

# NOTICE OF MEETING

## EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office  
Wednesday, June 12, 2024  
Public viewing via live broadcast

Lois Chan-Pedley (Chair)  
Christopher Richardson (Vice Chair)  
Janet Fraser  
Jennifer Reddy

Helen McGregor, Superintendent of Schools  
Flavia Coughlan, Secretary Treasurer

### Notice of Meeting

A Meeting of the **Education Plan Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, rights holder representatives and stakeholder representatives** on **Wednesday, June 12, 2024 at 7:00 pm**. The meeting will be live broadcast for the public.

Trustees:	Alfred Chien Preeti Faridkot (Alternate) Victoria Jung	Suzie Mah (Alternate) Joshua Zhang
Student Trustee:	Mia Liu	
Other Senior Team Staff:	Daniel Blue Pedro da Silva Michael Gray	Maureen McRae-Stanger Pete Nuij Alison Ogden
Rights Holder Representatives:	Faye Mitchell, xʷməθkʷəy̓əm (Musqueam) Paul Wick, Skwxwú7mesh Úxwumixw (Squamish Nation) Kirsten Touring, səliwətał (Tsleil-Waututh Nation)	
Representatives:	Lorena Spencer, CUPE 15  Brent Boyd, CUPE 407 Jaclyn Ferreira, DPAC  Tim Chester, IUOE Ericka-Jade Mulherin, PASA Justin Chapman, Trades Hilary Watt, VASSA Selana Sharma, VDSC Deborah Tin Tun, VEAES Riley McMitchell, VEPVPA Carmen Schaedeli, VSTA	Alternates: Priscilla Santos, CUPE 15 (Alternate 1) Suzette Magri, CUPE 15 (Alternate 2)  Sandra Bell, DPAC (Alternate 1) Michael Lang, DPAC (Alternate 2) Tim De Vivo, IUOE Scott Deyell, PASA  David Nicks, VASSA  Karine Ng, VEAES Stephen Leung, VEPVPA Carl Janze, VSTA
Other Staff:	Brandon Morishita, District Principal Rick Lopez, Director of Instruction	Janis Myers, Director of Instruction Chris Wong, Director of Instruction

## EDUCATION PLAN COMMITTEE MEETING AGENDA

Wednesday, June 12, 2024 at 7:00pm  
Room 180, VSB Education Centre

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation).

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends. Footage from this meeting may be viewed from Canada or anywhere else in the world.

### 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 committee participants request to speak through the chair.
- ii. Civility towards others is maintained as committee participants share perspectives and participate in discussion.
- iii. Staff are able to submit objective reports without influence or pressure as their work is acknowledged and appreciated.
- iv. Committee participants refrain from personal inflammatory or accusatory language or action.
- v. Committee participants present themselves in a professional and courteous manner.

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

### 1. Items for Approval

1.1 None

### 2. Discussion Items

2.1 None

### 3. Information Items

3.1 Social Emotional Learning and Mental Health Update

3.2 Equity and Anti-Oppression Update

### Presenters

Janis Myers, Director of Instruction  
Brandon Morishita, District Principal  
Maureen McRae-Stanger, Associate Superintendent  
Ricardo Lopez, Director of Instruction  
Christopher Wong, Director of Instruction  
Pedro da Silva, Associate Superintendent

## Education Plan Committee

### C. Responsibilities:

- C.1 Review and make recommendations to the Board regarding matters related to the development and implementation of the Education Plan.
- C.2 Review and make recommendations to the Board regarding the annual Framework for Enhancing Student Learning Report.
- C.3 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- C.4 Review and make recommendations regarding the implementation and cessation of District programs.
- C.5 Review and make recommendations to the Board regarding annual school learning plans.
- C.6 Review and make recommendations to the Board regarding school calendars.
- C.7 Review matters referred to the Committee by the Board and make recommendations as requested.

June 12, 2024

ITEM 3.1

**TO:** Education Plan Committee

**FROM:** Brandon Morishita, District Principal  
Janis Myers, Director of Instruction  
Maureen McRae-Stanger, Associate Superintendent

**RE:** Social Emotional Learning and Mental Health Update

*Reference to  
[Education Plan](#)*

**GOALS AND  
OBJECTIVES:**

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- Encouraging students to reach beyond previous boundaries in knowledge and experience.
  - Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Goal 2: The Vancouver School Board will increase equity by ...
- Eliminating gaps in achievement and outcomes among students.
- Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...
- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

## INTRODUCTION

This briefing note provides an overview of the initiatives and supports provided by the Social Emotional Learning, Mental Health and Prevention Programs team over the course of the 2023-2024 school year, as well as the data and information which guides their work.

## BACKGROUND

The Ministry of Education and Child Care released the [Mental Health in School Strategy](#) in 2021. This document is based on [A Pathway to Hope: a roadmap for making mental health and addictions care better for people in BC](#) as well as the [expect respect and a safe education](#) strategy. The strategy focuses on three main elements:

1. compassionate systems leadership
2. capacity building
3. mental health in the classroom

These three elements build upon the foundation of social emotional learning (SEL) that has developed in schools over the past decade or more. SEL is the process through which individuals acquire and apply knowledge, skills, and attitudes foundational to positive mental health.

The Ministry of Education and Child Care provides funding through a Mental Health in Schools grant. Funds received by the District through this grant continue to be targeted to support the promotion of social emotional learning, mental health and well-being in schools.

The Social Emotional Learning, Mental Health and Prevention Programs team continues to collaborate with the Indigenous Education department to create materials and kits that are culturally safe and meet the needs of Indigenous children and youth.

## PRESENTATION OVERVIEW

The Education Plan Committee presentation will include an update on:

- What is guiding the work of the Social Emotional Learning, Mental Health and Prevention Programs team to support K-12 schools
  - Mental Health in Schools Strategy
  - Instruments and assessment (including but not limited to the EDI, MDI, YDI, McCreary, Student Learning Survey)
- An overview of the social emotional learning and mental health literacy supports provided in schools to:
  - Cultivate system-wide well-being through compassionate systems leadership
  - Provide schools with tools and supports to build capacity related to mental health promotion
  - Embed mental well-being and Indigenous knowledge and perspective in the classroom
- Planning for the 2024-2025 school year

## CONCLUSION

The District places great importance on the mental health and well-being of all students. The Social Emotional Learning, Mental Health and Prevention Programs team will continue to work with students, staff, families, and community partners to support and promote mental health and well-being throughout all schools in the District.

## RECOMMENDATION

This report is provided for information.

June 12, 2024

ITEM 3.2

**TO:** Education Plan Committee

**FROM:** Ricardo Lopez, Director of Instruction  
Christopher Wong, Director of Instruction  
Pedro da Silva, Associate Superintendent

**RE:** Equity and Anti-Oppression Update

*Reference to  
Education Plan*

**GOALS AND  
OBJECTIVES:**

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
  - Ensuring the alignment among school, district, and provincial education plans.
- Goal 2: The Vancouver School Board will increase equity by ...
- Eliminating racism and discrimination in all forms.
  - Evaluating and renewing plans for the improvement of Indigenous learners' education.
- Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...
- Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.
  - Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission.

## INTRODUCTION

The Equity and Anti-Oppression (EAO) team, composed of District Resource Teachers, a District Principal, Directors of Instruction, and an Associate Superintendent, support school staff and students across the Vancouver School Board in their efforts to foster a more equitable and inclusive environment. The team continues to enhance and deepen the work of equity and anti-oppression through various initiatives and supports at both the district and school levels. The EAO team collaborates closely with many district and school staff, emphasizing that equity and anti-oppression work is a shared responsibility for all VSB employees.

The team's initiatives are designed to create a culture where every member of the school community feels valued and respected, and where diversity is celebrated. By working together, the EAO team and VSB staff strive to ensure that all students have the opportunity to succeed and thrive in an environment free from discrimination and bias.

## INFORMATION

The past year has been productive, marked by several key highlights and initiatives aimed at promoting and supporting the VSB in the areas of equity and anti-oppression. This update will be accompanied by a presentation to share the ongoing work of the Equity and Anti-Oppression team. Listed below are a few of the items that will be shared during the meeting.

- **Diversity Calendar:** A comprehensive guide to important cultural events throughout the year was introduced.
- **DEI Student-Led Youth Conference:** A significant milestone where students led discussions and promoted Diversity, Equity, and Inclusion (DEI).
- **Equity and Anti-Oppression Working Group and Diversity Advisory Committee:** These groups continued their collaboration throughout the year.
- **EAO VSB Staff SharePoint Site:** This site was launched to share resources and information with VSB staff.
- **Peace Circle Workshops:** Workshops were held to educate and implement practices that promote healing and reconciliation.
- **Roadmap to Community Change:** This initiative outlined strategic steps for fostering an inclusive community.
- **Student Voice and Health Education Survey:** Conducted by the EAO Working Group, this survey engaged students during the school year.
- **Vancouver Pride Parade:** The district participated in the Vancouver Pride Parade, demonstrating our commitment to celebrating diversity.

## RECOMMENDATION

This report is provided for information.

# Vancouver School District Education Plan Committee

Wednesday, June 12, 2024

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## LAND ACKNOWLEDGEMENT

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x<sup>w</sup>məθk<sup>w</sup>əyəm  
(Musqueam)



Sḵwxwú7mesh  
Úxwumixw  
(Squamish Nation)



səlilwətał  
(Tsleil-Waututh Nation)

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## Live-streamed

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# Introductions

Participants: please state your first and last name and the name of the group you are representing or position with VSB

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## ITEM 3.1 Social and Emotional Learning and Mental Health Update

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Janis Myers, Director of Instruction  
Brandon Morishita, District Principal

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# Agenda

- Guiding the Work
- Supporting Social Emotional Learning and Mental Health in Schools
- Continuing the Journey

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## Mental Health in Schools Strategy

### Compassionate Systems Leadership

- Internal work
- Relationship work
- Systems work

### Capacity Building

- Social Emotional Learning
- Mental Health Literacy
- Trauma-Informed Practice

### Mental Health in the Classroom

- Core Competencies
- First Peoples Principles
- Physical and Health Education Curriculum



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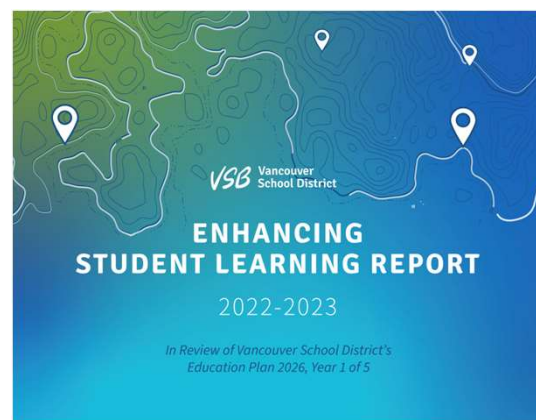
## Guiding the Work



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## Making a Difference...

Childhood Experiences Questionnaire (CHEQ)  
 Early Development Instrument (EDI)  
 Middle Development (MDI)  
 Youth Development Instrument (YDI)  
 Student Learning Survey (SLS)  
 BC Adolescent Health Survey (BC AHS)



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# Compassionate Systems Leadership

*Cultivating system-wide well being through  
compassionate systems leadership*

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## Supporting Compassionate Systems Leadership

### **Professional Development Opportunities:**

- Why Children are Addicted to Gaming and Social Media
- How to Calm your Child's Stress Response and Emotions
- 10 Ways to De-Escalate a Students Big Behaviours
- Common Childhood Diagnosis

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## Building Compassionate Classrooms



Angela Murphy is an author, school psychologist, and Complex Trauma Resource's Director of School Programs.

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## Social and Emotional Learning



**KIMBERLY  
SCHONERT-REICHL**

Dr. Schonert-Reichl is a renowned expert in the area of social and emotional learning (SEL) research with children and adolescents.

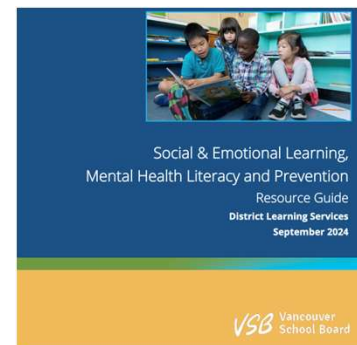
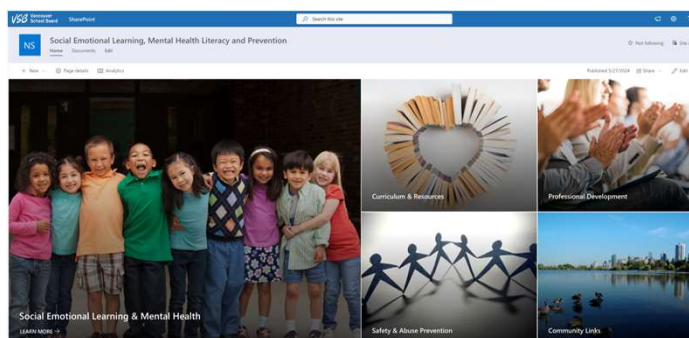
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# Capacity Building

*Providing schools with tools and supports to build capacity related to mental health promotion*

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# Supports for Staff



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## Professional Development



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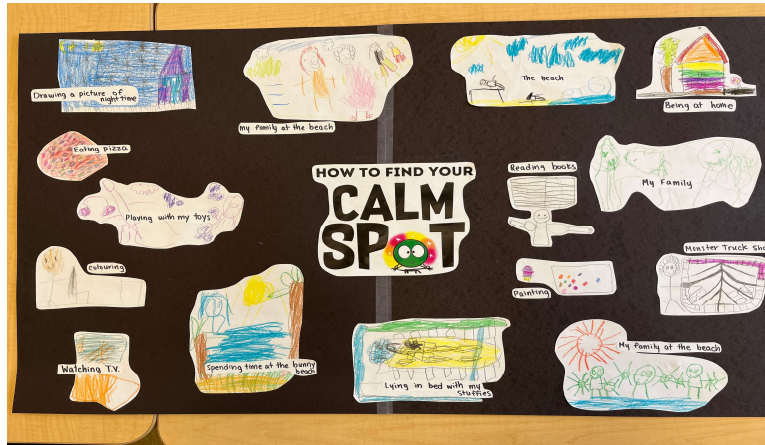
## Mental Health in the Classroom

***Embedding mental well-being and Indigenous knowledge  
and perspectives in the classroom***

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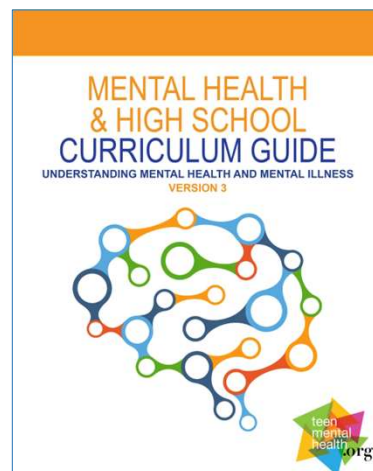
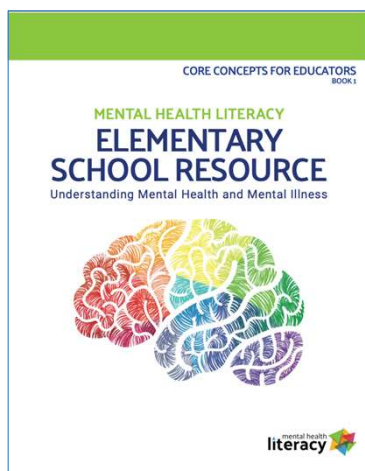


## SEL in the Classroom



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## Mental Health Literacy



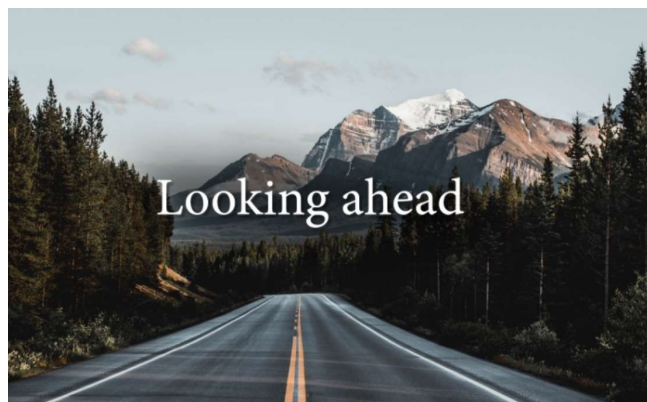
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## Indigenous Nature Kits



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## Continuing the Journey



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# QUESTIONS?

## ITEM 3.1

### Social and Emotional Learning and Mental Health Update

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## ITEM 3.2

### Equity and Anti-Oppression Update

Ricardo Lopez, Director of Instruction

Christopher Wong, Director of Instruction

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# VSB Education Plan

## 3 Goals of the VSB Education Plan:

1. Improving student achievement, physical and mental well-being, and belonging
2. Increasing Equity
3. Continuing its Reconciliation journey with First Nations, Métis, and Inuit



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# VSB Equity Statement

The VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:

Having **student see themselves and their communities** in the curriculum and in the staff throughout the District.

**Prioritizing student needs** by making informed decisions and engaging in open communication with rightsholders and stakeholders.

Actively **fighting systems of oppression** through relationship building, ongoing communication and transparency.

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## Goal: Truth and Reconciliation

The VSB commits to Indigenous ways of knowing, learning, and the truth telling process that includes listening, respecting, and honoring the stories in support of reconciliation, in collaboration with Indigenous communities to maintain accountability and to inform policy and decisions.

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## Goal: Expression of Identity, Sense of Belonging

The VSB will ensure all places and spaces are safe, inclusive, and culturally responsive to foster empathy and respect for all expressions of identity to create a sense of belonging within the school district.

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## Goal: Anti-Racism and Non-Discrimination

The VSB collectively dismantle systemic racism and discrimination in all forms by intentionally involving equity-deserving groups/people in policy and decision-making processes.

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## Lifting Student Voice and Student Supports

- **DEI Student-Led Youth Conference**
- **Increasing student participation in the EAO Working Group**
- **Student Voice Survey** – *close to 300 students\* participated*
- **Diverse Story Studio** – *a collection of ideas/discussion from authentic, diverse voices*
- **Classroom Visits** – *increasing requests*
- **Supports for School-wide events such as DEI Days and Pride events**

72%

\*voiced that they would want to work together to make positive change in diversity, equity and inclusion (DEI)



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# Updating SOGI-Inclusive Resources


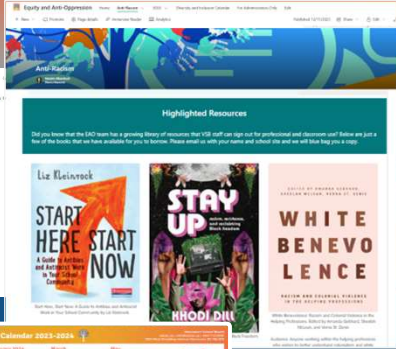







- Updated teaching resources
- New Administrative Procedure 174 & webinar - available for all VSB staff
- Classroom visits to embed SOGI inclusion into lessons
- Pride Month events are ongoing
- VSB's participation in Pride Parade
- Continued interest for staff professional development

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# Curriculum and Resources

- A new SharePoint Site for VSB educators and all staff
- Teams community of learning for Antiracism and SOGI-Inclusion school leads
- Book and Resource Kits that teachers can sign out
- Diversity and Inclusion Calendar

**Destine Lord**  
Antiracism Consultant & Facilitator

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# Professional Development



ONLINE | IN-PERSON  
| SELF-PACED | COMMUNITIES

**OUR VSB**

Workshops/Training






- OWN It Program – Restorative Practice in Schools
- Book Club for School Leads
- Antiracism in the Primary Classroom
- How Anti-Black Racism Affects Us All
- Responding to Racism, Transphobia and Homophobia
- Prepping for Difficult Subjects in Your Classroom
- Peace Circle Workshops
- Conversations and Collaboration for SOGI School Leads
- How Culturally Relevant Pedagogy Can Forward Antiracism Work in Schools
- Roadmap to Community Change
- Examining Books from an Antiracist Lens
- Monthly SOGI School Lead Drop-ins & What is SOGI-Inclusive Education?
- Complex Trauma Response (CTRI) Workshops
- Pedagogical Talking Circles
- School Specific Professional Development

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# Responding to Discrimination

**OUR VSB**



## A pattern emerged...

Every incident is different, every person is unique, every situation is nuanced...however what we noticed were...



*VSB's Three Prong Approach*

- VSB's Three Prong Approach
- Using a belonging and restorative lens
- Working on systems transformation when we see patterns
- Continuing to implement AP 170 Appendix A across the District

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# QUESTIONS?

## ITEM 3.2

### Equity and Anti-Oppression Update

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# THANK YOU FOR YOUR TIME

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