

ANNUAL EQUITY, INCLUSION, AND DIVERSITY REPORT

September, 2020



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

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Executive Summary

Achieving equity and excellence is ambitious, but attainable. Equity, achieved through the meaningful inclusion of all learners while honouring their diversity, builds a school system that supports the achievement of each individual learner's potential and the well-being of all learners.

School District No. 73 (Kamloops-Thompson) recognizes that ensuring equity is the foundation for improving student achievement - it is central to the learner's experience and engagement. Linking student achievement to equity, inclusion and diversity will highlight areas of learner well-being, engagement, and school connectedness.

This Annual Equity, Inclusion and Diversity Report supports the six priorities outlined in the District's strategic plan. These six priorities are central to the District vision, which is:

- To be a dynamic school district, achieving success for all students through a commitment to equity and excellence.

It is vital to ensure that the District addresses how each individual's potential connects to SD73's mission, which is as follows:

- We connect each student to their future by transforming the way all partners collaborate to create relevant, innovative and inclusive learning environments.

This report outlines how SD73 supports school connectedness and focuses on neurological, physical, and cultural diversity; mental and physical wellness; and student safety in order to:

- Minimize negative aspects of school life by reducing bullying and harassment, threats, injury and student disengagement
- Diminish stereotyping and discrimination, fear, anxiety and depression
- Enhance feelings of well-being and focus on positive mental and physical health
- Encourage students to respect others and become education citizens

To afford our students the potential for success, the District supports students' ownership of learning, builds positive relationships within the learning community and develops social-emotional learning. SD73's goal of achieving equity within the District is achieved by valuing diversity and striving for inclusion in all learners.

In 2020-2021, the equity, inclusion and diversity action plan will support this goal, as outlined by the action plan in the following section.

Equity, Inclusion and Diversity Action Plan 2020-21

Action Plan Items

1. Finalize an administrative procedure for placing students in partial day programs that includes a plan for re-entry to full in-class instruction.
2. Increase the number of students indicating that they are learning about the colonial impact in Canada through Aboriginal content being embedded in the curriculum, as evidenced in the District Engagement, Well-Being and Resiliency Survey.
3. Establish an anti-racism working group to examine current policies, procedures, structures and resources to ensure anti-racism learning is expanded for staff and students.
4. Implement a formal District program for middle and secondary school transitions for Aboriginal youth, as well as post-secondary transitions.
5. Offer “Welcome to Community Living British Columbia” sessions to help youth with disabilities prepare for adulthood.
6. Provide in-person and online training for primary and intermediate teachers to implement the Everyday Anxiety Strategies for Educators (EASE) program.
7. Train grade 6 and 7 teachers in the Stop Wondering Start Knowing mental health literacy program.
8. Partner with our community YMCA-YWCA to provide programming (Y Mind) for youth who present with mild to moderate anxiety.
9. Form a District-level gender sexuality alliance group and school student Sexual Orientation and Gender Identity lead advisory group to foster a more inclusive and collaborative school district.
10. Implement a pilot program for the Healthy Relationships coordinator to work directly with five classes to provide an evidence-based approach to teaching social-emotional strategies.

Introduction



Equity, Inclusion and Diversity in the District

The District acknowledges that its learners are unique individuals, all of whom have the right to equitable access and participation in quality education. The District and its schools value diversity and will respond to the diverse social, cultural and educational needs of the individuals and of the communities in which we learn, lead and work. By promoting the understanding of others and respect for all and by creating safe and welcoming learning environments that are free from discrimination, harassment and violence, educational excellence and equity are attainable.

The District's vision seeks to enable students to go beyond receiving a graduation certificate to become resilient and engaged citizens with positive life outcomes. It ensures that learners have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances.

Ensuring equity is the foundation for improving student achievement and is central to the learner's experience and engagement. Linking student achievement to equity, inclusion and diversity will highlight areas of learner well-being, engagement and school connectedness.

As outlined in the District's Inclusive Education Services Handbook, all students must have the opportunity to fulfill their individual potential. The District supports the provision of the most enabling learning environment for all students, and it supports equitable access to education for all learners, while honouring the diversity that each learner contributes to society.

As outlined in the *School Act*, all school-age residents are entitled to enrol in the District's schools. Our mission as educators is outlined within the *School Act's* preamble, as follows:

...it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

...the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Therefore, as a district, we are guided by the following statements:

- We believe in the equitable participation and contributions of all learners;
- We promote understanding, acceptance, dignity, mutual respect and inclusion, in order to make our school communities equitable for all learners; and,
- We provide high quality education to all learners in a setting that is most enabling and least restrictive.

Aligned to the Ministry of Education's diversity in BC schools policy, SD73 provides conditions that foster success for all students, including:

- Equitable access to and equitable participation in quality education for all learners;
- District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities the District serves;
- School cultures that promote understanding of others and respect for all;
- Learning and working environments that are safe, welcoming and free from discrimination, harassment and violence;
- Decision-making processes that give a voice to all members of the school community; and,
- Policies and practices that promote fair and equitable treatment of all learners.

District Strategic Priorities

This Annual Equity, Inclusion and Diversity Report supports the six priorities outlined in the District's strategic plan, which are to:

1. Ensure every student acquires strong foundational skills and core competencies.
2. Connect students to their passions and interests.
3. Honour the First Peoples' principles of learning and Aboriginal worldview and perspectives.
4. Foster an inclusive, adaptable and accountable district culture.
5. Strengthen partnerships to enrich the way we lead, learn and work.
6. Ensure the sustainable use of our resources.

The importance of equity, inclusion, and diversity is addressed in each School Learning Plan (SLP).

School Connectedness and Student Belonging

This Annual Equity, Inclusion and Diversity Report supports school connectedness, which is recognized by the Ministry of Education, as “students’ active engagement in the academic and social opportunities at their school based on their understanding that teachers and other adults at school care for them as individuals, as well as for their learning.” [Ministry of Education, School Connectedness](#)

School connectedness supports students in becoming educated citizens, to develop strong foundational skills and core competencies and to maintain positive mental health.

School connectedness is developed as a result of a positive school environment in which teachers and other adults create opportunities for students to feel valued, supported and respected, and in which students develop individuality, mastery and purpose while engaged in the learning community.

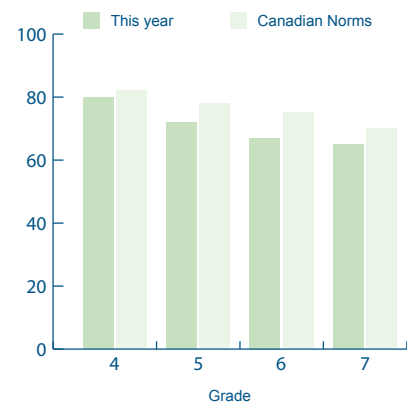
District students are monitored twice annually, via the District Engagement, Well-Being and Resiliency Survey (DEWRS), regarding their perceptions of student belonging. According to the Fall 2018 survey, students reported a positive sense of belonging, as follows: Grade 4 students, eighty percent (80%); Grade 7 students, sixty-eight percent (68%); and Grade 10 students, sixty-two percent (62%). These results point to the District’s need to focus on improving a positive sense of student belonging.

Elementary Students - Grades 4 to 7

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 71% of students in the district had a high sense of belonging; the Canadian norm for these grades is 77%.
- 71% of the girls and 74% of the boys in the district had a high sense of belonging. The Canadian norm for girls is 75% and for boys is 79%.

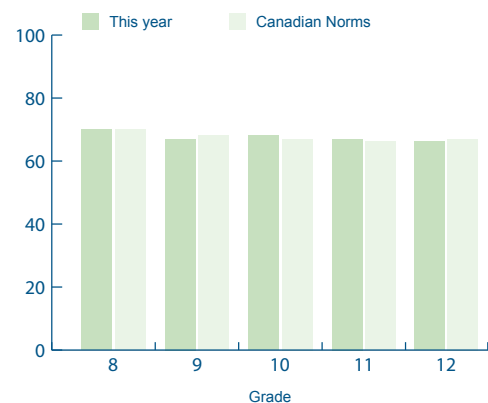


Secondary Students - Grades 8 to 12

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 65% of students in the district had a high sense of belonging; the Canadian norm for these grades is 65%.
- 63% of the girls and 71% of the boys in the district had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 70%.



According to the Organisation for Economic Co-operation and Development (OECD) report, *The Nature of Learning, Using Research to Inspire Practice* (2010), engaging students in a school setting and attending to the social-emotional aspects of learning supports positive health and life outcomes for those students. The OECD report outlines seven principles of learning that are intended to build engagement and connectedness through positive emotions and motivation; these principles support the following:

1. Learners at the centre;
2. The social nature of learning;
3. Emotions as integral to learning;
4. The recognition of individual differences;
5. The stretching of all students;
6. Assessment for learning; and,
7. The building of horizontal connectedness.

School connectedness and belonging are related to a student's ability to build and maintain positive relationships. BC curricula and the District's policies and administrative procedures attempt to formalize the importance of these concepts. Health and career education, career planning and graduation transitions all support the social and emotional development of students in understanding and maintaining positive relationships.

The Ministry of Education supports school connectedness and a focus on social and emotional learning to:

- Minimize negative aspects of school life by reducing bullying and harassment, injury, truancy and absenteeism;
- Diminish stereotyping and prejudice, fear, anxiety, depression and loss of motivation;
- Enhance feelings of well-being during childhood;
- Provide sound foundations for positive health in later adolescence and adulthood; and,
- Encourage students to respect others and to respect their surroundings.

By supporting students' ownership of learning, building positive relationships within the learning community, and developing and supporting social-emotional learning, District students will be afforded the potential for success.

Background

The District receives specific funding to support those learners who are identified as having an Aboriginal background, who are English language Learners (ELL) or who have special education designations. Recognizing that its learners are unique and have specific learning requirements, SD73 spends approximately 20% greater than the specific operating funds to ensure that equity, inclusion and diversity of learners is honoured in all its schools and programs.

The District monitors the school connectedness, engagement, progress and achievement of its diverse learners through formal measures such as the District Engagement, Well-Being and Resiliency Survey (DEWRS), the Ministry of Education School Learning Survey and several specific programming measures, including report cards, ministry data, and inclusive education service data.

Inclusive Education Policy and Procedure

The District is guided in its inclusive education policy and procedure by the *School Act* and by [Special Education Services: A Manual of Policies, Procedures and Guidelines](#), which guides the implementation of support for SD73's diverse learners.

All Learners are Unique Learners

The District recognizes that all our learners are unique. To support our unique learners, the District adheres to the Universal Design for Learning (UDL) framework, a pedagogical approach that helps give all students an equal opportunity to succeed. The UDL framework offers flexibility in how students access and engage with material and how they show what they know. This framework is based on neuroscience research that has identified three primary networks (recognition, strategic, and affective) that impact learning:

- The **recognition** network deals with incoming stimuli and affects what students learn.
- The **strategic** network mediates how, based on their past experience or background knowledge, students process incoming information.
- The **affective** network regulates why students want to learn and engage and considers students' attitudes and feelings about incoming information as well as their motivation to engage in specific activities.

Successful teaching and learning includes simultaneous involvement of all three neurological networks. Based on these networks, UDL's three principles are for educators to offer:

- Multiple means of representation: give learners various ways of acquiring information and knowledge.
- Multiple means of expression: provide learners alternatives for demonstrating what they know.
- Multiple means of engagement: tap into learners' interests, offer appropriate challenges and increase motivation.

During 2019-2020, the District collaborated with SET-BC to provide professional development training, collaborative time to plan learning and in-class observation feedback from an educational leader to teachers from six pilot schools. In 2020-2021, the District coordinator of Inclusive Education Services will continue this learning, working closely with teacher teams. This collaboration will include professional development sessions and in-classroom support. Teachers will receive professional development to best organize learning opportunities that can meet the needs of all students. Teachers will be observed while teaching lessons and receive feedback. Following this, teachers will engage in further professional development sessions to plan next steps. This process will be repeated throughout the school year.

The District uses a multi-tier response to intervention (RTI) approach, to identify and support students with learning and/or behavioural needs. The RTI process begins with high quality instruction and interventions to support students in the general education classroom. Interventions are introduced at increasing levels of intensity to accelerate the students' rate of learning. These services are provided by general education teachers, learning assistance teachers and specialists. Student progress is monitored and educational decisions are made following a review of student data. SD73's processes and procedures are developed with this approach in mind.



Neurological and Physical Diversity

The District's neurological and physical diversity approach to education recognizes that physical abilities and neurological differences between learners constitute natural variations between individuals. This represents a way of seeing individual differences as unique learning abilities rather than disabilities.

To support SD73's unique learners, a variety of services are provided through Inclusive Education Services (IES):

- School psychology
- English language learning (ELL) support
- Speech and language pathology
- Assistive technology supports
- Home/hospital services
- District Inclusive Education Services coordination
- Hearing resource services
- District resource rooms
- Vision resource services
- Children's Therapy and Family Resource Centre Outreach
- Inclusion Support
- Provincial outreach programs
- Student counselling serves
- Partial day planning
- Drug and alcohol counselling
- District mental health clinical support



These services are provided through the following staffing:

School Psychologists

School psychologists are responsible for providing psycho-educational services for students from their entrance to kindergarten to their transition out of grade 12. School psychologists are active participants in SD73's consultation process and are also responsible for determining whether students are placed, based on appropriate documentation and assessment, in a Ministry of Education special needs designation. School psychologists ensure that students diagnosed with learning disabilities or those who might qualify for services through CLBC have an updated assessment prior to their graduation.

Speech and Language Pathologists

Speech and Language Pathologists support students with a range of communication disorders from simple developmental communication disorders to complex communication disorders that are often associated with other physical differences or neurodevelopmental disorders. Speech and Language Pathologists work with other professionals in the School District and in the community to provide differential diagnosis regarding specific types of communication disorders as specified in the DSM-5.

Speech and Language Pathologists work with families, teachers, and certified education assistants to provide strategies and programs for students whose communication disorders impact their academic and social learning. Augmentative communication supports are provided and supported by Speech and Language Pathologists for students with physical or neurodevelopmental disorders that limit their ability to communicate verbally.

Home/Hospital Services

Home/hospital services are provided for students who are at home or in hospital for an extended time due to physical or mental illness, an accident, or (in some cases) a refusal to attend school. Home/hospital services are temporary and not considered an educational program, however, the majority of referrals require additional support to transition students back into classrooms. Transition planning support includes consultation with school staff, parents, the students themselves, community agency representatives, and School District staff (where appropriate) to identify and address specific concerns.

Hearing Resource Teacher

The hearing resource teacher provides services to District students who may be experiencing difficulty in school because of hearing impairment or loss. Any student at any grade level who has significant hearing impairment or loss that results in substantial educational difficulties is eligible for direct service. Consultative services may include providing information to students, parents and classroom teachers or managing auditory equipment.

Vision Resource Teacher

The vision resource teacher provides wide ranging services that include direct instruction, teaching to the expanded core curriculum for students with visual impairments, provision of resources from the Provincial Resource Center for the Visually Impaired, ensuring accessibility to print material by way of transcription and conversion using alternative formats such as braille and large print, supporting assistive technology needs for access, arranging orientation and mobility training and liaising with families and outside agencies.

During the 2019-2020 school year, SD73 partnered with the Lions Club to provide vision screening for grade 3 and 6 students at eighteen (18) elementary schools. The goal was to provide this screening to all grade 3 and 6 students. This project was put on hold due to COVID-19 and will resume when it is safe for the Lions Club members to continue.

Inclusion Support Teachers

Inclusion support teachers build the capacity of schools to respond positively, and with a variety of strategies to meet the behavioural and learning needs of students. These teachers are responsible for supporting positive behaviour intervention and support (PBIS) and consulting on social-emotional and behaviour programs in the classroom. Inclusion support teachers also work with school teams to develop employee safety plans and student behaviour plans.

School and Family Consultants

School and Family Consultants provide social-emotional consulting, short-term counselling, assessment of students as needed and other intervention support to students, parents, and school staff members. They are available to provide counselling support in both elementary and secondary schools when a critical incident, such as a death in a family or school, occurs. These consultants are available to support schools in completing suicide risk assessments, preparing safety plans and following up with parents and community agencies. They are also responsible for assisting school teams in completing violence threat risk assessments (VTRA) or worrisome behaviour forms.

Drug and Alcohol Counsellors

The District drug and alcohol counsellor supports students who find themselves challenged by substance use problems. SD73 partners with the Phoenix Centre in providing direct clinical counselling within the school setting. This counsellor provides students and District staff members with prevention based presentations regarding substance use problem issues. The Phoenix Centre provides additional drug and alcohol counsellors to the District's secondary schools.

District Mental Health Clinician

This jointly funded position works as a liaison between the School District and Child and Youth Mental Health to provide direct service to children, youth and families. This clinician provides direct one to one or group counselling services and therapeutic/ psychoeducational groups to students and their parents who are at risk of developing a mental health disorder and to students showing mild and/or early signs whose functioning is impacted in home, school and social settings.

English Language Learning (ELL)

Each school supports English language learning (ELL) students with learning assistance resource teacher services. ELL students are supported to learn English while being immersed during classroom-based instruction, in the English Language. Each school is assigned an ELL resource teacher who assesses and evaluates ELL students to determine their level of language proficiency in oral language, reading and writing. The ELL resource teachers consult and communicate with learning assistance teachers (LARTs), classroom teachers, high school counsellors, inclusive education staff, administrators, and parents to prepare and successfully implement the Annual Instructional Plan (AIP) for ELL students. Intercultural goals are also included.



ELL resource teachers recommend and provide appropriate print, digital, and multimedia resources specifically written and created for ELL students. They provide continual support for successful universal teaching strategies and appropriate adaptations that are universally designed for ELLs and at the same time benefit all students. ELL teachers also organize professional development for educators to address the core competencies, Ministry of Education curricula, ELL standards, cultural proficiency, and best practices in teaching language proficiency such as UDL.

Assistive Technology Supports

The District recognizes the importance of providing our diverse learners with technology support to help them access, develop, and showcase their learning. Our students are supported with both hardware supports (machines, devices) and software supports (learner accommodation programs). In 2019-2020, the Assistive Technology lead teacher held four (4) professional development sessions and provided technology or consulted school staff on how to implement technological supports in forty-one (41) schools.

District Inclusive Education Services (IES) Coordinator

The District Inclusive Education Services (IES) coordinator arranges the student transition to high school and placement in District programs and coordinates the purchase of service school programs for students attending the Chris Rose Therapy Centre for Autism.

District Resource Rooms

There are twelve (12) District resource room programs. They are designed to provide individualized programming at primary, intermediate and secondary levels for students with complex needs. Students are placed in District resource rooms through the District screening process, which takes time and careful planning. Often, the process starts up to a year in advance of the District screening itself, as this gives both the family and the school time to make good decisions about possible student placements.

Children’s Therapy and Family Resource Centre (CTFRC)

SD73 works closely with the Children’s Therapy and Family Resource Centre (CTFRC) to meet the needs of students throughout the District. CTFRC employees meet with students, families and education staff members to implement physiotherapy, occupational therapy and other needed supports. CTFRC employees also assist schools to ensure that equipment, and facilities are accessible and inclusive. The District and CTFRC work together in Kindergarten planning meetings to ensure that professionals from each organization have in-depth knowledge of students’ needs to facilitate their successful transitions.

Provincial Outreach Programs

The Ministry of Education funds a number of provincial outreach programs to help meet the educational needs of low-incidence students in school districts. SD73 accesses these programs for consultations, resources and in-service in the areas of inclusion, autism, special education technology, fetal alcohol spectrum disorder, early intervention and other specific learning needs.

Partial Day Programs

Many diverse learners require a flexible schedule or setting in order to learn to their potential. Partial day programs are intended to accommodate and support students’ particular needs. An intervention plan includes strategies and interventions that will contribute to improved attendance and success at school.

The data collected in 2019-2020 shows that twenty-four (24) students in Kindergarten to Grade 9 were placed in partial day programs. There are clear inequities in the data regarding partial day placements. Eighty-three percent (83%) of the students are male. Further, forty-six percent (46%) of the students have Aboriginal ancestry.

During 2019-2020, any student who was being placed in a partial day program was required to complete a document that outlined a return to full in-class instruction plan. District staff, such as the Home/Hospital teacher, were required to be a part of the planning team. If a student with Aboriginal ancestry was being placed in a partial day program, an Aboriginal Youth and Family Consultant was required to be a part of the planning team to help advocate for the family and connect the family to community support.

The development of an administrative procedure outlining expectations for partial day programming, including planning for increasing student’s learning time and documentation of ongoing interventions and supports being used is needed. Further, the administrative procedure would include a process detailing how to connect students and families to community agencies and how a partial day program can help meet the needs of learners who have difficulty managing in their academic settings and have reduced attendance as a result

Cultural Diversity



First Peoples Principles of Learning

SD73 acknowledges that we reside in Secwepemcúl'ecw and recognizes the Secwepemc as the keepers of their traditions and knowledge.

The District believes that a relevant and positive learning experience is necessary in order to maximize the success of Aboriginal students in the pursuit of their formal education. The District also believes that truth and reconciliation are fundamental principles that must underpin the learning experience of every student and ensures that equity, opportunity, and the meaningful inclusion of Aboriginal learners in order to improve student achievement.

The District references the [Truth and Reconciliation Commission of Canada: Calls to Action](#), specifically those regarding education for reconciliation for program and service delivery.

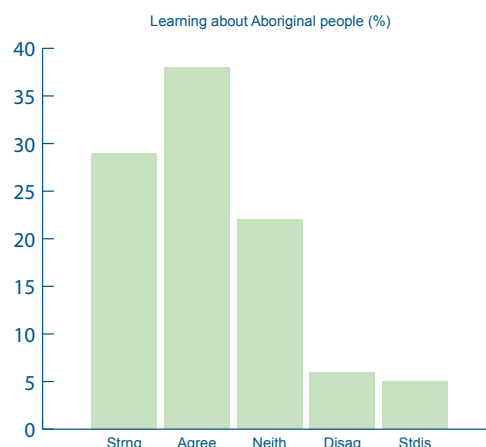
SD73 is committed to including the Aboriginal perspectives of teaching and learning in its schools and supporting local First Nations communities in language revitalization efforts. Through the District Engagement, Well-Being and Resiliency Survey (DEWRS), the District asks learners about the impact of Aboriginal education on their learning. Student responses from the Fall 2019 DEWRS survey are shown in the graphs below.

Elementary Students (grades 4 to 7) responses:

Students were asked:

“I am learning about Aboriginal people in our area and in Canada.”

- Strongly Agree (Strng)
- Agree (Agree)
- Neither Agree nor Disagree (Neith)
- Disagree (Disag)
- Strongly Disagree (Stdis)

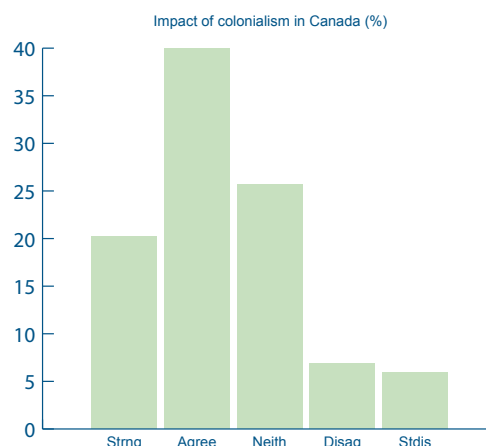


Secondary Students (grades 8 to 12) responses:

Students were asked:

“We learn about Aboriginal people and the impact of colonialism in Canada and other places.”

- Strongly Agree (Strng)
- Agree (Agree)
- Neither Agree nor Disagree (Neith)
- Disagree (Disag)
- Strongly Disagree (Stdis)



The results of this survey indicate that a greater degree of impact is required in student learning in the area of Aboriginal education.

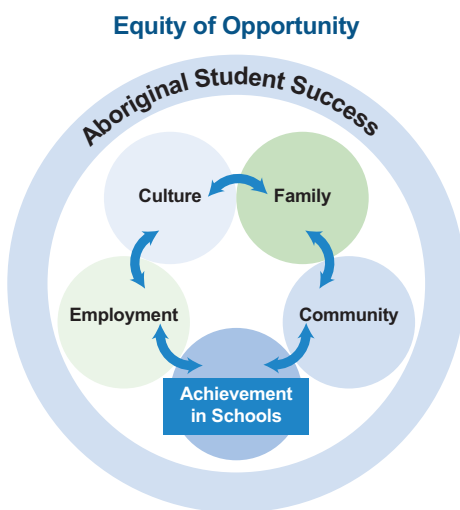
Planning for Equity of Aboriginal Learners

Consistent with the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission (TRC) Calls to Action and the recommendations of the Office of the Auditor General Report on Aboriginal Education, the District is developing a focused action-oriented, practical plan – the Equity in Action project – to address equity and inclusion for Aboriginal students. The foundation for this project responds to both provincial and District evidence that indicates the need to re-examine District assumptions and practices regarding Aboriginal learners.

As per the 2019 Completion Rates and 2019 Foundation Skills Assessment (FSA), equity for our Aboriginal learners continues to be an area of focus, as our Indigenous students' achievement in both these data sets trails the achievement of all students.

With an intentional focus on student achievement, the District has undertaken a multi-year project to develop, pilot and implement the Equity in Action project in partnership with the Ministry of Education. Part of this project will be to identify barriers and challenges that Aboriginal learners experience within the school system.

The Equity in Action project is outlined by a focus in the following areas: culture, family, community, achievement in schools and employment, as illustrated next:



The project has, over the past school year, included four half-day Aboriginal school leader sessions. These sessions include school teams consisting of a school teacher leader, an Aboriginal education worker and school administrators from all forty-four District schools. These sessions also include District teacher leaders, community members and students. Part of the work has been to conduct a scan on the four main pillars identified by the Ministry of Education and informed by the OECD: learning environment, learning profile, pedagogical core, and policy and government. The purpose of the scan is to identify barriers to equity and inclusion for Aboriginal learners, then to develop action items in the areas of these four main pillars.

Aboriginal School Lead Sessions

In the areas of social-emotional learning, mental health literacy and trauma-informed practice, the District is establishing programming that meets learners' diverse needs. To address well-being, a positive sense of belonging and academic success, the Aboriginal School lead sessions expanded in 2019-2020 to include a Learning Assistance and Resource Teacher. School teams received professional development with opportunities to self-assess areas for improvement in their pursuit of equity.

It is paramount to create a climate that supports children, youth and families that is respectful, welcomes diversity and acknowledges cultural consideration. Teachers, Aboriginal education workers, certified education assistants and school leaders are valued conduits for such programming. Therefore, ongoing professional development opportunities to increase capacity and foster understanding are crucial components of District programming. Finally, SD73's valued partnerships with community agencies continue to help the District to support the needs of students and their families.

English Language Learning (ELL)

In 2019-2020, SD73 English Language Learners (ELL) and Thompson Rivers University (TRU) international students continued their connections that began in the spring of 2018 with two Mind the Gap projects. Last year's focus was on intercultural communication, a vital component in the success of students who are new to Canada and who are immersed in a multicultural setting at school and in the community.

The purpose of these Mind the Gap projects is to assist English language learners to learn how to face the challenges of living in two cultures and to accommodate learner's challenges while sharing the richness of living in those cultures. The goal is to embrace Canadian culture while preserving and celebrating their own cultures. The projects also allow English language learners to have the opportunity to continue to make connections with TRU so that they can see for themselves that they have equal opportunity to find success as they continue their post- secondary studies in any field at TRU.

For the 2020-2021 school year, the Mind the Gap projects have been suspended until further notice due to COVID 19. Once TRU resumes classes on campus, our goal is to reapply for funding to continue with our two projects: Intercultural Communications part 2 and the One Health Concept part 2.

ELL Resource Teachers act as case managers for English language learners and provide inclusive education services that support students to achieve cultural and linguistic competency and proficiency. ELL Resource Teachers support students in acquiring strong foundational skills and core competencies, personalized learning experiences and an appreciation for vast cultural worldviews and perspectives. The District is fortunate to benefit from a strong, collaborative partnership with the Settlement Worker in Schools that supports our ELL students and families.

Anti-Racism Working Group

As stated in Administrative Procedure 170: Anti-Discrimination and Human Rights, *The District acknowledges the diversity of the Kamloops-Thompson communities and shall not tolerate racism, homophobia, transphobia or any other form of discrimination within the District that is contrary to the BC Human Rights Code. Further, The District supports educational programs that promote awareness, understanding and acceptance of the diversity that exists within our society – differences that are visible (such as race, ethnicity, sex, age, physical ability) and differences that are less visible (such as culture, ancestry, language, religious beliefs, sexual orientation, gender identity, socio-economic background, mental ability).*

It is with this understanding that SD73 will create a working group to investigate the current district policies, procedures, structures and resources to ensure that anti-racism learning is expanded for our staff and students. As per the DEWRS results, sixty percent (60%) of intermediate students (grades 4 - 7) agreed or strongly agreed that they had choices to learn about their own language and culture. Amongst secondary students (grades 8 - 12), thirty-three percent (33%) agreed or strongly agreed that they learn in a way that makes them feel connected to their culture. This data provides evidence of the need to expand learning opportunities about the diversity of our students' cultures for all of our learners.

Supported Transitions

Effective transition planning is important and can impact learners' experiences of connectedness and belonging. Comprehensive transition planning that reflect a student's strengths provides the foundation for successful transitional experiences. By developing individualized learner transition needs, equity and resiliency can be fostered in all learners and in their educational programming.

Early Years

Early years kindergarten planning for students with diverse learning abilities takes place each spring. The purpose of this planning is to effectively transition children into kindergarten by collaboratively sharing information between families, community agencies and District employees.

During 2019–2020, the following kindergarten planning meetings occurred to support incoming learners:

	Males	Females	Children with Aboriginal Ancestry	Children in Care	Children with Special Education Designations	Rural Children	Urban Children
Number of Incoming Learners	70	24	23	0	32	4	90

To prepare for kindergarten, the parents of children entering kindergarten are invited to attend District engagement sessions. In addition, a kindergarten transition night is planned with community agencies for the parents of children with diverse learning needs.

Once students enrol in school, Inclusive Education Services (IES) staff members provide direct service and consultation, together with school-based teams, on an as-needed basis to meet individual student's needs.

Middle and Secondary Transitions

Each spring, middle and secondary school-based teams meet with elementary school-based teams at their feeder schools to bridge individual student programming. Middle and secondary school transitioning includes school tours and individual tours by Aboriginal Family Counsellors or other supportive staff to introduce students to key staff members at incoming schools.

The District's transition planning for youth with diverse learning abilities provides the framework necessary for smooth transitions to middle and secondary school. Learning assistance resource teachers (LARTs) develop a plan for these transitions, which includes writing a transition goal in the student's learning plan. This transition

planning is a collaborative effort that involves school psychologists ensuring that assessments are updated where needed and families are connected to additional agencies and to a social worker specialist in child and youth with special needs.

To foster successful transitions to middle and secondary schools for ELL students, ELL resource teachers facilitate sessions for ELL secondary students to gather with ELL students enrolled in feeder schools.

During the 2019–2020 school year, a formal District program for middle and secondary transitions for Aboriginal learners was developed. COVID-19 prohibited students from physically touring their new

future school and meeting staff in person, Aboriginal Family Counsellors and Aboriginal Youth and Family Consultants virtually introduced students to their new Aboriginal Education Workers and Aboriginal Family Counsellors. Additionally, five schools made videos that were sent to their Aboriginal students, introducing the administrative team, school based counsellors and Aboriginal Education Workers and welcoming families to their new school.

During the 2020-2021 school year, schools will follow a uniform process that includes regular communication between schools, families and band education managers, when applicable. Aboriginal Education Workers will contact families in September

Secondary School to Post-Secondary

As students turn sixteen (16) years of age, transition planning continues and extends to making referrals to Services to Adults with Developmental Disabilities (STADD) and Community Living BC (CLBC). SD73 hosts an annual transition fair to provide families with an opportunity to identify further supports and services available. Teachers have their students meet School Completion (Evergreen) Certificate Program requirements through completing a transition guide at least once from grades 10 to 12.

During 2019-2020, the District collaborated with CLBC to offer family support workshop sessions. Eight (8) students and families participated in the workshop series. In addition to hosting the annual transitions fair, in 2020 - 2021 the District will collaborate with CLBC to offer family support workshop sessions, Welcome to CLBC, to help youth and their families prepare for adulthood.

To further support transitioning, SD73 has partnered with TRU to take advantage of Mind the Gap project grants, helping students transition from secondary school to TRU. In the past year, many schools participated in various projects that involved senior secondary students visiting the TRU campus and learning about its programs and services. During 2019–2020, grants were received to support learners in the areas of ELL, TRU's Education and Skills

to introduce themselves, welcome families to the school and outline supports available. Families will be invited to sessions outlining topics, such as new reporting practices, opportunities for extra-curricular activities, district programs and graduation requirements. Students and families will be introduced to new and future staff members working with their students and introduced to a support structure to assist their students to be successful. Students who are not being successful will be supported through an Aboriginal Family Counsellor or Aboriginal Youth and Family Consultant. Current Aboriginal Education Workers will connect with previous Aboriginal education workers to gain a better understanding of the needs of new students.

Training (ESTR) program and students with diverse abilities transitioning to TRU.

During the 2019–2020 school year, a pilot program through a Mind the Gap project grant was developed with the goal of strengthening the transition of Grade 12 students with diverse exceptionalities to TRU. The project was designed to help our diverse students recognize the variety of services on campus. Our students had the opportunity to learn about and experience the services that can support and benefit their academic career at TRU. This project was a collaborative effort, involving the following stakeholders: secondary counsellors, secondary LARTs, grade 12 students, and staff members from TRU's student access and academic support departments.

Secondary students had the opportunity to visit and shadow programs offered in the Education and Skills Training program (ESTR) that are designed for students with disabilities or learning challenges who do not have the academic qualifications for regular university programs. ESTR is individualized to meet student needs and includes opportunities for work experience in the community. SD73 students spent time in the ESTR kitchen assistant, career exploration and retail training components.

Aboriginal Transitions to Post Secondary

SD73 works with TRU to host a one-day Aboriginal transition event to introduce grade 10 students, well before they are of post-secondary age, to Aboriginal programs, services and opportunities in a post-secondary institution. In 2019, over ninety (90) students attended this event; they toured both the trades and academic areas at TRU and heard from current Aboriginal post-secondary students regarding their experiences with Aboriginal post-secondary services.

During 2020-2021, the District will expand the transition programming to include opportunities for caregivers to also tour TRU. A formal transition plan will be developed that includes counsellors ensuring they communicate directly with families and local First Nations to provide education regarding graduation and university requirements.

Trades and Transitions

SD73's Trades and Transitions offers ongoing events to secondary school students that expose them to career opportunities within the trades. These programs often guarantee seats to students with Aboriginal ancestry. The District's Mental Health Literacy programming and services support and promote mental health and well-being for students. Planning in this area helps identify students who are at risk of developing mental health challenges and provides access to specialized support for students who require more intensive intervention.



Mental Health and Well-Being

The District's Mental Health Literacy programming and services support and promote mental health and well-being for students. Planning in this area helps identify students who are at risk of developing mental health challenges and provides access to specialized support for students who require more intensive intervention.

The District's Mental Health Literacy programming and services focus on:

- Fostering social-emotional learning;
- Enhancing mental health literacy; and,
- Supporting trauma-informed practice.

Fostering social-emotional learning is a key competency for success at school and in life. Social and emotional learning is a set of specific skills that help students set goals, manage their behaviour, build relationships and process or remember information. These skills impact a person's mental well-being and are connected to educational success and employment. School leaders have identified the need for more teacher professional development in the area of social-emotional learning.

Mental health literacy is the knowledge and understanding of how to develop and maintain mental well-being, identify risk factors and signs of mental health challenges, and access help when needed. An important aspect to mental health literacy education is the elimination of the stigma of mental health illness and the empowering of student self-efficacy in managing mental health. In 2019-2020, a significant component of mental health education was a focus on educating our students on vaping, and the relationship of substance use with mental health.

Trauma-informed practice promotes the provision of inclusive and compassionate learning environments, understanding coping strategies, supporting independence and helping to minimize additional stress or trauma by addressing individual student needs. The significance of addressing trauma through research-based pedagogies is critical for ensuring that our most vulnerable students are successful in school.

Schools play an important role in supporting the development and maintenance of well-being for children and youth. Mental Health Literacy is focused on addressing student mental health by helping educators create emotionally healthy learning environments, promoting early identification of students who may be struggling with mental health issues, reducing the stigma of mental health and providing support for access to specialized supports.

Fostering Social-Emotional Learning

The District supports several programs to support social and emotional learning for all students.

Everyday Anxiety Strategies for Educators (EASE)

The Everyday Anxiety Strategies for Educators (EASE) program was developed by the Ministry of Children and Family Development in collaboration with Anxiety Canada. EASE is a collection of evidence-informed anxiety prevention and resilience-building resources for use with students in Kindergarten to Grade 7. These standalone resources align with BC's social-emotional learning curriculum and are designed to benefit all students by fitting into existing classroom routines and practices. SD73 will continue to offer professional development to K-7 teachers.

During 2019-2020, seventy-three (73) teachers were trained in how to implement the EASE program. In 2020-21 in servicing will continue to be provided in-person and through an online format.

Worry Bugs/Worry Dragons

Worry Bugs is a locally developed four-week program for children in kindergarten or grade 1 and their caregivers. The group is for children who are showing signs of anxiety without significant behaviour concerns. There were two sessions of Worry Bugs held in 2019-20. The Fall session had six (6) child participants and seven (7) caregiver participants and the Winter session had seven (7) child participants and eleven (11) caregiver participants.

Taming Worry Dragons is a six-week program for children ages eight (8) to eleven (11) created through BC Children's Hospital to address anxiety issues through education and by learning various anxiety reduction "tools". This group is for children who are facing anxiety challenges without significant behaviour concerns. There was an in-person session of Taming Worry Dragons in the Fall and a Spring session presented virtually to caregivers only.

Kids in the Know (KITK)

Kids in the Know (KITK) is a personal safety program for K–8 students. It is a research-based and evidence-based program that deals with sexual exploitation and personal safety. KITK aligns with the Physical and Health Education (PHE) curriculum and with core competencies of personal and social responsibility, as well as communication skills. KITK's purpose is to help educators teach children and youth effective personal safety strategies in an engaging, age-appropriate and interactive way that builds resiliency skills and reduces students' likelihood of victimization in both the online and offline worlds.

In 2019-2020, forty-eight (48) lead teachers from thirty (30) schools were trained in KITK. Follow up training for entire school staff teams occurred at two elementary schools. Survey data indicates that twenty (20) schools had partial implementation of the KITK program.

Aboriginal Boys and Girls Groups

Aboriginal Boys and Girls Groups are based in elementary, middle and secondary schools. The purpose of these groups is to create a healthy understanding of gender identity within the context of cultural identity. The groups provide marginalized and at-risk Aboriginal girls and boys with the opportunity to explore their experiences and challenges in a safe, non-threatening environment. Programs are held in both rural and urban settings. The groups are supervised and run by Aboriginal Family Counsellors, with support from school-based Aboriginal Education Workers.

In 2019-2020, the District organized facilitation training for boys and girls groups. This training resulted in most groups being led by Aboriginal Education Workers, which resulted in Aboriginal Family Counsellors having more time to deliver counselling services to students. In 2019–2020, twenty-five (25) elementary and nineteen (19) secondary schools had active Aboriginal Boys and Girls Groups, with participants as shown in the following table:

Grade Level	Males	Females	Students with Aboriginal Ancestry	Rural Students	Urban Students
K–7	133	193	326	48	278
8–12	97	149	246	63	183

MindUP

MindUP is a robustly researched social-emotional program that uses the practice of mindful attention to positively change the structure and development of the parts of the brain needed for social awareness and learning. The program features lessons to improve students' behaviour and learning. The lessons are teacher friendly and require minimal training. MindUP provides students with emotional and cognitive tools to help them manage emotions and behaviours, reduce stress, sharpen concentration and increase empathy and optimism.

In 2019–2020, over eighty (80) teachers were supported with MindUp training and materials. One elementary school received full staff training in MindUP.

Y Mind Teen and Youth Groups

SD73 partners with the YMCA to deliver a free, low barrier and early-intervention psychoeducation and support group for young people experiencing symptoms of stress, worry and mild-moderate anxiety. The group sizes are eight (8) to twelve (12) participants and are co-facilitated by two (2) mental health practitioners. There is an intake process conducted by the co-facilitators to identify participants who experience mild-moderate symptoms of anxiety and who would benefit from the group. The group sessions are delivered once per week for seven (7) weeks and provide a safe, supportive environment where young people can meet others who have had similar experiences, and include strategies from Acceptance & Commitment Therapy (ACT), an evidenced-based therapy that uses acceptance and mindfulness strategies. Students will practice evidence-based mindfulness techniques during sessions and engage in fun activities to demonstrate ACT and mindfulness strategies. They will be provided with take-home resources to help cope with stress and anxiety between weekly group sessions.

Healthy Relationships Programs

During 2019–2020, the District’s healthy relationships coordinator performed a social-emotional learning scan across the District finding that there is a wide range of social-emotional strategies being used throughout schools in SD73. The Healthy Relationships Coordinator worked closely with the entire staff from one school, meeting weekly to provide social-emotional learning support and strategies at both the school and classroom levels. Looking forward to 2020-2021, this school-wide and classroom support will expand into five schools.

Mental Health Literacy

Mental health literacy is defined as understanding how to obtain and maintain good mental health; understanding mental disorders and related treatment; decreasing stigma about mental illness; and enhancing help-seeking efficacy. SD73 has implemented two mental health literacy curricula for grades 6 to 10 students that emphasize the science of mental health, understanding mental illness/disorders that appear in children/ youth, and the development of healthy lifestyles.

Stop Wondering Start Knowing is implemented at the grade 6 and 7 level in the Physical and Health curriculum with approximately 4 hours of instruction as an introduction to Mental Health Literacy. This prepares students for the more comprehensive Mental Health Literacy curriculum that occurs in grades 9 and 10, which is 6 to 8 hours of instruction. Teen Mental Health Literacy is in its third year of full implementation in Physical and Health Education.

In 2019-2020, Stop Wondering Start Knowing training was given to Aboriginal Family Counsellors and Aboriginal Education Workers. Teen Mental Health Literacy training was given to Physical and Health Education teachers, Aboriginal Family Counsellors and Aboriginal Youth and Family Consultants.

Plans were made to facilitate thirty-two (32) grade 7 teachers in Stop Wondering Start Knowing however, due to school closures in-service was postponed. All resources are ready for all grade 6 and 7 teachers to be facilitated in an online platform or face to face depending on the guidelines established in schools in 2020-2021.

Vaping Education

Vaping has become an epidemic among teens and young adults, with the majority of new users having never smoked cigarettes. Vaping devices can contain very high quantities of nicotine as the active ingredient, making them highly addictive. Nicotine can be particularly harmful to developing brains and these devices are contributing to a new generation becoming addicted to nicotine. Vaping devices can also deliver tetrahydrocannabinol and other active ingredients that can be especially harmful to youth users.

During 2019-2020, TRU Respiratory Therapy Faculty of Science together with the School of Nursing partnered with SD 73 and Interior Health Authority to contribute to the development of interactive presentations and resources to address the knowledge gap to address the use of vaping devices and e-juice. A student scan of over eight hundred (800) SD73 students grades 6 to post-secondary students at TRU helped inform what students most wanted to learn and clarify common misconceptions about the safety of vaping. Students in grades 5 to 7 in twenty-nine (29) elementary schools and students in grades 8 and 9 in eleven (11) secondary

schools received this presentation. Altogether, over three thousand two hundred (3200) students participated in this learning on vaping.

An expert presenter and panel of professionals spoke at five (5) secondary schools in March, 2020. Art Steinman, an addictions specialist, joined professionals from the RCMP (law), SD73 Substance Misuse Counsellor (support), and TRU Respiratory Lecturer (medical science) to outline the behaviors of addictions and how to seek help. Over two thousand seven hundred (2700) students in grades 10 to 12 from seven secondary schools received these presentations.

Trauma-Informed Practice

During the 2019–2020 school year, Dr. Linda O’Neill provided trauma-informed practice and intervention strategies training to approximately one hundred (100) CUPE staff members and one hundred (100) Kamloops Thompson Teachers’ Association (KTTA) members. O’Neill assists counsellors, educators and other helping practitioners who are working in isolated settings to understand secondary trauma experienced by practitioners, complex trauma (developmental trauma disorder), and historical and intergenerational trauma. Dr. O’Neill also provided an engagement session for parents and community members to provide caregivers with an understanding of secondary trauma and tools that can be used to support family members who have experienced trauma.

In May, 2020, Monique Gray Smith facilitated a parent engagement session on the topic of building resilience in Aboriginal youth. She also provided professional development for over ninety (90) teachers on the topic of trauma informed practice. In 2020-2021, the district will be providing licenses to an online Trauma Informed Practice course to Aboriginal Education Workers so that they can best support their students’ social and emotional needs.

SD73 strives to provide optimal environments for learning by fostering school connectedness and by preventing and intervening in instances of bullying and other worrisome behaviours.

School Connectedness

To develop and maintain safe and caring school environments, the District focuses on:

- Developing positive school cultures and encouraging positive social behaviours;
- Using school-wide efforts to build a school community, fostering respect, inclusion, fairness and equity;
- Promoting trauma-sensitive behaviour in schools;
- Outlining clear expectations of conduct;
- Teaching students how to value diversity, defend human rights and solve problems in peaceful ways; and,
- Resolving critical safety concerns and responding to violence threat risk assessment (VTRA) situations.

Student Safety



SD73 supports comprehensive training for employees to support the principles of a safe and caring school environment. This training is overseen by the Director of Instruction – Elementary Education and Learning Services, who acts as the District’s safe school coordinator.

SD73 has a critical role in educating youth, in partnership with parents, about healthy boundaries and relationships. SD73 strives to be a strong voice for positive change in its students’ lives by addressing issues, such as sexual misconduct and violence, that continue to plague communities and disproportionately impact the lives of girls and Aboriginal youth. The focus on safety and healthy relationships is central to provide programs and services to students.

Student Safety

The safety of students is of paramount concern to District employees. Results from the Fall 2019 District Engagement, Well-Being and Resiliency Survey (DEWRS) on students feeling safe attending school indicate, in general, students at the elementary level feel more safe in school than our secondary students. Further, the survey results at the secondary level for all students 8 to 12 are lower than Canadian norms for those grades.

At the elementary level, seventy-one (71) percent of students indicated that they felt safe at school, as well as going to and from school, compared to a Canadian norm for these grades of sixty-four (64) percent. The percentage of female students in the district stating they felt safe was seventy-one (71) percent compared to the Canadian norm of sixty-five (65) percent. The percentage of male students that reported they felt safe was seventy-two (72) percent, which is nine (9) percent higher than the Canadian norm.

Student responses at the secondary level represented a sixteen (16) percent drop with fifty-five (55) percent of students indicating that they felt safe at school, as well as going to and from school. Only fifty-four (54) percent of female students and fifty-nine (59) percent of boys felt safe attending the district. The Canadian norm for girls is sixty-four (64) percent and for boys is sixty-seven (67) percent.

An area where schools promote safety and consistent behavioural expectations is through Positive Behaviour Intervention and Supports (PBIS). PBIS is a multi-tiered framework for learning to support clear and consistent expectations across the school community. SD73 is in its fourth year of developing sustainable PBIS, with fidelity within elementary schools. In 2019-2020, inclusion support teachers supported the ongoing implementation of PBIS in six (6) elementary schools. The goal of the

District is to continue supporting PBIS implementation until all schools have been thus supported.

A comprehensive response to threatening or worrisome behaviours also supports the perception of safety by learners. The violence threat risk assessment (VTRA) and worrisome behaviour procedures are used to assist in creating and maintaining an environment where students, staff members, parents and others feel safe when there is a threat of violence. The VTRA protocol may be

used in situations where there is a threat of violence by or toward members of the school community. If the school-based VTRA team identifies indicators that a student may be on a pathway toward violence, the team can intervene in order to decrease the risk of violence, prevent injury and assist the student in accessing needed support.

During the 2019–2020 school year, a refreshed interagency protocol on violence threat risk assessment (VTRA) was developed.



Physical Wellness and After School Programming

SD73 prioritizes physical wellness for students as a way of engaging learners and building school connectedness through instructional and after-school physical literacy. Several programs and services reinforce this focus.

SD73 has been using the Building Our Kids Success (BOKS) program for many years. BOKS is a moderate to vigorous physical activity curriculum designed to establish healthy habits and routines that might protect students from chronic diseases, including obesity, heart disease and mental illness. This program is run by staff or volunteers before, during or after school. BOKS aligns with the K–7 PHE curricular competencies: physical literacy, healthy and active living, social and community health and mental well-being.

BOKS includes daily lessons either in a gym or outside and quick breaks in classrooms or hallways. Physically, the goals are for students to develop endurance, strength and flexibility. Emotionally, the play-based games and vigorous activity are designed to help students deal with stress, improve attention span, fit in with peers and be more resilient.

During 2019-2020, to increase levels of physical activity and school connectedness with primary students, SD73 in partnership with BOKS Canada co-created a training model to develop student leaders to mentor their peers to improve physical and mental health outcomes. SD73 trained two hundred and five (205) grade 6 and 7 physical literacy mentors in nine (9) schools to facilitate a variety of fundamental movement skills in ten (10) minute bursts of moderate to vigorous exercise to be done in multiple settings throughout the school year. The intermediate physical literacy mentors facilitate primary students in an attempt to build positive relationships and inspire an inclusive healthy school-wide environment.

The District provides professional development to educators to meet the K–12 PHE curricular competencies: physical literacy, healthy and active living, and mental well-being. This professional development includes training educators in the DANCEPL3Y (dance-play) curriculum. This curriculum develops physical literacy through dance. DANCEPL3Y uses simple movements and interpersonal coaching skills from a variety of world dance styles (including hip hop, urban, ballroom, Aboriginal, Bollywood, African, jazz/funk) to develop fundamental movement skills and foster positive mental health. Through playful group formations, teachers learn how to create engaging classes in which students can develop confidence through dance, get interactive with their peers and meet the requirements for moderate to vigorous activity. Professional development in DANCEPL3Y continued in 2019-2020 with one training session in the Fall. The second planned training session was cancelled in the spring, due to COVID-19.

After-School Sports and Arts Initiative (ASSAI)

The After-School Sports and Arts Initiative (ASSAI)'s objective is to enhance children's lifeline well-being through creative arts, sport, and physical activity while the Cook It, Try It, Like It (CITILI) program promotes healthy eating habits by providing students with hands-on experience cooking and tasting nutritious foods. SD73's after-school program combines both the ASSAI and CITILI programming and strives to connect students to their passions and interests; connect students to a safe and caring adult; provide quality programming for students during the vulnerable after-school hours; foster social-emotional learning and executive functioning skills; support trauma informed practice; and, build a community of trust and support.

During 2019-2020, forty-eight (48) ASSAI and seven (7) CITILI programs were offered during the fall and winter program cycles with ten (10) urban and four (4) rural sites. Over seven hundred and sixty (760) hours of

instruction were provided, with over eleven hundred (1156) students registered for the program (543 students participated in more than one program). Note that the following table does not include the spring program cycle, nor does it include data regarding CITILI participants.

Total Students	Non-Aboriginal Students	Students with Aboriginal Ancestry	Students in Care	Students with Designations	Rural Students	Urban Students
1156	868	288	12	144	83	1073

In February, SD73 was one of three (3) districts selected across the province to pilot both movement and art programming for female students at the secondary level. By providing accessible movement and art programming, students experience a variety of activities that benefit their physical and mental health, with opportunities for engagement at school and in the community. Seven (7) schools, six (6) urban and one (1) rural, participated in this pilot project. In total, fourteen (14) programs were offered during the fall and winter program cycles.

Total Students	Non-Aboriginal Students	Students with Aboriginal Ancestry	Students in Care	Students with Designations	Rural Students	Urban Students
242	295	36	6	36	33	209

On February 5, 2020, SD73, along with PacificSport Interior, the City of Kamloops, the Kamloops YMCA-YWCA, and the United Way, hosted its first ever EmpowerHER Forum which saw two hundred and forty (240) female students from across the district participate in a half day event at the TCC. The EmpowerHER Forum was week one of a seventeen-week pilot project focused on reducing barriers to girls' participation in physical activity, connecting girls with positive school and community role-models, and helping each one find the joy in movement.

Physical activity and the arts are considered two of the greatest protective factors for mental health. As a result of COVID-19, SD73's spring program cycle was offered online and featured a combination of live and pre-recorded sessions. In total, more than fifty (50) videos and activities were created specifically for students in SD73. In addition, hardcopy resources were made available to all ASSAI schools, including the assembly of fifty (50) soccer kits for students at Arthur Hatton, who otherwise would not have been able to participate. Each soccer kit contained healthy snacks, a soccer ball, a binder containing a six-week soccer resource, cones, and a message from our after-school program staff.

Sexual Orientation and Gender Identity (SOGI)

Honouring the human rights of students and their families and reducing homophobia, transphobia and other barriers serves to support a safe and supportive environment. SD73 provides learning opportunities for students that focus on valuing diversity and respecting differences, as well as on such topics as human rights and responses to discrimination.

Prior to the start of the 2019-2020 school year, School Board Trustees, managers, school leaders, teachers and support staff participated in the 3rd annual Kamloops Pride Parade. A SOGI Administrative Procedure was implemented to start the year. Twenty-nine SOGI school leads attended training that involved being educated on the new Administrative Procedure and collaborating with community partners such as Kamloops Pride, Safe Spaces, PFLAG and the RCMP. A panel of students who identify as being part of the LGBTQ2S+ community shared their perspectives on their educational experiences to date and provided consultation on what improvements SD73 could develop. As a result, the number of individual SOGI resources, as well as SOGI kits available to staff increased. The number of diversity resources signed out of the District learning commons continue to increase from the previous year and more diversity kits, literacy circle kits and diversity books were signed out.

Out in Schools delivered educational presentations to students in grades 6-10 over a three-day period. Over twelve hundred (1200) students in grades 6 and 7 attended the sessions. The staff from Out in Schools also delivered an educational workshop to over one hundred (100) secondary students and met with one secondary school gender sexuality alliance.

To enhance services in the area of SOGI during 2020-2021, a Student SOGI Advisory group will be established to gather student voice regarding educational experiences. A District Gender Sexuality Alliance group composed of students, support staff, teachers, school leaders and managers will be formed to plan for SD73 events and to create collaborative opportunities between school sites and various groups.

Inclusive Sexual Health Education

SD73 continues to support the physical and health education curricular competencies of social and community health and mental well-being through the delivery of inclusive sexual health education. Inclusive sexual health provides youth with comprehensive and accurate sexual health information that is appropriate for their age, cognitive development and cultural context. Professional development focuses on developing teachers' confidence, knowledge-base and competence so that they can deliver inclusive and shame-free lessons. Twenty-eight (28) educators attended the professional development session in the fall last school year. Unfortunately, two other sessions planned for the spring were cancelled due to COVID-19. Upcoming in the 2020-2021 school year, the District will consult with Mosaic Sexual Health to develop an inclusive sexual health presentation for secondary students.

Conclusion

All SD73 learners are unique learners and have the right to equitable access to, and equitable participation in, quality education. SD73 staff values diversity and responds to the diverse social and cultural needs of the individuals and the communities in which we learn, lead, and work. By promoting the understanding of others and respect for all and by creating safe and welcoming learning and environments that are free from discrimination, harassment and violence, educational excellence and equity are attainable.

