
 - a. Social-emotional learning
 - b. Mental health literacy
 - c. Trauma-informed practice
 - d. Self-regulation training
- 3) Embedding mental well-being and Indigenous knowledge and perspectives throughout all learning environments

In addition, Child & Youth Mental Health & Substance Use (CYMHSU) and VSB are piloting a school-based intake process in the 2022-2023 school year. This pilot aims to:

- Increase equitable access for CYMHSU supports by offering site-based services such as intake and clinical support at school
- Reduce barriers that communities with vulnerabilities may experience by having school-based intake meetings to increase access.



CONCLUSION

The District continues to seek ways to build on strengths and to celebrate student success. Staff believe that an effective public education system will prepare students to be active, productive and socially responsible citizens. Collectively, staff will continue to create equitable learning environments where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves.

The goals of our new Education Plan will continue to guide our work as a school system, focused on improving student achievement, physical and mental well-being, and belonging, as well as on increasing equity and furthering our Reconciliation journey with First Nations, Métis, and Inuit peoples.



APPENDICES

APPENDIX A - GLOSSARY

Education Plan	A high-level framework document intended to help the VSB achieve its overall goals. The plan is guided by a vision statement and involves setting goals, determining the actions necessary to achieve those goals and mobilizing the resources necessary to execute the actions. The VSB's Education Plan provides a framework for five years.
FESL Annual Report	Supports district planning efforts and includes a set of provincially-collected data. The FESL is approved by the Board. Published and submitted to the Ministry of Education and Child Care by September 30 annually.
School Learning Plans	Completed by each school. School Learning Plans have a set of goals that intend to foster specific improvements in the areas of student engagement, learning and development. All school goals are reviewed and reported on annually.
Indigenous Educational Council (IEC)	The purpose of the Indigenous Education Council (IEC) is to support, enhance and increase school success for Indigenous learners in the Vancouver School District. The Council represents rightsholders of xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) Nations and Urban Indigenous peoples in the design, implementation and assessment of programs and services that will improve the school experience and academic achievement of Indigenous students.
Stakeholder Involvement	Includes opportunities such as: <ul style="list-style-type: none"> • District and school websites • Stakeholder group meetings • Student Learning & Well-being Committee • Board meetings • Various advisory committees • Vancouver District Students Council (VDSC) meetings
Financial Multi-Year Plans (MYP)	Multi-year financial plans are the financial and operational support plans for the multi-year Education Plan required by the Framework for Enhancing Student Learning that are focused on improving student educational outcomes.

APPENDIX B - NEW EDUCATION PLAN – VALUES, EQUITY STATEMENT, GOALS AND OBJECTIVES OUR VSB VALUE STATEMENT

The Vancouver School Board believes an effective public education system will prepare students to be active, productive, and socially responsible citizens.

Students who complete their education with the Vancouver School Board should possess a strong educational foundation; be disposed to treat others with respect and work cooperatively with them; act upon the values and principles that make us human; care for themselves, for others, and for the planet; and exercise a critical intelligence adaptable to new situations.

The VSB will foster school communities where students can learn, see themselves, feel supported and connected so that they develop a love of learning and become lifelong learners.

EDUCATION PLAN EQUITY STATEMENT

The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) Nations – respects and supports Indigenous ways of knowing and learning.

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

- having students see themselves and their communities in the curriculum and in the staff throughout the District;
- prioritizing student needs by making informed decisions and engaging in open communication with rightsholders and stakeholders; and
- actively fighting systems of oppression through relationship building, ongoing communication and transparency.

The VSB commitment to equity will be informed by humility and accountability.

GOALS AND OBJECTIVES

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

- Encouraging students to reach beyond previous boundaries in knowledge and experience.
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Increasing literacy, numeracy, and deep, critical, and creative thinking.
- Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.
- Ensuring the alignment among school, district, and provincial education plans.
- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

GOAL 2: *The Vancouver School Board will increase equity by*

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Improving stewardship of the district's resources

by focusing on effectiveness, efficiency, and sustainability.

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

...

- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.
- Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission.
- Engaging and gathering with the x^wməθk^wəyəm (Musqueam), S^kwxwú7mesh (Squamish) & səliłwətał (Tseil-Waututh) Nations.

APPENDIX C - TERMS OF REFERENCE – FESL WORKING GROUP

Purpose

The [FESL](#) working group is a stakeholder and staff working group to convened to serve in an advisory capacity to the Educational Change Advisory Committee on matters relating to the implementation of the FESL Policy in the VSB.

Areas of consultation and collaboration may include:

- Annual FESL reporting to the Ministry
- Alignment of the District Strategic Plan with the requirements set out in the [FESL Implementation Guide](#)
- Identifying areas of where educational programming and instructional delivery align with FESL
- Identifying initiatives and practices to support FESL within the District context

Membership

The working group will be comprised of District staff designated by the Superintendent and one representative (plus an alternate) from the following educational stakeholder groups:

- Vancouver Elementary School Teachers Association (VESTA) (*In June 2022 VESTA changed its name to Vancouver Elementary and Adult Educators Society VEAES*)
- Vancouver Secondary School Teachers Association

(VSTA)

- Vancouver Elementary Principals and Vice Principals Association (VEPVPA)
- Vancouver Association of Secondary School Principals (VASSA)
- Vancouver District Parent Advisory Committee (DPAC)
- Vancouver District Student Council (VDSC)

Working Group Leadership

The Chair of the Educational Change Advisory Committee or designate will serve as chairperson for the FESL working group.

Meeting Procedures

Proposed Meeting Schedule (2022)

Wednesday, March 2, 3:30 - 4:30 pm

Wednesday, March 30, 3:30 – 5:30 pm

Wednesday, April 20, 3:30 – 5:30 pm

Wednesday, May 11, 3:30 – 5:30 pm

Wednesday, May 25, 3:30 – 5:30 pm

Wednesday, June 22, 3:30 – 5:30 pm

Remote Meetings

Until public health guidelines support in-person meetings the FESL Working Group will meet remotely on TEAMS

Notice

Working group members will receive advance notice of each meeting and related materials in sufficient time to prepare for the meeting adequately. Should an ad hoc meeting be required to address an emergent situation the chair will provide as much notice as is practicable.

Working Group Commitment

Attend all meetings (or by alternate)

Represent your organization, inform your organization of the work and discussions of the FESL Working Group, and solicit feedback throughout the process

Agenda

Any member of the working group may submit agenda items. To be included in the formal meeting agenda items should be submitted at least one week prior to the meeting date. For discussion items, ideally, sufficient background information/context will be in advance in order to allow working group members to prepare

effectively to meet.

Attendance by other parties

The working group may invite other District staff or stakeholder members to attend working group meetings as guests.

Minutes

District staff will record and prepare meeting notes for distribution to working group members for review and acceptance

Decision-making

The FESL Working Group will serve in an advisory capacity to Education Change Advisory Committee.

Consultative Model

The FESL working group is a consultative group with the goals of

- obtaining feedback to inform proposed decisions,
- and providing a venue discussion and analysis of alternative options
- reviewing and providing feedback on draft documents

The working group will be kept informed, concerns will be listened to and acknowledged

Reporting

A report from the Chair of the FESL Working Group will be a standing item on the Educational Change Advisory Committee agenda. The Chair will report out new information and consider feedback as appropriate.

Following the Educational Change Advisory Committee meeting, the Chair will report out to the Student Learning and Well Being Committee meeting for stakeholder feedback.

The final FESL report will be taken to the Board of Trustees for approval.

APPENDIX D - INDIGENOUS EDUCATION COUNCIL – DRAFT TERMS OF REFERENCE

The Vancouver School Board of Education acknowledges and honours the traditional and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), & səlilwətaʔ (Tseil-Waututh Nations).

COUNCIL PURPOSE

The purpose of the Indigenous Education Council (IEC) is to support, enhance, and increase school success for Indigenous learners in School District No. 39. The Council will represent Indigenous interests in the design, implementation, and assessment of programs and services that will improve the school experience and academic achievement of Indigenous students. In addition, the IEC will:

- a. Work within, and be guided by, the Aboriginal Education Enhancement Agreement (AEEA) to encourage and facilitate Mastery, Belonging and Culture and Community and this will be used as a guide for the Vancouver School District's (VSB) vision and philosophy of Indigenous Education;
- b. Review performance data and Indigenous programs;
- c. Promote opportunities to include student voices;
- d. Ensure that social, emotional, and academic supports are considered;
- e. Share information about programs, specific to Indigenous Education initiatives;
- f. Recommend new programs to ensure Indigenous students' needs are fully met;
- g. Facilitate robust engagement with the Truth and Reconciliation Commission Calls to Action;
- h. Facilitate robust engagement with the United Nations Declaration of the Rights of Indigenous Peoples; and
- i. Facilitate robust engagement with the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls
- j. Ensure strong engagement, open communication and connection with education leads, Indigenous Community Organizations, and other Indigenous groups served by the Vancouver School District.

Council's role

Members of the Indigenous Education Council will commit to:

Recommending District policies related to Indigenous learners;

- a. Ensuring appropriate curricular inclusion of the history, culture, and languages of the traditional territories of the $x^w m \theta k^w \dot{y} \dot{a} m$ | Musqueam, Skwxwú7mesh | Squamish, and $s \dot{a} l i l w \dot{a} t \dot{a} \dagger$ | Tsleil-Waututh people;
- b. Ensuring current topics are presented in the curriculum from an Indigenous perspective with

- guidance from Indigenous stakeholders;
- c. Supporting in-service training about Indigenous culture for all staff throughout the year;
- d. Supporting the development of programs and materials that teachers may readily use in the classroom to focus on Indigenous ways of knowing and Indigenous perspectives;
- e. Ensuring the provision of activities are designed to promote a safe and inclusive learning environment where all Indigenous students feel they belong and are accepted within their schools;
- f. Ensuring Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from Kindergarten through the completion of Grade 12;
- g. Ensuring there is an increase of knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism with the Vancouver School District learning communities; and
- h. Developing an open and transparent communication plan that addresses two-way communication (IEC to Vancouver School Board and Vancouver School Board to the IEC).

MEMBERSHIP

Membership of the Indigenous Education Council will consist of:

$x^w m \theta k^w \dot{y} \dot{a} m$ | Musqueam Nation,
Skwxwú7mesh | Squamish Nation, $s \dot{a} l i l w \dot{a} t \dot{a} \dagger$ | Tsleil-Waututh Nation and Métis Nation BC (4); District Parent Advisory Council Representative of off-reserve students with Indigenous ancestry (1);

1. Students – $x^w m \theta k^w \dot{y} \dot{a} m$, Skwxwú7mesh, and $s \dot{a} l i l w \dot{a} t \dot{a} \dagger$ Nations, and one off-reserve student (4);
2. Elders - $x^w m \theta k^w \dot{y} \dot{a} m$, Skwxwú7mesh, and $s \dot{a} l i l w \dot{a} t \dot{a} \dagger$ Nations (3);
3. Trustee (1);
4. School District - Superintendent (or delegate) and District Principal for Indigenous Education (2);
5. Vancouver Elementary School Teacher Association and Vancouver Secondary Teacher Association (2);
6. CUPE (1);
7. Metro Vancouver Aboriginal Executive Council (MVAEC) (1);
8. Urban Native Youth Association (UNYA) (1);

9. Vancouver Association Secondary School Administrators (VASSA) and Vancouver Elementary Principals and Vice Principals (VEPVA) (2);
10. Indigenous Education Department (1); and
11. Elementary and Secondary teacher (2).

The IEC believes in

1. Honouring the unceded and traditional territories of the x^wməθk^wəyəm, Skwxwú7mesh & səlilwətał people, recognizing the importance of their leadership role in Indigenous Education;
2. Acknowledging the Nations role as rights holders.
3. Acknowledging the presence of urban First Nations, Metis (need an accent over the e in Metis) and Inuit students and families;
4. A shared responsibility to provide quality education for children and involving parents and families in this planning;
5. Respecting and honouring the cultural diversity within the Indigenous community;
6. Open and respectful communication at all levels; and
7. The permanence of Indigenous culture and rights.

Note*

In most cases - in making a decision, we will strive to reach a high consensus of the whole group, but if necessary, decisions may be made by a simple majority (50 per cent+ 1)

Meetings

Meetings will occur four times during the school year. Special meetings may be called if necessary.