

SCHOOL DISTRICT 63 (SAANICH)  
EDUCATION DIRECTIONS COMMITTEE

**Report to the Board of May 15, 2024**

Committee Members: Trustee Silzer, Chair  
Trustee Vandall  
Trustee VanWell

Staff Support: Carly Hunter, Director of Instruction, Learning & Innovation  
Paul McKenzie, Assistant Superintendent

Partner Representatives: Kelly De Klerk, SAA  
Leila Sinclair Wise – SAA  
Don Peterson, STA – Regrets  
Candace Whitney, CUPE  
COPACS – Regrets

Other Attendees: Chair Dunford, Trustee Elder, Trustee Hickman, Trustee McMurphy

**Tuesday, May 7, 2024**  
3:00 pm

**A. PRESENTATIONS AND QUESTIONS**

1. Anti-racism Innovation at Lochside  
The Committee received a presentation on anti-racism at Lochside Elementary School from Helena Takhar, Henrietta Langan-Desbrisay and Jenica Moore
2. How Are We doing Report Data Sharing  
The Committee received the “How Are We Doing Report” on data sharing from Melissa Austin and Carly Hunter

**B. ITEMS FOR DISCUSSION**

No Items

**C. ITEMS FOR RECOMMENDATION**

No Items

**D. ITEMS FOR INFORMATION**

No Items

**E. FUTURE AGENDA ITEMS**

Data sharing around Strategic Plan goals - ongoing  
Student Voice Feedback – ongoing  
Advocates Report

**Territorial Acknowledgement**

I acknowledge and give thanks to the traditional WSANEC land that we love, live and laugh on. I love waking up to the birds chirping and the whistle of the wind. I love playing with my friends outside in the park. I love to go on a walk down the trail by my house. I love the fresh air we have. I love the yummy fruits and vegetables. I love to go to the beach and feel the salty air in my lungs. I am so thankful to live here.

Emma, Grade 5, Lochside

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**School Goal:** To foster identity, well-being and leadership through a lens of equity and inclusion.

**Inquiry question:** With using student voice to guide us, how can we deepen our understanding of student experience in order to better identify and remove barriers?

Team: made up of primary & intermediate teachers, ELL/ELS teachers, admin.

Where do the cracks lie within our school?  
We need these voices to help shed light into those cracks.

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Conduct empathy interviews and then uncover the themes within those voices:

- Friendship/Belonging: possibility, challenges and importance
- Pride: identity, culture & celebration
- Home: bridging family and school, parent mentorship



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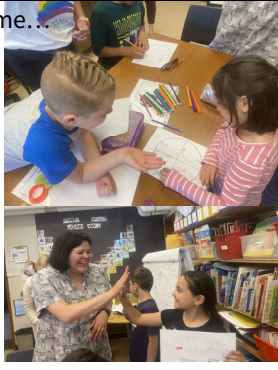
Transformational Collaboration time...

What are you most proud of about your culture?

What should everyone know about your culture?

What do you never want someone to say about your culture?

What ideas do you have about how we can share more of who you are and make Lochside a safer community?



Seven horizontal lines for writing responses.

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Our imperfect, but beautifully perfect, radical dream has only just begun. We are excited to lean into this transformational collaboration with our students and school community, and to do the hard work necessary that invites vulnerability and change!

Seven horizontal lines for writing responses.

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Considerations for next steps:

What are our biases?

How do they show up in our school?

What do we need to systemically shift?



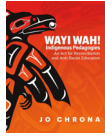
Seven horizontal lines for writing responses.

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## What are our biases?

In order to take the next steps, we must first examine our biases. Lochside staff:

- o Completed a [survey](#) to determine their knowledge and comfort level when dealing with incidents of racism and building capacity to be anti-racist. This survey was created in consultation with Destine Lord, Diversity, Equity and Inclusion Consultant
- o Reflected on Jo Chrona's graphic, "Becoming Anti-Racist in Canada: a Journey."




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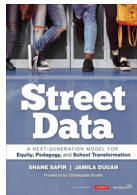
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## How do our biases show up at school?

Empathy Interviews as Street Data:

- Several staff members conducted empathy interviews
  - o We chose students to interview who were newly arrived immigrants and refugees, Indigenous students, and students who may not see themselves reflected in school and community




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## The Themes Uncovered

**#1: Friendship/Belonging: Possibility, Challenges and Importance**

- "We don't celebrate Black History month"
- "On the passport, during the immigration unit, there was no spot for Africa"
- "One of my biggest challenges is dealing with bullies and bad behaviour on the bus and outside"
- "There are so many refugees here, that is good"
- "We were supported in using google translate to do our work - I did the same work"
- "The school creates a place for us to fast during Ramadan"
- "I have felt different because I speak another language and because my skin colour is different"
- "I would like to make sure every child matters"




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## The Themes Uncovered



### #2 Pride: Identity, Culture and Celebration

- “During the immigration project, some people shared their immigration story, I would’ve liked to have shared mine”
- “I want people to know about Ramadan and fasting. It’s extra hard. Fasting makes you tired, hungry, thirsty and you can’t focus”
- “I am proud of my culture, I am proud of having a culture where we wear hijabs. People say it makes you ugly, but it actually makes you beautiful”
- “Telling about my celebrations is important. I like being different. If everyone was the same that would not be cool”
- “I am First Nations, I am one of a kind”
- “I am very brown, brown eyes and hair”
- “My mom says First Nations people are very important but I don’t know why”

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## The Themes Uncovered

This is "Voyageur" a sculpture by the artist Shervin Galstehian, symbolizing the bond created by leaving one's country, one's family, one's people for another life.



### #3 Home: Bridging Family and School, Parent Mentorship:

- “In Kalush, my grandmother hears bombs and rockets, she does not have lights”
- “I feel good that I am learning so I can get a job and help my family with money and food so we can live a great life”
- “It is dangerous in Ukraine right now, our grandparents, friends and dog live there. At school I want to forget about this”
- “The school had a Ukrainian dinner for families and we made posters/projects about immigrating”
- “Sometimes I feel sick because I worry about my family in Turkey and Syria”
- “I wish my mom could help me”
- “I feel worried and sad because families are getting injured/hurt and kids are dying”



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## What do we need to systematically shift?

Upon hearing our students’ voices, and looking at the results from the staff survey, we began to take steps to shift. These steps included:

1. Meeting with Destine Lord, Diversity, Equity and Inclusion Consultant on the August 2023 Pro-D day.
2. Examining the Global Center For Pluralism Reflection Tool for Schools with all school staff in the context of the Lochside School community.
3. Choosing 3 goals to focus on from the tool that would support our school goal.
4. Meeting again with Destine Lord, on April 22nd, 2024 to come up with action items to support the goals for the 2024/2025 school year.



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### Shift into Action

2024/2025 Diversity Goals:

1. All members of the school community take responsibility for making the school more inclusive:
  - o Continuing Empathy Interviews
  - o All staff members take responsibility to create a personal transformative territorial acknowledgement to share at staff meetings. (Grade ½ students will share their TA's at assemblies)
  - o Revisit the Lochside Beliefs - shift to ways of being (Uplift, Uphold, Support)
  - o Finding more opportunities for students to share identity and culture



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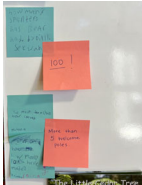
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### Shift into Action

2024/2025 Diversity Goals Continued:

2. The school environment acknowledges the historical context of the land and invites a diversity of people to speak about/present views and experiences that may be unfamiliar to the majority of the student body:
  - o Welcome Pole: Bear Horne carving and kids creating "wonder" questions
  - o Community Blanket Exercise



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### Shift into Action

2024/2025 Diversity Goals Continued:

3. Different communities participate equally in the school irrespective of their identity, socio-economic background, religion, or ethnic background:
  - o School Wide Multicultural Potluck (June 5, 2024)
  - o School Website Multicultural Calendar
  - o Invite families to come in and present to students about cultural days that are important to them
  - o Whole school community Mandala activity



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## Reflection

Street Data Empathy Interviews **one year later:**

- In what ways do you think your identity is acknowledged or honoured at school?
  - "Welcome Pole"
  - "ELL: Lots of identity projects"
  - "District and School ELL Potluck"
  - "Presentations about our culture/ identity in class"
  - "The Ramadan activities at ELL"
  - "Diwali, Vaisakhi"
- What is one thing you would like to change about our school to make it more inclusive and fair?
  - "Nothing, because it is already inclusive and fair"
  - "I don't feel left out anymore"
  - "This year, my friends encouraged me to continue fasting during Ramadan when I wanted to quit."



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## Reflection

Street Data Empathy Interviews **one year later:**

- Think about the best things about your community and culture, which elements of this cultural wealth makes you feel most proud and happy?
  - "I am really proud of doing the Diwali dance show at the Temple. South and North India have different dances, my family is from the North"
  - "The best thing about our school community is that we have a lot of different students and subjects"
  - "The food, praying and reading the Quran, and the clothes"
  - "That we celebrate everyone, my grandmother makes butter chicken for our class"



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### Ukraine

Ukraine is my home  
 Ukraine is my life  
 Ukraine is where I was all my life  
 It was sunny, funny and I laughed all the time  
 But I left my home, my life and my heart  
 But now there is rain made out of tears  
 It's not like it was . . .  
 I am sure the hero like you, like me, like everyone who is surrounding  
 me will come and save our special moments of the life.  
 I can't wait for that day to come  
 I am sure it will be the best celebration in all my life and my friends  
 will cheer me up  
 By Adeline Shikut

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### Questions?



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### Questions?

Question posed by Dr. Edler wondered whether we have seen less incidents of racism or expect to see less incidents of racism as we continue our work of celebrating diversity and shedding light into those cracks by giving voice to students on the margins.

- At the elementary level the focus is on building students knowledge and understanding as well as creating safe, inclusive spaces where every child can see themselves represented.
  - Ensuring teachers have resources that are representative of the specific social identities of the students that they have in their classes each year
  - Every child should have a chance to see themselves as the "hero of the story" and the main character
  - Kindergarten and early primary teachers are the ambassadors of each school as they provide the first experience that students and families have with the school system. By creating spaces for ALL students to see themselves represented and give voice to who they are as individuals then we set students up for success and opportunities to embrace, share and celebrate their identities rather than feel the need to assimilate

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**How Are We Doing 2022/23**

Intention: To share our district information transparently so we can continue to focus on systemic improvement and our collective responsibilities.



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How are we doing report

- Report is released each December to document both provincial and district data.
- It is the district's responsibility to share this information with rights holders, staff, students and the larger community.
- It is essential that the HAWD report is connected to the district strategic plan and response is evident in every school



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**Observations**



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