

NOTICE OF MEETING

EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office
June 14, 2023 @ 5:00 pm
Public viewing via live broadcast

Preeti Faridkot
Lois Chan-Pedley
Joshua Zhang
Jennifer Reddy

Helen McGregor, Superintendent of Schools
Shehzad Somji, Acting Secretary-Treasurer

Notice of Meeting

A Meeting of the **Education Plan Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, and stakeholder representatives on June 14, 2023 at 5:00 pm**. The meeting will be live broadcast for the public.

Trustees:	Alfred Chin Janet Fraser Victoria Jung	Susie Mah Christopher Richardson (Alternate)
Student Trustee:	Mia Liu	
Other Senior Management Staff attending:	Jody Langlois	Pete Nuij
Reps:	Carmen Schaedeli, VSTA Eric Proulx, VEAES Hilary Watt, VASSA Birgitte Biorn, VEPVPA Ericka-Jade Mulherin, PASA Kyenta Martins, DPAC Marisa Dikeakos, CUPE 15 Tim Chester, IUOE Neil Munro, Trades Brent Boyd, CUPE 407 Arabella Mew, VDSC	Alt. Karine Ng, VEAES (Alt.) David Nicks, VASSA Bruce Sallee, VEPVPA (Alt.) Scott Deyell, PASA (Alt.) Karen Tsang, DPAC (Alt. 1) Sandra Bell, DPAC (Alt. 2) Suzette Magri, CUPE 15 (Alt.) Tim De Vivo, IUOE (Alt.) Justin Chapman, Trades (Alt.)
Other Staff:	Chas Desjarlais	

EDUCATION PLAN COMMITTEE

MEETING AGENDA

Wednesday, June 14 at 5:00pm
Room 180, VSB Education Centre

We are unlearning and relearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee, it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/representatives request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members/representatives refrain from personal inflammatory/accusatory language/action;
- v. Committee members, trustees, representatives and /staff present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Items for Approval

None

Presenters

2. Discussion Items

None

3. Information Items

- 3.1 IEC Report on Framework for Enhancing Student Learning (FESL) / Aboriginal Enhancement Agreement

Jody, Langlois, Associate Superintendent – Learning Services
Chas Desjarlais, Acting Director of Instruction

4. Information Item Requests

Committee members may request by email to the Chair of the Committee follow-up information on previously discussed items and/or suggest possible topics for future committee meetings agendas. All requests for future agenda items will be considered by the Chair and Vice Chair at their weekly Agenda Setting meeting.

Date and Time of Next Meeting

TBA

Education Plan Committee

3.1 Purpose/Function:

- 3.1.1 To review student learning and well-being indicators, and where warranted provide recommendations to the Board.

3.2 Powers and Duties:

- 3.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.
- 3.2.2 Annually review the Student Learning Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.3 Annually review the Student Well-being Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.4 Annually review the Indigenous Education Enhancement Agreement, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- 3.2.6 Student Learning or Student Well-Being Matters Referred to the Committee by the Board:
 - 3.2.6.1 Review matters referred and make recommendations as requested.
- 3.2.7 Review and make recommendations regarding the implementation and cessation of District programs and approve changes in fees for those programs that charge fees.
- 3.2.8 Review and make recommendations to the Board in regard to:
 - 3.2.8.1 the District calendar and
 - 3.2.8.2 Local school calendar proposals.

June 14, 2023

ITEM 3.1

TO: Education Plan Committee

FROM: Chas Desjarlais, Acting Director of Instruction – Indigenous Education
Jody Langlois, Associate Superintendent – Learning Services

RE: IEC Report on Framework for Enhancing Student Learning (FESL) / Aboriginal Enhancement Agreement

Reference to Education Plan

GOAL:

1. The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...
2. The Vancouver School Board will increase equity by ...
3. The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...

OBJECTIVE(S):

- 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.
- Eliminating gaps in achievement and outcomes among students.
- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

INTRODUCTION

This information update will provide an overview of self-identified Indigenous learners wholistic development and academic achievement for this school year – which will include the emotional, physical, intellectual, and spiritual domains, in alignment with the Aboriginal Education Enhancement Agreement (AEEA) goals of belonging, mastery and culture and community.

AEEA Link:

<https://sbvsbstorage.blob.core.windows.net/media/Default/medialib/aeaa-june8.13e34713342.pdf>

BACKGROUND

Framework for Enhancing Student Learning (FESL):

The Framework for Enhancing Student Learning combines accountability with evidence-based decision making to support a system-wide program of continuous improvement. It formalizes the planning and reporting expectations for all school districts with a focus on improving equity in learning and enhancing the intellectual, social, and career development of all students in the K-12 public system.

Indigenous Learners Success 2022-2023

The Vancouver School Board and Indigenous Education Department continue to provide learning opportunities to support the whole child: the emotional, physical, intellectual, and spiritual domains.

This is in alignment with the Aboriginal Education Enhancement Agreement goals (AEEA) of belonging, mastery and culture and community which are embedded in the Terms of Reference for the Indigenous Education Council (IEC):

- **Belonging** - To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- **Mastery** - To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.
- **Culture and Community** - To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures, and contributions from all students through eliminating institutional, cultural, and individual racism within the Vancouver school district learning communities.

INFORMATION

Educational and Program Highlights

The Indigenous Education Department continues to offer educational and cultural programming that fosters wholistic well-being and academic achievement. Outlined below are the goals from the AEEA that demonstrate opportunities that foster emotional, physical, intellectual, and spiritual well-being:

Belonging

The Indigenous Education department and district value and continue to ensure that Indigenous learners feel seen and heard in their schools and classrooms. The work of creating safe and inclusive spaces where one sees themselves reflected in the curriculum and school community is a collective responsibility taken up by both administration and educators across the district. Culturally programming within schools and at the district level reflects this commitment:

- **1000+ Drums and Beyond** – the department under the leadership of the district Vice Principal have made a total of 4000 drums and rattles since 2014. Students from across the district have engaged in learning how to make drums and the protocols for caring for a drum.
- **Drum Awakenings** – 19 elementary and secondary schools this school year participated in ceremony to awaken their drums. Students and educators learned the importance of ceremony and the sacredness of a drum to Indigenous cultures.
- **Drum Across the World** – On June 21 students and staff from the across the district will participate in honouring Indigenous cultures and traditions from around the world. At the VSB students will participate and be witness to drumming and dance, Elder's teachings, storytelling, and Slahal teachings.
- **Indigenous songs** – the department members share traditional songs and public songs with elementary and secondary schools.
- **First Peoples' Festival** – a partnership between Musqueam of Anthropology (MOA) and Indigenous Education Department highlights the rich histories, cultures, and languages of local Nations – Musqueam, Squamish and Tsleil-Waututh Nations, alongside Nations from across Canada.

Mastery

The Indigenous Education department continues to collaborate with other District departments in providing enhanced support with literacy and numeracy programming for Indigenous learners. The department collaborated with:

- The District Literacy and Assessment teachers.
- The Indigenous Education Consultant and the Indigenous Education District Resource Teacher have been vetting Indigenous resources alongside Curriculum and Assessment department.
- The Graduation advisor continues to monitor and track Indigenous students' academic achievement.

The graduation rates for both the 5-year and 6-year completion rates results have slowly been on the rise over the last five years. There are several factors that have contributed to this rise including continuing to implement the BC revised curriculum that embeds the First Peoples Principles K-12, providing enhanced academic support with a graduation advisor and educational programming like Independent Direct studies that focus on both Indigenous languages and carving courses.

5-year Completion Rate

- 2017/2018 – 43%
- 2018/2019 – 49%
- 2019/2020 – 49%
- 2020/2021 – 54%
- 2021/2022 – 60%

6-Year Completion Rate

- 2017/2018 – 56%
- 2018/2019 – 62%
- 2019/2020 – 63%
- 2020/2021 – 66%
- 2021/2022 – 73%

Culture and Community

Indigenous learners' connection to cultural teachings and community members who can share their knowledge and practices is both imperative and necessary in fostering students' positive wholistic self-actualization. The Indigenous Education priority is to ensure there are robust and sustainable learning opportunities rooted in culture and community.

- Smokehouse in the City – Martin and Shona Sparrow, Musqueam Nation.
- Cedar Weaving in schools and at Grade 12 Leadership retreat – Rita Compst, Musqueam Nation.
- Elders and Knowledge keepers sharing in elementary and secondary schools – various Nations.
- Bi-weekly meetings between Musqueam Indian Band's Education Department and Vancouver School Board's Indigenous Education Department.

CONCLUSION

The Vancouver School Board and Indigenous Education continue to affirm and uphold the Education Plan goals by ensuring Indigenous learners continue to self-actualize their wholistic development and thrive academically.

RECOMMENDATIONS

This report is provided for information.

OUR VSB

Vancouver School District Education Plan Committee

June 14th, 2023



INDIGENOUS ACKNOWLEDGEMENT

Please join me in acknowledging that we are unlearning and relearning on the traditional and unceded lands of the x^wməθk^wəy̓əm (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) nations



x^wməθk^wəy̓əm
(Musqueam)



Sk̓wx̓wú7mesh
(Squamish)



səlilwətaʔ
(Tsleil-Waututh)

Live-streamed

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Committee Roll Call


Roundtable roll call

- Stakeholders: please state your first and last name and the name of the group you are representing
- Trustees and staff: please state your first and last name and position

ITEM 3.1

IEC Report On Framework For Enhancing Student Learning/ Aboriginal Enhancement Agreement

Chas Desjarlais, Acting Director of Instruction – Indigenous Education



FESL - 2022-2023

What we said we were going to do

- Next Steps in alignment with the Aboriginal Education Enhancement Agreement (AEEA):
 - Belonging
 - Mastery
 - Culture and Community

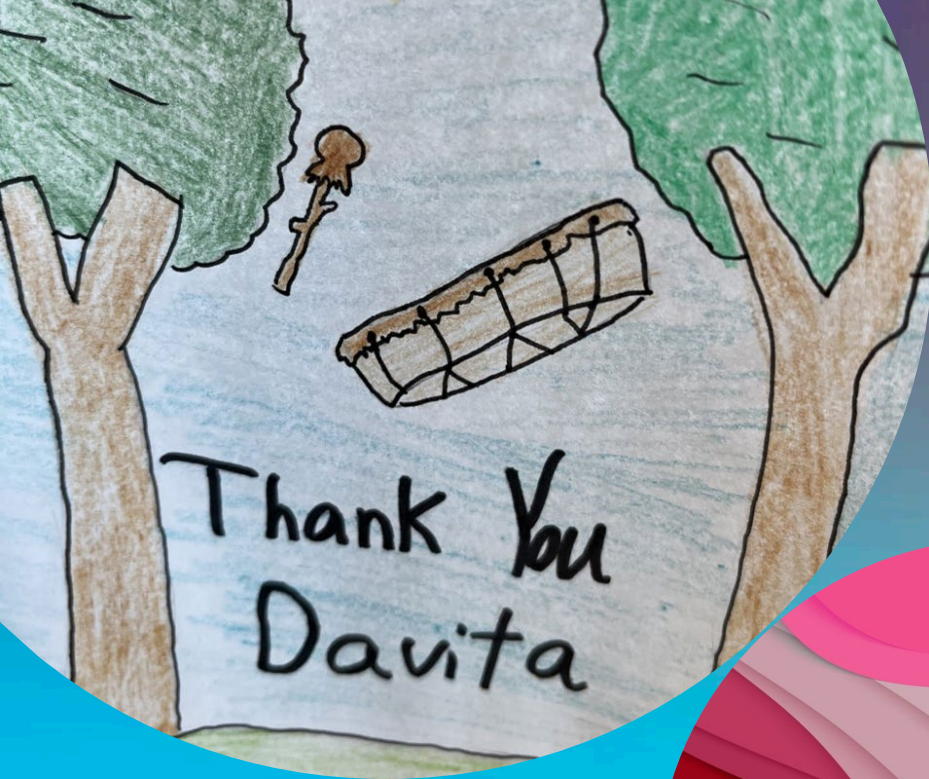
2022-2023 Update Storying The Data

Belonging

Fostering Indigenous learners' wholistic development – emotional, physical, intellectual and spiritual

Drum making, teachings and protocols shared

4000+ drums made by students and educators by VSB students and educators since 2014, 1000+ this school year





Fostering a sense of belonging through the newly revised curriculum

Fall and Winter Learning Series
with Carolyn Roberts

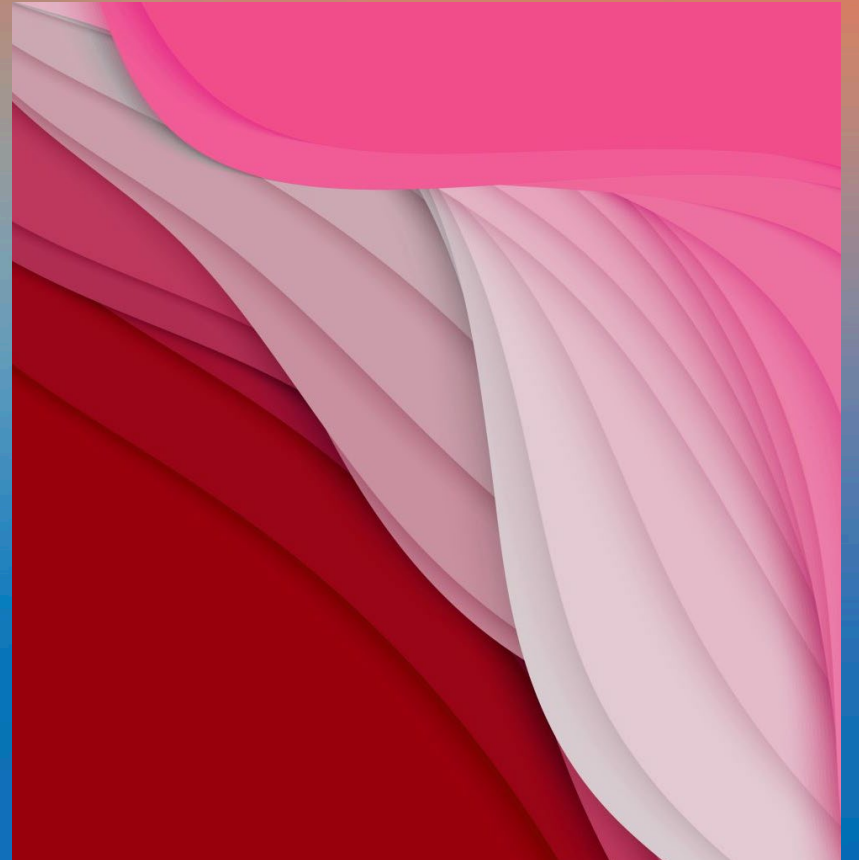
- 3 workshop sessions

Indigenous Focused non-
instructional day of Learning –
November 25, 2022

Indigenous Education Allies and
Leads Series (IEAL)

Provide targeted professional development on First Peoples of Learning (FPPL) and Indigenous Ways of Knowing and Being (IWKB)

- FNEESC English First Peoples 10-12 Metro Regional Workshops – January 28 and February 25, 2023
- Musqueam Training Day for DRTs – February 8, 2023
- “Ways In: Indigenous Pedagogies and Perspectives” – January 16, 2023, at David Thompson Secondary
- English First People’s and Indigenous focused presentation – February 1, 2023, Prince of Wales Secondary School





Help support educators' praxis through collaborative inquiry

- Indigenous Education Consultant and Indigenous Education District Resource Teacher work co-collaborative with teachers from across the district both elementary and secondary
- English First Peoples' working group – John Oliver Secondary
- Senior Indigenous Focused Social Studies working group – cross district
- Inquiry work at the school are supports both by the Indigenous Education Department and Curriculum and Assessment Department



Mastery

Providing enhanced support with literacy and numeracy

- Co-collaboration with District Literacy and Assessment teacher
- Indigenous Education Consultant and Indigenous Education DRT have been vetting Indigenous resources alongside Curriculum and Assessment Department
- Graduation advisor continues to monitor and track Indigenous student success

Indigenous Learners Achievement

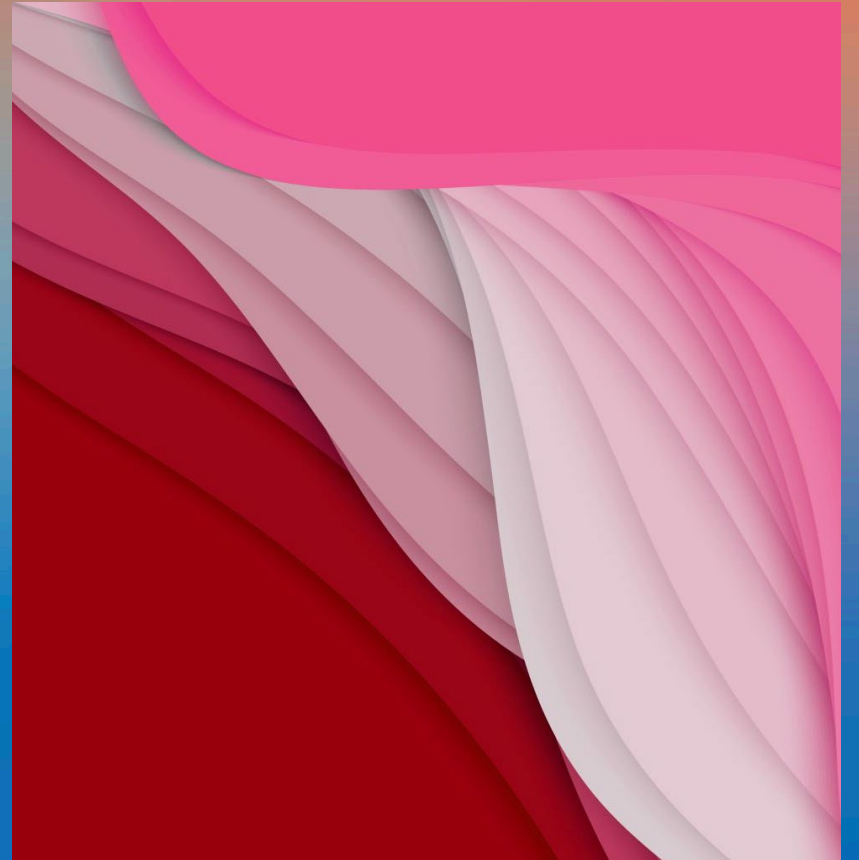
Graduation Rates

6-Year Completion Rates

- 2017/2018 – 56%
- 2018/2019 – 62%
- 2019/2020 – 63%
- 2020/2021 – 66%
- 2021/2022 – 73%

5-Year Completion Rates

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- 2018/2019 – 49%
- 2019/2020 – 49%
- 2020/2021 – 54%
- 2021/2022 – 60%





Culture and Community



- Smokehouse in the City – Martin and Shona Sparrow Musqueam Nation
- Weaving – Rita Compst Musqueam Nation
- Working with various Elders from many Nations
- Bi-weekly meetings between VSB and MIB

District Structures

- Indigenous Education Council – Language and Governance subcommittee have been meeting every month
- 2022 – 2023 work – visioning, goal-setting and refining draft Terms of Reference (ToR)
- Indigenous Educational Allies and Leads (IEAL) - 4 professional learning opportunities provided this school year
- Sharepoint site is being worked on by both the Indigenous Education Consultant and Indigenous Education District Resource Teacher



Skwxwú7mesh
Úxwumixw
Squamish Nation



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Indigenous Focused Graduation Requirement

District Structures

Indigenous Focused Graduation Requirement work

- Winter and Fall Learning Series – Carolyn Roberts
 - Indigenous focused non-instructional day
 - Indigenous Educational Allies and Leads (IEAL)
 - Administrator and teacher lead education session
 - FNEESC Metro Regional Workshops
 - Musqueam Training Day for DRT's
 - English and senior Social Studies working groups
 - Learning resources
- 

“Care about them and who they are as Indigenous peoples;
Expect them to succeed in education; and,
Help them to learn about their cultures, histories and languages.”
- OECD 2017

Conclusion

OUR VSB

Questions?

ITEM 3.1

IEC Report On Framework For Enhancing
Student Learning/ Aboriginal
Enhancement Agreement

OUR VSB

Information Item Request

OUR VSB

Date and Time of Next Meeting

TBA

OUR VSB

Thank you for your time,
The End
