SUPERINTENDENT'S REPORT

October 23, 2024

Dave Eberwein

SAANICH SCHOOLS

SUPERINTENDENT'S REPORT

Indigenous Focused NID – Sept 23rd

Claremont House Post

UBC Research Report on SOGI 123 – Oct 2024

Framework for Generative AI in Saanich Schools

Are You Smarter than a Gr 5 Student?

SAANICH SCHOOLS

Student Voice In Action: Our Collective Work Towards Anti-Racism and Decolonization

Sept. 23rd Non-Instructional Day

Non-Instructional Day ~ September 23, 2024

Claremont Secondary

"A DAY OF PROFESSIONAL LEARNING AS WE CONTINUE TO DECOLONIZE OUR SCHOOLS & CLASSROOMS AND DEEPEN OUR COMMITMENT TO ANTI-RACISM"

SAANICH SCHOOLS

SEPTEMBER 23RD

INDIGENOUS FOCUSED NON-INSTRUCTIONAL DAY

Student Voice In Action:
Our Collective Work Towards Anti-Racism and Decolonization

September 23, 2024 ~ Claremont Secondary

8:45: Welcome to the Territory

9:00: Indigenous Data Review *Dave Eberwein and Melissa Austin*

9:15-9:30: Say Something - (ROMS 2023/2024 IBPOC Group)

9:30-10:30: Listening to the Students:
Understanding the Importance of the Parallel Journeys of IDEA, Anti-Racism and Decolonization
Dr. Gunderson

10:30-1100: Coffee (provided)

11:00-12:00: Session 1 (self-selected during registration)

12:00-12:45: Light Lunch (provided)

12:50 -1:40: Tzinquaw Dancers

1:45 - 2:45: Session 2 (self-selected during registration)

***Strong Nations Booksellers will be selling Indigenous Resources all day in the atrium.
***Indigenous Department T-shirts and Hoodies will also be available for purchase

Claremont House Post

Tues. Oct. 1st

SAANICH SCHOOLS

ELDER
May Sam

ARTISTS
Bear Horne
Howard LaFortune

DRUMMERS
Rob Morris
BJ Pierre

PRINCIPAL
Aaron Buckham

UBC REPORT

"Students feel safer here, and more included"

Evaluation of SOGI 123 in BC

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SELECTED RESEARCH QUOTES

SOGI 123

Researcher: Our findings offer robust evidence that SOGI 123 is beneficial for inclusion and support of all students, not just LGBQ+ students.

SOGI Lead: Yeah, I think we've created a safe space for students who identify as being part of the LGBTQ2S+ community.

Parent: This was really important and our family feels seen. My child feels seen, and we appreciate the effort that you've put in here.

UBC Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC) Report

"Students feel safer here, and more included": Evaluation of SOGI 123 in BC

Dr. Elizabeth Saewcy
Lead Researcher
UBC School of Nursing

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UBC Research Report on SOGI 123 October 2024

REPORT RESULTS

- Results gathered from the BC Adolescent Health Surveys (2013, 2018, 2023) Gr. 7-12
- Over the past 10 years, LGBQ+ youth were more likely than heterosexual peers to face verbal harassment, social exclusion and physical assaults as well face more discrimination because of their sexual orientation than heterosexual youth.
- Where SOGI 123 teaching resources have been implemented, there has been a statistical decrease in bullying and discrimination. The longer their implementation, the greater their impact.
- An important factor for successfully implementing SOGI 123 was supportive leadership.
- GSAs also have an impact, but SOGI 123 has impacts above and beyond GSAs, including for heterosexual students.

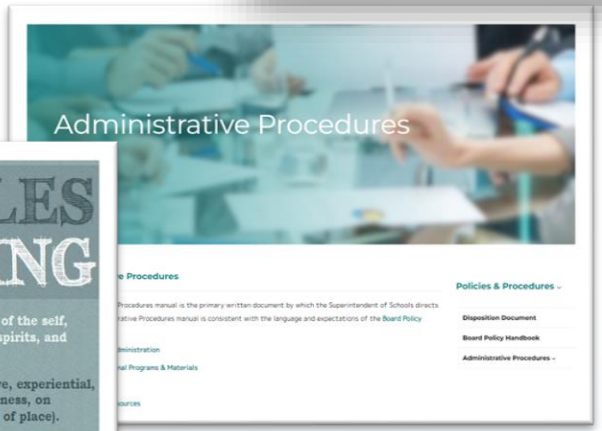
GENERATIVE AI

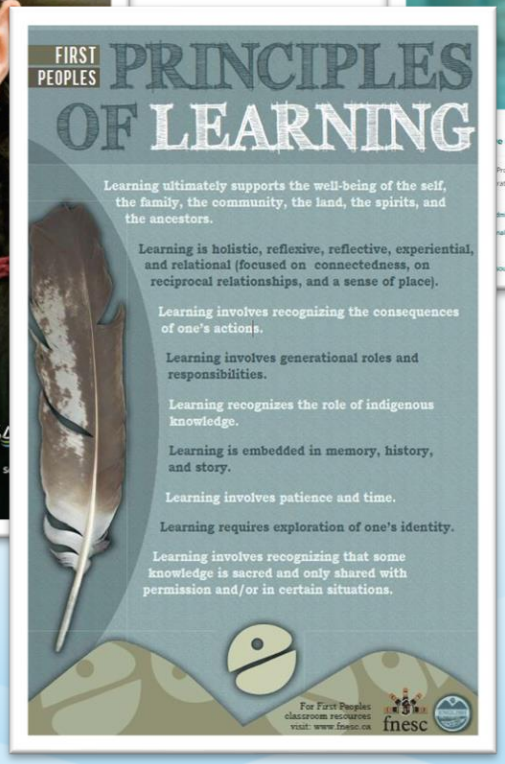
SUPERINTENDENT'S JUNE 2024 REPORT

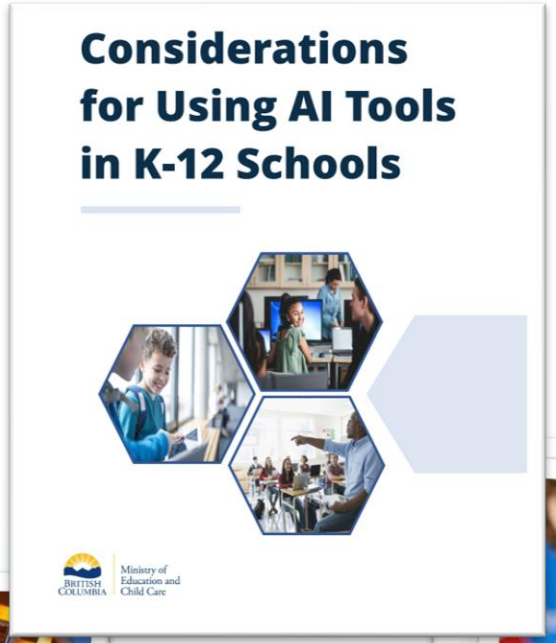
- GenAI is ubiquitous and is finding its place in K-12 education
- GenAI can enhance the **Instructional Core**:
  - **Teacher**: Improve teacher knowledge and skills
  - **Student**: Improve student engagement
  - **Content**: Create leveled content & assessments
- The K-12 conversation needs to be about how AI interacts within the educational landscape
  - AI is not about cheating
  - AI is about teaching pedagogy / learning profiles / educational & business applications

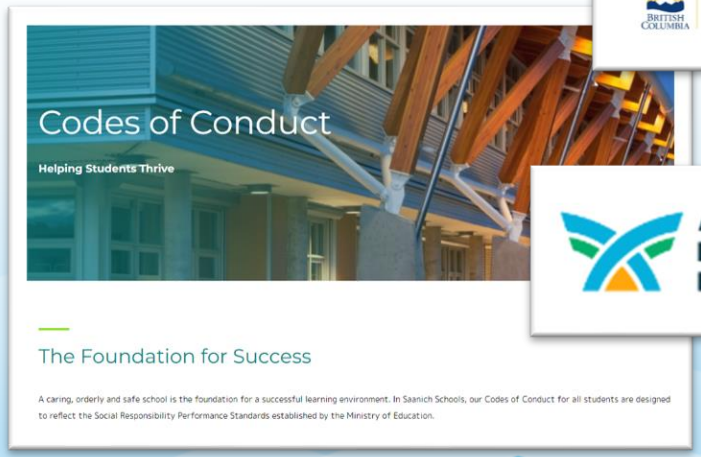
Framework for Generative AI in Saanich Schools

Copilot

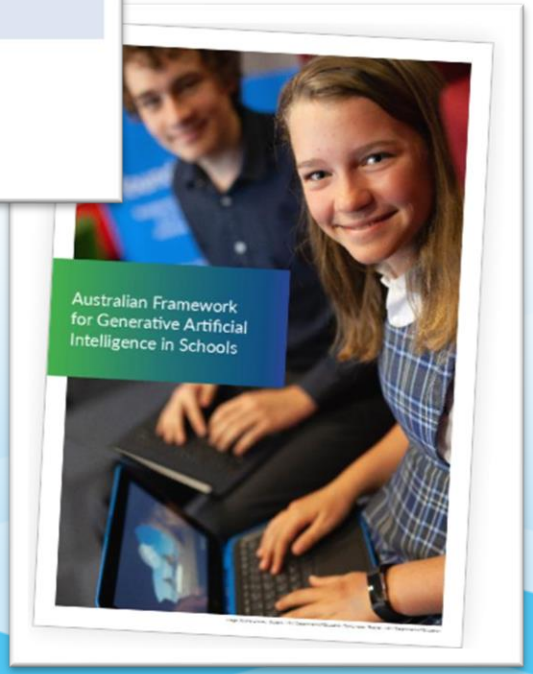








ADVANCED LEARNING PARTNERSHIPS



Framework for Generative AI in Saanich Schools

The Board's **Strategic Plan** and the **First Peoples Principles of Learning** provide the framework for the use of Generative Artificial Intelligence (GenAI) in Saanich Schools.

When used appropriately, **GenAI tools** have the potential to enhance the teaching and learning process. In addition to direct classroom uses, streamlining administrative and organizational tasks can optimize efficiency, enabling everyone to prioritize ongoing human interactions.

Education is inherently relational, with human connections playing a vital role in the learning process. While GenAI tools can offer valuable support, maintaining continued human interaction is essential for fostering meaningful relationships. GenAI tools are used as a complement to human processes, not a replacement for them.

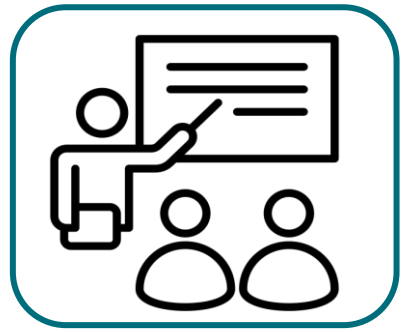
Teaching & Learning

Inclusive & Accessible Learning

Ethical Use

Privacy, Security & Safety

Teaching and Learning

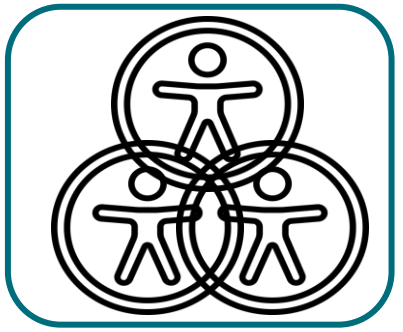


We believe in providing meaningful and relevant teaching and learning experiences.

We do this by:

- **Communicating** clear information and guiding the effective use of GenAI;
- **Testing** GenAI tools before they are used;
- **Understanding** how GenAI tools work, including the limitations and biases;
- **Using** GenAI tools as supplements to enrich critical and creative thinking, that amplifies but does not replace traditional instruction;
- **Supporting** personalized learning and the development of digital literacy skills.

Inclusive & Accessible Learning



We prioritize well-being, embrace diversity, and promote fairness and equity.

We do this by:

- **Adopting** a human-centred approach that prioritizes meaningful learning experiences and recognizes the importance of human interaction;
- **Applying** GenAI tools that expose users to diverse ideas and perspectives and avoid reinforcement biases;
- **Supporting** GenAI tools that are inclusive, accessible, and equitable.

Ethical Use

We choose our tools carefully and use them safely and equitably.

We do this by:

- **Inspiring** learners to become knowledgeable, curious and active global citizens while supporting the well-being of themselves and others;
- **Selecting** GenAI tools that align with the District's priorities and procedures for technology use;
- **Monitoring** GenAI tools for emerging risks and learning opportunities;
- **Ensuring** that GenAI-related experiences reflect our Code of Conduct which supports a caring and safe school environment.

Privacy, Security and Safety

We protect privacy and are careful with our data.

We do this by:

- **Ensuring** that staff and students have a broad understanding of district privacy and security procedures;
- **Selecting** GenAI tools that adhere to robust data security protocols and privacy regulations that protect sensitive staff and student information;
- **Using** GenAI tools in ways that respect and uphold privacy and data rights;
- **Providing** clear procedures to mitigate potential risks and safeguard sensitive information.

Generative AI in Saanich Schools

NEXT STEPS IN 2024-25:

- Have each school staff work through the **Saanich Schools Gen AI Framework**, providing them with the *'District bumper pads'* to begin exploring with our approved AI tool (MS Copilot)
- Construct a **Saanich Schools Working Group** of teacher champions and school administrators to provide feedback on what's working and not working.
- Continue our work with the **Surrey Collaborative Group** to learn more about GenAI, share budding best-practices and build upon our collective experiences.
- Facilitate a future parent / guardian **Information Session**.

Teaching & Learning	Inclusive & Accessible Learning	Ethical Use	Privacy, Security & Safety

ĆELSET Elementary

SAANICH SCHOOLS

ARE YOU SMARTER THAN A GRADE 5 STUDENT?

SUPERINTENDENT'S REPORT

October 23, 2024

Dave Eberwein

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