

NOTICE OF MEETING

Vancouver School Board
Secretary-Treasurer's Office
November 28, 2018

Student Learning and Well-Being:

Jennifer Reddy
Barb Parrott
Carmen Cho
Janet Fraser

Suzanne Hoffman, Superintendent of Schools
J. David Green, Secretary Treasurer

Notice of Meeting

A Meeting of the **Student Learning and Well-Being** will be held in Committee Room # **180** of the Education Centre, 1580 West Broadway, Vancouver, British Columbia, on

Wednesday, December 5, 2018 at 5:30 pm

Other Trustees:	Fraser Ballantyne Lois Chan-Pedley Estrellita Gonzalez	Oliver Hanson Allan Wong
Student Trustee:	Hazel Pangilinan	
District Management Staff:	Carmen Batista Pedro da Silva Aaron Davis John Dawson Mette Hamaguchi Joann Horsley-Holwill Magdalena Kassis Michele Kelly Adrian Keough Brian Kuhn	Lisa Landry Jody Langlois Patricia MacNeil Jim Meschino David Nelson Lorelei Russell Rob Schindel Shehzad Somji Richard Zerbe
Reps:	Shelby Calman , VSTA Jody Polukoshko, VESTA Damian Wilmann, VASSA Harjinder Sandhu/Doug Roch, VEPVPA Amanda Hillis, DPAC Debbie Mohabir, CUPE 15 Harjit Khangura, IUOE Stephen Kelly, Trades Brent Boyd, CUPE 407 Swana Ng, VDSC	Alt. Leanne Hagglund, VSTA Dareen Tereposky, VESTA David Murphy, VEPVPA Audrey Van Alstyne, PASA Tim DeVivo, IUOE Raymond Szczecinski, Trades
Others:	Secretary-Treasurer's Office District Parents Chris Allen Lynda Bonvillain Communications	Ed. Centre Engineers Rentals Maisie Louie Kathie Currie, CUPE 15 Debbie Mohabir, CUPE 15

COMMITTEE MEETING

STUDENT LEARNING & WELL-BEING COMMITTEE
Wednesday, December 5, 2018 at 5:30 pm
Room 180, VSB Education Centre

AGENDA

The meeting is being held on the traditional unceded territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

Meeting Decorum:

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

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

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

1. Delegations (None)

Presenters

2. Information Items

- | | | |
|-----|---|--|
| 2.1 | Review of Policy 8: Student Learning and Well-Being Committee | Jennifer Reddy, Trustee |
| 2.2 | Framework for Enhancing Student Learning | Rob Schindel, Associate Superintendent |
| 2.3 | Literacy Initiatives Update | Adrian Keough, Director of Instruction
Gina Wong, Literacy & Assessment Teacher
Nicole Harrison, Reading Recovery Leader |
| 2.4 | French Immersion Review Update | Adrian Keough, Director of Instruction |
| 2.5 | Mentorship Update | Magdalena Kassis, Director of Instruction
Trish Mugford, Mentoring Support Teacher |
| 2.6 | Summer School 2018 Report | Pedro de Silva, Director of Instruction |

3. Discussion Items

- | | | |
|-----|--|-----------------------|
| 3.1 | Notice of Motion from Trustee Fraser: Truth and Reconciliation | Janet Fraser, Trustee |
|-----|--|-----------------------|

4. Items for Approval (None)

5. Information Item Requests

6. Date and Time of Next Meeting

Wednesday, February 6, 2019 at 5:30 pm

Student Learning and Well-Being Committee

3.1 Purpose/Function:

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

3.2 Powers and Duties:

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



Memorandum

vancouver school board



December 5, 2018

ITEM 2.2

TO: Student Learning and Well-Being Committee

FROM: Rob Schindel, Associate Superintendent - School Services

RE: **Framework for Enhancing Student Learning**

Reference to Strategic Plan:

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

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

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

- Support professional networking opportunities and collaborative practices for our staff.
- Support professional development opportunities for staff in the implementation of the curriculum.

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

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

INTRODUCTION

This report is provided for information.

Beginning in the 2016-17 school year, the Framework for Enhancing Student Learning (FESL) replaced the former Accountability Framework mandated by the Ministry of Education. School

Districts across the province have been tasked with creating new Framework documents that best suit the needs of their district.

BACKGROUND

This report will be presented using Prezi and will outline the key components of the Vancouver School District's Framework for Enhancing Student Learning.

OUTLINE OF THE PRESENTATION

The key components to be presented in the verbal report include:

- BC Framework for Enhancing Student Learning
- Vancouver School District's Framework for Enhancing Student Learning which includes:
 - District Strategic Plan
 - School Planning Process
 - Aboriginal Enhancement Agreement
 - Curriculum Implementation Framework
 - Communication with Stakeholders

The report will also consider how assessment can inform student outcomes in measuring student success in the district. Assessments discussed will include:

- Provincial Assessments
- Classroom Assessments
- National/International Assessments

This report is provided for information.



December 5, 2018

TO: Student Learning and Well-Being Committee

ITEM 2.3

FROM: Adrian Keough - Director of Instruction
Learning Services (Educational Programs)

RE: Literacy Initiatives Update

Reference to Strategic Plan:

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

- Support the implementation of the curriculum.
- Enhance assessment and reporting strategies to support teaching and learning.

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

- Support professional networking opportunities and collaborative practices for our staff.

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

- Support effective, thoughtful transitions for all students at each stage of their development.

INTRODUCTION

This report is provided for information.

The Vancouver School District has a long history of innovative and informed literacy education. The District has been implementing the Collaborative Early Literacy Intervention (CELI)/Collaboration en littératie pour l'intervention précoce (CLIP) model for 12 years, since 2006. This reports highlights :

- Literacy across the District
- The CELI/CLIP model which was introduced in 2006
- District supports for the model
- An update on student progress as summarized over 12 years

BACKGROUND

Prior to 2006, there were a number of Literacy initiatives and programs. Although CELI/CLIP is the largest model and currently implemented in 44 of the 89 elementary sites, there are several school initiated literacy programs.

LITERACY PROGRAM

Literacy can be described as the broad set of skills that enable people to participate more fully in social, economic, family and community (ReadNow BC Literacy Planning Guide).

Literacy is more than just reading and writing. It's a key strategy which can help solve fundamental societal issues and economic challenges. At all stages of our lives, literacy is essentially about decoding information, events and situations so we can succeed and prosper. Now, more than ever before, literacy is all about making sense of the modern world.
(From [Decoda Literacy Solutions](#))

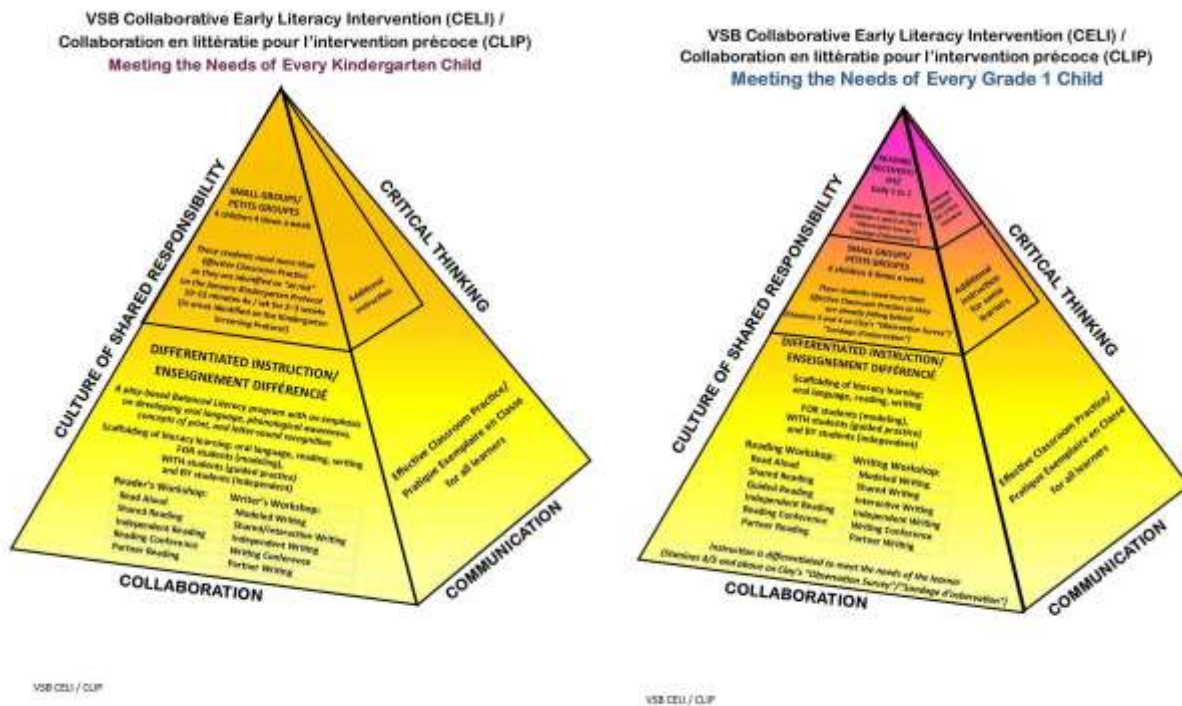
There are a wide variety of initiatives and programs in our schools including the following opportunities for professional learning and teaching this school year:

- Guided Reading Pilots - 13 schools, 42 teachers
- Writing Residency with Lori Jamison - 16 schools, 56 teachers
- Collaborative Inquiry Groups - 15 groups, 30 schools, 54 teachers
- Ministry Supported Initiatives - Changing Results for Young Learners (3 schools, 4 teachers, 3 Strong Start facilitator)

The CELI/CLIP model is a comprehensive literacy program in 44 of our 89 elementary sites

- There are four principles to the program
 - Culture of Shared Responsibility/Collective Leadership
 - Critical Thinking
 - Collaboration
 - Communication

This image represents the types of instruction; large group, small group or individual.



- The CELI/CLIP model began in VSB in 2006 with 9 sites and is currently in 44 sites
 - Reading Recovery® (RR)/Intervention préventive en lecture et en écriture (IPLÉ) philosophy and materials are used within CELI/CLIP and its main goal is to strive to 'recover' progress so students are at class level expectations

- There are three components of instruction within CELI/CLIP:
 - Differentiated classroom instruction
 - Small group literacy intervention
 - Target one-to-one Reading Recovery® (RR)
- Ongoing professional learning is a significant aspect of the program
- Ongoing assessment starting in January of the K year are instrumental in identifying targeted skills for instruction and which students need the support

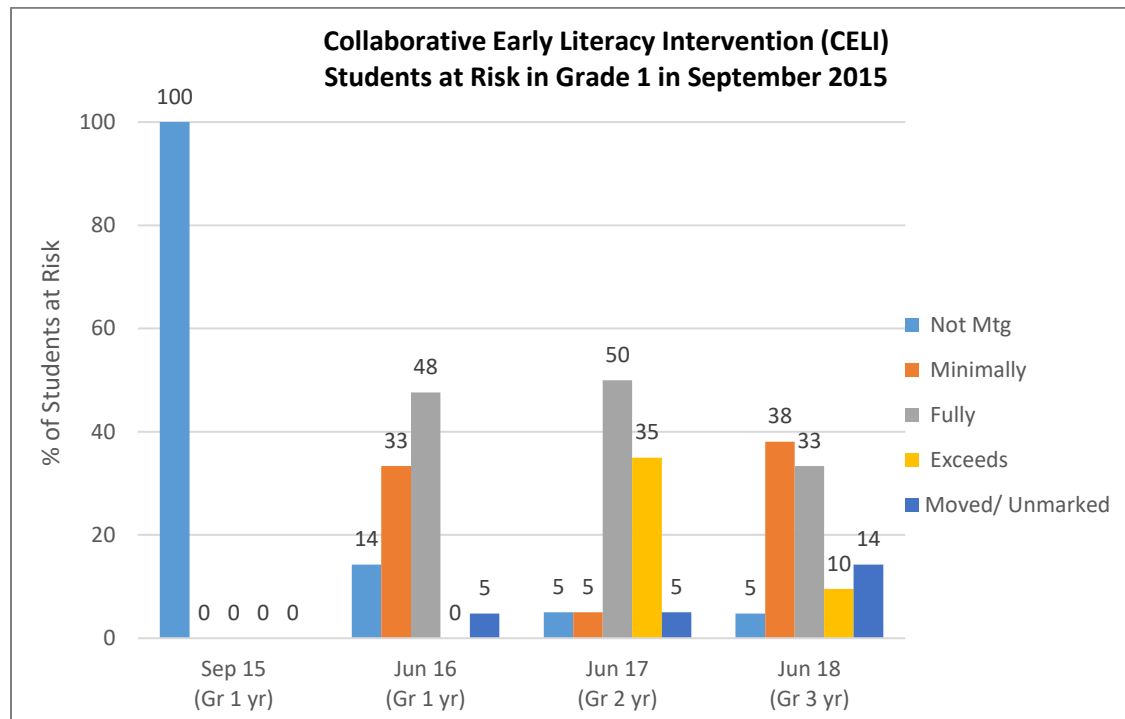
Summary of District supports for the CELI/CLIP:

- Annual district FTE allotment (based on school size) matched with school-based FTE staffing.ml
- Training, ongoing professional learning, and start up materials for a Reading Recovery® teacher and small group instruction.
- Data summary of the school's at-risk students' progress.
- Support in monitoring at-risk learners from K to Grade 3.
- Collaboration and support from the VSB District Learning Services Early Literacy Team.
- Professional learning CELI/CLIP school team meetings throughout the school year.

An update on student progress as summarized over 12 years:

- Data collected on a school by school basis is summarized and shared with school teams as one of the tools used to inform practice and programming at the school level

This graph shows progress of one cohort from grade 1 to grade 3.



CONCLUSION

The District continues to be committed to improving life chances for all young people including in literacy instruction. We offer significant support and resources to the CELI/CLIP model and support numerous other initiatives as well.

This report is provided for information.



Memorandum

vancouver school board



ITEM 2.4

December 5, 2018

TO: Student Learning and Well-Being Committee

FROM: Adrian Keough - Director of Instruction
Learning Services (Educational Programs)

RE: **French Immersion Review Update**

Reference to Strategic Plan:

Goal 1: Engage our learners through innovative teaching and learning practices

- Provide increased opportunities to connect students to their learning

Goal 4: Provide effective leadership, governance and stewardship

- Effectively use school district resources and facilities

INTRODUCTION

This report is provided for information.

The Vancouver School District has a strong 40 year history of French Immersion (FI) as a Program of Choice. The French Immersion program has seen continued growth and interest over this time. For the last two years, there has been a decline in the total number of applicants and this correlates to the overall decline in student enrollment in the District. However, during the last few years the District has been unable to meet demand for French Immersion.

More recently, the District decreased the number of Kindergarten French Immersion (KFI) spaces primarily due to a shortage of qualified teachers. In addition, changing demographics across the city have resulted in an imbalance in accessibility to French Immersion programs. For example, one area in the District has waitlists of more than 100 K FI applicants while other areas have waitlists of less than 10 K applicants with FI as their first choice.

In September of 2017 the Board asked District Staff to create a French Immersion Working Group comprised of stakeholder representatives in order to conduct a French Immersion Program Review. The work was completed and the following motion was presented at the Committee III meeting on [June 6, 2018](#) and later passed at the June 25 Board meeting.

“THAT the VSB endeavor to enroll two Kindergarten French Immersion divisions in each of the Early French Immersion sites which could involve a combination of consolidating, relocating or adding programs. ***”***

This report summarizes the work done in the last two years and presents the plan moving forward to implement the above motion.

BACKGROUND / HISTORY

- An overview of [French Programs in BC](#)
- Ministry of Education [French Immersion Policy](#)
- May 2016 the Board approved its [Strategic Plan](#) containing plans to conduct several program reviews including VSB's 'Programs of Choice'. FI is one of these Choice programs.
- November 2016 the Supreme Court ruling restored language as it pertains to both class size and composition and in March of 2017 the Memorandum of Agreement was signed.
- [May 2017 Committee III](#) report outlined specific changes to FI including the reduction of five EFI K divisions in five different schools. It is important to note that while there were fewer K FI students and divisions in 2017-18, five additional divisions of various grades of EFI were added to comply with the restored class size and composition language, meaning therefore that the total number of French Immersion divisions or classes across the District did not actually decrease.

Map 1 shows the various French Immersion and Intensive French programs. It also indicates schools that saw a reduction in total FI K divisions in 2017 and schools that added a division in 2017 other than K FI.



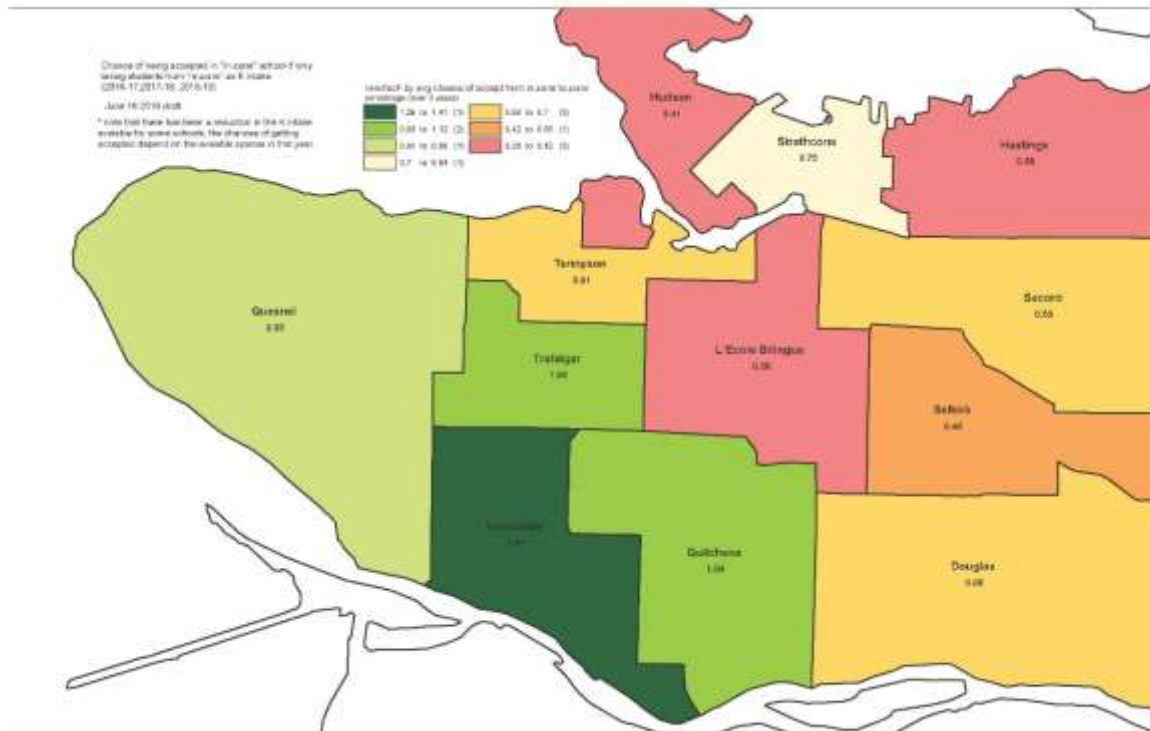
- [September 13, 2017 Committee III](#) report outlined that the FI program review would be begin with an exploration of the K registration process

- [December 6, 2017 Committee III](#) report included a motion to suspend “priority registration zones” to allow families to apply for up to three of the FI programs which is consistent with other K Choice programs in that there are no zones. In fact, 25% of the current KFI students applied for and were accepted to programs outside of their usual zone.
- [February 7, 2018 Committee III](#) report showed the number of siblings anticipated to apply for EFI K for the 2018-19 year which was provided to help inform families of where there was anticipated space.

Table 1 shows numbers of applicants for K FI over the last five years. Please note that there were less students applying to the program in the last two years and this correlates to the overall decline in student enrollment in the district.

School	Program Type	First Choice Applicants 2014	First Choice Applicants 2015	First Choice Applicants 2016	First Choice Applicants 2017	First Choice Applicants 2018
Jules Quesnel/QE	Early FI	77	100	91	90	86
Tennyson	Early FI	77	71	109	100	60
Hudson	Early FI	56	57	64	64	65
Trafalgar	Early FI	59	39	43	33	29
L'Ecole Bilingue	Early FI	128	121	161	165	172
Kerrisdale	Early FI	46	43	50	30	55
Quilchena	Early FI	38	34	22	33	25
Douglas Annex	Early FI	71	61	75	69	59
Selkirk	Early FI	70	88	67	67	64
Hastings	Early FI	89	93	91	79	49
Laura Secord	Early FI	79	78	90	79	89
Strathcona	Early FI	29	39	32	32	34
EFI Totals		819	824	895	841	787

Map 2 shows the likelihood of acceptance to K FI over the last three years.



PLAN MOVING FORWARD

Staff have identified FI schools experiencing enrollment pressures. Staff intends to begin community engagement starting in January 2019 based on:

- information from the Fall of 2017 stakeholder group’s work on the demand for K FI and specifically, how the demand relates to the distribution of programs and Priority Registration Zones and
- findings from the spring of 2018 French Immersion Working Group’s Program Review and
- analysis of enrollment projections for English program schools.

CONCLUSION

The Vancouver School District continues to be committed to offering a vibrant French Immersion program. While the current situation of not being able to meet the demand of families interested in French Immersion Kindergarten is unlikely to change in the near future, since the teacher shortage is not expected to end soon, the District will continue to explore opportunities to provide viable program locations and the possible addition of classes. District staff will also continue the aggressive recruitment campaign.

This report is provided for information.



December 5, 2018

ITEM 2.5

TO: Student Learning and Well-Being Committee

FROM: Magdalena Kassis - Director of Instruction - School Services

RE: **Mentorship Update**

Reference to Strategic Plan:

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

- Support professional networking opportunities and collaborative practices for our staff.
- Support professional development opportunities for staff in the implementation of the curriculum.

OVERVIEW

At the committee meeting, a power point presentation will provide an overview of the mentorship programs offered at the district for early career teachers, administrators and district staff.

The presentation will include information about the following:

Mentorship for Early Career Teachers

- an overview of the mentorship model
- a description of the program developed
- summary of program resources developed
- next steps with the program

Mentorship for Principals and Vice Principals

- background on the evolution of the program
- visioning process, goals of the program and participation
- format and process of administrator mentorship
- next steps and moving forward with the program

Mentorship for District Staff

- BCSSA mentorship program
- available to all newly hired Associate Superintendents and Directors of Instruction
- overview of the program
- district staff participation

This report is provided for information.



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ITEM 2.6

December 5, 2018

TO: Student Learning and Wellbeing Committee
FROM: Pedro da Silva, Director of Instruction – School Services
RE: **Summer School 2018 Report**

Reference to Strategic Plan:

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

- Provide increased opportunities to connect students to their learning.

INTRODUCTION

This report is provided for information.

BACKGROUND

This report will provide an overview of the 2018 Summer School Program including a summary of: enrollment, courses offered, funding, revenue and highlights from the Summer School 2018 Survey.

ANALYSIS

The program operated at 14 Summer School Centres which were hosted at 7 elementary schools and 7 secondary schools. Eric Hamber Secondary School is the only site that hosted a combined elementary and secondary program. Students had access to a wide range of educational opportunities which included academics, arts, foods, music, sports, and technology learning experiences.

TABLE A-1 summarizes the total enrolment by site. Additionally, we offer programs that expand into multiple school sites and individual programs which are located on sites not listed above (TABLE A-2).

TABLE A-1: Summer School Enrolment by Site

Elementary Program	Enrolment	Secondary Program	Enrolment
Kerrisdale	773	Churchill	1074
Hamber (Combined)	837	David Thompson	1052
Mount Pleasant	695	John Oliver	1476
Van Horne	905	Hamber (Combined)	929
Nootka	802	Point Grey	705
Secord	352	Prince of Wales	603
Tecumseh	1062	Vancouver Technical	1924
Waverley	1016		

TABLE A-2: Additional Programs

Multi-Site Program	Enrolment
Knowledge Infusion (2 sites)	315
Rec and Read (10 sites)	216

Program	Enrolment
Britannia (Coding, Robotics, Woodworking)	20
Spectrum (YOOBRO)	21
Selkirk (PE)	66
Gladstone (PE)	69

The Summer School program offered courses from Kindergarten to grade 12 including Preview, Remedial, English Language Learning, Skill Development and Completion.

TABLE B below breaks down the enrollment by program type in both the elementary and secondary programs.

TABLE B: Enrollment Summary

	2015	2016	2017	2018
ELEMENTARY				
Remedial	737	828	1294	1175
ELL	462	440	400	395
Skill Development	5585	6013	5356	4241
French Immersion				264
Total Enrolment	6784	7281	7050	7075
SECONDARY				
Remedial	1003	1119	1188	1096
Completion	4524	4828	4429	4097
ELL	247	234	233	171
Skill Development	1091	1304	1252	1251
Preview	1410	1598	1407	1312
Total Enrolment	8275	9083	8509	7927
PROGRAM TOTALS	15059	16364	15559	15002

FUNDING:

MOE funding for the program provided \$206 per registrant for a 40-hour course and \$412 per registrant for an 80-hour course. Elementary students are funded at a maximum of \$206 per student by the Ministry and were limited to one Ministry-funded course. Secondary students could take as many MOE funded courses as the summer school timetable allowed.

In addition, the program offered fee paying courses at the elementary level for those parents wanting to have their children attend more than one course. Course fees ranged from \$90- \$330.

REVENUE:

TABLE C: Summary of Revenue

YEAR	MINISTRY FUNDING	TUITION FEES	TOTAL	EXPENDITURE	NET REVENUE
2015	\$3,757,440	\$ 956,196	\$4,713,636	\$3,379,813	\$1,333,822
2016	\$3,922,034	\$1,403,839	\$5,325,873	\$3,736,500	\$1,589,373
2017	\$4,338,684	\$1,303,980.	\$5,642,664	\$3,786,343	\$1,856,321
2018	\$4,203,258	\$1,310,330	\$5,513,588	\$3,899,933	\$1,613,655

SURVEY SUMMARY FOR 2018:

A satisfaction survey was conducted in September 2018. The survey was sent to students, or parents of students who participated in Summer School 2018. In total, 1728 responses were received.

Survey Highlights:

- 65% of summer school students reported a high satisfaction with their summer school experience and 92% of respondents would recommend the program in the future.
- The majority of student respondents enrolled in VBE's Summer School Program for academic improvement. The major drivers for selecting VBE programming were: Location (28%), Course Selection (21%), Convenience (20%), and Quality Instruction (20%).
- 85% of respondents were satisfied with the location of their courses.
- 30% of students report learning about the program through their teachers; 23% through their home school and 29% through referrals from friends and family
- The majority of respondents (76%) indicated a strong interest in receiving more information about future VBE Summer School Programs through email
- Overall, satisfaction with VBE's Summer School Program is high. Teaching and quality of Instruction ranked the highest in area of excellence (40%), followed by course content and course selection at (26%).

CONCLUSION

Enrolment decreased in 2018 by 557 compared to 2017.

Survey results in 2018 indicate that Academic Improvement is the driving force for registering into the program.

Higher staffing costs reflect the district's focus on supporting our Indigenous, ELL, and Diverse Learners.

To prepare for Summer School 2018 the following actions will be taken:

- Continue to develop new program offerings including the possibility of offering day camps.
- Review the registration process to provide students from the VSB with priority into the summer school programs.
- Review all VSB's summer programs and examine how to merge resources to create efficiencies in our system.

This report is provided for information.



Memorandum
vancouver school board



December 5, 2018

ITEM 3.1

TO: Student Learning and Well-Being Committee

FROM: Trustee Janet Fraser, Board Chair

RE: Notice of Motion from Trustee Fraser: Truth and Reconciliation

Reference to Strategic Plan:

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

- Increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- Increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

INTRODUCTION

The Chairperson presented the following motion, referencing goal 3 of the Strategic Plan:
Create a culture of care and shared social responsibility.

Moved by J. Fraser, seconded by E. Gonzalez, that the Board commits to implementing the Truth and Reconciliation Commission's calls to action for K-12 public education, and that staff provide the Board with a report of initiatives currently being implemented to support reconciliation, as well as those planned for the future.

The Chairperson referred the motion to the Student Learning and Well-Being Committee.