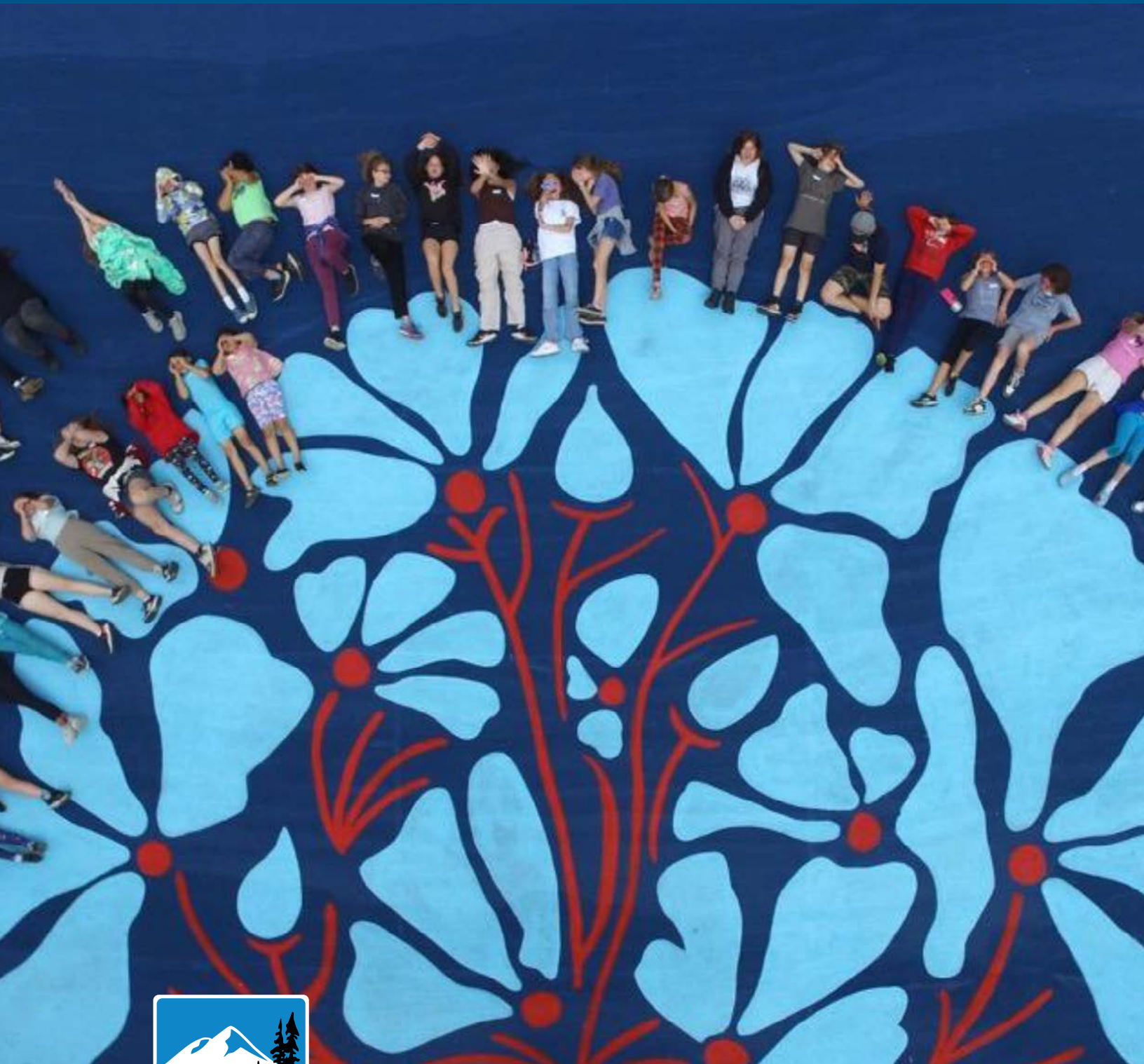


# ANNUAL EQUITY, INCLUSION, AND DIVERSITY REPORT

2022-2023



SCHOOL DISTRICT NO. 73  
(Kamloops - Thompson)

Project was done in partnership with the Kamloops Art Gallery and the City of Kamloops.  
Photo credit: Job Fulton



# Land Acknowledgement

We are grateful to be guests on the territory of seven Secwépemc First Nations: Tk'emlúps te Secwépemc, Sexqeltqin (Adams Lake Indian Band), Quaaout (Little Shuswap Lake Band), Skwláx te Secwepemcúlcw (Neskonlith Band), Simpcw, Pell'íqt (Whispering Pines Clinton Band), and Skítsesten (Skeetchestn Band).

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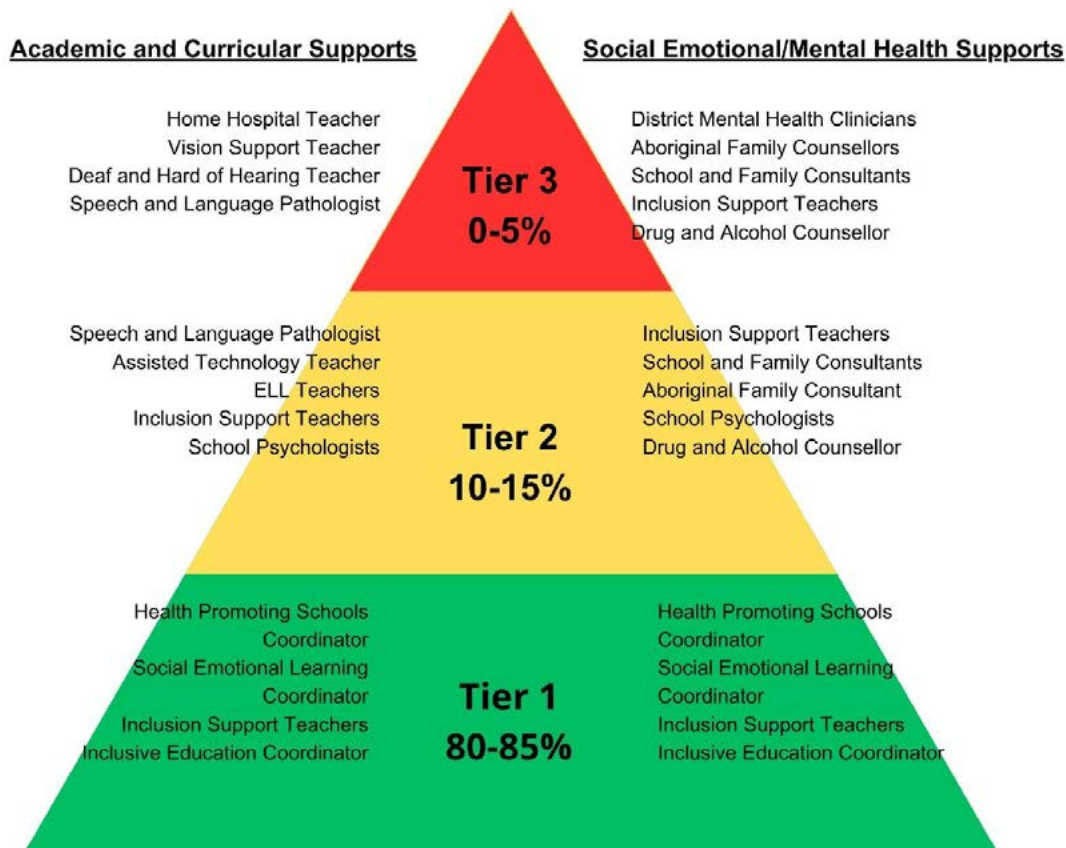
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# Executive Summary

Kamloops-Thompson School District No. 73 recognizes that ensuring equity is the foundation for improving. The Inclusive Education Services team is comprised of several dedicated professionals ranging from; School Psychologists, School and Family Consultant, Aboriginal Family Counsellors, Aboriginal and Youth Family Consultants, Speech and Language Pathologists, Inclusion Support Teachers, Vision and Hearing Resource Teachers, a Home Hospital Resource Teacher, ELL Resource Teachers, Mental Health Clinicians, a Substance Misuse Counsellor, Assistive Technology Teachers, and After School Sports and Arts Initiative Coordinator, along with a Health Promoting Schools, Social Emotional Learning and Inclusive Education Services Coordinator. In Inclusive Education, we believe in culturally responsive practices where relationships are at the center of our work. We approach families, students and staff with empathy and compassion. We empower students to become resilient through our commitment to respect, equity, and diversity.

## Support Model

The Inclusive Education Team supports schools in developing effective and universal Tier 1 support in addition to providing Tier 2 and Tier 3 intervention. Tier one supports represent processes and practices that are universally designed with the expectation that all learners have access, and these supports typically meet the needs of 80-85% of students. Tier two represents strategies, processes, and supports that are required in addition to tier one for students to have success. Generally, Tier 2 support helps an additional 10-15% of students be successful. Finally, Tier three strategies and supports are implemented for the students who require intensive, significant support to experience success, which generally represents 5% of the student population.



# District Strategic Plan

2022-2023 was the first year of living our [2022-2027 District Strategic Plan](#), which emerged from consultation that started and ended with cycles of ongoing review with the Aboriginal Education Council. Each cycle involved up to 2000 students, parents, staff, and community partners, and we iteratively stopped to check our understandings with the Aboriginal Education Council. We started with the Aboriginal Education Council because we sought to begin with an Aboriginal conception of the plan for district improvement, not to “Indigenize” it afterwards. To achieve the four value commitments (connections/relationships, wellbeing, equity, sustainability), we are centered on enacting the Seven Grandfather Teachings through education about Secwepemc culture, communities, and histories.



**Our 5 Priorities:** Intellectual Development ~ Human and Social Development ~ Cultural and Identity Development ~ Career Development ~ Systems Development.

## Strategic Engagement

In SD73, we share a commitment to improve life chances for every student. In our peer feedback about our 2022 Enhancing Student Learning Plan, we were asked to *involve partners to provide feedback as we lived the plan and to be more evidence-centered on how we shared that feedback and how it impacted improvements for students.*

**Changes that the Inclusive Education Services (IES) team undertook and how they made a difference:**

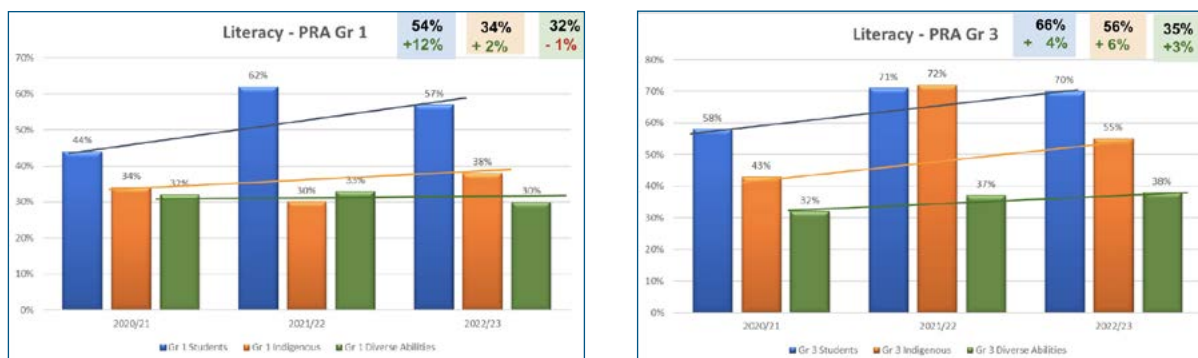
In 2021-2022, the IES team	In 2022-2023, the IES team	In 2023-2024, the IES team
developed a shared belief statement about the work we do and how we do it.	finalized the IES team’s belief statement and shared a commitment to it.	will benefit from spending more time together to share our respective team priorities and services to increase collaboration.
developed a vision for shared professional learning that was necessary to better serve students, staff, and families.	agreed that we needed to develop cultural safety and humility, as part of our commitment to Truth and Reconciliation.	will, as a team, participate in professional learning centered around reading “Ensouling our Schools” and participating in the Aboriginal Education school lead sessions.
contributed to the creation of the District Strategic Learning plan, including the priorities, mission, and vision statement.	dedicated staff meeting time to discuss how our work is aligned to the District priorities.	remain focused on the Strategic Plan when considering programs and services we provide, how we deliver professional learning and support and measure the impact of our work.

The Inclusive Education Services team is committed to continual improvement through gathering more intentional qualitative data (street data) through using a focused group approach to monitor progress for each priority of the District Strategic Plan and our *Moving into Action* strategies, rationale, and evidence.

# Intellectual Development: Literacy, and Numeracy Data Analysis & Interpretation

**Educational Outcome 1: Literacy**– Students’ literacy development is assessed in grades 4 and 7 (Foundational Skills Assessments), grades 10 and 12 (Graduation Literacy Assessments), and grades 1, 2, and 3 (SD73 Primary Reading Assessment). Note: Measures 1.1 and 1.2 in Appendix A, B.

Figure 1.0 District Primary Reading Results (Gr. 1-3)

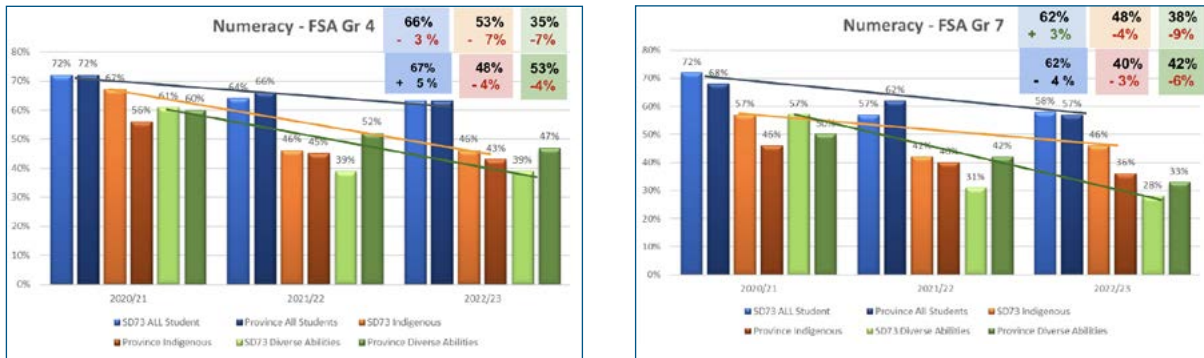


In Gr. 1, more than half of all students read proficiently, but only one-third of Indigenous students read proficiently. By Gr. 3, more than half of Indigenous students read proficiently and improved the most (+6%), and students who have diverse needs improved the least (+3%). All Gr. 1-3 students improved in reading, and the last three years are “turn around” years since over the last five years, and Gr. 1-3 Indigenous students were, on average, -20% below non-Aboriginal students in reading. The trend of improvement in literacy results from Gr. 4 to 7 to 10 continues and is especially notable for SD73 Aboriginal students compared to their provincial peers. SD73 Gr. 4 and 7 Aboriginal students compared to SD73 non-Aboriginal students declined in reading, although students living on reserve improved. SD73 Gr. 4 and 7 students with diverse needs underperformed their provincial peers and this is an area for improvement.

Figure 2.0 Provincial Literacy Results (Gr. 4, 7, 10)

Assessments	Strengths	Opportunities
<b>Over 4 years Provincial Assessments</b>	<p><b>+2% to +4% improvement:</b> SD73 Gr. 4 reading (=), writing (+4); Gr. 7 reading (+2), writing (+2).</p> <p><b>+4% to +8% improvement:</b> SD73 Aboriginal students Gr. 4 reading (+4) writing (+8); Gr. 7 reading (+6), writing (+7) compared to their provincial peers.</p>	<p><b>-12% to -15% decline in reading:</b> SD73 Aboriginal students Gr. 4 reading (-12), writing (-10); Gr. 7 reading (-15), writing (-7) compared to SD73 Non-Aboriginal students.</p> <p><b>-18% to -14% improvement:</b> SD73 Aboriginal students on reserve Gr. 4 reading (-18), writing (-2); Gr. 7 reading (-14), writing (-12) compared to off reserve students.</p>
<b>2023 Provincial Assessments</b>	<p><b>+1% improvement:</b> SD73 Gr. 4 (+1), Gr. 7 (+1), Gr. 10 outperformed peers provincially.</p> <p><b>+5% to +10% improvement:</b> SD73 Aboriginal students Gr. 4 (+5), Gr. 7 (+10) outperformed their peers provincially.</p>	<p><b>-3% to -5% decline:</b> SD73 students with diverse needs Gr. 4 literacy (-3), Gr. 7 (-5) underperformed their provincial peers.</p>

**Educational Outcome 2: Numeracy-** Students' numeracy development is assessed in grades 4 and 7 through the Foundational Skills Assessments (FSAs) and in grade 10 through the Graduation Numeracy Assessment. Note: Measures 2.1 and 2.2 in Appendix A, B.



SD73 Indigenous students outperform their provincial peers over time: 53% of Gr. 4 Aboriginal students are proficient in numeracy and are above provincial peers (+5%) and 48% of Gr. 7 Aboriginal students are proficient in numeracy and are above their peers (+8%). SD73 students who have diverse needs are underperforming their provincial peers, but they are improving over time: 35% students who have diverse needs are proficient in numeracy and are below provincial peers (-18%) and 38% students who have diverse needs are proficient in numeracy and are below their provincial peers (-4%). The difference in performance narrows from Gr. 4 to 7 to 10 over three and five years, which is the parallel story with district results from Gr. 6 in which 10% more students are proficient than in Gr. 3. The opposite story (-9% decline over 5 years) happens for SD73 Gr. 3 and 6 Aboriginal students compared to SD73 non-Aboriginal students. While there is improvement for Aboriginal versus non-Aboriginal students in Gr. 4 and 7, the gap is still marked (-14%).

Figure 2.0 Provincial and District Numeracy Results

Assessments	Strengths	Opportunities
<b>Over 5 years District Assessments</b>	<b>+10% improvement:</b> Gr. 6 (34%) compared to Gr. 3 (24%) reach proficient or better.	<b>-9% decline:</b> SD73 Aboriginal students (Gr. 3 and 6) compared to SD73 non-Aboriginal students.
<b>Over 5 years Provincial Assessments</b>	<b>Sustained improvement:</b> SD73 Gr. 4, 7, and 10 students are sustaining their performance at the provincial norm.  <b>+5% improvement:</b> SD73 Aboriginal students outperformed (+5%) non-Aboriginal students provincially. SD73 Gr. 10 students with diverse needs (=) parallel Gr. 10 peers provincially.	<b>-5% decline:</b> SD73 Aboriginal students are declining (-5%) from Gr. 4 to 10 compared to SD73 non-Aboriginal students.  <b>-8% to -5% improvement:</b> SD73 students with diverse needs Gr. 4 (-8%), Gr. 7 (-5%) underperform peers provincially.
<b>2023 Provincial Assessments</b>	<b>+1% improvement:</b> SD73 Gr. 4 (=), Gr. 7 (+1%) students sustained or improved.  <b>+3% to +10% improvement:</b> SD73 Aboriginal students continued to outperform Gr. 4; (+3%), Gr. 7 (+10%) their peers provincially.  <b>+16% improvement:</b> SD73 students with diverse needs in Gr. 10 (+16%) outperformed peers.	<b>-21% to -14% improvement:</b> SD73 Aboriginal students compared to non-Aboriginal students underperformed in Gr. 4 (-21%), Gr. 7 (-14%).  <b>-8% to -7% improvement:</b> SD73 Gr. 4 (-8%), Gr. 7 (-5%) improved since 2022, but they continued to underperform their peers provincially.

# Literacy, Numeracy and Grade to Grade Transitions: Action in 2022-2023

In the 2022-2023 District Learning Plan, an identified strategy to improve literacy and numeracy was to build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identifies through collaboration with the Aboriginal, Inclusive Education and Curriculum department teams.

Numeracy and literacy have been embedded within the social organization, land-based knowledge, and ways of knowing and being of Indigenous Peoples since time immemorial. Thus, the use of storytelling, oral history, education through modelling, and ceremony provide a wealth of numeracy and literacy teachings. Use of the seasonal rounds, hunting, gathering, and fishing, moon observance, community roles and responsibilities, life stages, legends, and the seven Grandfather teachings are some ways in which numeracy and literacy are learned and developed. These are utilized within the frameworks of our Indigenous counseling approaches through relationship building, ceremony, discussion, projects, storytelling, cultural understanding of grief and loss, the medicine wheel, sharing the history of our Peoples, and cultural programs and activities. Due to the diversity of Indigenous Peoples, no two approaches look the same. Members of the Aboriginal, Inclusive Education and Curriculum teams support educators and support staff through providing resources, lessons, professional learning, and field trips to embed First Peoples Principles of learning and Indigenous ways of knowing and doing into the curriculum in authentic ways.

Members of the Inclusive Education Services team support numeracy and literacy through their respective lenses. Members of the IES team are part of school-based team meetings which are held to determine how to improve outcomes for students who are struggling to experience success. School Psychologists assess students who are identified as struggling academically to determine the reasons for struggling, share specific strategies to support students related to the student's needs in reading, writing and math. In 2022-2023, 185 students were assessed, with recommendations being provided to students, staff members and parents/caregivers. School Psychologists debrief the assessment results and describe helpful strategies in a way that staff members and caregivers can understand to promote student success.

The Assistive Technology Resource Teacher provides direct support to students using assistive technology through individual and small group sessions, as well as leading workshops for teaching and support staff. The Assistive Technology Resource teacher offered professional development to teachers, learning assistant teachers and certified educational assistants. Professional development offerings included ARC-BC/Accessible pdfs; Clicker 8; Clicker Writer; and Widgit Online. Assistive technology allows students to access their learning and helps learners with diverse needs articulate their learning through using tools such as Read and Write for Google Chrome by Texthelp. In 2022-2023, 122 students were provided with technology, 691 students received training on how to use specific assistive technology on existing devices and 18 staff were provided additional training specific to individual student needs. The Assistive Technology Resource Teacher also supported inquiries for assistive technology/software loans and regularly consulted with teachers and LARTs to determine the appropriate assistive technology based on students' specific needs and provided training to staff members to ensure students would benefit from using the technology.

Augmentative and alternative communication (AAC) services provide communication systems for students who are non-verbal or have limited verbal output. Services include assessment of current communication level, exploring communication devices, training school teams, accessing or developing resource materials, planning services with local and provincial agencies (e.g., SET-BC), providing training to educational staff, and facilitating networking between professionals that support the student (e.g., occupational therapy). In addition, the speech-language pathologist (SLP) assigned to the AAC Consultant role oversees a lending library of communication devices and assistive technology that are loaned to District Speech and Language Pathologists (SLPs), schools, District Resource Rooms, and students to support communication, thinking, personal, and social competencies.

In 2022-2023, the AAC Consultant worked with Special Education Technology-BC (SET-BC) to evaluate a pilot program that loaned SET-BC AAC equipment to nonverbal/minimally verbal preschoolers in the community before they enter kindergarten. The AAC Consultant and SET-BC provided training to 19 SLPs, LARTs, CEAs, and teachers of 9 kindergarten students that received SET-BC equipment through this project. During the school year, the AAC Consultant along with the District SLPs supported approximately 57 students that used low and/or high-tech AAC systems. In total, 23 iPads with AAC apps and 16 additional items related to AAC technology were loaned to students, classrooms, and schools to support accessible communication.



Talia and Nyla working on Financial Literacy

The English Language Learner (ELL) Resource Teachers collaborate with teachers, school leaders, and support staff to create culturally proficient and inclusive classrooms so that ELL students and all students benefit. The Resource Teachers offer workshops for teachers and CEAs, work with individual students, and engage in professional discussions with ELL specialists from other districts to continually examine practices, processes and supports that will benefit ELL students. The ELL resource teachers meet with ELL students to complete an annual assessment to gauge where students are in terms of language proficiency for oral language, reading and writing. They also develop and communicate the student’s learning plan to the LART and classroom teacher, along with strategies to promote each student’s success. English Language Learners claim over 60 different languages as their primary language.

SLPs support students with all aspects of oral language, laying the foundation for literacy, numeracy, and other academics. SLPs support students by collaborating with classroom teachers, providing individual programming, training staff, and supporting families with resources. Areas of programming include phonological awareness, alternative and augmentative communication (high and low tech), speech sound disorders, stuttering, as well as the understanding and use of vocabulary, sentence structure and social language. The team supports oral language and speech sound development for primary students which directly supports literacy acquisition and comprehension. The teaching of basic concepts lays a foundation for numeracy concept development. With the addition of Speech and Language Pathologist time as part of the Early Learning grant, early language and literacy was better supported in targeted Kindergarten and preschool classes in 2022-2023.

The Deaf and Hard of Hearing Resource Teacher works directly with all students who are deaf and hard of hearing and the Vision Support Resource Teacher provides direct Instruction to all students with visual impairments. Both teachers enable students to access core curriculum and experience learning equity. The Resource Teachers provide professional development and training to classroom teachers and support staff that aim to debunk myths and stereotypes related to hearing and vision loss. In addition, the Inclusive Education Services Team partnered with the Lions Club to provide vision screening to all Grade 3 students in the district. In the 2022-23 school year, 1694 students were screened, and 119 of these students were recommended for referrals to an optometrist.

Students' social, emotional, and mental well-being impacts their ability to access their learning in classrooms. The well-being of educators, support staff and school leaders also impacts their ability to deliver curriculum and provide appropriate support to students. The School and Family Consultants (SFCs) help students experience growth in terms of numeracy and literacy skill development by providing individual counselling support to students identified by caregivers and/or school teams. The SFCs also facilitate increased understanding and compassion in the school community by providing professional development on trauma informed practices, and psychological first aid. They assist educators in building their awareness of how trauma impacts learners, how trauma can present in behaviour and how to respond to past experiences of trauma or other mental health concerns of students. School District Mental Health Clinicians provide school staff and administration direct access to Registered Clinical Counselors who engage regularly with student learners who have been identified as vulnerable due to experiences of trauma or adverse mental health concerns. Ongoing culturally relevant approaches and modalities, problem solving, intervention, reflection, and restructuring growth and goal planning throughout the year while building trusting relationships and employing trauma informed practice is crucial to Aboriginal student academic achievement. Aboriginal Family Counsellors (AFCs) provided counselling support to 362 students in the district this year. Planning throughout the year while building trusting relationships and employing trauma informed practice is crucial to Indigenous student academic achievement.

The IES team delivers professional development sessions to school leaders, teachers, and support staff in areas such as universal design for learning, supporting students who have Autism, Fetal Alcohol Spectrum Disorder, ADHD, etc. The IES staff also provides training on how to meet the needs of complex learners within the classroom. The District had 20 students who have autism that attended the Chris Rose Children and Therapy Centre and 80% of the students successfully increased their time in their catchment school. All LARTs participated in multiple training days to learn how to better use school data, review current structures and adjust to meet school/student needs.

Throughout the year, the After-School Sports and Arts Initiative (ASSAI) program engaged 1307 unique participants in 110 after and out of school programs. Although these programs do not specifically focus on literacy or numeracy, the data collected throughout the year shows that students were more excited to go to school on the days there were programs, had stronger connections at school, and spent less time on screens. Through the ASSAI program, hands-on training was provided to 67 program staff, including in-house training, Canucks Autism Network, Fundamental Movement Skills, YMCA Strategies for Anxious Students, Reil Learning Proactive Strategies for Challenging Behaviors, and The Big 3: Rapport, Boundaries & Expectations, and Flexibility- all which staff were able to implement into their practice immediately.



After-School Program: Drumming

# Literacy and Numeracy: Moving into Action in 2023-2024

In 2023-2024, the Inclusive Education Services Team will continue to provide professional development and training to support staff, teachers, and school leaders. The training will focus on meeting the needs of diverse learners with specific training for supporting students in executive functioning, meeting the needs of students who have Fetal Alcohol Spectrum Disorder (FASD) and supporting students who have autism. These training sessions will focus on what executive functioning, FASD and Autism present as in school, how to teach executive functioning skills and support strategies that can be implemented in the classroom.

Additionally, as projected enrolment for English Language Learners (ELL) continues to rise, the ELL Resource Teachers will continue creating a monthly newsletter that highlights significant cultural days and events, ways to make schools more culturally inclusive and how best to meet the ELLs' needs.

The Assistive Technology teacher will continue to offer workshops for students, in addition to LARTs, CEAs and teachers so that more students can access technology in stigma free ways to support their academic success, also allowing them to access their curriculum, alongside their peers in their classroom.

The District Principal and Coordinator of Inclusive Education will be working closely with District Resource Room teachers and staff to ensure effective programming is in place for the students. This curriculum will meet students where they are and aim to increase the amount of integration students experience within their schools and programs.

## Grade to Grade Transitions

**Educational Outcome 2: Grade-to-Grade Transition-** Students progress through grades year to year, and these results assist us to know if our students are progressing on time. Note: Measure 2.3 is in Appendix A, B.

Figure 3.0 Grade-to-Grade Transitions Results

Assessments	Strengths	Opportunities
<b>Over 5 years Provincial Assessments</b>	<p><b>Sustained improvement:</b> SD73 students parallel Gr. 10-11 and Gr. 11-12 students provincially.</p> <p><b>+2% improvement:</b> SD73 Aboriginal students transition more successfully (+2%) than peers provincially.</p>	<p><b>-4% to -5% decline:</b> SD73 Aboriginal students are less likely Gr.10-11 (-4%), Gr. 11-12 (-5%) to transition than SD73 non-Aboriginal students.</p> <p><b>-15% to -5% improvement:</b> SD73 Aboriginal students living on reserve compared to SD73 off-reserve are less likely to transition from Gr. 10-11 (-15%), Gr. 11-12 (-5%).</p> <p><b>-2% to = improvement:</b> SD73 students who have diverse needs are less likely (-2%) to transition Gr. 11-12 (=) as provincial peers. SD73 students who are in care are less likely Gr. 10-11 (-7%), Gr. 11-12 (-6%) to transition than provincial peers.</p>
<b>2020-2022 (Two-year trend) Provincial Assessments</b>	<p><b>Sustained improvement:</b> SD73 students transition at the same rate as Gr. 10-11 and Gr. 11-12 students provincially.</p> <p><b>+2 improvement:</b> SD73 Aboriginal students transition more successfully (+2%) than peers provincially.</p>	

# Grade to Grade Transitions: Action Items in 2022-2023

In the 2022-2023 District Learning Plan, an identified strategy to improve grade to grade transitions was to continue with the intake process into alternative education programs to involve the Inclusive Education Services and Aboriginal Education Teams to provide support to students and families.

School teams work closely with the IES team to ensure individualized transition plans are implemented for students who are identified as struggling. School and Family Consultants (SFCs) and Aboriginal Family Counsellors (AFCs) introduce identified students to staff at their next school and take them on extra tours to help students feel comfortable with transitioning to middle or secondary school.

When students are referred to Twin Rivers Education Centre, an “Inclusion Support Team Intervention Plan” is a requirement listed on the District referral form for school teams to complete. Inclusion Support Teachers (STs) are involved in regular Inter-agency Community Meetings (ICMs), External meetings and District screening meetings as school teams are inquiring about alternative education programs. Similarly, when students struggle to attend school, the Home Hospital teacher plays an integral role in helping students engage with their learning and transition back to their catchment school.

There were approximately 300 ELL students in SD73 in 2022-2023. Teachers, school leaders, and counsellors of ELLs regularly consulted with the District Resource ELL Teacher assigned to their school to determine proper placement in programs and courses such as International Baccalaureate (IB), Trades programming, credit recovery, TREC, and @KOOL. The ELL Resource Teachers also participated in school-based team meetings to help ELLs who are struggling with culture shock, attendance, language barriers, and trauma. The ELL Resource Teachers worked closely with the Settlement Workers in Schools from Kamloops Immigrant Services to help students be successful in school and transition to their next school. The team hosted a grade 6/7 “Celebrating Cultural Communities” to help ease the eventual transition into middle/high school. Middle school students in grades 8/9 functioned as mentors at this event.

A second strategy to improve grade to grade transitions was to identify struggling learners to support them to reach success (monitoring attendance, bringing students back to school who have been away, low or failing grades). The District held 82 Kindergarten transition meetings to implement strategies that would help students who may need extra time to transition into Kindergarten or extra support to be in place prior to beginning Kindergarten. These meetings allow school teams and community support people, along with caregivers, to create action plans for the educators to implement to support pre-kindergarten students to be prepared for Kindergarten. Additionally, Kindergarten Round Up was held in January 2023 for parents/caregivers to find out more about how SD73 honors diversity and supports diverse learners transitioning into kindergarten.

The District experienced success in helping students who attend the Chris Rose Therapy Centre with transitioning back to their catchment school classroom for more instructional hours. The Chris Rose teacher would take the student to their home class and model strategies that promote student success to the school-based staff. The Chris Rose Teacher was able to successfully increase school days for 4 complex students, resulting in more spots opening for future student placements. Positive relationships were built between the schools and the Centre, allowing more strategies used at Chris Rose to be transferred into the school environment. The District held monthly District Screening Committee Meetings to identify students who may benefit from support in a District program or partnership (e.g., District Resource Rooms or the Chris Rose Therapy Centre). Under the teacher’s guidance, all students attending Chris Rose accessed appropriate, individualized curriculum that met their needs.

The IES team works closely with the Aboriginal Team and School Completion Coordinator to identify students at risk of not graduating and develop individual plans to provide support. The Home Hospital teacher also provided academic support sessions which are delivered for students who are unable to attend school due to medical

issues and/or mental health challenges. The Home Hospital teacher delivers the curriculum typically provided by classroom teachers, so that students can successfully stay engaged with their learning. The Home Hospital program supported 31 students in 2022-2023, compared to 24 students in the previous year.

Another strategy to improve grade to grade transitions was to increase opportunities for elementary-aged students to work directly with secondary aged students. The IES team supported and provided opportunities for students from different elementary schools within the same secondary catchment to meet and interact through after-school program involvement. The District trialed a combined after-school program between elementary and secondary feeder schools, on site at the secondary schools. Secondary school gender sexuality alliances hosted students from elementary schools to welcome them to their new school. Aboriginal culture/social groups experienced transition activities and events to provide opportunities for elementary-aged students to visit their next school with peer mentorship built into the transition plan.

Ensuring Aboriginal students are connected to community support upon graduation is imperative to ongoing support as they depart the school district. Aboriginal Family Counsellors do this by supporting capstone projects, and exploring barriers to graduation, post-secondary programs and trades options, and careers they may wish to pursue. Providing information regarding Indigenous post-secondary and trades funding that may be available to them is another way to encourage students who seek to further their education or skills after graduation or in future.



Sa-Hali Secondary Students support Grade 7 students transitioning the following year with interactive breakout boxes.

# Grade to Grade Transitions: Moving into Action in 2023-2024

District leaders will continue to collaborate closely with school leaders and TREC staff to monitor referrals to ensure catchment schools are aware of struggling students before they arrive at their school so that timely support can be implemented. TREC referrals will be reviewed monthly to identify gaps in SD73 that need to be addressed. Similarly, an audit of @KOOL referrals will be undertaken to determine what a student's transition to online learning looks like so that appropriate support can be provided. It has become clear that the District needs to have an administrative procedure in place for when students register and discontinue so that students do not "fall through the cracks."

The District experienced success with re-engaging discontinued students through using a teacher to provide 1:1 social, emotional support for those students. In these cases, the teacher functioned as the student's case manager and successfully helped students re-engage in a school setting. The teacher worked closely with the family and school staff to assist the student to gradually feel comfortable with attending in-person learning. The District will continue this work to assist more students in re-engaging with in-person learning.

The District had a successful "Mind the Gap" partnership with Thompson Rivers University (TRU) in the past. In 2023-2024, the IES will implement transition planning that was beneficial to previous students. Diverse learners will have the opportunity to visit the campus and learn from the staff at TRU's Accessibility Services. Students in District Resource Rooms will engage in hands-on learning experiences at the Education and Skills Training (ESTR) program. LARTs, District Resource Room Teachers and parents/caregivers will be invited to attend an open house at ESTR.

The District will continue to offer combined ASSAI elementary and secondary programs in Chase and Logan Lake, with the intention of starting in the fall sessions to allow more time to develop these programs. The staff will reach out to secondary school after school art program teachers to establish peer mentorship opportunities. Additionally, the District will develop more opportunities for schools within the same secondary school catchments to interact in the spring session of their final year in elementary school.

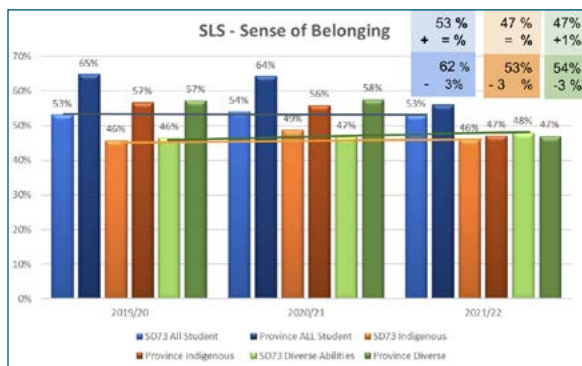
The District will intentionally increase opportunities for students to mentor younger students and participate in making transitions to secondary school easier. These opportunities will be made available for all students, with additional transition opportunities for students who identify as 2SLGBTQAI+, an ELL learner or a diverse learner.



Owen Tinline-Dunwell, Valleyview Secondary graduate with teachers, Erin Price, and Selina Kehler.

# Human and Social Development: Safe, Welcome, Belonging, Connected

**Educational Outcome 3: Students Feel Welcome, Safe, and Connected-** We assessed what students had to say about feeling safe, welcome, and having a sense of belonging and feeling connected to adults in school. We used these results to create environments and implement practices that were designed to improve the potential for all students to have positive experiences in school. Measures 3.1 and 3.2 are in the Appendix.



All SD73 students (Gr. 4,7,10, 12) struggle to feel as though they belong (-9%) as much as their provincial peers over the last three years. SD73 Aboriginal students (-7%) and SD73 students with diverse needs (-6%) are less likely to experience a sense of belonging than their peers provincially.

Figure 4.0 Feel Safe, Welcome, Sense of Belonging and Connected (Two+ adults who care) Results

Assessments	Strengths	Opportunities
<p><b>Over 4 years Provincial Assessments</b></p>	<p><b>Sense of Belonging:</b> SD73 students have improved in their sense of belonging by +6% in 2021-2022 compared to the 4-year District trend (-10%) compared to the province. SD73 Aboriginal students have a greater sense of belonging (+6%) than Aboriginal students provincially.</p> <p><b>Feel Safe:</b> SD73 students continue to feel safest in Gr. 4 (-2%) and Gr. 7 (-2%), even though we are below the province.</p> <p><b>Feel Welcome:</b> SD73 students continue to feel welcome in our schools while performing slightly below their provincial peers.</p> <p><b>Two or more adults who care:</b> SD73 students exceed or parallel their provincial peers at every grade level (Gr. 4, +2%; Gr. 7, +3%) and sustains a Gr. 10 (-1%) and Gr. 12 (=). SD73 Aboriginal students are exceeding their provincial peers (Gr. 4, =; Gr. 7 =) in identifying an adult who cares.</p>	<p><b>Sense of Belonging:</b> SD73 Aboriginal students compared to SD73 non-Aboriginal students are improving in their sense of belonging (+6%), but they are still more likely (-7%) not to feel that they belong compared to SD73 non-Aboriginal students.</p> <p><b>Feel Safe:</b> SD73 Gr. 10 (-5%) and 12 (-5%). Experience a decline when compared to elementary and intermediate grades.</p> <p><b>Feel Welcome:</b> SD73 Aboriginal students felt as or more welcome in schools than their peers provincially. SD73 Aboriginal students felt less welcome (-7%) than SD73 non-Aboriginal students. SD73 students who have diverse needs felt less welcome (-1% to -4%) than their peers provincially.</p> <p><b>Two or more adults who care:</b> SD73 students exceed or parallel their provincial peers at every grade level (Gr. 4, +2%; Gr. 7, +3%) and sustains a Gr. 10 (-1%) and Gr. 12 (=). SD73 Aboriginal students are exceeding their provincial peers (Gr. 4, =; Gr. 7 =) in identifying an adult who cares.</p>
<p><b>Last Year (2021-2022)</b></p>	<p><b>Sense of Belonging:</b> SD73 Gr. 4, 7, and 10 students with diverse needs have a positive sense of belonging that exceeds (=, +1, +4) peers provincially.</p> <p><b>Feel Safe:</b> SD73 Gr. 10s improved (+5%) and Gr. 12s improved slightly (+1%).</p> <p><b>Feel Welcome:</b> SD73 Gr. 7 students who have diverse needs felt more welcome than their peers provincially.</p> <p><b>Two or more adults who care:</b> SD73 Aboriginal students experienced a +4% in Gr. 4 and +8% (2021-2022) in identifying an adult who cared for them in school. SD73 students who have diverse needs more often (+2% and Gr. 7 (+1%)) an adult who cared for them in school.</p>	<p><b>Sense of Belonging:</b> SD73 Gr. 12 students with diverse needs have a poorer sense of belonging (-10%) than peers provincially.</p> <p><b>Feel Safe:</b> SD73 Gr. 4 students declined (-4%) in their sense of safety.</p> <p><b>Feel Welcome:</b> SD73 Aboriginal students feel less welcome (-7%) than their non-Aboriginal peers.</p>

# Safe, Welcome, Belonging, Connected: Action Items in 2022-2023

A strategy to help make students feel safe, welcome, and connected to their schools consisted of implementing SEL strategies with First Peoples Principles of Learning and Seven Grandfather Teachings so that students and staff are familiar with how these domains support students to manage their emotions.

The Social Emotional Learning (SEL) Coordinator built foundational support for SEL by identifying connections between SEL and explicit school learning goals. In 2022-2023, the SEL Coordinator increased district-wide awareness of available Tier 1 (available to all students), universal, evidence-based SEL resources and supports. Specific evidence-based frameworks, resources and programs were focused on teaching SEL. Additionally, parents/caregivers were provided with resources for fostering a sense of connection and belonging within family groups. District level support expanded from directly supporting two schools via a SEL pilot to supporting a greater number of schools and District personnel through focus on capacity building, professional development, district-wide resources sharing, and increased number of consultation opportunities.

The Collaborative for Academic, Social and Emotional Learning (CASEL) is a multidisciplinary network that includes researchers, educators, practitioners, and child advocates who are committed to SEL for all students. SD73 registered select members of AE Perry's SEL committee, including administrator, three teachers, and two CEAs at AE Perry for the CASEL training course "Leading Schoolwide SEL." Committee members progressed through course content over four 2-hour sessions that modelled building a collective vision for SEL, strengthening Adult/Educator SEL, promoting SEL for students and implementation of SEL in schools. The six SEL Committee members who participated stated that the course enhanced their understanding of social emotional learning and that they will utilize ideas or strategies learned in CASEL's course in their classrooms.

The SEL and Health Promoting Schools (HPS) Coordinators consulted with principals and staff concerning social emotional learning and sense of belonging needs of students and staff, particularly as related to establishing foundational structures for increasing connection & belonging. Ongoing, in-classroom support was provided by helping educators to focus on interventions, SEL strategies, and classroom management adaptations, such as focusing on restorative rather than punitive discipline practices, enhancing student voice, and incorporating regular check-ins. The SEL Coordinator and HPS Coordinators developed and shared strategies and structures that intentionally connected all students to each other and to school staff and shared out in consultation and training (e.g., two-by-ten, 'most wanted,' staff boards, doorway greetings, etc.). Various observation protocols to evaluate perceived sense of belonging and connection with school (curated OurSchool questions by school, mapping project, student survey, staff connection/belonging survey) were shared with school teams. Additionally, through sharing resources and practices through the monthly SEL/mental health newsletter, the District was able to increase the use of community building programs, such as Spirit Buddies, Connected Learning Profiles, Restorative Circles and establish collaborative problem-solving processes (e.g., perspective lessons, empathy maps, communication skills, etc.)

Through on-site consultation with school leaders and staff, District coordinators were able to assess approaches or policies that may hinder sense of belonging (e.g., bell titles such as "welcome bell" vs. "warning bell," announcements, discipline policies, classroom practices, culturally relevant pedagogy, trauma informed practice, etc.). Another key strategy in building staff capacity for incorporation of Social Emotional Learning with First Peoples Principles of Learning and Seven Grandfather Teachings was through the distribution of a comprehensive SEL/Mental Health Scope and Sequence.

The SEL/MH scope and sequence was created to support each school's well-being goal and evolved to a comprehensive, thematic, curriculum-aligned resource that was shared monthly with elementary school leaders and teachers. The newsletters provided elementary educators with a monthly, accessible, practical, interactive resource highlighting Tier 1 strategies for achieving mandated curricular outcomes and demonstrating the

alignment between domains of well-being, social emotional learning, and curricular competencies across multiple subject areas.

The SEL and HPS Coordinators provided on-site support to school leaders and teachers to implement tools, lesson plans and resources from the newsletter and modelled practices for emotional regulation, coping skills, and setting and achieving goals. Similarly, the Coordinators modelled, fostered, and taught social emotional competencies through open conversations about feelings, responses, perspective taking, and validating others' experiences. The District's Health Promoting Schools and Social Emotional Learning pages were posted on the District's internal website to share effective SEL strategies and promising practices.

The newsletters increased educators' and school leaders' awareness of SEL, and their confidence to embed SEL into their daily practices. Over 700 educators read the newsletters and they proved to be a valuable resource in fostering school learning plan goals around connection, belonging, and social emotional competencies. This removed barriers for rural school educators and provided digital equitable access to an evidence-informed, comprehensive resource for supporting integration and roll out of social emotional curriculum.

The newsletters were effective because they contained easy to implement, scaffolded, age-and-stage appropriate resources aligned with the First Peoples Principles of Learning (FPPL) and the provincial curriculum. This increased awareness and understanding of universal tier 1 strategies for supporting student wellbeing and highlighted explicit correlation between social emotional learning and the mental wellbeing portion of the BC PHE curriculum and provided resources for meeting curricular outcomes. In fact, 100% of survey respondents stated that the newsletters increased their confidence to embed Social Emotional Learning into their daily practice and over 91% of respondents indicated that because of the tools, lesson plans and resources in the newsletters, they were more likely to include content related to SEL and Mental Health in their classroom practices.

Below is a link to each of the social emotional newsletters for the 2022-2023 school year:

[September 2022 Newsletter - Belonging & Connection](#)

[October 2022 Newsletter - Regulation Brain & Body](#)

[November 2022 Newsletter - Intrapersonal Skills: A Deep Dive](#)

[December 2022 Newsletter - 12 Days of Goodness](#)

[January 2023 Newsletter - Fostering Healthy Relationships](#)

[February 2023 Newsletter - Interpersonal Skills: A Deep Dive](#)

[March/April 2023 Newsletter - Mental Health Literacy](#)

[May 2023 Newsletter - Take it Outside! Nature-based SEL & Wellbeing](#)

[June 2023 Newsletter - Let's Celebrate](#)

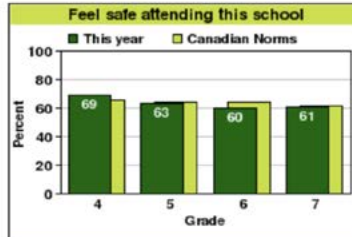
Another focus in the human and social development priority was to provide support to school leaders to collaboratively establish targeted strategies for supporting students identified as feeling unsafe, unwelcome, or a low sense of belonging or connection within their school community. SD73 primarily uses the District Engagement Well-being Survey (DEWRS) to gauge progress in students feeling safe, welcomed, and having a sense of belonging/connection to their school.

**Our School Survey:** This report provides highlights based on data from 5,448 students in 37 schools that participated in the survey between September 26, 2022 and May 17, 2023. **Below: Figure 1-3**

**Feel safe attending this school**

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

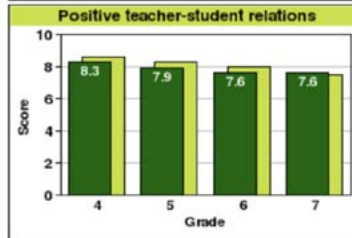
- 63% of students felt safe attending the district; the Canadian norm for these grades is 64%.
- 67% of the girls and 63% of the boys felt safe attending the district. The Canadian norm for girls is 65% and for boys is 63%.



**Positive teacher-student relations**

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

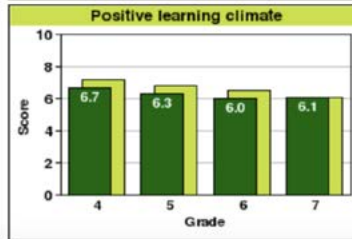
- In this district, positive teacher-student relations were rated 7.8 out of 10; the Canadian norm for these grades is 8.1.
- In this district, positive teacher-student relations were rated 8 out of 10 by girls and 7.8 out of 10 by boys. The Canadian norm for girls is 8.2 and for boys is 8.



**Positive learning climate**

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this district, students rated disciplinary climate of the classroom 6.3 out of 10; the Canadian norm for these grades is 6.7.
- In this district, disciplinary climate of the classroom was rated 6.3 out of 10 by girls and 6.3 out of 10 by boys. The Canadian norm for girls is 6.7 and for boys is 6.7.



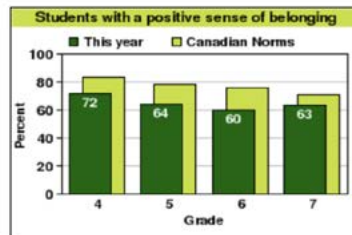
**Figure 4 Connection Figures:** Students were asked: “Connection is a sense of belonging to a community, to your school. Connection involves your level of trust with adults and your personal relationships in your school community. There are places I can go in my school when I need support from adults.” - Always (Alwa) - Usually (Usual) - Sometimes (Some) - Rarely (Rare) - Never (Never)

**Social-Emotional Outcomes**

**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 77%.
- 65% of the girls and 68% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 75% and for boys is 79%.



**Figure 5. Data Trends from Student Learning Survey**

Student Learning Survey (SLS)						
Grade and Category	SD73	Province	SD73 compared to province	SD73 Trend	Province Trend	SD73 Trend compared to Province Trend
	2020-21	2020-21	2020-21			4 year trend
Feel Welcome	66%	69%	-2%	65%	68%	-3%
Sense of Belonging	54%	64%	-10%	53%	66%	-12%
Feel Safe	71%	74%	-4%	71%	74%	-3%
Adults Care	63%	62%	1%	67%	66%	1%

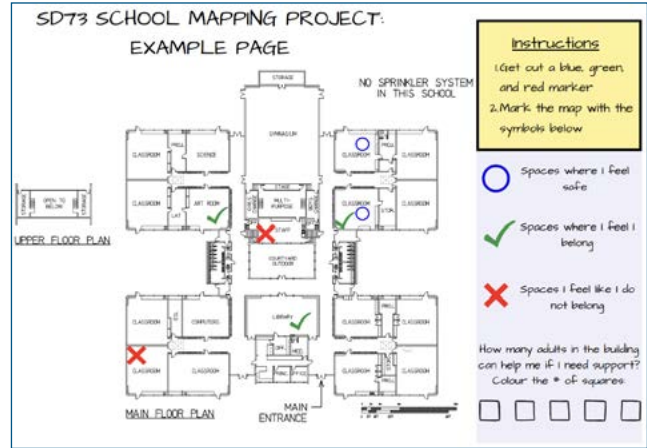
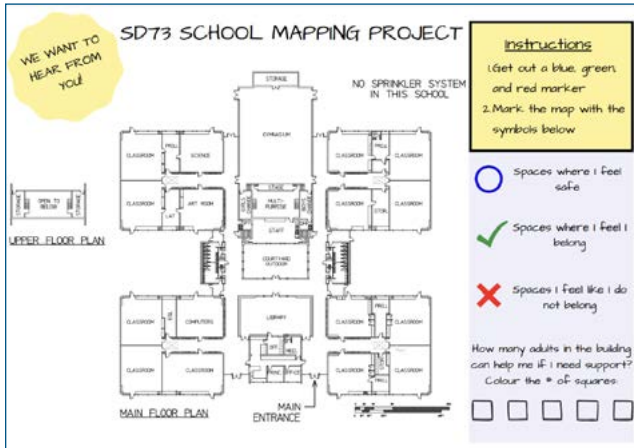
SD73 students reported lower scores of feeling safe in the DEWRS and Student Learning Surveys. To address this, the District extended its license for the kindergarten to grade 9 “Kids in the Know” program, a national, interactive safety education program that uses age-appropriate lessons to increase children’s personal safety skills to reduce their risk of victimization online and in the real world. Additionally, all grade 9 students in the school district were invited to participate in Consent Cafés. A parent engagement session on raising digitally responsible youth provided parenting tips to keep children and youth safe online and was well attended. Over 1300 students participated in the After-School Sports and Arts Initiative (ASSAI) program which provides students with a safe, supportive place to go after school. Over 250 2SLGBTQAI+ students participated in social activities to foster a sense of community. Some of these students participated in multiple events. Lastly, the District continued to participate in the Kamloops Pride Parade with approximately 80 marchers that consisted of parents/caregivers, students, staff members and trustees.

Students in School District No. 73 were below Canadian norms for sense of belonging, connection, positive teacher-student relationships, and positive learning climate. As part of every School Learning Plan, schools must have one goal specific to well-being, fostering a sense of belonging and connection. (It is important to note that Canadian norms in this survey were established pre-pandemic).

SD73 2022-2023 District Learning Plan highlighted that this school year required planning at the school and district level, and that school leaders would continually revise their plans throughout this year based on feedback and input from staff. School and District leaders shared practices that would increase a sense of belonging and connection for students and staff, as reflected by each individual school’s learning plan and the District Strategic Plan.

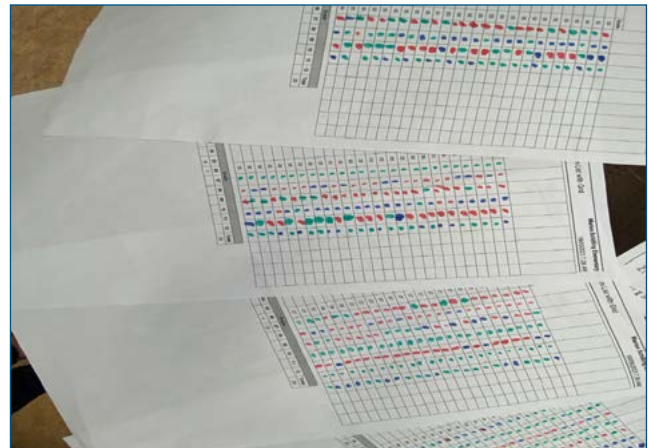
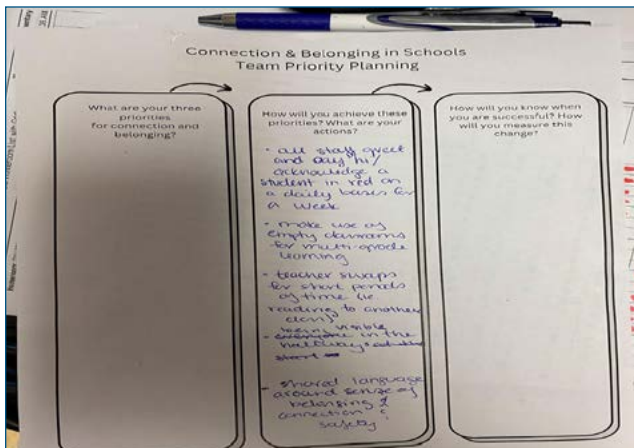
District staff provided on-site support and ongoing consultation to staff at 6 schools that involved customizing and providing support plans and resources for assessment and implementation for each school depending on school learning plan goals related to well-being, sense of belonging, and connection. District staff guided the development of a shared language around common terms (e.g., mental health, sense of belonging) at the staff and student level and included a provision of District-created teaching resources to scaffold this learning process (slide decks, prompts, etc.) and completed a schoolwide ‘dotology’ activity to identify students who are lacking connection with two or more adults. District staff provided school leaders with assessment tools for evaluating staff and students’ sense of connection and planning tools for schoolwide SEL implementation, brainstormed school-wide strategies for increasing connection and belonging and/or analyzed student data (sense of belonging/connection and safety at school) using standard surveys and additional measurement tools (e.g. mapping project - see below).

## School Mapping Project:



By dedicating District staff members' time and attention to this area of sense of belonging/connection, there was an increased validity and reliability of data through school-wide definition of 'sense of belonging' to be used in District and provincial assessments (DEWRS and School Learning Survey). The increased staff awareness regarding sense of belonging/connection built staff cohesion through a collaborative process that resulted in schools' action plans having measurable goals to evaluate the efficacy of each strategy. Through cultural mapping and dotology activities, school teams were able to identify locations within schools that are perceived as safe vs. unsafe, as well as places/spaces in which students felt they did or did not belong, for instance, recognizing bathrooms and change rooms as spaces that commonly feel unsafe/less safe (due to loud volume, lack of supervision, messy spaces, peer behaviour problems). With this information, staff members could collaboratively establish action plans for addressing identified concerns and identified strategies for increasing perceived sense of safety and belonging. These processes also identified strategies for increasing perceived connectedness between staff and students, as well as peer-to-peer relationships. Finally, District staff modelled compassionate strategies, such as check-ins, giving individuals a voice, an opportunity to tap into their aspirations and creative orientation, and/or develop a shared vision and understanding.

## Dotology Exercise for Assessing Belonging & Connection:

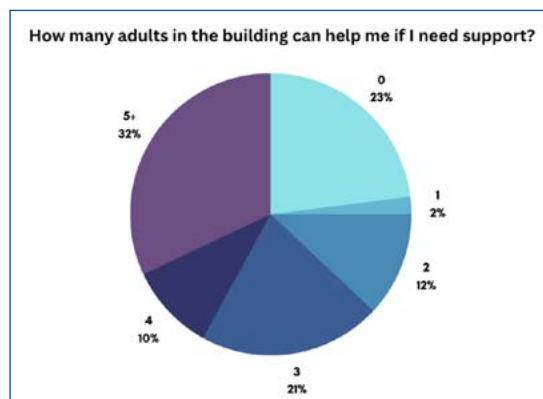
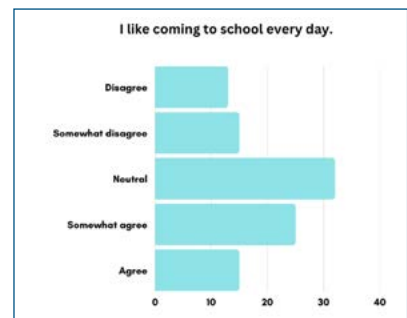
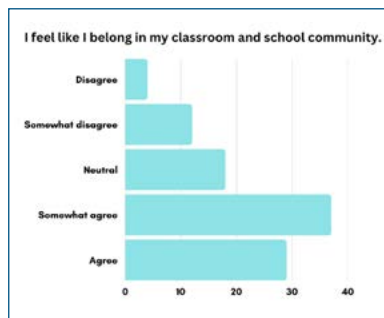
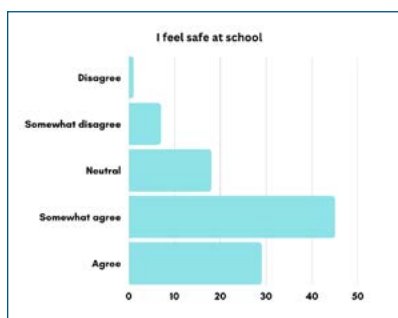
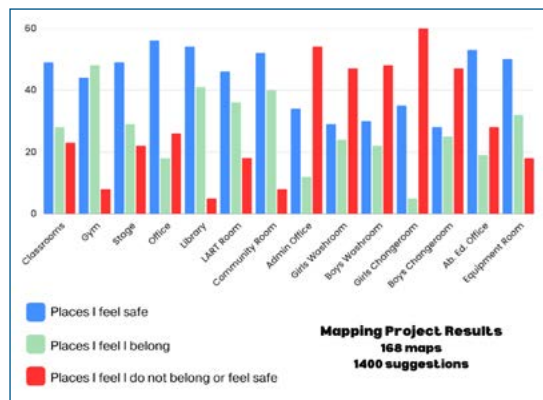


“As part of the well-being goal at Marion Schilling, we were curious about what ‘sense of belonging’ meant to our school, including students, staff, and community. Surveys and discussions were conducted, and it turns out that over 100 words or phrases were used to describe what belonging means. Through teamwork, we were able to devise a list of four main themes, and these will become our core values and common language moving forward.”

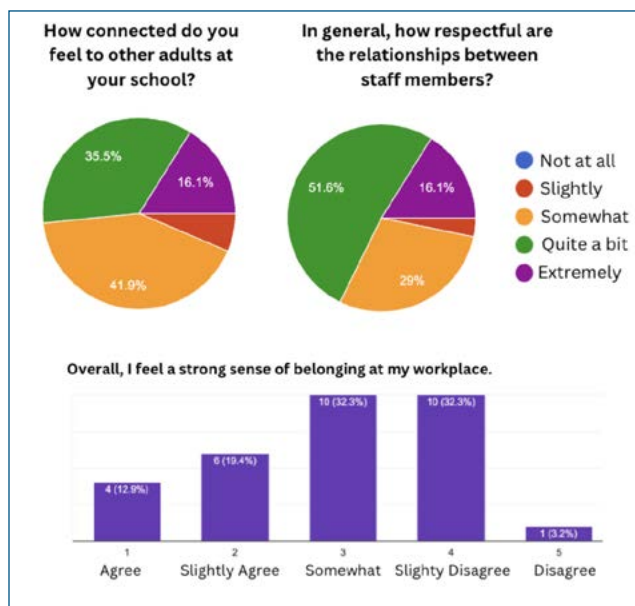
“Our staff have worked hard with students to produce four core values as well as strategies that will help all members of our school community feel a sense of belonging. Through this work, we are dedicated to creating opportunities for students to build a sense of belonging through daily check-ins, multi-grade choice days, and embedding trauma-informed strategies into our practice.”

## Mapping Project & Student Survey Data:

Elementary Student Survey Data - (168 student responses):



## Whole school connection plan - Measuring Staff Belonging (Pre-Survey Data) - Fall 2022 Valleyview/Chase FOS



*Developing a sense of belonging in a school cannot be isolated to one group in the school. It must include everyone that is connected to the school community including students, staff, and parents. By focusing this year on our staff's sense of belonging, we are learning to use strategies that allow us to think about what it means for us to belong, which we can then use to reach out to students and parents to get a better understanding of their needs. We need to learn to be explicit and purposeful role models.*

-School Leader, Valleyview/Chase FOS

Another strategy utilized by District IES staff to positively impact students' human and social development was to continue supporting students with mental health and substance use issues at all levels of intervention. Anxiety is BC's most prevalent mental health disorder, affecting 5.2% of children and youth aged 4-18. This is 39,000 young people. In any B.C. classroom, at least two students experience anxiety disorders, with many more experiencing mild, everyday anxiety. Over the last year, school leaders, teachers, and support staff have noted an observable increase in anxiety-like symptoms. Everyday Anxiety Strategies for Educators (EASE) addresses this through providing a free, online, self-paced professional-development course developed by the Ministry of Children and Family Development in collaboration with BC educators, counsellors, an Indigenous literacy teacher and an Elder.

EASE includes evidence-informed, curriculum-aligned lessons and resources for teaching K-12 students effective everyday anxiety management skills. Lesson plans are designed to be incorporated in existing school routines and practices and serve as a universal support. EASE aligns well with the B.C. government's ongoing commitment to promotion, prevention and early intervention resources for the mental health and well-being of children and youth, their families, and the educators who support them. This commitment is reflected in the Ministry of Children and Family Development's strategic priorities, the provincial mental health and addictions strategy, [A Pathway to Hope](#), and the Ministry of Education's [Mental Health in Schools Strategy](#).

District staff identify the two major reported barriers to educators embedding EASE in their daily practice

as being the mandatory 3-hour training prior to receiving access to the EASE materials, and many of the lessons require teachers and/or schools to purchase supplemental reading materials to deliver the lesson as intended. To eliminate these barriers and build teacher capacity to utilize/implement the EASE K-7 resources confidently and effectively into their daily practice, District staff divided the online 3-hour training into bite-size chunks and provided additional in-person support. District staff planned and facilitated two, 2-part workshop offerings (4 workshops- 2 in the fall, 2 in the spring) and provided education on anxiety basics for educators and the opportunity to view and interact directly with the EASE materials and lessons. All attending participants received a full packet of print-based EASE lessons, reproducibles, and materials. In 2022-2023, 70 school staff (teachers, CEAs, school leaders) from 20 schools were certified in EASE.



#### EASE training session for elementary teachers and LARTs

Staff participating in EASE training completed a survey and 98% of respondents said that these sessions improved their understanding of anxiety and confidence in their ability to support students with anxiety. Additionally, 94% of respondents reported increased confidence in implementing the EASE lessons in their classroom and 100% reporting they were highly likely to implement the EASE lessons in their classroom and are very likely to recommend this workshop to colleagues.

*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 2022-2023, 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.

Schools play a significant 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. This year, more than 100 educators completed the MHL Go To Educator Training.

As another way of supporting students who have anxiety, Worry Dragons in schools served 138 student participants, an 84% increase from previous years. Aboriginal Family Counsellors and Mental Health Clinicians were able to counsel more students (63% increase from the previous year). The Mental Health Clinicians created and distributed an informational parent/caregiver weekly newsletter summarizing “tools” and providing links/resources for further at-home support. The Clinicians also hosted two live parent/guardian zoom sessions.

To improve human and social development for students, the District is continuing to support Aboriginal students and families through counseling, advocacy, cultural support, and outreach within the schools. Aboriginal Family Counsellors (AFCs) support students from kindergarten to grade 12 and all transitions experienced by students in the school district. Understanding how daunting it can be for Aboriginal learners and families to navigate the education system due to historic and current systemic racism, intergenerational trauma and oppressive practices, AFCs deliver services with cultural safety and humility, support students with a variety of social, emotional, and mental support needs and help students and families connect to community support. The AFCs strive to provide continuity for students who are seeing counsellors to ensure they continue connecting with AFCs and support when attending a new school. AFC’s take part (whenever possible) in cultural wrap-around support circle meetings. Because AFCs typically remain at the same schools year after year, they can build trusting relationships with families who feel safe with them and often see several students from the same family or even household.

Furthermore, exploring and addressing debilitating mental health issues (i.e., anxiety and/or depression) which may impede student academic and personal growth are necessary for the student to be able to move forward successfully. Understanding generational trauma, exploring career interest in context of family, roles, and student strengths shape focus and support systems as they move through the channels necessary for post-graduation achievement. Aiding students in removing or overcoming barriers, advocating on behalf of students, and teaching self-advocacy and resilience strengthen the student’s capacity to succeed. AFCs provided counselling support to 66 Aboriginal students that were transitioning from elementary to secondary school and to 74 Aboriginal students in grades 11 and 12.

*Bladder Chatter* is a platform to inform, empower, and support students by providing them with relevant and accurate health information. Each poster connects students to supports available, in-person and online. It is our hope that by strategically placing them on the backs of washroom stalls, students will feel safe interacting with the content. By normalizing the conversation around seeking help, we hope to reduce the stigma that often acts as a barrier to youth seeking the help/support that is needed.

Washrooms have been identified across the district as spaces that students deem as unsafe or less safe. By installing Bladder Chatters in all washrooms, we hope to give students a private space where they can interact with the content and use the Bladder Chatter as a strategy for increasing students’ sense of safety.

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 2022-2023, we focused on four goals:

1. 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 and Child Care’s Physical and Health Education curriculum.

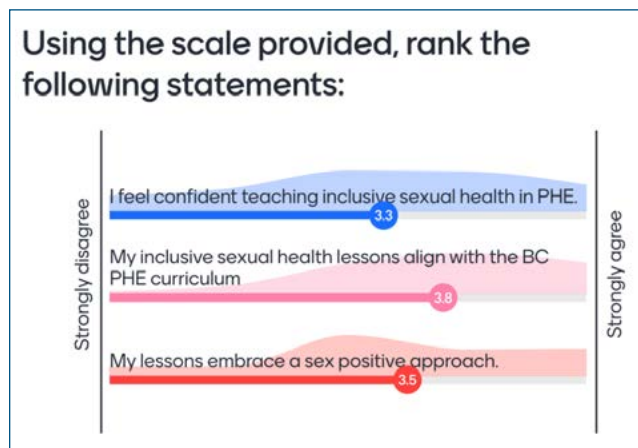
2. For students to have an opportunity to gain the knowledge necessary to make informed choices about their sexual health and have an opportunity to develop awareness of the positive and negative outcomes that may arise because of those choices.
3. To create a comfortable, safe, inclusive, and respectful co-educational classroom climate and enable discussion of a range of topics dealing with adolescent sexuality and relationships.
4. To build teacher capacity to deliver consent and sexual health education confidently and competently.

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.

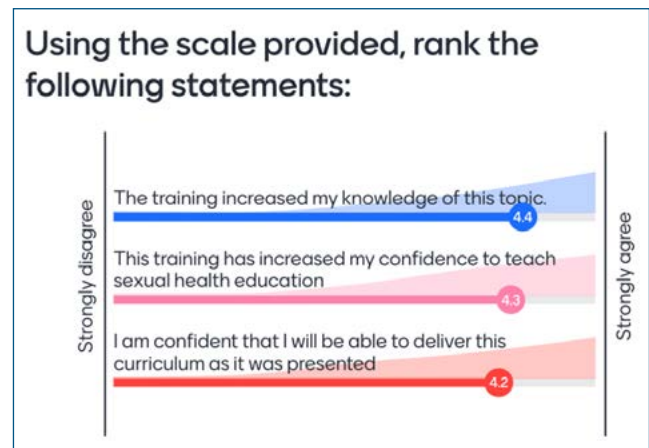
During the 2022-2023 school year, 188 teachers, grades 4 to 9, received a ½ day in-service training on the new ISHE program and resources. In addition to this training, all teachers completed the Provincial Health Service Authority’s *Introduction to Gender Diversity* online course prior to delivering 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.

**Elementary results. The information below was collected throughout the 2022/2023 school year via a pre-survey with grade 4 to 7 educators.**

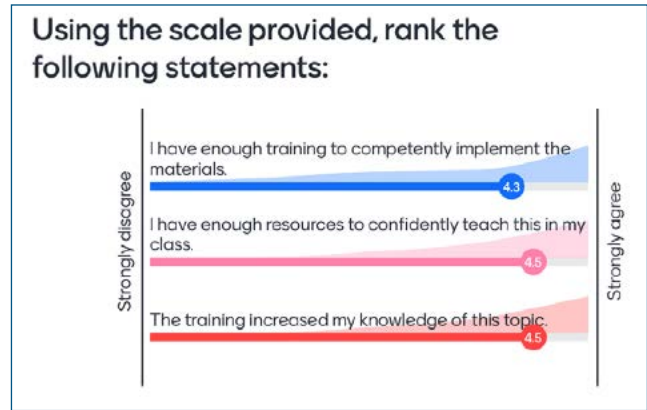
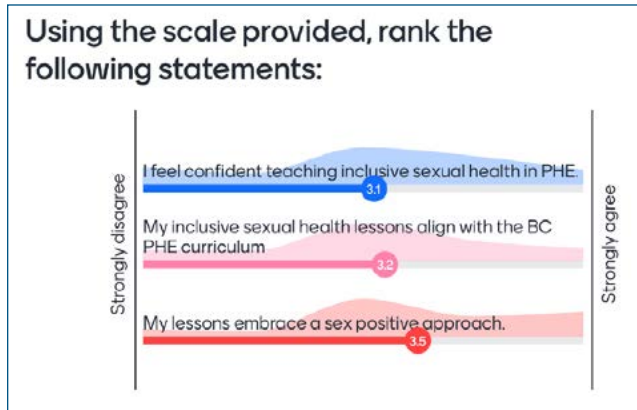
*Pre-survey data:*



*Post-survey data:*



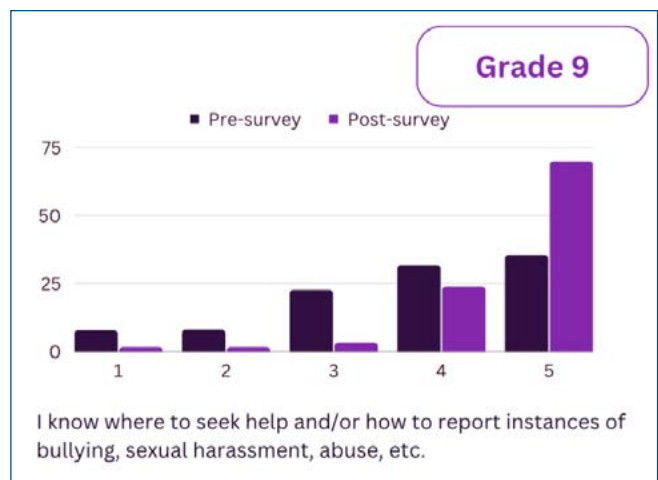
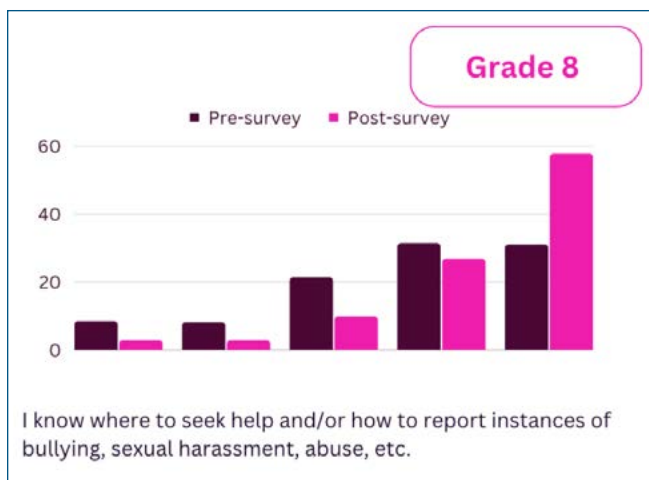
**Secondary results. The information below was collected throughout the 2021/2022 - 2022/2023 school years through a pre-survey with grade 8 and 9 PHE educators.**



Note: The pre-survey data in Figure 2 reflects only the survey data from teachers who were previously teaching ISHE. Many attendees were unable to complete the pre-survey because no portion of the ISHE curriculum was being taught. The implication of this disclaimer is that the growth reflected in the post-survey is actually higher than indicated.

**Student results. The information below reflects grade 8 and 9 student pre- and post-survey data.**

**Inclusive Sexual Health Education**



This year, in partnership with Thompson Rivers University (TRU), the TRU Wellness Centre, the City of Kamloops and the Kamloops Sexual Assault Counselling Centre, School District No. 73 piloted the Consent Café district wide. The Consent Café, co-founded by Chelsea Corsi, Senior Wellness Coordinator at Thompson Rivers University, and Tanya Pawliuk, Associate Teaching Professor at Thompson Rivers University, is an activity-based consent, communication, and sexualized violence prevention and response education program designed for children, youth, and young adults. The Consent Cafe was designed to address and enhance the learning objectives identified in the Physical and Health Education provincial curriculum as it includes healthy sexual decision making, sources of health information, healthy relationships, strategies to protect themselves and other from potential exploitation, abuse, and harm (Government of BC, 2021). This year, every grade 8 student in SD73 had the opportunity to participate in this great initiative.

The Consent Café is designed to meet participants where they are at, is offered on-site, and is both reflexive and youth informed. Each session is facilitated by the co-founders and supported by Consent Café Mentors who create a bridge between the curriculum and the real-life application of the content. Typically, there is a 1 to 5 ratio of staff to students, in addition to the PHE teacher and a counselling staff member who are there to participate and provide support, if needed.

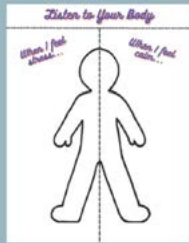
A Consent Café Journal was developed to increase and enhance students' comprehension and understanding of the Consent Café curriculum as well as to encourage self-reflection and critical thinking. Each participant was given a journal, which includes several local and online resources.

Below is an overview of each of the four lessons:

### Consent Café Curriculum Lesson 1: Relationship, Emotional Regulation and Resources

**Learning objective: Participants will prepare for a responsive and supportive learning environment**


- Applied Activity: Gingerbread person, creating stress balls with Consent Mentors
- Take away: Think about desired consent learning
- Learning outcome: Participants will build connections, grounding strategies and establish an understanding of the Consent Café



### Consent Café Curriculum Lesson 2: Consent and Communication

**Learning objective: Participants will develop an understanding of consent and the communication skills integral to accurately navigate consent**


- Applied activity: Case study and trivia
- Take away: Talk to parents/caregivers about how consent exists within the home
- Learning outcome: Participants will understand consent as continuous and ongoing and be able to recognize how it applies to all aspects of their lives



### Consent Café Curriculum Lesson 3: Online Consent and Online Safety

**Learning objective: Participants will develop an understanding of online consent, ways to engage online safely, and that adult supports are required if harm is present**

- Applied activity: Case study and bingo
- Take away: Identify an adult to report to if experiencing extortion or exploitation
- Learning outcome: Participants will understand their online vulnerabilities and be able to identify a helping adult if needed




Consent Café				
safer sexting	sexual harassment	grooming	consent	online consent
sexual harassment	sexual safety	consent	consent to the law	sexuality
sexual safety	sexual safety	sexual support	sexual support	sexual support
sexual support	sexual support	sexual support	sexual support	sexual support
sexual support	sexual support	sexual support	sexual support	sexual support

### Consent Café Curriculum Lesson 4: Relationships, Violence Prevention and Communication

**Learning objective: Participants will develop an understanding of relationships on a spectrum of healthy to abusive**

- Applied activity: Relationship spectrum sorting and trivia
- Take away: Identify an adult to report to if experiencing violence, violence is never the fault of the victim/survivor
- Learning outcome: Participants will be able to identify healthy, unhealthy and abusive relationship communication patterns, and be able to identify a helping adult if needed



In celebration of the conclusion of the Consent Café Pilot program, students from across the district were invited to participate in and attend the “My Consenting Self” Art Exhibit. The exhibition showcased SD73 students’ understanding of consent and sexualized violence prevention and response and illuminated their courage.



Consent Café

In 2022-2023, there were a total of 158 referrals for substance misuse counselling. Day One Society provided five clinicians to support youth with substance misuse issues.

The PreVenture program trial, offered through the CUSP trial supported by UBC-Okanagan, was implemented at two schools, with approximately 30 students completing the program. Training for District staff was provided by the CUSP personnel and approximately 8 district staff were trained, as well as four clinicians from Day One Society. Dr. Marvin Krank, lead researcher for the CUSP trial, presented results of the study to the school district in Spring 2023.

## Human and Social Development: Safe, Welcome, Belonging, Connected: Moving into Action in 2023-2024

The District Principal will share the multi-tiered systems of support with school leaders and staff to promote Tier 1, universal strategies within schools. The District’s SEL and MHL Coordinators attended Compassionate Systems Leadership training and will implement a plan to help educators and support staff engage in this work to improve their sense of well-being. Additionally, District staff is revamping the SMART education (Stress Management and Resiliency Training) model to make it more accessible to more staff. This training teaches mindfulness and emotional awareness practices to the adults working in SD73. The IES team will collaborate with the Aboriginal team to implement well-being training programs for adults leading our system with attention to cultural safety and humility.

Students exhibiting challenging behaviour are dysregulated and the District recognizes that it needs to assist staff to understand how to reduce challenging student behaviour and plan for diverse learners so that students can attend full-time and be successful. The SEL Coordinator will collaborate directly with educators and support

staff to model how to co-regulate students so that they can be successful in managing their emotions and behaviour. School-based staff need training to include student voice and develop better functional behaviour assessments which help identify why the behaviour is happening and what strategies will result in that need being met in a prosocial manner. Safety plans indicate that CPI training specific to students who have autism is needed to better support neurodiverse students. In cases where students are placed in reduced day schedules and/or alternate placements, a transition plan will be created to monitor that the program is meeting the student's needs.

To feel safe, welcome, and connected, ELL Resource Teachers will continue to increase knowledge of language translation opportunities for school communities to proactively address cultural and linguistic inequities so that ELL students and their teachers can communicate effectively. Social groups that support ELL, Aboriginal and 2SLGBTQAI+ students will continue with a greater emphasis on representation in all aspects of the curriculum, for example, teaching inclusive sexual health education and ensuring stories/resources used in classrooms reflect the diversity of students within the school and community. The Assistive Technology Teachers provide whole class workshops to promote how reading and writing supports can benefit all students in the classroom using assistive technology; encourage teachers to celebrate diversity and inclusive practices in our learning environments (e.g. use of multilingual resources; scaffolded online literacy resources), and create opportunities for inclusive community consultation and supports (e.g. ARC-BC workshop).



### ELL Sessions: Dreams and Heroes

The IES staff will consult with the SD73 Early Learning team to pilot the delivery of the Early Years EASE (EASEY) program. The District will leverage the positive impact of EASE training by exploring opportunities to adapt the secondary EASE curriculum and embed mental health literacy content into EASE training sessions and developing support resources for educators. The HPS Coordinator will offer MHL Go To Educator Training to four whole-school secondary schools to enhance whole-school support networks that can better meet student needs and pilot the *Elementary Mental Health Literacy Resource* with grade 6 students at 10 elementary schools. The District will expand the Bladder Chatter initiative to all K-12 schools for the purpose of increasing help seeking efficacy amongst students and create Bladder Chatter content specific to the four components of mental health literacy. Elementary schools will have the opportunity to participate in the Bladder Chatter program.

The ASSAI program will continue to offer diverse activity-based programming throughout the District with a focus on opportunities for diverse students and specifically connect with staff at schools who were eligible for programming but did not have programs this year to recruit potential program leaders. The District is exploring a partnership with the YMCA to offer Y Minds at one or more secondary schools as part of after school

programming. SD73 will continue to offer a wide variety of physical activity, arts, and culture programs to give students the opportunity to explore new interests and passions, including cultural activities, such as lahal. Staff will explore more opportunities for partnerships with the City of Kamloops, YMCA, Friendship Centre, Kamloops Art Gallery, and more and intentionally engage students from schools with lower participation rates to determine what types of activities they would like to explore.

The District will broaden Inclusive Sexual Health Education instruction for grades K-7 and continue the delivery of Consent Café to secondary students throughout the District. IES staff will collate, create, and share age- and stage-appropriate resources to support primary teachers responsible for delivering the ISHE curriculum and review Kids in the Know licensing with the Canadian Centre for Child Protection. All new grade 4 to 9 teachers will be offered a half-day of in-service training. To increase staff capacity, the District will prototype and pilot a train-the-trainer model to build the capacity of school personnel to facilitate the Consent Cafe in their respective schools and work with Sa-Hali Secondary to offer SMART START to ensure all grade 8s receive the Consent Café. The District will explore the possibility of co-creating a K-12 Consent Education scope and sequence.

The District has not been successful in implementing PreVenture at every secondary school. In 2023-2024, a few schools are committed to implementing PreVenture. During 2023-2024, the District will create a plan to increase the number of schools participating in this evidence-based program. Furthermore, the Substance Misuse Counsellor will be sharing newly created anti vaping resources with educators, counsellors, and school leaders.

## Cultural and Identity Development: Sense of Identity, Cultural Safety and Humility

**Priority:** To develop a sense of identity in individuals and cultural safety and humility in communities.

**Goal:** Every learner will feel safe and thrive personally and culturally.

**Outcomes:**

- Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.
- Establish a baseline of awareness about cultural safety, cultural humility, and identity with students, staff, and parents.

**District Measure:**

To develop a baseline measure in 2023-2024, we will:

- Establish baseline data through designing a self-assessment tool regarding individuals' own cultural competency, bias awareness cultural humility and safety.
- Use Safir's "street data" and transformation cycle to assess the effectiveness of action items in as defined in the [Aboriginal Education Annual Report 2022](#) as related to building staff capacity to achieve Cultural and Identity outcomes:
  - Continue to expand the number of professional development opportunities to increase staff members'

capacity to build effective social-emotional skills and trauma-informed practice.

- Through the Aboriginal School Lead Sessions, support learning about the Aboriginal people in the region and support learning about cultural sensitivity, Truth and Reconciliation, and the impact of colonialism in Canada.
- Percentage of culturally relevant and diverse resources in libraries (including Indigenous resources).
- Percentage of culturally relevant and diversity resources checked out of the District Learning Commons (and which schools tend to access it).
- Number of staff who have done professional development around Standard 9.
- Percentage of staff who participated in the ABED School Lead sessions and measure the impact of sessions on cultural safety and humility.
- Implement District-wide Anti-racism survey and action plan.



## Cultural and Identity Development: Sense of Identity, Cultural Safety and Humility: Action Items in 2022-2023

Understanding generational trauma and the colonial history Indigenous Peoples share is imperative to how Aboriginal students develop personal identity, belonging, family ties, strengths, and inherent gifts. Helping students create a sense of belonging and connection to a student's culture and traditional land base is essential to their physical, emotional, mental, and spiritual well-being. In 2022-2023, students shaped their identity and self-worth through experiencing Grandfather/Grandmother teachings, cultural identity shields, the Earning your Feathers program, Ask Auntie Indigenous Youth Wellness program, Young Warrior's Quest program (Cuystwi), and the Tree of Life program. Additionally, the involvement of Elders, medicine wheel balancing, beading, connection to and being on the land, participating in ceremony, connection to Aboriginal education workers, Aboriginal Family Counsellors and Aboriginal Youth and Family Consultants, helped students develop cultural awareness and pride. School-based and District cultural activities (school district pow wow, Day of Secwentwecw, Wellness conference, and Aboriginal grad), also highlighted the strength and diversity within students who self-identify as Aboriginal.

Relationships, through an Aboriginal lens, ensure family is included in all aspects of a child and youth's life whenever possible. AFC's make every effort to include the student's family and community (when applicable) in supporting their children's well-being. Safety plans and growth plans are developed in consultation with the student's parents/caregivers wherein a student's support systems are explored, and the community can be engaged or accessed to strengthen student identity and sense of belonging. AFC's provided support to 362 Aboriginal students in 35 schools (elementary and secondary) in 2022-2023. Aboriginal Youth and Family Consultants provided opportunities for students to explore cultural identity through many venues so they could enhance their knowledge of self.

SFCs serve as elementary school counsellors within SD73. SFCs provide individual counselling to students, deliver small group sessions to help students on a range of topics, such as anxiety groups and assist with school and family referrals to child and youth mental health. SFC's help students navigate who they are, where they belong and how to develop a greater sense of personal understanding and agency. In 2022-2023, approximately 380 students worked with SFCs in SD73. School based counsellors help school teams develop a culture of inclusivity for students with diverse needs and abilities, specifically when mental health challenges pose a barrier to learning outcomes. Mental Health Clinicians (MHCs) also provide students access to opportunities to grow their self-worth and self-esteem through managing adverse symptoms associated with adverse mental health outcomes. MHCs worked intensively with 44 students in 2022-2023 to ensure tier 3 level support was in place for students to be well and understand that their mental health challenges did not define who they were.

ELL Resource teachers advocate for ELL students by sharing the importance of retaining their primary language so that they can learn and show their learning in both languages. Classroom teachers are encouraged to provide opportunities for students to share their culture and language with their peers. Resources are provided and student voices are shared monthly through the "ELL Monthly Memo" that teachers can use immediately. Children's literature within the HGEC Learning Commons and school libraries are highlighted and promoted in the newsletters and through conversations with school staff. ELL Resource Teachers ensured that every English Language Learner received individual support and opportunities to gather socially to form a sense of connection with other students in SD73.

The IES Coordinator was instrumental in transitioning from deficit-based Individual Education Plans for students with ministry designations to strength-based, competency-based inclusive education plans (CBIEPs). Student voice in determining one's goals is a critical component of CBIEPs. Speech and Language Pathologists (SLP's) support students' discourse and narrative skills which are critical to share and develop cultural and personal identity. Cultural and personal identity are shaped by social interactions. All communication skills facilitate social participation and interactions. The Vision Resource Teacher provides in-service to support staff and classroom teachers that aim to demystify visual impairment and empower learners who live with visual impairment. The teacher provides resources and acts as a community liaison to support learners and families. In some cases, whole class lessons with students are done to raise awareness and direct instruction of the expanded core curriculum, including self-determination, self-advocacy, social skills and career and recreation skills are developed. Similarly, the Deaf and Hard of Hearing Resource teacher provides 1:1 direct support for students with hearing impairments and helps support staff and educators to use diverse resources and ensure students can access the curriculum in meaningful ways. In 2022-2023, students who are deaf and hard of hearing had opportunities to connect with each other on field trips.

School psychologists support learners and their families by helping them understand their diagnoses and the support they require. To consider diagnosis, school psychologists consider student cultural identity when selecting measures and tools.

In 2022-2023, the District continued and expanded the number of social activities offered to students who identified as being 2SLGBTQAI+. Secondary school SOGI student champion meetings were held quarterly via zoom and attended by students from all secondary schools. These students identified improvements that were needed in schools for LGBTQ2S+ students to see themselves reflected in the curriculum in a positive way, help develop a sense of connection within their schools and the District, and help educators develop basic skill sets around things like using proper pronouns and why it was important. Approximately 25 students attended regularly and offered feedback that resulted in more diverse resources in school libraries, better lessons, improved education around significant events throughout the year and an improved inclusive sexual health approach.

The District held several cultural and diversity summits that were well attended. Student voice through leadership opportunities addressing racism, homophobia and transphobia through summits and groups continues to be a strength in SD73. Over 2100 students attended the District Powwow, 150 students attended an Indigenous and SOGI wellness summit and 160 students attended a Student Equity Summit. The District held its fourth annual Diversity Film Festival throughout February to educate students on diverse cultures, identities, and disabilities and to celebrate the diversity within SD73. The District held its annual Day of Suwewtwecw (acknowledging one another) which involves every school recognizing the Aboriginal ways of knowing and doing and the unceded traditional territory of the Tk'emlúps te Secwepemc. SD73 continues to promote the recognition and celebration of diverse cultural and 2SLGBTQAI+ events through its diversity calendar.



The Inclusive Education and Aboriginal Education Teams partnered to tackle specific anti-Aboriginal racism. An Aboriginal Student Leadership Council was formed to gather student voice regarding Aboriginal education and racism experienced by Aboriginal learners in SD73. The Council was instrumental in developing and leading the Indigenous Student Summit. These students tackled anti-Indigenous racism, mental health in Aboriginal people and language and culture to share their experiences and offer changemakers strategies that should be implemented to improve learning environments in all school districts. The group also worked with the Student Equity Committee to develop the Wellness Summit for students identifying as LGBTQ2S+, Aboriginal and/or allies. The Aboriginal Student Leadership Council made two videos that have been shared with school leaders regarding the importance of hearing Aboriginal student voices as part of the District's commitment to Truth and Reconciliation and what their hopes and vision for SD73 in the future is for other Aboriginal students.

# Cultural and Identity Development: Sense of Identity, Cultural Safety and Humility: Moving into Action in 2023-2024

Each school will have a SOGI and Diversity (anti-racism) lead teacher to distribute District resources, training opportunities and lessons with respective school staff teams. The Student Equity Committee, along with leadership from the District anti-racism working group will finalize the SD73 Anti-Racism action plan based on lived experiences and suggestions provided throughout the 2022-2023 summits and working sessions. Students provided a great deal of information regarding what discrimination looks like, sounds like, and feels like in schools, what ways incidents have been dealt with positively and negatively by staff and students and experiences around these responses. Twenty-five students then joined the Student Equity Committee to thoroughly review the processes and indicate strategies that would improve in the following areas: curriculum, policy, and procedures, developing a survey, responding to incidents, awareness and celebration of days/events and community partnerships. ELL Resource Teachers will continue to raise anti-racism and cultural awareness at the school level through displays, literature, and discussion with teachers and students and continue to increase dual language and bilingual resources within the district.

To improve cultural safety and humility and a personal sense of identity, the IES and Aboriginal teams, along with the Student Equity Committee and Aboriginal Student Leadership Council will implement targeted professional learning (e.g., training modules for onboarding staff) focused on diversity, cultural humility and safety, and inclusive practices. The District will purchase licenses to a self-paced, online program that includes ten modules on Truth and Reconciliation. The District will partner with Dr. Dustin Louie to lead a series of four Aboriginal school lead sessions based on transformative reconciliation. The sessions will require staff to examine individual biases to increase awareness of systemic racism within the school district, and offer practical strategies to help transform the District, along its journey to reconciliation. These sessions will be followed up at school leader meetings to ensure our strategies are having a positive impact in the four areas of the Equity Scan: policy and governance, pedagogical core, learner profile and learning environment. In 2023-2024, the Aboriginal Education Council and SD73 will agree to a new, co-developed Aboriginal Education Enhancement Agreement that will be shared with school leaders, and their staff, as well as students, parents/caregivers, and local First Nations.

An anti-racism strategy and self-assessment tool to monitor an increased awareness of cultural bias, teacher confidence and competence in teaching Aboriginal content will be rolled out in 2023-2024 to capture voices from students, staff, and families regarding everyday experiences in the school system. The survey results will drive the SD73 Anti-racism Action Plan that will be rolled out in January 2024. In this action plan, cultural humility and safety are ongoing priorities. Through the Aboriginal school lead sessions and other District professional development days, SD73 will provide ongoing cultural competency training and professional development opportunities for staff and stakeholders to enhance their understanding of different cultures, histories, and experiences. This training should focus on building cultural humility, challenging biases, and promoting respectful interactions. Similar training opportunities will be offered to Aboriginal Education Workers who are expected to run culture groups.

# Career Development: Students will Graduate and Life Competencies

**Educational Outcome 4: Students Will Graduate-** Students who achieve a BC Certificate of Graduation Dogwood Diploma within 5 or 6 years of starting grade 8 are more likely to enter a career than those who do not, so we assess graduation rates as one indicator of career development success. Measures 4.1.

Figure 5.0 Graduation Results (Provincial)

Assessments	Strengths	Opportunities
<b>Over 5 years Provincial Assessments</b>	<p>SD73 students achieved +2% higher than their provincial peers achieving an academic dogwood within 5 years in high school. SD73 Aboriginal students are more likely (+11%) to achieve an academic dogwood within 5 years compared to their peers provincially.</p> <p>SD73 Aboriginal students are more likely (+9%) to achieve an academic dogwood within 6 years compared to their peers provincially.</p>	<p>SD73 Aboriginal students when compared to SD73 non-Aboriginal students are -18% less likely to achieve academic dogwood within 5 years.</p>
<b>2020-2022 (Two-year trend) Provincial Assessments</b>	<p>SD73 students with diverse needs have continued to decline (-6%) compared to their peers provincially to achieve an academic dogwood within 6 years.</p>	<p>SD73 students who have diverse needs are less likely (-3%) to achieve academic dogwood within 5 years compared to provincial peers.</p>



Mobile Trades Unit (Welding Trailer) at Logan Lake Secondary. Seth was geared up in leather for welding, lifted into the trailer, senior students helped him with gear, as he made a hot dog roaster.

**Educational Outcome 5: Life and Career Core Competencies-** Students will have the core competencies to achieve their life and career goals, which includes transition to post-secondary education. Immediate transition rate refers to students who are eligible to transition to a BC public post-secondary institution program in the year following graduation. Three-year transition rate refers to the portion of students who have transitioned to a BC public post-secondary institution program within three years of graduation. Measure 5.1 is in the Appendix.

Figure 6.0 Transition to Post-Secondary Results (Provincial)

Assessments	Strengths	Opportunities
<b>Over 5 years Provincial Assessments</b>	SD73 Aboriginal students are more likely (+1%, +1%) to transition to a BC post-secondary Institution within 1 year of Graduation or within 3 years since graduation compared to their peers provincially.	SD73 students are less likely (-6%, -5% respectively) to transition to a BC post-secondary Institution within 1 year of Graduation or within 3 years since graduation compared to their peers provincially.  SD73 students who have diverse needs are less likely to transition (-9%, -6%, respectively) to transition to a BC post-secondary institution within 2 or 3 years compared to their peers provincially.

**To improve graduation rates, we will:**

- Through the District School Completion Coordinator, each month identify students who have disengaged from school and work to reconnect these students to a learning program.
- Differentiate learning supports (universal, targeted, intensive) to increase high school completion for identified struggling learners.
- Increase ELL support for International students with a focus on those students enrolled in the Graduation Program.

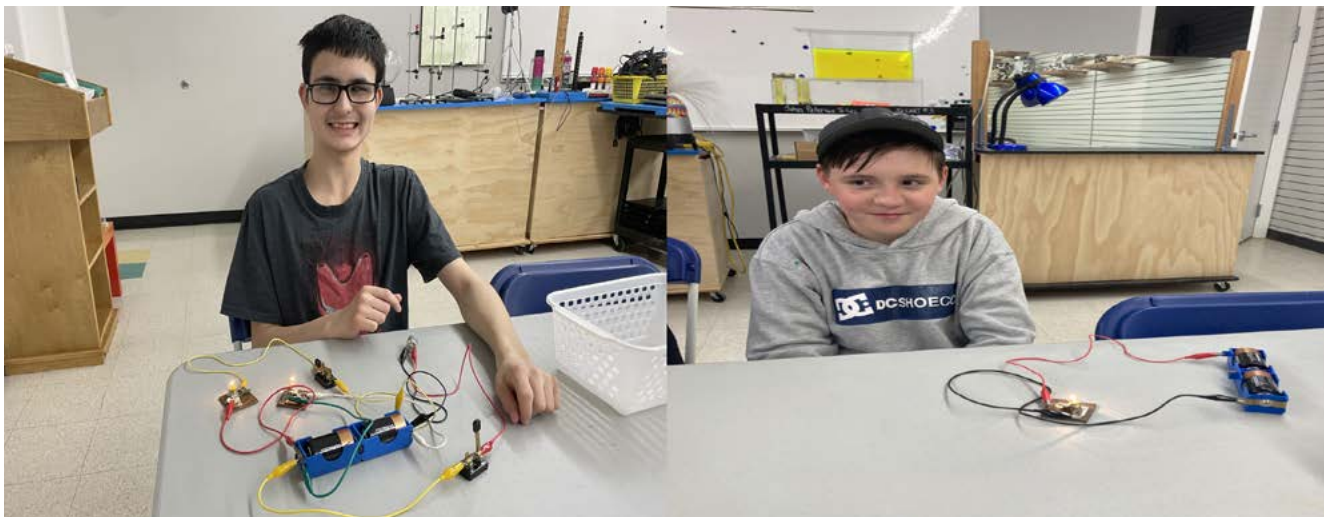
**To improve transition to post-secondary, we will:**

- Implement targeted professional learning for Career Education teachers focused on student academic and career transition planning so students can make informed choices.
- Provide opportunities for parents and caregivers to develop their capabilities to support students' choices related to course planning, education and career planning.
- Provide opportunities for students to experience post-secondary environments at different grade levels and in a variety of contexts so students see post-secondary learning in their possible futures.
- Identify and remove barriers to career program participation for vulnerable learners and underrepresented learner groups.
- Implement an exit interview for ELL students enrolled in the graduation program to track post-secondary planning.

# Career Development: Students will Graduate and Life Competencies: Action Items in 2022-2023

The IES team is focused on the completion rate disparity between SD73 diverse needs students and provincial peers. SD73 Diverse students do not transition to post-secondary as readily as non-Diverse students, and SD73 students as their provincial peers. The IES team dedicated professional development sessions specifically targeted at helping support staff and educators further develop skill sets to meet the needs of learners who have complex needs. The IES team believes that a combined focus on educator training and social emotional teaching will help students be able to successfully remain in classes with peers and access curriculum which will lead to successful transitions at each level. The ELL Resource Teachers invited students to attend classes at TRU and benefit from receiving a campus tour, in addition to being a student for a day. The IES team has partnered with the School Completion Committee to monitor which students are not successfully transitioning from grade to grade to implement support for students who are transitioning to @KOOL or TREC.

District Resource Room teachers continued to foster positive connections with community partners to expose students to various career and transition opportunities. This includes partnerships with the Education and Skills Training (ESTR) program at TRU and community partners, such as the Big Little Science Centre.



Conrad and Josh learning about electricity at the Big Little Science Centre.

## **Career Development: Students will Graduate and Life Competencies, Moving into Action in 2023-2024**

In 2023-2024, the IES budget will support transition collaborations with Thompson Rivers University. In the past, the IES team participated in several “Mind the Gap” grants that allowed grade 11 and 12 students to visit TRU’s campus, meet with potential program leaders, such as the ESTR program, and folks from Accessibility Services.

Students, staff, and families reported positive impacts from these opportunities in the past. In 2023-2024, the ELL team will participate in a collaborative partnership, as will students in District Resource Rooms and/or work readiness programs. The IES team will also attempt to revitalize a Transitions Fair that had traditionally been offered to diverse students and their caregivers but has not successfully run for the past few years.

## **Systems Development: Allocating Resources Responsibly, Fairly and Sustainably in 2022-2023**

The IES team is a large team that offers academic, social, emotional, physical, and mental support to students and training to staff. The team relies on community partnerships and students and staff benefit from many collaboratives the IES team has with community agencies. Before students with identified diverse needs even begin their K-12 educational experience, kindergarten transition meetings are held. At these meetings, District and community professionals discuss the needs and goals of the students and discuss the necessary components of a successful transition plan for kindergarten success. The District also relies heavily on the expertise of the staff at the Chris Rose Therapy Centre for Autism to provide therapy for students who partially or fully attend the Centre. In the past two years, the District has experienced strong success in re-integrating these students back to their catchment class for greater amounts of time, due to the work of the District teacher and the collaboration between the District and Chris Rose Therapy Center. The District has also been working very closely with Child and Youth Mental Health to improve the District’s referral process and re-negotiate our collective contract so that student referrals can be streamlined and barriers to receiving help can be removed. Some adjustments in District processes have resulted in students who are in the greatest need of support receiving the support in a timely manner from Child and Youth Mental Health or the SD73 Mental Health Clinicians. Other adjustments, such as the delivery of Worry Dragons in the classroom, have resulted in more students getting appropriate help in their schools.

The IES team spent focused time with elementary and secondary LARTs last year to discuss District policies, processes and discuss changes that would result in greater service to students. Feedback was taken at every session and, in turn, that feedback was used to plan future sessions. The District Principal would communicate the concerns and strategies expressed by LARTs to school leaders at school leader meetings. These sessions also allowed the District principal to address known needs, such as what good sensory rooms should look like and how they should be used to help students regulate.

# Systems Development: Allocating Resources Responsibly, Fairly and Sustainably, Moving into Action (2023-2024)

As a team, the IES staff want to ensure they are living the District Strategic Plan to the best of their ability. As a result, the IES team is doing a book study with “Ensouling Our Schools’ being the selected book. This was chosen because the two authors, Jennifer Katz, and Kevin Lamoureux, have presented in SD73 in the past and are respected leaders in inclusive and Aboriginal education. Furthermore, the IES team is committed to attending the four Aboriginal school lead sessions to focus on how they, individually and collectively, can be active participants in transformative reconciliation.

In 2023-2024, the District Principal – Inclusive Education will continue to collaborate with pediatricians to reduce barriers for vulnerable families and help them navigate processes so they can decrease wait times for diagnoses and services and receive the support they need.

SD73 includes parents as partners so the IES team, through the District Principal, is collaborating with the District Parent Advisory Council in 2023-2024 to offer parent/caregiver education sessions that are relevant to families. The District and DPAC Chair will continue to collaborate to offer inclusive education specific workshops to collectively hear from parents and best address any concerns that arise. The IES team will continually offer professional development for educators and support staff to meet the needs of diverse learners and provide resources and time for people to build their skill sets. Intentional budgeting is being done to address the inequities that exist within SD73.

Finally, SD73 is fortunate to have incredible partners such as Child and Youth Mental Health (CYMH), the Ministry of Children and Family Development (MCFD), Lii Michif Otipemisiwak (LMO), Secwepemc Child and Family Services (SCFS), Chris Rose Therapy Centre for Autism, the Children’s Therapy and Family Resource Centre (CTFRC), the BGC Kamloops (formerly known as the Boys and Girls Club), the YMCA and more. The District remains committed to collaborating with these partners to improve services offered to children, youth, and families to create environments that allow students to thrive.

# 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
- Substance Misuse Counsellors
- 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.

## 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.

## 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), BC Children's Hospital (BCCH), Provincial Resource Program - Auditory Outreach (PRP-AO), BC 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.

### **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.

### **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 Childcare funds several 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.

### **Aboriginal Family Counsellors**

Aboriginal family counsellors provide social-emotional consulting, short-term counselling, assessment of students, as needed and other intervention support to students, and families. They are available to provide counselling to students, as well as support in schools when a critical incident, such as death in a family or school occurs. They provide one-to-one student counselling support for concerns, such as substance misuse, grief and loss, depression, cultural support, self-harm or suicidal thoughts, violence, depression, anger management, self-esteem, and anxiety. Services are provided through a cultural lens.

### **Aboriginal Youth and Family Consultants**

Aboriginal youth and family consultants facilitate social and cultural groups, provide advocacy, support and consultation for Aboriginal students and families, particularly during inclusion planning in schools and provide community and cultural connections for students and families. They also provide cultural awareness, education, and training through workshops, and cultural events.

## **Health Promoting Schools (HPS) Coordinator**

The HPS Coordinator provides onsite support and assistance to develop classroom teachers' capacity in the areas of physical and health education, physical literacy, food literacy, fundamental movement skills, social emotional learning, and mental health literacy. The Coordinator builds the capacity of school teams to supportive comprehensive school health.

## **After-School Sports and Arts Initiative (ASSAI) Program Coordinator**

The ASSAI Coordinator is responsible for running after-school programs in the areas of sports, arts, and fine arts. The program connects students to their passions and interests; connects students to a safe and caring adult, provides quality programming for students during the vulnerable after-school hours and fosters social-emotional learning.

## **Social Emotional Learning (SEL) Coordinator**

The SEL Coordinator develops learning modules and leads district initiatives in social emotional learning and response to intervention. The Coordinator helps build staff members' capacities in delivering social emotional learning and can support teachers with strategies to help students be regulated in classrooms.

## **Chris Rose Therapy and Resource Centre Teacher (CRTRCT)**

This teacher oversees and coordinates the education program for students enrolled at the Chris Rose Therapy and Resource Centre. In addition to providing direct instruction, the teacher supports transition planning back to catchment classrooms and schools. The Coordinator models effective teaching strategies to help support a positive transition into the catchment school.

# **Conclusion**

The Inclusive Education Services team believes in culturally responsive practices where relationships and Aboriginal ways of knowing and doing are at the center of our work. We approach families, students and staff with empathy and compassion. We empower students to become resilient through our commitment to respect, equity, and diversity. The IES team consists of multiple departments and team members that support students who have diverse learning needs so that they can thrive. The IES team shares the District's value commitments of equity, well-being, connections/relationships, and sustainability. The IES team recognizes this work cannot be done in isolation and is grateful to partner with school teams, other district teams, community partners and families so that students are able to graduate with dignity, purpose, and options.



