



# District Plan *for* Student Learning 2012/2013





# Core Purpose

It is our collective responsibility as a school district to ensure the highest quality of learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.





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## Our Mission

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, cooperation and social responsibility.





## District Context

We value childhood as a unique and special time.

### Our Students

#### Enrollment

31,000	elementary students
25,000	secondary students
3,000	(FTE) adult education students
48,000	students in continuing education programs
3,000	students in distributed learning programs

#### Diversity

- 25% of K-Grade 12 students are designated ESL
- 60% speak a language other than English at home
- 126 languages have been identified in our schools
- 7% of elementary and secondary students are special education learners
- 9% of elementary students are French Immersion learners
- 4% of secondary students are French Immersion learners
- 16% of students participate in a school meal program
- 2,000 students attend full day kindergarten
- 4% of students are Aboriginal (First Nations, Metis & Inuit) attend Vancouver schools

### Our Schools

- Our schools reside on Musqueam and Coast Salish Traditional Territory
- 74 elementary schools and 17 elementary annexes
- 18 secondary schools
- 7 adult education centres
- 1 Distance Education School at 2 locations  
1 elementary and 1 secondary
- district programs include early and late French Immersion (18), Mandarin bilingual, Fine Arts, Gifted and Montessori
- 56 district programs connected to our secondary schools addressing a wide range of needs from remedial to enrichment
- 12 Community School Teams
- 3 Junior Kindergarten classes

The Vancouver School District is a large, urban and multicultural school district that includes some of the most affluent and impoverished urban neighbourhoods in the country. This setting provides wonderful opportunities as well as serious challenges. The Vancouver School District is among the most diverse of public school systems in Canada, with an annual enrolment of approximately 56,000 students in Kindergarten to Grade 12. In addition, the Vancouver School District provides educational programs and services to full-time Adult Education and Continuing Education students. Our programs and services address extraordinary combinations of challenge, need, opportunity and potential that exist in every student we serve.

On the one hand, many children, due to poverty and other inhibitors, are excluded from the choices and opportunities that a city the size of Vancouver can offer. On the other hand, many students living in this urban environment are able to take advantage of opportunities to experience and learn from diverse cultures and reap the benefits of involvement with highly sophisticated and experienced arts and recreational groups that you would expect to find in a world-class city. Vancouver schools are involved in a wide range of partnerships with cultural, arts and service organizations. The district also offers a multitude of services and program options to meet student interests and needs.



*“A safe and caring school is one in which there is a deep personal commitment to the core social values of justice, respect and compassion. Students must be able to observe and encounter these values in action in their daily lives, especially in the school setting.”*

*BC Ministry of Education. (2008, November). Diversity in BC Schools: A Framework*

## We believe in educating the whole person.

Over the past decade, the Vancouver School District has had to eliminate many programs and positions as a result of budget shortfalls. Non-enrolling teachers, the Literacy Team, ESL Consultants, Consultants for Special Education, Consultants in Social Responsibility and the Math Team have all been reduced or eliminated. These losses have hampered our ability to support teachers as they work to support each student in their classroom. In addition, the District has experienced immense changes in personnel in key positions. It is a testament to the commitment of teachers, other staff, and administrators in schools that we continue to make a difference for students in their learning and social development.

It is clear that the people in the district are its greatest strength. The legacy of the work of the Literacy Team over the years is evident in the elementary schools where teachers continue to focus on improving the reading and writing of their students. The wonderful art, music, drama, and dance are among the best in the Province. Students in the Career Programs in a variety of areas, and notably Culinary Arts and Theatre, win Provincial and National awards. Secondary students are annually extremely successful in Science Fairs, going on to National competitions. Dedicated teachers support the students with Special Needs and who are learning English as an additional language. Support staff assist students who are vulnerable in a number of areas. Our buildings – many of which have passed their centennial -- are clean and well-maintained.

This school year has been an extremely busy and unusual one. With teachers in Job Action some of our most important collaborative work has not been possible. Among these, our plans for data collection, a project on which we had worked so hard and so collaboratively, have been on hold. Nonetheless, there have been some very important projects underway to support children and their families.

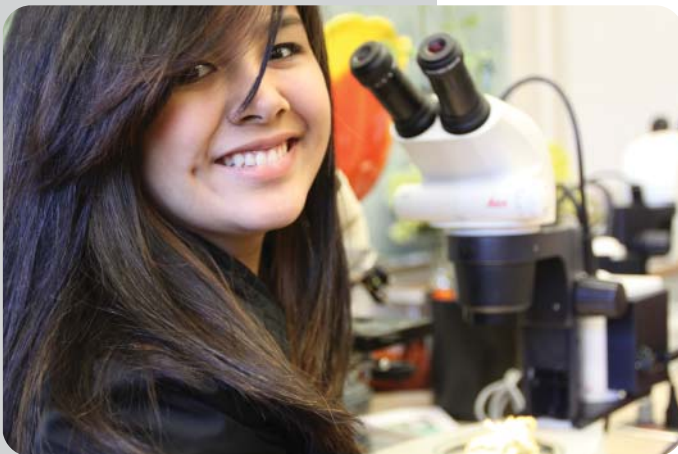
We have undertaken a significant review of the district – its programs, facilities, and opportunities. The Sectoral Review (see [ourfuture.vsb.bc.ca](http://ourfuture.vsb.bc.ca)) resulted in compendium of information about the district that is an incredibly valuable resource for parents and others. Consultation about proposed changes will set a blue print for future activities,



**We believe in the provision of a wide range of programs, services and resources to meet the needs, interests and abilities of all learners.**

including the expansion of district programs, more efficient use of our schools, and further reviews for refining other details.

We have completed an inventory of programs and services that we provide to mitigate the effects of poverty. Students who come to school disadvantaged by poverty require additional supports in order to reach their potential. An observation of the many supports in place led to three important proposed actions for next year. Internally we will be working to establish structures to better coordinate the services and programs we have in place. In addition we will be calling together our partners in the community to develop structures that systematically provide for better coordination across our organizations. We will also continue to advocate for more resources for the children in most need.





# The District Plan for Student Learning

**We value the diverse and evolving multicultural nature of Vancouver.**

Our focus on Literacy is one we intend to continue for some time. As we have noted in other documents, there are at least two significant reasons for this focus. One is moral: we have a responsibility to ensure that all students in Vancouver are able to read and write at a level that allows them to be successful in life. The life chances of people who are not literate are severely limited. We must continue to work at reducing the number of students who do not meet expectations in reading. The second reason is practical. We have great strengths in our literacy work in the District on which we can build. And, literacy is a good indicator of overall success in school. We will also be building on recent work on data collection that will allow us to more closely track success in reading across cohorts of students.

Our focus on literacy, however, builds on the Foundations we have supported over the years: social emotional learning and a particular focus on success for Aboriginal students. We are committed to the learning we undertook in our Appreciative Inquiries and will continue to address the conditions of learning that are so foundational to student success.

In November 2010, the Vancouver Board of Education began the process of consultation to develop a Strategic Plan to articulate its long-term goals and priorities and provide overall strategic direction for the School District. This is a comprehensive process comprising research and extensive consultation with the School District's partner groups and the public. Student engagement is the first goal of the plan and strategies encompass the range of activities that are included in this plan: assessment practices, the use of technology, positive learning environments, and effective instruction.

In addition, we have been engaging in a Program Review of the three areas that affect student success: Literacy Practices, Aboriginal Education, and Special Education. We worked with all our stakeholder groups on Phase I and identified a key area for further review. This area is the work of non-enrolling staff. We are continuing with this work with a goal to establish possible models to be implemented; to provide advice on staff allocation and professional development; and to generate suggestions for better aligning of staff and resources to support student needs. This is one of the areas that has not progressed in this difficult year.

**We believe**  
that schools should  
provide a safe, secure  
and hunger-free  
environment.

**We believe**  
that children should  
be empowered to  
recognize and exercise  
their rights.

**We believe**  
in equitable treatment  
for all individuals  
regardless of race,  
culture, gender, religion,  
socio-economic status,  
sexual orientation or  
physical or mental  
ability.



**We believe in equal opportunity and equal access to the best possible education in a supportive, positive and challenging environment.**

## **What is Our Vision of Student Success**

Our vision of success for each student, illustrated in the *Success for Each Student* graphic, is based on two complementary conceptual frameworks: Response to Intervention and Effective Behaviour Support. Each tier of this model represents increasingly intense services that are associated with increasing levels of learner needs. Interventions at all three levels are aimed at improving student response to instruction and improving student outcomes.

At the **Universal Intervention** level, each student refers to every student enrolled in a regular classroom. Assessment for learning, as well as summative assessments are components of teaching practice. Tier one represents high quality instruction and monitoring of student success to support social emotional functioning and cultural learning to enrich or extend learning experiences.

**Targeted Group Interventions** are determined by a collaborative School Based Team process. The assessment focus is increasingly narrow to determine the specific areas that are interfering with a student's ability to learn or demonstrate learning. Instruction is designed to increase success. Small group instruction may support learning, support social emotional functioning, enrich or restore cultural learning, and enrich or extend learning experiences.

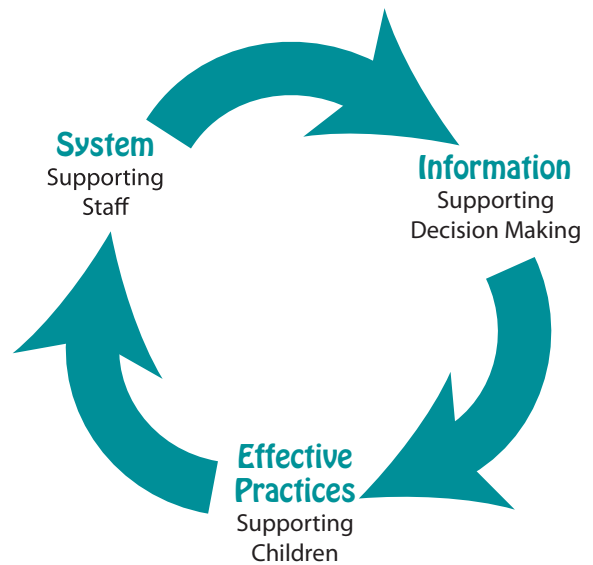
The *Success for Each Student* graphic represents an engagement of the entire system on the purpose of student success. Each tier represents the ways in which we organise our assessment and instruction cycles to monitor for student success.

**Intensive, Individual Intervention** refers to the set of services, supports, strategies and instructional approaches that are required to create conditions of success for students whose needs are highly defined. At this level, a highly individualised approach is taken to both assessment and instruction. Each intervention is carefully monitored for its effectiveness.

The Vancouver School District is committed to working with families and outside agencies to further provide for the success of each student. We promote the values of meaningful consultation when working to make decisions regarding services, supports or placement decisions. This works most effectively when we are able to collaborate with families as early as possible. As we move to full day kindergarten, a variety of partnerships will be required in order to ensure that early intervention is a key strategy for success.



# Success for Each Student



## Learning Systems

## Social - Emotional, Behavioural Systems

### Intensive, Individual Intervention

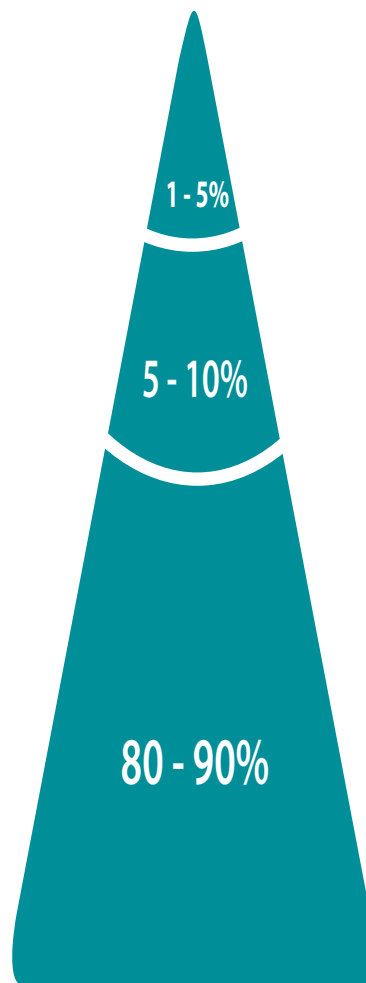
- Individual Students
- Assessment-based
- High Intensity
- May include a District class placement

### Targeted Group Interventions

- School Based Team processes
- Some students
- Rapid response
- Learning Assistance,
- English Language Learner Support
- Aboriginal Education
- Gifted
- Early Intervention in Literacy

### Universal Interventions

- All settings, All students
- Preventive, proactive
- Whole class assessment for learning
- Universal design for Learning/ Differential Instruction



### Intensive, Individual Intervention

- Individual Students
- Assessment-based
- Intensive, durable procedures
- Wrap around
- May include a District class placement
- Support from Behaviour Strategies
- Consultant and/or STIBS workers

### Targeted Group Interventions

- School Based Team processes
- Some students
- Rapid response
- Social Emotional Learning
- Restorative practices
- Social Skills instruction
- Functional Behaviour Assessment

### Universal Interventions

- All Settings, All Students
- Preventive, proactive
- EBS school wide systems
- Positive Behaviour Support
- Social Emotional Learning
- Conflict resolution – Second Step
- Classroom Management – Alert Program

## We value the contribution of each individual.

On our vision of student success, schools and the district are closely aligned in our work. In order to accomplish this alignment we are working with all schools on their collection of data for tracking success of students in reading. We acknowledge that reading is not the only literacy skill, but we also know that it is closely correlated to success in writing and oral language. Although schools do not have to have a goal in literacy, they must provide data to the district. We will use these data to help with decisions about resource allocation. Similarly, we work with all schools on our foundational commitment to social emotional learning and we continue to collect data on aspects of this learning – most recently in the form of the Middle Years Inventory (MDI). As well, we have a goal for universal commitment to the goals and strategies of the Aboriginal Education Enhancement Agreement (AEEA). We have asked schools to make a statement in their school plans that refer to the goals of the AEEA. Although we have much work to do, we are working with schools on supporting the intervention levels so that we share a vision for success for each student.

Our school completion rates are quite high and compare favourably with other school districts with similar populations. Nonetheless, after six years there continues to be 20% of the student population who have not yet completed a Dogwood diploma. One of the ways we address success for these students is to offer an extensive Adult Education program providing opportunities ranging from the literacy level to secondary school completion. Many adults come back into this system to complete their secondary school programs. We have not calculated the ten year graduation rate, but we believe it would be considerably higher than the six year rate. Our Adult Programs contribute to the continuum of supports that provide for student success.

Children and youth need a wide variety of positive, engaging experiences and opportunities in order to learn and develop to their full potential.



# Foundations for Success for each Student

We believe in a commitment to excellence.

## District Commitments







# Foundations for Student Success

**We believe in cooperation, respect for others and development of social responsibility.**

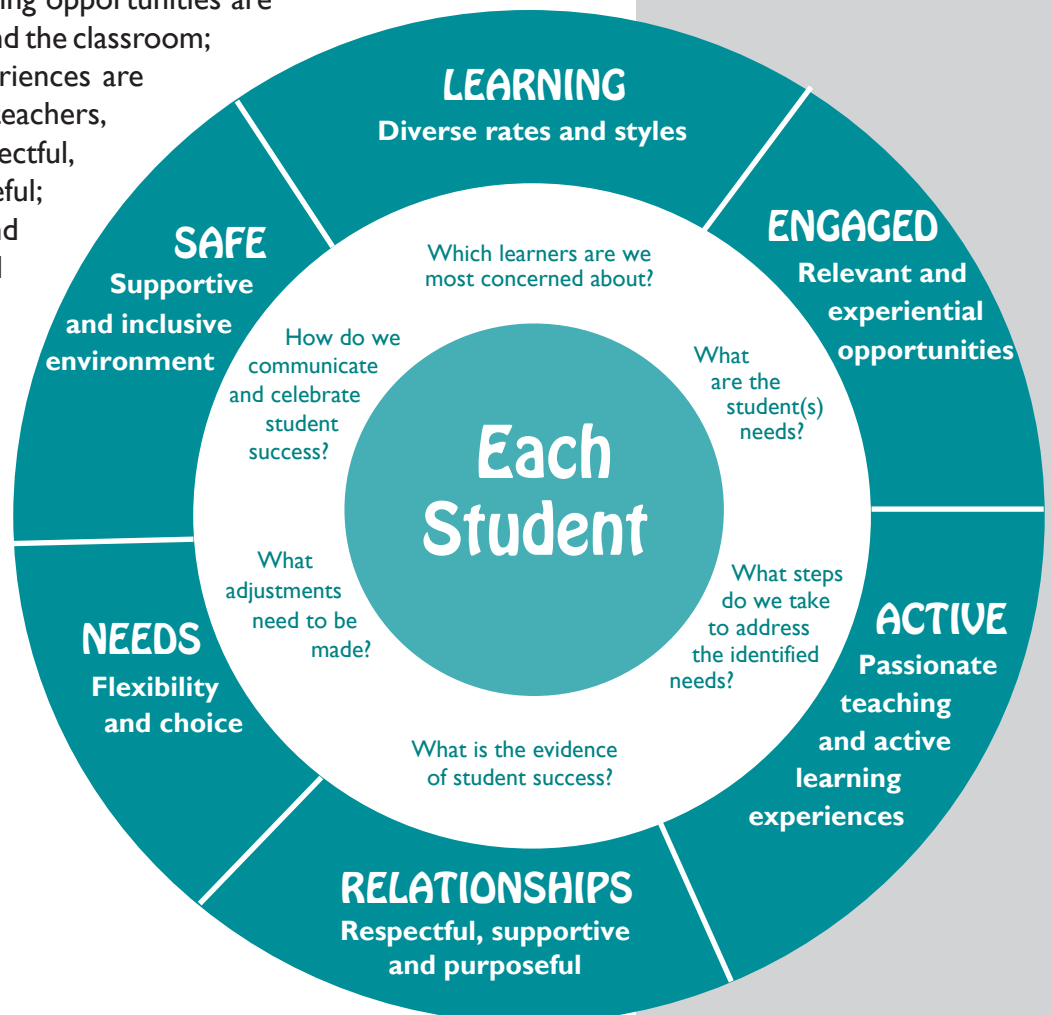
## Introduction

In the past, we had outlined goals for Social Responsibility and Aboriginal Education as part of our District Plan. Last year, we decided that these were foundations for learning and that we would focus on only one goal for literacy. The commitment to social emotional learning and success for all Aboriginal students remains. We would not be able to make progress on our goal for Literacy if we did not also pay close attention to the safety and sense of belonging of all students. We will not be successful in literacy and in our completion rates until we ensure our system provides opportunities for the success of each of our Aboriginal students.

Three years of work on an Appreciative Inquiry resulted in our identifying six underlying conditions for successful learning. We know that we learn best when there is recognition of and support for a diversity of rates and styles of learning; when engaging experiential learning opportunities are presented within and beyond the classroom; when active learning experiences are created by passionate teachers, when relationships are respectful, supportive, and purposeful; when there is flexibility and choice in the system, and when there is a safe and supportive environment. We continue to embrace this set of understandings and are committed to ensuring these conditions underpin our work in supporting teachers and students.

Overwhelmingly students, teachers, administrators, parents and community members repeatedly told us that optimal learning takes place when the following conditions are in place:

**Learning**  
**Engaging Experiential**  
**Active Passionate Teaching**  
**Relationships**  
**Need for flexibility & choice**  
**Safety**



**We believe in the dignity of the individual and development of self-esteem.**

### **Social responsibility**

In our district, social responsibility and attending to students' social and emotional learning continues to be a core value, as reflected in the District Mission Statement. Many schools continue to have discrete goals in the area of social responsibility or social and emotional learning (SEL). The school district considers social responsibility and SEL to be foundational to student success, and expects that all schools will attend to these areas, ensuring that learning takes place within a context of positive relationships, a safe and caring environment, and an inclusive community. On-going district support and school-based initiatives continue to actively address student safety, sense of belonging and inclusion in diverse school communities.

### **Social and Emotional Learning (SEL)**

SEL is the process whereby children and adults develop essential social and emotional skills, knowledge, and attitudes related to:



Research clearly demonstrates the significant role of SEL in promoting the healthy development and academic achievement of all students.

## We believe in fostering a sense of community

Further it is understood that when schools explicitly and intentionally address social and emotional learning, all student learning is improved. The district continues to build educators' capacity related to embedding an approach to developing students' social and emotional competencies within the school day. This year, elementary schools were surveyed as to the level of implementation of various SEL and prevention programs, to provide a picture of current state with regard to programs, in preparation for the upcoming school year. Information was also gathered regarding programming and initiatives aimed at responding to the needs of students whose lives are impacted by poverty.

This school year, building on the findings of the Middle Years Development Instrument (MDI), which gathered data on over 80% of our Grade 4 students, elementary schools continued to address findings specific to their own school communities, such working to increase connection to adults, improving peer relationships and reducing bullying, and increasing access to after school programming. The District will pilot implementation of a new Middle Years Development Instrument for Grade 7 in 2012-2013, thus gathering data with the same group of students who participated in the Grade 4 MDI in 2010.

Training was offered for elementary educators so that they could implement such programs as the FRIENDS program, which addresses anxiety; the MindUP Program, which addresses SEL and assists with self-regulation; the child sexual abuse prevention programs; and Growing Up, the VSB developed sexual health education program for upper intermediate students. Our district played a leadership role in supporting the MindUP Program by co-hosting a Training-of-Trainers session and by offering a large number of training sessions, continuing to build capacity for attending to student self-management. As well, innovative initiatives related to internet safety, diversity and inclusion were undertaken, in which students at the secondary level took on leadership roles as they worked with younger students to address these important topics.

Other school district activities include continuing to provide Safe Schools resources for administrators; updating diversity policies and training contacts in both anti-racism education and anti-homophobia initiatives as well as increasing the staffing time for both the Anti-racism and Anti-homophobia Mentor positions to three days per week; supporting the SACY substance use prevention project through the sustaining staffing formerly paid by grant funding; making links with aspects of the Aboriginal Education Enhancement Agreement, and offering several related training and professional development opportunities for staff.

Relationships are at the core of a socially responsible learning community.

"SEL is based on an understanding that learning is a social process; therefore, relationships and emotions are central to the learning process. SEL is also based on the realization that feelings, thoughts, and actions are interrelated. For learning to be effective, the needs of the whole child must be addressed."

*Research Brief for Schools, University of Illinois, 2008.*

"According to a growing body of research, addressing the social and emotional needs of youth not only prepares students to learn, but also increases their capacity to learn."

*Collaborative for Academic, Social, and Emotional Learning. (2003).*

"Whether examining academic performance or involvement in a range of health behaviours, young people who feel connected to school, that they belong, and that teachers are supportive and treat them fairly, do better"

*Libbey 2004, Journal of School Health*

**We value the strong commitment of staff and believe in their participation in all facets of the school system.**

Student belonging continues to be an important goal shared with the Aboriginal Education Enhancement Agreement. Schools continue to focus on creating inclusive, socially responsible learning communities while aiming to increase each student's sense of belonging and safety, paying particular attention to the needs of vulnerable students. Schools establish strategies to address the needs of vulnerable students, increase equity and inclusion, and support successful transitions, particularly the transition between elementary and secondary school; these strategies are supported by members of the Community School Teams as well as by counsellors and other staff members.

School-based strategies aim to build students' sense of personal and social responsibility and engage students in contributing to their school, their neighbourhood and the broader community. Consistent with the BC Human Rights Code and district policies, schools and classrooms are inclusive environments which value all students and families regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity, sex or sexual orientation. Classroom programs and individual interventions are planned, both at the classroom level and as necessary for individual students, in collaboration with school, district and community resources.



## Early Learning

Early learning focuses on young children's physical, intellectual, emotional, social, and creative potential. Making the most of young children's capacity for learning, and their natural curiosity and desire to learn in the early years, is key to success for our students.

Some learners (25%) are vulnerable even before they enter Kindergarten, and this is not necessarily due to poverty. (Human Early Learning Partnership) Furthermore, research indicates that the environments where children spend their time in their early years sculpt their brain and affect health and behaviour as well as learning. (H.E.L.P.) Additionally, developmentally appropriate practice, especially play experiences and experiences in the arts, develops self-regulation in young learners, which has a profound effect on learning.

In our District, we recognize and support the principles of early learning for our culturally, linguistically, and socially diverse students so that they become successful and lifelong learners.

We are partners in an interagency effort and have signed a Memorandum of Understanding agreeing to working in a coordinated way to enhance



## We believe in being strong advocates for the rights of children.

early learning. We belong to the Joint Council on Child Care and commit to working with others to provide affordable quality childcare in Vancouver.

The District LEARNS framework corresponds to the Ministry of Education BC Early Learning Framework with a mutual focus on active, experiential learning, diversity, safe and caring relationships, and more.

The District's continuing emphasis on literacy is also congruent with the Early Learning Framework's focus on language and literacies. Literacy is fundamental to learning and students' success both in school and beyond. Early literacy includes the important role of talk; dialogue and scaffolding with adults; making meaning of a variety of texts; emergent reading and writing; multi-literacies (multi-media, the arts). These are all important facets of early learning.

In working towards success for our students, the District works in partnership with community organizations to support early learning/literacy. Initiatives include:

- Ready, Set, Learn
- Strong Start Centres
- Welcome to Kindergarten

Other initiatives for early learning/literacy include:

- Early Intervention and Reading Recovery
- Moe the Mouse, an aboriginal speech and language resource
- Full Day Kindergarten for all learners

In order to meet the needs of individual learners along a continuum of learning 0 to 8 years, the District continues to implement and strengthen the above programs, with attention to the important role of families and caregivers to early learning experiences.



**We value the role of the teacher as central in the provision of the learning program.**

“Parents must have a vested interest in their children’s education in order to foster success”... “Students should be taught tools for choice so that each student can find success in his or her own way. Schooling should not be one dimensional but rather should offer many skill sets that kids can acquire”.

*Musqueam elder, 2006*

Please see Appendix 2 for The Aboriginal Education Enhancement Agreement – First Annual Report, June 2010

## **Aboriginal Education Enhancement Agreement**

The Vancouver Board of Education continues to honor its commitment to the Aboriginal Education Enhancement Agreement. Over the last year, the Aboriginal Education Program staff initiated and developed numerous cultural events, classroom and community learning experiences and promoted awareness within the VSB community of Aboriginal histories, stories cultural contributions and increased knowledge of contemporary human rights issues.

The board continued to support school use of the Aboriginal Education Connections Tool that creates opportunities for educators to share in dialogue and monitor student sense of belonging, engagement and connectedness in four domains; School Life, Academic Engagement, Attendance, Peer & Adult Relationships. Additionally a review has been undertaken to better understand, plan and monitor the varied and numerous interventions undertaken on a daily basis by the Aboriginal Education Enhancement workers. Beginning in the fall of 2012, workers will have at their disposal a new tracking and recording tool which will better inform the board of needed resources as well as gaps in service delivery and allow for targeted coordinated responses to specific school needs.

In support of the commitment by the board to work with the community to develop a new school with an Aboriginal focus, a series of community forums were held under the direction of an Aboriginal Focus School steering committee comprised of Aboriginal community leaders. Macdonald Elementary has been chosen as the school site and plans are being developed to open a K-3 Aboriginal focus school in the fall 2012. The school will be available for cross boundary registration of Aboriginal and non-Aboriginal students and as enrollment increases the board will add additional grades. Procedures are under way for the staffing of the new school and additional administration. Some renovations will take place over the summer and a forum between VSB, parents and community service organizations will be undertaken to better coordinate support for families and students of the new school.



# Literacy Goal

Each student will read, write, speak and listen with competence, confidence and enjoyment.





# Literacy Goal

**Each student will read, write, speak and listen with competence, confidence and enjoyment.**

## Objectives

1. To improve student reading comprehension
2. To improve student written expression
3. To improve oral communication skills

## Which learners are we most concerned about?

In our district there is a persistent 15 – 20 % of students who are Not Yet Meeting Expectations in reading and writing. These students are our greatest concern. We know that without strong literacy skills, the opportunities available to them are severely limited. We believe that it is our moral imperative to make sure that each student that we teach reaches his or her full potential. Our goal is that when they leave our schools, they are ready to fully participate in society.

Although 80% of our students are making successful progress in Literacy, we continue to strive for greater proficiency. Many students continue to experience challenges:

- English as a Second Language students whose language proficiency is an obstacle to learning
- English as a Second Dialect students whose language proficiency is an obstacle to learning
- Students who are identified in Ministry Special Education categories that present obstacles to learning
- Students who are considered “at risk” according to the Early Developmental Index (EDI)
- Students who have Social and Emotional learning challenges
- Students who perform poorly when assessed using a variety of assessment tools





## What are the Student's Needs?



The students we teach live in a world that is ever changing, digital, fast paced and visual. They need to be able to access information from traditional texts, newspapers, websites, blogs and a multitude of other formats in this multi-media society. We need to empower each of our students by making them more aware of the purpose of developing strong Literacy skills. They need to see that literacy is fundamental to living in the world and not just something we do in school. Literacy instruction needs to be a part of all teaching, not just the Language Arts period or the English block. Literacy instruction needs to be relevant to our learners but it also must give them the specific tools necessary to be able to successfully read and comprehend any text that they encounter.

All students need to develop strong reading skills. At the early primary level, this includes developing phonological awareness, concepts of print, decoding skills as well as the ability to read fluently and learn how to use comprehension strategies to deepen understanding of what they read. At the intermediate and high school level, students continue to develop their fluency and ability to use various comprehension strategies. At all levels students also need ongoing support to develop their vocabulary. They need the content specific vocabulary of subjects including Math, Science, and Social Studies, the vocabulary used in instructions and explanations as well as the vocabulary of academic language. Academic Language is found throughout all subjects and used to describe complexity, to be able to describe ideas in an abstract manner and for higher-order thinking.

All students need to develop strong writing skills. Within the writing process, students work on strengthening their writing skills when they pre-write, draft, revise, edit and publish pieces of writing. During this process students need modeling and experience with using the Writing Traits to make their writing stronger. They need opportunities to write in different genres and to write technical and content specific writing in all subject areas.

Reading and writing are strongly connected. In an age of ever-increasing information, a focus on nonfiction writing and reading, as well as narrative, enables students to develop as readers and writers and make meaning from a variety of texts (paper, electronic, and multi-modal).

All students need strong oral communication skills. A focus on oral language also contributes to vocabulary development and achievement in reading comprehension and writing. Research has shown that vocabulary development predicts later reading comprehension, and that the level of oral language affects comprehension. Peer discussions, extended and dialogic conversations with teachers, and other oral language strategies support students' learning and emphasize the reciprocity of talk, writing, reading, and thinking across the curriculum.

In addition to these specific literacy skills, students have other needs that must be met in order for them to be successful in Literacy. All students need to feel safe at school. They need to work in compassionate, caring schools and classrooms and feel a sense of belonging and attachment to the people and the environment in which they spend their school days. All students need to be well fed and clothed and take part in experiences that enrich their lives. Students who live in poverty need extra support to ensure that they are eating regularly and nutritiously, are warmly and appropriately dressed, and are able to participate in outings, field trips, and other events. Teachers need to continue to value the diversity of each student in their classrooms and explore ways to acknowledge and teach about the diverse cultures represented in their classrooms, including the availability of culturally relevant and accurate learning materials. Each student needs the choice to show their learning in multiple ways. They also need to feel that their teachers believe they can be successful; that their strengths and differences are recognized and valued. Meeting the social and emotional and basic needs of each student is a major key to their progress in Literacy.



## What Steps Have We Taken to Address Them?

### Literacy

Literacy has been a key area of focus for the Vancouver district for over a decade. Literacy is “a basic human right” (UNESCO). In order for students to achieve success in school, an increasingly complex society, and the 21st century, it continues to be an area of significant concern. To address varying student needs in our classrooms, teachers continue to track student progress in reading, writing, and oral language. Assessment data is gathered about students’ literacy and this is connected to effective instructional practice.

Vancouver’s vision for literacy acquisition begins long before children enter formal schooling. Home/School partnerships are first forged with Early Learning Initiatives such as “Ready, Set, Learn” and “Strong Start”. They are then strengthened through “Welcome to Kindergarten”. In each of these pre-school programs parents and caregivers are actively involved in child centered, play based learning. Appropriate play and language activities are modeled by trained Early Learning professionals as caregivers and children work together. The child’s first formal schooling begins with a Full Day Kindergarten program where the key factor of “time” allows educators to understand and meet the unique needs of each learner. As children progress through their Primary Years, ongoing formative assessment leads to appropriate learning activities and, where needed, interventions are put in place to support our diverse population.



### Early Learning

#### Ready, Set, Learn

All elementary schools offered Ready, Set, Learn events for preschoolers in the community. These can include interactive play-based early learning activities for three year olds and their parents/caregivers; school visits/ tours; and information sessions about how to support learning and make connections with the school and community agencies.

### Strong Start Centres

Nineteen Strong Start Centres were established in partnership with the community. These programs provide developmentally appropriate learning environments for young children 0-5 years and their families. Early childhood educators facilitate activities for children with the participation of their parents/caregivers. These can include stories, music, art, play-based learning, and healthy snacks. The Seymour Strong Start program is the newest project in Vancouver. Working in partnership with RayCam Community Association, this site provides a licensed preschool program as well as a Strong Start program. Beginning September 2012 all the Strong Start Centres will be operated by the Vancouver School Board.

In the spring of 2012, the Vancouver Board of Education decided to change the model of service delivery for Strong Start Centres. Where we had previously partnered with community agencies who directly operated the Centres, the decision is to take the Centres over and run them as VSB programs. This transition year has been challenging but new alliances are being formed, staffing has been completed, and the new model is ready for implementation. The promises for being leaders in this kind of service are being realized. The new model of service delivery is going to add much to the already successful programs.



### Welcome to Kindergarten

72 Vancouver schools participated in the Welcome to Kindergarten program, an initiative of The Learning Partnership. The WTK program is offered to 4 and 5 year olds who are registered for Kindergarten. School orientations are held in the spring for parents/caregivers and their pre-Kindergarteners to prepare them for school. K teachers, Resource teachers, and other staff engage children and their parents/caregivers in centres that demonstrate how to use early literacy resources in the WTK bags. These bags go home with the families for use before starting Kindergarten. Community partners such as public librarians and nurses are also invited to the orientations. The District hosted and co-facilitated an Administrator meeting and School Team workshops for WTK in February and April.

## **Moe the Mouse™ Curriculum Box**

*Activities that help children develop the following speech and language skills:*

- social language use
- comprehension of spoken word
- vocabulary, discrimination of speech sounds
- ability to pronounce speech sounds,
- knowledge of preposition words (e.g. above, beside),
- and the ability to express feelings and ideas



## **Welcome to Kindergarten Family Literacy Pilot Project**

This project involves field trips to the local library for students along with their parents/caregivers to exchange books. The goals of this project are to help families develop lifelong library user habits and remind them to continue to use the resources in the WTK bag. Data were collected about the effectiveness of this program.

In 2010-11 twenty-three schools participated, but this year, the project was put on hold due to teacher job action.

## **Moe the Mouse**

Training was provided for the Moe the Mouse Kit in 2010-11, and currently retraining options are being considered. This kit can be found in 46 school sites, providing many children with the opportunity to learn with Moe and his friends.

## **Full Day Kindergarten**

Professional Development opportunities for implementation of Full Day Kindergarten in September 2011 continued throughout the school year:

- Sessions afterschool on K resources (Big Books and picture books)
- A session afterschool on K resources for teachers in new classrooms (kits and books)
- Two sessions on Full Day Kindergarten for K teachers were held afterschool in September and October 2011. These are facilitated by Nanci Farrell, former Early Learning Co-ordinator, along with the Early Literacy Consultant. Due to job action, plans for a session with K teachers and their administrators was put on hold.
- District Professional Development Day presentation on November 25, 2011 by Stuart Shanker on self-regulation.
- Primary Literacy Day February 17, District ProD Day 2012 with Miriam Trehearne, a Kindergarten and primary specialist who focussed on oral language, early writing, the importance of play, and reading comprehension.
- Two early years diploma programs are in place, one UBC co-host which began in Summer 2011, and one SFU co-host which began in Spring 2012.



- A K, K/I Interest Group Network met afterschool throughout the year on matters of concern, such as gradual entry, K/I combined classes, and more. These sessions included professional development in the area of literacy, Reggio-inspired and emergent curriculum, the importance of play, the classroom environment, and blogs/photos to document student learning. The Early Literacy Consultant visited the K and K/I lab classrooms in Coquitlam School District and presented photos and information from these visits. Teachers met at schools in different parts of Vancouver and visited the hosting K teachers' classroom.
- Two afterschool sessions led by Dr. Sylvia Kind, Capilano University, on Imergining a Responsive Art Curriculum in the Early Years and The Role of the Arts in Proeject Based Learning with Young Children were offered. Sixty teachers attended the first session and 30 teachers attended the second.
- French immersion support.



## Early Intervention

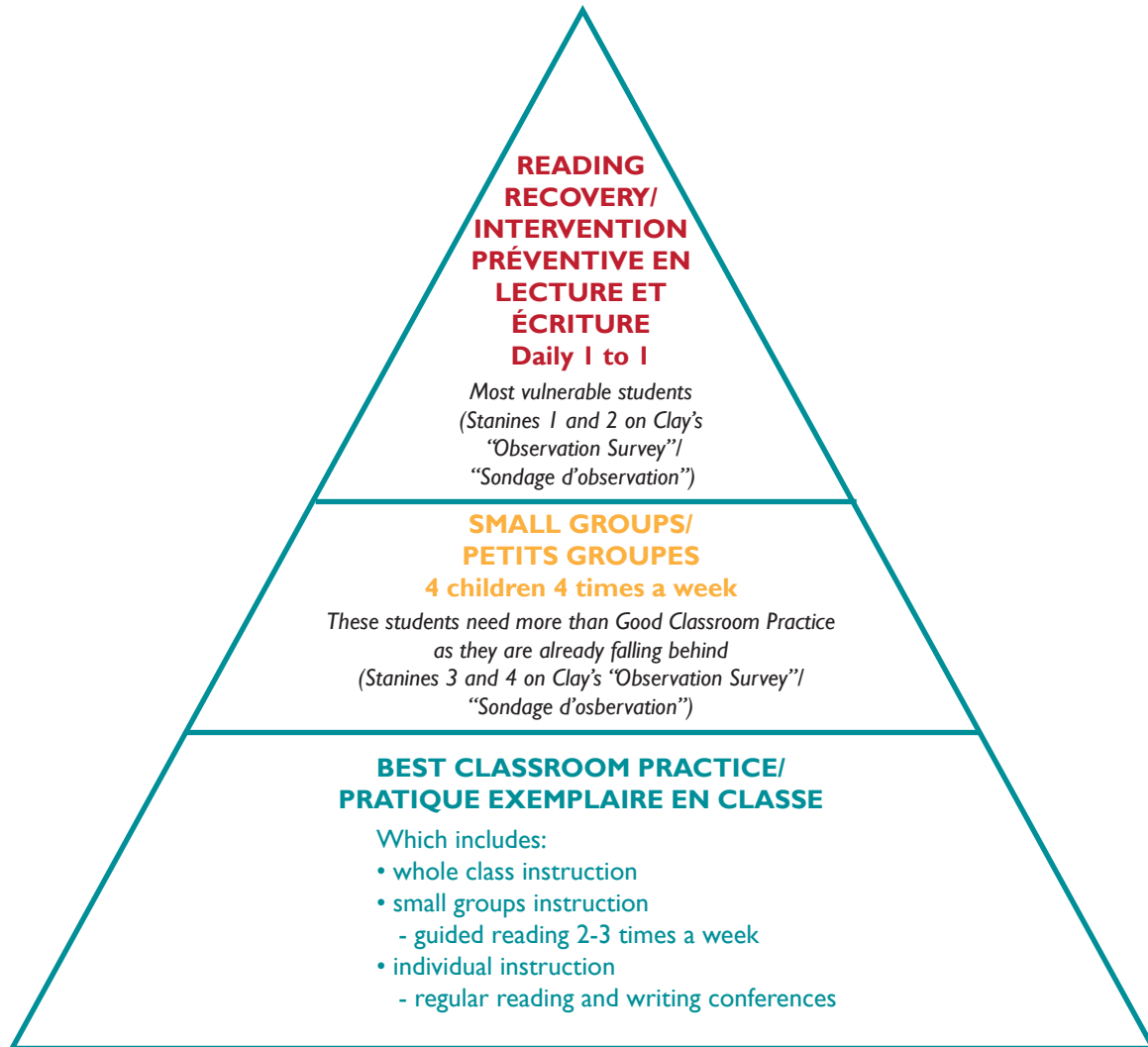
Early Intervention targets our youngest and most vulnerable learners in Kindergarten and grade one. Research has shown that if we are able to intervene and close the learning gap at this early stage, the need for intervention at later stages is dramatically decreased. Intervention begins in Kindergarten during the second half of the year. Students who are identified as struggling with key literacy indicators receive targeted support from February to June. In Grade One, intervention has a three pillar approach: effective literacy instruction for all students, small group resource support for students who are beginning to fall behind their peers, and intensive daily one to one support (Reading Recovery) for our most vulnerable learners. The District provides a small portion of additional staffing for schools to train a Reading Recovery teacher and fully implement Early Intervention.

### Early Intervention Highlights

- District approved a 5 year plan to achieve implementation of Early Intervention in all schools by 2017
- 7th year of implementation
- Established in 33 elementary schools predominantly on the East Side of the city
- Targeted support begins in kindergarten and is seamless across grade levels
- Two trained Reading Recovery Teacher Leaders (one for English one for French) support the initiative
- An additional Reading Recovery Teacher Leader is to be hired for Fall 2012
- All 39 trained Reading Recovery teachers receive regular ongoing professional development
- Pilot for French Immersion Reading Recovery in 2 dual track and 2 French only schools
- Dedicated Reading Recovery Observation Centre at Mackenzie School
- The establishment of school based collaborative teams to monitor student progress and share current literacy theory and practice
- Expansion of pilot of “Leveled Literacy Intervention” as the resource used for the Small Group Instruction
- Data is collected and analyzed both at the school and district level to inform educational decisions



## Early Intervention / Intervention précoce Meeting the Needs of Every Grade 1 Child



The child with stanines in the:

- 0 - 2 range is unlikely to 'catch up' without immediate, intensive expert teaching.
- 3 - 4 range is already struggling with average tasks.
- 4 - 6 range is able to participate in and benefit from average classroom activities.
- 7 - 9 range is probably eager to reach out to a more complex or challenging task

Clay, M.M. (2005)



## Early Literacy

The Literacy team in 2011-12 included one Early Years consultant and two Reading Recovery Teacher Leaders, one in English and one in French Immersion. Due to the previous elimination of other literacy consultant and mentor positions, literacy support was mainly focussed on K-3, Early Intervention and Reading Recovery, with only some offerings for 4-7.

Summer Institutes which were well-attended and well-received were offered at the end of August 2011 in preparation for the school year in the following areas of literacy:

- Intermediate Literacy
- K-3 Infusing the Arts into a Balanced Literacy Program
- Using the 6+1 Traits to Guide a Comprehensive Writing Program Grade 3 & up
- Writing in Grade 1
- Observation and Assessment of Early Literacy Achievement

Literacy institutes in the areas of Intermediate Literacy, Powerful Writing with the Traits Grades 3 & up, and Observation and Assessment of Early Literacy Achievement are being offered in August 2012.

In a continued effort to promote K-7 teacher collaboration and professional development in literacy practice, and support school needs without the budget to sustain previous literacy projects, support was once again offered to schools through Professional Literacy Book Clubs. Schools applied for funding to purchase approved literacy resources which were then discussed during book club meetings over the year. In most cases the meetings were scheduled over noon hour or before or after school. The collaboration, dedication, leadership, and professionalism of teachers/schools who chose to join these book clubs was remarkable in what was an unusual school year. With many book selections, teachers tried strategies suggested by the materials with students in their classrooms and reported back to the group. Some school groups shared their learning with other school staff. With other book selections, teachers discussed their literacy practice in light of philosophical and pedagogical issues. One school ran a blog in addition to face-to-face meetings. Some schools organized several book clubs, and some teachers attended more than one.

Thirty schools were part of these Professional Book Clubs. (A number of other schools in the district continued with book clubs on their own.)

On May 15, thirty-eight teachers (at least one representative from each of the 30 schools) attended a Book Club Sharing Session. There they shared ideas, successes, challenges, and useful resources to enhance literacy practice, making connections with other schools. They also discussed the effect of such professional exploration and collaboration on student literacy learning. They considered the relationship between their group's book club selection and their school/classroom literacy goals this year and next. It is planned that Professional Literacy Book Clubs will be offered to schools for the 2012-13 school year.

A successful Poets in the Schools project offered 15 schools (and approximately 30 classrooms) a visit from poet-educator Robert Heidbreder, who worked with students in many K, K/I and some primary classrooms on reading/sharing and responding to/writing poetry. This was the third year of this project established in 2009-10 in collaboration with Vancouver's poet laureate, and taken on and continued by VSB in 2010-11 and 2011-12. Additionally, poet-educator Kari-Lynn Winters from Ontario who was visiting Vancouver, agreed to work with students in Grades 3 to 5 in 2 schools. To date, 44 elementary schools have received poet visits. Teachers who received visits responded that observing a poet-educator in action was a superb learning experience, and one that gave them the strategies and confidence to continue with poetry in their classrooms.

Other professional development opportunities were offered and included:

- Primary Literacy Day on Feb. 17 District Professional Development Day with Miriam Trehearne, an internationally renowned literacy specialist and author, attended by over 210 participants

The Early Literacy Consultant conducted:

- a K, K/I interest Group Network that met afterschool throughout the year
- 4 afterschool workshops on Shared Reading and Read Aloud, with participation by 178 teachers total; 85 teachers received Science and some Social Studies Big Books and 93 teachers received picture books
- a district book club that met afterschool throughout the year on Guided Reading, in collaboration with the Early Intervention Teacher Leader
- workshops on writing and the traits, oral language, classroom



drama at school ProD Days

- an afterschool workshop on K Resources (with resources distributed to teachers in new classrooms)
- 3 sessions on picture books and the use of the Elmo document presenter to teacher-librarians

An Elmo document presenter was purchased by Early Literacy and used and demonstrated in workshops throughout the year. Teachers were very interested in the possibilities of this tool for literacy teaching and learning, and many went back to their schools and looked into purchasing one.

Additionally, Early Literacy hosted meetings throughout the year with the literacy team, ESL Consultants, Peer-to-Peer Consultants, Secondary Learning Disabled Literacy Consultant, French mentor, and on occasion, the Teacher-librarian Mentor, to share information, and establish connections and collaborations regarding our work and the links to literacy.

The Early Literacy Consultant also attended a Resource Team Orientation in the Fall to discuss how she could be of assistance to resource teachers.

With Full Day Kindergarten fully implemented in September 2011, Early Literacy was involved with plans in this area (resources and Professional Development sessions).

Two early learning diploma cohorts for teachers are currently in progress, one through UBC and one through SFU.

### Secondary Literacy

In December 2011, the Secondary Literacy Mentor began a new role as Learning Disabled Literacy Consultant. In January 2012, a new Secondary Literacy Mentor began her work. During the transition, both team members have been collaborating, and the LD Consultant has continued with her involvement in work with high school teams. The Secondary Peer to Peer Consultant (formerly a Literacy Mentor) has also continued his involvement with the high school teams.

Since January, the current Literacy Mentor has also:

- worked one on one mentoring teachers who have requested assistance at sites
- planned literacy workshops for transition years (Grades 6-8)



with the Elementary Peer to Peer Consultant

- been piloting literacy strategies for the above workshop in her demonstration classroom/school at Lord Roberts
- been exploring formative assessment
- attended high school teams meetings

### High School Teams

During these sessions, six excellent professional books were distributed to and workshopped for the teams, with the proviso that each team meet with the literacy team members in-between the large group meetings:

**October:** It's All About Thinking: Collaborating to Support All Learners in English/Social Studies (2009) and Math/Science (2011), Brownlie & Schnellert

**December:** Engaging Readers and Writers with Inquiry: Promoting Deep Understanding in Language Arts and the Content Areas with Guiding Questions (2007), Wilhelm

**February:** Start Where They Are: Differentiating for Success with the Young Adolescent (2008), and Tuned Out: Engaging the 21st Century Learner (2011), Hume

**April:** Embedded Formative Assessment (2011), William. This book alternates between theory and practical strategies.

The first two sessions were modestly successful, but subsequent ones were very successful. In February, Killarney school joined the high school teams, which also include Lord Byng, Hamber, Churchill, King George, Templeton, Gladstone, and Tupper. The participants are very committed, and draw in other people from their staff.

The books are very complementary to each other and the workshops have created great discussions. The main topics of conversation have been:

- the Six Assessment for Learning Strategies (Clear Learning Intentions, Peers as Learning Resources, Criteria for Success, Questions for Evidence of Learning, Descriptive Feedback, Learners Owning Their Own Learning)
- Inquiry (= student engagement)
- Differentiated Instruction



- Assessment for Learning.

This is not the first time these topics have been covered, but the groups have explored them much more deeply this year. Plans for next year will be to focus on some of the same books and introduce one more, *Mindset*, by Carol Dweck.

The June meeting explored some of the Six Strategies further and offered a chance to share what the teams have tried from Embedded Formative Assessment since the April meeting. A team from Point Grey joined the June session.

### Communications 11/12

The former Literacy Mentor met with most of the Communications 11/12 teachers in October 2011 to share their experiences and resources. She also presented some resources.

Additionally, she met with three Comm 11/12 teachers in January to review the materials gathered from the Cloverdale Learning Centre in Surrey in December. These materials have been posted on a blog for everyone to use. During classroom visits, the mentor takes pictures with an iPhone of interesting lessons and materials and emails them to the blog.

The mentor hosted the second Comm 11/12 teacher meeting on April 26th at Templeton, which was a small group due to a lack of available TOCs, and shared excerpts from the books used with the high school teams. A follow-up meeting was scheduled in June.

### Special Education

With respect to the work of the LD Literacy Consultant, and the Special Education part of that role, January to May was spent visiting Learning Support Teachers in their classrooms to get a sense of their professional and classroom needs. Their first ever meeting took place on April 11 at Tupper. This meeting included a great exchange of ideas, resources, and mutual support. The Consultant presented some iPad apps she thought would be useful.

### Resource Teachers

The LD Consultant has attended the Resource Teachers' monthly

meetings since December 2011. She organized a workshop on Level B Testing for Resource Teachers with VSB psychologist, Kathy Grimm. This took place at Prince of Wales in April. She facilitated their meetings with each other regarding the writing of their one page IEP (for Q designations only) and with Eleanor Cramb and Cathy Hasley for approval.

One concern has been networking, so discussion was facilitated about the best method of doing that. They currently have a wiki. Another concern has been technology and some iPads from the March Crosscurrents Special Ed conference were introduced. Teachers were also directed through the blog to the website of the presenter, Paul Hamilton, who works for SET BC Victoria. Paul Hamilton will also be coming to the September Resource Teacher Orientation, the first time secondary Resource Teachers have been formally invited to this event. The LD Consultant is working with the Peer to Peer Resource Teacher Consultant to organize workshops for Secondary Resource Teachers in the last week of September 2012.

Workshops presented, in addition to those for the high school teams include:

Feb 17 District Professional Development Day: David Thompson, Breakout session on Descriptive Feedback (English) after Linda Kaser's Keynote

#### Other Collaboration:

- With the Secondary Peer to Peer Consultant on afterschool workshops for new (and experienced) English Teachers (Nov/Dec)
- With the Secondary ESL Consultant regarding the NAS (a district ESL resource) workshops. Comm 11/12 teachers, LSP, and Resource teachers were invited to these workshops
- With the Aboriginal Consultant regarding Aboriginal literature
- With the Scholastic Rep, for after-school demos of new online resources

A focus on technology integrated with literacy has continued. Online resources have been assessed, links have been forwarded to teachers and administrators, and information has been presented to the high school teams.



## ELL

Recognizing that our ELL students generally come to our school district from countries where English is not the first language and that our students and their families bring with them individual strengths, abilities and cultural differences, the ongoing ELL goal is centred on enhancing success for each student.

To achieve this goal, district personnel have focused their attention in three areas:

1. Supporting Teachers
2. Supporting Families
3. Supporting Students

### Supporting Teachers

With the re-instatement of the elementary ELL Consultant in the 2011 budget, our two ELL consultants provided greater support to both elementary and secondary colleagues by reviewing, recommending and acquiring new resources to engage students; by promoting effective classroom strategies and assessment practices to enhance student learning and by encouraging the use of technology to support second language acquisition.

In September, the consultants organized well-attended workshops and orientation sessions for new and experienced ELL resource teachers. Throughout the year, they offered workshop sessions on Professional Development days, both at the local schools or at DRPC. These workshop sessions focused on supporting ELL students in mainstream classes through classroom adaptations, promoting effective and engaging resources for teachers, and introducing ELL software in classrooms. Our consultants also supported teachers through classroom visitations and through telephone and electronic communication. Additionally, to enhance communication with our ELL and resource teachers, the consultants published a monthly newsletter, ELL LINK, that highlighted new resources available to teachers both on-line or at the ELL Resource Library, addressed frequently asked questions and informed staff of recently developed sample lessons and pertinent program information that were later uploaded on the ELL Portal.

The goal for the year ahead is to continue providing support for teachers in their work with children and youth from varied backgrounds. The two consultants will work collaboratively with Metro colleagues, district staff



and schools to provide more opportunities for teachers to share best practices and learn effective strategies to assess and support our ELL students. Both consultants will also review the models of ELL delivery in our district and work toward greater consistency in order to ensure greater student success. They will also encourage greater teacher use of on-line resources, particularly, the NAS software for our secondary ELL teachers and Lexia for our elementary ELL and Resource teachers. Teachers have found both programs to be effective as a tool for student engagement and learning. The web-based NAS software program with its focus on a variety of genres - reading, writing, business writing, study skills, as well as Canadian Social Studies has been well received by both teachers and students due to its relevant content and extensive opportunities for teacher collaboration. Additionally, the district aims to develop and sustain ongoing coaching and mentoring opportunities that will promote effective teaching and learning strategies, particularly in the area of reading development for our beginner ELL students.

### Supporting Families

Recognizing the important role that parents play in supporting student success, the District Reception and Placement Centre (DRPC), the Multicultural Liaison Workers (MCLW) and the Settlement Workers in Schools (SWIS) play an integral role in encouraging immigrant parents to participate in their children's education. At DRPC, Settlement Workers welcome and make first contact with newcomer immigrant families. While new immigrant students complete their language and Math assessments, parents attend an information session on the BC school system. This is followed by a meeting with SWIS staff who provide settlement information and connect newcomer families to community resources such as medical, employment and parenting services.

Throughout the school year, MCLW and SWIS staff provide additional newcomer orientation sessions to help families understand our school system and to identify ways they can help meet the needs of their children. A sampling of some of the workshops offered include: Getting Ready for Elementary & Secondary School; Understanding VSB Schools and School Expectations; Elementary, Secondary, VLN and CIE Program Options; Graduation Requirements; Internet Safety; Helping Your Child to Succeed at School; Teens & Harm Reduction and Post-Secondary Options.

By providing both direct service such as language and cultural interpretation at meetings between parents and school personnel, by

offering parent workshops and outreach activities, including home contact with hard-to-reach parents, and through referrals to other professional and community resources, our MCLW and SWIS staff have helped students and families experience a smoother adjustment and transition into our schools and communities.

For the next school year, we hope to help families become more informed about school and district activities. Through collaborative efforts with ELL teachers and community partnerships, the SWIS program and DRPC will make available a series of translated parent informational brochures covering more than 30 topics to help immigrant parents better understand the school system and how they can further support their children's learning. Additionally, translated information about the school system will be available to parents in video format on the VSB website. Moreover, the district also hopes to provide greater volunteer opportunities for our immigrant parents.

### Supporting Students

As new students are admitted to our schools, DRPC provides initial English language and Math assessment and forwards this information to receiving schools so that support services are in place when the students begin classes. Our MCLWs interact with teachers and administrators to provide background information on students as needed. In our elementary schools, most resource teachers provide pull-out ELL support, although some elementary schools also provide ELL reception classes or opportunities for an ELL specialist to assist students in the regular classroom. At the secondary level, ELL service is provided in discrete ELL English, Science and Social Studies classes. Reception students may have four or five blocks of ELL instruction, while advanced learners may have only one or two blocks of support.

The district also offers three district ELL programs to meet the needs of ELL students who face additional adversity and challenges. In all three of these programs, the students are with one teacher for a large part of the day.

- The ELL Literacy Program at Tupper supports students who have had interrupted or minimal formal education. The program helps students acquire basic literacy skills and numeracy skills. Activities are geared to build confidence and promote communication with other members of the school community.

- The ELL I-Lead (Intensive Language Enrichment And Development) Program at Tupper supports students who have completed up to nine years of formal schooling with variable levels of success in their country of origin or in Canada. This program also supports students who have been in a VBE school and continue to struggle with English acquisition, are well below grade level in Math and have experienced little success in school. Students in this program will be in a sheltered ELL program for one day and will have opportunities to participate in contact assignments and community experiences.
- The ELL EMPOWER (Explore Multiple Possibilities and Opportunities With Education and Resilience) Program at Tupper supports older ESL students (minimum 16 years) who are not able to successfully handle the academic requirements leading to secondary school graduation. The program supports students who want to gain work skills and experiences that will enable them to support themselves on school leaving.



In addition to these student support programs, the district also provides off-timetable programming for vulnerable immigrant and refugee youth ages 15 - 19 dealing with unique challenges that put them at risk of dropping out before completing secondary school. The Engaged Immigrant Youth Program (EIYP) offers lunchtime, after-school and weekend workshops, activities, and events that focus on a) Personal Development: goal reaching, mentorship, confidence-building, harm reduction, cross-cultural education; b) Leadership: experiential learning, decision-making, conflict resolution, problem solving, volunteerism, school and community connectedness; and c) Meaningful Transitions: workplace literacy, job search skills, adult education, alternative education, post-secondary access. Trauma counselling and homework support are provided as needed. The program is dedicated to working with school communities to ensure that vulnerable youth remain engaged in their education, and improve their chances of pursuing meaningful employment.

For the 2012-2013 school year we will be collaborating with SWIS and MCLWs to deliver a Newcomer Orientation Week (NOW) in late August. The purpose of NOW is to welcome new parents and their children and to provide them with the information and tools for a successful and smooth integration to the Vancouver school system.

## What is the evidence of student learning?

### Data Collection Process

As we have moved to a more systematic district supported collection of data, we have worked closely with the teachers and administrator associations. The District Assessment Committee has been a key structure for these conversations and plans. Following the research reported by Anne Davies and our work with school on assessment for learning, we have adopted a method for data collection that emphasizes the use of professional judgement. Teachers of students in grades one, three, five, eight and nine are asked to submit data on reading for all their students. The principal enters these data on a data base created by the district. We then use these data to determine our progress and to allocate resources.

In 2009-2010, we collected data using four levels of achievement: not yet meeting, minimally meeting, fully meeting and exceeding expectations. This year we have decided to simplify the collection of data and asked that teachers submit only entries for “not yet meeting” and “meeting” expectations.

In 2009-2010, we collected data from all secondary schools, but participation was not consistent. This year we piloted a new method with five schools. In these schools all the Science, Social Studies and English teachers provided data about reading, using Ministry rubrics, for all students in grade eight and nine. A debriefing of schools teams indicates this was a successful model. Not only did teachers individually consider student achievement in reading, but the different subject area teachers engaged in conversations about these data and are making plans based on their conclusions. We will be implementing this strategy in all secondary school next year.

### Early Intervention Data

Data are collected for the Early Intervention project from both Kindergarten and Grade One students. All Grade One students are assessed using the DRA or Benchmark assessment in September and June. The students who are determined to be “at risk” from Kindergarten are also given Marie Clay’s Observation Survey of Early Literacy Achievement. The data gleaned from these assessments are used at the school level to inform classroom practice and to decide the most appropriate intervention for students who are struggling with reading



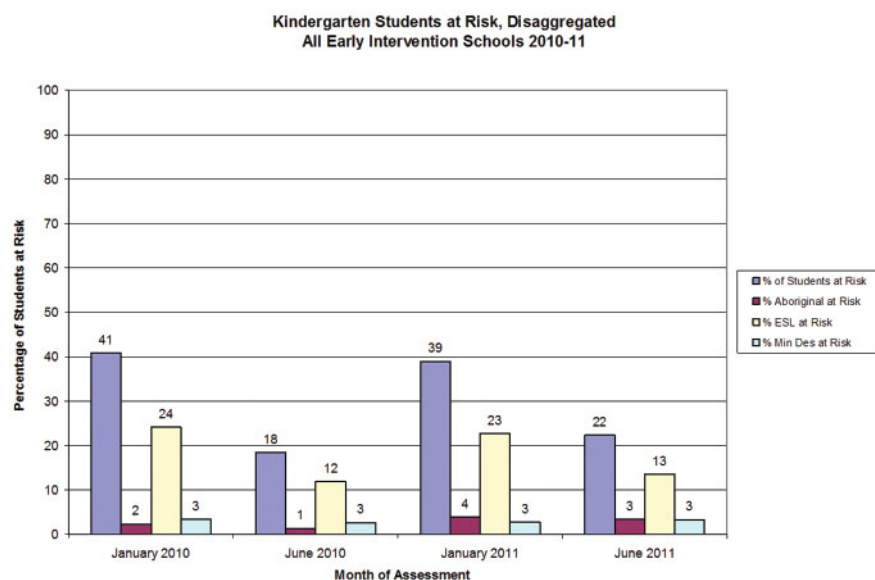
and writing acquisition. Kindergarten students are given an assessment in January that looks at the students' phonological awareness, letter/sound identification, concepts of print, and oral language proficiency. At risk Kindergarten students receive small group support between February and June and then are reassessed to ascertain gains.

School specific graphs are generated after the data are collected in June. This information is sent back to the schools to support them in school planning and help inform their school growth plan. Schools track cohorts of students to see who needs additional support going into grade one.



### Data for Kindergarten 2009- 2010

Kindergarten graphs reflect the decrease in the number of children considered to be at risk using the Kindergarten Protocol which assesses phonological awareness, letter/sound identification, concepts of print, and oral language proficiency. All at risk students have received targeted intervention between February and June. For our annual report, we will always be one year behind in our presented data as it is too early to collect the June results for the current year.

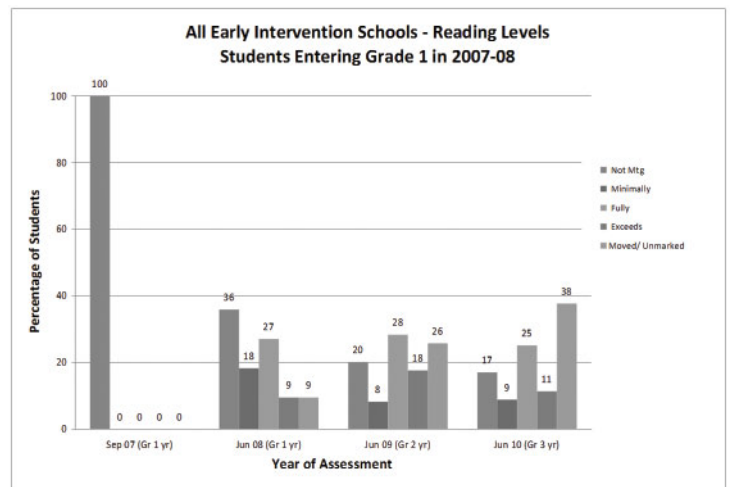
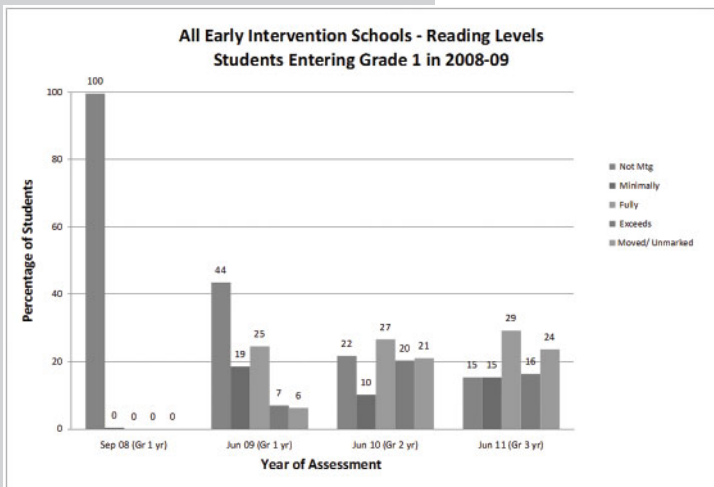
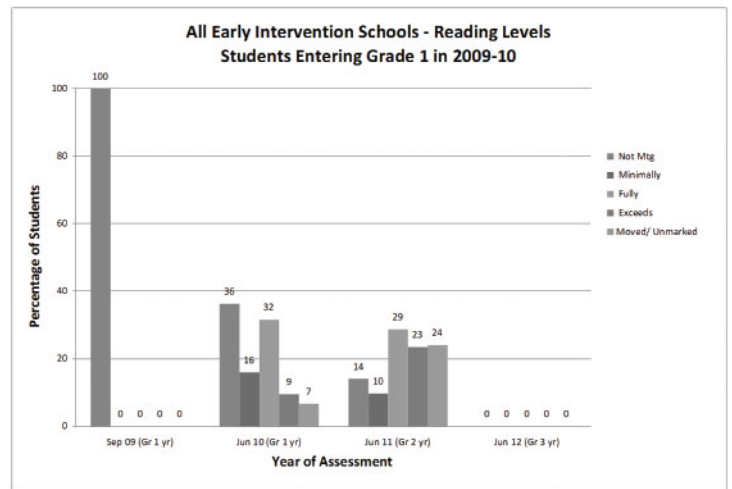
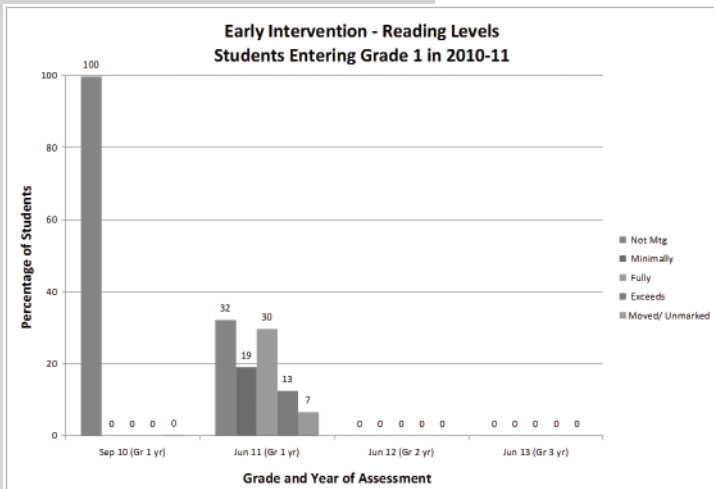


It is encouraging to see the overall success rate for the students in these data. There is an overall 50% reduction in the percentage of students at risk -- and this is true as well for those students in the sample who are Aboriginal, who have ESL, and who have Ministry designations.

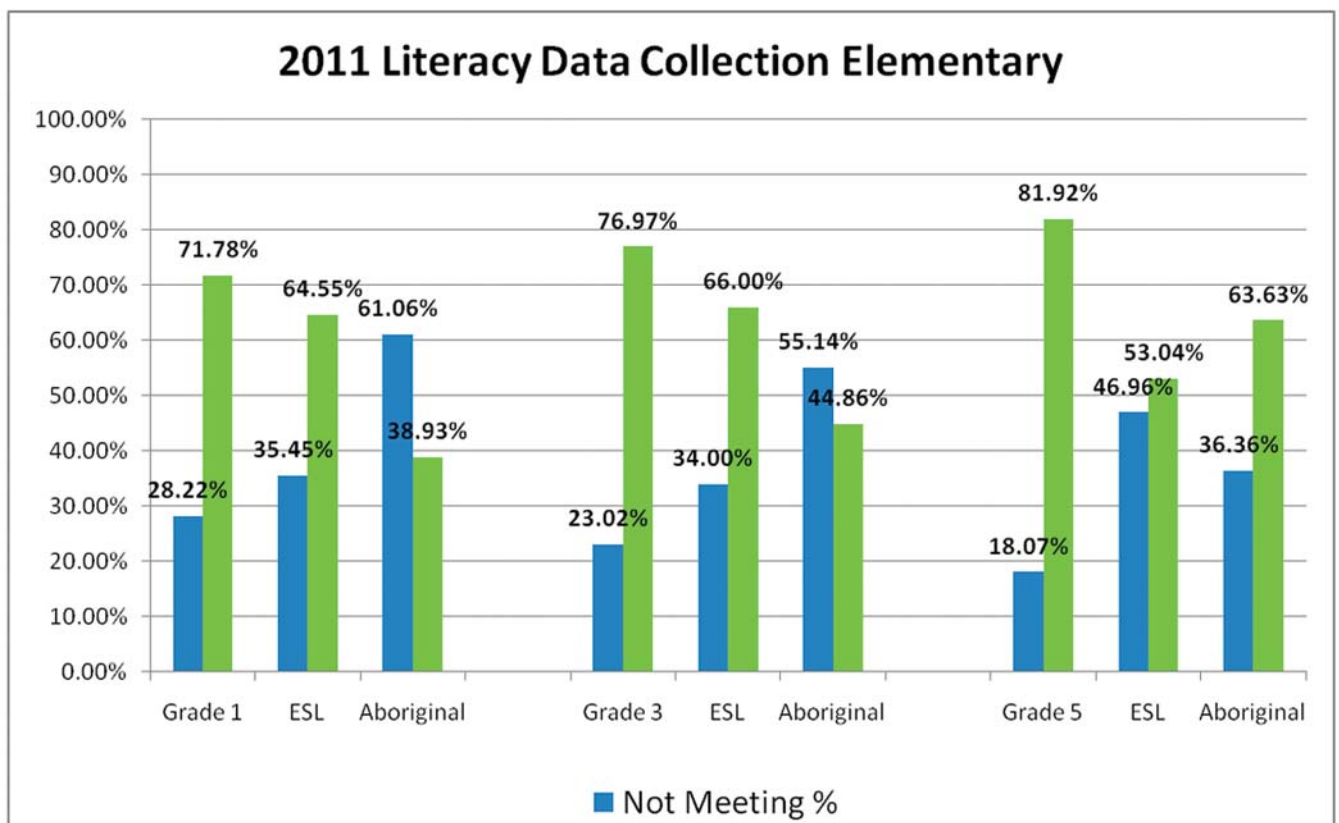
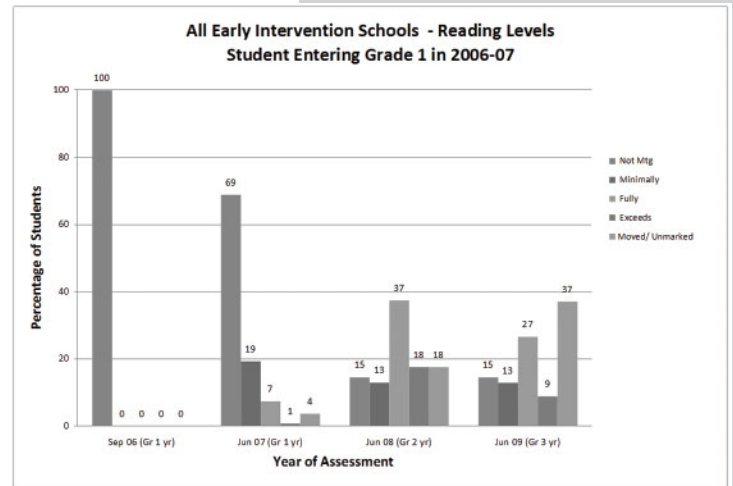


## Early Intervention School Cohort Graphs 2006 - 2010

Since 2006 the number of schools involved in Early Intervention initiative has increased from 9 to 31. The graphs below indicate the progress of cohorts of children who were determined to be at risk in Grade One using Marie Clay's "Observation Survey of Early Literacy Achievement". These graphs are a compilation of the data collected from all Early Intervention schools for the indicated year. They reflect the progress of the children who were identified as being "at risk" in September of their Grade One year.



There is considerable progress shown with the students who have been identified as at risk. Given that only at risk students are included in the data, the achievement levels of these students at grade three are very encouraging (only 13% for the first cohort, 19% for the second, and 19% for the third are not yet meeting expectations). All but one of the schools are on the east side of the district and have higher numbers of vulnerable children than the district average. We would expect to see these results showing up in the overall literacy data over the next three years.



## Elementary Literacy Data

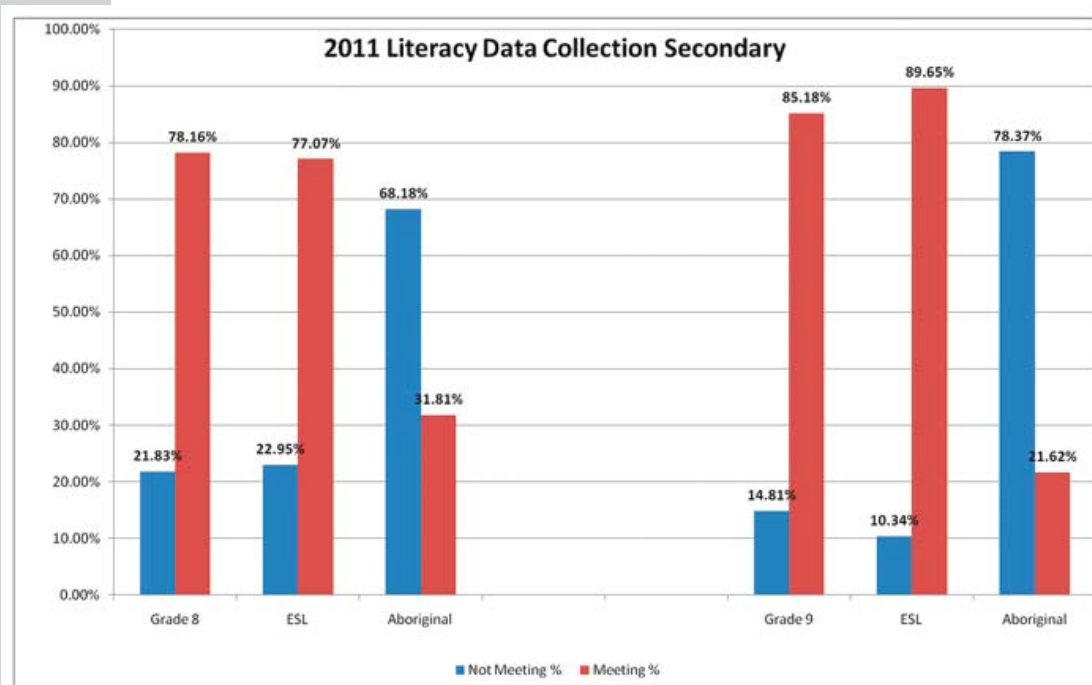
Although we have been collecting these Elementary Literacy Data for two years, we found that by changing the way we asked teachers to report, the data are not comparable. This means, the data shown below will be baseline. There are no plans to change reporting again so we will be able to start tracking cohorts after this year.

The data do show an overall increase in success rates from grade one to grade five (but these are not cohorts). There is also a promising trend for the increase in the number of Aboriginal students who are meeting expectations (from 38.3% in grade one to 63.63% in grade five). The same is not true for ESL students, but this may be because many students arrive in Vancouver in the later grades.

With only one year of data, it is difficult to draw any conclusions on progress. We do continue to be concerned about the persistent 20% of students who are not yet meeting expectations.

## Secondary Literacy Data

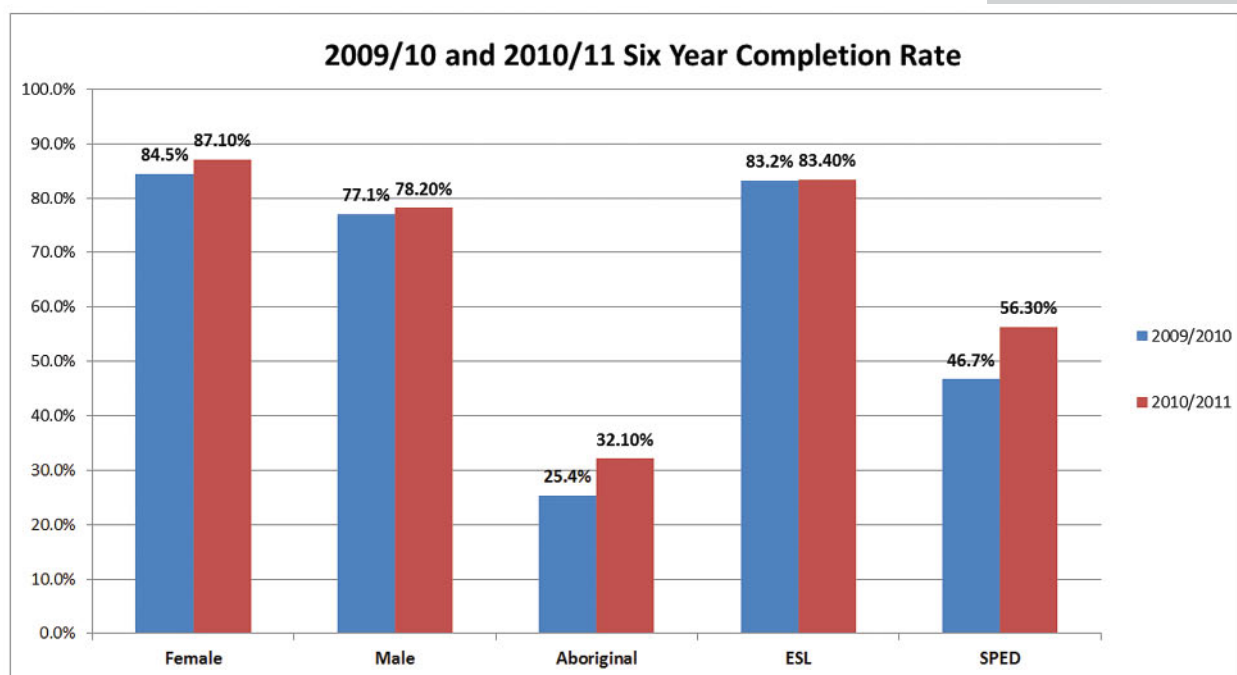
It is important to note that only six schools are included in the sample (in addition to the five pilot schools, one other secondary school submitted data). And, one of these schools has a high number of Aboriginal students who are among the most vulnerable of this population.



Nonetheless, the most striking and concerning observation of these data is the extremely high rate of Aboriginal students not meeting expectations. It is difficult to increase graduation rates when students are having difficulties in grades eight and nine. The relatively high percentage of students in grade nine who are meeting expectations is a good trend, but we will need to continue to track these cohorts when we have all schools participating.

### School Completion Data

Below are the data from Ministry records for the six year completion rates for 2010-2011. This year we see an 82.5% success rate for all students. This number has increased over last year. And, once again the results for Aboriginal students are of immense concern yet we are pleased to see improvements. We also note a large discrepancy between the success rates for boys and girls which we will continue to track. Some school plans have also noted this concern and staff are working to make a difference by implementing activities and strategies in their schools. All areas have improved over last year.



## Discussion and Targets

The work we are doing in early intervention shows great promise for the ongoing improvement in achievement in reading. As more schools implement the model, we expect to see higher levels of success over time in grades one, three and five, and eventually in grades eight and nine, and then in graduation rates. We can not wait for these students to come through the system in order to show progress, however. Schools are doing their best to make a difference for the students who are with them each day. We are looking to our assessment for learning strategies to start showing positive results over the next three years.

We have set our targets for the three years. We are aiming to have an improvement of two to three percent by the end of three years in our elementary and secondary literacy results. We are aiming to have an improvement in the six-year graduation rates of one to two percent. In order to support schools to achieve these gains, the district will continue some important work and add other elements to the plan.

## What adjustments need to be made?

### Expand Early Intervention

By the end of June 2012, there were 33 schools working with the Early Intervention model. We are planning to have a small training group for new Reading Recovery teachers next year. Most of these teachers will be working in schools that already have adopted the Early Intervention model and some of them will be replacing retiring teachers. We are also expanding support for French teachers who will be training in our dual-track schools. By training French Reading Recovery teachers we are meeting the growing need to support our French as a second language children who have been identified as being “at risk”.



We are also strengthening the second pillar of our model by expanding the numbers of schools who are using Fountas and Pinnell’s “Leveled Literacy Intervention” for small group instruction. This program is taught to the children by a Resource Teacher or a trained Reading Recovery teacher. We chose this program because, as in Reading Recovery, it focuses on using continuous text to teach the reading and writing process. Although it cannot match the one to one results we achieve in Reading Recovery it does allow us to



effectively meet the needs of children who are just starting to fall behind their peers. Many of the “prompts to action” that the children are taught in Reading Recovery are echoed in this program. This consistency of language makes transitions from one pillar of our intervention model to another more seamless. In 2010 - 2011 a pilot was conducted in 4 schools. Due to the positive feedback we have received we have decided to expand “LLI” to even more Early Intervention sites for the coming school year.

The Board approved a Five Year Plan for full implementation of the Early Learners Model. Additional Ministry funds provided for 2012-2013 will greatly assist this implementation.



### **Continue to Provide Literacy Support**

We recognize that secondary schools need additional support for the literacy needs of their most at risk students. We will be adding three new positions to support this work in 2011-2012: A Learning and Literacy Consultant to support teachers who are working with both designated and non designated students, Secondary ESL and Literacy Consultant, and an Aboriginal Consultant to support secondary literacy. We envisage these teachers working together with the Literacy mentor for secondary to find more ways to support teachers who have identified students who are at risk in their grade eight data collection.

### **Continue to Support Assessment for Learning**

By working with a District Assessment Committee, we have made great progress on both the improvement of classroom practices for assessment and in the data collection. We will be continuing on this focus, marshalling resources for teacher professional development (working with Faye Brownlie, Linda Kaser, Judy Halbert and Damian Cooper), leadership support (working with Anne Davies) and opportunities for networking among teachers (working with staff of Learning Services). We believe that this third year of focus on this area will reap great benefits in student learning as more teachers are more consistently applying assessment for learning strategies.

### **Continue to Support Implement Full Day Kindergarten**

All Vancouver schools now offer Full Day Kindergarten for children of eligible age. This has resulted in more time for all learners to spend on a seamless day of play based exploration, inquiry, and emergent literacy. Research has shown the importance of such early learning which benefits lifelong learning and school success. Play experiences in Kindergarten (both free play and teacher supported play) are a powerful context for learning. Quality play experiences are very effective in developing self-regulation in young children – a very important development for learning.

Developmentally appropriate and culturally appropriate experiences will foster all children's learning and development in all areas and meet individual needs. This supports Aboriginal students, second language students, ESL students, and students with special needs. Research has shown the importance of such early learning which benefits lifelong learning and school success.

We will continue to expand on the professional development activities for teachers who are new to teaching full day kindergarten and for principals who support those classrooms. Among the areas we feel are important is self regulation. Vancouver school participation in Dr. Adele Diamond's research project on the program "Tools of the Mind" was delayed until the 2012-13 school year. A meeting with Coquitlam School District, Dr. Diamond, and Tools of the Mind organizers occurred in Spring 2011. Control and experimental group K classrooms in Vancouver will be designated for participation in the research.

Further support will be offered in 2012-13 through the K, K/I Interest Group Network. Plans for Primary Literacy Day in January 2013 will consider presenter Lori Jamison Rog, author of a new book on Kindergarten, and Sue Jackson, National Literacy Consultant.

### **Implementation of Technology for Teaching and Learning Where Appropriate**

The Vancouver School Board supports students to become effective and responsible creators, communicators and collaborators by inspiring and guiding learners to be responsible citizens in the digital world.

The use of technology is embedded in the teaching and learning process to enable learners to communicate, interact and collaborate in new ways. Supporting the goals of the District Learning Plan has been a



consistent focus through the thoughtful integration of technology where it adds value to this process.

For September 2012, four part-time Mentors have been employed to support teachers in the use of technology to transform learning. The Learning Technology Mentors will maintain a demonstration classroom that teachers may visit and observe. As well, they will design and deliver professional development opportunities for staff, district-wide. The mentors will assist schools and the district in the planning and design of projects for students involving online environments and mobile technology.

To access carts of mobile devices, teams of teachers and administrators will collaborate and submit a proposal for an innovative project. With the support of their mentors, teachers will create a learning environment in which students are engaged in projects using technology to do things they could not do without the technology.

### Project Goals:

Articulate in an action plan how student engagement and learning will be enhanced.

- Collaborative inquiry
- Student engagement
- Appropriate Use of Technology
- Evidence of Student Learning

### Establish Learning Commons

Over this school year, we continued to move to a model of a Learning Commons. This is both a real place and a virtual space. It is characterized by flexibility enabled by its movable furnishings, wirelessness, a variety of print and digital resources and up-to-date technologies, 24/7 access to resources and assistance, sufficient allocation of time for inquiry-based learning, as well as a service-oriented, tech-savvy, collaborative and qualified teacher-librarian.

The Learning Commons represents teaching and learning that is being



transformed and is transformative, innovative, and responsive to the needs of the community. It is a common place for information that supports learning and differentiation to meet the unique and personal needs of all students and teachers and every classroom. The Learning Commons provides accessible resources and custom-designed learning opportunities that enable students and teachers to develop sophisticated information and technology skills.

We believe this new vision of school library will enhance the learning of all students and support literacy in its broadest sense. Over the next school year we will expand on this work. Some funds have been set aside to support the work of Teacher Librarians in this direction.

### **The Vancouver Elementary Learning Commons Inquiry Group**

This group was initiated in February 2012. The Inquiry members are from a range of schools: small to large elementary schools throughout Vancouver, including an annex and French Immersion. The Inquiry group has met 3 times this year, with a special focus for each meeting.

What does student learning look like in a Learning Commons?

What does teacher learning and collaboration look like in a Learning Commons? In this meeting, some teacher-librarians brought examples of units they are teaching in the library.

Furniture and Space: What works in your library? How can we create a physical space that encourages learning, both individually and in a group? How can we create a space that has both flexibility and storage?

We will be pursuing individual topics this summer that have resonance for our particular journey. It would be on how an administrator supports a learning commons or about self-directed professional development and the Learning Commons. Some people may focus on inter-personal relationships with teachers. There is an interest in how our collection, location and placement of furniture changes use. We will reflect and develop a question that we wish to think deeply about and then share our thoughts on the Learning Commons wiki this summer.

Some interesting articles we've read are:

- Curriculum, the Library/Learning Commons and Teacher-librarians: Myths and Realities in the Second Decade, by David Loertscher (<http://www.highbeam.com/doc/1G1-222556196.html>)





- Ignoring the Evidence: Another Decade of Decline for School Libraries, By Dr. Dianne Oberg (<http://www.cea-ace.ca/education-canada/article/ignoring-evidence-another-decade-declining-school-libraries>)
- The Information for the Learning Commons: Which Will We Have? (<http://libraryspaceplanning.com/assets/resource/information-or-Learning-Commons.pdf>)

### **Provide Collaborative Professional Development Funds**

In the 2010-2011 school year a fund was made available for teachers to apply for release time for collaborative professional development. Due to Job Action, these funds were not accessed this year. We have refined the criteria applied to this fund and will once again offer the \$400 000 for teachers collaboration and inquiry to support the success of each student.

### **Conclusion**

Our schools have been celebrating successes through a variety of events and displays. Often district staff, parents, and trustees are invited to enjoy these successes. In turn, the Board invites schools to present to Board meetings or to display their work in the foyer.

Teachers celebrate success through a variety of opportunities to network around their work on assessment. One of the criteria for receiving the Collaborative Professional Development funds is to have way to share the work of the collaboration with other colleagues.

An array of District Committees provides a platform for stakeholders to hear about the progress and success of work in the district. As well, the district website has been improved to provide more opportunities for school staff and others to display the success of students and staff around the district.

The work of the District has become more focused and consistent since the District Review conducted in 2008. We are very encouraged by the level of collaboration among stakeholders in this work. We believe that the focus and the positive working conditions will result in greater success for students and we will continue to track our data to see if that proves to be the case.







# Appendix

Appendix I  
Aboriginal Education Enhancement Agreement  
Annual Report, 2012





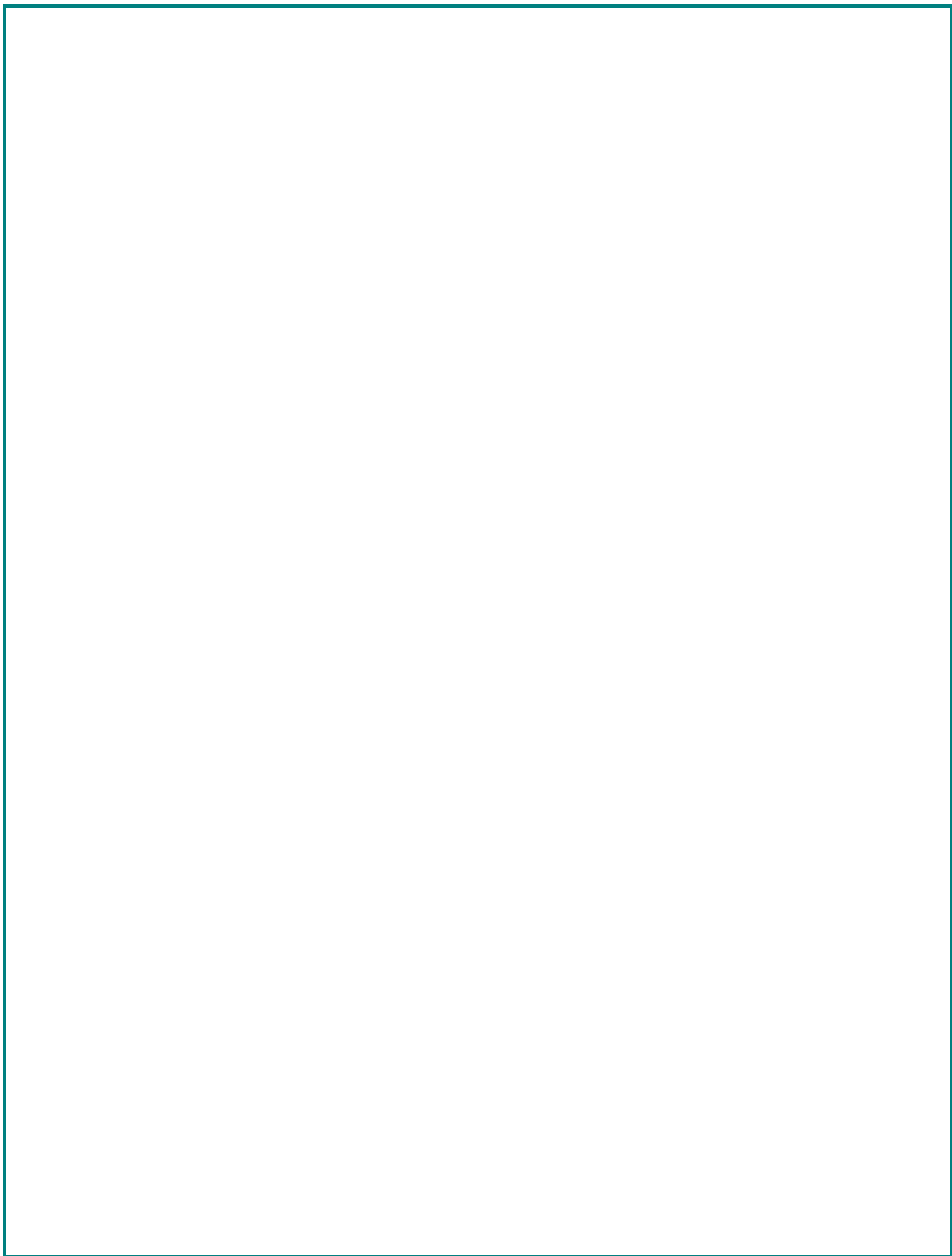


# **Aboriginal Education Enhancement Agreement: Second Annual Report - 2010/2011**

**Vancouver Board of Education  
School District No. 39**

*The Aboriginal Education Enhancement  
Agreement Signing Ceremony was held on  
June 25, 2009 at the UBC, Longhouse.*

*Memorandum of Agreement June 2009 – June 2014*





# **Aboriginal Education Enhancement Agreement: Second Annual Report – 2010/2011**

## **Vancouver Board of Education (School District No. 39)**

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### **Acknowledgment:**

The Aboriginal Education Enhancement Agreement is intended to include the following: Coast Salish Nations, Musqueam Nation, First Nations, Métis and Inuit and the Urban Aboriginal Peoples served by the Vancouver Board of Education (SD#39) and supported by the British Columbia Ministry of Education.

Aboriginal Education Logo designed by Susan Point, member of the Musqueam Nation



# Aboriginal Education Enhancement Agreement: Second Annual Report – 2010-2011 Vancouver Board of Education (School District No. 39)

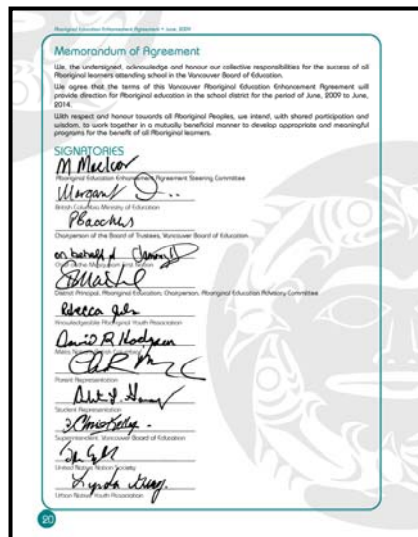
## 1. Development and Purpose of Aboriginal Education Enhancement Agreement

The Aboriginal Education Enhancement Agreement (AEEA) was formally signed June 25, 2009 by the Vancouver Board of Education, Musqueam Indian Band, Métis Nation BC, Urban Aboriginal community and the Ministry of Education. Over one hundred people came together in celebration for the signing ceremony that was held at the UBC First Nations Longhouse. The AEEA marks the school district's commitment in enhancing Aboriginal student achievement through a stronger working partnership with district employees, Aboriginal students, families, community members, Musqueam Indian Band members and Aboriginal organizations.

The AEEA is a five-year agreement extending from June 25, 2009 to June 25, 2014. The full AEEA document is available on the VSB website @ [www.vsb.bc.ca](http://www.vsb.bc.ca).

The Enhancement Agreement recognizes two important ideas:

1. Each Aboriginal learner and family must experience a sense of belonging and place within education settings, where their voices are heard, where they have choice and influence in decision making, and where their cultures, histories and contributions are respected and reflected.
2. The Vancouver Board of Education will provide equity of opportunity for Aboriginal students, and be committed to the ongoing development of best-practice strategies for instruction, improvement and inclusion.



## 2. Goals of the Aboriginal Education Enhancement Agreement

The AEEA goals, performance indicators, targets and actions embody the consultation process between the Vancouver School Board, Aboriginal communities and the Ministry of Education.

Throughout the developmental stages of the AEEA various forums, surveys, and Aboriginal Learning Inquiry (ALI), and working committees created opportunities to hear directly from students, staff and Aboriginal and non-Aboriginal community members. Through these processes, their stories highlighted the importance of having shared ownership and mutually respectful ongoing dialogue and strong relationships that recognize the cultural diversity, as well as the strength and needs of First Nations, Métis and Inuit students. Their stories supported the need to create a learning environment where all students are respected, have a positive sense of self, place and belonging and are able to achieve success.

Through collaborative consultation, the following goal areas were identified and will continue through the coming year:

- **Belonging**  
To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- **Mastery**  
To ensure that 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, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.





### 3. Governance and Implementation

In order to ensure the successful implementation of the Aboriginal Education Enhancement Agreement, structures and processes have been put in place to increase opportunities for meaningful participation, representation and influence in the governance of the school system for members of the Aboriginal community.

The **Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee** (AEEA I & M) with representation from the Aboriginal communities, and representative stakeholder groups, including but not limited to, students, unions, associations, and community groups follows the progress of the agreement and reports annually to the VSB, Aboriginal communities and Ministry of Education.

During Year Two, the AEEA Implementation & Monitoring Committee reaffirmed the importance of shared ownership of the AEEA's implementation.

Year Two of our AEEA has seen an increased awareness of its goals across the district. This is in part due the continued commitment of all stakeholders. We continue to employ targeted communication and increased offerings of resource material and presentations. As in Year One, we continued to address systemic barriers within Aboriginal Education.

The AEEA Monitoring and Implementation Committee provided knowledge of district and technology plans in identifying challenges and guiding best practice in delivering Aboriginal Enhancement to the students of Vancouver. The AEEA Monitoring and Implementation Committee endorsed the exploration and development of an Aboriginal Focus School.

#### **Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee**

##### **Community Partners**

Chuck Lafferty, Urban Native Youth Association  
Sherry Small, Vancouver Aboriginal Friendship Centre Society  
Denise Bogle, Vancouver Aboriginal Child and Family Services Society  
Derik Joseph, British Columbia Institute of Technology  
Faye Mitchell, Musqueam Indian Band, Education  
Gwen Giesbrecht, District Parent Advisory Council  
Ryenne James, University of British Columbia, First Nations House of Learning

##### **Trustees**

Patti Bacchus, Chairperson of the Board  
Ken Clement  
Allan Wong  
Carol Gibson

##### **Aboriginal Education Department Staff, VSB**

Ashton Garay, Youth Representative  
Debra Martel, District Principal  
Trudi Harris, Aboriginal Education Enhancement Worker  
Beverly Seed, Vancouver Administrator Secondary School Association  
Christine Stewart, Vancouver Secondary School Teachers' Association  
Mary Filleul, Vancouver Secondary School Teachers' Association  
Gloria Raphael, Vancouver Elementary Principals and Vice Principals' Association  
Valerie Overgaard, Associate Superintendent VSB Learning Services  
Raven Wright, Aboriginal Child & Youth Mental Health/VSB

#### **Vancouver Board of Education, Aboriginal Education Department Staff**

Debra Martel, District Principal  
Lorinda Moreau, Consultant

##### **Resource Teachers**

Erla Calahaisn  
Frances Carlick  
Melanie Nelson  
Nazenin Rodriguez  
Sheila Maracle  
Erin Williams

##### **Enhancement Workers**

Amanda White  
Angela Nabess  
Bonnie Wendt  
Dee Hughes-Slade  
Dena Galay  
Donna Lokhorst  
Emily Couchie

Ernie LaRochelle  
Fran Bolton  
Georgia Kelly  
Godwin Barton  
Katanni Sinclair  
Loretta Williams  
Mary Roberts  
Megan Haggerty  
Raven Wright  
Robin Roberts

Suzi Bekkattla  
Tori Johnson  
Trent Gauthier  
Trudi Harris  
Veronica Goddard  
Warren Williams  
Deborah Bell

## 4. Student Demographics

The Vancouver Board of Education enrolls more than 2000 students who self-identified as being of Aboriginal Ancestry inclusive of First Nations, Métis or Inuit. This is approximately 3.7% of the total district student population. The school district which resides on the Coast Salish traditional territories is home to Aboriginal peoples from across Canada.

### PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District			Province *		
	All Students #	Aboriginal Students #	%	All Students #	Aboriginal Students #	%
98/99	62,716	2,092	3.3	636,802	42,357	6.7
99/00	62,497	1,990	3.2	635,463	44,771	7.0
00/01	62,865	2,018	3.2	632,505	46,885	7.4
01/02	63,474	2,061	3.2	630,049	48,941	7.8
02/03	63,524	2,067	3.3	621,200	50,396	8.1
03/04	62,756	2,451	3.9	615,183	64,739	10.5
04/05	61,419	2,509	4.1	606,383	65,462	10.8
05/06	60,943	2,432	4.0	599,492	65,531	10.9
06/07	59,457	2,386	4.0	587,818	64,313	10.9
07/08	59,086	2,345	4.0	583,623	63,818	10.9
08/09	59,181	2,222	3.8	579,488	62,536	10.8
09/10	59,978	2,200	3.7	580,486	61,828	10.7
10/11	56,000	1,932	3.5	617,233	59,025	10.7

### NUMBER OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL PER GRADE

Grade	K	1	2	3	4	5	6	7	EU*	8	9	10	11	12	SU*
2009/10	146	155	137	140	125	144	122	133	60	153	139	160	119	94	78
2010/11	138	141	158	138	135	128	146	127	42	151	146	160	139	104	79

\*EU – Elementary Ungraded, SU- Secondary Ungraded (Special Education Classes or Programs)





## Aboriginal Education Enhancement Agreement Goals:

### Belonging

To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

### Performance Indicator

The outcomes for the goal will be evidenced by: **improved attendance and participation in all facets of school life as indicated by the 'Connections Tool'.**

The Connections Tool creates an opportunity for educators to share in dialogue about student engagement and connectedness in six domains: School Life, Academic Engagement, Attendance, Peer & Adult Relationships, Family, and Community.



The district continued training and implementation of the Connections Tool. Within our district, the tool was used by more than 95% of all elementary schools and high schools on all or some of the Aboriginal populations they serve as a framework for understanding and tracking the engagement and involvement of each Aboriginal student. Training and promotion was done through our Aboriginal Education staff and school-based leaders. Many School Based Team members, Aboriginal Education Team members along with the Community School Coordinators have expressed the value of using the Tool when tracking students who may be vulnerable. A small group of teaching and non teaching staff continued to examine and refine The Connections Tool for easier use and clearer identification factors. The district is exploring aggregating data to support school and district based planning.

### 2009-2010 ATTENDANCE DATA AS RECORDED ON BCeSIS

Grade	Total Students	Average Absences Aboriginal vs. Non Aboriginal	Max	Sept-June 2010-11 Unexcused Days Absent (Equivalent Days for Secondary)						
				0	0.25 - 10	10.25 - 20	20.25 - 30	30.25 - 40	40.25 - 50	50+
KH	22	10 vs. 6	35.5	1	13	4	3	1		
KF	116	20 vs. 12	77	7	38	25	21	9	6	10
01	141	18 vs. 9	92	6	58	28	20	13	9	7
02	158	16 vs. 8	84	4	75	31	23	13	3	9
03	138	12 vs. 8	68.5	11	68	31	15	7	3	3
04	135	14 vs. 7	64.5	8	67	28	16	8	6	2
05	128	15 vs. 6	93.5	11	58	26	16	7	2	8
06	146	14 vs. 6	65	7	64	44	14	10	4	3
07	127	16 vs. 6	103.5	10	55	29	16	9	2	6
EU	42	17 vs. 6	70.5	6	13	9	7	4	1	2
08	149	23 vs. 4	112	8	55	30	19	12	7	20
09	144	18 vs. 6	136.5	31	39	30	13	10	11	12
10	160	21 vs. 7	106	45	25	26	19	16	13	16
11	139	24 vs. 10	114	26	26	23	20	13	11	20
12	103	25 vs. 11	88.75	18	22	13	13	12	6	19
SU	79	10 vs. 10	71	42	12	7	9	3	3	3

#### Notes:

- ✓ Data for Grades 4, 8 and 10 are not significantly different from those reported as Grade 3, 7, and 9 in Year One's report.
- ✓ Average absences for Aboriginal elementary students by grade are twice that of their non Aboriginal peers.
- ✓ Average absences for our Aboriginal secondary students by grade are three times higher than their non Aboriginal peers.

# Performance Indicator

Students reporting a feeling of safety and an increased sense of belonging and comfort in school using the Safe School & Social Responsibility Survey\*.

Satisfaction Survey Results 2009/2010		Aboriginal Students			Non- Aboriginal Students		
Questions	Grade	Number of Respondents	All of the time or many times		Number of Respondents	All of the time or many times	
			#	%		#	%
<b>Do you like school?</b>							
	3/4	234	159	68	3462	2528	73
	7	129	64	50	3061	1793	59
	10	122	39	32	3060	1279	42
	12	77	21	27	2347	952	39
<b>Do adults in the school treat all students fairly?</b>							
	3/4	222	156	70	3269	2228	77
	7	127	70	55	2966	1821	61
	10	117	46	39	2997	1274	43
	12	73	19	26	2440	1040	43
<b>Do your teachers help you with your schoolwork when you need it?</b>							
	3/4	240	169	70	3453	2840	82
	7	135	98	73	3093	2400	78
	10	119	57	48	3041	1764	58
	12	75	35	47	2468	1361	55
<b>At school, do you respect people who are different from you?</b>							
	3/4	231	181	78	3341	2924	88
	7	130	104	80	3072	2730	89
	10	119	84	71	3044	2519	83
	12	73	41	56	2470	2122	86
<b>Do you feel safe at school?</b>							
	3/4	240	189	79	3431	2933	85
	7	133	100	75	3056	2450	80
	10	117	73	62	3014	2206	73
	12	75	43	57	2451	1957	80
<b>At school, are you bullied, teased or picked on?</b>							
	3/4	226	41	18	3405	308	9
	7	132	14	11	3021	219	7
	10	121	14	12	3002	142	5
	12	73	21	29	2443	103	4
<b>I would like to go to a different school.</b>							
	3/4	201	26	13	2921	180	6
	7	164	19	15	2942	302	10
	10	113	30	27	2905	555	19
	12	76	28	37	2380	312	13
<b>Are you satisfied that school is preparing you for a job in the future?</b>							
	10	115	40	35	2989	1192	40
	12	72	16	22	2424	624	26
<b>Are you satisfied that school is preparing you for post-secondary education?</b>							
	10	115	43	37	3006	1457	48
	12	76	28	37	2452	1024	42

\*Ministry of Education Satisfaction Survey has been used as performance indicator  
Safe School& Social Responsibility Survey Aboriginal Data is not available.

## **Students reporting a feeling of safety and an increased sense of belonging and comfort in school using the Safe School & Social Responsibility Survey\* (cont.)**

Within the most current Safe School & Social Responsibility Survey result, Vancouver students reported higher than average levels of belongingness, engagement and connection to the role of adults in school.

However, it is important to note that in the Ministry of Education Satisfaction Survey questions dealing with respect, feeling safe, being bullied or teased, the grade 7, 10 and 12 Aboriginal students' reported a 10 – 24 % higher response to "all of the time or many times" than that of Non- Aboriginal students. This same group reported a 10 – 15% higher response in a desire to go to a different school.

The Centres for Disease Control and Prevention research supports the need for families, school, and communities to work together to create an environment that facilitates healthy development of children and adolescents. Their research has shown that students who feel more connected to schools are more likely to have positive health and educational outcomes. (*School Connectedness: Strategies for Increasing Protective Factors Among Youth; US Dept of Health and Human Services - 2009*)

Our district intensified its efforts to monitor student performance in this area through the use of the **Connections Tool**. This instrument identifies the strength of Aboriginal student connectedness to academics, family, community, sense of belonging and culture.



### **Performance Indicator**

#### **Increased recognition of Aboriginal students in leadership, fine arts, academics, gifted and/or other experiences.**

The Aboriginal Education Department honoured Aboriginal students across the district who demonstrated **Community and Cultural Leadership**.

This year 9 students were presented the Award at the District Aboriginal Achievement Celebration, held June 3<sup>rd</sup>, 2011. Joel Dragon Smith, Ashton Garay, Brian Charlie, Christopher Dixon, Norma Louie, Summer Price, Nathan Whonnock, Mark Clayton, Joyce Wesley were recognized for their leadership contribution and presented with a signed Susan Point print. Susan Point is a Musqueam artist and represents true community and cultural leadership.

Although many elementary and secondary school and district awards are given out each year, disaggregated Aboriginal student baseline data is not available. Further exploration of a recognition inventory is needed.

The AEEA I & M committee also recognized the need to increase community contribution in awards offered.



## Belonging: Supporting Actions

To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

The following actions were taken to support our commitment to the Belonging goal.

Action	Analysis of Progress
Include specific goals and objectives for Aboriginal learners in annual school plans and AEEA plans to support this goal.	<ul style="list-style-type: none"> <li>• Opportunities were made available to support the infusion of AEEA goals into school plans.</li> <li>• The district template for the 2011/12 school plans will be adjusted to include AEEA goal specific indicators.</li> <li>• Ministry of Education ordered that "a board must schedule one non-instructional day in the 2011/2012 school year for the purpose of facilitating activities that in the board's opinion are designed to enhance student achievement, with a focus on either personalized learning or aboriginal student success"</li> </ul>
Develop classrooms that increase the students' sense of belonging by encouraging the sharing of their lived experience, and by using empathy-building and cultural awareness activities	<ul style="list-style-type: none"> <li>• Aboriginal Education Enhanced Funds supported over 30 cultural initiatives</li> <li>• The Aboriginal Education Department provided cultural based resources to school classrooms, school libraries and district media and library services.</li> <li>• Partnerships continue with community services. Urban Native Youth Association, Aboriginal Child &amp; Youth Mental Health, Vancouver Friendship Center, and Vancouver Aboriginal Child and Family Service Society have enhanced youth engagement opportunities within our schools.</li> <li>• The Aboriginal Education Department hosted an annual Achievement Celebration honoring all grade 12 students.</li> </ul>
Collaboratively develop and provide instructional materials, professional and or staff development on the impact of colonization, social discrimination and media on indigenous societies.	<ul style="list-style-type: none"> <li>• Aboriginal resources reflecting this topic have been added to elementary and secondary libraries, social studies departments, alternative programs, adult education centers and VSB media/ library services.</li> <li>• The Library Consultant, Languages Consultant, and Aboriginal Education Department continue to work together in resource selection and purchase.</li> </ul>
Provide opportunities for student leadership within the school, and encourage students to take socially responsible action locally and globally.	<ul style="list-style-type: none"> <li>• Aboriginal Culture &amp; Community Leadership awards were presented to 9 deserving Aboriginal youth on June 3<sup>rd</sup>, 2011.</li> <li>• Many school and district leadership opportunities for Aboriginal youth were designed, implemented and appreciated this year but no district data has been collected.</li> </ul>
Provide anti-racism education, which will include giving students and staff the tools to respond effectively to discrimination.	<ul style="list-style-type: none"> <li>• Through 4 Aboriginal Capacity Cafés, youth have had the opportunity to share their perspective of daily school experiences.</li> <li>• Continued work in this area as is still needed (see notes on Ministry data re: Student Satisfaction Survey).</li> <li>• Collaboration between the Aboriginal Education Consultant and the Anti-Racism Mentor will facilitate Pro D opportunities the coming school year</li> </ul>
Ensure that Aboriginal students and their families are involved in assessment and appropriate placement decisions in the full range of VSB specialized programs from gifted to supportive, which includes remedial and behavioral.	<ul style="list-style-type: none"> <li>• The Aboriginal Education Department worked with the Alternative Programs, District Placement Centre, and Special Education Department and Aboriginal Families re: student placement</li> <li>• Students and their families were supported by Aboriginal Education staff through home visits, school and inter-ministerial meetings.</li> <li>• Gifted Education Consultant provided gifted-enrichment program materials to be piloted in the 2011-2012 school year.</li> </ul>
Employ the Connections Tool to provide school and district data on Aboriginal student engagement and connectedness.	<ul style="list-style-type: none"> <li>• Continued implementation of the Connections Tool (adapted from SD#61)</li> <li>• Ninety-five percent of all schools used the connections tool on some or all of their Aboriginal student population.</li> <li>• Direction will be provided on how best to record and report Connection Tool data to assist in guiding school and district planning</li> <li>• Further effort is required in sharing the responsibility for the implementation of this tool.</li> </ul>



## Mastery

To ensure that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

### Performance Indicators

The outcomes for this Goal will be evidenced by: **an increase in the number of students participating in pre-school readiness and early childhood development programs.**

Vancouver School District continues to support 18 Strong Start Centers (with one more on line for the coming year) which are free, early learning programs for preschool-aged children accompanied by parents or caregivers. Parents and caregivers are encouraged to take part in the play-based learning activities, story time and sharing of healthy snacks. Eight of the Strong Start sites are located in communities with a high ratio of Aboriginal families. There is limited participation by our Aboriginal families within those communities. Strong Start Coordinators have committed to strengthen their outreach in an attempt to facilitate an increase in participation of Aboriginal families.

Our District also supports the Ministry of Education's 'Ready, Set, Learn' initiative in every school. This early learning initiative supports the need to have positive connections between families and the school system. In partnership with the Ministry of Children & Family Development and the Ministry of Healthy Living & Sports provides 'Ready, Set, Learn' resources to families and their three-year-olds who attend. Participants receive a number of items that support preschooler's learning and development and inform families of community services. Efforts will continue in this area to increase awareness and participation in the program.



Each spring an orientation program titled, Welcome to Kindergarten is offered to more than 3000 prospective kindergarten children for the coming year. Within that group, 350 participants (more than 10%) requested aboriginal content/context materials.

The Aboriginal consultant has developed Aboriginal content/context book bins to be distributed throughout the district. They have been well received by the early intervention schools. Aboriginal content material bins have been provided for our French Immersion schools as well.

### District-wide assessment of Kindergarten readiness.

We know that children (0-8) begin to learn the functions of literacy and begin to become literate through active involvement with literacy materials and by constructing their understanding of reading and writing.

The Ministry Primary Program is based on this knowledge. In addition, we know that the cultural and social aspects of language learning are also part of emergent literacy. Our welcome to kindergarten materials reflect this knowledge.

There are currently 33 schools participating in Early Intervention for Literacy which include several kinds of assessment.

- Classroom teachers and the school resource teachers decide which K's are at risk in June (or this can happen in Sept. when the K's are entering Grade 1.) Reading Recovery teachers assesses Grade 1's considered at risk using a standardized Observation Survey.
- In January all K's are assessed with a Kindergarten Screening Protocol and a data sheet summary is submitted in Feb.
- In June, K students considered at risk in any area are retested only in their area(s) of need.

In February, small groups of K students considered at risk and/or with needs, work in small groups of 4, 4 times a week, and receive resource time and active intervention.

(Note: Early Intervention is based on a three pillar approach which includes good classroom practice, small group instruction, and Reading Recovery.)



With regard to district-wide assessment at the K level, many K teachers assess K students with a K Screening Protocol. Likewise, many teachers and schools assess writing at the K level using a rubric that is similar to the Ministry writing performance standards.

In addition to district assessment tools, *Assessment for Learning* (which includes diagnostic assessment) is encouraged though not mandated across the district.

The use of classroom based assessment and performance standards show an increase in the numbers of Aboriginal students in K-12 who are fully meeting and exceeding expectations in the key academic areas of Math and Language Arts.



The Aboriginal Education Department continues ongoing collaboration with UBC research teams, and the Special Education Department regarding assessment and service models i.e. review of gifted assessment and ESD language acquisition resource model.

In Partnership with Gifted Education, Aboriginal students participated in a "Challenge Program" offered as a pilot at Brock Elementary.

Our district has adopted and in-serviced its staff in "Assessment for Learning".

*Assessment for Learning* criteria include:

1. the provision of effective feedback to students
2. the active involvement of students in their own learning
3. the adjustment of teaching to take into account the results of assessment
4. the recognition of the profound influence assessment has on the motivation and
5. self-esteem of students, both of which are critical influences on learning
6. the recognition of the need for students to be able to assess themselves and understand how to improve.

## BC MINISTRY OF EDUCATION (DESIGNATED) - STUDENTS WITH SPECIAL NEEDS

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS																		
School Year	Special Needs Total #		Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
	Ab	Non-Ab	Aboriginal		Non-Ab		Aboriginal		Non-Ab		Aboriginal		Non-Ab		Ab	Non-Ab		
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
04/05	770	5731	12	2	166	3	171	22	1612	28	424	55	588	10	11	1	2244	39
05/06	772	5360	15	2	172	3	193	25	1785	33	393	51	525	10	8	1	1687	31
06/07	763	5288	13	2	172	3	198	26	1905	36	354	46	454	9	7	1	1511	29
07/08	777	5224	15	2	147	3	201	26	1935	37	362	47	495	9	5	1	1329	25
08/09	800	5257	13	2	144	3	188	24	2000	38	389	49	651	12	5	1	1045	20
09/10	769	5212	14	2	136	3	172	22	1971	37	339	44	754	14	4	1	844	16

### Notes:

Within School District #39 (Vancouver) there are:

- ✓ no significant differences between the number of Aboriginal vs. non Aboriginal students identified as having sensory or learning disabilities were noted,
- ✓ 10 times as many Aboriginal vs. non Aboriginal students were identified as having chronic health issues per capita,
- ✓ 10 times as many Aboriginal vs. non Aboriginal students were identified as having behaviour disabilities per capita,
- ✓ and 5 times more non Aboriginal vs. Aboriginal students were identified as gifted per capita.

Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes Category P (Gifted).

## Numbers of students fully meeting and exceeding expectations in Grade 4 and 7 Foundation Skills Assessment

### Grade 4 - Ministry of Education Foundation Skills Assessment 2010

<b>FSA Grade 4 - READING</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1360	37	509	14	1549	42	297	8
Aboriginal	58	42	30	22	47	34	3	2
<b>FSA Grade 4 - WRITING</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	3715	37	438	12	1793	48	100	3
Aboriginal	138	41	39	28	42	30	0	0
<b>FSA Grade 4 - NUMERACY</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1360	37	511	14	1616	43	228	6
Aboriginal	58	42	41	30	39	28	0	0

Grade  
7 -

### Ministry of Education Foundation Skills Assessment 2010

<b>FSA Grade 7 - READING</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1478	38	568	15	1551	40	313	8
Aboriginal	90	55	29	18	41	25	3	2
<b>FSA Grade 7 - WRITING</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1503	38	380	10	1950	50	77	2
Aboriginal	97	60	23	14	43	26	0	0
<b>FSA Grade 7 - NUMERACY</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All	1450	37	454	12	1643	42	363	9
Aboriginal	97	60	36	22	30	18	0	0

#### Notes

- ✓ Aboriginal students meeting or exceeding FSA reading expectations in Grades 4 and 7 increased 7% from last year.
- ✓ Aboriginal students meeting or exceeding FSA writing expectations in Grades 4 and 7 increased 6% from last year.
- ✓ Aboriginal students meeting or exceeding FSA numeracy expectations in Grades 4 and 7 decreased 13% from last year.
- ✓ There is a significant discrepancy between Aboriginal and non Aboriginal student performance on the FSA.
- ✓ Non Aboriginal students scored an average of 20% higher on the Reading, Writing and Numeracy segments by grade through both this year and last.

\* Data significance for FSA must be considered in light of high non-participation rates:

- 42% of Aboriginal Grade 4 students did not participate.
- 37 % of non Aboriginal Grade 4 students did not participate.
- 41% of Aboriginal Grade 7 students did not participate.
- 38% of non Aboriginal Grade 7 students did not participate.

The BCTF's ongoing disagreement over the purpose and testing process of the FSA assessment is having some influence on parent perception of the FSA and the participation rate by students.

To support a greater understanding of the positive interventions and services that impact math and science success, the VSB Aboriginal Education and UBC Math and Science Departments will continue to work together to collect valuable information to share with Math and Science educators.

## Student performance and participation rates on Grade 10-12 provincial exams.

Year 2009/10	Course and Grade	Total of Students in Grade	C- (pass) or Better		C+ (good) or Better	
Students/Percentage		#	#	%	#	%
All	English 10	4888	4681	96	3368	69
Aboriginal	English 10	128	107	84	41	32
All	Principles of Math 10	4201	3858	92	2556	61
Aboriginal	Principles of Math 10	44	30	68	13	30
All	Essentials of Math 10	644	593	92	254	39
Aboriginal	Essentials of Math 10	86	75	87	32	37
All	Applications of Math 10	116	110	95	40	34
Aboriginal	Applications of Math 10	Msk	Msk	Msk	Msk	Msk
All	Science 10	4837	4608	95	3248	67
Aboriginal	Science 10	147	123	84	48	33
All	Social Studies 11	4332	4183	97	3065	71
Aboriginal	Social Studies 11	56	51	91	18	32
All	BC First Nations 12	46	45	98	18	39
Aboriginal	BC First Nations 12	23	21	91	15	65
All	English 12: First Peoples	12	12	100	4	33
Aboriginal	English 12: First Peoples	103	82	80	33	32
All	English 12	4426	4319	98	2977	67
Aboriginal	English 12	49	46	94	15	31
All	Communications 12	316	308	97	140	44
Aboriginal	Communications 12	27	27	100	11	41

\*BC Ministry of Education District Data 2009/10

### Notes:

Changes from Year One include:

- The number of Aboriginal students achieving C- or better in English 10 has dropped by 8%.
- The number of Aboriginal students achieving C+ or better in FN 12 has been increased by 24%.
- With the exceptions of Math 10 Essentials and English 12: First Peoples, it is noted that 20% fewer Aboriginal students achieve passing or better grades than do non Aboriginal students. This is mirrored in the FSA data for our elementary students.

Transition rates for Aboriginal students from grades seven to eight, grades nine to ten, grades ten through twelve and into further educational opportunities.

### BC Ministry of Education Grade to Grade Transition Rate

Number of Students Making Successful Transitions to a Higher Grade													
Student	Year	Grade 6 Students		Grade 7 Students		Grade 8 Students		Grade 9 Students		Grade 10 Students		Grade 11 Students	
		#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	2004/05	155	90	201	97	176	86	121	71	91	63	63	62
Aboriginal	2005/06	170	97	155	99	173	86	141	75	111	77	79	63
Aboriginal	2006/07	159	94	160	96	149	91	148	79	129	77	107	69
Aboriginal	2007/08	142	98	159	98	153	91	127	75	118	66	94	53
Aboriginal	2008/09	138	94	141	99	142	82	128	80	104	65	99	66
Aboriginal	2009/10	119	95	140	98	133	87	126	83	116	72	94	65

Number of Students Making Successful Transitions to a Higher Grade													
Student	Year	Grade 6 Students		Grade 7 Students		Grade 8 Students		Grade 9 Students		Grade 10 Students		Grade 11 Students	
		#	%	#	%	#	%	#	%	#	%	#	%
All	2004/05	3854	96	3854	98	3854	96	4235	95	4394	89	4645	83
All	2005/06	4067	97	4067	97	4067	96	4055	94	4453	89	4420	82
All	2006/07	3969	96	3969	97	3969	96	4240	95	4235	90	4376	82
All	2007/08	3895	97	3895	97	3895	97	4184	96	4503	90	4270	82
All	2008/09	3801	97	3801	98	3801	97	4392	96	4489	90	4452	83
All	2009/10	3638	97	3876	98	4159	97	4326	96	4766	76	4526	82

- By Grade 11 we find that 17% fewer Aboriginal students make successful transitions to the next Grade than do their non Aboriginal colleagues within Vancouver. This is within 2% of the Provincial stats for the same.
- This is an important indicator to increase the districts efforts to ensure Aboriginal students are connected and actively engaged in a positive learning experience.



Graduation rates from Grade 12, based on Ministry of Education data.

**BC Ministry of Education Data – 2004 - 2010**

Six –Year Completion and Grade 12 Graduation Rate										
Student	Six –Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Year	Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
Aboriginal	2004/05	-	45	41	91	11	68	31	46	6
Aboriginal	2005/06	-	51	39	76	14	90	29	32	7
Aboriginal	2006/07	-	47	32	68	15	117	38	32	4
Aboriginal	2007/08	-	67	57	85	10	147	61	41	5
Aboriginal	2008/09	29.4	64	51	80	11	130	46	35	5
Aboriginal	2009/2010	25.4	68	53	78	10	143	45	31	6

Six –Year Completion and Grade 12 Graduation Rate										
Student	Six –Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Year	Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
All	2004/05	-	4504	4217	94	54	5290	3792	72	45
All	2005/06	-	4740	4392	93	56	5525	3987	72	47
All	2006/07	-	4344	4087	94	55	5242	3772	72	44
All	2007/08	-	4244	4001	94	48	5197	3705	71	38
All	2008/09	79.7	4220	3942	93	47	5266	3691	70	38
All	2009/2010	80.7	4471	4166	93	47	5477	3924	72	39

Notes:

- Non Aboriginal student graduation rates are more than double that of our Aboriginal students.
- Disparity between Vancouver's Aboriginal vs. non Aboriginal graduation rates and those at the Provincial level leave us behind by 20%.
- The number of School District #39 Aboriginal students graduating in six years is less than 1/3 that of non Aboriginal students.
- Increased efforts to understand and address barriers such as early intervention structures, positive attendance strategies and alternative assessment strategies at the secondary level are required to increase the graduation rates of Aboriginal students.

**Successful participation in creative and skill building elective areas such as the Arts, Technology Education, and Physical Education**

Throughout the district there have been a number of creative approaches in supporting involvement in the Arts, Technology Education, and Physical Education.

- Artist in Residence & Learning through the Arts: Aboriginal Artists supporting school Art programs
- Vancouver Learning Network online courses options
- Aboriginal focused electives: Carving/Woodworking/Drumming/ Music
- Partnership with community centres/gyms
- Entrepreneur options
- Partnership with UBC, VCC, BCIT, SFU
- Work Experience options
- Cultural School Programs (UNYA)





## Mastery: Supporting Actions

To ensure that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

**The following actions were taken to support our commitment to the Mastery goal.**

Action	Analysis of Progress
Develop and promote professional development in instructional strategies to assist educators to improve the success rates of Aboriginal students in specific areas such as literacy, Math and Science.	<ul style="list-style-type: none"><li>Aboriginal Education Department provided professional development to support early year's speech and language development.</li><li>"Moe the Mouse" – speech and language development curriculum kits and training were provided to 19 Strong Starts sites, 22 elementary schools K and Resource teachers, Aboriginal Education staff, ESL, Speech and Language Pathologists.</li><li>Aboriginal Education Department continues to support the use and exploration of "Gifts in Mathematics". As well, students have continued to benefit from summer math programs supported by PIMS and NEC.</li><li>Britannia Elementary and the Math and Science Departments of UBC continued a partnership in developing Math and Science skills at the Grade 7 level. 15 volunteers visited Britannia weekly on a year long tutoring (Jump Math) project culminating in a week long Science Literacy event.</li></ul>
Ensure support for individual and collaborative curriculum development and lesson planning about Aboriginal history and culture.	<ul style="list-style-type: none"><li>We continue to purchase, develop catalogue and distribute Aboriginal content and context materials at the school and district levels.</li><li>The Aboriginal Education Department will continue its efforts to support and provide professional development and workshops needs.</li></ul>
Provide support for Aboriginal students in the development of their Graduation Transition Planning.	<ul style="list-style-type: none"><li>Post-Secondary events were hosted strengthening transition and community connections.</li><li>To ensure continued meaningful student experiences, Transition and Apprenticeship opportunities will be the focus of our Learning and Development Consultant for Aboriginal Education in the 2011/2012 school year.</li><li>Continue Paul Martin Aboriginal Education Initiatives in two sites. One focuses on Aboriginal Entrepreneurship the other on Accounting. Both speak volumes around the creation of occupational options.</li></ul>
Sustain tracking systems that disaggregate Aboriginal data within the District	<ul style="list-style-type: none"><li>Utilize BCeSIS to monitor attendance, grade transition and graduation rates, and the delivery of programs and services</li><li>Use the connections tool to monitor student engagement in our AEEA Goals</li></ul>
Provide for the granting of external credit for participation in Aboriginal cultural activities.	<ul style="list-style-type: none"><li>District Principal to review with school teams the criteria for granting of external credit for participation in Aboriginal cultural activities where appropriate.</li></ul>
Increase access to out of school support for Aboriginal Learners; e.g. out of class homework clubs, tutoring programs.	<ul style="list-style-type: none"><li>Collaboration with community organizations, Community Links Teams, Post Secondary Institutions, and Inner City Teams is ongoing.</li></ul>



## Culture and Community

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

### Performance Indicators

The outcomes for the goal are shown by: **decrease in racial incidents and comments reported by Aboriginal Students and improved results indicated by social responsibility surveys and anecdotal data through Student forums.**

Although the VSB does not directly collect data for this area, it is not uncommon to hear concerns from parents, students and from the Aboriginal staff about racial or unfair treatment. It is also worthy to note recent findings of The Urban Aboriginal Peoples Study (UAPS-2009) addressing experiences of discrimination.

The report states: *Unfair Treatment: A large majority of urban Aboriginal people also say they have experienced unfair treatment because of who they are. When posed with the statement "I have been teased or insulted because of my Aboriginal background", seven in ten strongly (37%) or somewhat (33%) agree.*

The Satisfaction Survey results (page 8) also indicate a perceived sense of unfair treatment and lack of connectedness to schools.

To support a greater understanding of the realities of life as a youth today, the Aboriginal Education Department working together with SACY, UNYA and BCYSTH have offered five Aboriginal Capacity Cafés. The cafés support powerful youth led dialogue with parents, educators and community members strengthening intergenerational relationships through a greater understanding of youth issues.

In partnership with the City of Vancouver, the VSB participates in an anti-racism & intercultural leadership training program for youth. As well, anti-racism sessions were provided throughout the year.



## Culture and Community: Supporting Actions

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

The following actions were taken to support our commitment to the Culture and Community goal.

Action	Analysis of Progress
Create an Aboriginal Focus School	<ul style="list-style-type: none"> <li>Facilitated as series of public forums to gather ideas and comments on establishing an Aboriginal Focus School within the VSB. These were very well attended and yielded much data that will be used to direct future steps in exploring this option.</li> <li>Supported Trustee motion to create an Aboriginal Focus School by September 2012.</li> <li>Steering Committee was established to develop a plan of action for the same.</li> </ul>
Create and develop opportunities for the Aboriginal communities to contribute an Aboriginal perspective to classroom content, curriculum and experiences.	<ul style="list-style-type: none"> <li>School staff and Aboriginal Education district staff have participated in many classroom cultural experiences.</li> <li>The students and staff have appreciated and benefited from shared experiences and knowledge provided by Aboriginal cultural experts; carvers, artist, authors, musicians, dancers, elders, storytellers. We will continue to support this type of rich experience.</li> <li>Many schools still do not include any Aboriginal Cultural experiences. This is an area that needs further exploration to ensure all students are exposed to the richness of the Aboriginal traditions and historical and present day contributions.</li> <li>Métis Nation BC has provided numerous resources and grade 3, 4 &amp; 7 learning packages. The resources include elementary level (some secondary) books, text, Métis sash &amp; flag, DVD and music CDs. Materials are available through the Aboriginal Education Department lending library.</li> </ul>
Include Aboriginal content at all grade levels and across subject areas. Increased units, lessons and activities about Aboriginal history, culture, traditions and contributions.	<ul style="list-style-type: none"> <li>This year numerous resource materials were purchased for all schools and media/library services.</li> <li>Where possible, cultural experts and community members were brought into the learning experience.</li> <li>We continue to catalog an inventory of what is available and what is offered at each grade level as well as what resources are still needed.</li> <li>The Aboriginal Education department will continue to explore its service model to allow better use of staff strength and support this goal.</li> </ul>
Pursue innovative models to better service the needs of students and families in transition or crisis.	<ul style="list-style-type: none"> <li>Work continues with: Articulation Teams, school based "Getting Ready for Secondary School" events, school champions, collaboration with Career Education team and community Trades – supporting "Aboriginal Youth Trades Info Session", and Post-Secondary events.</li> <li>A greater emphasis needs to be placed on understanding the transitional concerns and/or issues as seen from our students, our families and our system's perspectives.</li> <li>This action continues to be a key focus for the Aboriginal Education Department. We look to strengthen positive, post secondary transitions between our Aboriginal graduates and our local business, college, trade school and university partners.</li> </ul>
Engage parents in VSB enhanced programs, and community services	<ul style="list-style-type: none"> <li>To increase engagement of parents and family members, a new Aboriginal Education district letter/consent form for parents and guardians was distributed.</li> <li>Our MCFD, ACYMH, &amp; VSB partnership continues through our Aboriginal Wellness Worker who supports early intervention and navigation of the Mental Health system.</li> <li>The Aboriginal Youth and Family Worker continue to support at risk Aboriginal students in transition</li> <li>More school sites have established events and/or dedicated space for parent events, meeting, feasts, or training. This has increased the sense of belonging within those schools and the ability of families to contribute to their children's educational experiences.</li> <li>Increased emphasis on improving and monitoring the quality of parent/guardian engagement is needed.</li> </ul>

## Aboriginal Education 2010/11 – *What's Happened ...* Initiatives to Support the Goals of the Enhancement Agreement

<b>School and Community projects supported through district funding: (not inclusive of all daily activities supported by Aboriginal Education Staff)</b>	<b>Belonging</b>	<b>Mastery</b>	<b>Culture &amp; Community</b>
<b>Cultural Projects</b>			
Outdoor Concert feat. Aboriginal hip Hop Artists (Churchill Secondary)	✓		✓
Outdoor Concert feat. Aboriginal Hip Hop Artists (Windermere Secondary)	✓		✓
Student-Adapted Animal Hat/Mask Project (Templeton)	✓	✓	✓
Lynn Valley Suspension Bridge & Nature House Cultural Exchange (Britannia)	✓		✓
Paddle Making with Artist Joe Bolton (David Thompson Secondary)	✓	✓	✓
World Music Project (Britannia Secondary)	✓	✓	✓
Yuklaana – Artist in Residence: Northwest Coast Arts Project (Tecumseh)	✓	✓	✓
Feast: Sharing Aboriginal Culture (Brock)	✓		✓
Cultural Performance – Artstarts: Teddy Anderson (David Lloyd George)	✓		✓
Cultural Performance – Talking Piece (Van Tech)	✓		✓
Carving and Art Demonstration/Project (Genesis Broadway Alternative Prgm)	✓		✓
Cultural Performance – Compaigni V'ni Dansi (Point Grey)	✓		✓
Mask Carving Demonstration (Magee)	✓		✓
North Van Outdoor School Bighouse (Tillicum)	✓		✓
Create-a-Skate Project (Genesis North East)	✓		✓
Grouse Mountain Hiwus Feasthouse Field Study (Roberts)	✓		
Paddles Project (David Thompson)	✓		✓
<b>Academic Projects</b>			
Beading Math–Culturally Relevant teachings using Looms (Macdonald)	✓	✓	✓
Aboriginal Themed/Content Booklist (District-wide)	✓	✓	✓
Enhancement of Aboriginal Content in Science and Technology (Van Tech)	✓	✓	✓
Potlach Carving Project/Course (Van Tech)	✓	✓	✓
<b>Resource Materials: Provided to Elementary and Secondary Libraries and District Staff</b>			
First Nations 101	✓		✓
Book: Jenneli's Dance	✓	✓	✓
Book: The Giving Tree	✓	✓	✓
<b>Resource Materials: Provided by Aboriginal Education Library or site based</b>			
Book: Moccasins	✓	✓	✓
Book: Owls See Clearly at Night	✓	✓	✓
Reel Injun Documentary (DVD)	✓		✓
Book: Teaching with Poverty in Mind			
DVD Series: Teaching with Poverty in Mind			
Book: Connecting With Students			
Book: Meeting Students Where they Live – Motivation in Urban Schools			
DVD: Indecently Exposed			
7 Generation Series (Books 1, 2 & 3)			
Book: Our Story: Aboriginal Voices on Canada's Past			
Book: The Absolute True Diary of a Part-Time Indian			
Book: My Name is Seepeetza			
Book: Eagle Song			
Book: The Life of Helen Betty Osborne			
DVD & Discussion Guide: Finding Our Way			
<b>Resource Workshops/Training:</b>			
Moe the Mouse: Speech and Language Development Program Kits	✓	✓	✓
Connecting the AEEA Goals with School Plans (Administrators)		✓	
Connections Tool Training (15 sessions)	✓		
Film Screening: Find Our Way	✓	✓	✓
Pro D – Spirit Has No Colour	✓	✓	✓
Pro D – The Absolute True Diary of a Part-Time Indian	✓	✓	
TRC – Youth Leadership	✓	✓	



## Governance and Implementation

In order to ensure the successful implementation of the Aboriginal Education Enhancement Agreement, structures and processes must be in place to increase the opportunities for meaningful participation, representation and influence in the governance of the school system for members of the Aboriginal community.

To this end, an Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee with representation from the Aboriginal Communities, and representative stakeholder groups, including but not limited to, students, unions, associations, diverse off reserve Nations and community groups, has been created to follow the progress of the agreement and report annually to the VSB, Aboriginal Communities and the Ministry of Education, on the progress of the agreement.

**The following actions were taken to support our commitment to Governance and Implementation.**

Action	Analysis of Progress
The District will support ongoing Aboriginal student involvement in student leadership opportunities, and district initiatives to enhance the quality of the educational experience for Aboriginal learners.	<ul style="list-style-type: none"><li>• Student Leadership initiatives were supported through Cultural Grants offered at the school level including.</li><li>• Students were encouraged to participate in community organized leadership and/or cultural events.</li><li>• At the Aboriginal Achievement Celebration the Department presented 9 students with the new 'Aboriginal Culture &amp; Community Leadership' award. The awards are signed prints from Susan Point Musqueam Artist.</li></ul>
Aboriginal involvement at all levels of governance within the district will be encouraged.	<ul style="list-style-type: none"><li>• At this time the VSB has Aboriginal representation at various levels: Trustee, District Principal, Teacher's Federation, and Union representation, District &amp; School Committee and Student Councils and Community Leadership Roles. Ongoing recruitment, distribution of information and encouragement for governance opportunities will continue.</li><li>• District Aboriginal Liaison Consultant position contracted to assist the district management team in the consultative process of designing and establishing the Aboriginal Focus School</li></ul>
The agreement will be in effect from June, 2009 until June, 2014, subject to revision and renewal.	<ul style="list-style-type: none"><li>• AEEA I&amp;M committee has overseen the development and implementation of the Second Year.</li></ul>
An annual report will be jointly developed through continued dialogue with Aboriginal Communities and shared with the Aboriginal and Educational communities, the Board of School Trustees and Ministry.	<ul style="list-style-type: none"><li>• AEEA Implementation and Monitoring Committee will be sharing the outcomes of the annual report to community and stakeholders</li></ul>





## **Stakeholders and Partnerships**

**As testimony to the commitment of our stakeholders and partners, please find below a sampling of their initiatives within School District #39 Vancouver:**

### **Pacific Institute for the Mathematical Sciences provided:**

- Teacher training
- Mentorship Programs
- Outreach Events
- Math Summer Camps (with NEC)
- Science World Workshops
- Education Coordinator Services
- Scholarships

### **VSB Social Responsibility and Diversity Team Anti-Racism and Diversity Mentor provided:**

- Resource and Pro D opportunities with Aboriginal content to address Belonging issues
- Training in Anti-Racism for school contacts with materials designed by Aboriginal youth
- Mastery materials with Aboriginal content
- The promotion of high academic standards for Aboriginal students
- Aboriginal Focus School consultation
- Acknowledgement of territorial Aboriginal people and lands at public gatherings
- Support for the Aboriginal Education Department in developing a community approach to Anti-Racism.

### **UBC Learning Exchange provided:**

- UBC Mentors to tutor Aboriginal students in Math, Science and Literacy.
- TOTEM – a program that Teaches Others To Enjoy Math
- First Nations Beading – A project that focuses on Math
- Fun With Figures – Another Math incentive program

### **BC Society of Transition Housing provided:**

- Joint VSB, VCH, UNYA co-hosted Aboriginal Capacity Cafés in 5 schools.
- Aboriginal acknowledgement protocols at all of their public gatherings.

### **UBC provided:**

- UBC's Aboriginal Strategic Plan meant to enhance Aboriginal achievement and success at UBC.
- Pre-university recruitment and access initiatives that reflect our three AEEA goals.
- UBC Cedar Camp - a set of hands on lab, educational and recreational opportunities focusing on Science
- UBC Bridge through Sport Program delivered in partnership with Musqueam at Southlands Elementary focusing on Reading, Math, Science and Cooking Clubs.
- Musqueam Youth Programs that involved Elders and community members for weekly dinners and writing and goal setting workshops
- A Homework Club (with PIMS, West One Community School Coordinator, VSB, and Musqueam Band) to tutor Aboriginal and non Aboriginal Point Grey students in Math.
- GEERing Up – a program sponsored by UBC Engineering and Science that ran Science and Technology camps for 45 Aboriginal students
- Let's Talk Science - a series of K-12 hands on Science demonstrations at Britannia
- Emerging Aboriginal Scholars with PIMS and FNHL offers Gr. 9-12 opportunities to upgrade their Math and Science skills through 5 week summer camp at UBC
- Summer Science Camp which offers one week at UBC to secondary students across Canada to learn about Science and Health service careers.
- Native Youth Program (in its 32<sup>nd</sup> year) which offers opportunity for Aboriginal youth to research and interpret their own culture within a museum setting at the UBC Museum of Anthropology.
- Life Science Institute - an outreach activity at UBC that utilizes life science techniques to explore mysteries – CSI style.
- Aboriginal "Jump Start" - an intensive, two week program to prep Aboriginal students for university life.
- UBC school Tours for Aboriginal students Grades 8-12
- Musqueam and UBC Youth Soccer Tournament for 300 youth

**Vancouver Secondary Administrators Association provided support with:**

- School plans, student activities, and district and school based initiatives.

**UNYA provided:**

- Basketball and Day camps to support connection to school and elementary to secondary transition
- Aboriginal Capacity Cafes
- Drop in Lunch Groups
- A network with VSB staff to promote Aboriginal student access and success.
- A bridge between VSB, outside agencies, and families on projects that keep youth attached.
- ARIES - an alternate, academic and life skills support program
- Transition, Mentorship, Mediation, Kinnections which are programs delivered in concert with MCFD
- Music Arts Culture programming that allows youth to explore creative side.
- NYLC which supports east side Native youth via providing access to: internet, faxing, phones, literature, workshops, posting boards, and agency referral information.
- The Aboriginal Safe House for youth 16-18
- An Aboriginal Youth Worker who collaborates with AEEW's.

## Summary

The AEEA I & M Committee acknowledges the positive work done by the Aboriginal Education Department in support of Vancouver's AEEA through its second year of implementation. The committee looks forward to continued success as strength-based partners with the VSB.

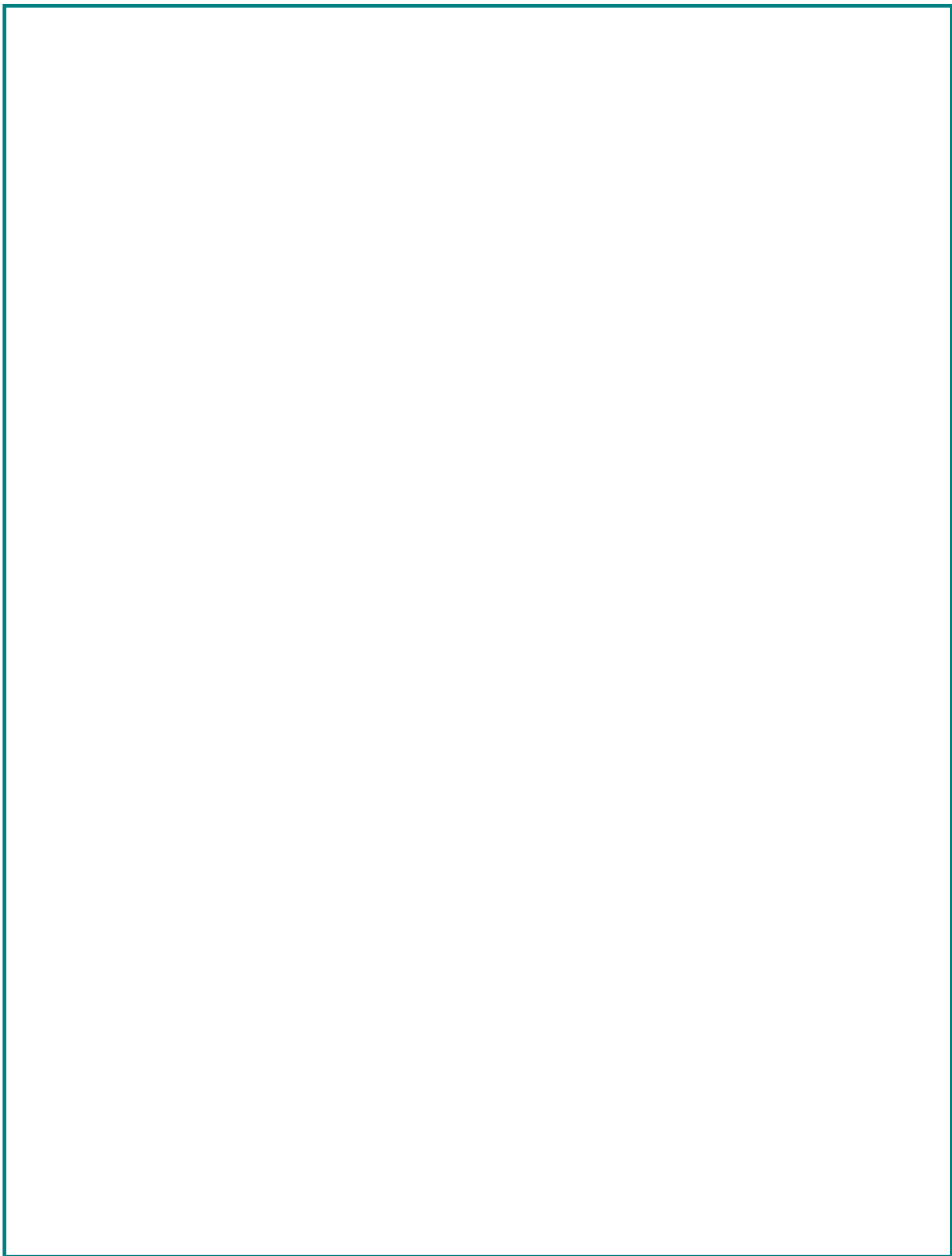
Through this partnership, the district will pursue future development in an inclusive manner, allowing for authentic participation of students, staff, community and various stakeholders.

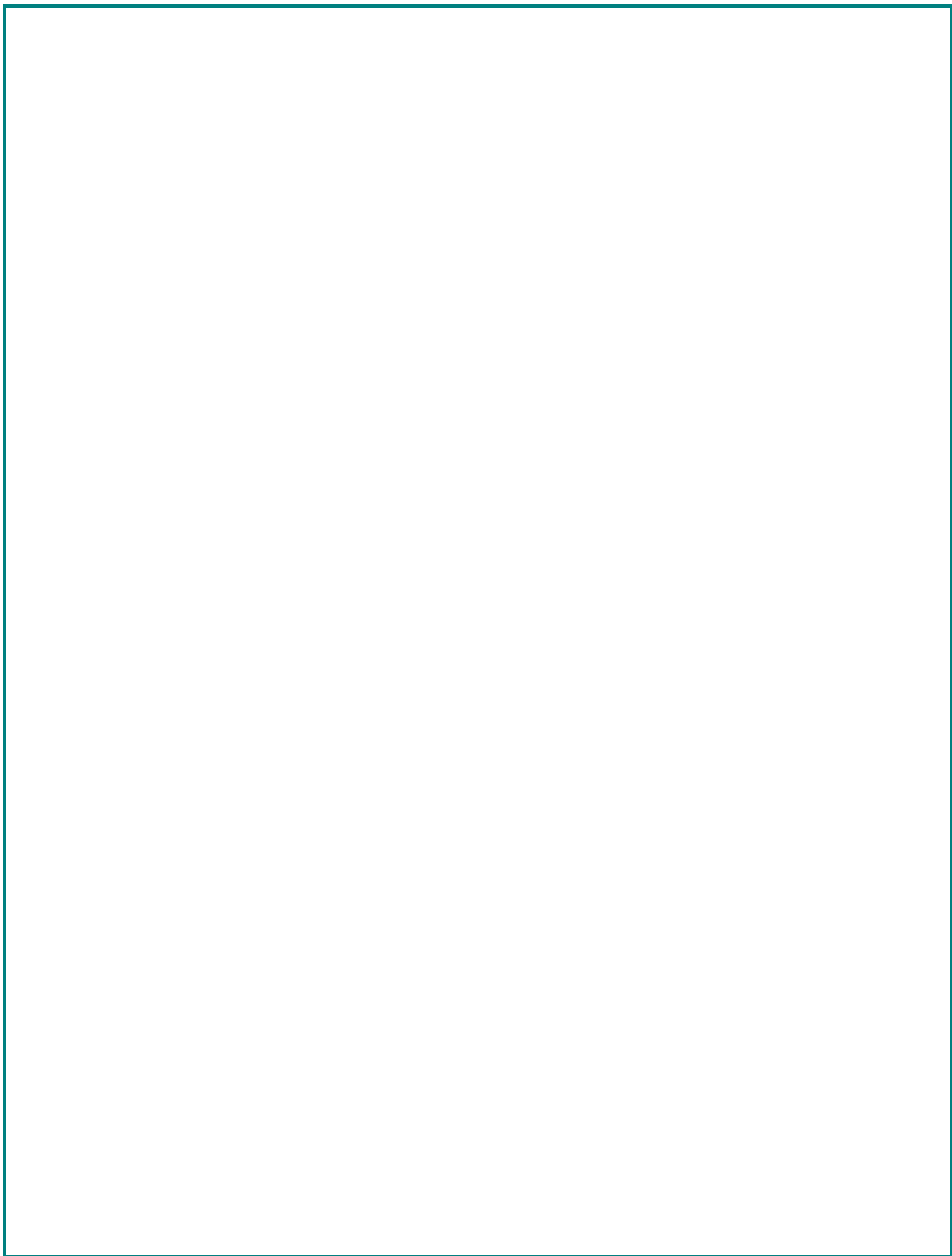
While we can reflect on and appreciate individual and cohort specific Aboriginal student successes this past year we look to improved performance on behalf of all Aboriginal students in the coming year(s). This committee suggests we explore the following strategies and structures to secure a path to that end.

The proposals listed below align tightly with the overarching goals of our agreement and the core purpose of our district and will serve to create positive change, strengthen relationships and foster Aboriginal Education across all grades.

### Recommendations for Year Three:

- ✓ Support the implementation an Aboriginal focus school,
- ✓ re-tool the consent-for-service processes,
- ✓ Increase the designated space within schools for Aboriginal initiatives, parents, meetings
- ✓ mandate Connection Tool data be collected by grade across the district
- ✓ ensure schools include Aboriginal enhancement within their ProD/Non Instructional planning,
- ✓ provide Aboriginal staff development,
- ✓ restructure Aboriginal Enhancement service delivery model







**Aboriginal Education Enhancement Agreement  
Vancouver Board of Education SD #39  
1580 West Broadway  
Vancouver, BC V6J 5K8  
[www.vsb.bc.ca](http://www.vsb.bc.ca)**







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