

To: Board of Education

From: Tom Aerts, Associate Superintendent

Date: January 24th, 2024

RE: **Student Symposium 2023/24**

On January 11th, a student symposium for the 2024-2025 budget was held. The student symposium is an opportunity to hear directly from students about their learning. Topics are broad and are intended to draw out themes for decision-makers to consider when making human and financial resource allocations for the 2024-2025 budget.

77 students from all 18 of our middle and secondary schools were invited and selected by their principals. The 77 students and 23 adults attended as follows:

Middle	#	Secondary	#	Total
Arbutus	3	Esquimalt	6	
Colquitz	3	Lambrick Park	7	
Cedar Hill	3	Mount Doug	6	
Central	4	Oak Bay	5	
Monterey	3	Reynolds	5	
Gordan Head	3	Spectrum	5	
Shoreline	3	SJB	5	
Rockheights	3	Vic High	7	
Glanford	3			
Lansdowne	3			
Middle	31	Secondary	46	77

Adults	#
Trustees	4
Administration	7
School Staff	4
Board Office Staff	8
Total	23

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

The day began at 9 am with students participating in the following four sessions.

1. SOGI (Facilitator: District Vice Principal and SOGI lead, Jessie Moore)
2. Technology (Facilitator: Director of Information Technology, Andy Canty)
3. Cultural Responsiveness (Facilitator: Director of Indigenous Education Shelly Niemi)
4. Mental Health and Well-being (Facilitator: District Counsellor Monique Moore)

Facilitators were provided at each table to draw out quiet voices to ensure everyone was heard, and to provide guiding questions to focus the conversation. Following each session presentation, the students were given an opportunity to provide feedback which was collected and included in this report as raw data Appendix "A".

Trustees attended, participated, and listened to students. Morning nutrition break and lunch were provided.

After lunch, students gathered at tables and were given a budget simulation with set revenues and expenses. With \$2.6m leftover as discretionary, students were asked to consider \$15m in requests from the community (schools, departments, unions, PVP etc). They need to prioritize where they would spend their money, knowing that it was not possible to accommodate all community requests.

After completing this activity and ensuring they did not have a negative balance, the students were informed that some unexcepted costs had come up, a school was flooded during Winter break and a boiler broke in a school that needed replacing. The students then needed to re-evaluate original decisions and re-calculate their budgets to balance to zero by the end. The breakdown of how each group allocated their spending is attached to this memo as Appendix "B"

The end of the day wrapped up at 2 pm with students sharing "One Thing" they wanted to make sure that Trustees and district staff were aware of (if you wanted the Board to hear one thing from you today, what would it be?). This feedback is included in Appendix "A" of this report.

Thank you to the trustees who were able to attend for part or all day. Thank you to all administrators that sent students. The biggest thank you is to the students. Students took time out of high-pressure, busy schedules, were honest and open about their opinions, articulated what they need for their learning, and added student voice to the 2024-2025 budget process.

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AGENDA

9:00 – 9:10	Territorial Acknowledgement Welcome and Opening Remarks Introductions Intentions of the day
9:10 – 9:50	Session 1: SOGI (Jessie Moore)
9:50 – 10:30	Session 2: Technology (Andy Canty)
10:30 – 10:45	Nutrition Break
10:45 – 11:25	Session 3: Cultural Responsiveness (Shelly Niemi)
11:25 – 12:05	Session 4: Mental Health (Monique Moore)
12:05 – 12:50	Lunch
12:50 – 1:50	Budget Simulation Activity
1:50 – 2:00	Takeaways from the Day The ONE Thing Closing Comments Door prizes Departure

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Appendix “A”

Session 1 - SOGI

SOGI Policy/Procedures

What is working well?

- Schools have been good with accepting and helping gender-neutral students.
- Rainbow club as it brings people together
- Visible support, informed and willing teachers, clubs etc, provincial wide rules, available options and equal treatment.
- Something working well is probably GSA club and shirts that are rainbow.
- Other students often use humor to hurt others in the LGBTQ+ community whether they mean to or not. Teachers are often less likely to react to these comments.
- Vocal groups in the music program are decided by vocal range (tenor, soprano) not gender.
- “the choice” the ability of having a choice in which program you want to participate in.
- Students having the chance to choose what sports teams they want to be on based on their identity.
- More added diversity to courses ex: sexual health for all.
- Working Well – Policy
- Option to opt out of activities that may be sex-segregated, or students feel uncomfortable participating in.
- That the SOGI club isn’t forced on people who don’t want to be part of it and for people whose religious beliefs don’t agree with it.
- Asking for pronouns/what they go by at home.
- Ability to express oneself.
- Good structure in GST’s.
- The accessibility for kids with gender and sexual identities to have a safe environment.
- Working, a start.
- SOGI lead Provincial, District and school GSA
- GSA club
- Pride flags.
- GN washrooms.
- Teachers asking about pronouns.
- Schools are doing well with having gender activities at least 3X a week.
- There are posters and stickers.
- Pronouns and name changes are able to be shifted in only the school if student feels unsafe at home.
- I enjoyed my tables conversation about transgender people in sports and locker rooms.
- Supportive staff members.
- GSA’s are respected and valued.
- Students’ pronouns preferred names are used on class lists and timetables. Introductions in the start of the year. I think it’s helpful to get that chance.
- The option to have preferred pronouns or names on report cards.

- Good at communicating with family with the same and pronouns that the students choose.

What could be done differently?

- Student education is just as if not more important than staff education as many instances of school bullying and discrimination due to one's gender identity is from other students.
- Have leaders learn more about SOGI being teachers, coaches, etc. and have them maybe understand it better before teaching it.
- There are only two sports teams options boys and girls, people who don't identify as a male or female don't have a team to be a part of
- SOGI policy and procedures need concrete procedures for gender discrimination.
- Gender neutral washroom should be implemented but with some kind of rule/policy that keeps them from being abused.
- A problem is students being discriminatory, more education for students (SOGI, Sex Ed...) and how teachers could shut down discrimination in their classrooms.
- Gender non-conforming athletics is there parity?
- Gender neutral bathrooms – misused.
- Non-gendered changerooms?
- More gender identity and sexual orientation education.
- Hate speech prevention talks
- When an act of discrimination has occurred, what is being done by teachers? Not much, teach our teachers to know how to handle situations like this.
- Coaches and athletic departments may benefit from more education on how to create a more inclusive environment.
- More gender-neutral sports. A league or team depending on the sport.
- It seems like middle schools are more aware and actively promoting different genders, having display of book about different genders etc., but high schools are a bit less aware.
- There could be more/bigger gender-neutral bathrooms.
- Split up PE classes by competitiveness not gender
- Educate what different pronouns are.
- Communication between students and teachers should be easy at all times.
- In big schools teachers are usually very busy learning, little room for feedback and discussing their SOGI, work schedule etc...
- Helping this may help students feel comfortable and more enthusiastic about school.
- For sex-segregated activities I think our schools should have more inclusive athletic teams/sports.
- Substitute teachers aren't made aware of student pronouns, so kids have to correct them in front of the class or just sit with it.
- Rainbow club may not help for students since some are in the closet.
- More sporting events related to the subjects, as a school tournament.
- More communication and support with students during process of name and/or pronoun changes.
- More talk/curriculum about inappropriate language towards pronouns, genders, cultures etc.

- Gender neutral sports – more queer places.
- Showcase options more clearly.
- Lack of LGBTQ friendly sex education.
- A lot of schools are not asking students which name they prefer to go by and when they can use that name or pronoun.
- I think that students should be asked for their preferred name and pronoun and then if there is going to be a parent/teacher conference report the student should be asked again for name to be used.
- Actual implementation of policies is lacking by teachers.
- Staff members ask all students for their pronouns, not just students they are unsure about.
- I think it should be mandatory to access on the first day of classes pronouns, gender, and name preferences. Such as something to fill out about preferences for name and gender at school. As well as the pronouns they are know for when they are with guardians for safety reasons.
- I would like to see more sex ed for all grades and sexual orientation.
- Sports are unclusive to trans and gender non-conforming students because it is sex-segregated.
- To create a more inclusive environment coaches and teachers can use inclusive language to address teams and players.
- Names and pronouns from day 1.
- Updating policy to better identify what “ Policy and Procedures” are/should be implemented. Re Section 1.3 leadership it is under that there is any accountability presently.
- It should be standardized that teachers give a “get to know you” survey on the first day of class. This means that students would not have to be part in an uncomfortable position by going up to a teacher that they do not know and talk about pronouns.
- I have found that some teachers really struggle to call students by their preferred pronouns.
- Policy – More support for students who aren’t out at home. Designated adults to speak to faculty on behalf of students.
- More gender-neutral bathrooms and changerooms
- Done differently – Policy using “get to know you” sheets so students don’t feel obligated to continuously remind teachers about pronouns.
- More awareness on GSD or books giving information on it.
- More easily accessed period products.

SOGI Inclusive Environments/Resources

What is working well?

- I really like how GSA is hosting all these events like rainbow week and a whole page in the yearbook.
- Age-appropriate LGBT books. I chose my school for being LGBT friendly.
- Having Groups where students of different genders come together and share their struggles, talk and have fun together is going well.
- I appreciate the book displays that are in the library such as the LOBTQIA+ book displays.
- Nothing much is very successful in terms of resources. However, clubs seem to be doing well.

- When counselors are available, they are a great outlet for students, but there are never enough counsellors. Budget Cuts.
- Showing books written by and/or starring a POC throughout the year. There could be a more diverse resources throughout the year.
- Island Sexual Health Clinics in Schools
- GSA clubs at a lot of schools
- Library has lots of resources for people to look for. The books are on display in places that are easy to see.
- Students have a safe place to play sports.
- Student led initiatives.
- School clubs like GSA exist to support students.
- I think that most or some of the reason that LGBTQ+ people feel unaccepted is because there are some cultures that is against their beliefs to support LGBTQ+ people.
- There is 2 gender neutral washrooms.
- SOGI Inclusive environments and resources
- Great staff support
- Libraries are inclusive environments for all students because of Staffs Support + communication
- Being able to put your preferred name on report cards and attendance sheet is great!
- Welcoming Environments
- Accessibility

What could be done differently?

- Environment: Gender neutral Washrooms/Changerooms that are the same as others
- Menstrual products in ALL washrooms
- Proper maintenance/use of washrooms
- We need more education in the later grades about SOGI and sexual health.
- Done Differently Having a sexual health class introduced into Curriculum, as well as a nurse that is able to give advice/info
- More common (lounge) area for students.
- We need changerrooms that are more comfortable for EVERYONE
- More gender-neutral washroom and change rooms
- School clubs where all identifying students feel they belong
- The gender-neutral washrooms are always locked!
- Environments our school is old and it needs more gender inclusive places.
- More gender and sexuality information to teachers.
- Reducing stigma around gender neutral washrooms.
- Something in the Curriculum to help eliminate bullying or stigma
- More Change rooms accessible to SOGI Youth and in general
- SOGI Inclusive environments and resources for all
- Middle school does more clubs and talk about Gender identity than high schools and high schools doesn't have enough facilities.
- Better gender-neutral change rooms

- Grow education surrounding diversity and seriousness of homophobic Comments/ actions in age groups which may have missed it due to Covid.
- At least more than 1 all gender bathroom per school
- Gender neutral bathrooms often used by teachers, disabled students, etc.
- Gender neutral change room not bathroom.
- Number of gender-neutral change rooms should be dependent on number of students.
- Signs guiding to washrooms.
- More gender-neutral washrooms.
- FACILITIES
- Teacher's needing to be observant towards student behavior
- 2.b Sexual health talks should be inclusive to people of all sexual orientations.
- There are problems of people using non inclusive language and / or making hurtful jokes and comments.
- 2.b Currently, my school has very limited access to one all-inclusive bathroom's throughout the entire school. we should have way more access for students who do not feel comfortable in female/male bathrooms.
- Access to female bathrooms in the "boys" hallway (the drafting, robotics, mechanics Classroom)
- Vaping in the gender-neutral bathrooms.
- More gender-neutral washrooms/ changerooms, with hygiene products in all of them so that anyone that needs to use them has the resources so they can.
- High schools and Middle Schools seem to have different amounts of resources. Ex books addressing gender identity seem to be better promoted in schools middle schools
- Most if all schools seem to be lacking gender-neutral changerooms and have a low number if any gender-neutral washrooms.
- More gender-neutral bathrooms and change-rooms
- Procedures and Policies docs reinforced?
- Practically hands at school level?
- I believe that there should be more accessible restrooms in schools and try to reduce misuse of the facility.
- The bathrooms for students are not known for students if there is one.
- All gender changeroom.
- School can be a better place if teachers could listen to students and listen to the pronouns and preferred name and when to use.
- No banning books at all
- If books are "triggering" there can be trigger warnings added to books
- We need to recognize when someone is being bullied or treated differently because of their identity and act on it.
- More non-binary, inclusive single stall and multi stall washrooms and changerooms
- I think we should put our resources to use more, change rooms aren't as inclusive as they could be.
- Bathrooms, gender natural stales are misused and aren't enough.

Session 2 Technology

Technology - Devices

How would having less Chromebooks available in your school affect student learning?

- Would make work harder, however would not be that bad
- I think they work well and are a great device, more repair, more Chromebooks
- Not having Chromebooks would affect learning for classes with online learning
- There are a lot of online assignments it might make it more difficult. I think it would be ok because we have a bunch right now as well as computers
- Chromebooks are really important for projects and reducing the number of Chromebooks would be bad
- Less putting Chromebooks then now is not a good idea. Chromebooks we have now is not enough so reducing the number of Chromebooks is a bad idea
- Students would be unable to complete assigned work. Would cause stress
- Immigration is increasing at a high rate, more iPads needed!!
- I think that would greatly affect our learning if you think about how many won't work and with how many students need Chromebooks
- Please don't cut down on the Chromebooks. Please invest into the Wi-Fi
- Having less Chromebooks is not a good idea. Not many people bring personal devices and need the Chromebooks to complete their tasks
- With the amount of classwork online, reducing Chromebooks/computers would effect a lot of students in a negative way
- YES. We already run out and struggle with the number we have and keeping them maintained
- Makes it harder for students who have trouble writing/doing work on paper
- I think that using less Chromebooks wouldn't work so well, especially for people that need more help/resources or with special needs
- When we use Chromebooks everyone uses them so it makes sense to have lots
- Because some people won't be able to do their work on time
- Less Chromebooks would not affect my school having and keeping computer laps would be more beneficial
- Taking away one of the only ways of getting onto the internet, is not going to help the students learn because now adays most things are being done online
- I think that we have enough Chromebooks but also could always use more
- If there were less Chromebooks, something needs to compensate for them (iPads etc)
- Our school just got new Chromebooks and we have slow Wi-Fi
- This would only affect students who can't afford to buy their own devices
- Expand Wi-Fi and supply some better laptops
- The Chromebooks are a very valuable tool for learning for kids if you reduce them, kids won't be able to work with them at all times if we have less than teachers will have to extend time on projects. Kids wont' be able to have it because everyday and then you won't have time for other projects

- If we did not have as many Chromebooks it would definitely affect our learning because with advancements in technology we would be behind and it would be a lot less efficient and may also be harder for teachers. Chromebooks help me stay organized and do my work efficiently
- Having less Chromebooks will effect because when a class is using Chromebooks there might not be enough for every student and they will have to wait for one person to finish
- If anything we need more Chromebooks as we rely mainly on Chromebooks to get assignments done
- We need better Wi-Fi and at least the same amount of Chromebooks
- Less Chromebooks would heavily impact online learning, but if there was more learning away from technology, it would be beneficial
- Don't Take Them Away
- Less would not work well for students. We already lack them.
- If we reduce Chromebooks students learning would greatly decrease
- I think cutting back on Chromebooks would effect our education as some teachers base their assignments online
- I think you should be able to take Chromebooks home because sometimes you need to do work at home and not everyone has laptops
- Chromebooks provide equitable access to classroom technology
- Most projects are done online so it wouldn't be very beneficial to students and teachers to have a small amount of their most resourceful supply
- More Chromebooks in each case so everyone gets one without booking two cases
- Yes, having less Chromebooks would be detrimental to student learning especially for schools who already don't have enough
- Technology can be really distracting in classrooms. I think it would be a good thing to be spending less time staring at screens. Having less Chromebooks would get us to work on paper more often
- Having less Chromebooks available for learning would negatively affect us. Many jobs today require skills such as typing. People learn this through use of the Chromebooks through school assignments
- Yes, having less Chromebooks would prevent students from getting their work done
- Having less chrome books affects the student learning because a whole class uses Chromebooks at once but if there isn't enough Chromebooks for everyone not everyone is able to do work
- In high school I think it would be very helpful! I think being able to increase Wi-Fi, enough students have their own
- Less Chromebooks would encourage more in-class assignments which I think is beneficial, especially with the less than ideal internet quality
- In a HIGH SCHOOL setting having less Chromebooks will be alright
- If we had less Chromebooks we would use a lot of paper and some people work better on Chromebooks, although people who can't access it at home, it's hard to work with
- No it would make it harder to complete work
- I think we do not have enough Chromebooks. I have classes where there are students without Chromebooks

- It would severely degrade education in schools in our current teaching practices; if Chromebooks are more limited, better education and teaching strategies for non-digital education must be implemented as well
- Reducing Chromebooks would be detrimental to student learning. We need more Chromebooks.

Technology - Devices

Do you think Chromebooks are the right mobile device for your age group?

- Chromebooks can be a useful tool to help us students but it has some problems. The small size and slow connection time is problematic
- I prefer laptops and I do bring my own to school but because of how expensive they are, I do think Chromebooks are the right choice
- Implement a system of device borrowing and subsidization: students may borrow a Chromebook or have many enough for a Chromebook lent to them throughout their high school degree. If they have their own device, SD6 could subsidize in repairs and bettering of outlets to let them better change devices at school
- I feel like Chromebooks are good for now because laptops might be a distraction to many students because it provides access to more apps and its also very expensive
- Chromebooks are very effective. Depending on the subject, chromebooks can be very helpful, or not that useful but better than nothing
- Keep the Chromebooks
- Chromebooks are good for our age group
- Chromebooks are probably the best option. We are used to them. The screens are a little small though
- Wi-Fi works only in the kitchen instead of actual classrooms. PCs are available in the library for when Chromebooks are not enough
- Yes, Chromebooks are a great tool for high school students
- Yes, Chromebooks are the right device for our age group because of our budget. If we were to get laptops, there would not be enough for everyone
- Chromebooks work well for lower grades, but grade 11 and 12 are sort of forced to buy a laptop or an iPad which is unfair
- MORE Chromebooks
- More focus on handwriting for middle and elementary schools
- For the high school age group, Chromebooks are not the right tool. Very limited to abilities highschoolers need especially for seniors
- They aren't great, really slow and don't connect to the internet well. Newer devices would be nicer, as long as they are faster
- I am aware computer laps were reduced/software taken from security concerns, but for highschool computer laps we THE most important
- Yes
- Chromebooks are effective for middle school but maybe not for higher grades
- Don't' need more but they're all good!

- I think Chromebooks are the right devices for our age group
- I think the Chromebooks are appropriate for middle schools but maybe not high schools
- Yes
- I think Chromebooks are nice but we should also have access to personal devices
- I think they work well for schools, but they are slow. I think newer ones would be better. I like them.
- Chromebooks are a good option because they work in our budget and most people know how to use them
- I think laptops would be better than Chromebooks but Chromebooks are the next best thing and much better cost-wise, so I think that Chromebooks are the right choice. Laptops do have different functionalities that are important to learn though
- Chromebooks are good for everyday classroom use BUT laptops and computers should be placed in after spaces
- Chromebooks are great, maybe get a bigger version?
- Yes
- Chromebooks are definitely enough for middle school. High school is a struggle having Chromebooks and better PCs for HS would be smart with better Wi-Fi
- Chromebooks still are the best option for their cheap cost and good accessibility
- I think that Chromebooks effectively supply the basic needs and wants for a higher learning at school
- In educational purpose, Chromebooks are enough. If they need a laptop students can bring their own having a laptop will be great if we can afford it but Chromebooks are find, doing a good job
- I think Chromebooks are right for our friend group and iPads are hard to work on and you can't do as much but in a Chromebook it has the basic needs to finish an assignment like saving files and etc.
- Yes Chromebooks are the right device
- When we use Chromebooks for research it is really challenging to have multiple tabs open at once on a small screen
- Other than the inability to download PDFs, Chromebooks are good
- I think the Chromebooks are good but could be upgraded
- Chromebooks work well but somewhat slow but not too bad

Technology - Devices

How important is it that schools invest in the latest technology and why?

- Schools should be adapting to new technology, but investing in things just because its new isn't helpful if we already have something that works
- I think we don't need the latest in technology, we just need the technology that works with ok Wi-Fi speed because the latest tech is mostly extra perks that can help your life doing work. And we need enough to go around.
- Keeping up with the most recent technology is not that important but it is important to have some newer tech

- Kids wouldn't need AI for gain at least not a public school kids probably wouldn't use it for work and just use it for personal gain
- Some tech that is proven to help in some subjects in computer studies and getting things like drawing tablets
- Please, Chromebooks, iPads, tech for specialty departments for access, inclusive, equity
- Yes because it could help lots of people and be easier
- I think its important for schools to invest in Chromebook so students can study productivity without distractions or keep looking for a Chromebook that works but when you find a Chromebook it is too late
- The newest technology is important to have because many jobs require a basic understanding of technology so I think schools should try to provide learning like that
- We do not need the latest technology
- It is super important that schools invest in technology because it keeps students up to date with our world and gives students the opportunity to explore different types of technology to benefit their future
- The latest technology isn't needed but we do need up to date technology
- Schools should invest in technology but the priority should be #1 priority. Using AI in a healthy way for your learning.
- I think we need more new stuff not completely new like a huge upgrade but something
- If there is technology in schools, it should be decently up-to-date. But do we need that much technology?
- If we have good tech that isn't vastly different from new tech then we don't need to invest in it yet
- Not too important. If there were more work offline, there would be less distractions and it would be more accessible
- Chromebook update by replacing, phase out of rotation old, missing keys Chromebooks
- We don't need the latest technology, it just needs to be functional and accessible
- As technology advances and gets bigger we need to learn and keep up with it since in almost every workplace and job, technology plays a big part and is very important
- I think not the most brand-new piece of tech but NEWER
- I think it should be updated every few years because as long as it works fine it is fine
- Not that important because the overturn rate or development rate can make new tech obsolete quick, plus its untested
- Keeping latest tech is important but I think follow up of the techs we are having now because they are lost of teachers that are not aware of the techs we have now
- I don't think we need the newest tech but something that can withstand and work fast enough
- Not that important. Its costly and reliability and affordability should be prioritized over having to have the newest
- It's definitely to keep up with latest tech so kids stay interested
- Please update the teacher IT packages! It affects the time to learn in class
- Not! Old things will work, just need easier access to internet

- We need to invest in the latest technology as it would make it easier on students and staff to get assignments done. Some subjects rely on the latest technology like media arts and computer programming
- It's not that important as long as they're kept up to date and still work
- Wi-Fi should be there in all parts of the building
- Bring newer tech to later years of school

Technology – Our Digital World

What steps do you think the school district should take to better protect your digital identities and personal information?

- We should invest more into having people watch levels of attacks on school data, and teaching students
- I would like for the school district to protect my personal information
- Using a VPN could help digital safety
- Better education in schools, more clear policies
- Triple firewall for the coding
- Protect and learn against new threats created by newer technologies (eg. I easily voiced synthesized my friend's voice for FREE with AI and it was pretty good)
- Give more and better interest to student's personal devices. Most students bring personal laptops but they get bad Wi-Fi
- Updated software for further identity protection
- I think our information is protected well. I don't know how it works exactly, but I feel safe. It is important to be protected
- We should build more secure firewalls to help stop cyber-attacks, monitor suspicious activities, and block suspicious apps and sites

Technology – Our Digital World

Do you think artificial intelligence and other emerging technologies should be integrated into how you learn? If so, why and how?

- AI should be integrated as tools to improve learning not to do your work for you
- Okay – grammar prompts when mind is blank
- AI could be incorporated into the robotics course. Guest lectures
- It depends on the situation. I think it can be used for grammar
- We should have a course dedicated to new technologies and those classes could have better technologies
- Learning about it yes, but not for work just as a tool Grammarly
- AI can be helpful in many ways if the school can find AI designed only for that, students can benefit big time
- AI should not be a part of schools
- I don't think it would be too beneficial because AI can lead to misinformation, cheating, distractions etc.
- NO I do not think AI needs to be integrated into our curriculum

- I think we should be teaching both the benefits and the dangers of AI
- Don't implement AI
- If AI was integrated in the devices it might help but it could learn a lot about you and if it gets too advanced, it might take the teachers job instead
- I don't think AI should be integrated into our learning because if we use them in a project and it gives wrong information it will affect our knowledge
- Should unban AI from photoshop but not in all things that can be used in a cheating way
- AI isn't prepared to be in schools yet, due to bias and people not fully understanding what it is
- Article intelligence scares me and no I don't think it should be integrated in
- No, it is so easy to just write your homework into the AI app and it will write them a larger essay than what was asked. With the technology that we have now, all it takes is a copy and paste for an A+ project
- I don't think AI should be integrated because school is a place to answer stuff yourself. I think people will use AI to answer questions
- It should be used as a tool to assist learning
- Regulation of students use of AI especially chat GPT
- AI is a tool that will most definitely be used in workplaces but should be introduced in university as later versus in high school where they are learning the basics. This is like giving a kindergartener a calculator to learn math
- Talking about it is good, but I don't think we should bring it into the schools
- AI is realistically the future and we should be taught about it like digital literacy
- We should learn about the pros and cons about AI technology
- No, it wont demonstrate wheat the student can do on their own
- Artificial Intelligence may take responsibilities away from teachers. It may take their jobs?
- AI is too many monkeys

Session 3 – Cultural Responsiveness

Cultural Responsiveness

GOAL #1: Describe your ideal learning environment that will support your personal and academic success

- Talk about all cultures! Not just three. All cultures/worldview/religions matter. Expand learning to them all.
- Make sure all cultures are taught in schools
- For better translator options provided in schools
- Openly talking as a class, a teacher would have our class do seminars with bigger and smaller groups to share our perspectives while she stopped at each table
- If a student wants to learn and expand on their culture to learn, the resources should be there
- Having safe spaces for students and staff to be able to talk about their cultures
- All cultures of authors/scientists are taught
- We need more spaces for people of colour to get together to talk about joy (?) or things other than racism (?)
- An increased awareness and education around ALL languages. A more global outlook in the entire school. And additional space where those things are accepted.
- A space that doesn't feel empty, cold, and uncultural. Having a comfortable space where rather than feeling like you are obligated to be there, you want to be there
- Inclusive language being used. Accurate language. NOT singling students out because of their race, being open to learning
- Teachers encouraging all feedback and being open to saying "I'm also learning" as a teacher
- Having guest speakers from different cultures come in and talk
- Teachers that have your back 100% in your academic goals and encourage you in what you wish to pursue, no matter what it is, who you are, and what you do
- A student should have a safe space and get support if they want
- Encourage more casual discussion around beliefs, religion, race
- Personalized learning. Having teachers recognize that not all students learn the same way, and all students are going to need a different approach in some way
- Engaging classroom that is open and bright, an understanding teacher, presenters, and new textbooks/resources
- To learn more global topics instead of just what's in the curriculum
- No outdated resources with outdated terminology and if there are having a conversation about it teacher that's educated not ignorant
- For students who's first language isn't English, to make it accessible for them to understand what's going on, like having a translator. In stead of expecting them to learn English like how people who speak fluent English
- An environment in the class full of understanding
- A team feel to the classroom
- Supportive/respectful environment learning about cultures respecting languages
- Safe to speak up. But people shouldn't be singled out. Allowing for a difference of opinion

Cultural Responsiveness

GOAL #2: What is one or two things that you have learned about Indigenous Knowledge and Perspectives in the last year and what you like to learn more about?

- Indigenous perspectives on science, like geology, geography, and atomic models
- Indigenous knowledge is passed down and preserved through many ways, but one prominent one: storytelling. Emphasizes the interconnectedness of all living things, plants and all aspects living things are extremely prominent in their lives. Clothing food, tools, etc.
- As an Indigenous student I learned there are different resources
- I have learned a lot about Indigenous knowledge and perspectives such as their history, the work they make (art, poems, shows), and who they are and where they live. I want to learn more about the different lands. I want to connect personally with an Indigenous person and hear what they think I should do to help their life and culture.
- I have learned about stories of Indigenous perspectives on how they found the land before the Europeans and how they traded. I would like to hear more stories by Indigenous people and their perspectives on things. I would also like to learn about what their life was like and how they survived/lived.
- How to address people from Indigenous communities. Location and spelling of all Indigenous reserves/communities
- I have learned about Indigenous perspectives on Canadian Events but I would love to hear about Indigenous culture that is unrelated to colonial history
- We have learned a lot about Residential Schools and inter-generational trauma. I would like to learn more about local First Nations and hear directly from Indigenous People to see what we can do
- I want to celebrate Indigenous culture in class
- Unique perspectives on spirituality, healing, and teachings
- There's a lot of community
- The classes I've taken are excellent and the teachers are doing a great job with the resources we have
- Learn more about modern Indigenous history and practices
- I would like to learn more about Indigenous Culture and hear more stories from Indigenous perspectives
- This year I've learned an almost lost Indigenous game called Lahal
- We have learned about colonization from the Indigenous perspective besides that, not much
- One class about Indigenous people are required in high school. So we learned what territory we are on and how Canadians took over their land and claiming it their land. I would love to have an Indigenous guest speaker talking about their experiences.
- I am very glad that my school is celebrating different holidays of other countries. I hope this will continue as learning new things is always helpful.
- We have not learned enough. We know the where, what, when, but not the who, why, or how. We don't learn about what they know, who they are, and what they think. It would be cool to learn what an average day is like.

- We have done projects about Indigenous people and their lands, but non about Indigenous perspectives or about their daily lives or about who lived there. So I would love more learning on those things.

Cultural Responsiveness

GOAL #3: Describe your ideal learning environment that will support your physical and mental health.

- Follow through on rules
- Listen and respond to students
- Ask about mental health and how you're doing
- Little activities that can get people hooked on learning about other cultures
- It is a place where stereotypes aren't assumed
- A place where everyone is treated the same no matter what cultural background they have
- A place where people have a little info about different cultures debunking stereotypes
- When conflicts arise around the school. The student body needs to be informed!! Admin needs to stop hiding issues that affect the student safety
- Staff should be more responsive to any discriminatory actions
- Not being judged!
- Cultural responsiveness is letting students the space to share their cultures if they feel the need to. Teach our teachers to be able to give us this important space
- More learning about personal heritage and culture to foster empathy and understanding of others
- It's more about the teacher than the classroom. If the teacher makes everyone feel welcome and treats everyone equally, it's great
- Including culturally diverse and inclusive décor in the environment. Having an inclusive and supportive authority figure in the environment
- To have a praying space for Muslims
- Calm environment
- Helpful support from teachers/adults
- Kind words from students/staff
- Respectful environment
- Supportive environment
- Understanding
- Doing a breakfast program for kids who can't afford it
- I think we should have an Indigenous person come to our school and give us a speech about how they want to be treated and about their expectations on the education they want and about how they are not accepted
- A great environment would be a lot of people where they are inclusive and want to learn and know about your culture
- Space for difficult conversations
- A down-to-earth teacher who will go out of their wa to make anyone feel welcomed and comfortable
- Comfortable space

- Options for inclusive learning (seats, fidgets, headphones etc.)
- Supportive and understanding staff
- Respected, heard
- Included
- Inclusive learning (cultures, religion, etc)
- Stereotype education
- Including artwork from student and many different cultures. And once it's up learning about the artists and the meaning behind them
- An environment which has students who are culturally aware, but the staff and teachers are culturally responsive
- Doing more creative projects for kids who have a hard time focusing
- Ensure that study spaces are readily available for students that need them to ensure academic success
- I think desk rows take away from social learning abilities. I would want teachers to be more transparent when talking about tough subjects. And more diversity. All cultures, and everyone. I also think teachers teaching stuff like the First nations should have knowledge on that topic, not a white teacher
- District should ensure Indigenous representation in teaching roles within Indigenous courses (English etc.). And fund more Indigenous teachers
- More talk about racial problems
- Implement more EDUCATION around what Canadian cultures and how it coincides with Indigenous culture and how to move forward well

Session 4 – Mental Health and Wellbeing

Mental Health

What supports/resources have you connected with at school?

- When I first arrived to the school, the teachers were very helpful and I made good friends by clubs and being involved in the school activities
- Mental support pets, available throughout the day for students
- I have found WELL-TRAINED counsellors to be super helpful
- Counsellors and reliable teachers
- Teachers, Vice-Principal
- I really like the breakfast program at my school that is really accessible
- Sexual health and mental health workshops
- There are counsellors at my school. They are really necessary. Also, music. It's a really important thing that people can do to calm down, feel seen, and heard. In the presentation, we talked a lot more about sports than music. As much as sports is a refuge for students, music is too. Not all people want to/can play sports. It's good to have balance.
- I think Naloxone training should definitely stay within the schools as addiction is difficult
- Being able to connect with counsellors, (family, international, Indigenous, etc.). Providing food. EAs are great support. Building connections.
- School counsellors! Indigenous focused counsellors. Career and class counsellors. EAs are AMAZING!
- Great accessible youth and family counsellors
- Need2
- Counsellors do support and there is a lot of awareness of the counsellors. By grade 12, there are very few students who have not seen a counsellor
- Improved anti-drug and support classes and workshops
- School counsellors, youth and family counsellors, sexual health education
- We have three counsellors and I really connect well with one of them. They are super approachable and are always willing to help with any problems or questions I have. I mostly have two teachers that I connect better with than anyone for support
- I want to see more help with relationships of someone you're sexually attracted to
- Counsellor help
- We have counsellors for education and family and communication problems and they help students who transferred or if you have problems with projects
- School nurse for naloxone kits
- Friends, teachers
- Posters, books, guest speakers, counsellors
- Access and connection to school liaison officers as a resource for kids
- Our school has a school counsellor three hours a week
- My friends? There's not many options (if any)
- Integrating time-management and mental health learning in class
- Counsellors – change classes you're not happy with

- I did really enjoy the mental health days that we did once a month at my high school
- Asking for help from teachers, getting help from counsellors, finding a trusted adult
- School counsellors are really helpful
- I talk to counsellors about university and future and he helps me stay on the right path and have confidence in my goals
- Careers counsellors and Indigenous YEC
- Helpful resources: school counselors are genuinely the only thing that I find resourceful for mental health
- I've connected well with school sports as well

What kinds of actions do you think our schools could take to improve the mental health and wellbeing of students? BIG IDEAS

- Bringing back liaison officers
- Pay for more counsellors! Indigenous/YFC/guidance
- Mental health workshops were nice, school-wide ones
- GIVE US MOE COUNCELLORS plz-plz. Three for over 1K people is not enough, they also teach classes and manage courses etc. They're so busy and barely there. More anonymous options. Worry about awkwardness if a counsellor is then your teacher
- Understanding stigma
- More resources for students who are anxious about school work/grad
- I think more mental health/addiction awareness should be talked about more
- We need our counselors. More sexual health education as well as consent education. Destigmatizing sex ed.
- More diversity in topics discussed. More discussion around mental health. More access to counsellors, more counsellors
- Having a cohesive mental health education for all students with strong lesson plans
- More counsellors and them having more time to talk with you
- Whole school assemblies about mental health
- Adapting to students needs and understanding, listening to students concerns. Presentations about mental health, more counsellors
- Actions to help: More education/training to teachers for mental health support, mental health built into the curriculum
- Volunteer opportunities need to be more wide-spread. Put them in the announcements, on social media, etc. I know many students who would volunteer if only they knew about it.
- Have more counsellors that can support students, have a time where students can get support outside of class, Have someone that students can reach outside of school times/anytime
- We need more counsellors who are there to be with students no for timetabling
- Social workers, EAs, teachers
- Counsellors aren't easy to get ahold of
- More transparency about resources that are available to students
- Schools should ask people what they like to do and convince people to do things they like for therapy

- MORE counsellors of all different types, more spaces for people to go where they feel they can get what they need or to have space, more activities and variety of things so students can feel a sense of belonging
- Schools can have teachers, or counsellors to talk to people who have problems in education or other things
- Counsellor schedule and purpose available on Instagram
- School counsellors are helpful, we are allowed to go on walks around the school to wind down, we have a blue room with padded walls but we aren't really allowed to use it
- Harm reduction when talking about substance abuse, drug testing, aftermath talking about substance abuse without stigma or hate, having a scientific lens on it
- Work out rooms for school to work through emotions in a healthy way
- Providing solid sex education continue after middle school. Don't just talk about how to prevent STDs and pregnancy and consent. But what to do if these things happen and steps to follow if these occur.
- Ban cell phone usage and social media usage on school grounds to allow more students to be in the present and focus better in class
- Expanding in school Island Sexual Health clinics to all schools
- More substance abuse talk and training with counsellors. Train them to be able to assess substance and addiction signs
- More counsellors of colour
- Education on mental health
- Providing resources for students after mental health lessons. Foundry, volunteering, free counselling, YMCA therapy
- More number of counsellor is needed and more programs helping students to connect and talk about the problems that they're having will really be nice
- Counsellors with more time for appointments or more time for students
- Talking about healthy coping mechanisms! Keeping a positive outlooks on mental health
- I don't know if schools can do much more at a certain point it is out of their control
- Counsellors in high schools need to be aware of how to support more mature students
- Some people might not want people to know that they're going to the counsellors office, so they could maybe have counselling time at lunch
- Have a school-wide assembly about mental health. Make it part of the curriculum
- Each class goes on "retreat" to improve on your mental health
- Teachers and guest speakers should feel comfortable with sex-ed to end the stigma around sex
- Bring students together. Create more of a community. Food is a huge part of how you feel. More substance abuse educating
- Talking about learning disabilities more, such as ADHA and dyslexia to create more understanding and acceptance
- Hire more counsellors because some schools only have 2 or 1
- More education around time management and mental health through meditation etc.
- Use kinder language /words, less yelling, look/try to see it from the kids' side
- JUST MORE COUNSELLORS!
- I found having gym everyday is good for physical health

- Therapy animals
- More eating disorder awareness and help
- Expanding free hot lunch and breakfast programs
- I think we should discuss mental and physical health more often
- Better educate teachers to teach topics
- More awareness of ways to improve mental health. Teachers should be willing to put student's mental health into consideration
- Mental health in the curriculum, more speakers, motivating messages, breaks in classtime
- Introducing a diverse amount of counselling options such as physical health counsellors, mental health counsellors, and cultural counsellors etc.
- More information to (?) help students with mental health struggles, more relevant resources for students
- We need more counsellors. We could also have spaces for people to get their feelings out. Some schools have a lot but some have none. Maybe a chill space (no adults) maybe a private place to cry and just be
- More discussions about mental health and more variety of topics
- Reaching out to different kids and really caring about what you are saying to them
- More counsellors. More times for more appointments
- It would be cool to have a mindfulness club where you learn to meditate and clear your mind, do yoga, etc etc etc. Because there's a large amount of students with anxiety and it would be nice that they had a way to just take a break
- Have people talk about their struggles through life to support students in the same position
- Teachers depend a lot on tech and not on books. If the curriculum changes to prioritize books, kids will read. Because they have to.
- More opportunities for socialization and group events
- Being more open to students
- More education on mental health. They don't teach it enough. The science behind how drugs effect you and your body. Not just teaching mental health, insert it in courses

The ONE Thing

The One Thing

- More school counsellors
- Hire more BIPOC staff and counsellors
- Club funding for schools is so important and needs more attention
- Support for LGBTQ
- More gender-neutral washrooms
- Mental health, mindfulness, and overthinking club
- Feminine products in bathrooms
- Club funding for more extracurriculars
- Not to pressurize students into doing their work, even if they seem like they can
- Mental health/addiction awareness (more resources)
- Sex ed and substance and mental health education needs to be better. We need to dive deeper into these topics and provide usable solutions to issues around these topics. Resources to further help and educate on these topics is important.
- I want teachers to be taught more on subjects like racism, sex ed, sexual orientation so they can properly teach kids and understand themselves.
- Thank you! [happy face]
- We need to have support for mental health and sexual education. We need this from you.
- Learning (more) about all cultures, world views and religions
- More trees outside!
- The importance of sexual education
- To have more counsellors in schools and have more talks about them
- More counsellors with scholarship help training
- More supplies
- Gifted grope bring it back!
- I just want you to remember that Chromebooks are Wi-Fi are the two most important things we all need right now
- We need support, understanding, and acceptance for students with learning disabilities (eg. Autism, ADHD, dyslexia)
- Students cannot and will not succeed without your support with literacy and mental health
- To take students suggestions to heart and seriously consider them
- One thing I would like is more common areas/lounges around the school
- More music classes
- More sexual health education for older grades
- My ideal learning environment isn't the environment itself but more about the people. Like if you had pride flags everywhere but you don't believe it, I can't trust you. Its like you are wearing a mask.
- Most important thing is to improve Wi-Fi and educate people more about technology
- Schools are way more under funded than I thought

- An effort needs to be made to make schools safe, not just a “rule”
- Music!
- Bring back the dogs! Please!!
- To not take our voices lightly. This shouldn't be just checking a box! We are the ones in school after all.
- Diversity, equity, inclusion top down to schools:
 - Staff
 - Resources share
 - Clubs
 - Greater school
 - Anti racism workshops
- Cultural safety is incredibly important and should be a priority
- More open discussion in classes and less stigma
- Students need to be more educated on mental health
- More gender neutral bathrooms
- Bringing back liaison officers as a positive community outlet and building connections!
- Don't invest in new tech yet, but invest in cybersecurity in new threats
- Club funding
- More counsellors and more teamwork!!
- Please remember the music program! Please don't cut anymore
- More funding for counsellors! Also please make implementation of LGBTQ inclusion more effective
- We need better Wi-Fi
- Table 13 was the best table (we had the most fun)
- Better support without asking or begging

FACTS	ORIGINAL	Table 1	Table 2	Table 3	Table 4	Table 5	Table 6	Table 7	Table 8-1	Table 8-2	Table 9	Table 10	Table 11	Table 12	Table 13	Table 14
REVENUES																
Ministry Grant - Current Year	\$100 million															
Ministry Grant - Unspent from Prior Year	\$2 million															
EXPENSES																
Teachers and Administrators	\$47 million															
Education Assistants and Secretaries	\$25 million															
Custodians	\$11 million															
Classroom Resources (books, computers, supplies)	\$15 million															
Utilities (hydro, telephone)	\$1.5 million															
How much is left? (includes mental health grant)	\$2,600,000															
Community Requests (in no particular order):																
Solar panels at 2 schools (unable to afford using fundraising)	\$1 million		\$500,000			\$700,000										
Recycling and composting at schools	\$1 million		\$1,000,000									\$300,000			\$500,000	
Professional development for teachers on Diversity, Equity, and Inclusion	\$500,000	\$200,000		\$500,000				\$500,000	\$250,000	\$500,000		\$100,000			\$150,000	
Cybersecurity prevention (ransomware, data breach)	\$150,000	\$150,000	\$150,000		\$50,000	\$150,000	\$150,000	\$150,000			\$150,000		\$50,000	\$600,000	\$150,000	\$500,000
Improve Wi-Fi access across all schools (annual cost for 5-year plan)	\$600,000	\$600,000					\$600,000		\$480,000		\$600,000		\$600,000	\$600,000	\$150,000	\$500,000
New Chromebooks to increase ratio to one Chromebook for every 2 students	\$1.5 million		\$250,000						\$800,000	\$800,000						\$500,000
Consent and sexual health education at all Middle and Secondary Schools	\$100,000			\$100,000	\$50,000	\$100,000		\$100,000		\$100,000		\$100,000			\$100,000	\$100,000
One new counsellor added to 5 schools to help support mental health	\$500,000	\$500,000		\$300,000	\$500,000		\$600,000	\$500,000		\$200,000	\$400,000	\$400,000			\$500,000	\$100,000
One new counsellor added to 3 schools to help support course selection	\$300,000			\$300,000					\$100,000						\$300,000	
SOGI workshops for staff	\$650,000															\$100,000
Additional Education Assistants to support struggling students	\$1 million		\$1,000,000	\$50,000		\$100,000	\$450,000	\$50,000					\$400,000			
Upgrade theatre in 2 schools	\$1 million															
Upgrade gymnasium in 2 schools	\$1 million															\$200,000
Culturally Responsive Learning Environments training for all school staff	\$300,000				\$300,000	\$300,000					\$300,000	\$100,000	\$100,000			
Extra-curricular trips for Fine Arts and Athletics	\$400,000	\$200,000			\$400,000							\$250,000		\$400,000		
10 extra teachers to focus on literacy in elementary schools	\$1 million								\$100,000							
10 extra teachers to support Inclusive Education in schools	\$1 million								\$100,000							
Youth and Family Counsellor to each family of schools	\$400,000			\$200,000	\$400,000	\$400,000						\$400,000	\$300,000	\$400,000		\$150,000
Outdoor education program in 2 schools	\$200,000		\$200,000													
Convert to gender neutral washrooms in 4 schools	\$400,000		\$400,000	\$200,000			\$200,000	\$100,000								
Purchase fleet of electric buses	\$2 million															
TOTAL REQUESTS	\$15 million															
Other																
Extra custodians											\$50,000				\$100,000	
Unexpected Costs																
Snow removal	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Repairs needed for two schools damaged by flooding	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Relocation of displaced students	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Unexpected Revenue																
Mental Health Grant	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Mental Health Grant Allocation Notes		Consent and sexual health education	Consent and sexual health education	Additional Mental Health Counsellor	Youth and Family Counsellor	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified	Spending on counsellor	Youth and Family Counsellor	Not specified	Not specified	Not specified
TOTAL REQUESTS		\$ 2,600,000.00	\$ 4,450,000.00	\$ 2,600,000.00	\$ 2,650,000.00	\$ 2,700,000.00	\$ 3,040,000.00	\$ 2,550,000.00	\$ 2,580,000.00	\$ 2,550,000.00	\$ 2,450,000.00	\$ 2,600,000.00	\$ 2,600,000.00	\$ 2,500,000.00	\$ 2,600,000.00	\$ 2,500,000.00
BALANCE NOTES		BALANCED	DEFICIT - Error calculating initial revenues and expenses	BALANCED	DEFICIT - Error calculating initial revenues and expenses	DEFICIT - Spent too much	DEFICIT - Spent too much	BALANCED - \$50,000 surplus	BALANCED - \$20,000 surplus	BALANCED - \$50,000 surplus	BALANCED - \$150,000 surplus	BALANCED	BALANCED	BALANCED - \$100,000 surplus	BALANCED	BALANCED - \$100,000 surplus

ACTION
Using the money you have left from step 2, decide what to spend it on from the list above or include some other priority of which you are aware.

HINTS
You don't have to spend all the money
You can change any of the amounts in the Step 3 requests above
You can hire any position in the district for any purpose, if you have the money.

UNIT COSTS FOR POSITIONS	
Teacher	\$100,000
Counsellor	\$100,000
Custodian	\$50,000
Educational Assistant	\$50,000
Secretary	\$50,000



One *Learning* Community



Territorial Acknowledgement

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Opening Remarks

Welcome

Introductions

Intentions for the day

On this sheep-scale, how do you feel today?



Session 1: SOGI

Greater Victoria School District's Strategic Plan



Mission

We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.

CONTEXT:

- July 2016 Human Rights Code: Gender Identity and Expression and Sexual Orientation are Protected Grounds
- September 2016 SD 61 Policy and Regulation 4305 passed
- 2017 ARC Foundation of BC partners with Ministry of Education and BCTF to create SOGI 123
- 2018 all districts in the province are part of SOGI 123

What is SOGI 1 2 3?



**SOGI
1**

POLICIES

The key components of effective SOGI-inclusive policies and procedures



**SOGI
2**

ENVIRONMENTS

Practices and behaviours that lead to SOGI-inclusive learning environments



**SOGI
3**

RESOURCES

SOGI-inclusive lesson plans that align with the current K-12 curriculum

SOGIeducation.org



SD 61 Policy and Regulation 4305: Gender Identity and Gender Expression

- Policies/Procedures
- Environments/Resources

SD 61 Policy and Regulation 4305: Gender Identity and Gender Expression

Inclusive Environments/Resources:

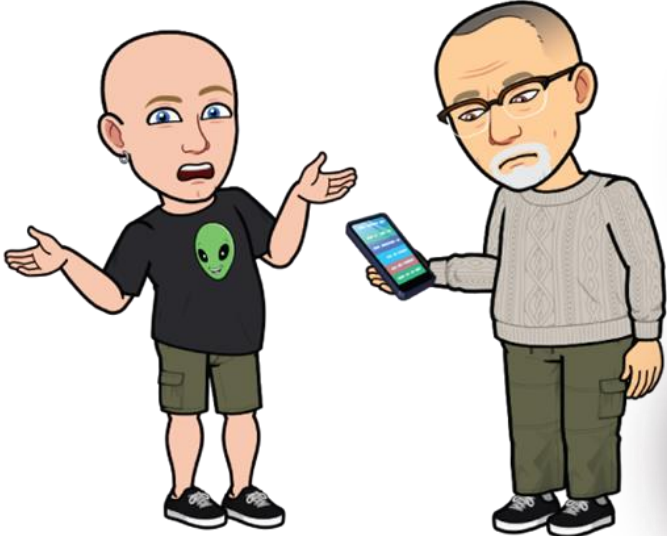
- Learning Resources
- Student Support
- Accessibility

Sticky Note Share Out



Session 2: Technology

Who is the IT4L Department?



Values

Where is 'technology' in the Strategic Plan?

- Develop and support
- Engage and collaborate
- Critically examine
- Learning opportunities
- Address the Inequity



Mission

We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.



Vision

Each student within our world-class learning community has an opportunity to fulfill their potential and pursue their aspirations.

Did you know?

20,000 computer devices (plus over 10,000 personal devices) connect to nearly 2000 network appliances to provide students and staff with internet and data



Did you know?

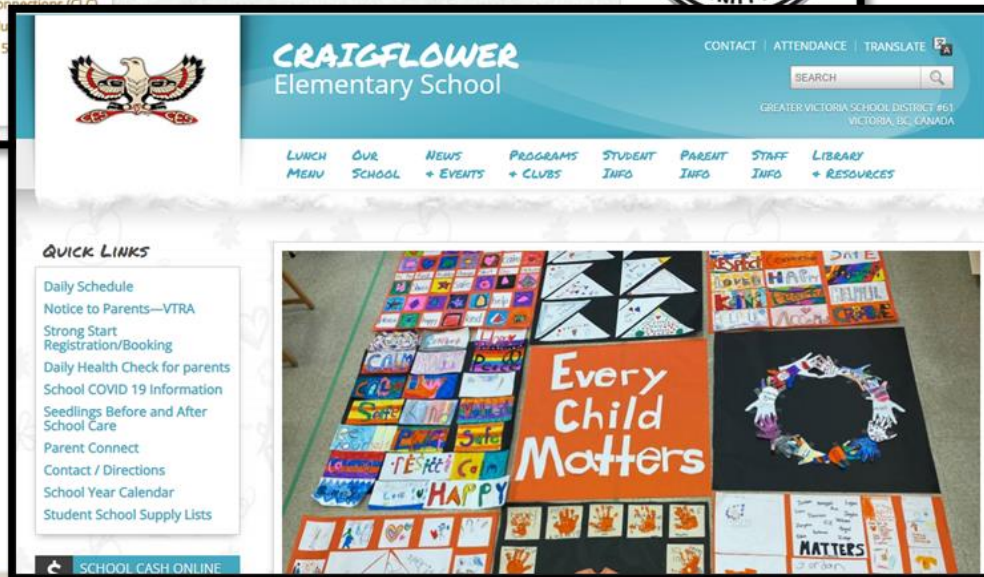
We support and host our school and district websites in-house



The screenshot shows the Spectrum Community School website. The header features the Spectrum logo, navigation links for CONTACT, ATTENDANCE, and TRANSLATE, and a search bar. The main navigation menu includes Our School, News & Events, Programs & Courses, Activities & Clubs, Student Info, Parent Info, Staff Info, and Library & Resources. A featured article titled "PURDYS CHOCOLATES FUNDRAISER" is displayed, with a "READ MORE" link. A "Quick Links" sidebar on the left lists various school-related links. The footer includes the Spectrum logo and the text "Here's what's happening @Spectrum".



The screenshot shows the Greater Victoria School District website. The header features the district logo, navigation links for Students, Parents, Community, Employment, Translate, and Staff, and a search bar. The main navigation menu includes Our District, Board of Education, Schools, Registration, Resources, Programs, News & Events, and COVID-19. A featured article titled "Electric Buses" is displayed, with a "READ MORE" link. The footer includes the district logo and the text "The District's yellow school buses are going green to help build a more sustainable future."



The screenshot shows the Craigflower Elementary School website. The header features the school logo, navigation links for CONTACT, ATTENDANCE, and TRANSLATE, and a search bar. The main navigation menu includes LUNCH MENU, OUR SCHOOL, NEWS + EVENTS, PROGRAMS + CLUBS, STUDENT INFO, PARENT INFO, STAFF INFO, and LIBRARY + RESOURCES. A featured article titled "Every Child Matters" is displayed, with a "READ MORE" link. A "Quick Links" sidebar on the left lists various school-related links. The footer includes the school logo and the text "SCHOOL CASH ONLINE".



The screenshot shows the Victoria West Elementary School website. The header features the school logo, navigation links for CONTACT, ATTENDANCE, and TRANSLATE, and a search bar. The main navigation menu includes Our School, News & Events, Programs & Clubs, Student Info, Parent Info, Staff Info, and Library & Resources. A featured article titled "COMMUNICATING STUDENT LEARNING WITH PROFICIENCY SCALES" is displayed, with a "READ MORE" link. A "Quick Links" sidebar on the left lists various school-related links. The footer includes the school logo and the text "WELCOME TO VICTORIA WEST".

Did you know?

We developed in-house the Digital Portfolio solution for students and parents that replaced FreshGrade

The screenshot displays the 'STUDENT CONNECT' interface. At the top left is the logo. The top right navigation bar includes 'Portfolio', 'Assessment History', 'Edit Profile', 'Translate', and a lock icon. The main content area is titled 'Tester Mcgee' and 'Doncaster Elementary'. It features a 'Profile Image' and a 'Banner Image', both with 'Delete' buttons. Below these are 'Colour Themes' with six options: Blue (Default), Purple, Pink (selected), Green, Red, and Grey. The footer contains 'Copyright © 2022 - Greater Victoria School District' and 'One Learning Community'.

We send an IT4L monthly newsletter to all staff that highlights need to know items, security and privacy tips, and general tech updates for all staff

Information Technology for Learning Newsletter

June 2022



FreshGrade is in its Final Days, But A New Student Portfolio Tool is on the Horizon

FreshGrade will be permanently decommissioned by the vendor on August 31, 2022. As they wind down operations some service requests are no longer being answered by their support team. We will attempt to solve any issues that arise in the next month; however, we are aware that not all problems will be resolved.

We have developed a new digital portfolio tool that will replace FreshGrade. Our Student Portfolio project is integrated with the existing CSL and Parent/Student Connect tools. Student Portfolio will showcase student-created media (photos, videos, pdfs, etc.) to communicate learning in real-time, and during formal reporting periods. It is currently being tested by a teacher working group and will be available in September.



Digital Defense: Update Your Apps & Devices Regularly

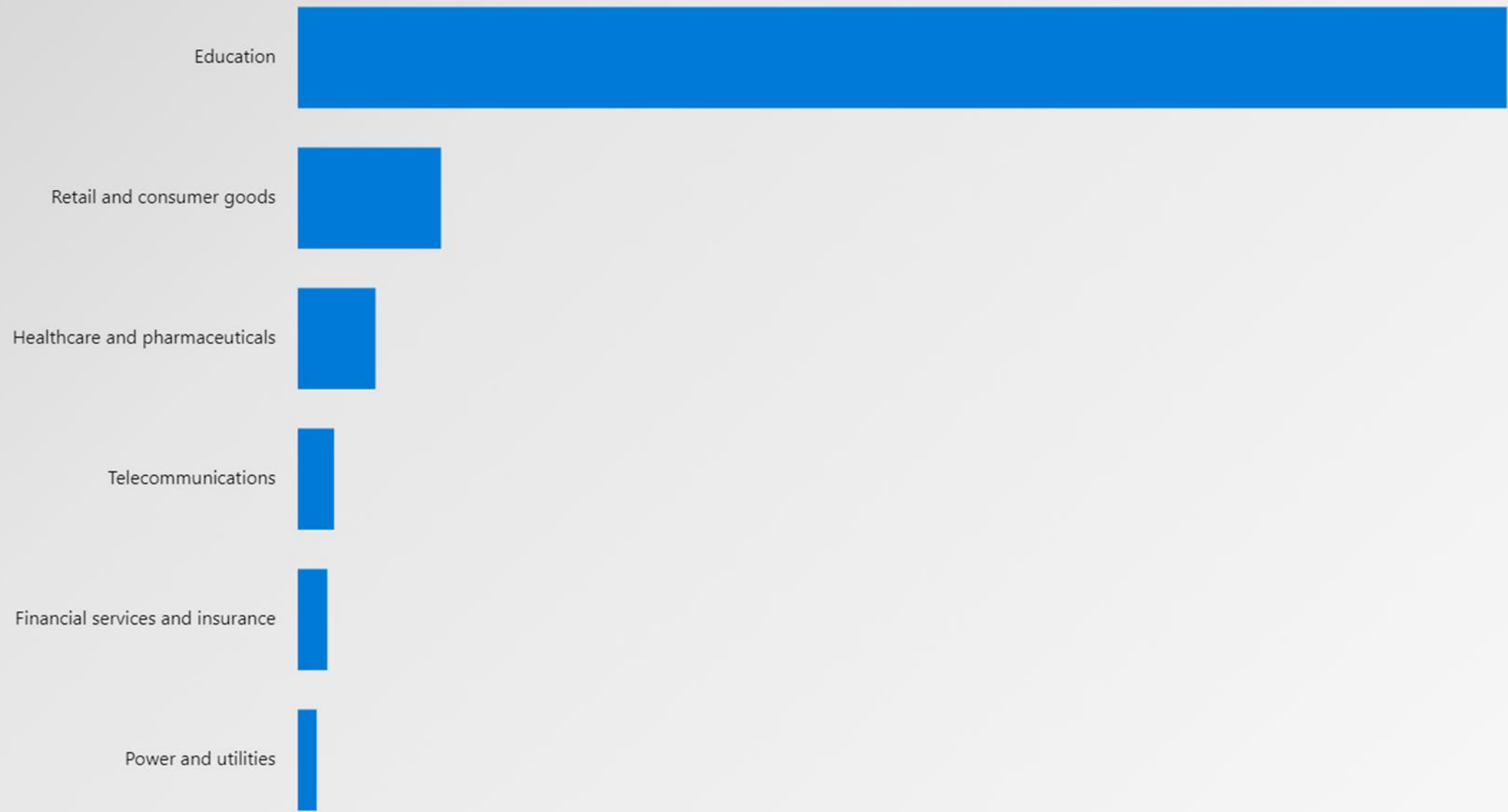


Most affected industries

We defend schools against cyber security attacks

Select an industry ▾

Reported enterprise malware encounters in the last 30 days



Total devices with encounters: 9,162,689

How Ransomware Works



1. Bad guys create ransomware themselves or buy/lease it from other cybercriminals.



2. Cybercriminals use social engineering to gain access to your network or systems.



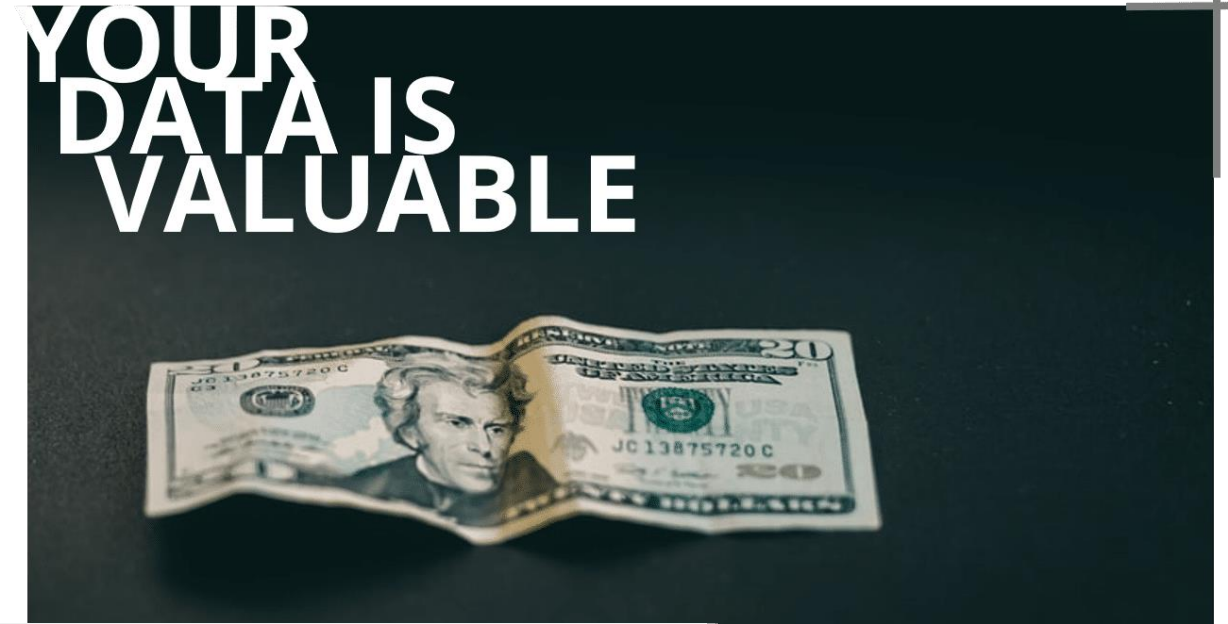
3. They use the malware to digitally encrypt all your IT systems and data possible.



4. Attackers use your encrypted sensitive data as leverage to force you to pay a ransom.

In some cases, attackers will exfiltrate your data

What's so bad about getting hacked?



FIPPA

..... stands for

**Freedom of Information and
Protection of Privacy Act**



Welcome to the GVSD Student Connect

Sign in with your Student ID

If you are a student in Elementary or Middle School, you are only able to log in to Student Connect with your Google login (click the "Sign in with Google" button below). If you do not have a Google login please notify your teacher

Username

Password

Remember me?

Or sign in with your SD61 Learn Account

About GVSD Student Connect

GVSD Student Connect allows students in Grade K – 8 to create digital portfolios that



What are the current issues students are reporting?

- Chromebooks take a long time to load
- Wi-Fi does not work in some parts of the school
- Apps are blocked because of privacy
- 'Sign in with Google' no longer works on a lot of websites
- Social media websites like TikTok are **REALLY SLOW!**



What is exciting in technology?



What is exciting in technology?



What is exciting in technology?



What is exciting in technology?

WHAT IS ARTIFICIAL INTELLIGENCE?

Machine Learning

Using sample data to train computer programs to recognize patterns based on algorithms.



Neural Networks

Computer systems designed to imitate the neurons in a brain.



Natural Language Processing

The ability to understand speech, as well as understand and analyze documents.



Robotics

Machines that can assist people without actual human involvement.



What is exciting in technology?

Bias?

False information?

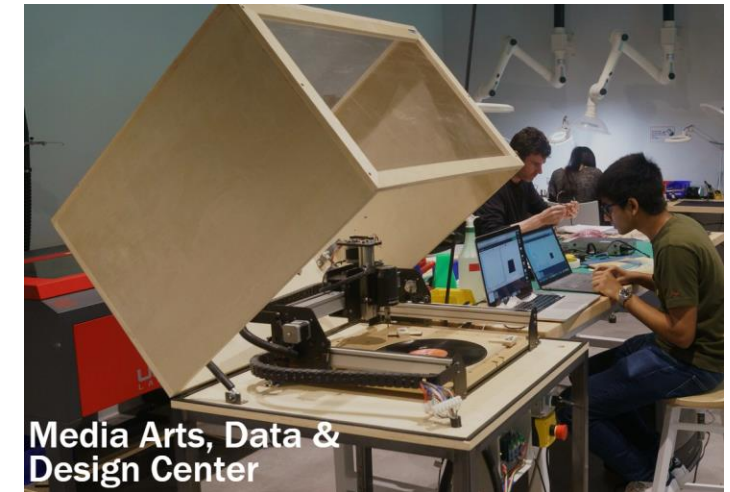
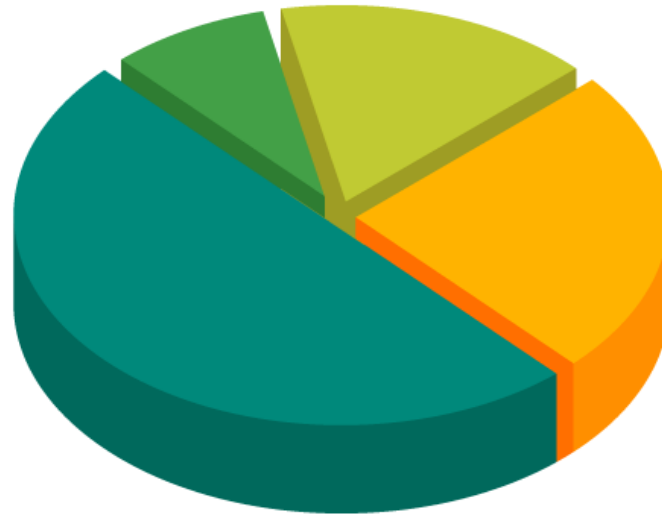
Buzzword?

Cost?

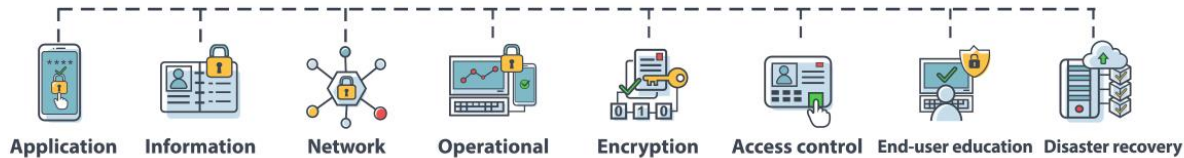
Budget questions we need to ask

- How much will it cost in year one, year two, year three?
- How long will it last?
- How much will it cost to repair?
- When will it need to be replaced?
- How do we make it equitable, so everyone has access?
- Who knows how to use it? Do we all need training?
- How much support does it require?
- Does it do what it says it does? Is it worth it?

Now, how do we spend our technology budget?



CYBERSECURITY



Devices: Question 1

Do you think that Chromebooks are the right mobile device for your age group?

Devices: Question 2

How would having less Chromebooks available in your school affect student learning?

Devices: Question 3

How important is it that schools invest in the latest technology and why?

Our Digital World: Question 1

What steps do you think the school district should take to better protect your digital identities and personal information?

Our Digital World: Question 2

Do you think Artificial Intelligence (AI) and other emerging technologies should be integrated into how you learn?

Thank you for listening

Nutrition Break



Session 3

Examining Cultural Safety and Culturally Responsive Learning Environments



Strategic Plan 2020-2025



Mission

We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.



Vision

Each student within our world-class learning community has an opportunity to fulfill their potential and pursue their aspirations.

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Strategy 1:

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2:

Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3:

Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:

Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Strategy 1:

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

Strategy 2:

Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

Strategy 3:

Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

Strategy 4:

Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

Goal 1 : Create an inclusive and culturally responsive learning environment that will support and improve all learner's personal and academic needs.

Goal 2 : Create a culturally responsive learning environment that will support Indigenous learner's personal and academic success.

Goal 3 : Create an inclusive and culturally responsive learning environment that will support all learner's physical and mental well-being.

Core Values

Engagement

We work to actively engage students in their education and make them feel connected to their learning

Equity

We give each student the opportunity to fulfill their potential

Innovation

We are innovative and consistently seek ways to make positive change

Integrity

We are ethical and fair

Transparency

We are accountable for the decisions we make and how we make them

Partnerships

We create open and respectful partnerships with each member of our learning community

Respect

We respect ourselves, others and the environment

Social Responsibility

We share responsibility to work with and inspire students to create a better world

Sustainability

We are proactive in the stewardship of the resources of our organization, our community and our planet

What is Cultural Safety ?

Understanding Cultural Safety

Key Concepts and Considerations

Cultural Safety is an Outcome

Recipients of the Service



Dr. Ramsden
1946 – 2003



The Intersection of Personal and Collective Leadership and Governance

Self – location and Racial Identity
(Worldviews, privilege, Bias, What brought you into this work)

The Responsibility that you have

Decision Making, Worldview and Relational Accountability



What are some characteristics of
Culturally Responsive Learning
Environments?

What does research tell us about
Culturally Responsive Learning
Environments?

Culturally Responsive Learning Environments



What are some KEY Characteristics?

What Might We Need to Consider *Personally and Professionally as a School District* ?

The Danger of a Single Story.

The Voice Reflects the Recipient of the Service.

Sticky Note Share Out Goal of the Activity within this Session



Timed Activity
16 Minutes
Circle Discussion

4 Minutes Self-Reflection and Writing

Review

Question for Goal 1

Review

Question for Goal 2

Review

Question for Goal 3

Education is not a neutral enterprise, students at times, must engage knowledge as a border crosser, as a person moving in and out of borders constructed around coordinates of difference and power.

These are not physical borders, they are cultural borders historically constructed and socially organized within maps of rules and regulations that limit and enable particular identities, individual capacities, and social forms.

In this case, students cross over into borders of meaning, maps of knowledge, social relations, and values that are increasingly being negotiated and rewritten as the codes and regulations which organize them and their student learning experience.



Strategic Plan
Vision
Decision Making
Alignment
Policy | Procedures

Həyšx^wqə

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Thank you



Session 4: Mental Health and Wellbeing

- **Prioritizing Mental Health**
- **Research and data informs our work (including student voice today)**
- **GVSD61 Strategic Plan**
- **GVSD61 Supports and Resources**

Mental Health and Physical Health



Prioritizing Mental Health and Wellbeing





An estimated **1.2 million** children and youth in Canada are affected by mental illness



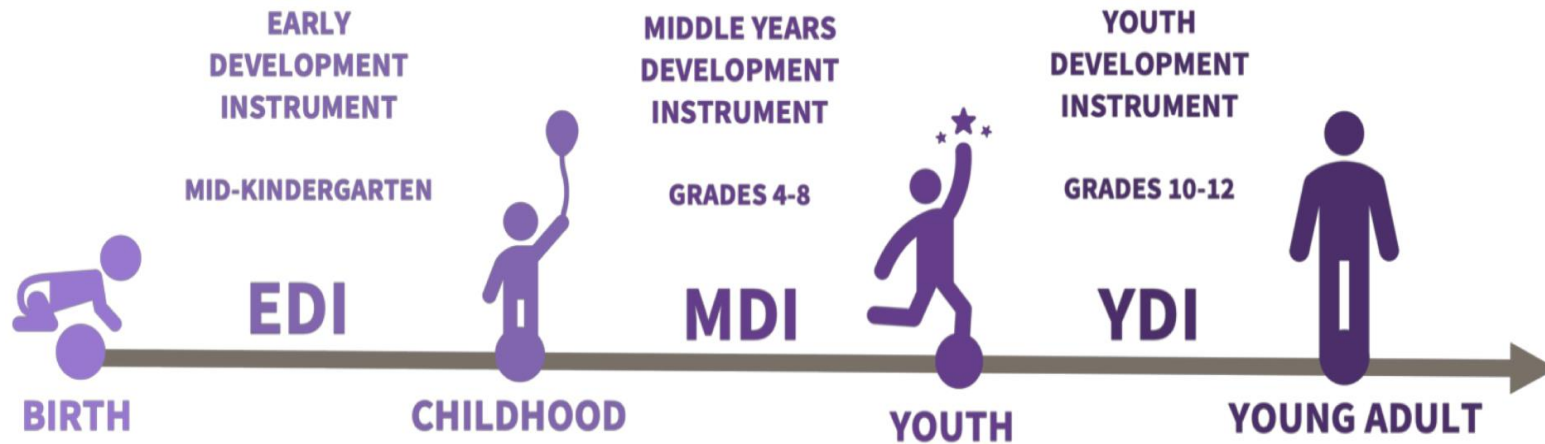
Less than **20%** will receive appropriate treatment

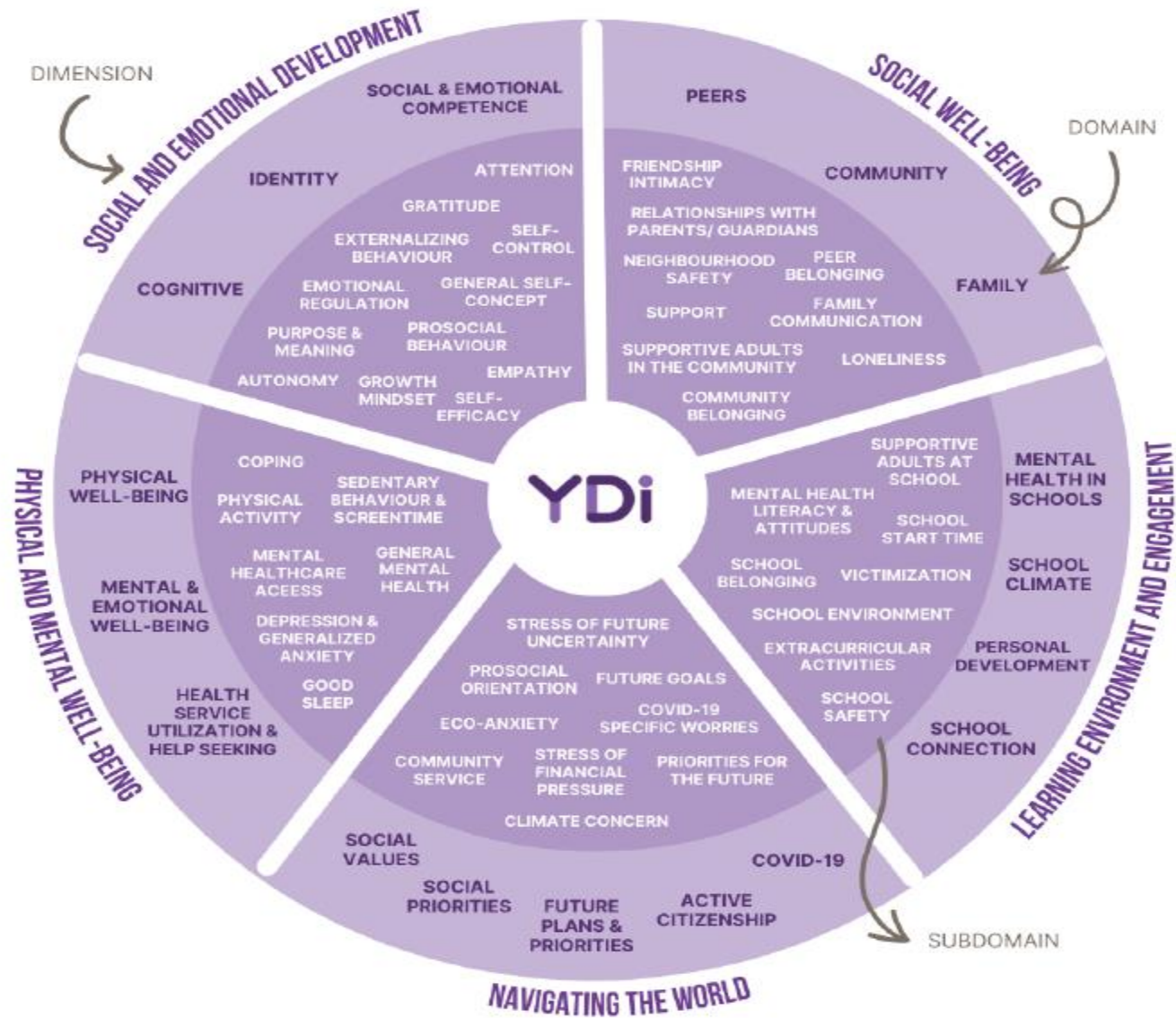


70% of mental health problems have their onset during childhood or adolescence



Data collection

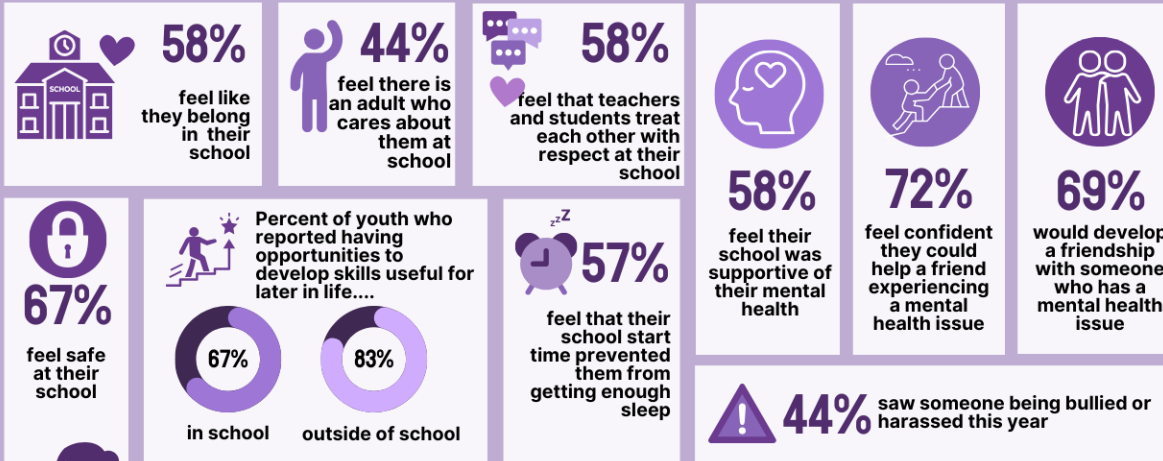




2022/2023

LEARNING ENVIRONMENT & ENGAGEMENT

The YDI asked over 14,000 youth about their learning environment, including academic growth and opportunities, their school environment, mental health in schools, and the broader school community.



For more information about the YDI, visit: chartlab.ca

YDI Youth Development Instrument

2022/2023

MENTAL WELL-BEING

The YDI asked over 14,000 youth about their mental well-being. These questions describe how youth are doing and identify areas for support.



HOW WOULD YOU RATE YOUR MENTAL HEALTH?



If you or someone you know is experiencing a mental health issue, do not be afraid to reach out to a trusted person or resource.

Check out the infographic 'Resources and Organizations Supporting Youth Mental Health' for some helpful resources.

For more information about the YDI, visit: chartlab.ca

2022/2023

NAVIGATING THE WORLD

The YDI asked over 14,000 youth about their future goals, plans, and priorities. These questions describe how youth are thinking about the global environment.



62% try to make this world a better place

Why did you volunteer in the past year?

- 45%** To improve resume or job opportunities
- 34%** To contribute to the community
- 26%** I didn't volunteer last year



93% are concerned about climate change



What do you plan to do after high school?

- 25%** enrol in college
- 59%** enrol in university
- 11%** enrol in a trade school or apprenticeship
- 47%** get a part-time or full-time job
- 27%** take time off to volunteer or travel
- 17%** are unsure

73% feel stressed about their future



54% believe participation in activities that help improve the community is an important job for everyone



71% believe cultural and racial diversity is a fundamental characteristic of Canadian society

For more information about the YDI, visit: chartlab.ca

2022/2023

PHYSICAL WELL-BEING

The YDI asked over 14,000 youth about different habits and health behaviours that impact their physical well-being.



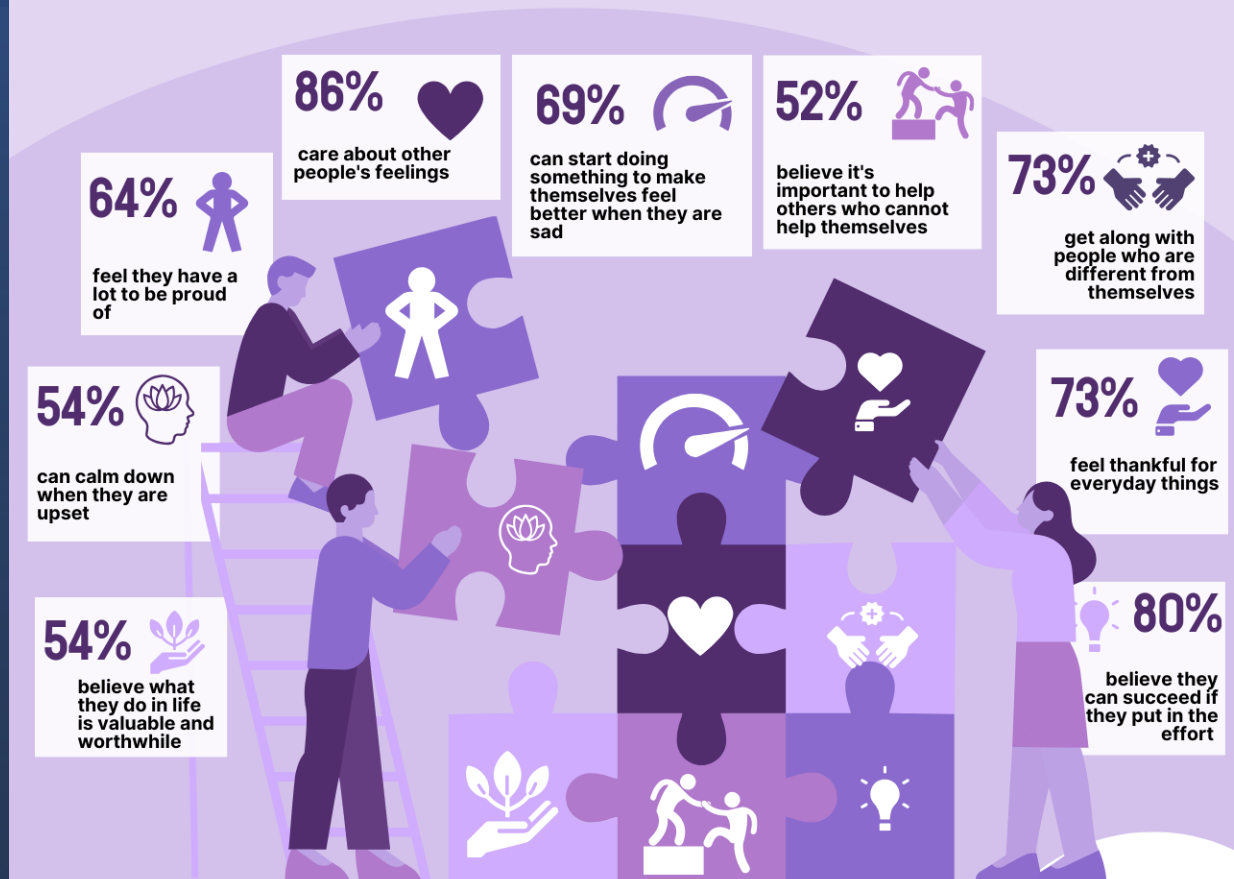
For more information about the YDI, visit: chartlab.ca

YDI Youth Development Instrument

2022/2023

SOCIAL & EMOTIONAL DEVELOPMENT

The YDI asked over 14,000 youth about their social and emotional skills involved in managing emotions, building relationships, and navigating challenges.



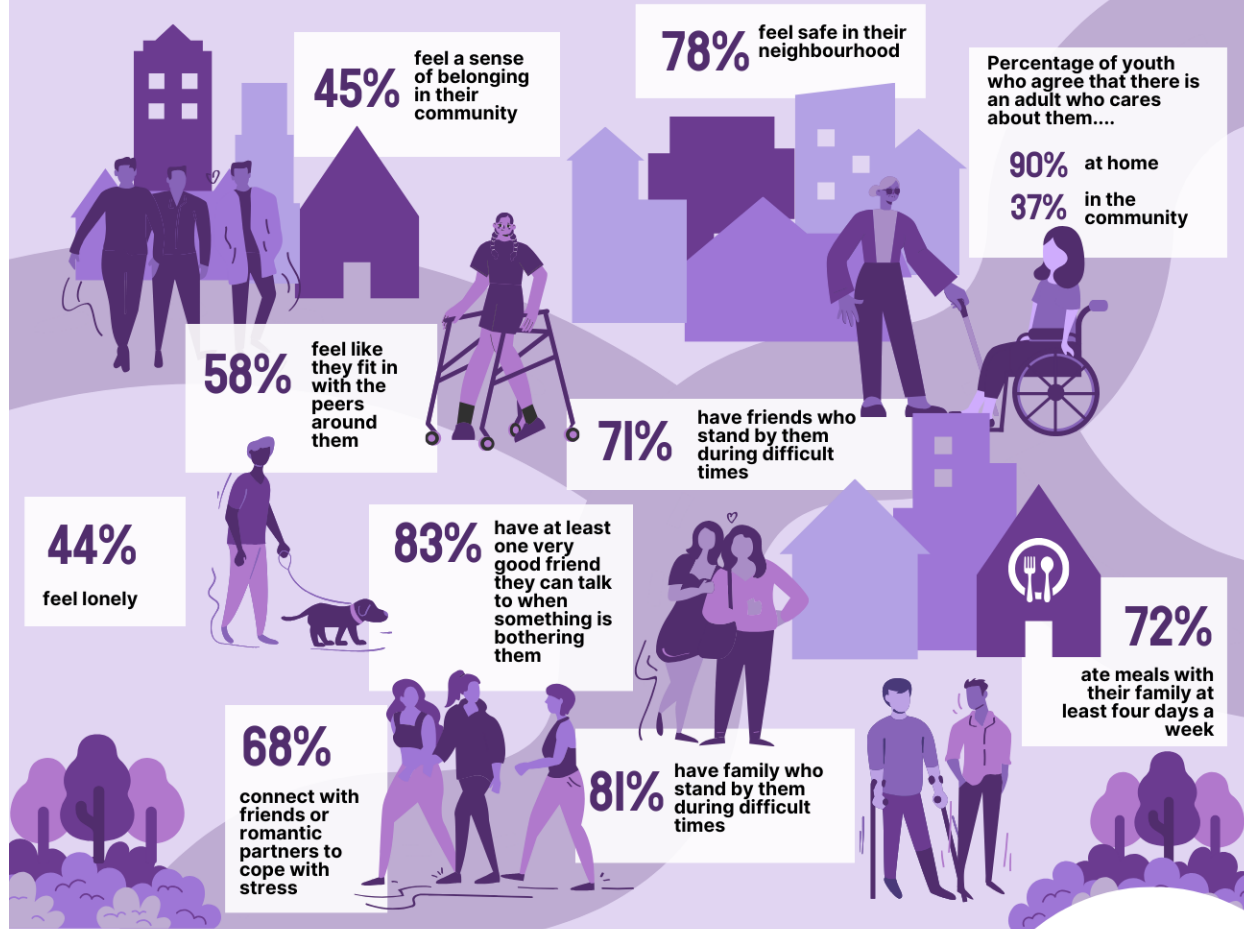
For more information about the YDI, visit: chartlab.ca

YDI Youth Development Instrument

2022/2023

SOCIAL WELL-BEING

The YDI asked over 14,000 youth about their relationships with their family, their peers, and members of their community.



For more information about the YDI, visit: chartlab.ca

YDI Youth Development Instrument

GVSD 61 Youth Development Index 2022/2023

STRENGTHS

- Students were more likely to rate their climate concern as 'high' compared with students in other districts (79% vs. 69%)
- Students were less likely to 'Agree a lot' that school start time prevented them from getting enough sleep in your district compared with students in other districts (25% vs. 35%)
- Students were more likely to rate mental health literacy & attitudes in their school as 'high' compared with students in other districts (67% vs 59%)

AREAS OF FOCUS

- Students were less likely to report participating in volunteering at school compared with students in other districts (13% vs 24%)
- Students were less likely to report reading for fun at school compared with students in other districts (23% vs 32%)
- Students were less likely to report volunteering outside of school compared with students in other districts (36% vs. 48%)



Greater Victoria School District Strategic Plan

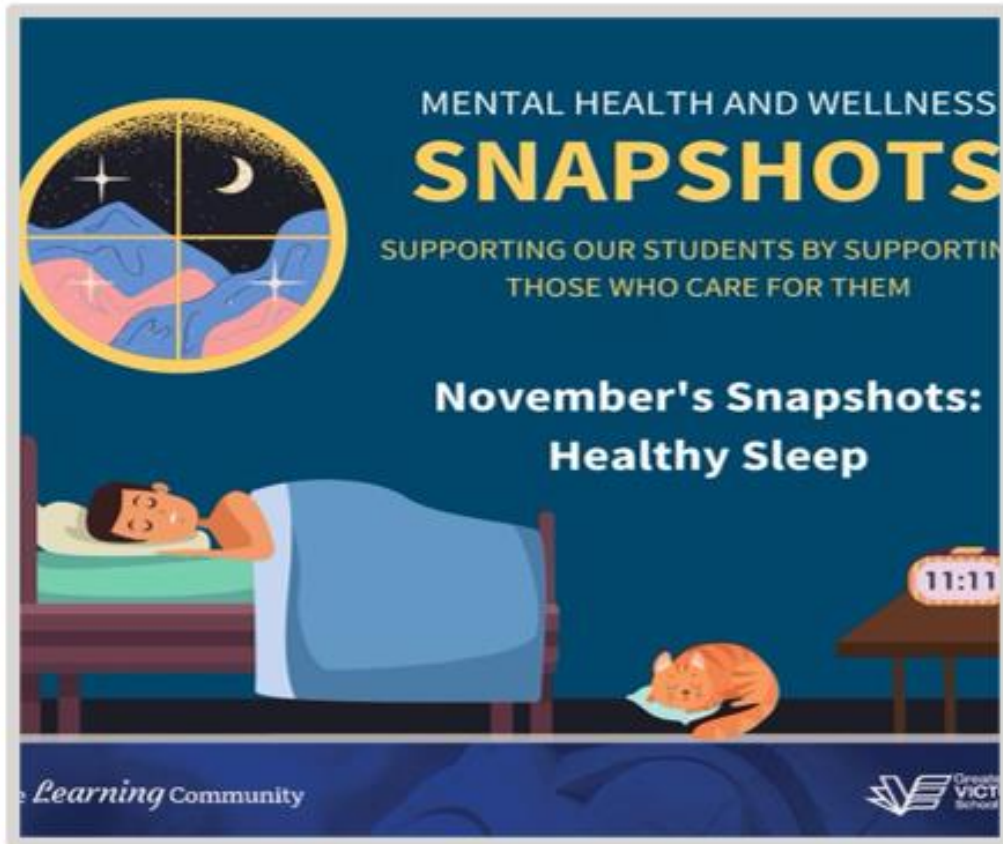
Goal 3:

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental wellbeing.

- Strategy 1 – continue to provide professional opportunities to K-12 staff to support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms
- Strategy 2 – work in collaboration with MCFD to provide joint educational planning for children and youth in care to the fullest for current and future success.
- Strategy 3 – engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.
- Strategy 4 – Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

Resources and Supports in SD61

- School counsellors (K-12)
- Youth and Family Counsellors
- Social Emotional Learning (Second Step K-8)
- EASE (Everyday Anxiety Strategies for Educators K-12)
- Mental Health Literacy (4-12)
- Sexual Health Education (Island Sexual Health, Healthy Relationships, sexuality, consent)
- Need2 Workshops (Suicide Education and Awareness)
- Stigma free society
- Substance Use and Harm Reduction Education (Naloxone training)
- Physical Literacy (partnership with Pacific Institute Sport Education)



- Monthly snapshot newsletters for parents and community on key topics such as health habits, mental health, digital literacy, healthy relationships and consent, substance use
- Monthly posters that highlight snapshot topics and provide information on how to access community resources



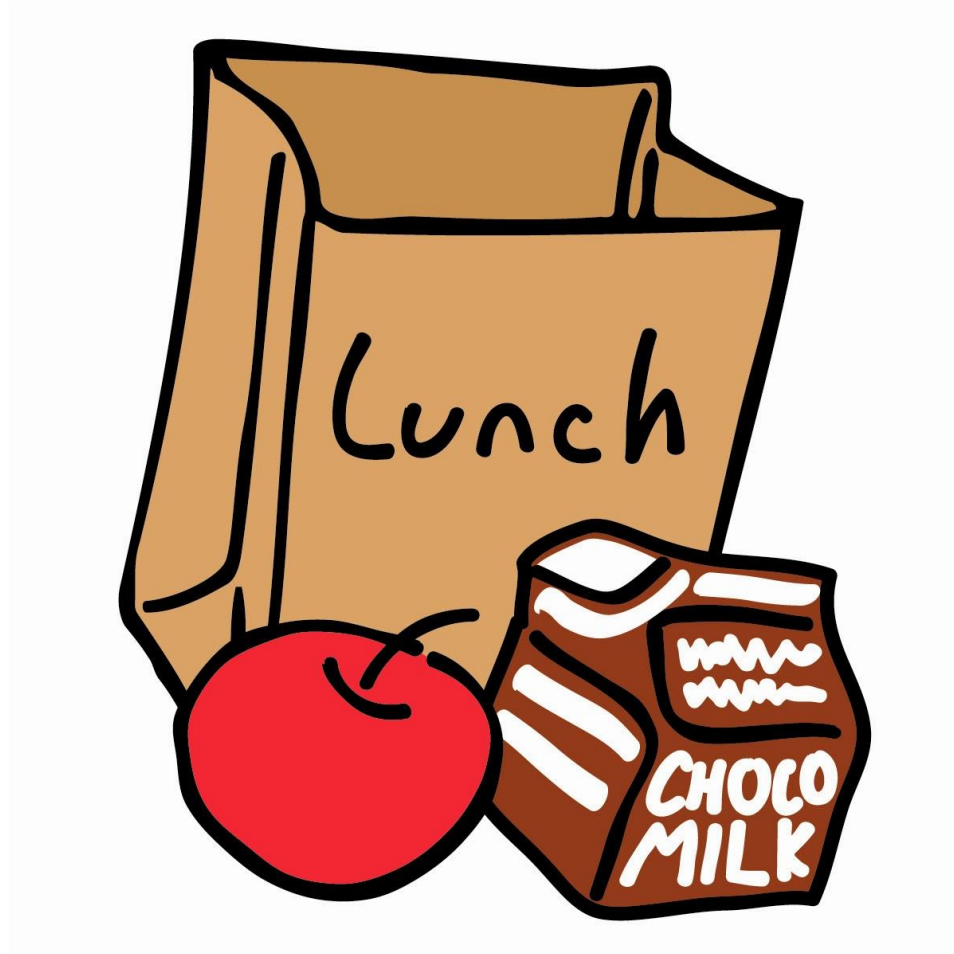
Self-reflection and group think



What did you learn?

- What YDI data was most meaningful to you? Why?
- What YDI data was most surprising to you? Why?
- **What helpful supports/resources have you connected with at school?**
- **What kinds of actions do you think our schools could take to improve the mental health and wellbeing of students? (BIG IDEAS)**
- Questions?

Lunch



Budget Simulation



Budget Simulation

- **Work together to develop the District's operating budget**
- **Facilitator at each table will read out the instructions**
- **Use the instructions and paper on each table to balance the budget**
- **Create multiple versions, if you have time**
- **You have 20 minutes to complete this work**
- **Messy is okay!**

Budget Simulation – Share Out

- Did you balance the budget, or did you end up with a surplus or deficit?
- Was the process of balancing the budget easy?
- How did you decide what to spend money on?
- What did you decide to spend money on?

Budget Simulation – Surprise!

- There was a huge snowfall last week that resulted in \$150,000 in snow removal costs that were not budgeted.
- Due to the heavy snowfall, there are 2 schools that have been damaged by flooding. The cost to repair the damage is \$500,000 and some of the classrooms need to be relocated to other school sites at a cost of \$200,000.
- The Ministry has given you an additional grant of \$100,000 that you can only spend on mental health initiatives in schools.

Budget Simulation – Surprise!

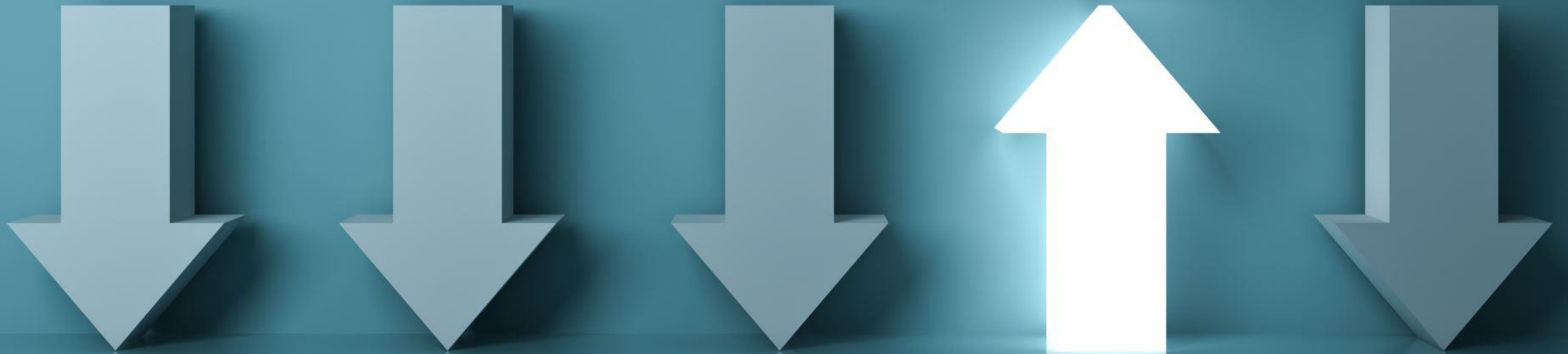
- What will you remove from the budget to ensure that you are not in an \$850,000 deficit due to the cost of snow removal and flooding?
- How would you spend the new \$100,000 mental health grant?
- You have 15 minutes to do this work

Budget Simulation – Share out

- How did you adjust when there was an emergency?
- How did you decide what to remove from the budget?
- What did you remove from the budget?

- How did you adjust when there was new money to spend?
- How did you decide what to add to the budget?
- What did you add to the budget?

The One Thing



Gratitude

- **Thank You's**
- **Door Prizes**
- **Farewell**