

Appendix

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Appendix I

Social Responsibility and Connectedness

Links among Social Responsibility, Social Emotional Learning, and Belonging

What we know

Vancouver schools are at the forefront of a global movement towards educating children holistically, that is, teaching children academics as well as strategies for maintaining healthy relationships throughout life. In 1997, British Columbia was the first province to adopt social responsibility as one of its core performance standards, of equal importance to reading, writing, and numeracy.

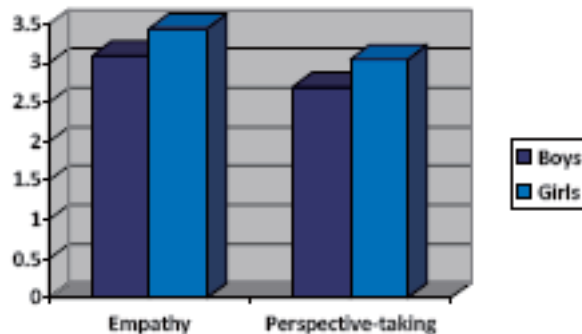
Since 2001, the Vancouver School Board and the University of British Columbia have been partners in researching best practices in schools for promoting students' social emotional competence, social responsibility, and school motivation. These are the key findings.

4 Key Findings

1. Dramatic changes occur between grade 4 and grade 7 in children's social emotional well-being.
2. Children's school experiences differ by grade level and gender.
3. The majority of children identify at least one significant school adult; and they can easily describe what makes that adult important to them.
4. Connectedness matters!

Figure 1. Gender differences in social responsibility

Generally, girls are more concerned with social responsibility than boys. Yet even including the girls, students at this Vancouver school empathized or considered the perspectives of others on average only 60% of the time.



How do we foster social responsibility?

Empathy, Perspective-taking, Prosocial Goals, and Social Responsibility Goals were all found to be positively (and statistically significantly) related to students'

- Classroom Autonomy ("a voice in the classroom")
- Classroom Supportiveness ("feeling supported by peers and teachers in the classroom")
- School Belonging ("feeling connected to the larger school community")

Social Responsibility

The term socially responsible behaviour highlights the importance of internalization... taking over the values and attitudes of society as one's own so that socially acceptable behavior is motivated not by anticipation of external consequences but by intrinsic or internal factors...

Grusec & Goodnow

Social and Emotional Learning (SEL)

SEL is the process of acquiring the competencies

- to recognize and manage emotions,
- develop caring and concern for others,
- establish positive relationships,
- make responsible decisions, and handle challenging situations effectively.

What do students like best about their teachers?

"I can go to her when I am upset and have a problem"

"Makes me feel confident in myself"

"She makes me forget all the bad stuff in my life"

"Teaches me what is friendly and fair"

"Encourages me to do my best"

"Cares about my education"



Protective factors for students

Individual Assets

- Positive peer group
- Problem solving skills
- Communication skills
- Positive conflict resolution skills
- Positive sense of self
- Takes responsibility for own behaviours
- Empathy and sensitivity towards others

Family Assets

- Positive adult role models
- Positive communication within the family
- Parental involvement in child's life
- Clear rules and consequences within the family
- Time with family

School Assets

- Connectedness to school
- Supportive school environment
- Participation in after school activities
- Effective involvement in the school
- Relationship with one significant adult

Community Assets

- Connectedness to community
- Positive and clear community norms and values
- Effective prevention policies

Advice from the experts

Students in Grades 4-7 express what they like about school...

- “It’s clean and tidy”
- “There is diversity of after school activities”
- “There are lots of kids in the school to hang out with”
- “There are lots of funny teachers”
- “Lots of people who care about me”
- “You can learn a lot”

Know the ABC’s of Social Responsibility

Classrooms that best fulfill students’ psychological needs are those that allow them opportunities for:

Autonomy
Belonging
Competence

Figure 2. Perceived classroom environment of students and teachers

Generally, girls are more concerned with social responsibility than boys. Yet even including the girls, students at this Vancouver school empathized or considered the perspectives of others on average only 60% of the time.

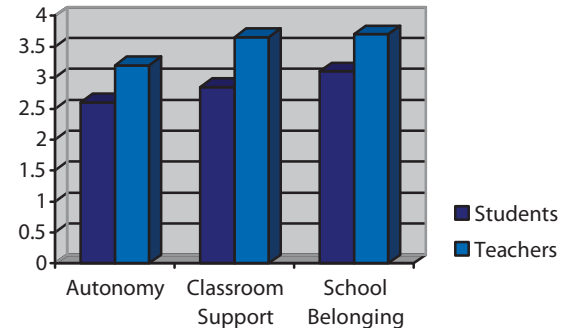


Figure 3. Impact of the number of significant adults on students’ school adjustment

Previous research has linked significant adults to fostering resilience in children and adolescents. Students in Grades 3-7 who reported having significant adults in their lives felt more confident in their abilities in school, and scored higher on measures of prosocial behaviour and social responsibility. Having the support of only one adult was enough to make a difference. Confidence increased with the number of significant adults they could think of.

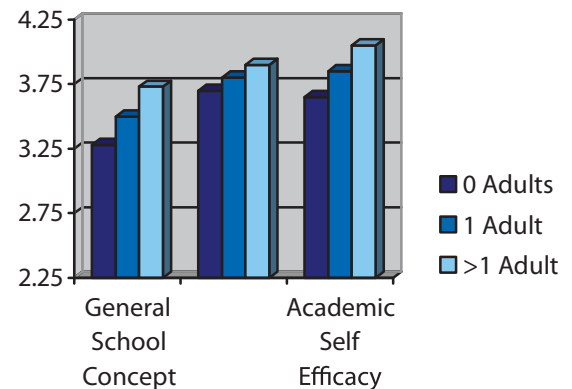
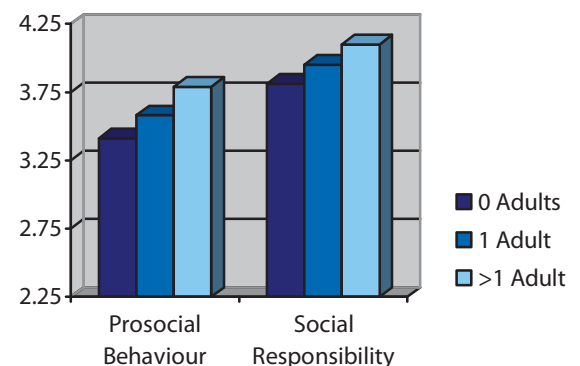


Figure 4. Impact of the number of adults on students’ social adjustment



Safe Schools and Social Responsibility (SSSR) Survey Results 2008

Overview

The Social Responsibility Safe School (SSSR) Survey for Secondary Students is an extensive survey completed anonymously in the spring of 2006 and in 2008 by students from all Vancouver secondary schools.

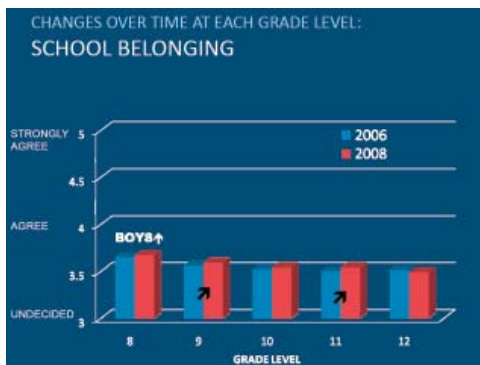
The survey addresses students' feelings of safety, interpersonal behaviour, substance use, sexual and racial discrimination and harassment, bullying, school community and social responsibility. It was developed following significant consultation and input from VBE district and school-based staff. The co-researchers on this project are Dr. Terry Waterhouse and Amy Prevost from the University of the Fraser Valley (UFV) and Dr. Shelley Hymel from the University of British Columbia (UBC).

Results of the survey are used by District staff, VBE Advisory Committees and the schools to develop plans responsive to the identified needs of students.

Comparison of 2006 Results to 2008 Results

Student Belonging to School

Student sense of belonging has shown small gains in grades 9 and 11, and for boys in gr. 8.



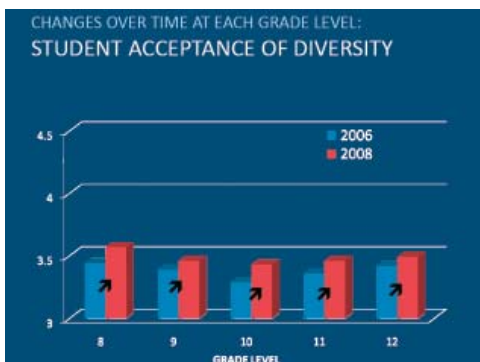
Student Safety

Feelings of safety continue to rise incrementally, with only grade 10 girls feeling slightly less safe.



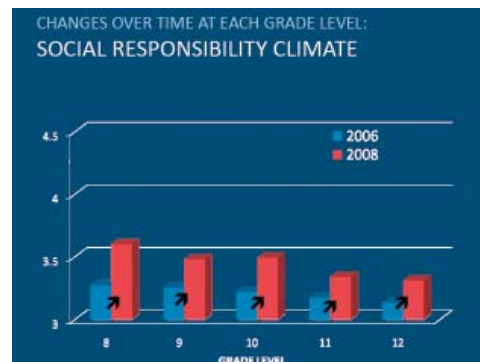
Acceptance of Diversity

More students report that they “accept all individuals regardless of race, ethnicity or culture” most of the time or all of the time.



Social Responsibility Climate

More students report that both students and adults speak positively about diversity and adults speak out against stereotyping others.



Comparisons to Other School Districts

The SSSR survey was administered in 12 other districts located in all regions of the province, in addition to within the Vancouver School District.

Selected findings from the 2008 survey when compared to the provincial sample:

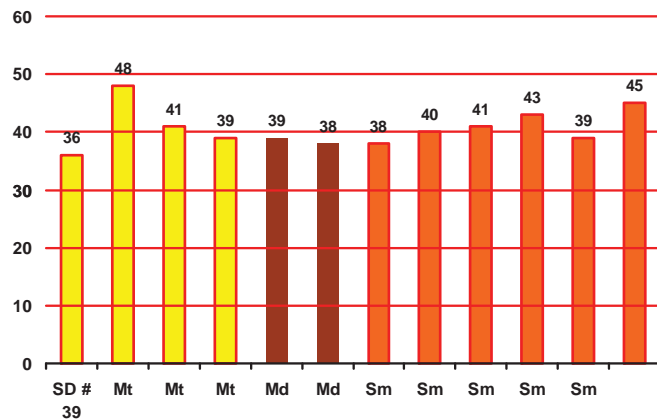
Student Safety

On questions related to sense of safety Vancouver students' responses were lower than the average responses in all other districts, however, it must be noted that Vancouver is the largest of the urban districts surveyed.

For example:

- On the question, "I feel safe at school" 36% of VSB students reported ALWAYS feeling safe at school; this compares to of 41% students in the rest of the province.
- On the question, "I feel safe in the community" 37% of VSB students reported ALWAYS feeling safe in the community: this compares to 47% of students in the rest of the province.

Safe at School by District and Location (n = 50,334) % Always Feel Safe

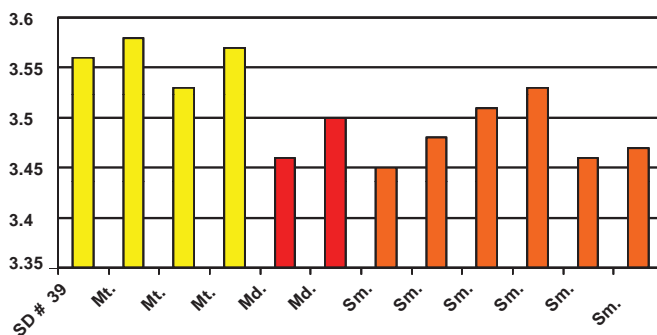


School District 39 results (far left) are shown in comparison to results from other school districts. The urban school districts appear in yellow, with suburban districts shown in red and rural districts shown in orange.

Social Responsibility

- On questions related to the culture of the school, Vancouver students report higher than average levels of belongingness, engagement and the important role of adults in the school. When compared to the other districts in the survey Vancouver students reported higher than average levels of the above items.
- In addition, a sense of belonging to the school is highest among Vancouver students in grade 8 (mean response 3.7/5); and lowest among students in grade 10 (mean response 3.55/5). This pattern also holds true for students' reported level of engagement in school activity and for reported levels of adult respect and recognition.

Belonging By District and Location



School District 39 results (far left) are shown in comparison to results from other school districts.


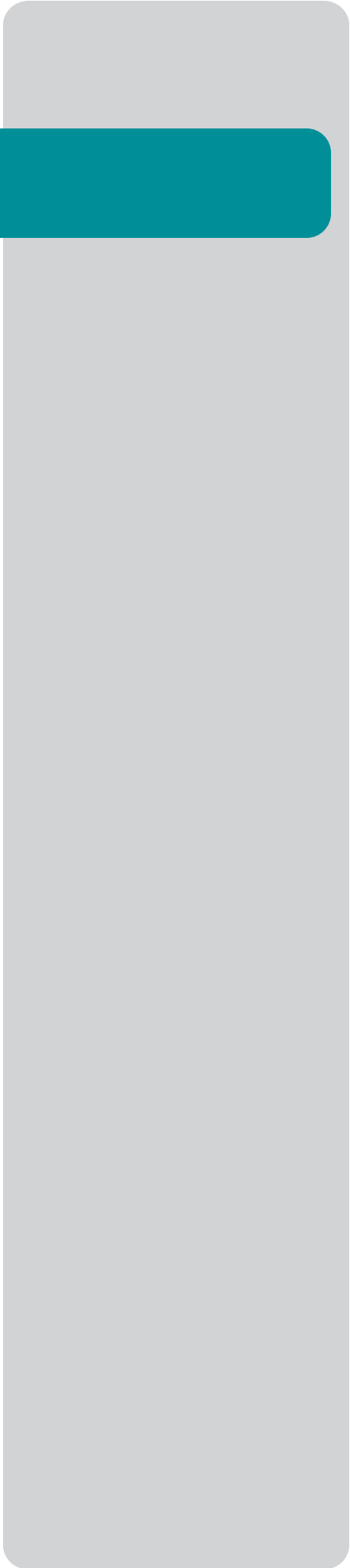
Critical Evidence

Critical evidence and multiple measures used to analyze student success in Literacy include:

- **Student Learning Evidence** that describes student learning outcomes.
- **Classroom Evidence** is defined by a variety of assessment methods. The results are used by teachers to make decisions that will guide teaching practice and improve student performance. Examples of this type of assessment are Rubrics, Performance Standards, Rating Scales, Reading Recovery data, Phonemic Awareness Assessments, Running Records, Nelson Reading and Math Program assessments, classroom tests and Individual Education Plans for Special Needs students. These results are reflected in student report cards and at parent teacher conferences.
- **School Evidence** is defined by periodic assessments carried out by schools to provide immediate results of student performance on key standards-based skills. Examples of this type of assessment are Performance Standards and Quick Scales for Writing, Reading, Social Responsibility and Numeracy, Schoolwide Writes, Developmental Reading Assessments, Kindergarten Screening, Multilevel Academic Survey Test (MAST) for Reading and Math, Jerry Johns Reading Inventory, SMART Reading Assessment, Woodcock Johnson Assessment, ESL Matrix Spring Assessment, Test of Cognitive Skills, Canadian Achievement Test (CAT), Report Card Marks. These data are reflected in School Plans.

The vast majority of primary classrooms in the district are using the DRA to assess students. Most intermediate classes and some secondary schools are now using either Reading Assessment District #39 (RAD) grades 3-9 or Whole Class Reading Assessment Grades 3-8 (Vernon Assessment) with students. Teachers and administrators of the schools using these assessments received extensive in-service from the Literacy Team on how to administer them and how to use the data to improve instruction.

- **District Evidence** is valuable information about student success in Literacy and Social Responsibility and about how certain learner groups, such as Aboriginal or English as a Second Language students are performing compared to all other students. It is not intended to be used for student reporting. The Literacy Innovation Project results, Early Intervention data, Grade to Grade Transition, Graduation Rates, Elementary Social Responsibility Partnership Schools' research results and Secondary Safe School and Social Responsibility Survey Results. The district is currently piloting connectedness tools to assess the effectiveness of the district support of Aboriginal learners.
- **Provincial Data** is information which is collected by the Ministry of Education on an annual basis. It provides a district and school snapshot of achievement by grades four, seven, ten, eleven and twelve with trends of school results over time. Achievement of specific groups of students – male, female, Aboriginal, ESL and French Immersion – are provided. Examples of this type of assessment data are Foundation Skills Assessments and Participation Rates, and Provincial Exam results. These data are reflected in the annual District Plan and in School Plans.
- **Demographic Data** provides a description of the school context. Student data typically includes demographic information such as student's gender, ethnicity, and socio-economic status. In the Vancouver school district, demographic data provides a picture of student diversity as represented by the number of languages spoken by students in the district, the percentage of students who require English as a Second Language support, a number of Aboriginal, Special Education and French Immersion learners and the percentage of students who are living in poverty. The EDI Mapping Project results are an example of demographic data.
- **Program Data** reflects the outcomes of programs or processes (, Effective Behaviour Support, and Roots of Empathy Program).

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- **Perception Data** reflects how school communities perceive or value the school's learning environments. Examples of this type of data are the Ministry of Education Satisfaction Surveys of parents/caregivers, students and teachers, Vancouver District Students' Council (VDSC) Survey of Secondary Students, Social Responsibility Perception Surveys for students, and parents/caregivers, School Safety Satisfaction Surveys, Healthy Youth Development Adolescent Health Survey: Vancouver Region, Student Self-Respect Self-Assessments, Student Belonging Surveys and other school developed surveys.
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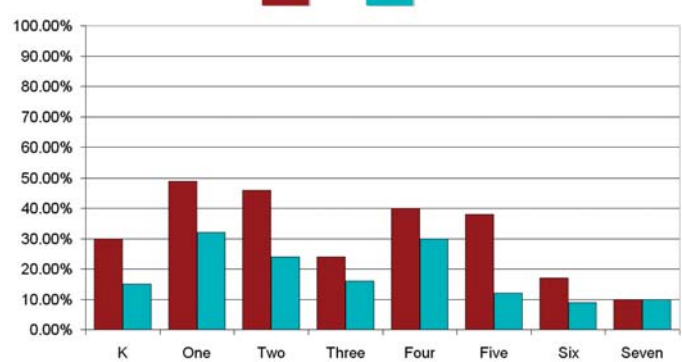
Appendix 5

Literacy Innovation Program and Early Intervention Schools

Literacy Innovation Program Schools

Nine schools involved in the Literacy Innovation Program collect data in the fall and spring of each year using either the DRA for primary grades or the RAD for intermediate grades. This chart shows only those students who were not meeting expectations in the fall of 2008 and the spring of 2009 for each grade. It should be noted that the schools in the Literacy Innovation Program were invited to become part of the project because they had the highest vulnerability rates and among the lower achievement rates when the project began.

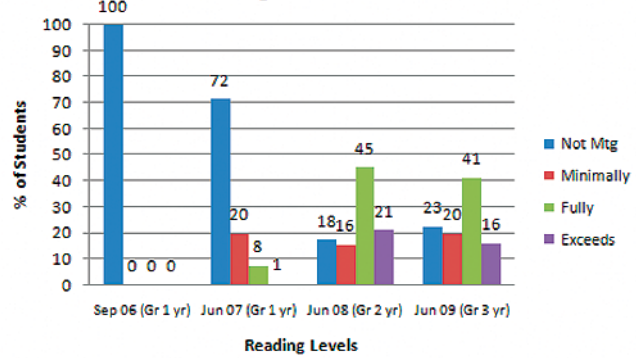
Literacy Innovation Program Schools
Students Not Yet Meeting Expectations - Reading



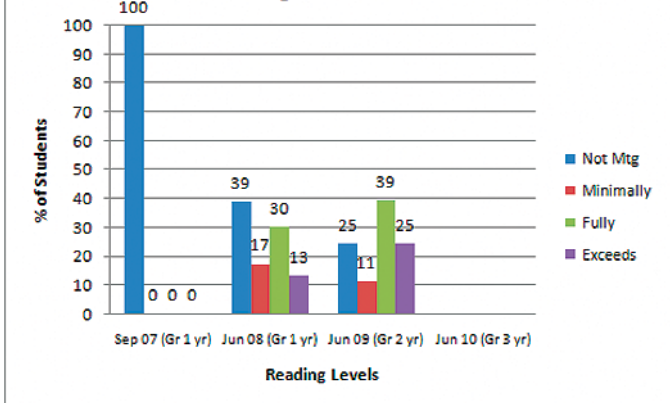
Early Intervention Schools

Nine schools have been involved in an early intervention project which involves three components: good classroom teaching, effective small group interventions, and Reading Recovery one-to-one intervention for the lowest achieving students. The charts reflect only those children who were vulnerable entering grade one and show three cohorts of students as they progressed through the grades.

Early Intervention - All Schools
Entering Grade 1 in 2006-07



Early Intervention - All Schools
Entering Grade 1 in 2007-08



Early Intervention - All Schools
Entering Grade 1 in 2008-09

