



## Richmond Teachers' Association

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September 16, 2021

Board of Education  
School District No. 38 (Richmond)  
7811 Granville Avenue  
Richmond, BC V6Y 3E3

Dear Sandra,

### **Re: Brief to the Board – Foundation Skills Assessment**

On behalf of the Richmond Teachers' Association, we thank you for the opportunity to submit a brief with respect to the Foundation Skills Assessment. The Richmond Teachers' Association remains concerned with the purpose, value, and timing of the Foundation Skills Assessment. What is particularly egregious is the continued misuse of the test results by the Fraser Institute to rank schools and misrepresent the great work being done in schools each day. Despite many years of advocacy and changes in government, publication of the data continues at the expense of students, teachers and classroom communities. At this time, we have some questions and requests for the Board to consider.

#### Questions:

1. Do you have an update or progress report on either of the following two motions carried at the BCSTA 2021 AGM:

*That BCSTA urge the Ministry of Education to only provide access to the results of Foundation Skills to school district staff and parents/guardians until other methods of assessment can be developed that accurately reflect the various learning styles of all students*

*That BCSTA request that the Ministry of Education provide information to members that describes the Foundation Skills Assessment, its rationale and key pros and cons.*

2. Does the Ministry of Education provide any additional support or targeted funding to address identified literacy and numeracy gaps in schools? Has the Board advocated for additional supports?

Requests:

1. That the Board of Education requests the Ministry of Education postpones the 2021 Foundations Skills Assessment to later in the school year. Below are some reasons the Board can use when making this request:
  - The pandemic continues, and should focus all our attention on supporting students in their learning. The past 18 months have seen learning disrupted, and teachers need time to start the school year and work with students to address gaps in learning.
  - The pandemic continues to impact the social and emotional health of students. The addition of a provincial assessment will add an unnecessary layer of stress and anxiety to some students.
  - Schools need full access to resources and technology to support all learners.
  - Teachers can use this valuable time on their own assessments to help plan for learning.
  - Scheduling and supervising FSA adds an additional level of work to schools that are already overburdened to meet the needs of diverse learners.
  - Provide time for stakeholders to discuss and resolve continued and mutual concerns including those raised by the BCSTA.
  - We have already seen the postponement of the 2020 FSA; a precedent exists for a last-minute postponement.
  
2. If the FSA continues and the Provincial Government refuses to limit access to the FSA data, that the Board of Education ensures the District honours the requests made by parents to withdraw their children from writing the Foundation Skills Assessment.

We want to thank you for the opportunity to share our concerns, questions, and requests regarding the Foundation Skills Assessment.

Sincerely,



Liz Baverstock  
President, RTA

cc: Scott Robinson, Superintendent of Schools  
Catherine Cleary, Executive Assistant, Senior Leadership and Governance  
Cindy Wang, Secretary-Treasurer  
Tim McCracken, 1<sup>st</sup> VP, RTA  
Steve Wenglowski, 2<sup>nd</sup> VP, RTA  
JW Cho, 3<sup>rd</sup> VP, RTA