

EQUITY, INCLUSION, AND DIVERSITY ANNUAL REPORT

2023-2024



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Land Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tnicws re Secwepemc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Secwepemcúl'ecw and recognizes the Secwepemc as the keepers of their traditions and knowledge.

We are grateful to be guests on the territory of seven Secwépemc First Nations: Tk'emlúps te Secwépemc, Sexqeltqin (Adams Lake Indian Band), Skwláx te Secwepemcúlcw, Neskonlith, Simpcw, Pellí íq t (Whispering Pines Clinton Band), and Skítsesten (Skeetchestn Band).

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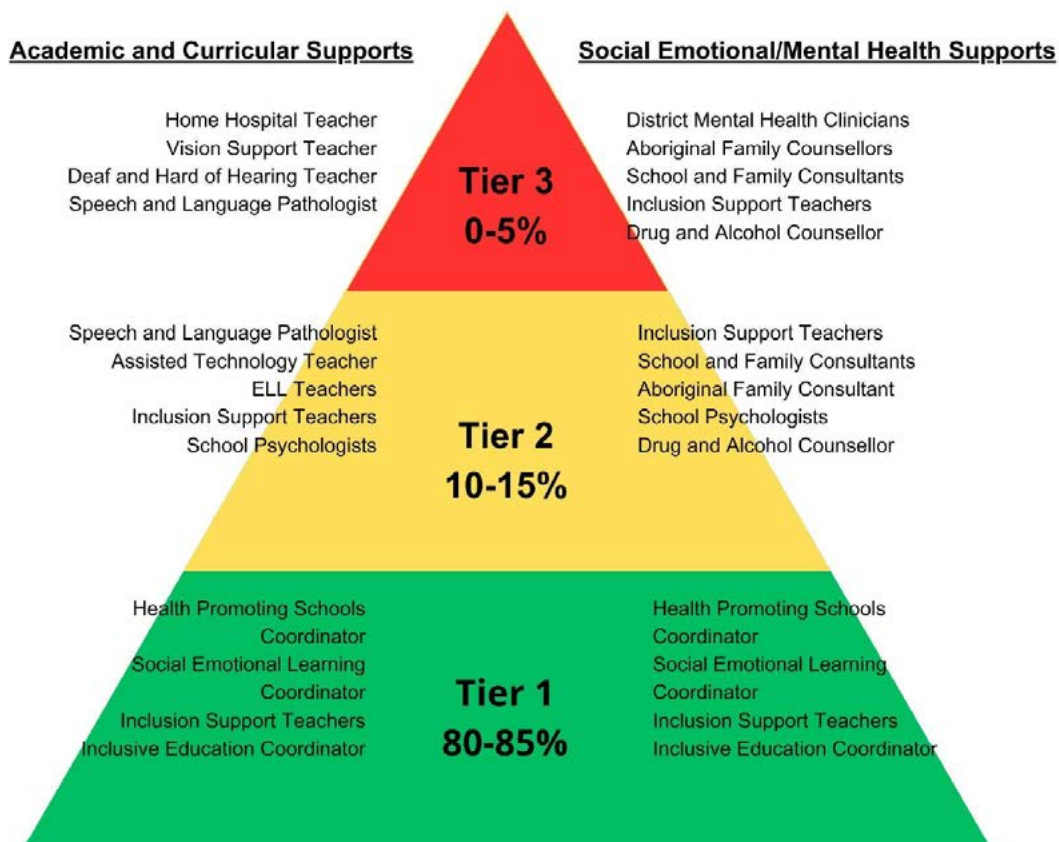
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Executive Summary

The Kamloops-Thompson School District recognizes that ensuring equity is the foundation for improving student achievement – it is central to the learner’s experience and engagement. Linking student achievement to equity, inclusion, and diversity will highlight areas of learner well-being, engagement, and school connectedness. The Inclusive Education Services team is comprised of several dedicated professionals including: After School Sports and Arts Initiative Coordinator, Assistive Technology Teachers, ELL Resource Teachers, Health Promoting Schools Coordinator, Home Hospital Resource Teacher, Inclusion Support Teachers, Inclusive Education Services Coordinator, Indigenous Family Counsellors, Indigenous Youth and Family Consultants, Mental Health Clinicians, School and Family Consultants, School Psychologists, Social Emotional Learning Coordinator, Speech and Language Pathologists, Substance Misuse Counsellor, and Vision and Hearing Resource Teachers. 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 1 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 2 represents strategies, processes, and supports that are required in addition to tier 1 for students to have success. Generally, Tier 2 support helps an additional 10-15% of students become more successful. Finally, Tier 3 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

2023-2024 was the second year of our [2022-2027 District Strategic Plan](#), which emerged from consultation that started and ended with cycles of ongoing review with the Indigenous Education Council. Each cycle involved up to 2000 students, parents, staff, and community partners, and we iteratively stopped to check our understanding with the Indigenous Education Council. We started with the Indigenous Education Council because we sought to begin with an Indigenous conception of the plan for district improvement, not to “Indigenize” it afterwards. To achieve the four value commitments (connections/relationships, well-being, 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 feedback about our 2023 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	In 2024-2025, 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.	benefited from spending more time together to share our respective team priorities and services to increase collaboration.	will participate in a retreat to increase collaboration and awareness of portfolios and goals for the year.
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.	participated in the completion of the San’ya: Indigenous Cultural Safety Mental Health On-line Training. In addition, IES staff participated in Indigenous Education Lead Sessions.	will, as a team, participate in professional learning centered around reading “Ensouling our Schools” and participating in the Indigenous Education school lead sessions.

In 2021-2022, the IES team	In 2022-2023, the IES team	In 2023-2024, the IES team	In 2024-2025, the IES team
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.	remained 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.	will continue to refine and achieve alignment of District Strategic Plan and measurable department goals.

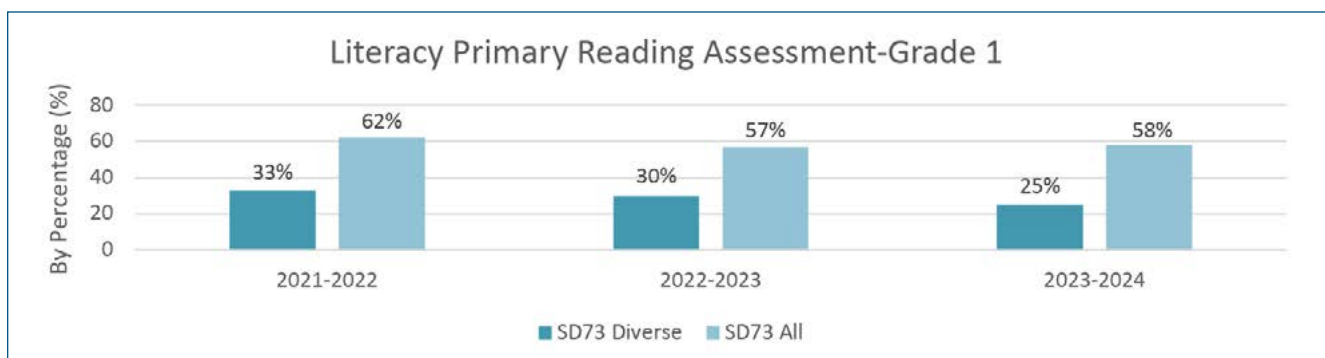
The Inclusive Education Services team is committed to continual improvement through gathering more intentional qualitative data (street data) through using a focused group approach to monitor progress for each priority of the District Strategic Plan and our *Moving into Action* strategies, rationale,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

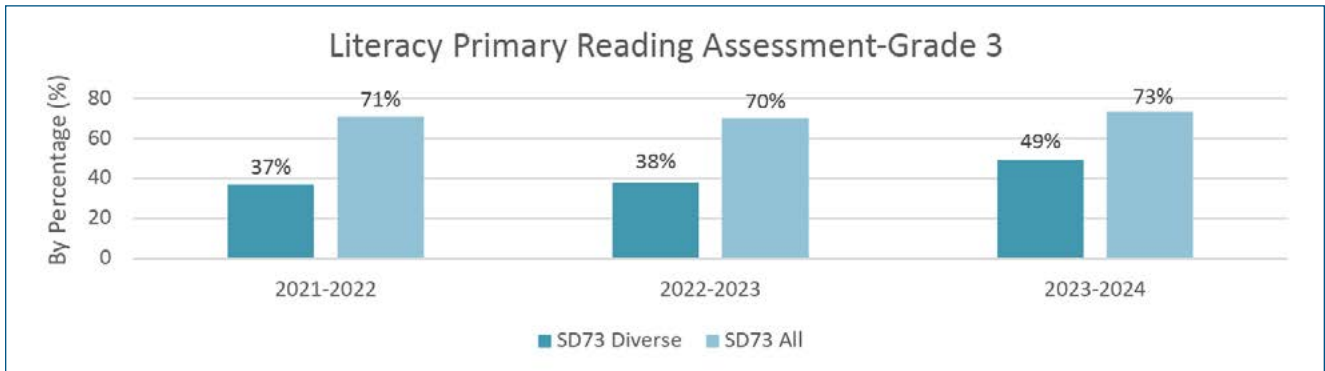
Intellectual Development: Literacy and Numeracy Data Analysis & Interpretation

Students with Diverse Abilities

Educational Outcome 1: Literacy - Students' literacy development is assessed in Grades 1, 2, and 3 (SD73 Primary Reading Assessment), Grades 4 and 7 (Foundational Skills Assessments), and Grades 10 and 12 (Graduation Literacy Assessments).

Figure 1.0 District Primary Reading Assessment Results for Students with Diverse Abilities (Gr. 1, 3)

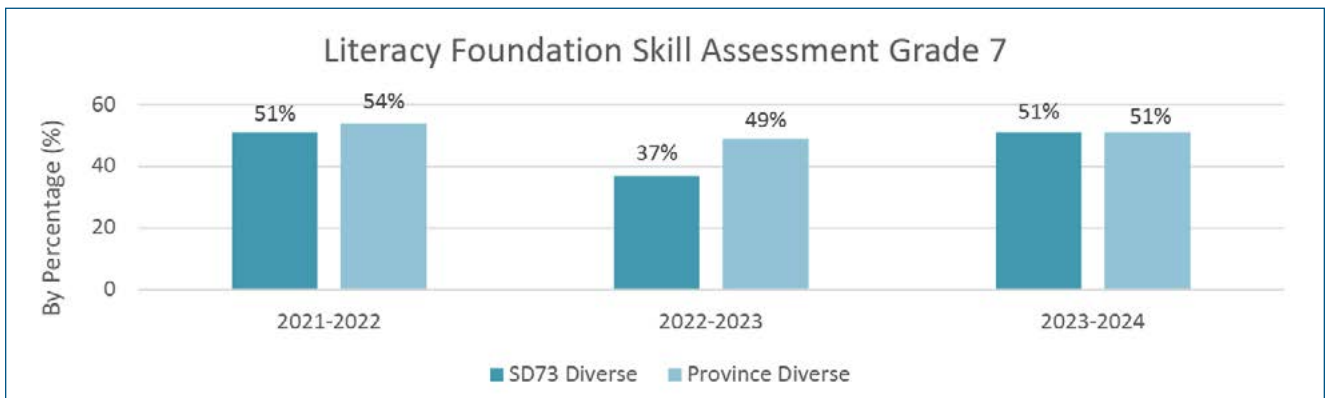
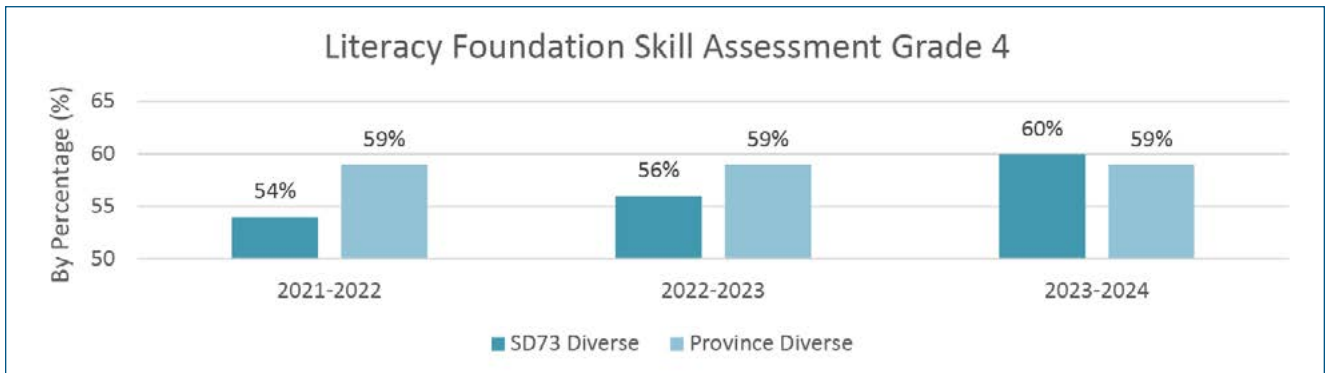




Strengths: Grade 3 SD73 students with diverse abilities have showed steady growth in reading proficiency (+6%) over the last three years. In 2023-2024, Grade 3 SD73 students with diverse abilities demonstrated an +11% increase in reading proficiency over the previous year.

Opportunities: Grade 1 and Grade 3 SD73 students with diverse abilities are less likely to read proficiently when compared to all district and provincial peers over the last three years.

Figure 2.0 Provincial Literacy Results for Students with Diverse Abilities (Gr. 4, 7)

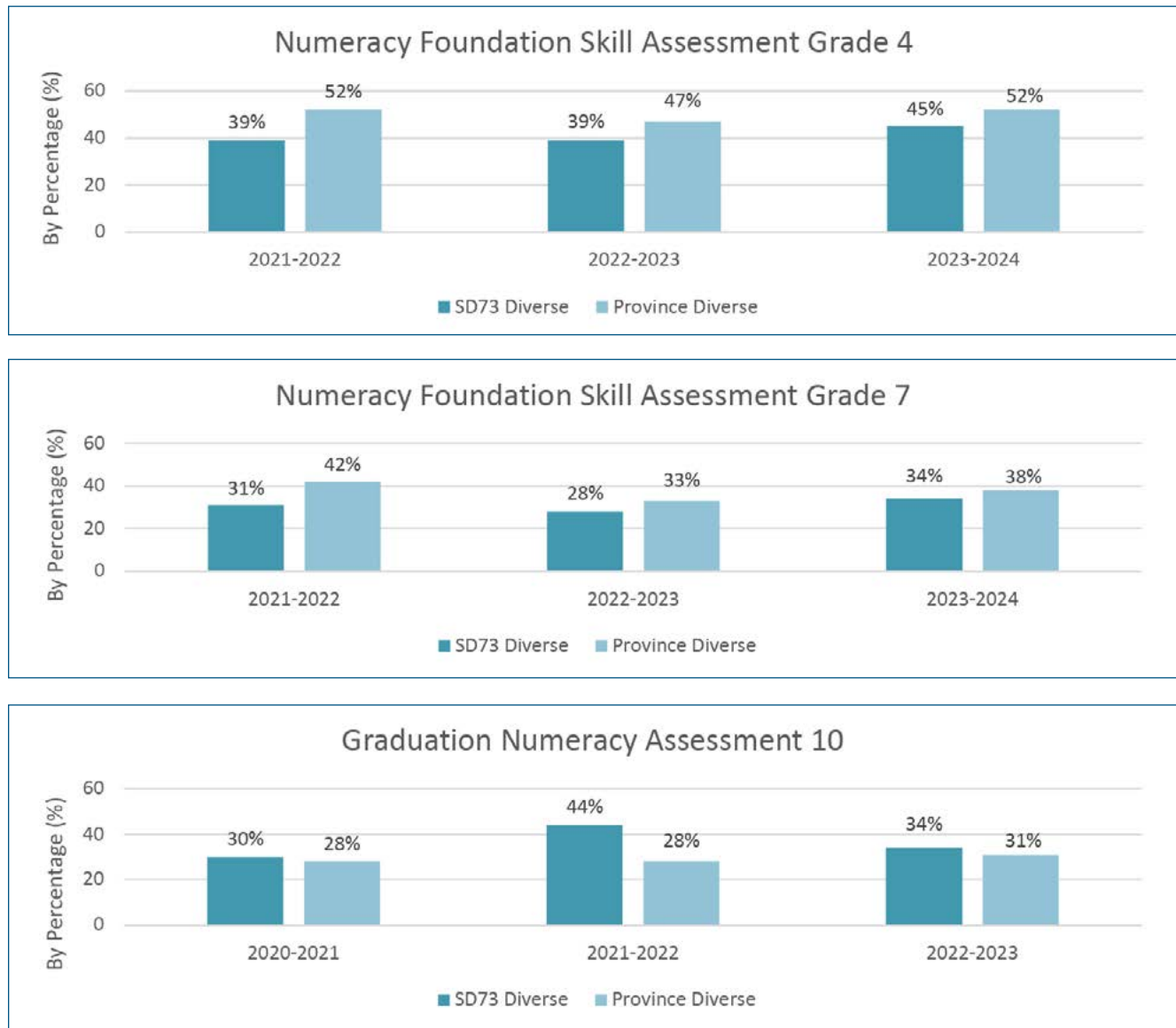


Strengths: SD73 students with diverse abilities in Grade 4 have made steady growth in literacy over the last three years (+3%) and performed above their provincial peers in 2023-2024 (+1%). SD73 students with diverse abilities in Grade 7 are now parallel with their provincial peers.

Opportunities: SD73 students with diverse abilities in Grade 4 and 7 underperformed in a three-year trend compared to their provincial peers (-3% in Gr. 4, -5% in Gr. 7) and district peers.

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.

Figure 3.0 Provincial Numeracy Results for Students with Diverse Abilities (Gr. 4, 7, 10)



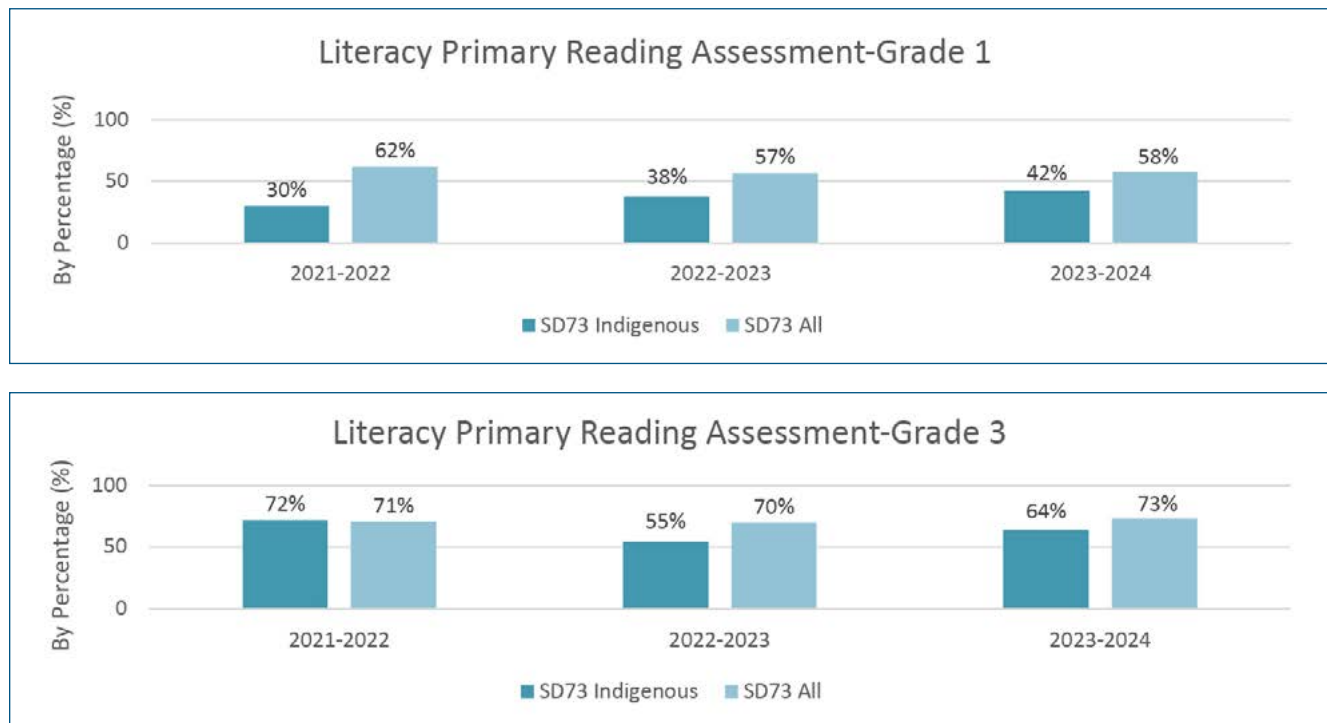
Strengths: SD73 students with diverse abilities in Grade 4 improved over the last three years (+3%) and +6% last year. Similarly, SD73 students with diverse abilities in Grade 7 increased their performance over the last three years (+2%) and improved +6% last year. SD73 students with diverse abilities outperformed their provincial peers on the Graduation Numeracy Assessment 10 by +7% over the last three years.

Opportunities: SD73 students with diverse abilities in Grade 4 underperformed compared to their provincial peers (-9%) and district peers (-21%) over the last three years. Similarly, SD73 students with diverse abilities in Grade 7 underperformed compared to their provincial peers (-7%) and district peers over the last three years. In general, SD73 students with diverse abilities underperformed compared to their provincial peers in Grades 4 and 7, but by the time they reach secondary school, SD73 students with diverse abilities outperformed their provincial peers.

Indigenous Students

Educational Outcome 1: Literacy - Students' literacy development is assessed in Grades 1, 2, and 3 (SD73 Primary Reading Assessment), Grades 4 and 7 (Foundational Skills Assessments), and Grades 10 and 12 (Graduation Literacy Assessments).

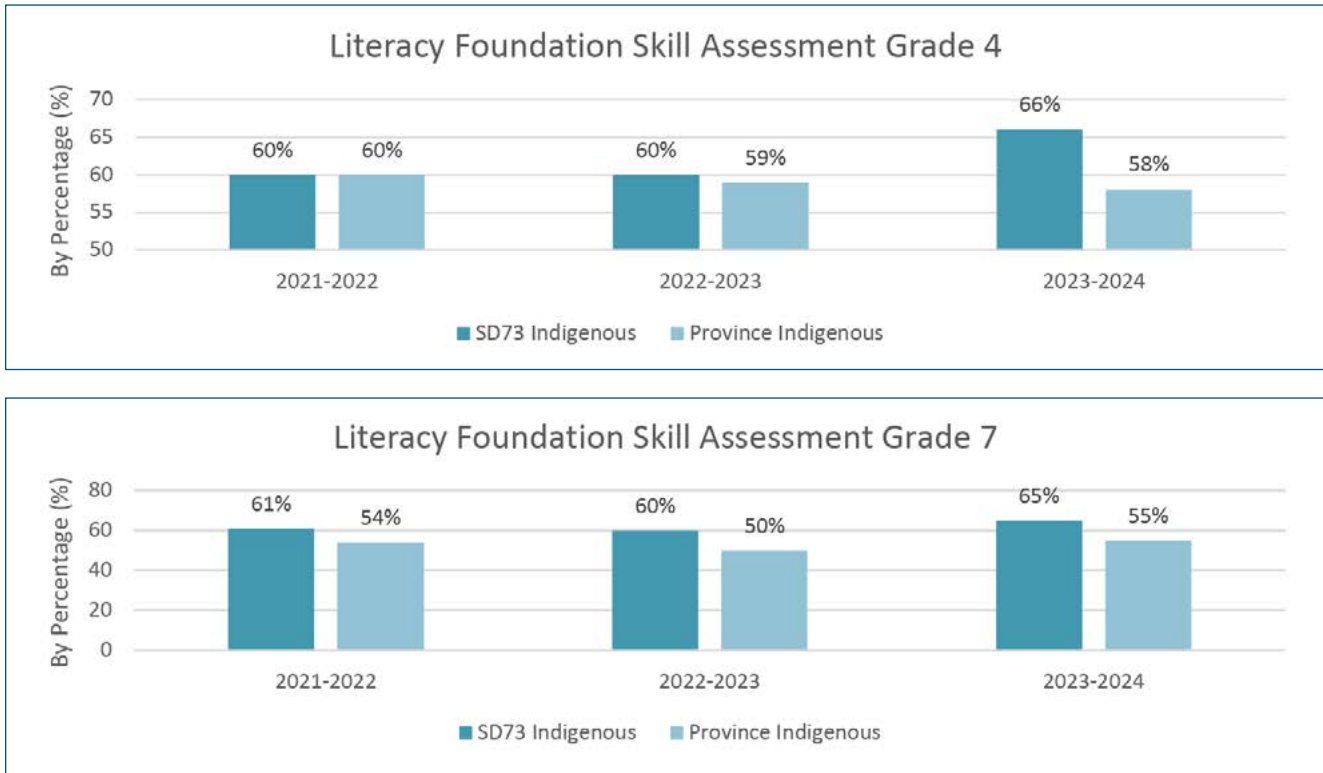
Figure 4.0 District Primary Reading Assessment Results for Indigenous Students (Gr. 1, 3)



Strengths: SD73 Indigenous students in Grade 1 have demonstrated steady growth (+6%) over the last three years and (+9%) in 2023-2024.

Opportunities: SD73 Indigenous students in Grade 1 are less likely to read proficiently and in Grade 3 (-7%) when compared to all SD73 learners.

Figure 5.0 Provincial Literacy Results for Indigenous Students (Gr. 4, 7)

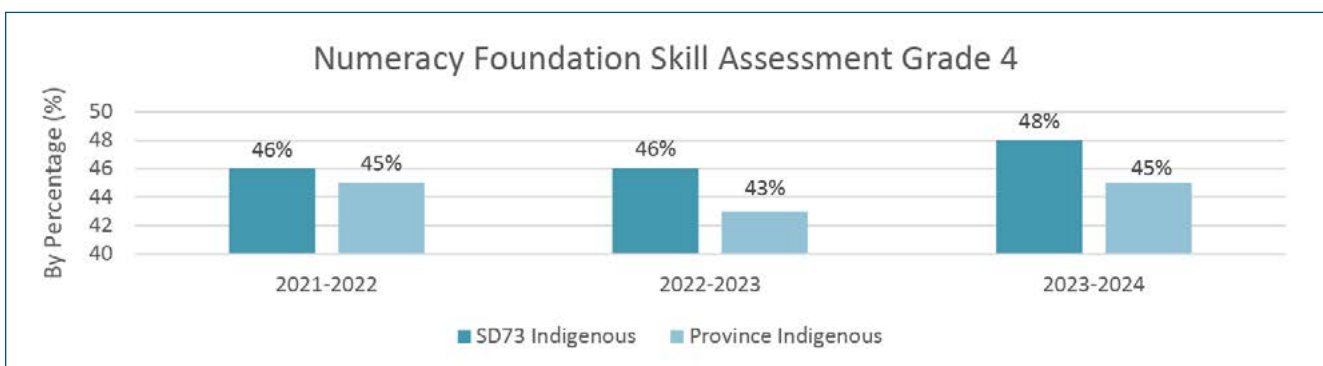


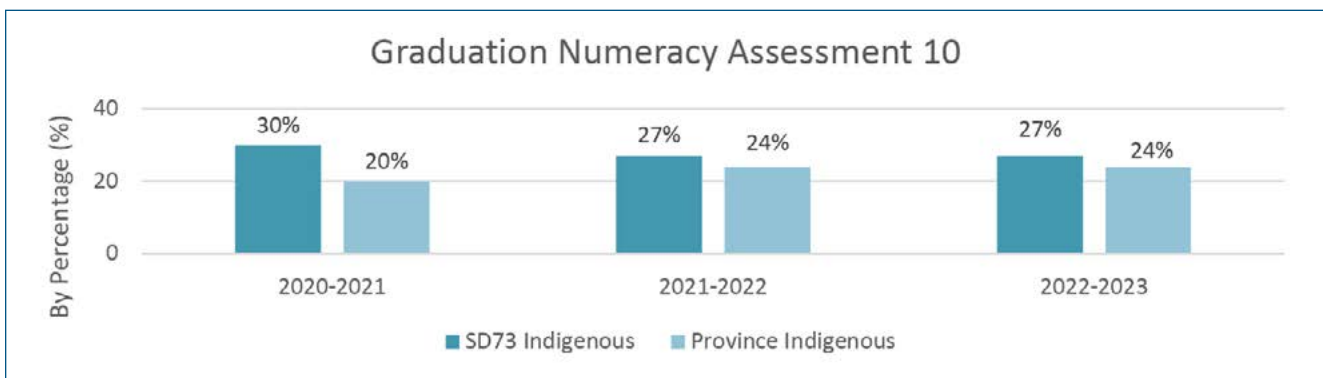
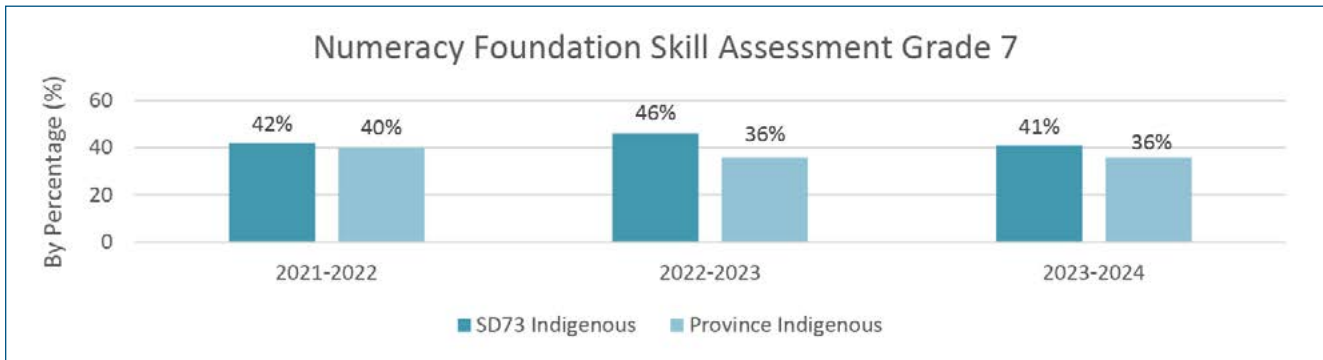
Strengths: SD73 Indigenous students in Grade 4 outperformed their provincial peers by +8% and in Grade 7 (+10%) in 2023-2024. SD73 Indigenous students in Grade 7 have outperformed their provincial peers over the last three years (+9%).

Opportunities: Over the last three years, SD73 Indigenous students in Grade 4 (-12%) and Grade 7 (-10%) perform at a lower rate when compared with all SD73 learners.

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.

Figure 6.0 Provincial Numeracy Results for Indigenous Students (Gr. 4, 7, 10)



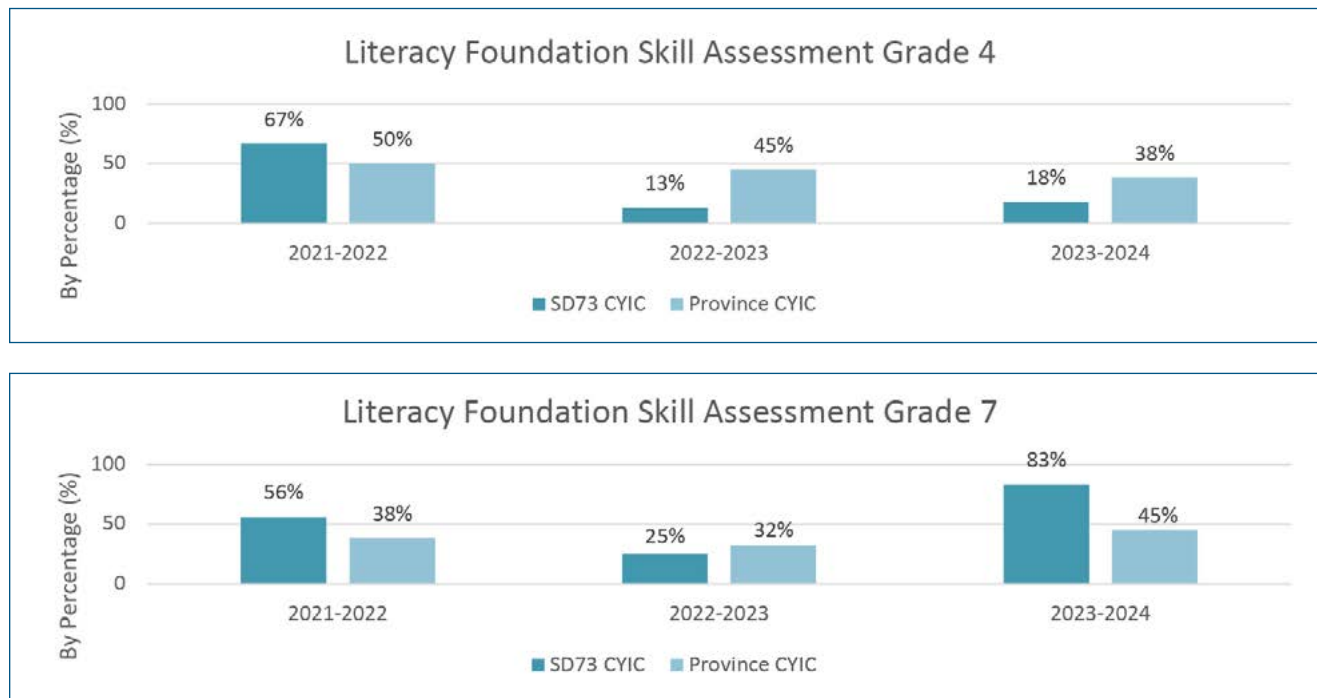


Strengths: SD73 Indigenous students in Grade 4 showed steady growth (+1%) over the last three years and outperformed their provincial peers (+3%) in 2023-2024. SD73 Indigenous students in Grade 7 outperformed their provincial peers (+7%) and in Grade 10 (+5%) over the last three years.

Opportunities: Over the last three years, there is a significant gap between SD73 Indigenous students in Grade 4 (-15%), Grade 7 (-13%), and in Grade 10 (-14%) and all SD73 students.

Educational Outcome 1: Literacy - Students' literacy development is assessed in Grades 1, 2, and 3 (SD73 Primary Reading Assessment), Grades 4 and 7 (Foundational Skills Assessments), and Grades 10 and 12 (Graduation Literacy Assessments).

Figure 7.0 Provincial Literacy Results for Children and Youth in Care (Gr. 4, 7)

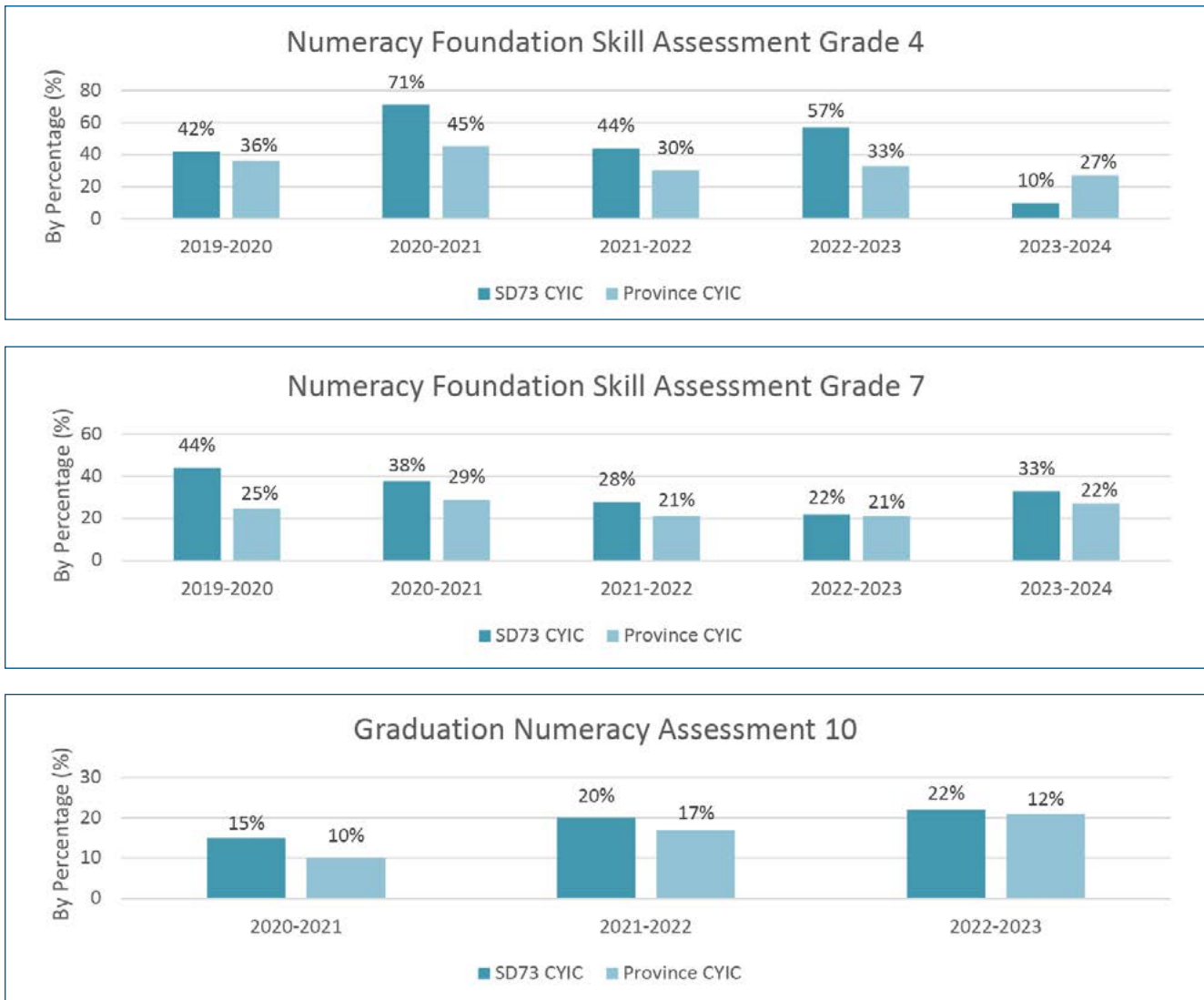


Strengths: SD73 Children and Youth in Care show a significant improvement from Grade 4 to Grade 7. In 2023-2024, SD73 Children and Youth in Care in Grade 7 outperformed SD73 peers by +10% and outperformed provincial peers in Grade 7 and 10.

Opportunities: In 2023-2024, SD73 Children and Youth in Care in Grade 4 underperformed all district peers. For Children and Youth in Care, 44% of our principals show that flexible programming (e.g., soft starts, scheduled small groups) sustained attendance and improvement. We require consistent qualitative information about impactful approaches to meeting the needs of Children and Youth in Care.

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.

Figure 8.0 Provincial Numeracy Results for Children and Youth in Care (Gr. 4, 7, 10)



Strengths: SD73 Children and Youth in Care in Grade 4 outperformed their provincial peers for 4 of the past 5 years. SD73 Children and Youth in Care in Grade 7 and 10 outperformed their provincial peers during each of the years represented in the data sets.

Opportunities: SD73 Children and Youth in Care underperformed district peers in Grade 4, Grade 7, and Grade 10. SD73 Children and Youth in Care in Grade 4 declined over the past three years. We require consistent qualitative information about impactful approaches to meeting the needs of Children and Youth in Care.

Literacy and Numeracy: Actions in 2023-2024

An identified strategy to improve literacy and numeracy in the 2023-2024 District Learning Plan was to build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with the Indigenous Education, 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 modeling, 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 Indigenous Education, Inclusive Education and Curriculum teams support educators and 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 external 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 and share specific strategies to support students related to the student's needs in reading, writing and math. School Psychologists debrief the assessment results and describe helpful strategies in a way that staff members and caregivers can understand to promote student success. In 2023-2024, **182** students were assessed, with recommendations being provided to students, staff members and parents/caregivers.

The Assistive Technology Resource Teacher provides direct support to students using assistive technology through classroom workshops, small group sessions and one-to-one training in schools. The Assistive Technology Resource teacher offers professional development to teachers, learning assistant teachers and Certified Educational Assistants. Assistive technology allows students to access their learning and helps learners with diverse needs articulate their learning through tools such as Read and Write for Google Chrome by Texthelp. 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. In 2023-2024, **140** students were provided with assistive technology and **806** students received training on how to use specific assistive technology on existing devices.

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.

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 well-supported in targeted Kindergarten and preschool classes in 2023-2024.

The District English Language Learner (ELL) Resource Teachers collaborate with teachers, school leaders, and support staff to create culturally proficient and inclusive classrooms. The District ELL Resource Teachers offered support to classroom teachers, LARTS, counselors, school leaders, CEAs, and Language Enrichment Teachers to ensure student success. The team engaged in professional discussions with ELL specialists from other districts to continually examine practices, processes, and supports that will benefit ELL students. The District ELL Resource Teachers met with ELL students to complete an annual assessment to gauge where they are in terms of language proficiency for oral language, reading and writing. They also developed and communicated the student's learning plan to the support provider and classroom teacher, along with strategies to promote each student's success. As needed, District ELL Resource Teachers provided direct support to students and groups within various schools. The team worked to create a monthly memo which highlighted and promoted diverse cultures as well as universal teaching strategies to support the students in classrooms. The District ELL Resource Teachers organized several gatherings for students across the district to meet, connect, and celebrate their cultural diversities. English Language Learners claim over 60 different languages as their primary language.

The Deaf and Hard of Hearing Resource Teacher works directly with 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 2023-2024, **1117** students were screened, and **80** 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 and increase readiness for learning by providing individual counselling support to students identified by caregivers and/or school teams. 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. In 2023-2024, the SFCs supported **405** 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.

Indigenous Family Counsellors (IFCs) provided counselling support to over **400** students in the district this year. 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 Indigenous student academic achievement. Referrals for counselling were received throughout the school year and counselling was provided on a weekly or bi-weekly basis to most students. 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 25 students who have autism that attended the Chris Rose Children and Therapy Centre. All LARTs participated in multiple training days to learn how to design for inclusion by creating accessible educational materials and how to incorporate meaningful and functional programming for students with autism. District Resource Room Teachers and Support Staff also attended training to design Work Systems for complex learners, which increases student engagement and independence.

The After-School Sports and Arts Initiative (ASSAI) program engaged **1178** unique participants in 100 after and out of school programs at **30** schools. 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, spent less time on screens, and were less sedentary and more active. Through the ASSAI program, hands-on training was provided to **75** program staff, including in-house training, First Aid, Crisis and Trauma Resource Institute: Challenging Behaviours Workshop, EASE, Trauma-Informed Workshop Series, and Consultation/Specialized Workshops with a registered social worker/clinical counsellor; all of which staff were able to implement into their practice immediately.

Literacy and Numeracy: Moving into Action in 2024-2025

To improve literacy, we will:

- Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with Indigenous and Inclusive Education and Curriculum Departments.
- Continue to support schools in the development and use of effective and sustainable intervention models to address the achievement gaps of Indigenous learners, diverse learners, and Children and Youth in Care.
- Develop the integration of foundational literacy skills by supporting striving learners in all grades by differentiating instruction and providing interventions as needed.

To improve numeracy, we will:

- Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with Indigenous and Inclusive Education and Curriculum Departments.
- Use proficiency-based assessments to identify learner needs and areas of focus for classroom instruction and intervention to address the achievement gaps of Indigenous learners, diverse learners, and Children and Youth in Care.

Department Work Plan:

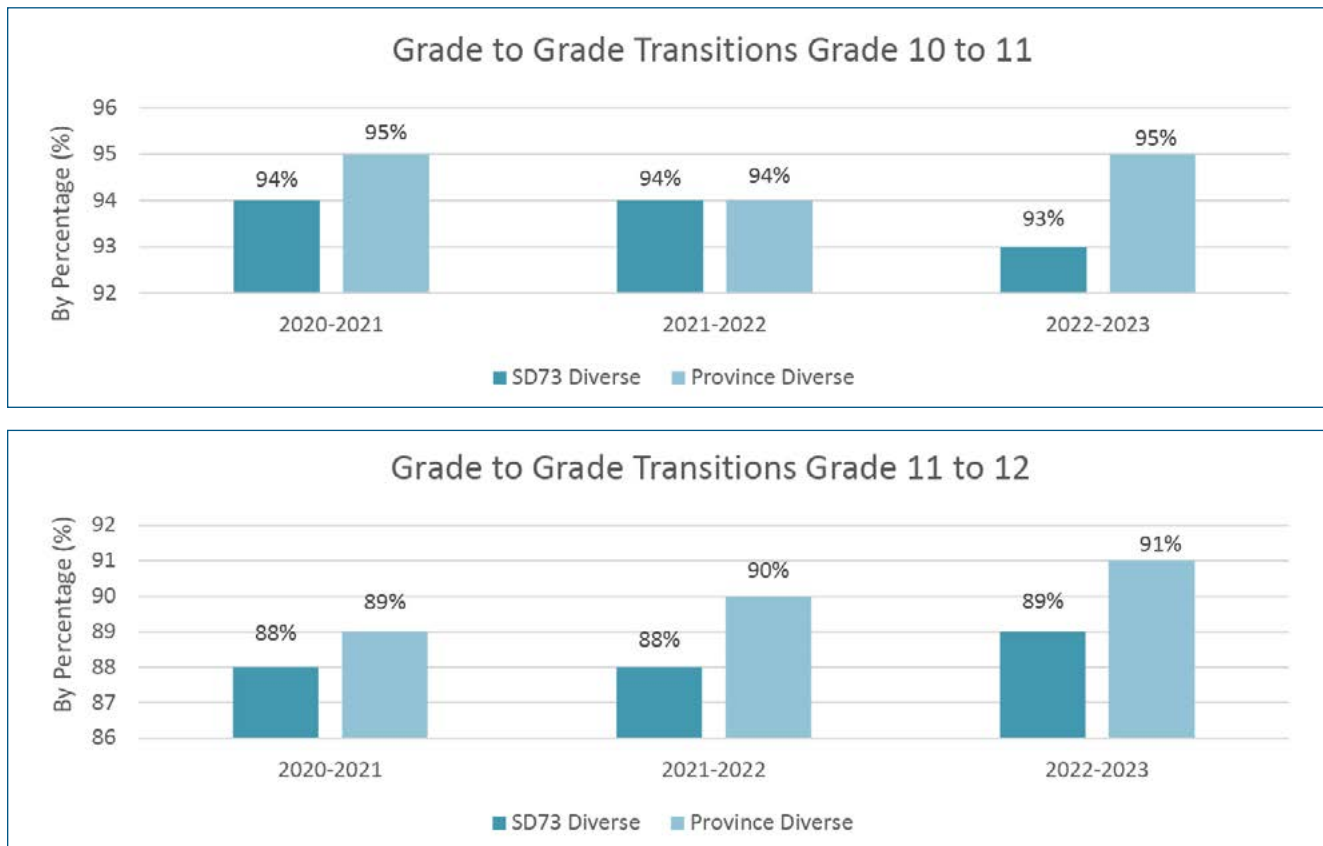
- Continue to provide professional development and training to support staff, teachers, and school leaders.
 - Training will focus on meeting the needs of diverse learners with specific training for supporting students in executive functioning, meeting the needs of students who have Fetal Alcohol Spectrum Disorder (FASD), and supporting students who have autism with strategies that can be implemented in the classroom.
 - The Assistive Technology teacher will continue to offer workshops for students, LARTs, CEAs and teachers so that more students can access technology in stigma-free ways to support their academic success, allowing them to access their curriculum, alongside their peers in their classroom.
 - The ELL Resource Teachers will continue sharing ways to make schools more culturally inclusive, how best to meet the ELL students' needs, and create a monthly newsletter that highlights significant cultural days and events.
 - 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.
- Expand the Chapter One reading program to all district schools, which supports students as extra literacy support in Kindergarten to Grade 3 but possibilities to expand in family units up to Grade 9, focusing on phonics, fluency, comprehension, and vocabulary to close reading gaps and build confidence in literacy.
- Promote Indigenous pedagogies that teach educators how to be culturally responsive and equity-focused on their program and instructional practices.

Grade to Grade Transitions

Students with Diverse Abilities

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.

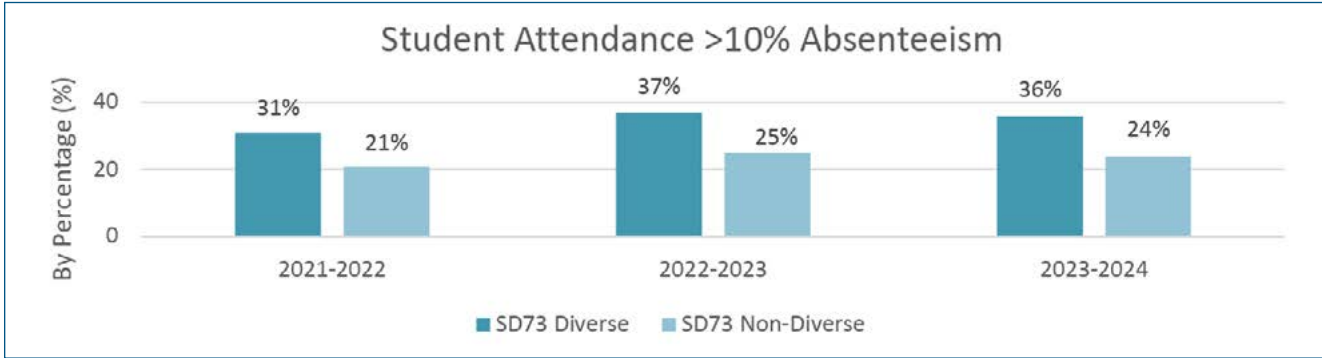
Figure 9.0 Grade to Grade Transitions for Students with Diverse Abilities



Strengths: Over the last three years, SD73 students with diverse abilities have almost maintained Grade to Grade transition rates from Grade 10 to 11 (-1%) and risen slightly from Grade 11 to 12 (+1%) compared to their provincial peers.

Opportunities: SD73 students with diverse abilities are performing slightly below their provincial peers over the last three years (-2%). SD73 students with diverse abilities are less likely to transition at the same rate as all SD73 students.

Figure 10.0 Student Attendance for Students with Diverse Abilities

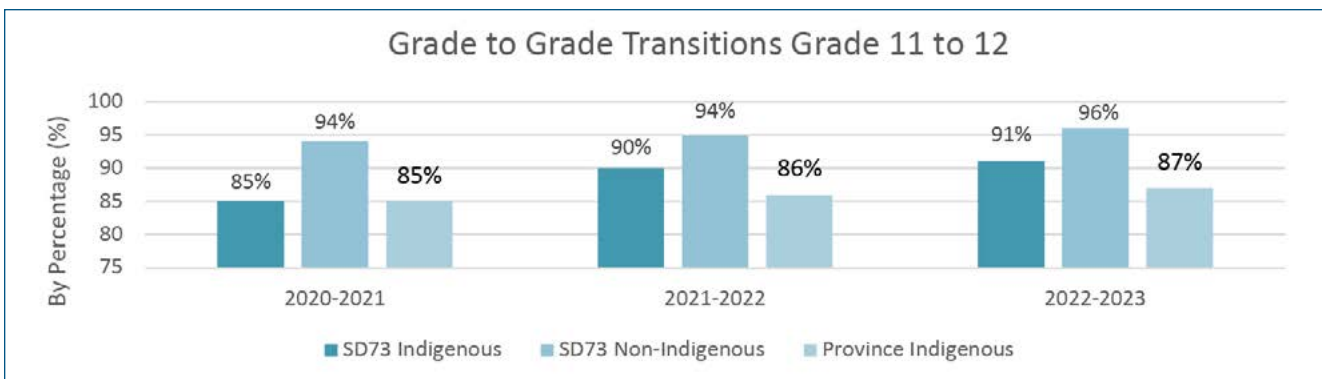
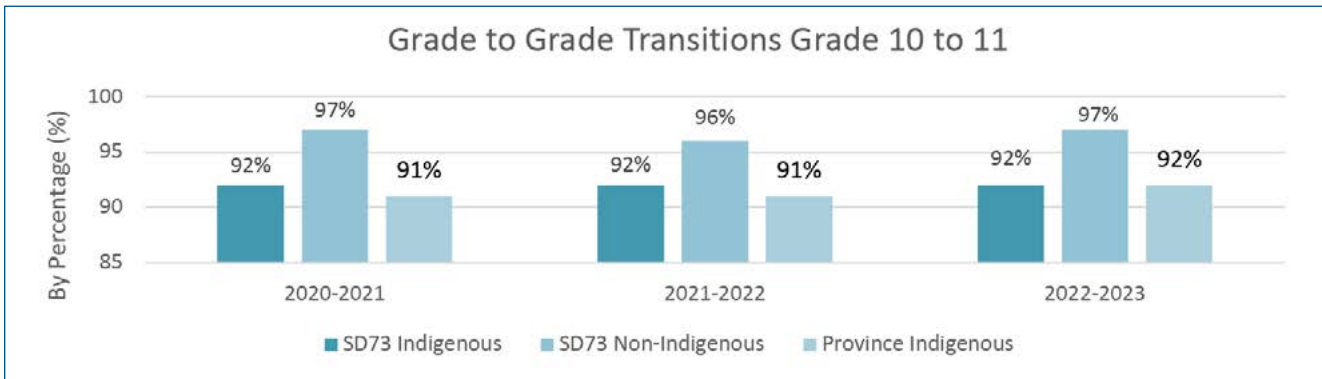


Opportunities: SD73 students with diverse abilities have the highest student absenteeism above 10% over the last three years. SD73 students with diverse abilities have a three-year average of 35% compared to their SD73 non-diverse peers, who have a three-year average of 23%. SD73 students with diverse abilities are more likely to experience greater than 10% absenteeism than all students.

Indigenous Students

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.

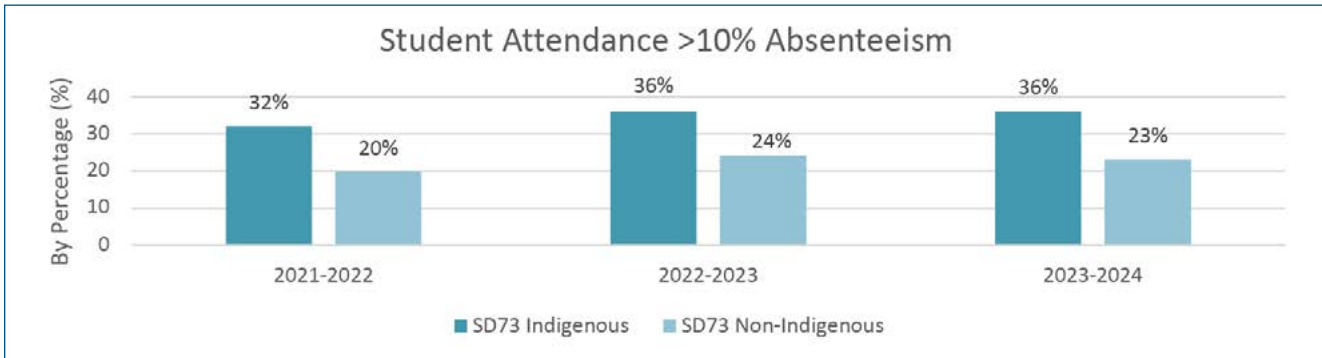
Figure 11.0 Grade to Grade Transitions for Indigenous Students



Strengths: SD73 Indigenous students in Grade 10 moved to Grade 11 at a higher rate (+1%) and from Grade 11 to 12 (+3%) than provincial peers over three years.

Opportunities: SD73 Indigenous students in Grade 10 moved to Grade 11 at a lower rate (-5%) and from Grade 11 to 12 (-6%) than SD73 Non-Indigenous students over three years.

Figure 12.0 Student Attendance for Indigenous Students

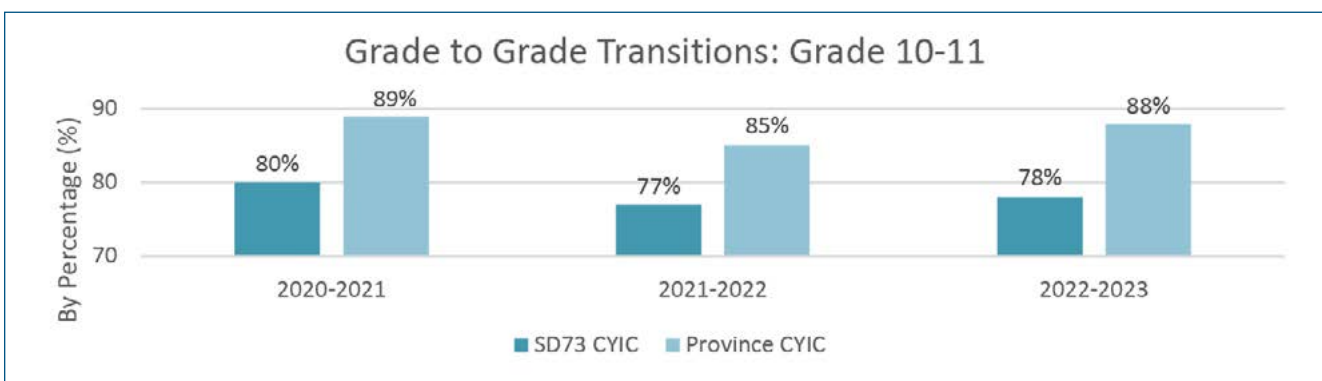


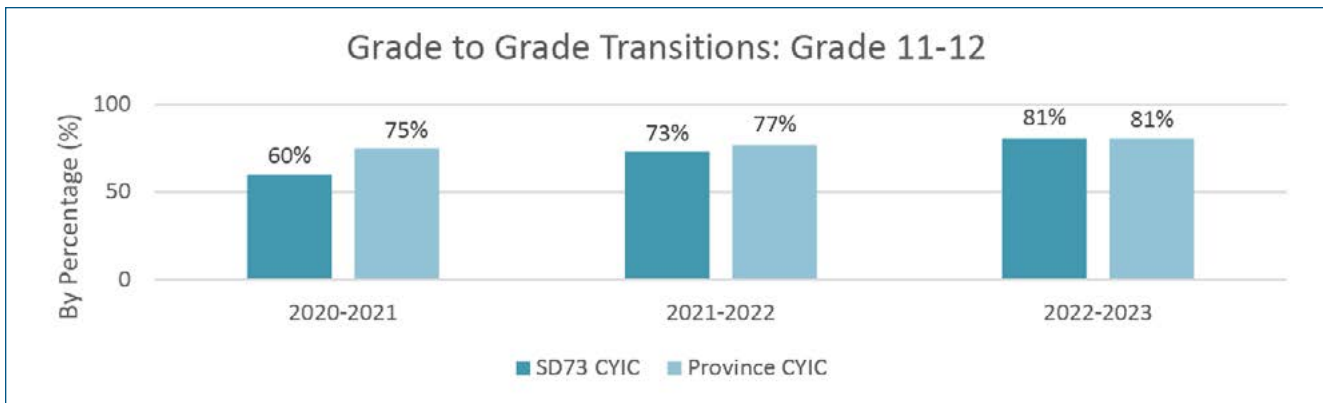
Opportunities: SD73 Indigenous students have the second highest student absenteeism above 10% over the last three years. SD73 Indigenous students have a three-year average of 34% compared to their SD73 non-Indigenous peers, who have a three-year average of 23%.

Children and Youth in Care

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.

Figure 13.0 Grade to Grade Transitions for Children and Youth in Care





Strengths: SD73 Children and Youth in Care transitioned at a higher rate when moving from Grade 11 to Grade 12 over the last three years (+13%). In 2022-2023, SD73 Children and Youth in Care students reached par with their provincial peers.

Opportunities: SD73 Children and Youth in Care transitioned at a lower rate from Grade 10 to Grade 11 than their provincial (-9%) and district (-18%) peers.

Grade to Grade Transitions: Action Items in 2023-2024

In the 2023-2024 District Learning Plan, two strategies were identified to improve grade to grade transitions:

- To continue with the intake process into alternative education programs to involve the Inclusive Education Services and Indigenous Education Teams to provide support to students and families. When students are referred to Twin Rivers Education Centre, a Behaviour Intervention Plan is a requirement listed on the District referral form for school teams to complete. Inclusion Support Teachers are involved in regular Inter-agency Community Meetings (ICMs), External School-Based Team meetings, and District screening meetings as school teams are inquiring about alternative education programs.
- 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 **35** 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.

There were approximately **500** ELL students in SD73 in 2023-2024 (an increase of 200 from 2022-2023). Teachers, school leaders, and counselors of ELLs regularly consulted with the District ELL Resource 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 District 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 District 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.

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 Indigenous Family Counsellors (IFCs) 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.

The Home Hospital teacher provides 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. 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. The Home Hospital program supported **28** students in 2023-2024.

The IES team works closely with the Indigenous Team and School Completion Coordinator to identify students at risk of not graduating and develop individual plans to provide support. The partnership between SD73 and TRU continued to grow as opportunities were available for open houses and learning about supports for students with exceptionalities at the post-secondary level.

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. 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.

Ensuring Indigenous students are connected to community support upon graduation is imperative to ongoing support as they depart the school district. Indigenous 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. IFCs provided counselling support to **27** Indigenous students that were transitioning from elementary to secondary school and to **84** Indigenous students in grades 11 and 12.

Grade to Grade Transitions: Moving into Action in 2024-2025

To improve Grade to Grade Transitions, we will:

- Continue to provide school teams with individual learner profile information, at earlier stages of development, to best inform instruction and support plans.
- Collaborate with the Indigenous Education department to strengthen student learning communication with the Indigenous Education Council and Band Education coordinators.

Department Work Plan:

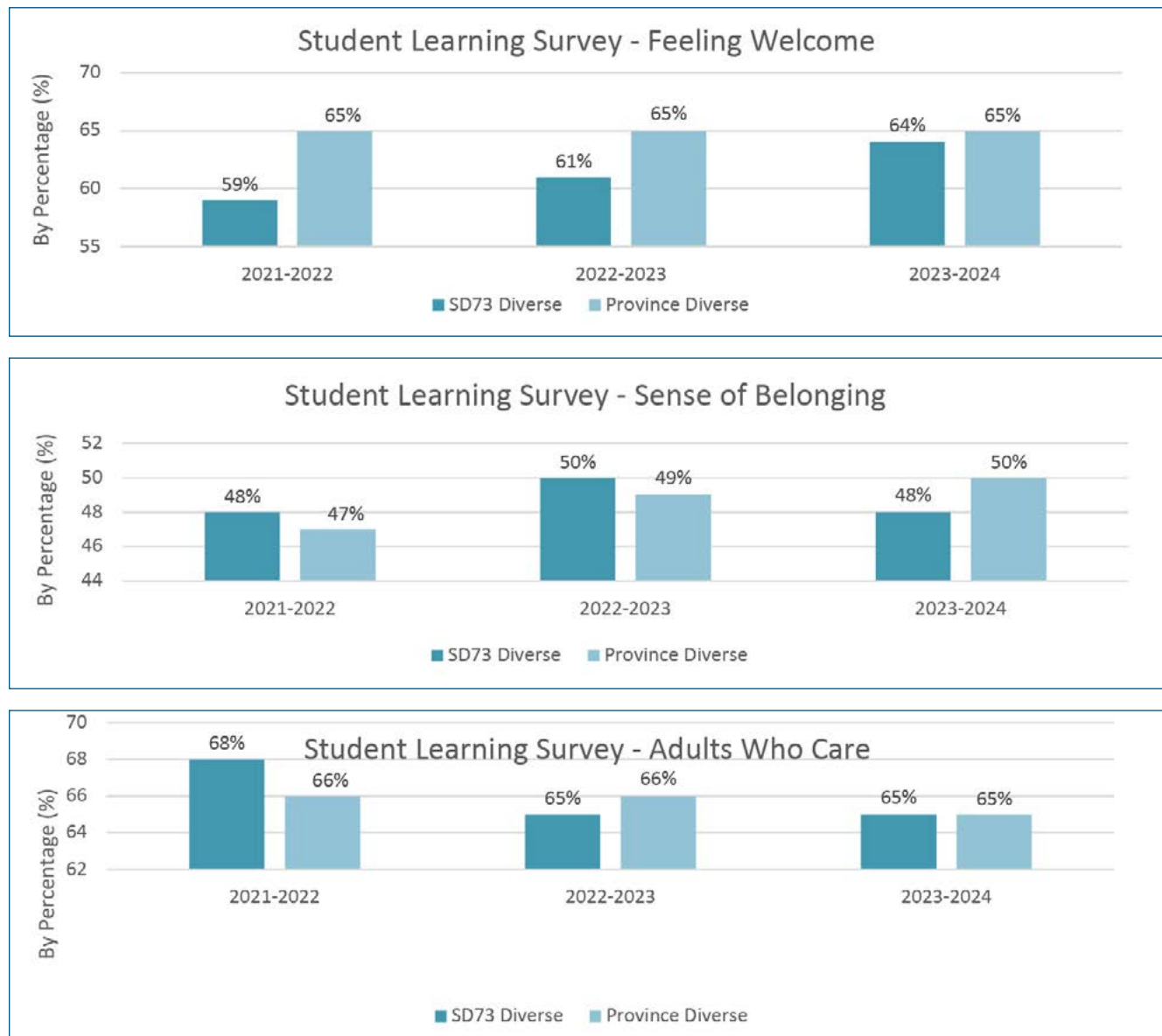
- Continue to collaborate closely with school leaders and TREC staffs to monitor referrals to ensure catchment schools are aware of struggling students before they arrive at their school so that timely support can be implemented.
- Review TREC referrals monthly to identify gaps in SD73 that need to be addressed.
- Work together with TRU to share opportunities and support students as they transition from secondary to post-secondary.
- Continue to offer combined ASSAI elementary and secondary programs in both rural and urban areas. 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.
- 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 Indigenous, diverse, Children and Youth in Care, 2SLGBTQAI+, and/or an ELL learner.

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

Students with Diverse Abilities

Educational Outcome 3: Students Feel Welcome, Sense of Belonging, and Connected to Caring Adults - We assessed what students had to say about feeling welcome, having a sense of belonging, and feeling connected to caring 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.

Figure 14.0 Student Learning Survey Results for Students with Diverse Abilities - Feeling Welcome, Sense of Belonging, and Adults Who Care



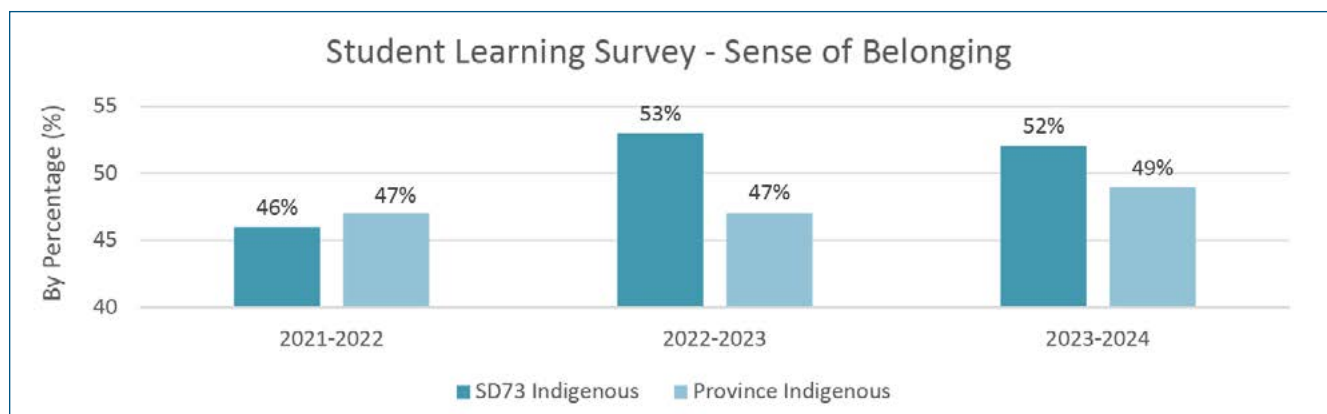
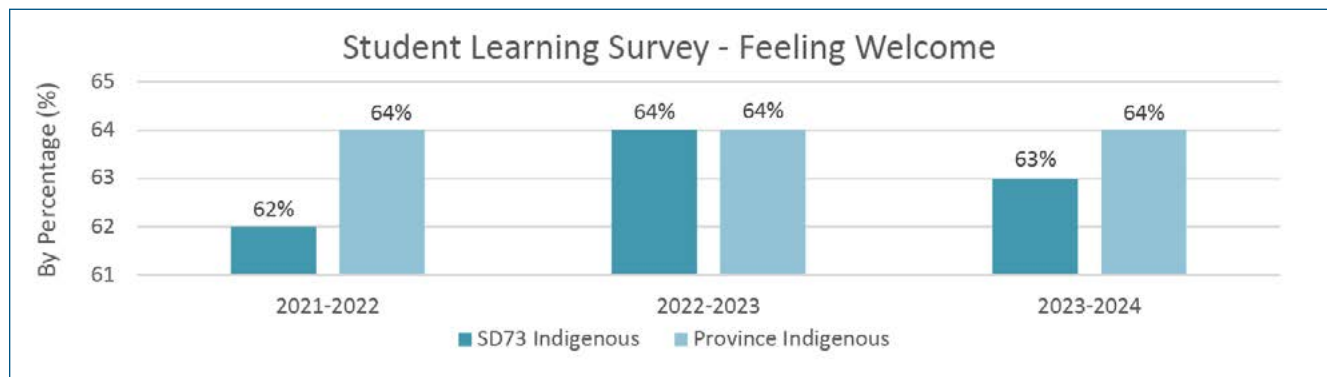
Strengths: SD73 students with diverse abilities have shown steady growth in feeling welcome in district schools with a +3% increase in the 2023-2024 school year. SD73 students with diverse abilities have increased their sense of belonging more than their provincial peers (+1%) over the last three years and are on par for feeling connected to caring adults in 2023-2024.

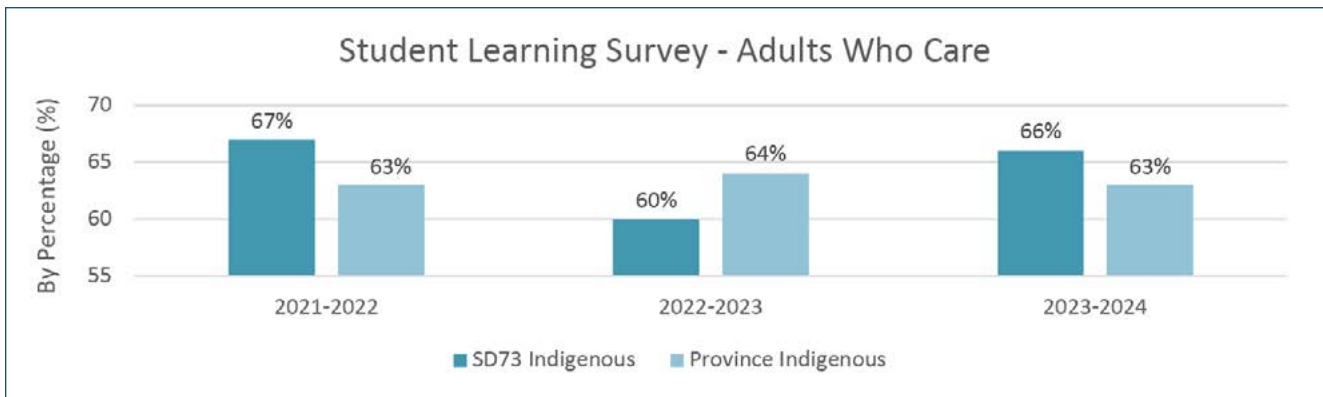
Opportunities: A three-year trend shows SD73 students with diverse abilities feel less welcome than their provincial (-4%) and district (-7%) peers and feel a decreased sense of belonging compared to their district peers (-6%). SD73 students with diverse abilities feel slightly less connected to caring adults than their district peers (-1%).

Indigenous Students

Educational Outcome 3: Students Feel Welcome, Sense of Belonging, and Connected to Caring Adults - We assessed what students had to say about feeling welcome, having a sense of belonging, and feeling connected to caring 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.

Figure 15.0 Student Learning Survey Results for Indigenous Students - Feeling Welcome, Sense of Belonging, and Adults Who Care





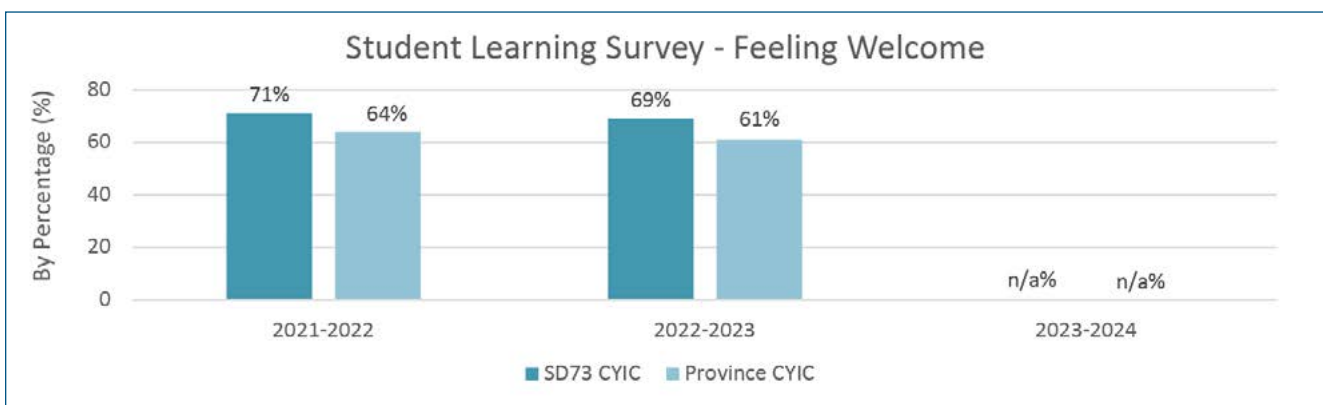
Strengths: SD73 Indigenous students increased (+1%) in feeling welcome and in sense of belonging (+2%) than their provincial peers.

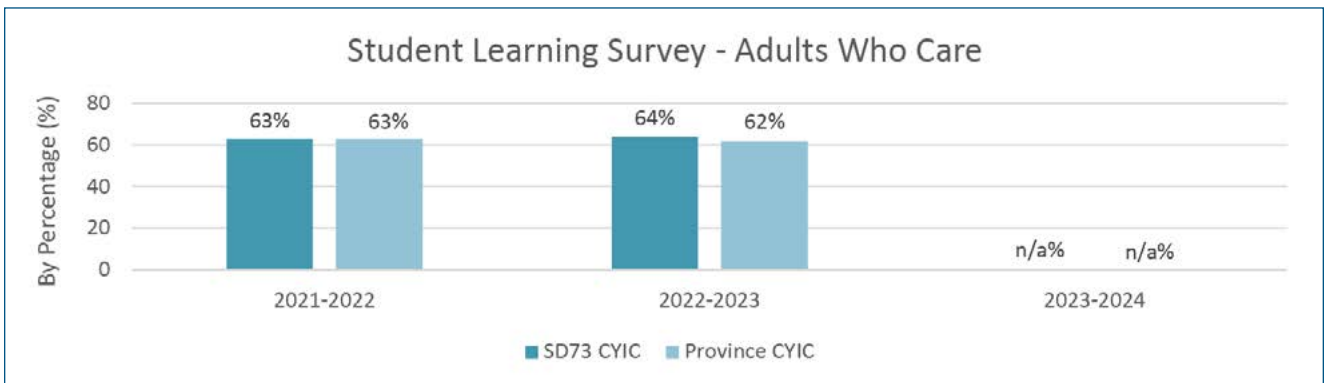
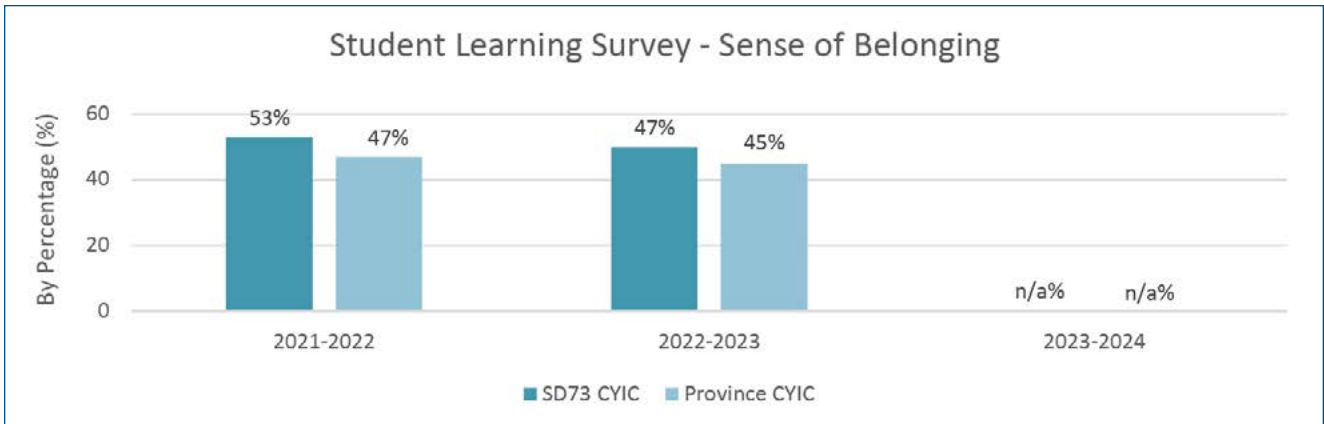
Opportunities: SD73 Indigenous students underperformed compared to their provincial peers in feeling that adults care (-1%) over the last three years.

Children and Youth in Care

Educational Outcome 3: Students Feel Welcome, Sense of Belonging, and Connected to Caring Adults - We assessed what students had to say about feeling welcome, having a sense of belonging, and feeling connected to caring 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.

Figure 16.0 Student Learning Survey Results for Children and Youth in Care - Feeling Welcome, Sense of Belonging, and Adults Who Care





Strengths: SD73 Children and Youth in Care exceeded their provincial (+7%) and district (+1%) peers in feeling welcome. SD73 Children and Youth in Care also exceeded their provincial peers (+5%) in feeling a sense of belonging and feeling connected to caring adults (+1%).

Opportunities: The two-year trend shows that SD73 Children and Youth in Care experienced less of a sense of belonging (-3%) and less connected to caring adults (-4%) than their district peers.

Safe, Welcome, Belonging, Connected: Action Items in 2023-2024

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 2023-2024, the SEL Coordinator increased district-wide awareness of available Tier 1 (available to all students), universal, evidence-based SEL resources and supports. Parents/caregivers were provided with resources for fostering a sense of connection and belonging within family groups. District level support expanded to support 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.

Links to each of the social emotional newsletters in 2023-2024 are found below:

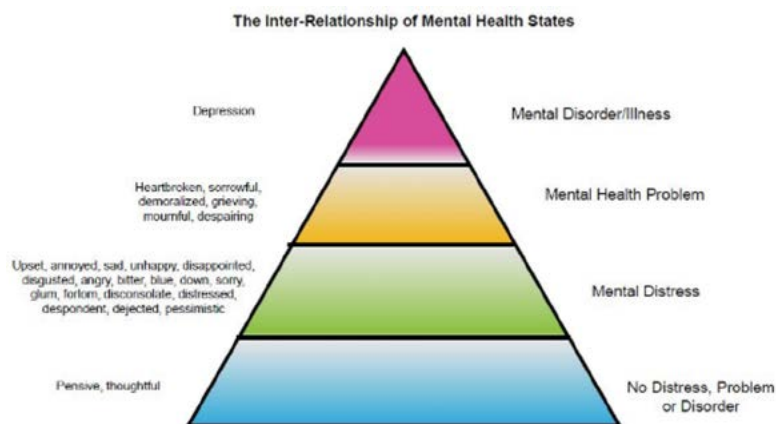
- [September 2023 Newsletter - Belonging and Connection](#)
- [October 2023 Newsletter - Regulation Brain and Body](#)
- [November 2023 Newsletter - Intrapersonal Skills](#)
- [December 2023 Newsletter - Joy!](#)
- [Spring 2024 Newsletter - SEL and Mental Health Literacy](#)
- [May and June Newsletter - SELebrate Year End!](#)

Supporting students with mental health and substance use issues at all levels of intervention through Mental Health Literacy and EASE training is a second focus in the human and social development priority.

The *Health Literacy Forum*, focusing on Social Emotional Learning (SEL) and Mental Wellbeing, was organized for over **600** Grade 6 students and their teachers to align with the district's commitment to connection, relationships, and wellbeing. Keynote speaker Kasha Mitton inspired participants with "The Invisible Backpack," emphasizing understanding personal and others' experiences. The event included interactive stations, experiential learning, and sessions on mental and physical health, stress management, teamwork, and movement. Teachers were introduced to the new Elementary Mental Health Literacy Resource (EMHLR) and upcoming professional development opportunities. The forum was supported by various community partners and saw participation from **650+ students, 17 schools, 26 teachers, and 52 facilitators**. Post-forum feedback was highly positive, highlighting teachers' appreciation for ongoing professional development. Students from Aberdeen Elementary shared their experiences at a Board of Education meeting, underscoring the forum's impact.



The Elementary Mental Health Literacy Resource (EMHLR) 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 Education and Child Care'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](#).

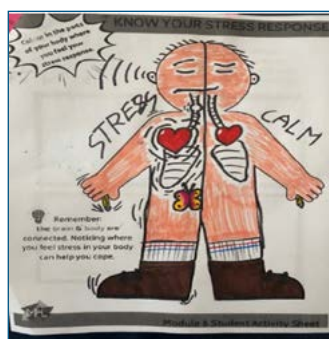
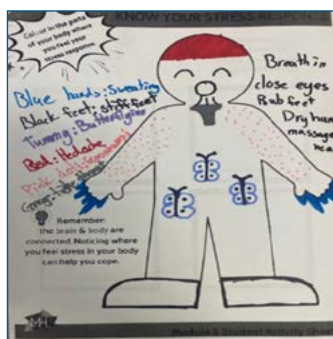


Grade 6 teachers and their classes participated in four virtual sessions and a fifth in-person session, facilitated by the HPSC, covering modules on understanding mental health, the stigma of mental illness, mental health and the brain, helping self and others, and getting mentally healthy. Teachers received follow-up activities and materials and could request in-class modeling of the modules.

Following the final in-person session, students were surveyed about their understanding of mental health and strategies for managing stress and seeking help. Key insights include that students understood good mental health involves experiencing a range of emotions and coping positively. They could explain the mental health

continuum and model specific calming, thinking, and problem-solving strategies. Students could identify how stress manifests and distinguish between no mental distress, mental distress, a mental health problem, and a mental illness.

Over **800** students and **14** classes participated in the EMHLR curriculum. Teachers reported increased confidence in delivering the curriculum next year and planned to introduce it earlier due to observed positive impacts. Notable improvements included enhanced student self-awareness, improved coping strategies, a positive shift in perception of stress, a greater sense of unity among students, and increased empathy towards peers.



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 provided education on anxiety basics for educators and the opportunity to view and interact directly with the EASE materials and lessons. All teachers received a full packet of print-based EASE lessons, reproducibles, and materials. In 2023-2024, an additional **33** teachers were certified in EASE.

District Mental Health Clinicians and School and Family Consultants jointly facilitated Worry Dragons groups in schools across the District to support students who struggle with anxiety, serving **48** Grade 4-6 student participants. This group targeted kindergarten and Grade 1 students who were screened in based largely on referrals from school LARTs.

Indigenous Family Counsellors and Mental Health Clinicians continued to support Indigenous students and families through counseling, advocacy, cultural support, and outreach within the schools. Indigenous Family

Counsellors (IFCs) support students from Kindergarten to Grade 12 and all transitions experienced by students in the school district. Understanding how daunting it can be for Indigenous learners and families to navigate the education system due to historic and current systemic racism, intergenerational trauma and oppressive practices, IFCs 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 IFCs strive to provide continuity for students who are seeing counsellors to ensure they continue connecting with IFCs and support when attending a new school. IFC's take part (whenever possible) in cultural wrap-around support circle meetings. Because IFCs 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.

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 2023-2024, we focused on four goals:

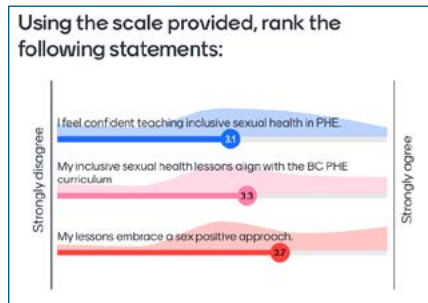
1. To provide students in Grades 4 to 9 with an opportunity to receive accurate, relevant, and updated information and resources about adolescent sexuality based on the BC Ministry of Education and Child Care's Physical and Health Education curriculum.
2. For students to have an opportunity to gain the 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.

During 2023-2024, all Grade 4 to 9 teachers who hadn't completed ISHE training participated in a half-day in-service session on the new program and resources. Additionally, they completed the Provincial Health Service Authority's *Introduction to Gender Diversity* online course to align with the SOGI curriculum, aiming to normalize sexual health conversations and increase adult support availability in schools.

The district also developed a formal scope and sequence for age-appropriate ISHE content and held 15 in-service sessions for over **40** teachers. Collaboration with Trans Care BC and the Interior Health Authority's Harm Reduction Team expanded teacher training on gender diversity and trauma-informed practices, promoting inclusivity and recognizing diverse sexual orientations and gender identities.

The information below was collected throughout the 2023-2024 school year via pre- and post-surveys with Grade 4 to 7 educators.

Pre-survey data:



Post-survey data:



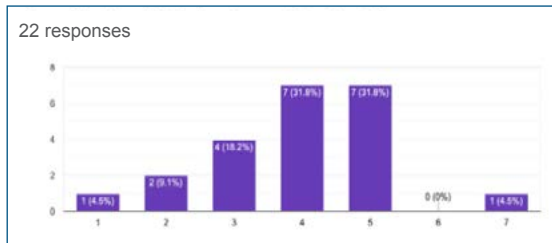
The HPSC and SEL Coordinators mentored four third-year TRU Nursing students. Through this partnership, we successfully offered the Ministry of Education’s four-part Compassionate Learning Communities: Supporting Trauma-Informed Practice series to staff at **four** schools. Each session was conducted over the lunch hour.



School staff completed pre- and post-surveys to evaluate their knowledge, understanding, and confidence in implementing trauma-informed approaches in their daily practice. Key findings from the feedback include:

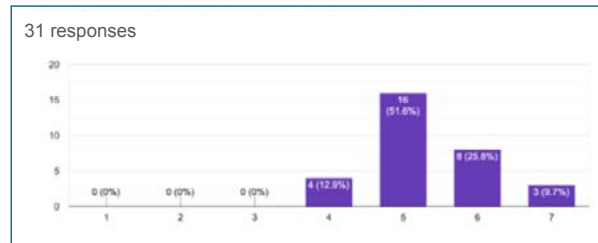
Pre-survey data:

How confident do you feel in implementing trauma informed practice?



Post-survey data:

How confident do you feel in implementing trauma informed practice?



Participants expressed:

- ❑ Feeling acknowledged and valued.
- ❑ Suggesting integration of this training into the TRU B.Ed. program.
- ❑ Appreciating the practical resources and collaborative opportunities during the learning experience.
- ❑ Hoping for widespread availability of similar training across all schools, noting its significant impact on professional development.

In 2023-2024, there were a total of **251** referrals for substance misuse counselling. Day One Society provided five clinicians to support youth with substance misuse issues.

Further, research underscores the significance of foundational lifestyle factors essential for robust physical and mental health, encapsulated as the Big 5 for Mental Health: Restorative Sleep, Physical Activity, Healthy Eating, Social Connection, and Helping Out. Food, as a pivotal element in fostering connectivity, assumes greater importance amid rising food insecurity across our communities. Enhancing the Physical and Health Education (PHE) curriculum with initiatives that provide students with access to nutritious foods, food skills, and opportunities for social engagement is critical for lifelong health and wellbeing.

Addressing food insecurity, affecting approximately 25% of students in our communities and province, is paramount for fostering student development and success. This endeavor aligns with the First Peoples Principles of Learning and underscores district commitments to nurturing connections, relationships, and well-being. Moreover, within our District Strategic Plan’s Human and Social Development domain, specific objectives prioritize:

- ❑ Ensuring equitable access to nutritious food to enhance student readiness for learning.
- ❑ Promoting healthy eating habits and nutrition education through integrated PHE curriculum initiatives.
- ❑ Establishing inclusive environments that facilitate stigma-free access to food programs for all students.

In response to these guiding principles, commitments, and objectives, the report proposes the utilization of new funding to bolster school food programs. The objective is to expand existing initiatives and introduce new ones aimed at enhancing community capacity. This approach aims to ensure seamless, inclusive access to nutritious food resources, removing barriers that may impede student wellbeing and academic achievement.

This year, **13** classrooms received funding for cooking in the classroom, with ten Grade 5 classes receiving funding to participate in and experience Field Days at the Mount Paul Community Food Centre. In total, more than **350** students participated in food literacy initiatives.

To enhance support for and understanding of the importance of offering nutritious foods throughout the school day, school leaders were invited to participate in an afternoon dedicated to food education and tasting. Discussions emphasized the connections between food security and mental health. Each school leader had the opportunity to experience the Hands On Food recipes firsthand and was provided with time to strategize ways to reduce barriers to implementation.

One of the primary barriers identified was the lack of cooking space and equipment available for student use in schools. To address this issue and encourage more teachers to incorporate food literacy and cooking lessons into their classrooms, portable kitchen kits were assembled and made available to any school that expressed interest. In total, twenty-two portable kitchen kits were created. Six kitchen renovations were also completed in schools under the Food Infrastructure Program.



Human and Social Development: Safe, Welcome, Belonging, Connected: Moving into Action in 2024-2025

To improve sense of belonging, and feeling safe, welcome, and connected, we will:

- Develop a common framework of inclusive practices to create coherence between school needs and district sessions.
- Increase staff capacity to attend to student voices and refine functional behavior assessments.
- Increase school participation in Mental Health Literacy (MHL) and Everyday Anxiety Strategies in Educators (mental health and substance use among teens).
- Support students in accessing the curriculum in their primary language.
- Meet with school and District staff to develop assistive technology solutions to meet students' needs.
- Continue providing diverse activity-based after school programs throughout the District with a focus on opportunities for diverse students.

Department Work Plan:

- Share the multi-tiered systems of support with school leaders and staff to promote Tier 1, universal strategies within schools.
- Implement a plan to help educators and support staff to engage in Compassionate Systems Leadership to improve their sense of well-being. District staff will revamp 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.
- Collaborate with the Indigenous team to implement well-being training programs for adults leading our system with attention to cultural safety and humility.
- 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.
- Inclusion Support teachers will assist staff with understanding and strategies to reduce challenging behaviours and plan for diverse learners so that students can attend school full-time successfully. They will also ensure that school-based staff training includes student voice and the development of better functional behaviour assessments to identify why the behaviour is happening and what strategies will help that specific need be met in a prosocial manner. Transition plans will be created for students placed in reduced day schedules and/or alternate placements to ensure that the program is meeting the student's needs.
- The District Substance Misuse Counsellor will share newly created anti vaping resources with educators, counsellors, and school leaders.
- District ELL Resource Teachers will continue to increase knowledge of translanguaging 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, Indigenous 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 will 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).
- 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. 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.

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 2024-2025, 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 [Indigenous Education Annual Report 2024](#) 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 Indigenous School Lead Sessions, support learning about the Indigenous 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 2023-2024

Understanding generational trauma and the colonial history Indigenous Peoples share is imperative to how Indigenous 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 2023-2024, 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 Indigenous education workers, Indigenous Family Counsellors and Indigenous Youth and Family Consultants, helped students develop cultural awareness and pride. School-based and District cultural activities (school district Powwow, Day of Secwentwecw, Wellness conference, Student Leadership Summit on Anti-Racism, Indigenous grad, and counselling supports), also highlighted the strength and diversity within students who self-identify as Indigenous.

Relationships, through an Indigenous lens, ensure family is included in all aspects of a child and youth's life whenever possible. IFC'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. Indigenous Youth and Family Consultants provided opportunities for students to explore cultural identity through many venues so they could enhance their knowledge of self. IFC's provided support to **388** Indigenous students in **36** schools (elementary and secondary).

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. 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 36 students in 2023-2024 to ensure tier 3 level supports were in place for students to be well and understand that their mental health challenges did not define who they were.

District 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 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. District 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 continued to support LARTs and case managers with strength-based, Competency-Based Individual Education Plans (CBIEPs) for students with ministry designations.

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.

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.

Inclusion Support Teachers support learners through the development of culturally sensitive behaviour intervention plans in collaboration with Indigenous Education Workers and/or Indigenous Family Counselors. These plans have been developed to include student voice and choice in their programming.

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 2023-2024, 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 fifth 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

Sucwentwecw (acknowledging one another) which involves every school recognizing the Indigenous 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.

Cultural and Identity Development: Sense of Identity, Cultural Safety and Humility: Moving into Action in 2024-2025

To improve cultural safety and humility, and a sense of personal identity, we will:

- Create Cultural and Diversity Events: Collaborate on events like film festivals and health forums to promote cultural awareness and humility.
- Continue Cultural Celebrations through ELL Resource Teachers and continuation of Diversity Newsletters
- Continue working on the District anti-racism action plan and continue working with students and educating schools and staff on results.

Department Work Plan:

- 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 summits and working sessions.
- 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 expand culturally diverse and dual language resources within the district.
- The District will partner with Dr. Dustin Louie to lead a series of four Indigenous 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.
- An anti-racism survey to capture voices from students, staff, and families regarding everyday experiences in the school system will be piloted in 2025 and drive the SD73 Anti-racism Action Plan.
- Through the Indigenous 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 Indigenous Education Workers who are expected to run culture groups.

Career Development: Students will Graduate and Life Competencies

Students with Diverse Abilities

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.

Figure 17.0 Five- and Six-Year Completion Rates for Students with Diverse Abilities

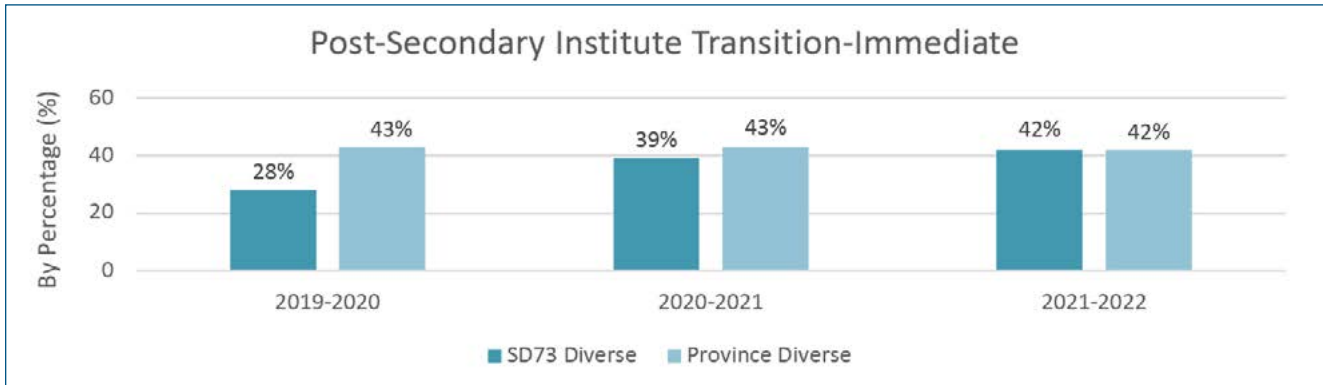


Successes: In 2023-2024, SD73 students with diverse abilities had a 5-Year Completion Rate of 73.1%, which exceeds the rate of their provincial peers (68.2%) by 4.9%. 73.1% is the highest completion rate ever achieved by School District No.73 (Kamloops-Thompson) and exceeds the previous cohort completion rate by 5.6%. Also, in 2023-2024, SD73 students with diverse abilities had a 6-Year Completion Rate of 81.1%, which exceeds the rate of their provincial peers (78%) by 3.1%. 81.1% is the highest completion rate ever achieved by School District No.73 (Kamloops-Thompson) and exceeds the previous cohort completion rate by 1.3%.

Opportunities: In 2023-2024, SD73 students with diverse abilities had a 5-year completion rate that was lower than their district non-diverse peers (-26%). Similarly, in 2023-2024, SD73 students with diverse abilities had a 6-year completion rate that was lower than their district non-diverse peers (-18%).

Educational Outcome 5: Life and Career Core Competencies - Students will have the core competencies to achieve their life and career goals, which include 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.

Figure 18.0 Post-Secondary Institute Transition- Immediate for Students with Diverse Abilities



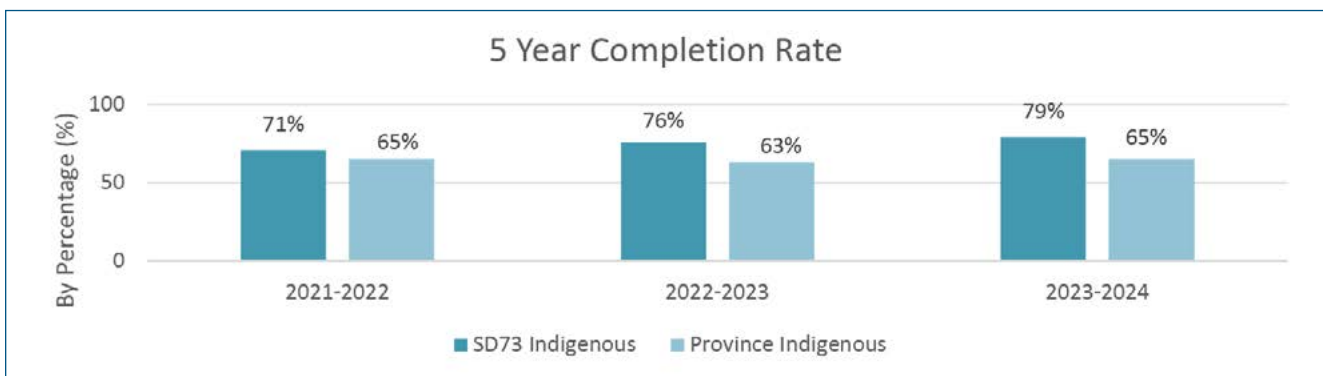
Successes: The three-year trend demonstrates that SD73 students with diverse abilities who transitioned immediately to post-secondary education increased +7%.

Opportunities: Although SD73 students with diverse abilities showed steady growth in transitioning to a post-secondary institution after graduation, they are transitioning at a lower rate than their provincial (-7%) and district (-9%) peers. Please note this data is out of date but is the latest data we have available.

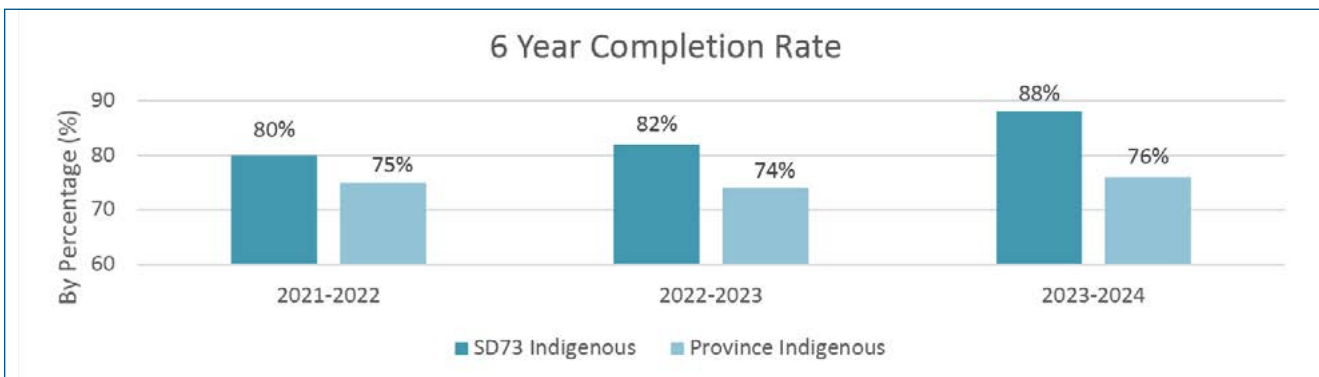
Indigenous Students

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.

Figure 19.0 Five- and Six-Year Completion Rates for Indigenous Students



5 Year Completion Rate	3 Year Average	2021-22	2022-23	2023-24
SD73 All Student vs. Province All Student	2%	-1%	1%	5%
SD73 Indigenous vs. Provincial Indigenous	11%	6%	13%	14%
SD73 Indigenous vs. SD73 Non-Indigenous	-17%	-20%	-16%	-16%
SD73 On Reserve vs. SD73 Off Reserve	-15%	-22%	-7%	-15%



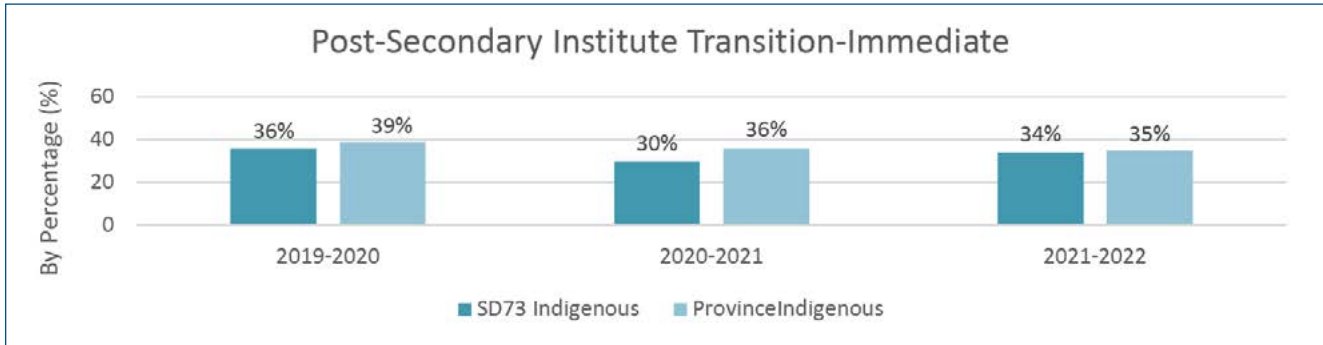
6 Year Completion Rate	3 Year Average	2021-22	2022-23	2023-24
SD73 All Student vs. Province All Student	2%	-1%	2%	4%
SD73 Indigenous vs. Provincial Indigenous	8%	5%	8%	12%
SD73 Indigenous vs. SD73 Non-Indigenous	-13%	-13%	-15%	-10%
SD73 On Reserve vs. SD73 Off Reserve	-4%	-12%	5%	-4%

Successes: In 2023-2024, SD73 Indigenous students had a 5-Year Completion Rate of 79%, which exceeds the rate of their provincial peers (65%) by +13%. In a three year trend, SD73 Indigenous students exceeded the rate of their provincial peers by +11%. Also, in 2023-2024, SD73 Indigenous students reached a new high with a 6-Year Completion Rate of 88% and exceeded the rate of their provincial peers by +8% over the last three years.

Opportunities: Over a three year trend, SD73 Indigenous students have a lower 5-Year Completion Rate (-17%) than their district non-Indigenous peers and SD73 Indigenous students living on-reserve have a lower completion rate (-15%) than SD73 Indigenous students living off reserve. Over a three year trend, SD73 Indigenous students have a lower 6-Year Completion Rate (-13%) than their district non-Indigenous peers and SD73 Indigenous students living on-reserve have a lower completion rate (-4%) than SD73 Indigenous students living off-reserve.

Educational Outcome 5: Life and Career Core Competencies - Students will have the core competencies to achieve their life and career goals, which include 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.

Figure 20.0 Post-Secondary Institute Transition- Immediate for Indigenous Students

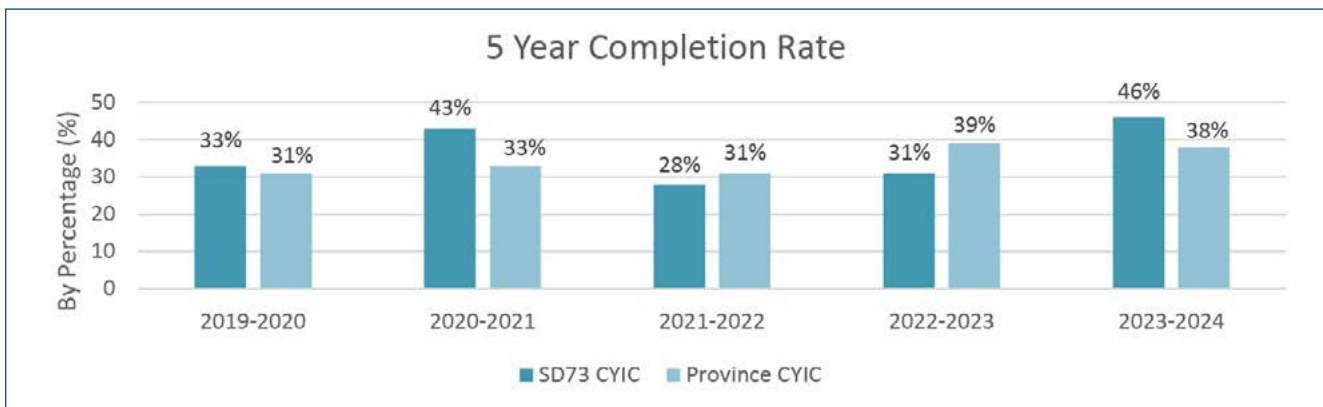


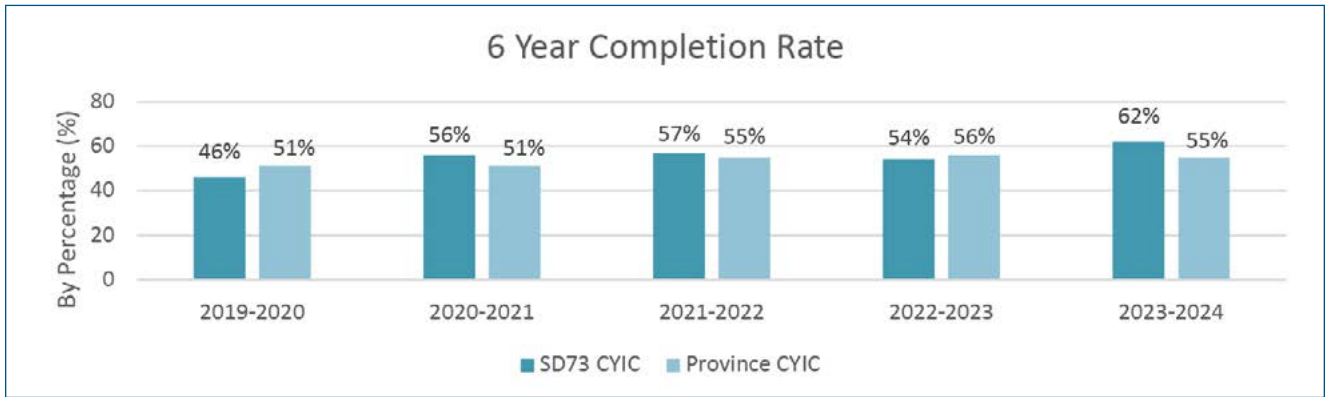
Opportunities: Over a three year trend, SD73 Indigenous students are transitioning to a post-secondary institutions right after graduation at a lower rate than their provincial (-4%) and district (-12%) peers. Please note this data is out of date but is the latest data we have available.

Children and Youth in Care

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.

Figure 21.0 Five- and Six-Year Completion Rates for Children and Youth in Care



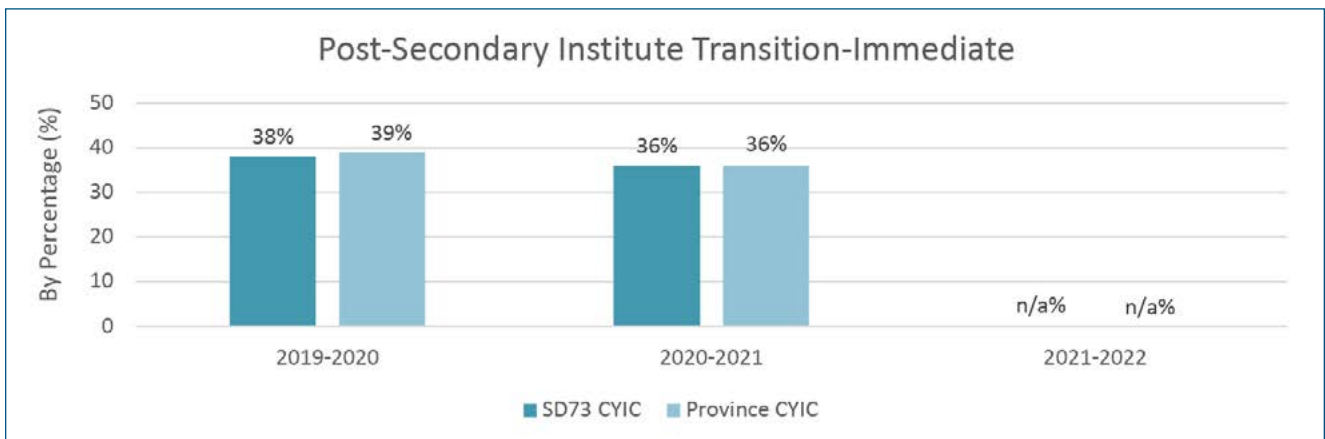


Successes: The 5-year completion rates have increased for Children and Youth in Care in SD73 for the last three years in a row. In 2023-2024, the 5-year completion rates for Children and Youth in Care in SD73 exceeded the provincial average by +7%.

Opportunities: The data indicates that students who are, or have ever been, in care tend to graduate at a lower rate than students who have never been in care. The gap in achievement between students in care and those not in care exists earlier in district data, indicating the need for both elementary and secondary school teams to strengthen the communication with families and government agencies and solidify the process of monitoring the effectiveness of supports for Children and Youth in Care.

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.

Figure 22.0 Post-Secondary Institute Transition-Immediate for Children and Youth in Care



Opportunities: The two-year trend shows that SD73 children and youth in care are transitioning at a lower rate than their provincial (-1%) and district (-8%) peers. Please note this data is out of date but is the latest data we have available.

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 Employment counsellors from Kamloops Immigrant Services to present to the ELLs in Grades 10-12 and also invited the Co-Chairs of the ELL department at TRU to present the ELL courses that are available tuition free for Grade 12 ELLs who need to upgrade. 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. Children and Youth with Support Needs (CYSN) met with District Resource Room Teachers to share opportunities and supports for students transitioning into adulthood.

Career Development: Students will Graduate and Life Competencies, Moving into Action in 2024-2025

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:

- 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.

Department Work Plan:

- Support transition collaborations with Thompson Rivers University. The IES team will participate in several

opportunities that allow Grade 11 and 12 students to visit TRU's campus, meet with potential program leaders, such as the ESTR program and Accessibility Services.

- Host the Transitions Fair and Community Support Expo again in the spring. The IES team will continue to work with TRU to provide opportunities for diverse students to connect with post-secondary in supportive ways.
- Planning Alternate Tomorrows with Hope (PATH) is a student-centered process that will be incorporated into transition planning.

Systems Development: Allocating Resources Responsibly, Fairly and Sustainably in 2023-2024

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 three 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 in 2024-2025

As a team, the IES staff wants to ensure they are living the District Strategic Plan to the best of their ability. As a result, the IES team is continuing with 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 Indigenous education. Furthermore, the IES team is committed to attending the four Indigenous school lead sessions to focus on how they, individually and collectively, can be active participants in transformative reconciliation.

SD73 includes parents as partners so the IES team, through the District Principal, is collaborating with the District Parent Advisory Council in 2024-2025 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:

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.

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 provided technology, classroom workshops and training sessions for students, school staff or consulted school staff on how to implement technological supports in 2023-2024.

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.

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.

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.

District Resource Rooms

There were seven District Resource Room Programs in 2023-2024. They are designed to provide individualized programming at the secondary level 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.

English Language Learners (ELL) Resource Teachers

ELL Services enable students whose primary language, or languages of the home, are other than English to develop their individual potential within British Columbia's school system. Some students who speak variations of English that differ significantly from the English used in the broader Canadian society may need similar services to access the curriculum.

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, sexual health, fundamental movement skills, social emotional learning, and mental health literacy. The Coordinator builds the capacity of school teams to support comprehensive school health.

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 health challenges, 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 includes consultation with school staff, parents, the students themselves, community agency representatives, and school district staff (where appropriate) to identify and address specific concerns.

Inclusion Support Teachers

Inclusion Support Teachers support students in creating meaningful access to education and their learning environment. Inclusion Support Teachers' support schools and students by developing and helping to implement effective behaviour plans and interventions. In consultation with the school teams, Inclusion Support Teachers develop Employee Safety Plans and provide district wide training of Non-Violent Crisis Intervention. The Inclusion Support Teachers support schools in implementing the three tiers of Positive Behaviour Intervention Systems as well as provide professional development on individual, class-wide and school-wide behaviour programming.

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 35 Kindergarten screening meetings held for priority learners in 2023-2024. The Coordinator provides training to Learning Assistance Resource Teachers throughout SD73 and supports elementary and secondary schools to support students with exceptionalities.

Indigenous Family Counsellors

Indigenous 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. Major themes this year were grief and loss, mental health, peer relationships, anxiety, parent/child conflict, substance use and school attendance. When providing services to students this is always done through a cultural lens.

Indigenous Youth and Family Consultants

Indigenous youth and family consultants facilitate social and cultural groups, provide advocacy, support and consultation for Indigenous 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.

Mental Health Clinicians

The Child and Youth Mental Health Clinician provides a wide range of services in support of mental disorders in children and youth, with a particular focus on the provision of clinical services as well as educational services. Direct service to students and consultative service to staff, parents and administrators is provided in different schools and across a variety of settings. Effective liaison with parents, teachers, administrators, health care professionals and outside agencies is a critical aspect of this position.

Provincial Outreach Programs

The Ministry of Education and Child Care 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.

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.

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.

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.

Substance Misuse Counsellor

In partnership with the Phoenix Centre's Raven Youth Treatment Program, SD73 is proud to offer drug and alcohol counseling services to students directly in the high schools. An SD73 counsellor or a Raven counselor from the Day One Society is designated to each of the district's high schools and students can self-refer or be referred by a school counselor, principal, or parent. The counseling is confidential and voluntary except in the cases of a drug and alcohol suspension in which case the student will be required to consult with a drug and alcohol counselor as part of the terms of re-entry into school.

Teacher for 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.

Conclusion

The Inclusive Education Services (IES) team believes in culturally responsive practices where relationships and Indigenous 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.

