

# Annual Report on the Framework for Enhancing Student Learning

Vancouver School District, September 2021

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# Annual Report for the Framework for Enhancing Student Learning

*The Vancouver School District respectfully honours and acknowledges that we live, work and learn on the unceded traditional territories of the Musqueam, Squamish and Tsleil-Waututh peoples.*

## CONTEXT

Vancouver School District’s Framework for Enhancing Student Learning (FESL):

**What is the Framework for Enhancing Student Learning? ([FESL video](#))**

*The Framework for Enhancing Student Learning 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:*



→ *Aligned with local education agreements.*

## Who We Are:

Our District is a large, urban, and multicultural school district that includes some of the most affluent and impoverished urban neighbourhoods in the country. It is the second largest school district in British Columbia with an enrollment of 50,155 students, 29,086 at the elementary level and 21,069 at secondary. There are 89 elementary schools including 11 annexes, 18 secondary schools, and one Adult Learning Centre. The District also has a Vancouver Alternative Secondary School and one Distributed Learning School.

The Vancouver School District offers a variety of programs of choice at both the elementary and secondary level, including early and late French Immersion, Intensive French, Mandarin Bilingual, Fine Arts, Gifted, International Baccalaureate, Montessori, Mini Schools, Academies and an Indigenous Focus Program. There are also 28 different program options for students with disabilities and diverse abilities, as well as district alternate programs that address a wide range of learning needs and alternate pathways to graduation.

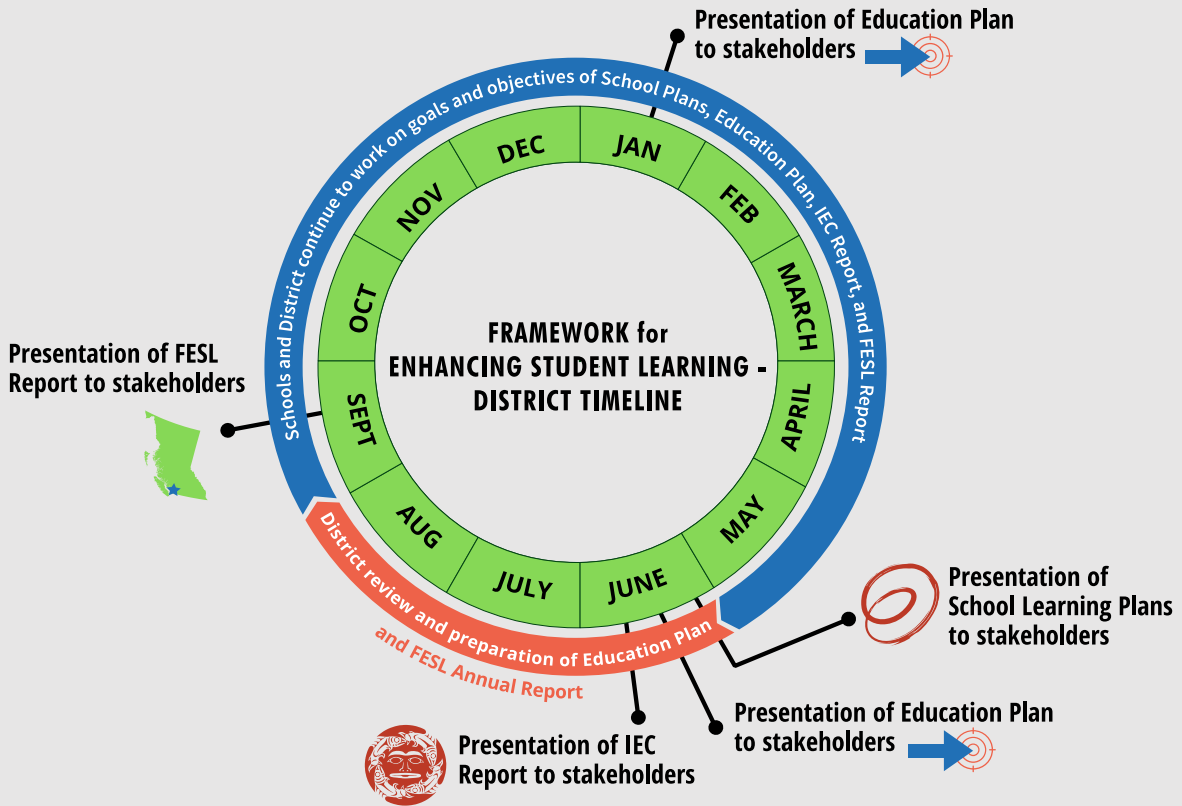
In terms of our students and their families, 46% of all VSB students speak a language other than English as their primary language at home, while 18% of all VSB students are designated English Language Learners (ELL), . There are self-identified Indigenous students representing 619 bands and 50 nations who attend Vancouver schools.

## Continuous Improvement Cycle:

The Vancouver School District's Strategic Plan follows a five year cycle which ends in March 2022 when a new cycle will begin with a redesigned District Education Plan. All British Columbia School Districts are also required by the Ministry of Education 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 which will be guided by the Indigenous Education Council, a Ministry of Education initiative, beginning in September 2021.

The Vancouver School District has developed a 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 occur in late winter and early spring. School plans, which follow a three year cycle, are finalized and presented in June and 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, and an update is presented in February prior to the budget cycle.

## Annual Planning Cycle



### GLOSSARY

Education Plan	FESL Annual Report	School Learning Plans	Indigenous Educational Council (IEC)	Stakeholder Presentations
<p>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.</p>	<p>Supports district planning efforts and includes a set of provincially-collected data. The FESL is approved by the Board.</p> <p>Published and submitted to the Ministry of Education by September 30<sup>th</sup> annually.</p>	<p>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.</p>	<p>The purpose of the Indigenous Education Council (IEC) is to support, enhance, and increase school success for Indigenous learners in the Vancouver School District.</p> <p>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.</p>	<p>Includes opportunities such as:</p> <ul style="list-style-type: none"> <li>• District and School websites</li> <li>• Stakeholder group meetings</li> <li>• Student Learning &amp; Well-being committee</li> <li>• Board meetings</li> <li>• Various Advisory Committees</li> <li>• VDSC</li> </ul>

## 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<sup>th</sup>, 2020. Terms of Reference (see appendix A) were confirmed by the working group and served as a guide for consultation and collaboration.

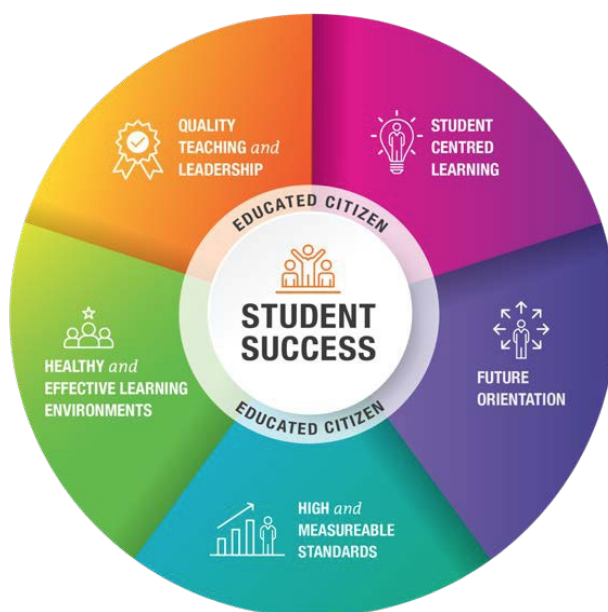
## Alignment:

The Vancouver School District’s current Strategic Plan vision is: “We inspire student success by providing an innovative, caring and responsive learning environment.” This vision aligns with the [Ministry of Education’s Service Plan](#) vision for student success. In addition, the [District Strategic Plan](#) goals of “engaging our learners through innovative teaching and learning practices” and “creating a culture of care and shared social responsibility” align with the 2 Goals of the Ministry of Education’s Service Plan below:

**Goal #1: Ensure Students Become Educated Citizens**

**Goal #2: Support Healthy and Effective Learning Environments**

These two goals include five objective areas captured in the Ministry of Education’s graphic below:



In addition, the [Aboriginal Education Enhancement Agreement](#) goals of belonging, mastery, culture and community are congruent with the goal areas of the District’s Strategic Plan and the Ministry Service Plan. The District continues to support and implement practices which are resulting in learning success for Indigenous students and in improved graduation rates. Each of

our School Learning Plans includes a goal to increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners. Schools also implement strategies and structures to support the learning success of individual Indigenous students within each school.

## **FOUNDATIONS:**

### **SUPPORTING STUDENT SUCCESS IN THE VANCOUVER SCHOOL DISTRICT**

In support of the Strategic Plan, the District continues to focus on literacy development as a key determinant of student success. The District collects and maintains data about early intervention strategies that is resulting 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 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.

[Literacy](#)

[Numeracy](#)

[Social Emotional Learning](#)

[Special Education & Diverse Needs](#)

[Indigenous Learners](#)

[English Language Learners](#)

[Enhanced Services for Vulnerable Learners Including Children and Youth In-Care](#)



*Supporting Student Success*



## EDUCATIONAL OUTCOMES

Currently, the District is engaging with stakeholders and community members to help inform the next [Education Plan](#) which will be implemented in early 2022. Explicit educational outcomes along with measures of student success will be a key component of the plan to help tell the narrative about how students are doing in the District.

## CONTINUOUS IMPROVEMENT AND OPERATIONAL EQUITY

Two foundational organizational concepts related to student success are embedded in the Framework for Enhancing Student Learning. These concepts are ‘continuous improvement’ and ‘operational equity’.

Continuous improvement relates to increasing the proportion of students that are meeting and exceeding provincial performance standards. One way to assess operational equity is to review differences between performance and social indicators for sub-populations 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 report. As the FESL report is a public document the charts and tables in this report use only data available from the unmasked data set. Where appropriate, the unmasked data set was used to validate assumptions about trends documented in the report.

Where available the District has elected to report on the ELL sub-population as these learners represent a significant proportion of students in VSB schools.

## FOUNDATION SKILLS ASSESSMENT (FSA) STANDARDS

The FESL is intended to move all students towards the goal of meeting or exceeding literacy and numeracy expectations for each grade level, as well as facilitate closing performance gaps that may exist in student subpopulations.



The FSA is scored on the 4-point scale shown below:

**FSA Scoring and Proficiency Levels**

Scoring Rubric	Proficiency Level	Qualitative Descriptor
1	Emerging	Initial Understanding
2	On Track	Partial to Complete Understanding
3	On Track	
4	Extending	Sophisticated Understanding

Students achieving a score of 2 or 3 are ‘on track’ or ‘meeting’ expectations for their grade. Students achieving a score of 4 are ‘extending’ or exceeding expectations for their grade.

**GRADUATION ASSESSMENT PROGRAM IMPLEMENTATION**

The Graduation Assessment Program has three components and is in the implementation phase as detailed in the chart below:

**Graduation Assessment Program Implementation**

Graduation Assessment	Implementation Status
Numeracy 10	<b>Implemented in 2017/28</b>
Literacy 10	<b>Implemented in 2019/20</b>
Literacy 12	<b>First Administration in November, 2021</b>

**GRADUATION ASSESSMENT PROGRAM STANDARDS**

Students achieving a score of 3 ‘proficient’ or ‘meeting’ expectations for their grade. Students achieving a score of 4 are considered to be ‘extending’ or exceeding expectations for their grade.

Marking Rubric	Descriptor	Proficiency Level	Descriptor
1	Limited Understanding	Emerging	Initial
2	Basic Understanding	Developing	Partial
3	Strong Understanding	Proficient	Complete
4	Extensive Understanding	Extending	Sophisticated

## Intellectual Development – Student Performance and Achievement Trends

### FSA PARTICIPATION RATE

Provincial and district participation rates in the FSA have experienced an overall declining trend for many years. The FSA participation rate in the District has been consistently lower than the provincial average; however, the gap between the participation rates has remained relatively stable.

Summary findings based on a review of 5 years of FSA participation rate data:

- Similar District participation rates at grade 4 and 7 (57% to 59%)
- ELL students have a slightly lower participation rate than the aggregate rate for all residents (55%)
- Diverse learners and Indigenous students have very low participation rates that likely impacts the validity and reliability of FSA results for these two sub-populations. (27% to 37%)
- Indigenous participation rate is trending down

For this report, the Ministry has provided data for FSA performance, and Graduation Assessment performance. In addition to the performance data provided by the Ministry, the District has reviewed and included student achievement data as an additional measure of Intellectual Development. The source for District student achievement data is report card marks from the permanent student record. It is also noted that the Board is currently undertaking work on the efficacy of the FSA as per a [Board motion](#) found in the Board minutes on page 10 of the January 25<sup>th</sup>, 2020 Board meeting.

## SUMMARY OF KEY FINDINGS

- In general, the aggregate performance of students on FSA and Graduation Assessments is above the provincial average
- District aggregate performance tends to mirror provincial trends
- With respect to differences in operational equity the chart below summarizes observations about sub-populations:

Sub-population	Operational Equity Trend
ELL	Moderate performance gaps in numeracy, significant performance gaps in reading and literacy
Diverse Learners	Significant performance gaps in numeracy, reading and literacy
Indigenous Students	Most data masked, available data indicates significant performance gaps in numeracy, reading and literacy*
Children and Youth in Care	All data is masked*

\*Although this data is masked the District is aware of which schools these students attend through the Enhanced Services Team, who monitors these students and ensures that these students are supported.

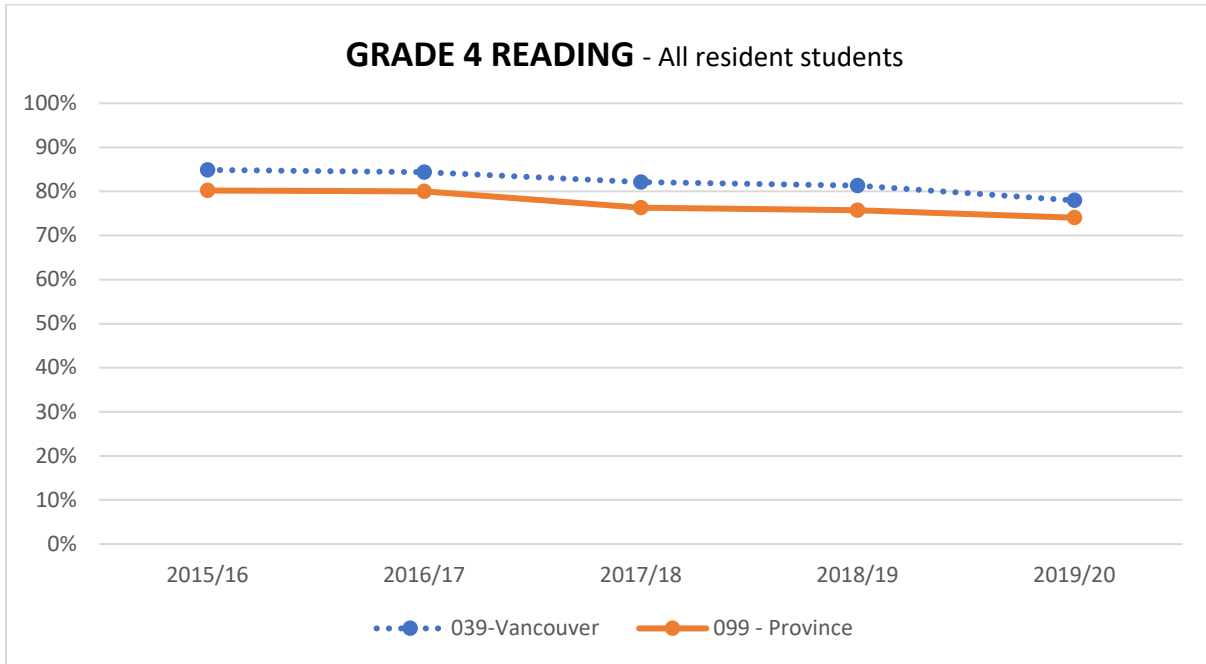
### *Educational Outcome 1:*

***Students will meet or exceed literacy expectations for each grade level.***

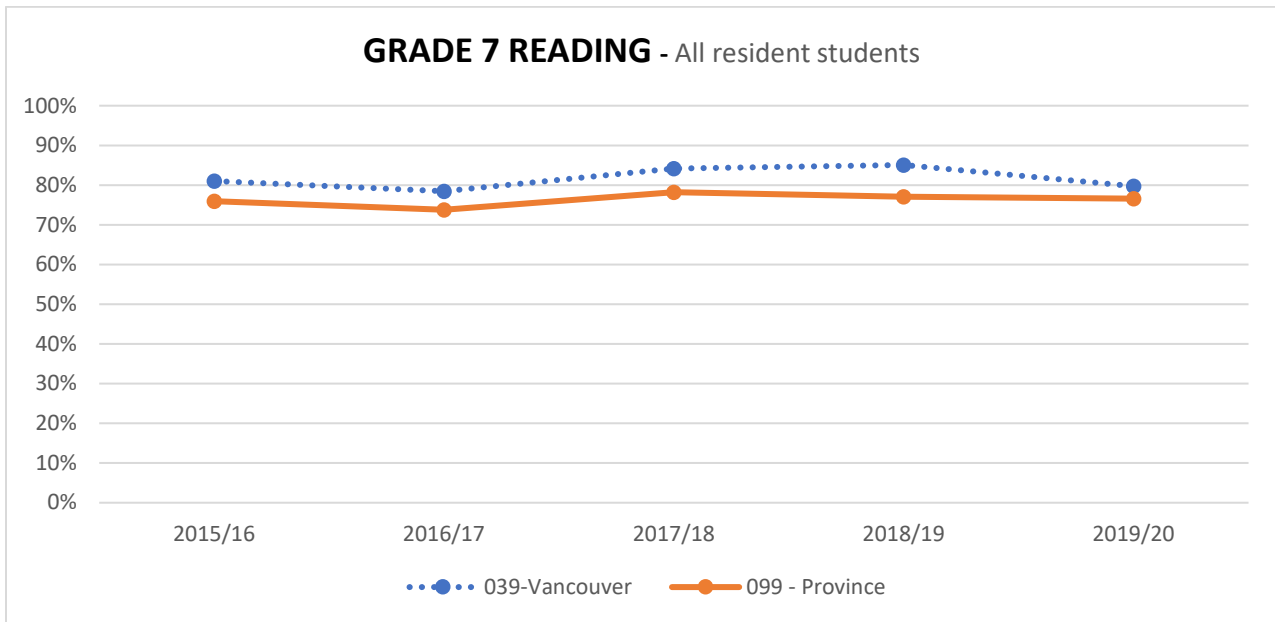
## STUDENTS PERFORMANCE IN RELATION TO READING AND LITERACY STANDARDS

To assess literacy the FSA tests students on both their reading and writing performance. Student performance on the reading component of the FSA is being reviewed in the FESL report.

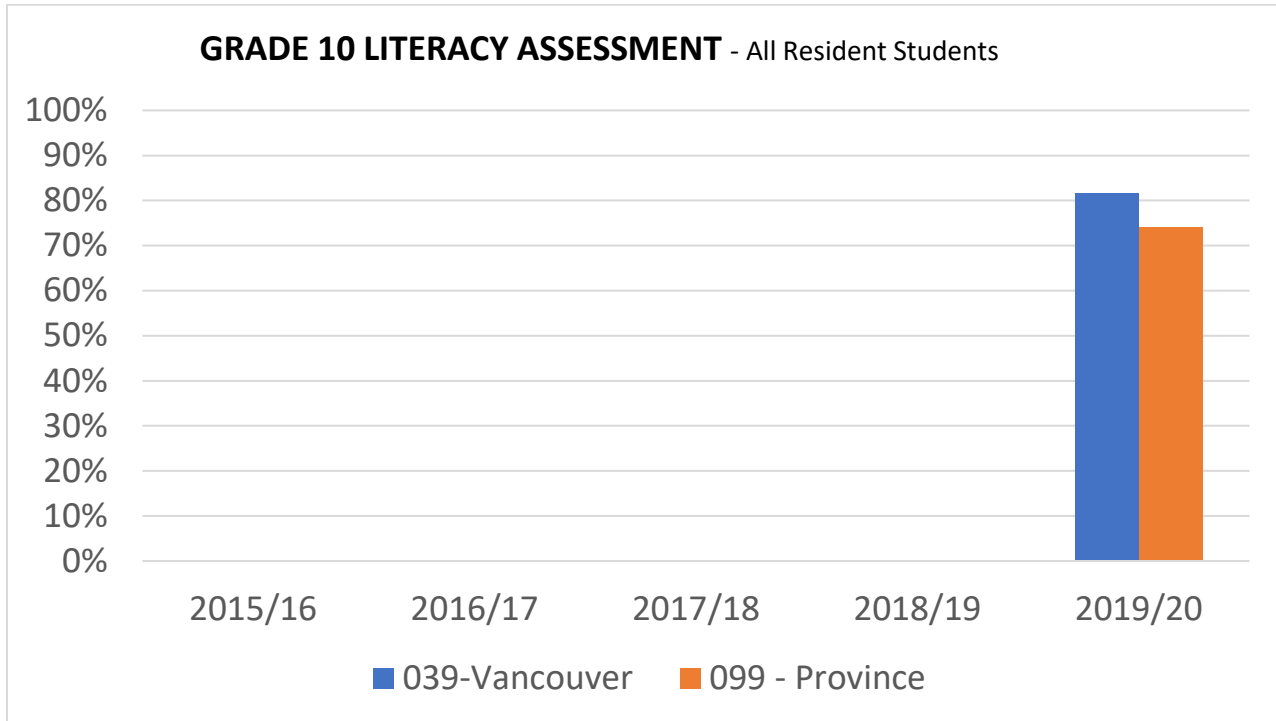
Aggregate grade 4 student performance for the past five years is shown here.



Aggregate grade 7 student performance for the past five years is shown below.



## Aggregate grade 10 Literacy assessment results for 2019/20



### OVERALL TRENDS AND KEY FINDINGS

The District acknowledges that the FSA participation is low; however for the students who did the FSA or the Graduation Literacy Assessment, the following is noted:

- Above 80% of Gr 4 students are on track or extending
  - The percentage of Gr 4 students on track or extending is declining
- About 80% of Gr 7 students are on track or extending
  - The performance of Gr 7 students is stable
- About 80% of Gr 10 students are proficient or extending (one year only)
- Vancouver students are above the provincial average in at all grades
- The only sub population for which unmasked data is available is diverse learners, where a significant performance gap between diverse learners and all residents
  - The performance gap between diverse learners and the aggregate performance is about 11% at grade 4 and about 20% at grade 7 and 10

### DECLINING PERFORMANCE - GRADE 4 READING

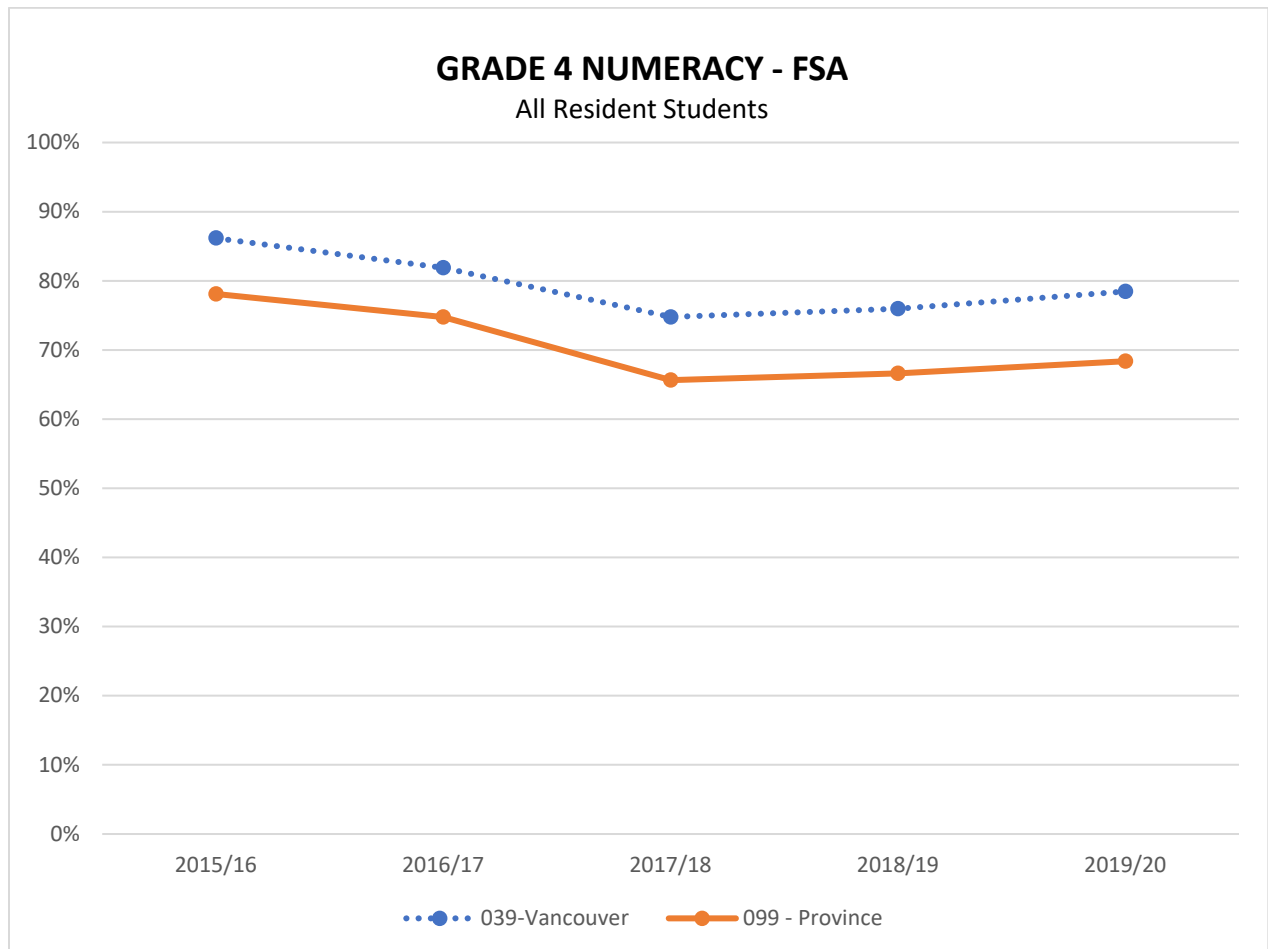
- The overall reading performance for District students, has declined by 7% in the past 5 years. (85% to 78%) which mirrors a similar decline at the provincial level
- The downward trend in student performance on the reading component of the FSA could be explained in a few ways:

- Students reading ability could be declining.
  - The test difficulty could be increasing.
  - Results could be reflecting a combination of the two factors above.
  - Additional sources of evidence about student reading performance is required to substantiate any meaningful explanation for the apparent decline in test performance and the District is gathering more evidence while continuing to monitor and track results
- NB: the performance of grade 7's on the reading component of the FSA is stable

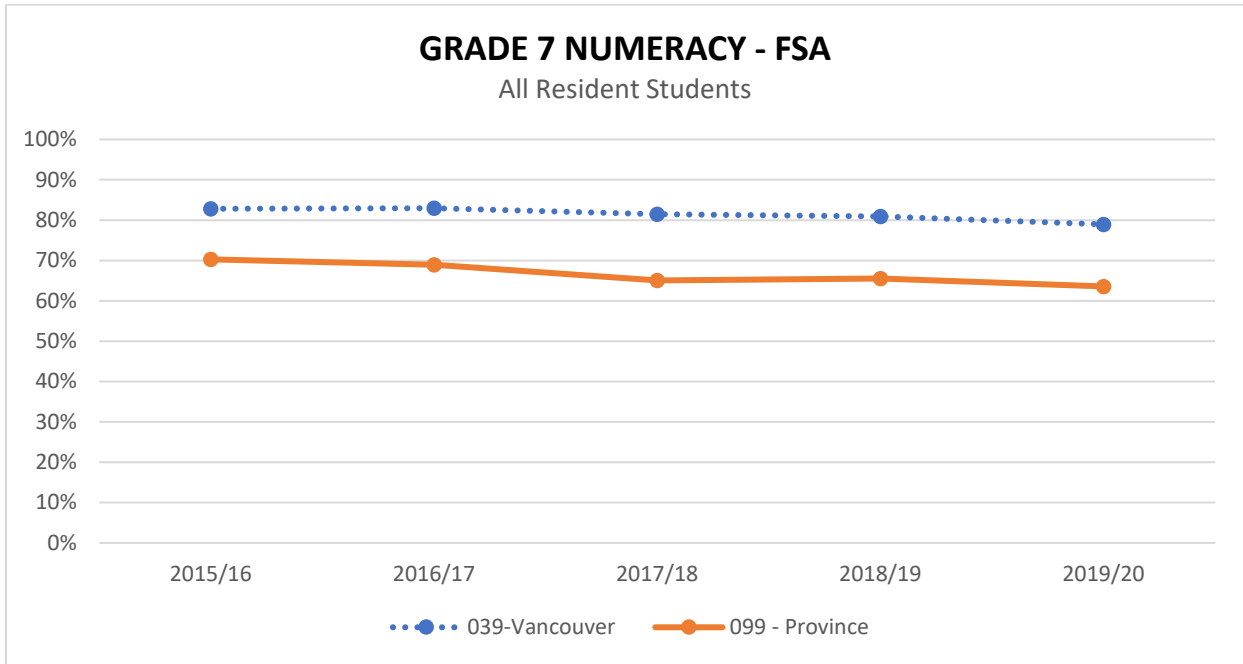
***Educational Outcome 2:***  
***Students will meet or exceed numeracy expectations for each grade level.***

### STUDENTS PERFORMANCE IN RELATION TO NUMERACY STANDARDS

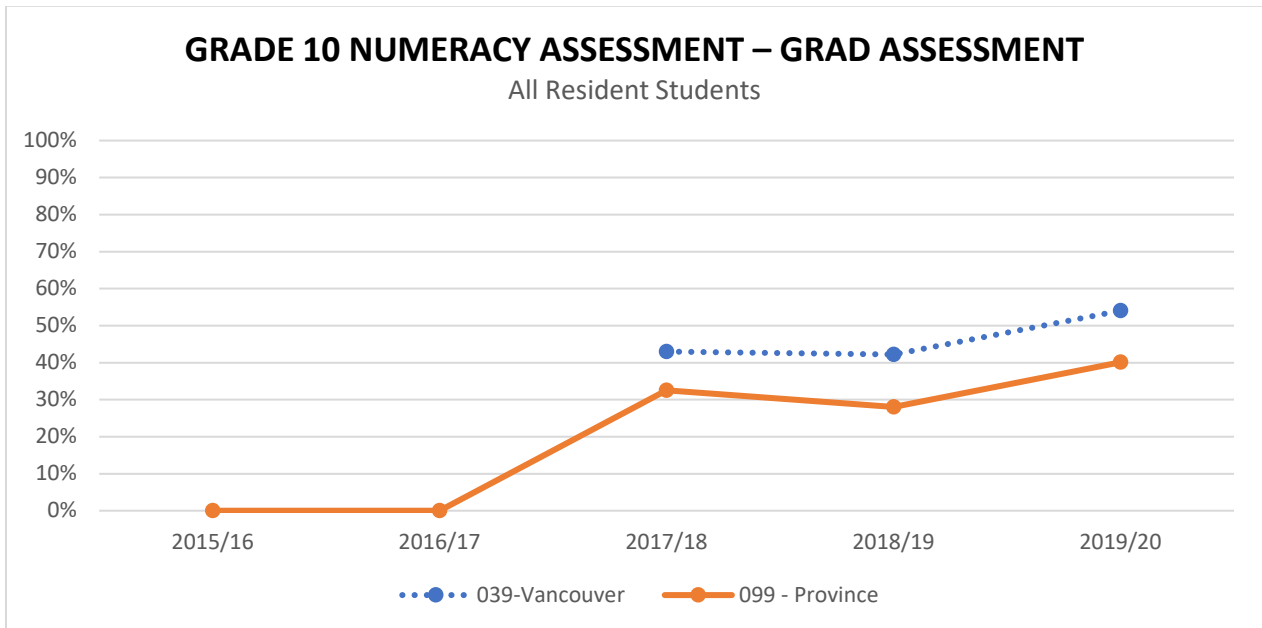
Aggregate grade 4 student performance for the past five years is shown below.



Aggregate grade 7 student performance for the past five years is shown below.



Aggregate grade 10 student performance for the past 3 years is shown below.



## TRENDS AND KEY FINDINGS - NUMERACY

- On average about 80% of Gr 4 students are on track or extending.
  - The percentage of Gr 4 students on track or extending varies and mirrors the province.
- About 80% of Gr 7 students are on track or extending.
  - The performance of Gr 7 students is stable.
- About 50% of Gr 10 students are proficient or extending (3 years only).
- Vancouver students are above the provincial average in grades 4,7, and 10.
- The only sub population for which unmasked data is available is Diverse Learners, where a significant performance gap between diverse learners and all residents.
- The performance gap between diverse learners and the aggregate performance is between 10% and 20% depending on year and grade level.

## GRADE 10 NUMERACY ASSESSMENT

- Although higher than the provincial performance level, the performance level of District students on the grade 10 numeracy assessment is significantly lower than the grade 4 and 7 FSA results reviewed in this report.
- In year 3 of the assessment the District and provincial average climbed by about 15% making it plausible that as the relatively new performance assessment is implemented the difficulty of the test is being reviewed and adjusted.

## STUDENT ACHIEVEMENT ON REPORT CARDS

For this report, the three-year average (2017-2019) of aggregate and sub-population report card achievement data trends have been reviewed and analyzed in alignment with the grade levels and curricular areas assessed by the FSA. The report card data is expressed as letter grades, for the purpose of comparison, students achieving a grade of 'C' or higher are meeting or exceeding expectations.

Grade	Curricular Area/FSA	Report Card Meeting or Exceeding	FSA On Track or Extending
4	Language Arts/Reading	86%	82%
	Math/Numeracy	89%	79%
7	Language Arts/Reading	87%	82%
	Math/Numeracy	86%	81%



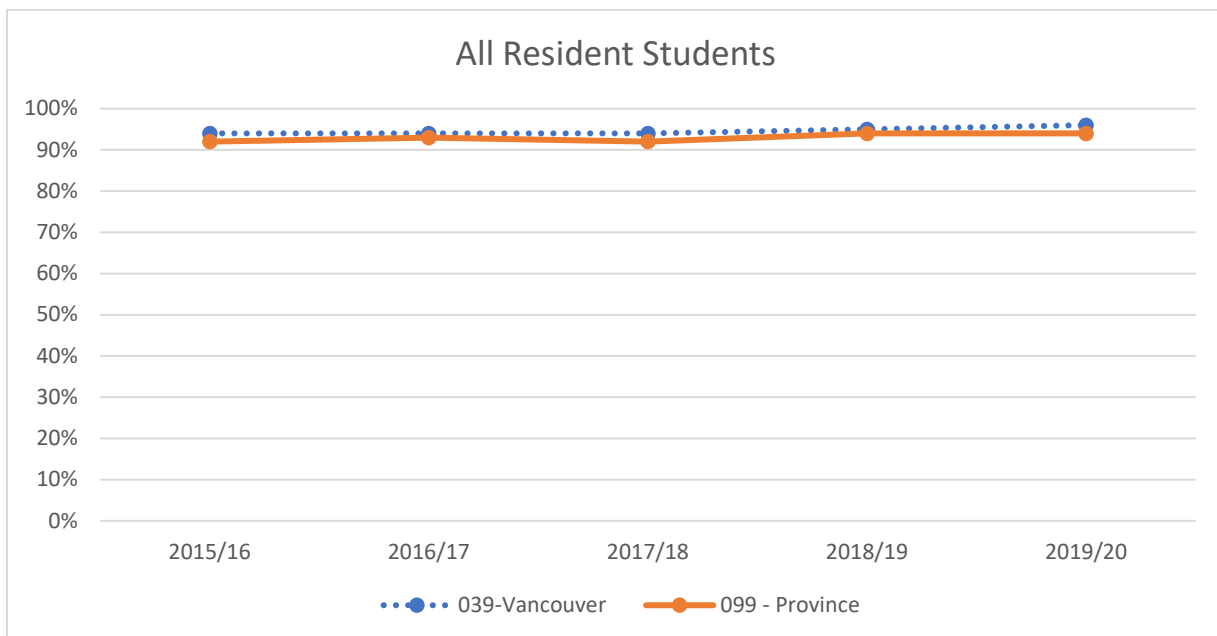
## TRENDS AND KEY FINDINGS

- The aggregate report card achievement at grade 4 and 7 and in language arts and literacy is similar and within a narrow range (86%-89%).
- The aggregate FSA performance data at grade 4 and 7 and in reading and literacy is similar and within a narrow range (79%-82%).
- Assuming report card data is valid comprehensive longitudinal assessment of student achievement, the FSA also seems to have validity as aggregate system performance indicator. A higher participation rate could increase the validity of the FSA.
- The nature and scope of operational equity gaps noted elsewhere in this report for the FSA are mirrored in report card data. This comparability is another indicator of validity.

## GRADE TO GRADE TRANSITION RATE

The grade-to-grade transition rate is a measure of student progress towards graduation. The grade-to-grade transition rate is expressed as a percentage of students in grade 11 who proceed to grade 12 in the subsequent school year.

Aggregate grade 11 to grade 12 transition rate for the past five years is shown below.



## TRENDS AND KEY FINDINGS – GRADE TO GRADE TRANSITION

- The District grade-to-grade transition rate has increased from 94% in 2015/16 to 96% in 2019/20 – the District rate exceeds the provincial rate by 1% to 2% annually
- For Indigenous students the District grade-to-grade transition rate has increased from 82% in 2015/16 to 94% in 2019/20

- The operational equity gap for Indigenous students has diminished from 12% to 2% over the past five school years
- For Students with Disabilities or Diverse Abilities the District grade-to-grade transition rate has increased from 92% in 2015/16 to 95% in 2019/2

## 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 about you are all factors that underpin student ability to learn and succeed. The Student Learning Survey is an extensive survey of student’s perceptions about school and learning. The Student Learning Survey was introduced 4 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)

### SLS RESPONSE CONTINUUM – POSITIVE RESPONSE

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

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

For the purpose of 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.

### SUMMARY OF KEY FINDINGS

- In general, the aggregate positive rate of students on SLS questions listed above is above the provincial positive response rate.
- The percentage of positive response for feeling safe and feeling welcome is higher than the positive response rate for reporting feelings of belonging.
- Sub-populations report similar or moderately lower positive response rates for feeling safe, welcome, and having a sense of belonging at their school.
- The perception gaps in Learning Survey Indicators are smaller than operational equity gaps in student performance and achievement trends.

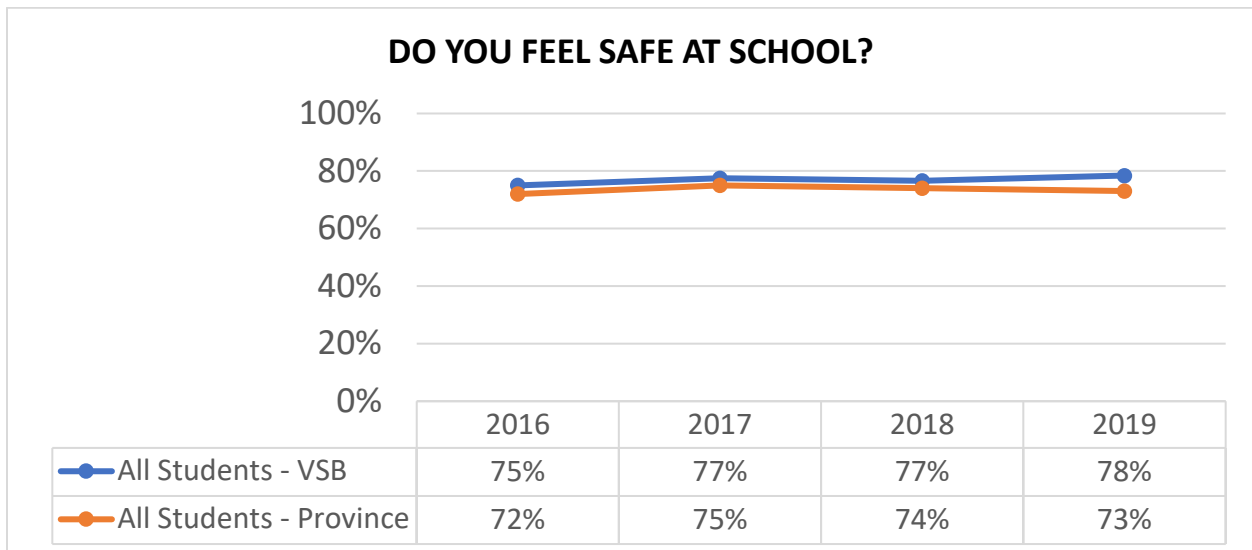
**Educational Outcome 3:  
Students will feel welcome, safe and connected to their school.**

**SLS RESPONSE CONTINUUM – POSITIVE RESPONSE**

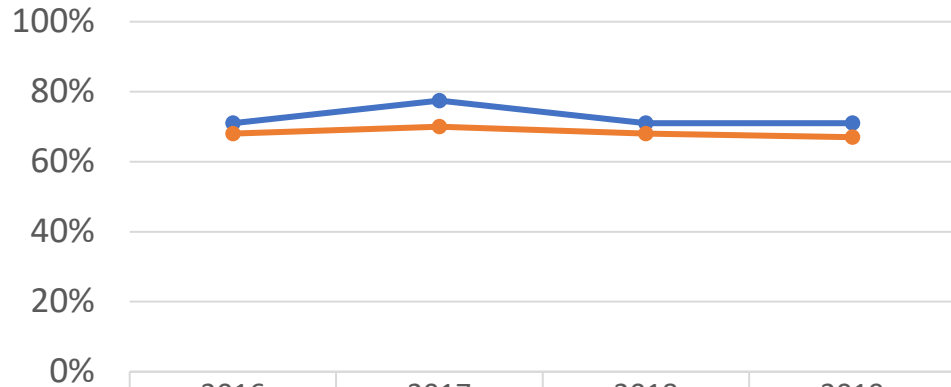
On the SLS students are provided with the following options to respond to the first three questions above:

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

For the purpose of 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.

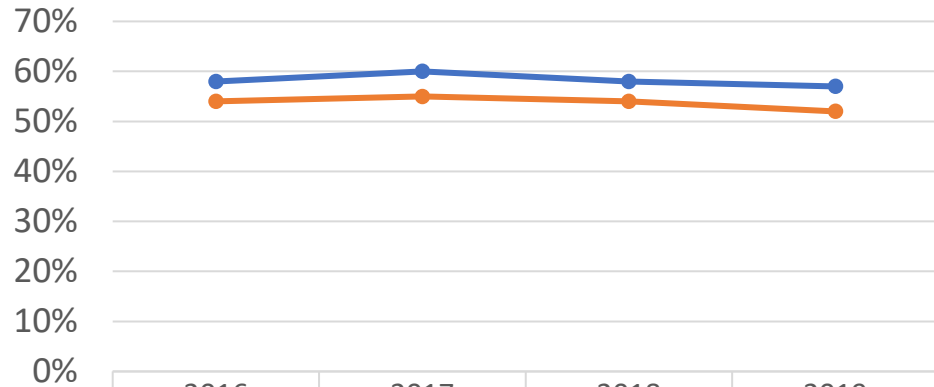


### DO YOU FEEL WELCOME AT SCHOOL?

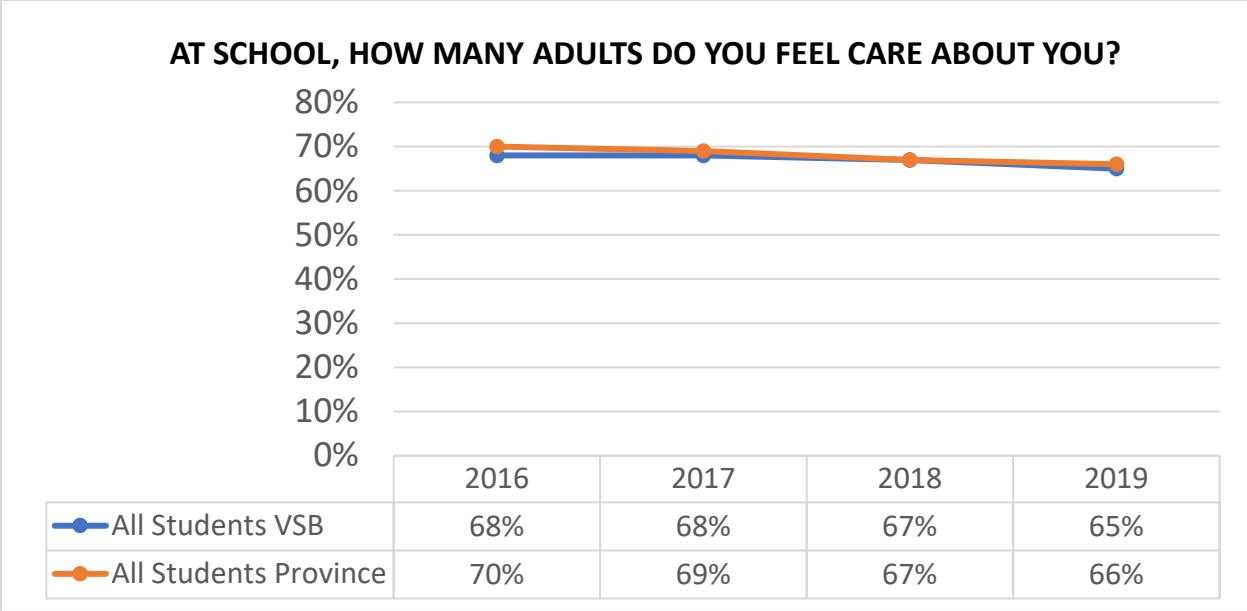


	2016	2017	2018	2019
● All Students VSB	71%	77%	71%	71%
● All Students Province	68%	70%	68%	67%

### IS SCHOOL A PLACE WHERE YOU FEEL LIKE YOU BELONG?



	2016	2017	2018	2019
● All Students VSB	58%	60%	58%	57%
● All Students Province	54%	55%	54%	52%



Here is a summary of trends noted in the proportion of positive responses on the Student Learning Survey to social indicator questions:

- In general, the aggregate positive rate of VSB students on SLS questions listed above is above the provincial positive response rate
- The percentage of positive response for feeling safe, and feeling welcome is higher than the positive response rate for reporting feelings of belonging
- Sub-populations report similar or moderately lower positive response rates for feeling safe, welcome and having a sense of belonging at their school
- The perception gaps in Learning Survey Indicators are smaller than operational equity gaps in student performance and achievement trends

**Career Development:**

This report reviews five-year completion rate data, and post-secondary transition data. 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 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 VSB students is above or near the provincial average
- VSB aggregate performance tends to mirror provincial trends
- Females have higher aggregate and sub-population completion rates than males
- With respect to differences in operational equity the chart below summarizes observations about sub-populations
- Completion rates for Indigenous learners is low. While it is noted that rates have improved over the past few years, more work is required in this area

Sub-population	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 sub-population. The completion rate for VSB Indigenous students is currently 63%
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 some post-secondary transition rate trends that emerge from the data reviewed for this report:

- The immediate and three-year post-secondary transition rate for VSB students is above the provincial rate.
- Both rates show 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%.
- The average three-year post-secondary transition rate is 76%, which shows that an encouraging number of students resume their education over time.
- Most sub-population data is masked.
- The average immediate post-secondary transition rate for Diverse Learners is 52% whereas the three-year average rate is 69% which indicate that the operational equity gap for this group diminishes over time.

## **District Context – Participation Rate in Assessments and Surveys**

### **Participation Rate - Student Learning Survey (SLS)**

Since its introduction the District has promoted participation in the SLS. SLS 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% for the past three years
- The participation rate at elementary schools is higher than secondary schools

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

## **FUTURE DIRECTIONS**

Based on the key trends observed by reviewing data, the District has determined three priority areas of focus that will advance the FESL. These focus areas are described in this report. The District will continue to monitor and prioritize these areas in order 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.

### 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.

Next year's plans for literacy include:

- Continuing targeted interventions for literacy at the elementary level with a focus on Indigenous learners, students with diverse needs and ELL learners

- Data collection requirement to be adjusted for Literacy Enhancement Teachers and the Transition Teacher program support to better assess the impact of interventions on literacy
- Broadening the implementation of literacy assessment of district-wide assessment practices and development of district data reporting and collection.
- Further development of inquiry-based professional development and networking opportunities for staff and students to share their learning and successes
- District-led review of Literacy intervention programs and resources

## Social Emotional Learning

The District will develop and implement a mental health strategy to strengthen connections, sense of belonging for all learners with a focus on Indigenous learners and students with disabilities and diverse abilities.

The District plans to administer the Middle Years Developmental Instrument (MDI) to allow for links to be made to previous years' data. Information from this will inform plans moving forward. Student Learning Survey data on feelings of belonging, safety, and connection will also be used.

As a continuation of the provision of consistent tools to all schools, the District will use funds from the Mental Health in Schools Ministry grant to provide all secondary schools with mental health resources. These will be developed and implemented in collaboration with school counsellors and other District departments to ensure planned activities are culturally safe and meet the needs of Indigenous children and youth.

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

- Cultivating system-wide well-being through compassionate leadership. Work will focus 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, our Employee and Family Assistance Program)
- Providing schools with the tools and supports to build capacity for mental health promotion. This will focus on professional development targeted towards:
  - Social emotional learning
  - Mental health literacy
  - Trauma-informed practice
  - Self-regulation training



- Embedding mental well-being and Indigenous knowledge and perspectives throughout all learning environments

## Indigenous Learners

The Vancouver School District honours its commitment to the Aboriginal Education Enhancement Agreement, in support of the three goal areas: Belonging, Mastery, and Culture & Community.

To support Belonging and Culture & Community, each school learning plan will continue to have a District-wide Indigenous focus goal: “To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.”

To support Mastery, the District offers students several program paths leading to graduation; through secondary schools, alternative programs, Vancouver Learning Network (VLN) online program, and the Adult Education Centre. The Ministry of Education provides annual data on the District’s Six Year Completion rate.

The overall rate, for all students, has increased slightly every year over the past five years and was at 90% in June 2020. Improving the Six Year Completion Rate for Indigenous students continues to be a priority for the District which currently is 63%. Each senior student’s Transcript Verification Record (TVR) is reviewed to determine their readiness for meeting graduation requirements, and individual plans are developed to provide at-risk students with a personalized plan of action.

Next year’s plans include:

- Establish the Indigenous Education Council – calling in the three local Nations and stakeholders from the [Aboriginal Education Enhancement Agreement \(AEEA\)](#)
- Continue to build network of Indigenous Education Allies and Leaders across the district and establish the Shared Responsibility group
- Continue to improve graduation rates for Indigenous Learners using current strategies defined in the AEEA

## **CONCLUSION**

The District continues to look for ways to build on strengths and to celebrate student success. Staff believe that by working together the District can make a difference for Vancouver District students, and the District will continue to refer to data which informs our decision making, planning and practices.



## APPENDICES

### District Strategic Plan – Goals and Objectives

#### OUR VISION

We inspire student success by providing an innovative, caring and responsive learning environment.

**GOAL 1:** *Engage our learners through innovative teaching and learning practices.*

- a. Provide increased opportunities to connect students to their learning.
- b. Enhance support for students with specific needs.
- c. Support the implementation of the curriculum.
- d. Enhance assessment and reporting strategies to support teaching and learning.
- e. Ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

**GOAL 2:** *Build capacity in our community through strengthening collective leadership.*

- a. Support professional networking opportunities and collaborative practices for our staff.
- b. Support professional development opportunities for staff in the implementation of the curriculum.
- c. Enhance and support opportunities for student voice.
- d. Enhance and support opportunities for parental engagement.
- e. Encourage and appreciate the contributions made by our students, families, employee groups and community partners.

**GOAL 3:** *Create a culture of care and shared social responsibility.*

- a. Encourage and enhance practices that support cultural, emotional, physical and mental well-being.
- b. Support effective, thoughtful transitions for all students at each stage of their development.
- c. Increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- d. Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.
- e. Respect and celebrate all forms of diversity.

- f. Support collaborative relationships with community partners that enhance student learning and well-being.

**GOAL 4:** *Provide effective leadership, governance and stewardship.*

- a. Develop and implement a long term financial planning model.
- b. Implement the recommendations of the Long Range Facility Plan.
- c. Effectively utilize school district resources and facilities.
- d. Support effective communication, engagement and community partnerships.
- e. Advocate for public education.
- f. Implement the recommendations of the Sustainability Action Plan.

The District's current Strategic Plan was taken to Committee 1: Management & Coordinating on September 14, 2016 as outlined in the [agenda](#) for discussion and was approved by the [Board on Monday, October 3, 2016](#) on page 5 of the meeting minutes.



## Terms of Reference – FESL Working Group

### PURPOSE

The FESL working group is a stakeholder and staff working group to be 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)
- 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
- Wednesday April 14, 3:30 - 4:30 pm
- Wednesday April 28, 3:30 – 5:30 pm
- Wednesday May 12, 3:30 – 5:30 pm
- Wednesday May 26, 3:30 – 5:30 pm
- Thursday June 3, 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 adequately prepare for the meeting. Should an ad hoc meeting be required to address and emergent situation the chair will provide as much notice a 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 group members to attend working group meetings as a guest.

## 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.