



Student-Centered Experience



GOAL: Develop/sustain a culture of belonging, safety and positive student-staff relationships.

Creating Conditions for Students to Thrive in VPS

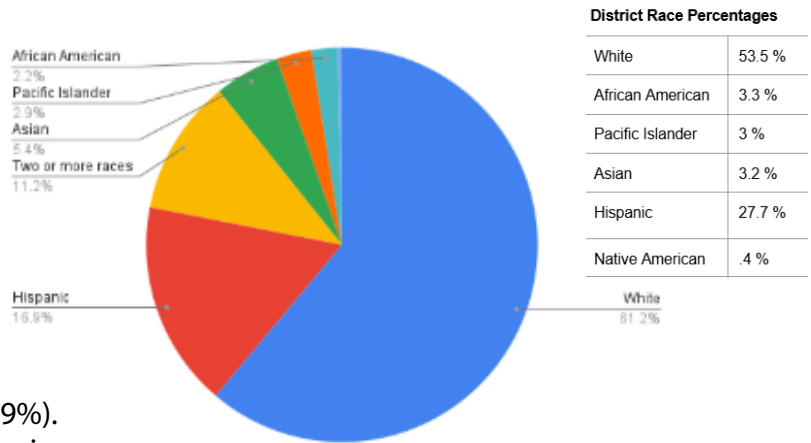
HIGHLY CAPABLE PROGRAM: Identification Process Promotes Proportionate Opportunities

VPS is working toward better district proportionality and alignment of Highly Capable (HiCap) services.

Our new identification procedures are helping us to reach district proportionality with race, gender, multilingual, twice exceptional, and free and reduced lunch populations.

During the 2024-2025 school year, a total of 278 students were newly identified and/or under review for a HiCap designation.

170 are white (61%); 108 are a race other than white (39%). This proportionality in our newly identified HiCap group is more representative of our district racial proportions.



CREATING & MAINTAINING A CULTURE OF SAFETY & BELONGING Jason Lee Middle School

Restorative practices create a vibrant and engaging learning environment for all students. Here are examples of these tools in action at Jason Lee Middle School:

Interviewer:	Question:	Response/Notes:
Student:	Mindset (gauge the level to which they are willing to work on restoring/moving forward positively):	•
Interests/Student Info:	Relationship history with other person/people involved/Funds of Knowledge about other person:	•
	Reliving Incident/Times of Tension: • Rate the intensity of the situation in the moment v. now (1-10)	•
	How has this impacted you overall? What emotions have you felt concerning this incident(s)?	•
	What do you want the other person to know? What do you want to know from the other person?	•
	What do YOU need at this time? What boundaries do you need? What agreements would help you? What do you think the other person(s) might need?	•
	How would you like these needs, boundaries, and potential agreements communicated to the other person(s)? Would you be willing to have a restorative conversation with the other person at this time?	•
	Additional Notes:	•

Pre-Restorative Conversation Interviews to prepare students & Restorative Justice Coach for meaningful problem-solving.

Restorative Conversation Guiding Questions

Bank of Restorative Conversation Guiding Questions

Opening Question(s): Pick 1-2 based on situation/needs

- What is something positive about either your shared classroom environment or the other person(s)?
- What is something about yourself that the other person might not know about you?
- What is something positive about the other person AND/OR What is something about yourself that the other person might not know about you?
- How are you feeling right now? Why do you think you feel that way?
- What has been something unique or special about your friendship in the past?

Guiding Questions for Restorative Conversation:

- Take us through a timeline of the incident(s) from your perspective.
- Describe what you were thinking or feeling at the time of the incident(s).
 - How has this personally affected you? What was particularly hurtful to you? Examples?
 - How would you feel if someone did this to you?
- What do you think can be done to help make things better?
 - What support might you need with this?
- What agreements/boundaries can we put in place to make sure this does not happen



"Restorative Comment Cards" from participants' pre-interviews

Our Vision of a Graduate

Vancouver Public Schools Graduates have the core knowledge and life-ready skills to meet the real-world demands of their chosen next step.



- Academically prepared
- Culturally competent
- Critical thinkers
- Effective communicators
- Resilient
- Life-long learners
- Engaged community members



Student-Centered Staff

Goal 1: Develop and participate in rich, relevant, and meaningful professional learning that supports each student.

Goal 2: Invest in systems and resources to increase, retain and promote a workforce that reflects our student population and whose practices align with our district's mission and goals.

Goal 3: Utilize the professional learning community model as a vehicle for focusing on learning as our fundamental purpose through a culture of collaboration that results in measurable increases in student learning.



Student-Centered Experience

Goal 1: Develop/sustain a culture of belonging, safety, and positive student-staff relationships.

Goal 2: Prepare each student for the opportunities and demands of the next steps on their vision of a VPS graduate journey.



Student-Centered Community

Goal 1: Increase family and community member connection with the school district and/or individual schools.

Goal 2: Collaborate with families to understand and support their students, with special attention for underserved and marginalized student groups.

Goal 3: Develop sustainable practices and leverage resources to address issues of inequity with the school system.

Student Equity & Inclusionary Practices
A culture of belonging, high access, and benefit

Professional Learning Communities
Intentionally designing the learning experience for the variability of our learners

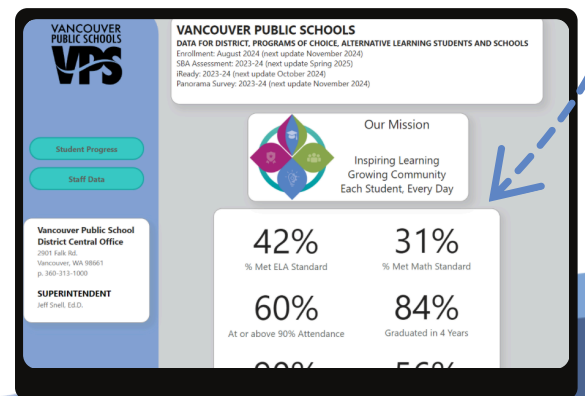
Student Learning
Vision of a Graduate

If we use our strategic plan and equity policy to **focus**, and the professional learning community process to **do**, we will collectively **grow** in our practice and student learning and the student experience will be positively **impacted**.



View Our Progress

vansd.org/performance-data



Explore Our Strategic Plan

vansd.org/strategic-plan

