

NOTICE OF MEETING

EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office
Wednesday, May 6, 2026
Public viewing via live broadcast

Alfred Chien (Chair)
Christopher Richardson (Vice-Chair)
Lois Chan-Pedley
Suzie Mah

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, inherent rights holder representatives and stakeholder representatives on Wednesday, May 6, 2026, at 5:00 pm.** The meeting will be live broadcast for the public.

Trustees: Janet Fraser Jennifer Reddy (Alternate)
Preeti Faridkot Joshua Zhang
Victoria Jung (Alternate)

Student Trustee: Freddie Zhang

Other Senior Team Staff: Pedro da Silva Janis Myers
Michael Gray Alison Ogden
Jessie Gresley-Jones Lorelei Russell
Maureen McRae-Stanger

Inherent Rights Holder Representatives: Faye Mitchell, x^wməθk^wəyəm (Musqueam)
Kirsten Baker-Williams, S^kwxwú7mesh Úxwumixw (Squamish Nation)
Kirsten Touring, səlilwətał (Tsleil-Waututh Nation)

Representatives: Justin Chapman, BCVSBCMTU Alternates: Tyler Gaudet, BCVSBCMTU
Priscilla Santos, CUPE 15 Suzette Magri, CUPE 15
Henry Munns, CUPE 407 Adam Crawford, CUPE 407
Angela Waterlow, DPAC Elizabeth Klaiber-Noble, DPAC
Tim Chester, IUOE Tim De Vivo, IUOE
Scott Deyell, PASA
David Nicks, VASSA
Bruce Garnett, VASSA Françoise Raunet, VEAES
Theo Huberman, VDSC Margie Trovao, VEPVPA
Deborah Tin Tun, VEAES Riley McMitchell, VEPVPA
Carl Janze, VSTA John Silver, VSTA

EDUCATION PLAN COMMITTEE MEETING AGENDA

**Wednesday, May 6, 2026, 5:00 to 6:30 pm
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) & səlilwətał (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 participants (i.e., committee members, staff, inherent rights holder representatives, stakeholder representatives) to conduct themselves with appropriate decorum and professionalism. It is the responsibility of the Chairperson of the Committee to see that decorum is maintained at Committee meetings.

- Committee participants engage in discussion by requesting to speak through the Chairperson, ensuring inclusive and orderly dialogue.
- A respectful and collegial environment is maintained as participants share diverse perspectives and contribute to meaningful discussions.
- Staff are trusted to provide objective, high-quality reports that reflect their professional expertise. Their contributions are respected and form a vital part of informed committee decision-making, free from external pressure or influence.
- Committee discussions are conducted in a constructive manner, with participants avoiding language or actions that could be perceived as personal, inflammatory, or accusatory.
- All participants are expected to demonstrate professionalism and courtesy in their interactions, contributing to a positive and productive committee culture.

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

1. Items for Approval

1.1 School Codes of Conduct - Personal Digital Devices

Presenters

Pedro da Silva, Associate Superintendent

2. Discussion Items

2.1 None

3. Information Items

3.1 Framework for Enhancing Student Learning (FESL) –
Updates on Human and Social Development:

- Equity and Anti-Oppression
- Mental Health and Social and Emotional Learning

Maureen McRae-Stanger, Associate Superintendent
Pedro da Silva, Associate Superintendent
Janis Myers, Associate Superintendent
Rick Lopez, Director of instruction
Amy Van Vliet, Director of Instruction
Chris Wong, Director of Instruction
Brandon Morishita, District Principal
Gurpaul Sohal, District Principal

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.

May 6, 2026

TO: Education Plan Committee

FROM: Pedro da Silva, Associate Superintendent

RE: School Codes of Conduct - Personal Digital Devices

[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.

INTRODUCTION

At the February 25, 2026 Public Board meeting, the Board referred the following motion to the Education Plan Committee:

“That the Board direct the Superintendent to update VSB School Codes of Conduct to restrict student use of personal digital devices and to develop associated implementation guidelines in collaboration with school leaders, with the updated Codes of Conduct and guidelines to be in place by September 1, 2026; And further;

That the updated Codes of Conduct require students in kindergarten through grade twelve to keep digital devices on silent and out of sight for the entire school day unless explicit permission is granted by an educator.”

As part of the referral, trustees also requested that at the committee meeting staff present a report about how well the current policy is working and some of the concerns or some of the successes from that.

This report includes a recommendation.

BACKGROUND

In Spring 2024, the Ministry of Education and Child Care introduced a mandatory provincial policy requiring all school districts in British Columbia to explicitly restrict student use of personal digital devices in schools. The policy was intended to reduce classroom distractions, support focused learning environments, foster online safety, and promote consistency across districts.

In response, the Vancouver School District updated School Codes of Conduct in elementary and secondary schools to include restrictions on Personal Digital Device use and adopted corresponding district level Code of Conduct provisions effective July 1, 2024. Professional learning opportunities were provided to educators prior to and throughout the initial year of implementation, and the restrictions were implemented in schools beginning in September 2024.

Since implementation, the District has undertaken ongoing engagement activities to assess the impact of the restrictions and to support continuous improvement. These activities have included district wide surveys, staff and student focus groups, a student forum, and engagement with families. Feedback gathered during the first year of implementation informed refinements in the second year, including strengthened communication strategies, expanded professional learning supports, and increased emphasis on digital literacy, online safety, student well being, and equity.

A presentation will be provided to the Committee outlining the policy background, implementation timeline, engagement findings, and key areas of ongoing focus. Committee members will then participate in small group discussions to provide input on the topic, including clarification of the motion, implementation considerations, and perspectives on the motion.

RECOMMENDATION

The Education Plan Committee recommends:

1. Recommendation Option 1: Motion Should Be Considered as Drafted

THAT the Education Plan Committee recommend that the Board proceed with consideration of the motion as drafted, as the intent, scope, and direction are sufficiently clear and aligned with current educational and policy objectives, and no further refinements are required prior to Board deliberation.

2. Recommendation Option 2: Refinements Required Before Board Consideration

THAT the Education Plan Committee recommend that the Board defer consideration of the motion at this time and request that additional refinements be made to clarify key elements of the proposed direction, in order to support informed Board decision-making.

3. Recommendation Option 3: No Motion Required

THAT the Education Plan Committee recommend that the Board not proceed with consideration of the motion, as current policy and practice are assessed to be sufficient to address student use of personal digital devices, and further Board direction is not necessary at this time.

May 6, 2026

TO: Education Plan Committee

**FROM: Maureen McRae-Stanger, Associate Superintendent
Pedro da Silva, Associate Superintendent
Janis Myers, Associate Superintendent
Rick Lopez and Christopher Wong, Directors of Instruction
Gurpaul Sohal and Brandon Morishita, District Principals**

RE: Framework for Enhancing Student Learning (FESL) - Updates on Human and Social Development

*Reference to
Education Plan*

GOALS:

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging.

Goal 2: The Vancouver School Board will increase equity.

Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Metis and Inuit.

INTRODUCTION

The Ministry of Education and Child Care’s [Framework for Enhancing Student Learning \(FESL\)](#) policy and associated guidelines promote a collaborative effort to improve student achievement and ensure equitable learning opportunities for every student in British Columbia. The Ministry outlines key goals and expectations for student success in the areas of Intellectual Development, Human and Social Development and Career Development.

The May 6, 2026, Education Plan committee will focus on Human and Social Development and provide updates on how we are supporting students to feel a sense of belonging, welcome, safety and adult connections at school. Presentations from the Equity and Anti-Oppression team and the Mental Health and Social Emotional Learning team will highlight our progress in this important area of student success.

This report is provided for information.

EQUITY AND ANTI-OPPRESSION

Equity and anti-oppression work across the Vancouver School Board supports school staff and students in fostering more equitable and inclusive environments through a range of district and school-based initiatives and supports. This work is led by Equity and Anti-Oppression (EAO) staff within the Safe and Caring Schools department and emphasizes that equity and anti-oppression is a shared responsibility for all VSB employees. The focus of this work is on cultivating a culture in which every member of the school community feels valued and respected, diversity is celebrated, and all students have equitable opportunities to succeed and thrive in environments free from discrimination and bias.

Over the past year, the EAO team focused on building staff capacity, strengthening inclusive curriculum and resources, and elevating student voice. Professional learning supported antiracist, culturally responsive, and intersectional practices, including targeted preparation for the implementation of *BLK: An Origin Story* and leadership learning on responding to antisemitism.

The Equity Scan initiative continued to support schools in reviewing learning resources through an equity lens, with most secondary schools now having completed the process.

Student agency continues to be a focus, with students contributing directly to district-level dialogue through the EAO Working Group and participating in initiatives such as the Black Futures program at UBC to support leadership development and post-secondary pathways. Inclusive curriculum access expanded through increased enrolment in *Queer and Trans History of B.C. 12* and *History of African Descent 12*, alongside the continued development of the Story Studio as a district-wide resource highlighting diverse lived

experiences. Guidance to schools was further strengthened through the publication of *School Support for Trans and Gender Diverse Students*, providing clear and comprehensive direction to support student rights, safety, and inclusion.

Equity and anti-oppression work continues to be a shared responsibility across the District and remains aligned with the VSB Education Plan and Board priorities.

MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

The Ministry of Education's [Mental Health in Schools Strategy](#), aligned with the District's Education Plan, forms the foundation of ongoing efforts in Social and Emotional Learning (SEL) and Mental Health Literacy. SEL is vital for promoting positive mental health outcomes. It fosters supportive relationships, emotionally safe learning environments, and purposeful skill development. These protective factors help reduce mental health risks, encourage positive self-identity and relationships, and lower emotional distress and risky behaviours. Each year, the Social Emotional Learning and Mental Health team gathers information from a variety of K-12 surveys with staff, parents, and students. This data, along with other engagement opportunities, is used to assess successes, identify needs, and guide intentional planning.

Mental health promotion is a central focus of the Mental Health in Schools Strategy, supported by three strategic pillars: compassionate systems leadership, capacity building, and mental health in the classroom. The *Here 4 Peers* program exemplifies mental health promotion within the classroom and has made a significant impact at both elementary and secondary schools. In the 2025-2026 school year, seventy-five grade 11 and 12 students from two secondary schools were trained to deliver mental health promotion workshops. Through a peer-to-peer learning model, these workshops were offered to grade 6 and 7 students at eleven feeder elementary schools, reaching over 900 students across the District.

The Social Emotional Learning and Mental Health team continues to support all staff with ongoing professional learning opportunities throughout the year. They strengthen and build upon the valuable work of educators and community partners, recognizing and enhancing many positive initiatives already underway across the district. Collaboration is central to their approach, as SEL and mental health are integrated throughout as aspects of the education system. For example, ongoing work with the Indigenous Education Department provided educators and students an opportunity to look at SEL and mental health resources through an Indigenous lens. These collective efforts ensure the District's commitment to student well-being remains comprehensive and sustainable.

The presentation at the Education Plan Committee meeting will feature further examples of the important work of the Equity and anti-oppression, Mental Health and Social Emotional Learning teams and demonstrate the impact across VSB.