

ANNUAL EQUITY, INCLUSION, AND DIVERSITY REPORT



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

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Executive Summary

Achieving equity and excellence is ambitious, necessary, and attainable. Equity, recognized 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.

Kamloops-Thompson School District No. 73 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 five priorities outlined in the District's Strategic Plan. These five priorities are central to the District vision, which is:

- Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

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

- Supporting learning opportunities and environments which inspire students to thrive.

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 educated citizens

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

In 2022-2023, the equity, inclusion, and diversity action plan will support this goal, as outlined in the following section.

Equity, Inclusion and Diversity Action Plan 2022-23

Action Plan Items

1. Improve learning outcomes for students with diverse abilities by implementing Competency Based Inclusive Education Plans and training for support staff (Learning Assistance Resource Teachers).
2. Provide inclusive programming for secondary students through a project that includes staff reviewing their support structures and access points for diverse learners in four secondary schools.
3. Continue to support Children and Youth in Care through upholding relationships between school-based teams, caregivers, and external agencies to allow for the planning and implementation of wraparound supports.
4. Develop a system-wide scan of students and staff around their lived experiences of racism to create a District anti-racism plan.
5. Provide in-person training opportunities for teachers in urban and rural schools to increase familiarity with and support implementation of the Everyday Anxiety Strategies for Educators (EASE) program.
6. Participate in a pilot project for EASEY (Everyday Anxiety Strategies for Early Years) in partnership with the MCFD's Child and Youth Mental Health Operational Policy team.
7. Continue partnering with our community YMCA-YWCA to offer Tier 2 programming (Y Mind) for youth who present with mild to moderate anxiety.
8. Provide opportunities for students identifying as LGBTQ2S+ to experience a positive sense of identity, connection, and belonging within their school communities.
9. Provide a framework for mental health promotion for all elementary educators through an accessible and practical monthly resource informed by the Ministry of Education and Child Care's Mental Health in Schools Strategy, highlighting strategies for enhancing mental well-being, cultivating social-emotional learning competencies, and achieving mandated curricular outcomes.
10. Build capacity for implementing Tier 1 support structures and the integration of evidence-based social-emotional learning initiatives through a CASEL-led training series and partnership with three elementary schools.
11. Build educator capacity to provide students in grades 4 to 9 with an opportunity to receive accurate, relevant, and updated information and resources about adolescent sexuality based on the BC Ministry of Education's Physical and Health Education curriculum.
12. Implement an activity-based consent and sexualized violence prevention and response educational program (Constant Café) designed for children, youth, and young adults in secondary schools.

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.

Introduction

Equity, Inclusion, and Diversity in the District

The District's vision seeks to enable students to go beyond receiving a graduation certificate to becoming resilient and engaged citizens with positive life outcomes. It ensures that learners have opportunities 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 enroll 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, staff 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
- 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 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
- Policies and practices that promote fair and equitable treatment of all learners

District Strategic Priorities

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

1. **Intellectual Development:** to develop the ability of students to analyze critically, reason and think independently and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
2. **Human and Social Development:** to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
3. **Cultural and Identity Development:** to develop a sense of identity in individuals and cultural safety and humility in communities.
4. **Career Development:** to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.
5. **Systems Development:** to engage in operational and reporting structures and practices that enact Ministry and District priorities.

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 and Child Care, 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."

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.

The District engages students annually in the District Engagement, Well-Being and Resiliency Survey (DEWRS) to gain information on their perceptions of student belonging. Below are two data sets, one for students in elementary (grades 4 to 7) and the other for students in secondary (grades 8 to 12).

Elementary Students—Grades 4 to 7

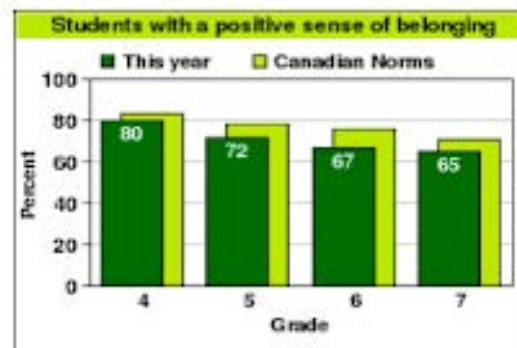
In elementary, both the 2019 and 2020 results indicate that students' sense of belonging drops as students move up the grades in elementary schools. Further, students in our District consistently report a lower sense of belonging when compared to averaged data from students across Canada. This data speaks to the need for prioritizing student connectedness in elementary schools, especially for students enrolled in upper elementary grades.

Fall 2019

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 this 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 this district had a high sense of belonging. The Canadian norm for girls is 75% and for boys is 79%.

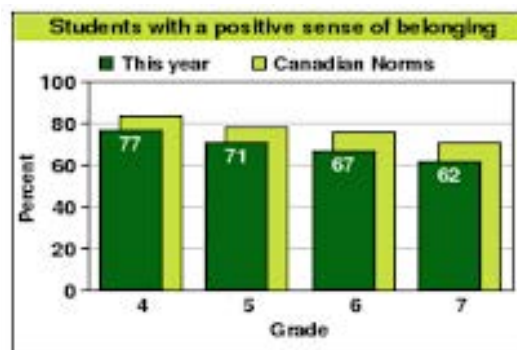


Fall 2020

Students with a positive sense of belonging

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

- 69% of students in this district had a high sense of belonging; the Canadian norm for these grades is 77%.
- 69% of the girls and 72% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 75% and for boys is 79%.

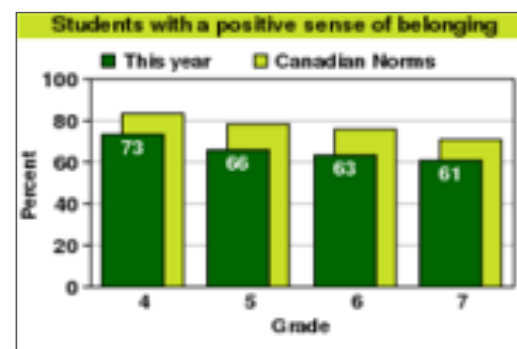


Fall 2021

Students with a positive sense of belonging

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

- 66% of students in this district had a high sense of belonging; the Canadian norm for these grades is 77%.
- 65% of the girls and 70% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 75% and for boys is 79%.



In elementary school, the results from the last three years indicate that students' sense of belonging drops as students move up the grades in elementary schools. Further, students in our district consistently report a lower sense of belonging when compared to averaged data from students across Canada. This data speaks to the need for prioritizing student connectedness in elementary schools, especially for students enrolled in upper elementary grades.

Secondary Students—Grades 8 to 12

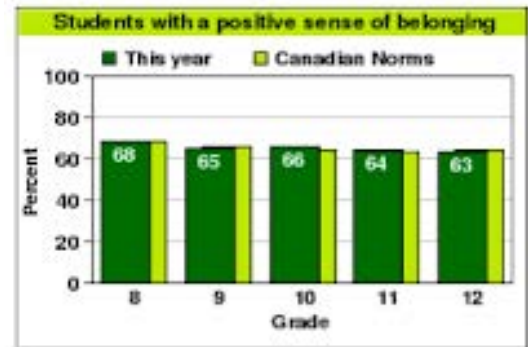
In secondary school, the results from the last three years show similar results in that students' sense of belonging is relatively flat throughout the five high school grades. When compared to Canadian norms, secondary students in our district report very similar levels of a positive sense of belonging. Even though this data is in line with the Canadian average, with an average of only 64% of students in secondary environments reporting a high sense of belonging, there is more work to be done to better connect to students in our high schools.

Fall 2019

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 this 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 this district had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 70%.

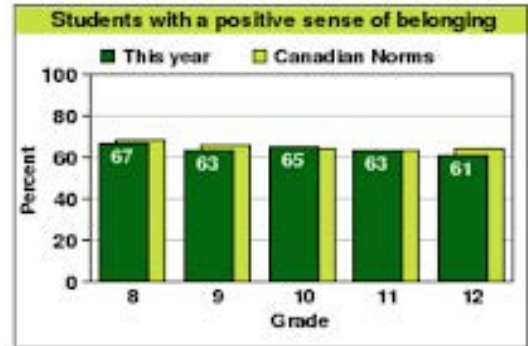


Fall 2020

Students with a positive sense of belonging

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

- 64% of students in this district had a high sense of belonging; the Canadian norm for these grades is 65%.
- 60% of the girls and 70% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 70%.

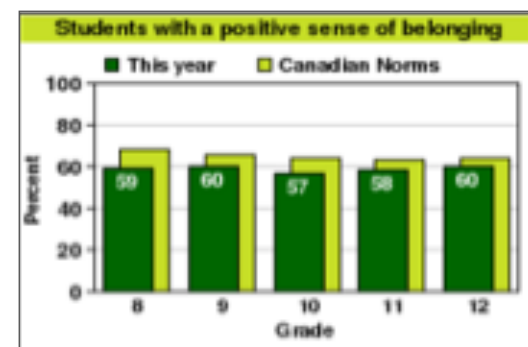


Fall 2021

Students with a positive sense of belonging

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

- 59% of students in this district had a high sense of belonging; the Canadian norm for these grades is 65%.
- 57% of the girls and 66% of the boys in this 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 the following seven principles of learning that are intended to build engagement and connectedness through positive emotions and motivations:

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
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 formalize systemically 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
- 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 Aboriginal ancestry, who are English Language Learners (ELL) or who qualify for special education designations. Recognizing that learners are unique and have diverse learning requirements, SD73 spends approximately 20% greater than the specific operating funds to ensure that equity, inclusion, and diversity of learners is honored in all of our 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 Student Learning Survey and several specific programming measures, including report cards, Ministry data and Inclusive Education Services' data.

Inclusive Education Policy and Procedure

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

Last school year, 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 2022-2023, 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 and 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.



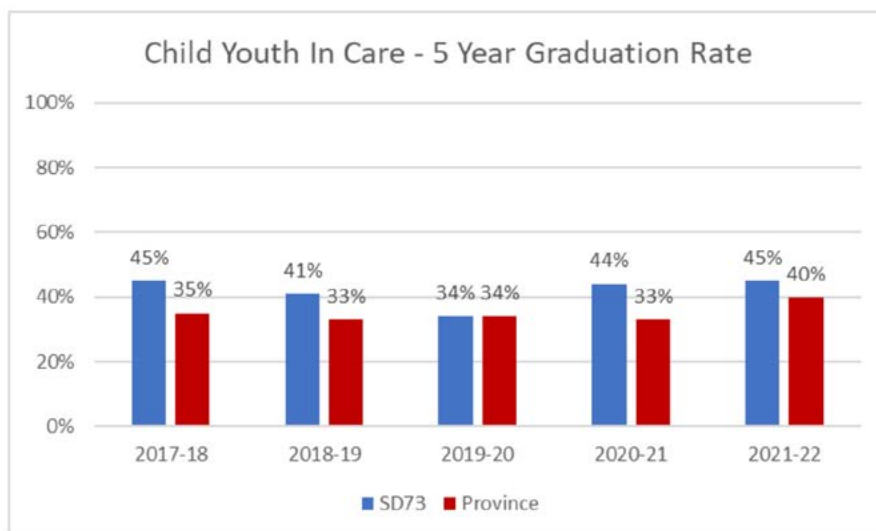
Examining Achievement Data

Children and Youth In Care

Students who are placed in both temporary and continuing care are less likely to experience academic success, and graduate in School District 73 and throughout the Province of British Columbia compared to students who are not placed in care. Children and youth in care (CYIC) refers to a child or youth who is in the custody, care or guardianship of a Director (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement. This cohort includes students identified in the B.C. K–12 education system as children under a Continuing Custody Order (CCO), Youth Agreement (YAG), interim and temporary custody orders, children under Special Needs or Voluntary Care agreements, and children under orders from another province or jurisdiction.

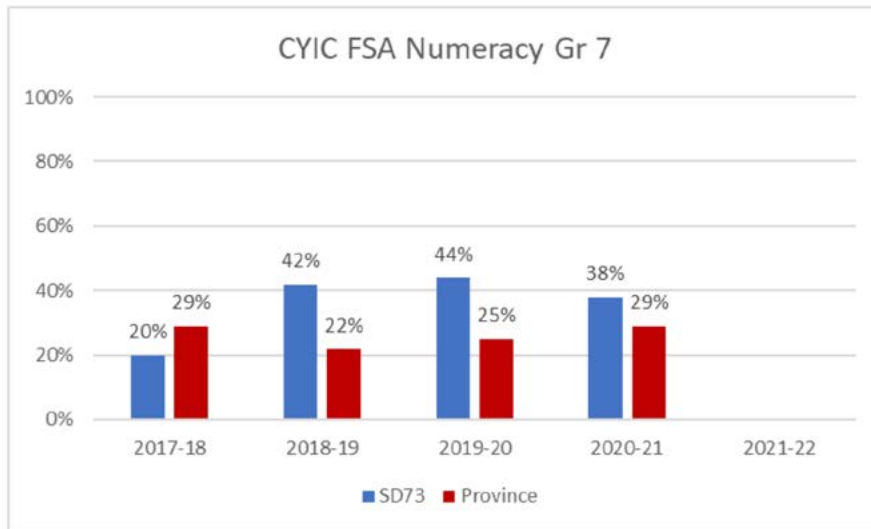
As per the [How Are We Doing?— Children and Youth in Government Care and Youth on Youth Agreements Report \(2018\)](#), children in government care can face exceptionally challenging circumstances. For these children to thrive, the government, schools, families and community support agencies need to work together to ensure children are adequately supported to reach their goals. This work is a priority in School District 73, as evidenced by the data on the achievement of students in CYIC environments provided below.

Graph 1 compares the 5-year completion rates of SD73 students to provincial students who have been in care at some point in their school years. The data below represent less than 10 students in SD#73, provincially this number represents over 200 students. Regardless of the small sample size, the data does indicate that students who are in care tend to graduate at a lower rate.

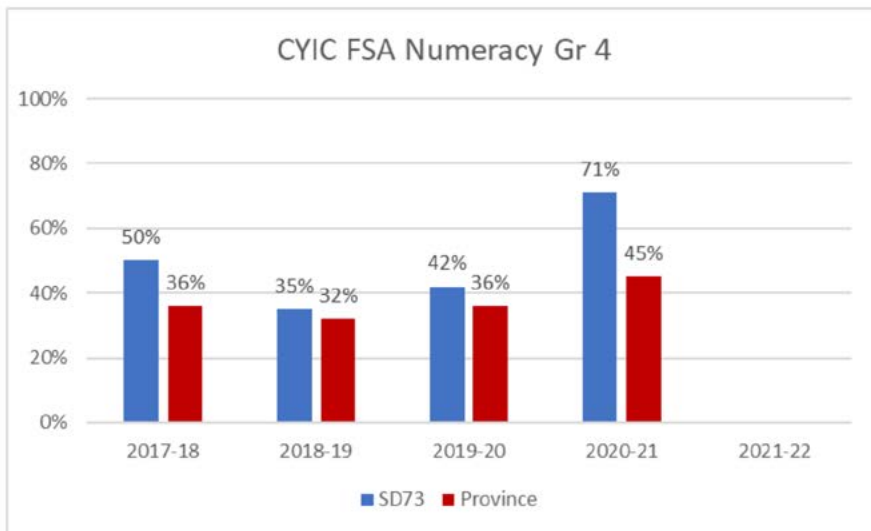


Graph 1 - 5 Year Graduation Rate

The gap in achievement between students in care and those not in care exists earlier in district data, indicating the need for both elementary and secondary school teams to strengthen the communication with families and government agencies and solidify the process of monitoring the effectiveness of supports for Children and Youth in Care. Graphs 2 and 3 examine grade 7 and grade 4 student results in the Numeracy section of the Foundation Skills Assessment. This achievement data mirrors the gap in completion rates that exists between all students and Children Youth in Care. The gap in achievement (and seen in completion rates) appears to grow as students enroll in the higher grades. It is clear from this data that there is the need to enhance the support district staff provide students who are in Ministry care.



Graph 2 - Grade 7 Numeracy FSA



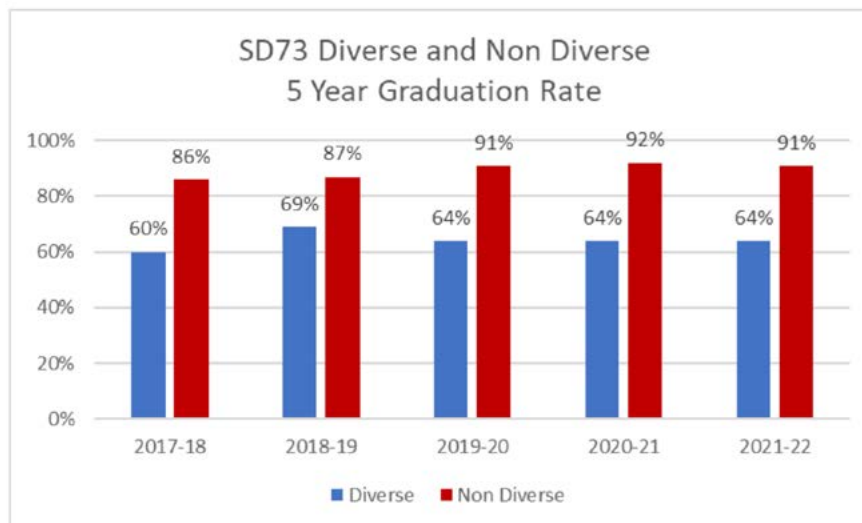
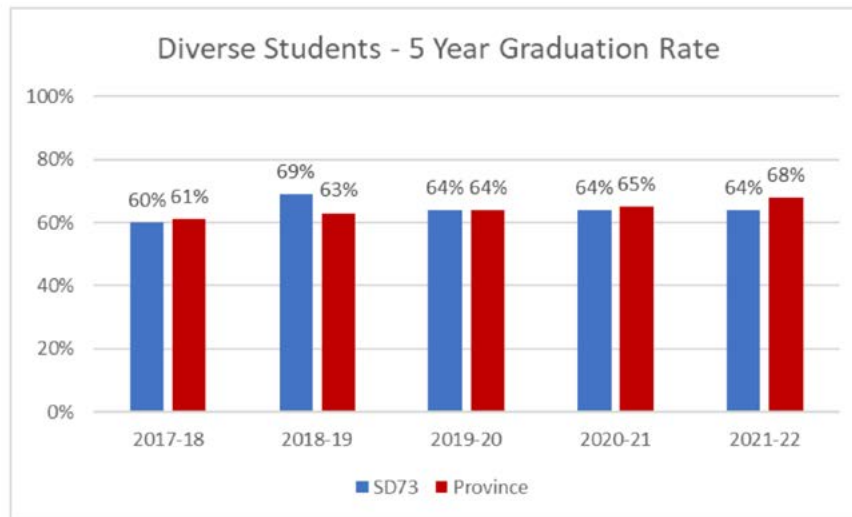
Graph 3 - Grade 4 Numeracy FSA

Diverse Ability Learners and Students with Disabilities

Students who have diverse abilities or disabilities do not experience academic success at the same rate of neurotypical students in the district and throughout the province. This inequity is evidenced in the graphs 4 and 5 which show a significant gap in both graduation completion rates and percentage of students achieving On Track or Extending on the Numeracy sections of the Grade 4 and Grade 7 Foundation Skills Assessment.

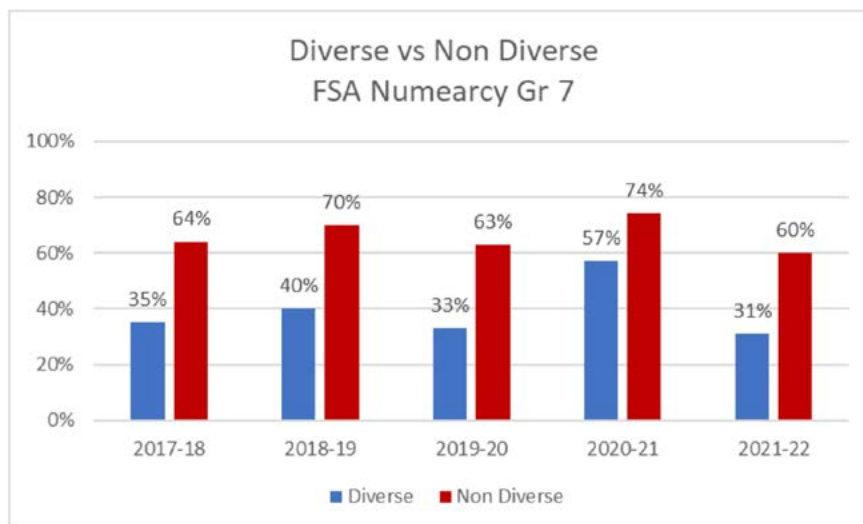
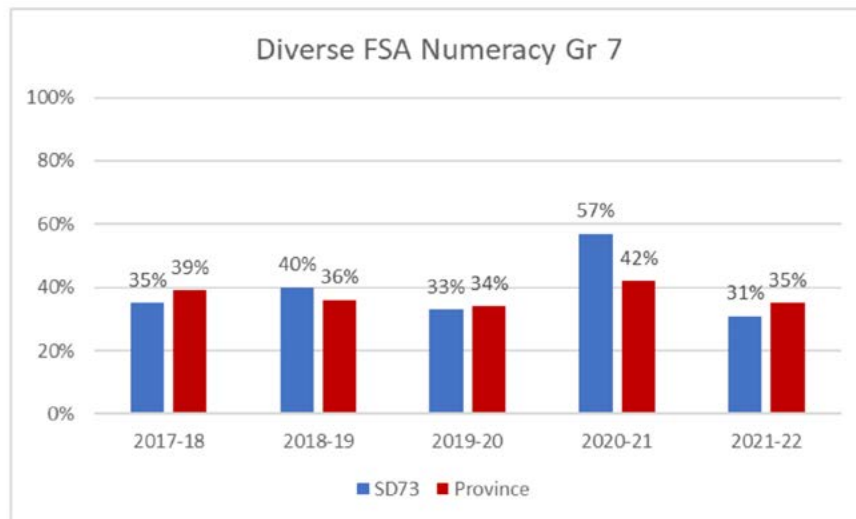
In graph 4, SD73 students with diverse abilities or disabilities graduate at approximately the same rate as the provincial average. Further, District data comparing the graduation rate for students with special education designations with students without special education designations mirrors provincial results for both 5- and 6-year completion rates. Regardless of this equivalence with provincial results, the thirty percent gap in 5-year

completion rates and the twenty-five percent gap in 6-year completion rates between students with special education designations and those students without any designations is proof of the need to guide and support enhancing structures and strategies for diverse learners in our district.

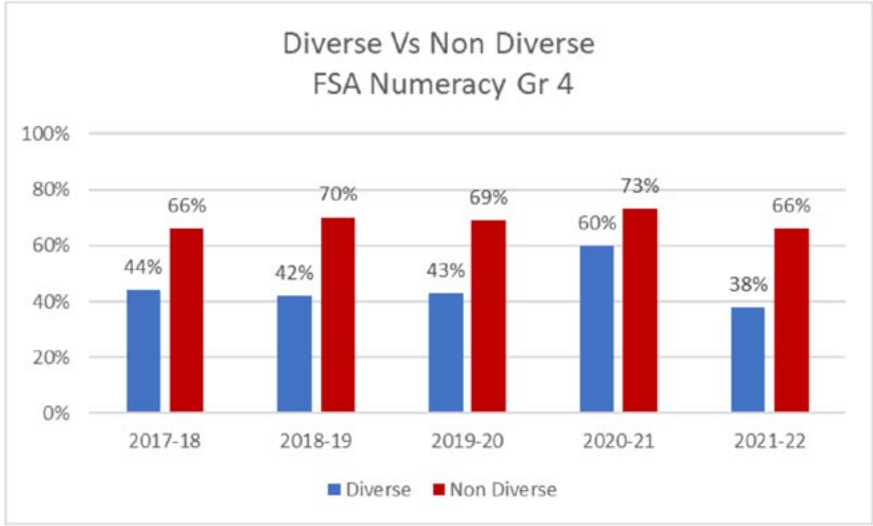
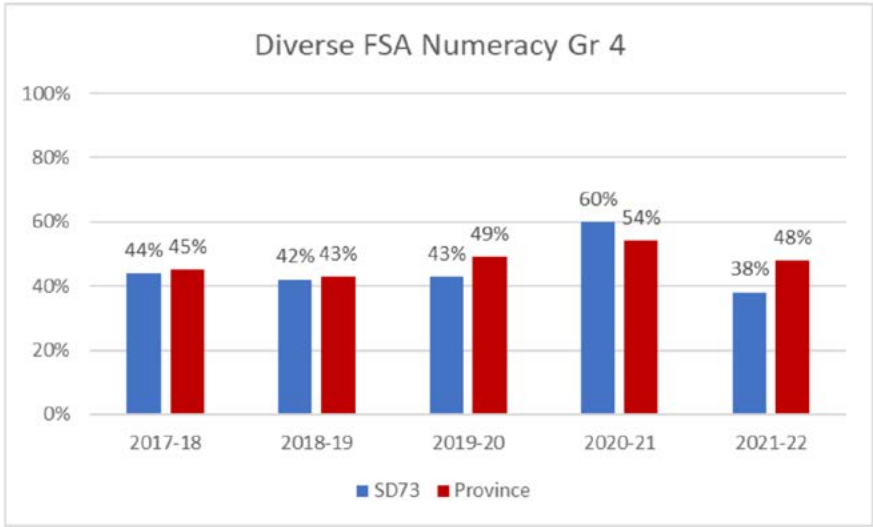


Graph 4 - 5 Year Graduation Rate

The achievement gap between students with diverse abilities or disabilities and students without any special education designations is evident from the Foundation Skills Assessment Numeracy data shared for both students in grades 4 and 7 below. The data from 2021-2022 is encouraging as it shows a noticeable narrowing of this gap especially with the grade 4 Numeracy assessment results. Both the grade 4 and grade 7 results for students with a Ministry designation showed strong improvement with the percentage of students achieving On Track or Extending going up 18 and 21 percent respectively. One year of growth is encouraging and worth acknowledging but does not yet constitute a trend. Further, even with this growth, an achievement gap of 15 to 21 percent still exists. This evidence informs that the work of improving classroom level support provided to students who have Ministry designations needs to begin early in the primary years.



Graph 5 - Grade 7 Numeracy FSA



Graph 6 - Grade 4 Numeracy FSA

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 diverse learners, a variety of services are provided through Inclusive Education Services:

- School Psychologists
- Speech and Language Pathologists
- Home/Hospital Services
- Teacher for the Deaf/Hard of Hearing
- District Inclusive Education Services Coordinator
- Vision Resource Teacher
- Inclusion Support Teachers
- School and Family Consultants
- Drug and Alcohol Counsellor
- Chris Rose Therapy Centre for Autism
- District Mental Health Clinician
- Social Emotional Coordinator
- Assistive Technology Supports
- District Resource Rooms
- Children's Therapy and Family Resource Centre
- Provincial Outreach Programs
- Partial Day Planning



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 the District’s consultation process and are also responsible for determining whether students are placed, based on appropriate documentation and assessment, in a Ministry of Education and Child Care special needs designation. School Psychologists ensure that students diagnosed with Learning Disabilities/Intellectual Disabilities and/or those with specific diagnoses who might qualify for services through Community Living BC (CLBC) have an updated/appropriate assessment prior to their graduation. School Psychologists also review and approve designations from out of district.

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.

Service Provided	Number of Students
Screening Assessment	879
Full Assessment	166
Direct Intervention with SLP	578

Service Provided	Number of Students
Supervised Intervention with CEA or SLP A	204
Aboriginal Ancestry	223
TCO/CCO	10

School Assessments Completed Direct Services Provided Other Services (AAC, IEP, Consultation, Aboriginal Ancestry, TCO/CCO)

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) unable to attend school. Home/hospital services are temporary and support the curriculum provided by the student’s classroom teacher. It is not considered an educational program. 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.

Grades	# of Students Served	Aboriginal Ancestry	Continuing Care
Elementary (K-7)	12		
Secondary (8-12)	12	2	1
Total Students	24	2	1

Teacher of the Deaf/Hard of Hearing

The Teacher for the Deaf/Hard of Hearing (TDHH) provides direct and consultative services to students who may be experiencing difficulty in school due to hearing loss. Any student at any grade level who has hearing loss that results in educational difficulties and/or compromised language access is eligible for direct, weekly or bi-weekly service. Service may include auditory management, language development (American Sign Language, signed English or oral language), self-advocacy training, Deaf/Hard of Hearing peer and community connections and curriculum support as necessary. The TDHH liaisons and provides for provision of services and equipment with appropriate outside agencies such as Provincial Outreach Program - Deaf/Hard of Hearing (POPDHH), B.C. Children's Hospital (BCCH), Provincial Resource Program - Auditory Outreach (PRP-AO), B.C. Family Hearing Resource Centre, SLPs, audiologists and other medical personnel.

Consultative services may include providing audiological and appropriate accommodation information to students, parents, certified education assistants, classroom teachers and administration. It may also include issuing and managing auditory technology, such as sound field equipment and personal Remote Microphone/FM technology.

The TDHH also provides workshops and resources on hearing conservation, Deaf culture, American Sign Language and the Ear and Hearing to interested educators upon request.

TDHH Student Data

Grades	# of Students Served	Aboriginal Ancestry	Continuing Care
Elementary (K-7)	22	3	1
Secondary (8-12)	10	2	1
Total Students - Direct Service	19 - Category F-DHH	5	2

Grades	# of Students Served	Aboriginal Ancestry	Continuing Care
Total Students - Consultative service	13 - Consultative, secondary category		
Total Students	32	5	2

Teacher of Students with Visual Impairments

The Teacher of Students with Visual Impairments (TSVI) provides scheduled daily and weekly direct instruction to students with visual impairments and blindness. The TSVI 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 and liaising with families and outside agencies. The outside agencies include the Provincial Resource Center for the Visually Impaired (PRCVI), SET BC, Blind Beginnings, BC Blind Sports and POPDB. This school year the TSVI provided service to 25 students with visual impairments within the District.

BC Blind Sports came to the District to provide inclusive recreational activities for five different schools over a two-day period. In addition, the TSVI linked families with Blind Beginnings to participate in the first Community Discover event to take place since the pandemic.

In previous years, the District partnered with the Lions Club to provide vision screening for grade 3 and 6 students at 18 elementary schools. The initial goal was to provide this screening to all grade 3 and 6 students. This project was put on hold last year due to the coronavirus pandemic. This project will resume when it is safe for the Lions Club members to reconvene this support.

Inclusion Support Teachers

Inclusion support teachers (ISTs) build the capacity of schools to respond positively, and with a variety of strategies, to meet the behavioral and learning needs of students. Through observations, consultations and assessments, ISTs create plans to help support the behavioral and SEL needs of diverse learners. Inclusion support teachers also work with school teams to develop Employee Safety Plans, have a consultative role for students on partial day plans and facilitate training of school teams in Crisis Prevention Intervention (CPI). They are responsible for supporting and developing classwide and/or schoolwide Positive Behavior Intervention Systems (PBIS) frameworks to promote prosocial behavior.

Elementary Schools	FBA/BIP	Employee Safety Plans	Aboriginal	CCO	GEP	Gender
Totals	185	59	55	11	23	M - 153 F - 32
Secondary Schools	FBA/BIP	Employee Safety Plans	Aboriginal	CCO	GEP	Gender
Totals	15	12	2	0	2	M - 11 F - 4

School and Family Consultants

School and Family Consultants (SFC) support the mental health and well-being of students in SD73, and they are members of the external school-based team. Support is provided to parents through consulting and facilitating referrals to community resources, as needed. Elementary students are supported through one-to-one, short-term counselling. Finally, SFCs work closely with the school team to create intervention and support plans for students on and off their active caseloads. The following safety protocols are supported by SFCs: Critical Incidents, Suicide Risk Screening & Interim Safeplans (SRSIS), Violent Threat Risk Assessment (VTRA), Worrisome Behaviors, and Problematic Sexualized Behaviours (PSB). SFCs are responsible for annual H and R file reviews.

Students/ Families Served	Aboriginal Ancestry	Continuing Care (CCO/ TCO)
347	51	5

**data not available for 1 SFC schools due to leave status

Drug and Alcohol Counsellor

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 counseling within the school setting. This counsellor provides students and district staff members with prevention-based presentations regarding substance use.

Three secondary schools participated in a pilot of the PreVenture Program in collaboration with UBCO, an evidence-based prevention program that uses personality-focused interventions.

District Mental Health Clinician

This jointly funded position works as a liaison between SD73 and the Ministry of Children and Family Development Child and Youth Mental Health. Direct 1:1 therapeutic counselling is provided to students whose functioning is impacted due to mental health disorders. The clinician also provides psychoeducational groups and ensures appropriate district staff are trained in the Suicide Response Protocol.

Assistive Technology Supports

The District recognizes the importance of providing diverse learners with technology support to help them access, develop, and showcase their learning. SD73 students are supported with both hardware (technology) and software (learner accommodation programs) support. The District Assistive Technology Resource Teacher held two (2) professional development sessions and provided technology, classroom workshops and training sessions for school staff or consulted school staff on how to implement technological supports in 32 of 47 schools in 2021-2022.

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. The Coordinator is responsible for organizing kindergarten planning meetings that involve collaborating with families and community service providers to provide wrap-around support for incoming students with diverse needs. There were approximately 75 kindergarten screening meetings held during 2021-2022.

District Resource Rooms

There were eight District Resource Room Programs in 2021-2022. They are designed to provide individualized programming at primary, intermediate, and secondary levels for students with intellectual disabilities and 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.

Chris Rose Therapy Centre for Autism (CRTCA)

The Chris Rose Therapy Centre for Autism provides purchase of service support for students who have autism. Students attending CRTCA receive speech and language therapy, occupational therapy, music therapy, life skills, an integrated physical program, as well as social skills and individualized therapies in a classroom-like setting. Most students attend CRTCA on a part-time basis and attend their home school on alternate days. The SD73 Support Teacher works with students one-on-one while at CRTCA, as well as provides transition support to school teams so students are better able to integrate in their home school environments.

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 support. 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 and Child Care 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.

During the 2021-2022 school year, any school team placing a student in a reduced day program was required to complete a document that outlined a return to full in-class instruction plan. District staff, such as the Inclusion Support 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. Schools are required to send names of all students on partial day programs to the Assistant Superintendent of Inclusive Education.

Cultural Diversity

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. Since then, school teams have 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.

The focus for the 2021-2022 Aboriginal School Lead sessions was an equity-centered trauma informed education learning series. Author Alex Shevrin Venet led three of the sessions and helped educators and school leaders shift equity to the center as they considered policies and professional development. Using a framework of six principles for equity-centered trauma-informed education, Venet offered practical action steps that teachers and school leaders could take from any starting point, using the resources and influence at their disposal to make shifts in practice, pedagogy, and policy.

English Language Learning (ELL)

Each school supports English Language Learning (ELL) students with Learning Assistance Resource Teacher services, and/or English language development classes, and/or direct support from the district ELL Resource Teachers. 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 Resource 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 and Child Care curricula; ELL standards; cultural proficiency; cultural awareness, anti-racism, equity for ELLs; and best practices in teaching language proficiency such as UDL.

In 2021-2022, following pandemic restrictions and guidelines, the ELL Resource Teachers delivered direct service to students one-on-one or in small groups; they worked directly with teachers of ELL students on differentiated instruction; and worked closely with the settlement workers in schools (SWIS) to transition students from various countries to our school district.

The team also developed the first Annual Instructional Plans (AIPs) housed in MyEd BC. The ELL Resource Teachers focused on culturally responsive teaching and equity for ELL students through their own personal professional development and plan to provide professional development on this topic to educators in the 2022-2023 school year.

The highlight of the year was being able to reconnect the grade 7-12 students at the Henry Grube Education Centre for an afternoon of games and activities which celebrated and united their cultural differences and similarities. It was a great success and a memorable way to end the school year.

In 2022-2023, the ELL Resource Teachers will work with TRU staff to investigate the possibility of organizing field trips and projects. The purpose of these field trips will be twofold. English Language Learners learn how to face the challenges of living in two cultures and how to accommodate those challenges while sharing the richness of living in those cultures. The end goal is to embrace Canadian culture while preserving and celebrating their own cultures. The second purpose is to allow English Language Learners 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.

Grades	# of Students Served	Aboriginal Ancestry	Continuing Care
Elementary	228		
Middle/Secondary	81	1	1
Total Students	309	1	1

Anti-Racism Working Group

In 2020, the District created [Administrative Procedure 170: Anti-Discrimination and Human Rights](#). This comprehensive administrative procedure covered expectations around conduct, student and staff training, assessment and placement, responding to incidents and home, school and community relations. A working group consisting of the Library Learning Commons Coordinator, principals, vice principals, former students, current students, the Kamloops Immigrant Society and district staff was formed. Since 2020, student leaders with lived experience of racism have met quarterly to discuss their educational experiences and offer insights and strategies to make schools more inclusive through prevention and intervention. Students were invited to join the Motion in Colour group started by two former students and the Kamloops Immigrant Society. This group continued to facilitate student sessions where reports of racism occurred.

In 2021-2022, Annecia Thomas, a grade 11 student at South Kamloops Secondary School was invited to be part of the Minister of Education and Child Care’s Community Roundtable regarding racism. She also worked with the Equitas International Centre for Human Rights Education and in the BC Youth Dialogue Series on Social Justice. Andrea Wallin, the Learning Library Commons Coordinator and Assistant Superintendent Mochikas participated in a provincial group led by Equitas to create a diversity calendar, list of anti-racism resources and protocols for responding to racist/discriminatory acts. A number of resources were purchased for schools, libraries and the Learning Library Commons.

The District was fortunate to receive a grant from the Stollery Foundation for the 2022-2023 school year. The 2022-2023 working group consisting mostly of students will focus its anti-racism efforts in these domains: resource acquisition and development, professional development, responding to incidents, community partnerships, educational posters and videos, parent engagement sessions and creating a survey to gauge areas that need improvement in district schools, facilities and processes.

Supported Transitions

Effective transition planning is important and can impact learners’ experiences of connectedness and belonging. Comprehensive transition planning that reflects 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 2021–2022, 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	53	20	9	1	32	14	59

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 enroll in school, Inclusive Education Services (IES) staff members in collaboration with community agencies, 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 English Language Learning (ELL) students, ELL resource teachers facilitate sessions for ELL secondary students to gather with ELL students enrolled in feeder schools.

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). The District hosts an annual transition fair in collaboration with other community agencies 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 over the three-year period from grades 10 to 12.

Senior secondary students had the opportunity to visit and shadow programs offered in the Education and Skills Training program (ESTR) at Thompson Rivers University (TRU). The ESTR programs are designed for students with disabilities or learning challenges who do not currently meet the academic qualifications for regular university programs. ESTR is individualized to meet student needs and includes opportunities for work experience in the community. ESTR programs include kitchen assistant, career exploration and retail training components. Inclusive Education Services staff will work with TRU to continue providing this opportunity for students for the 2022-2023 school year.

Trades and Transitions

The Trades and Transitions program is managed by the SD73 Career Development Department and offers students access to dual-credit trades and occupational training, and events that expose students to post-secondary education and career opportunities. The Career Development team supports equity, diversity, and inclusion in the following ways:

- Annually reviewing program enrollment to identify under-represented populations.
- Having school-based Trades and Transitions (TNT) Coordinators work with LARTs to establish an IEP framework goal outlining access to accessibility services at TRU.
- District Coordinators providing one-on-one support for Youth Train in Trades students with IEPs at TRU by providing adaptive services during formal testing.

- District Career Development staff providing support for Youth Train in Trades students living on their own and struggling to meet basic needs. Fresh and dry food baskets are organized and delivered to each student. Students without access to technology are loaned chrome books.
- Hosting Career Development talks for Aboriginal groups in secondary schools with Aboriginal Education Workers.
- Promoting Aboriginal resources for Career Education teachers such as The Career Journeys First Nations Career Role Model Resource Guides.

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
- 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 behavior, 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 2021-2022, a significant component of mental health education focused on whole-school professional development to complement and collaborate with student service providers in school settings, enhancing the development of a whole-school support network that can better meet student needs.

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

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL encompasses five interrelated competencies including self-awareness, self-management, social awareness, healthy relationships, and responsible decision making. SEL is considered a “mastery skill” and is inextricably linked to school success. In recognition of recent research in developmental and cognitive neuroscience indicating the correlation between emotion, social functioning, learning, and well-being, SD73 is committed to integrating meaningful and purposeful SEL initiatives within school communities.

Over the 2021-2022 school year, Inclusive Education Services piloted an independent, multi-tiered SEL project within participating elementary schools aimed at achieving positive outcomes related to the five domains of social-emotional learning. Informed by the 2021 Mental Health in Schools Strategy and aligned to the B.C. curriculum, the pilot project sought to promote understanding of SEL and to build educator capacity for advancing meaningful implementation and integration of evidence based SEL practices into classrooms. Co-created and facilitated by Inclusive Education staff, the project spanned 6-week phases and involved collaboration with administrators, staff, and students through direct teaching, modeling, consultation, assessment, and provision of literature and resources. In partnership with SD73, Child and Youth Mental Health clinicians offered augmentative staff learning sessions on trauma-informed practice and emotional regulation. Ultimately, the pilot endeavoured to establish strong Tier 1 support systems, create and sustain inclusive and compassionate learning environments, contextualize SEL as aligned with a universal design for learning (UDL) approach, and characterize SEL as fundamentally about cultivating connection. By June 2022, Inclusive Education Services fulfilled intended outcomes at three elementary schools.

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 12. Included in these resources is the French language AISE K-7 program. The EASE grade 8 to 12 program was newly released in October 2021. These standalone resources align with the British Columbia curriculum and are tied to social-emotional learning competencies. EASE is designed to benefit all students and can be embedded into existing classroom routines and practices. The EASE program is consistently advertised and encouraged on district professional development days.

The EASE program involves a self-paced, online training component that is free for all BC educators to access. Upon completion of the learning portion teachers receive access to the full EASE curriculum. Learning kits, which include all unit books and materials, have been created for teachers and are accessible through the Learning Library Commons. There are two EASE trainers/liaisons that continue to support the implementation of EASE in classrooms across the district. To date, 209 staff members have completed the EASE training program.

Worry Bugs/Worry Dragons

Worry Bugs is a locally developed four-week program for children in kindergarten or grade one and their caregivers. The group is for children who are showing signs of anxiety without significant behavior concerns. This group did not run 2021-2022 but will resume in 2022-2023.

Taming Worry Dragons is a six-week program for children ages 8 to 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 behavior concerns.

During the 2021-2022 school year, District Mental Health Clinicians, School and Family Consultants, and community partners through Child and Youth Mental Health successfully piloted a condensed, in-person 6-week Worry Dragons group with 7 elementary schools.

Kids in the Know (KITK)

Kids in the Know (KITK) is the Canadian Centre for Child Protection's national safety education program for K-8 students. It is a research- 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. This program is offered at no cost to all SD73 K-8 teachers.

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 behaviors, reduce stress, sharpen concentration and increase empathy and optimism.

In 2020-2021, 60 teachers and a further 35 CEAs were supported with MindUp training and materials. In 2021-2022 the staff of McGowan Park Elementary were trained in the MindUP Program.

Y Mind Teen and Youth Groups

The District is partnering with the YMCA to deliver Y Minds - a free, early-intervention psycho-education support group for young people experiencing symptoms of stress, worry and mild-moderate anxiety. The group sizes are 8-12 participants and are co-facilitated by 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 7 weeks and provide a safe, supportive environment where young people can meet others who have had similar experiences, and include strategies taken from mindfulness practice and Acceptance & Commitment Therapy (ACT). Students are provided with take-home resources to help cope with stress and anxiety between weekly group sessions. The sessions are fun and interactive, and students leave with a full toolbox of self-regulation skills. Y Minds was piloted in two high schools last year with excellent results, and this year two more high schools will be providing this support group for students. The YMCA organization offers ongoing support and financial resources to schools involved in delivering the program.

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 MHL 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.

In the classroom setting, we are looking to bridge the knowledge gap in mental health literacy with continuity of learning from grades 5 to 9 utilizing a combination of age-appropriate content where one year scaffolds the next with the intention of students feeling more empowered to address mental health needs. The combination of these age-appropriate mental wellness resources equip teachers with a robust curriculum focusing on basic brain functions determining both mental health and illness.

During the 2021-2022 school year, 25 schools participated in an online, holistic social and community health forum for students in grades 4-6. The forum occurred across three half-day sessions and was attended by 49 teachers and their students. This forum used the Circle of Courage framework for well-being and invited students to identify and reflect upon how they connect with themselves, with others, and with the land. Each session aimed to promote a positive sense of well-being, and to strengthen the Circle of Courage competencies of independence, mastery, belonging, and generosity. Learning through the lens of the Circle of Courage, the following themes were addressed: physical literacy, nutrition, self-awareness, and connection to place.

At the secondary level, teachers new to the Physical and Health Education (PHE) course were trained in the Teen Mental Health (TMH) curriculum. All PHE teachers received updated curriculum changes that were made to the Teen Mental Health curriculum.

On June 22, SD73 held its first district-wide Aboriginal Youth Wellness Conference for students in grades 8 and 9 at Thompson Rivers University. The theme for the conference, as identified and selected by students, was *Yecwestsút-ca*, which means *'to care for one's self'*. This gathering presented a unique opportunity to learn how Indigenous culture, used as the foundation for health and wellness, is effective not only for Indigenous individuals, families, and communities, but for everyone. The event was based upon the belief that Indigenous health must be approached from a holistic view, which encompasses body, mind, and spirit.

Gino Odjick, a former Vancouver Canuck, and Peter Leech, a former professional hockey player, were the keynote speakers, with Jeffrey Mc-Neil Seymour and Madelaine McCallum Mendez joining as special guests. Each student participated in two 45-minute breakout sessions ranging from knobby ball, medicine making, healthy relationships, jigging, consent, jewelry making, bush party safety and awareness, celebrating Two Spirit folks, and more.

Vaping Education

Vaping has become an epidemic among teens and young adults, with most 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 THC and other active ingredients that can be especially harmful to youth users.

During the 2021-2022 school year, the YMCA/YWCA in partnership with Health Canada created age-appropriate webinars to bring awareness to youth cannabis use. The Youth Cannabis Awareness Program (YCAP) is funded by Health Canada and delivered by the YMCA to offer cannabis education to youth ages

12-24 from a prevention and harm reduction lens. To complement the work done for the past three years with prevention work and addressing the knowledge gap in vaping education, students and teachers expressed an interest in knowing more about cannabis use and its effect on the teenage developing brain.

In October, we piloted the grade 7 and grade 9 learning sessions on Let's Talk About Cannabis in five grade 7 classes and two grade 9 classes to see the response from students. Student feedback and teacher input has shaped what we are now offering district wide. In December, an additional 33 grade 6/7 classes participated in Let's Talk About Cannabis Interactive webinar.

Trauma-Informed Practice

In 2021-2022, 30 staff members were provided with free training through enrolling in Monique Gray Smith's online course, "The Ripple Effect of Resilience: An Indigenous Perspective." Kevin Lamoureux was the keynote speaker for the February professional development day and he provided strategies for educators to practically use a trauma-informed lens in their classrooms and practices. The Aboriginal School Lead sessions featured author, Alex Shevrin Venet, facilitating sessions based on her book, "Equity Centered Trauma-Informed Education."

District Principal Bowden created a Cultural Safety and Humility Guide as a resource for support, teaching and administrative staff to understand the importance of using a trauma-informed approach in their daily work. The Ministry of Education and Child Care has shared this resource with all districts in the province.



Student Safety

The safety of students is of paramount concern to district employees. Results from the District Engagement, Well-Being and Resiliency Survey (DEWRS) on students feeling safe attending school indicate, in general, students at the elementary level feel safer in school than secondary students. Further, the survey results at the secondary level for all students in grades 8 to 12 are lower than Canadian norms for those grades, except for the grade 8 students in the 2020 survey, who were slightly above Canadian norms.

Elementary Students — Grades 4 to 7

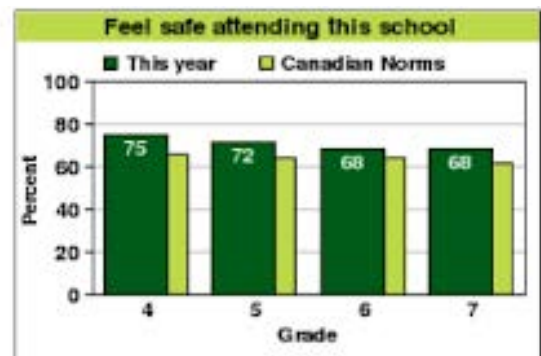
At the elementary level, the percentage of students who feel safe attending school has remained relatively stable for the last two years of data. Student survey results show district students in grades 4 to 7 feel safe at school at a higher level than the Canadian average for each of those grades. The downward trend of feeling safe at school as students enroll into higher grades continues to be consistent in the data. The District has learned that the Canadian norm is based on surveys that are done in the springtime compared to SD73 who uses Fall data results.

Fall 2019

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 71% of students felt safe attending the district; the Canadian norm for these grades is 64%.
- 71% of the girls and 72% of the boys felt safe attending the district. The Canadian norm for girls is 65% and for boys is 63%.

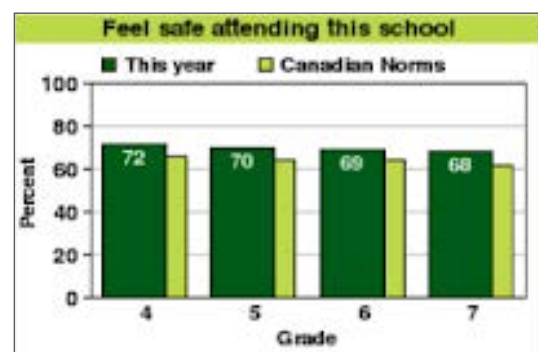


Fall 2020

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 70% of students felt safe attending the district; the Canadian norm for these grades is 64%.
- 74% of the girls and 69% of the boys felt safe attending the district. The Canadian norm for girls is 65% and for boys is 63%.

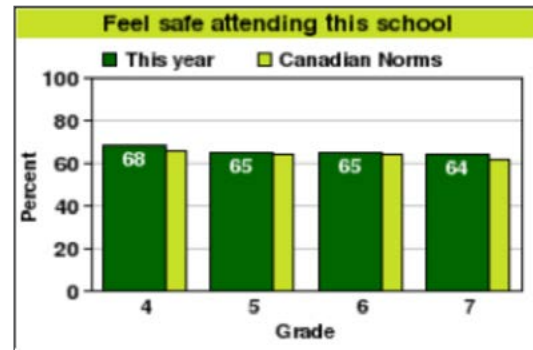


Fall 2021

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 66% of students felt safe attending the district; the Canadian norm for these grades is 64%.
- 70% of the girls and 66% of the boys felt safe attending the district. The Canadian norm for girls is 65% and for boys is 63%.



Secondary Students — Grades 8 to 12

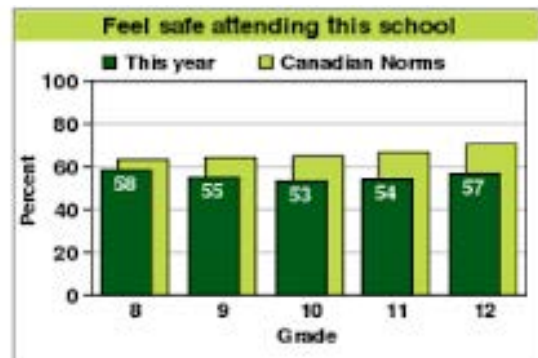
The 2020 survey results showed encouraging increases in secondary students feeling safe attending school across all grades 8 to 12. Survey data from the last three years shows that grade 10 is the grade in which students feel the least safe attending school, while students in grade 8 report feeling the safest. There is an ongoing gap in safety among girls and boys at the high school level, with girls reportedly feeling 5 to 6 percent less safe attending school than boys. This data continues to provide the information school teams and district leaders need to review and improve safety practices at both the school and district level.

Fall 2019

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 55% of students felt safe attending the district; the Canadian norm for these grades is 66%.
- 54% of the girls and 59% of the boys felt safe attending the district. The Canadian norm for girls is 64% and for boys is 67%.

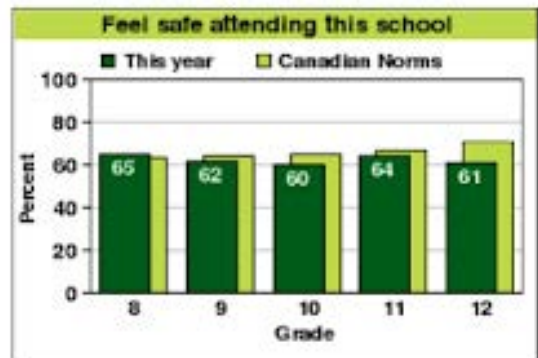


Fall 2020

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 62% of students felt safe attending the district; the Canadian norm for these grades is 66%.
- 60% of the girls and 66% of the boys felt safe attending the district. The Canadian norm for girls is 64% and for boys is 67%.

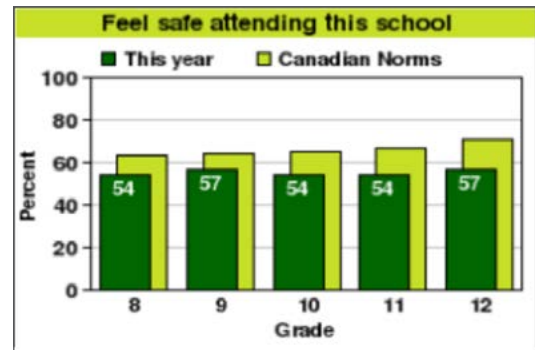


Fall 2021

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 55% of students felt safe attending the district; the Canadian norm for these grades is 66%.
- 55% of the girls and 60% of the boys felt safe attending the district. The Canadian norm for girls is 64% and for boys is 67%.



One area where schools promote safety and consistent behavioral 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. Inclusion support teachers continue to work closely with elementary schools to strengthen PBIS structures and procedures. Expanding the scope of PBIS in schools without this support structure will be a focus for the inclusion support teachers this year.

The District supports comprehensive training for employees to support the principles of a safe and caring school environment. This training is overseen by the Assistant Superintendent of Inclusive Education, who acts as the District's Safe School Coordinator.

The District 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, students identifying as LGBTQ2S+ and Aboriginal youth. The focus on safety and healthy relationships is central to providing programs and services to students.

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

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

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

A robust 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.

Physical Wellness and After School Programming

The District 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.

The District has been using the 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.

To promote physical literacy, two elementary schools were selected to be part of the Ministry of Health’s School Physical Activity-Physical Literacy project. In total, fifteen K-7 teachers received eight weeks of mentorship as well as in-person and online professional development opportunities to build the capacity of teachers to increase their confidence and competence in delivering quality physical activity and physical literacy opportunities at school, and support links to mental well-being.

After-School Sports and Arts Initiative (ASSAI)

The After-School Sports and Arts Initiative (ASSAI)’s objective is to enhance children’s lifelong well-being through creative arts, sport, and physical activity. SD73’s After-School Program strives to (a) connect students to their passions and interests; (b) connect students to a safe and caring adult; (c) provide inclusive programming by reducing barriers to participation; and (d) build a community of trust and support.

During 2021-2022, fifty-four (54) 8-week ASSAI programs were offered at the elementary level while twenty-five (25) 8-week programs were offered at the middle and secondary levels. In total, there were thirteen (13) participating schools at the elementary level and seven (7) at the middle and secondary levels with sixteen (16) urban and four (4) rural sites. Each program runs for two hours in length, and is offered on a fall, winter, and spring program cycle. This year SD73 had 1,010 unique participants for 1,186 hours of program instruction. 966 participants enrolled in programs at the elementary level and 485 at the middle and secondary levels. Some students were participants for multiple programs.

	Total Students	Non-Aboriginal Students	Students with Aboriginal Ancestry	Students in Care	Diverse Learners	Rural Students	Urban Students
2021/2022	1487	1128	359	101	234	143	1344
2020/2021	1494	1080	414	18	296	127	1367

Sexual Orientation and Gender Identity (SOGI)

Honouring the human rights of students and their families and reducing homophobia, transphobia and other barriers serves to provide a safe and supportive environment for all students. In 2021-2022, school lead teachers participated in training that included reviewing [Administrative Procedure 172: Sexual Orientation and Gender Identity](#), the resources available on MySD73, meeting community partners and learning about resources available to schools. The District GSA, composed of students, CUPE members, KTTA staff, principals and district staff met four times throughout the year to discuss actions that would make SD73 more inclusive for students identifying as LGBTQ2S+. Elementary and secondary students participated in student champion groups to foster a sense of community, discuss strategies to make schools more inclusive and build social connections.

To acknowledge and celebrate International Day Against Homophobia and Transphobia, the District hosted a student summit on the topic of “hope.” Students heard positive messages from role models and engaged in activities that build a sense of community and provided input into making SD73 more inclusive for students identifying as LGBTQ2S+. Two SD73 students were part of a national group that created a current Pride Guide for schools throughout Canada to use. Some secondary GSA students visited elementary feeder schools to help students feel more comfortable transitioning to secondary school. Students were invited to attend social activities such as bowling, an art night, and a movie night.

To further SD73’s commitment to creating safe and inclusive spaces for all students, in 2021-2022, all grade 8 and 9 Physical and Health Education (PHE) teachers completed the Provincial Health Services Authority’s *Intro to Gender Diversity* online course as a mandatory component of the Inclusive Sexual Health Education training.

Inclusive Sexual Health Education

The District 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 (ISHE). 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 that embrace a sex-positive approach to teaching adolescent sexuality and relationships. In 2021-2022, we focused on three goals:

1. To provide students in grades 8 and 9 with an opportunity to receive accurate, relevant, and updated information and resources about adolescent sexuality based on the BC Ministry of Education and Child Care’s Physical and Health Education curriculum.
2. For students to have an opportunity to gain the knowledge necessary to make informed choices about their sexual health and have an opportunity to develop awareness of the positive and negative outcomes that may arise as a result of those choices.
3. To create a comfortable, safe, inclusive and respectful co-educational classroom climate and enable discussion of a range of topics dealing with adolescent sexuality and relationships.

SD73 has developed a K-10 Inclusive Sexual Health Education (ISHE) scope and sequence to ensure that topics and content are scaffolded as well as age- and stage-appropriate. Included in the scope and sequence is a recommended number of hours to be dedicated to the sexual health curriculum.

Teacher in-service education is and will continue to be conducted by a team approach through SD73’s ISHE professional learning program. SD73’s ISHE is a collaboration between SD73 teachers, Coordinators, Mental

Health Clinicians, Aboriginal Family Counselors, and community partners such as TRU faculty, TRU Wellness Centre, Kamloops Sexual Assault Counselling Centre (KSACC), and Options for Sexual Health BC.

During the 2021-2022 school year, all secondary PHE 8 and 9 teachers received a ½ day in-service training on the new ISHE program and resources. In addition to this training, all teachers completed the Provincial Health Service Authority's Introduction to Gender Diversity online course prior to delivering the ISHE curriculum. This aligns with the Sexual Orientation and Gender Identity (SOGI) curriculum. The goal is to normalize the conversation around sexual health and increase the number of adults in the building who students can turn to for support.

Additionally, SD73 partnered with TRU to offer Consent Cafés at four different secondary schools. The Consent Café is an activity-based consent and sexualized violence prevention and response educational program designed for children, youth, and young adults. The program employs a K-16 model with the hopes of introducing prevention education early with the goal of scaffolding learning throughout every student's educational journey.

The Consent Café was designed to bring university campuses and schools/community programs together to address and enhance the learning objectives identified in the BC Government's Physical and Health Education provincial curriculum with a particular focus on:

- Healthy relationships;
- Healthy sexual decision-making;
- Reliable sources of health information; and
- Youth specific strategies to protect themselves and others from potential exploitation, abuse, and harm (Government of BC, 2021).

In 2019, SD73 purchased a district license for Kids in the Know, an interactive national safety education program created by the Canadian Centre for Child Protection for youth from kindergarten to high school. The purpose of the program is to reduce child/youth victimization by teaching effective personal safety strategies. All SD73 teachers have access to this online resource.

To support the ISHE work that is happening in SD73, the KTTA offered two half-day sexual health professional development sessions for secondary teachers in April 2022. These sessions were facilitated by an Options for Sexual Health BC certified sexual health educator.

Conclusion

All learners in the District are unique and have the right to equitable access to, and equitable participation in, quality education. The District and its schools value diversity and are expected to support the diverse social, and cultural needs of the individuals within the communities in which we learn, lead and work. District and school leaders, along with the Inclusive Education Services team, promote the understanding of others and respect for all by creating safe and welcoming learning environments that are free from discrimination, harassment and violence, so that educational excellence and equity are attainable.

