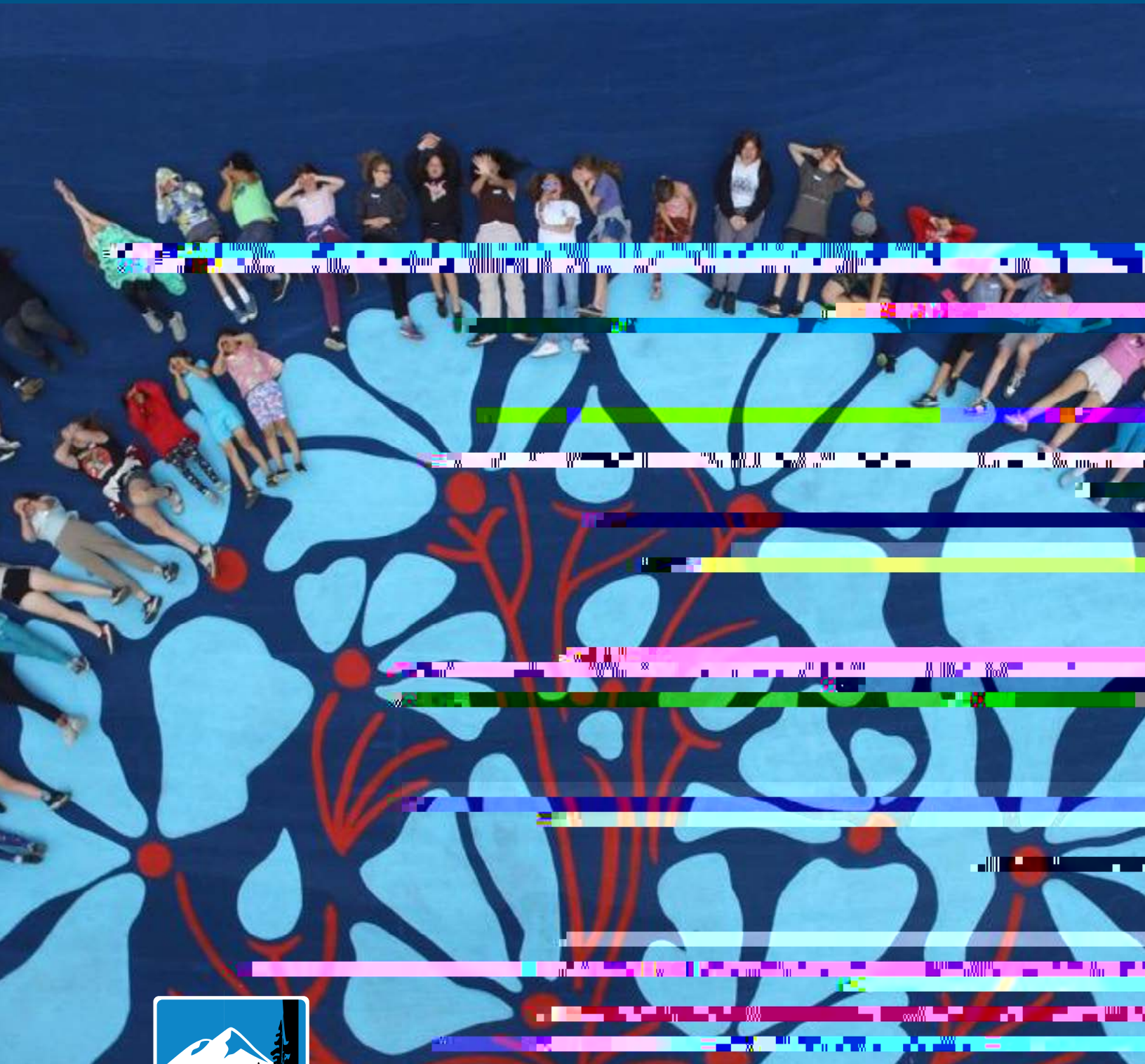


ANNUAL EQUITY, INCLUSION, AND DIVERSITY REPORT

2022-2023



SCHOOL DISTRICT OF THOMPSON
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Systems Development: Allocating Resources

Responsibly, Fairly and Sustainably in 2022-2023 40

Systems Development: Allocating Resources Responsibly,

Fairly and Sustainably, Moving into Action (2023-2024). 41

Neurological and Physical Diversity 42

 School Psychologists 43

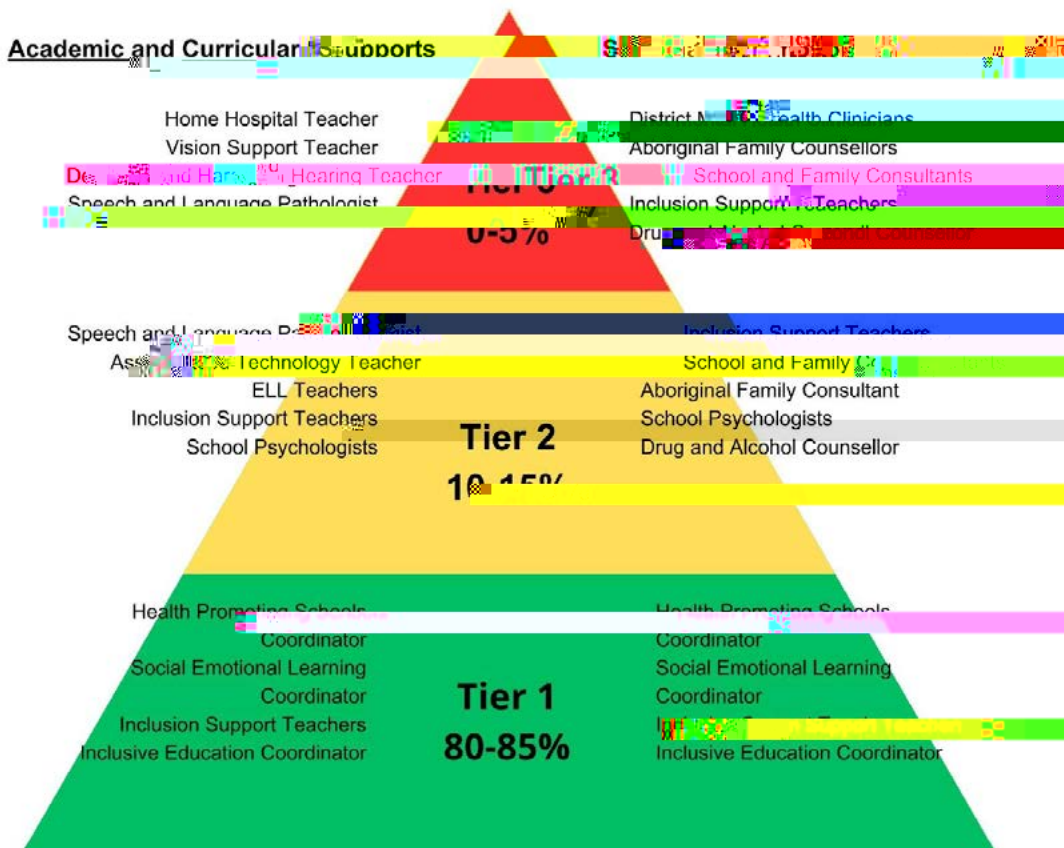
 Speech and Language Pathologists.

Executive Summary

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

Support Model

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

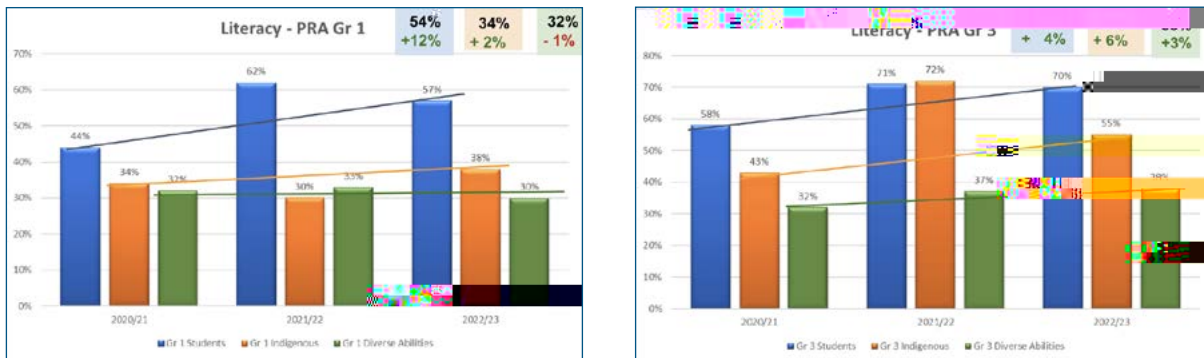




Intellectual Development: Literacy, and Numeracy Data Analysis & Interpretation

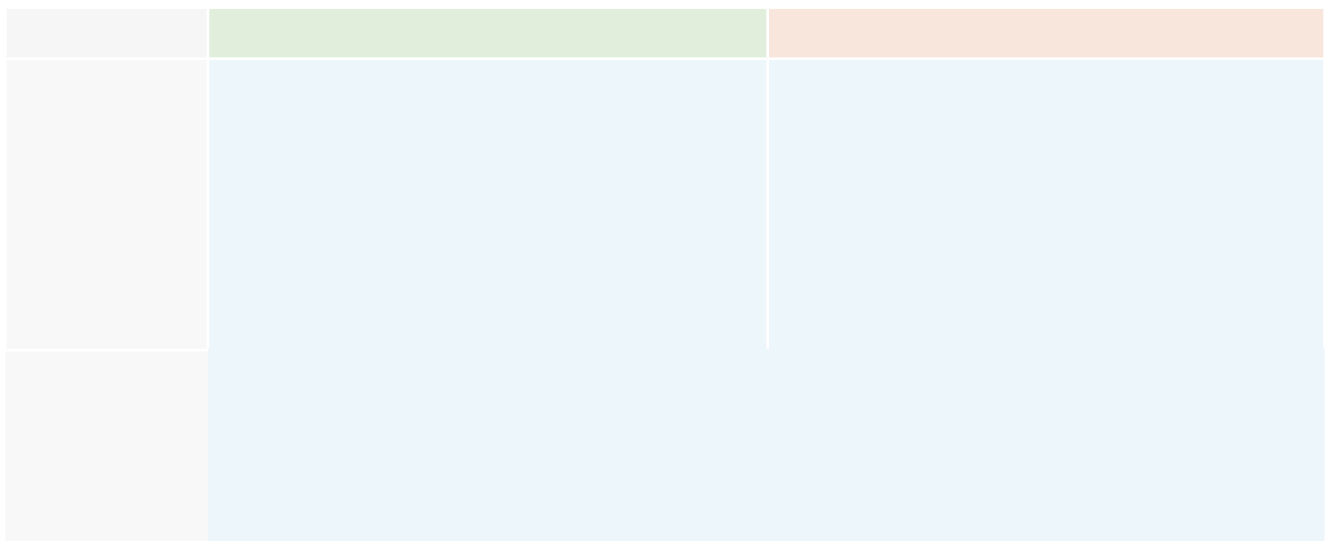
Educational Outcome 1: Literacy– Students’ literacy development is assessed in grades 4 and 7 (Foundational Skills Assessments), grades 10 and 12 (Graduation Literacy Assessments), and grades 1, 2, and 3 (SD73 Primary Reading Assessment). Note: Measures 1.1 and 1.2 in Appendix A, B.

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

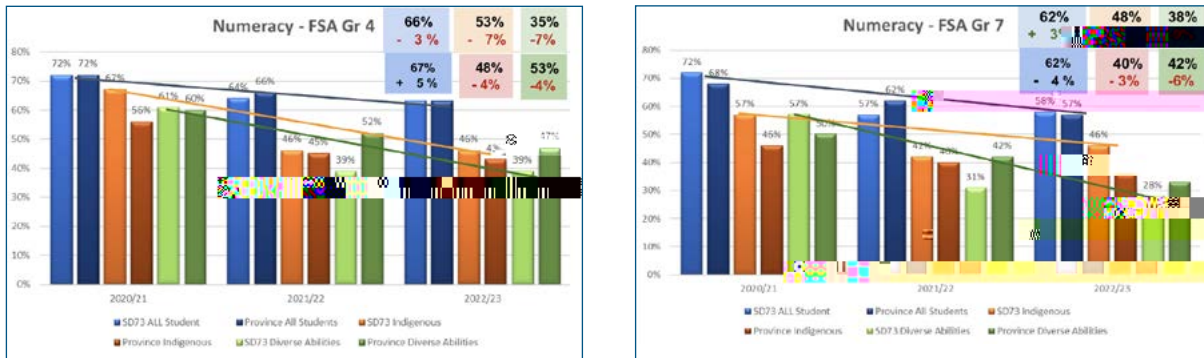


on average, -20% below non-Aboriginal students in reading. The trend of improvement in literacy results from Gr. 4 to 7 to 10 continues and is especially notable for SD73 Aboriginal students compared to their provincial peers. SD73 Gr. 4 and 7 Aboriginal students compared to SD73 non-Aboriginal students declined in reading, although students living on reserve improved. SD73 Gr. 4 and 7 students with diverse needs underperformed their provincial peers and this is an area for improvement.

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



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



SD73 Indigenous students outperform their provincial peers over time: 53% of Gr. 4 Aboriginal students are

in numeracy and are below their provincial peers (-4%). The difference in performance narrows from Gr. 4 to

6 Aboriginal students compared to SD73 non-Aboriginal students. While there is improvement for Aboriginal versus non-Aboriginal students in Gr. 4 and 7, the gap is still marked (-14%).

Figure 2.0 Provincial and District Numeracy Results


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



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


Talia and Nyla working on Financial Literacy

The English Language Learner (ELL) Resource Teachers collaborate with teachers, school leaders, and support Resource Teachers offer workshops for teachers and CEAS, work with individual students, and engage in professional discussions with ELL specialists from other districts to continually examine practices, processes writing. They also develop and communicate the student's learning plan to the LART and classroom teacher,



Students' social, emotional, and mental well-being impacts their ability to access their learning in classrooms. The well-being of educators, support staff and school leaders also impacts their ability to deliver curriculum and provide appropriate support to students. The School and Family Consultants (SFCs) help students experience growth in terms of numeracy and literacy skill development by providing individual counselling support to compassion in the school community by providing professional development on trauma informed practices, how trauma can present in behaviour and how to respond to past experiences of trauma or other mental health concerns of students. School District Mental Health Clinicians provide school staff and administration direct as vulnerable due to experiences of trauma or adverse mental health concerns. Ongoing culturally relevant throughout the year while building trusting relationships and employing trauma informed practice is crucial to Aboriginal student academic achievement. Aboriginal Family Counsellors (AFCs) provided counselling support to 362 students in the district this year. Planning throughout the year while building trusting relationships and employing trauma informed practice is crucial to Indigenous student academic achievement.

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



In 2023-2024, the Inclusive Education Services Team will continue to provide professional development and training to support staff, teachers, and school leaders. The training will focus on meeting the needs of diverse

who have Fetal Alcohol Spectrum Disorder (FASD) and supporting students who have autism. These training sessions will focus on what executive functioning, FASD and Autism present as in school, how to teach executive functioning skills and support strategies that can be implemented in the classroom.

Additionally, as projected enrolment for English Language Learners (ELL) continues to rise, the ELL Resource



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

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

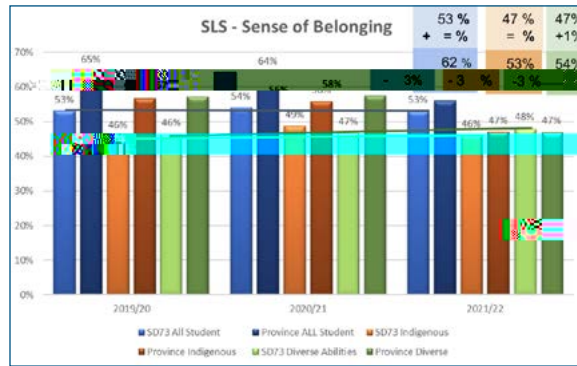
Ensuring Aboriginal students are connected to community support upon graduation is imperative to ongoing support as they depart the school district. Aboriginal Family Counsellors do this by supporting capstone projects, and exploring barriers to graduation, post-secondary programs and trades options,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




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



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



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



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

The Social Emotional Learning (SEL) Coordinator built foundational support for SEL by identifying connections between SEL and explicit school learning goals. In 2022-2023, the SEL Coordinator increased district-wide

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

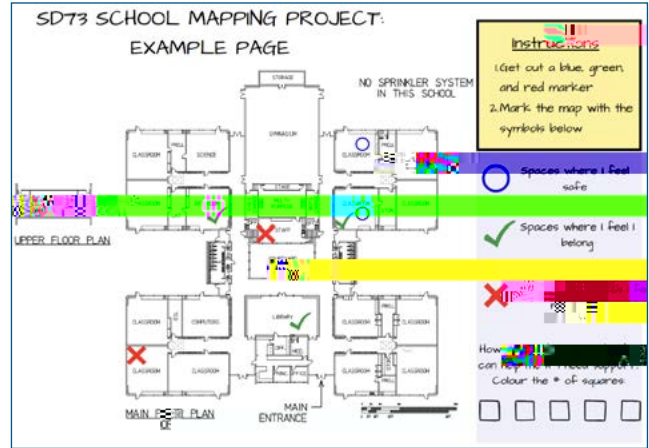
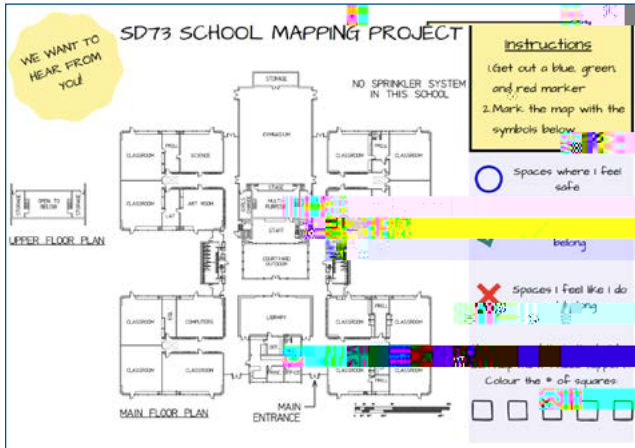
The SEL and HPS Coordinators provided on-site support to school leaders and teachers to implement tools, lesson plans and resources from the newsletter and modelled practices for emotional regulation, coping skills, and setting and achieving goals. Similarly, the Coordinators modelled, fostered, and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

Figure 5. Data Trends from Student Learning Survey

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

SD73 students reported lower scores of feeling safe in the DEWRS and Student Learning Surveys. To address this, the District extended its license for the kindergarten to grade 9 “Kids in the Know” program, a national, interactive safety education program that uses age-appropriate lessons to increase children’s personal safety skills to reduce their risk of victimization online and in the real world. Additionally, all grade 9 students in the school district were invited to participate in Consent Cafés. A parent engagement session on raising digitally responsible youth provided parenting tips to keep children and youth safe online and was well attended. Over 1300 students participated in the After-School Sports and Arts Initiative (ASSAI) program which provides

School Mapping Project:



By dedicating District staff members' time and attention to this area of sense of belonging/connection, there

in District and provincial assessments (DEWRS and School Learning Survey). The increased staff awareness regarding sense of belonging/connection built staff cohesion through a collaborative process that resulted

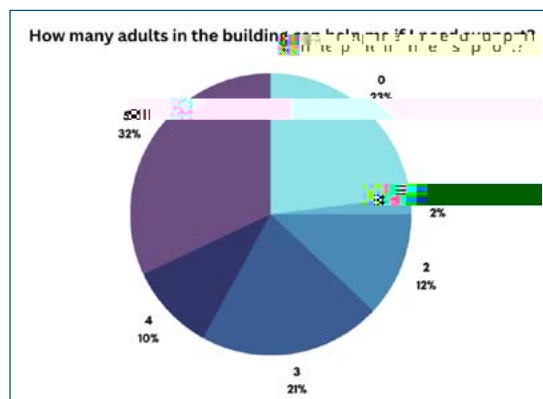
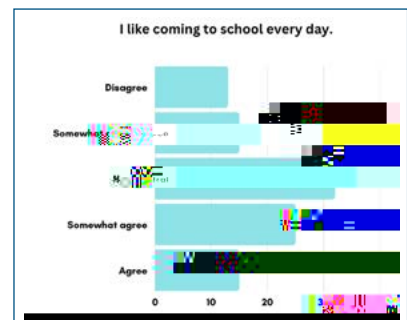
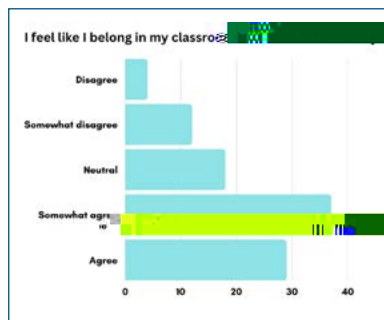
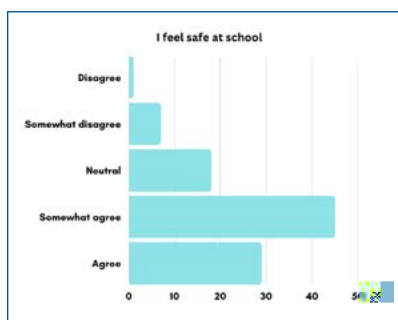
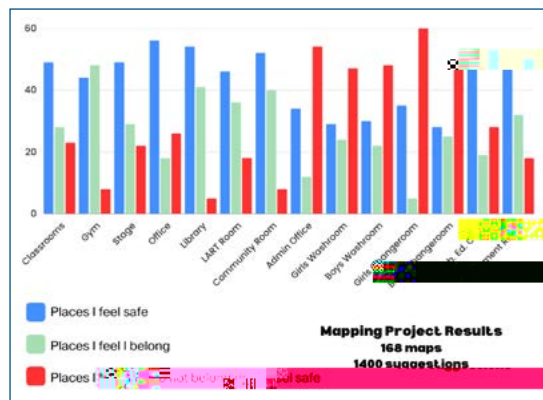
mapping and dotology activities, school teams were able to identify locations within schools that are perceived as safe vs. unsafe, as well as places/spaces in which students felt they did or did not belong, for instance, recognizing bathrooms and change rooms as spaces that commonly feel unsafe/less safe (due to loud volume, lack of supervision, messy spaces, peer behaviour problems). Wetlsthis ainor maion, ttatfemblerscomul

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

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


Mapping Project & Student Survey Data:

Elementary Student Survey Data - (168 student responses):






as being the mandatory 3-hour training prior to receiving access to the EASE materials, and many of the

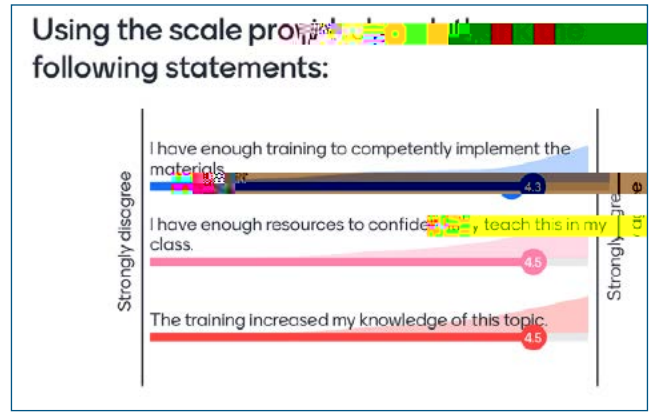
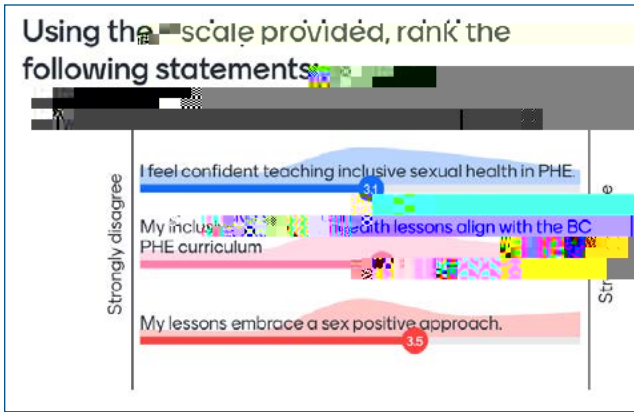


As another way of supporting students who have anxiety, Worry Dragons in schools served 138 student participants, an 84% increase from previous years. Aboriginal Family Counsellors and Mental Health Clinicians were able to counsel more students (63% increase from the previous year). The Mental Health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



2. For students to have an opportunity to gain the knowledge necessary to make informed choices about

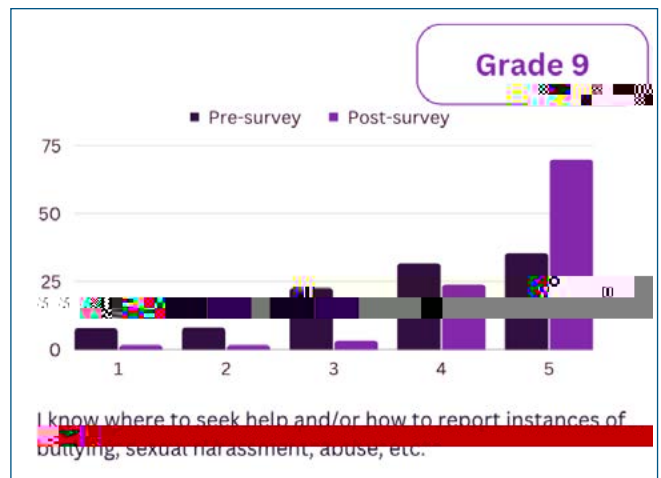
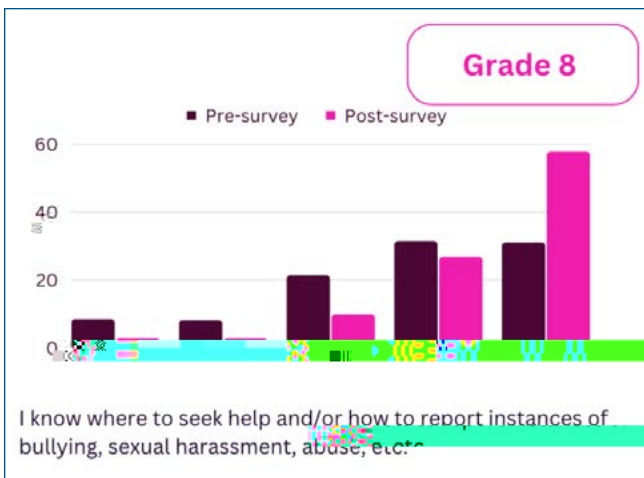
Secondary results. The information below was collected throughout the 2021/2022 - 2022/2023 school years through a pre-survey with grade 8 and 9 PHE educators.




ISHE. Many attendees were unable to complete the pre-survey because no portion of the ISHE curriculum was than indicated.

survey data.

Inclusive Sexual Health Education





This year, in partnership with Thompson Rivers University (TRU), the TRU Wellness Centre, the City of Kamloops and the Kamloops Sexual Assault Counselling Centre, School District No. 73 piloted the Consent Café district wide. The Consent Café, co-founded by Chelsea Corsi, Senior Wellness Coordinator at Thompson Rivers University, and Tanya Pawliuk, Associate Teaching Professor at Thompson Rivers University, is an activity-based consent, communication, and sexualized violence prevention and response education program designed for children, youth, and young adults. The Consent Cafe was designed to address and enhance the

sexual decision making, sources of health information, healthy relationships, strategies to protect themselves and other from potential exploitation, abuse, and harm (Government of BC, 2021). This year, every grade 8 student in SD73 had the opportunity to participate in this great initiative.

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

A Consent Café Journal was developed to increase and enhance students' comprehension and understanding

staff to model how to co-regulate students so that they can be successful in managing their emotions and behaviour. School-based staff need training to include student voice and develop better functional behaviour assessments which help identify why the behaviour is happening and what strategies will result in that need

needed to better support neurodiverse students. In cases where students are placed in reduced day schedules and/or alternate placements, a transition plan will be created to monitor that the program is meeting the student's needs.

To feel safe, welcome, and connected, ELL Resource Teachers will continue to increase knowledge of language translation opportunities for school communities to proactively address cultural and linguistic inequities so that ELL students and their teachers can communicate effectively. Social groups that support ELL, Aboriginal and

for example, teaching inclusive sexual health education and ensuring stories/resources used in classrooms

using assistive technology; encourage teachers to celebrate diversity and inclusive practices in our learning environments (e.g. use of multilingual resources; scaffolded online literacy resources), and create opportunities for inclusive community consultation and supports (e.g. ARC-BC workshop).




ELL Sessions: Dreams and Heroes

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

of mental health literacy. Elementary schools will have the opportunity to participate in the Bladder Chatter program.

The ASSAI program will continue to offer diverse activity-based programming throughout the District with a

programming but did not have programs this year to recruit potential program leaders. The District is exploring a partnership with the YMCA to offer Y Minds at one or more secondary schools as part of after school



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

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

- Through the Aboriginal School Lead Sessions, support learning about the Aboriginal people in the region and support learning about cultural sensitivity, Truth and Reconciliation, and the impact of colonialism in Canada.

Percentage of culturally relevant and diverse resources in libraries (including Indigenous resources).

Percentage of culturally relevant and diversity resources checked out of the District Learning Commons (and which schools tend to access it).

Number of staff who have done professional development around Standard 9.

Percentage of staff who participated in the ABED School Lead sessions and measure the impact of sessions on cultural safety and humility.

Implement District-wide Anti-racism survey and action plan.



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

SFCs serve as elementary school counsellors within SD73. SFCs provide individual counselling to students, deliver small group sessions to help students on a range of topics, such as anxiety groups and assist with school and family referrals to child and youth mental health. SFC's help students navigate who they are, where they belong and how to develop a greater sense of personal understanding and agency. In 2022-2023, approximately 380 students worked with SFCs in SD73. School based counsellors help school teams

challenges pose a barrier to learning outcomes. Mental Health Clinicians (MHCs) also provide students access to opportunities to grow their self-worth and self-esteem through managing adverse symptoms associated with adverse mental health outcomes. MHCs worked intensively with 44 students in 2022-2023 to ensure tier 3 level

who they were.

ELL Resource teachers advocate for ELL students by sharing the importance of retaining their primary language so that they can learn and show their learning in both languages. Classroom teachers are encouraged to

In 2022-2023, the District continued and expanded the number of social activities offered to students who

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, approach.

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



Aboriginal Student Leadership Council was formed to gather student voice regarding Aboriginal education and racism experienced by Aboriginal learners in SD73. The Council was instrumental in developing and leading the Indigenous Student Summit. These students tackled anti-Indigenous racism, mental health in Aboriginal people and language and culture to share their experiences and offer changemakers strategies that should be implemented to improve learning environments in all school districts. The group also worked with the Student

allies. The Aboriginal Student Leadership Council made two videos that have been shared with school leaders regarding the importance of hearing Aboriginal student voices as part of the District's commitment to Truth and Reconciliation and what their hopes and vision for SD73 in the future is for other Aboriginal students.

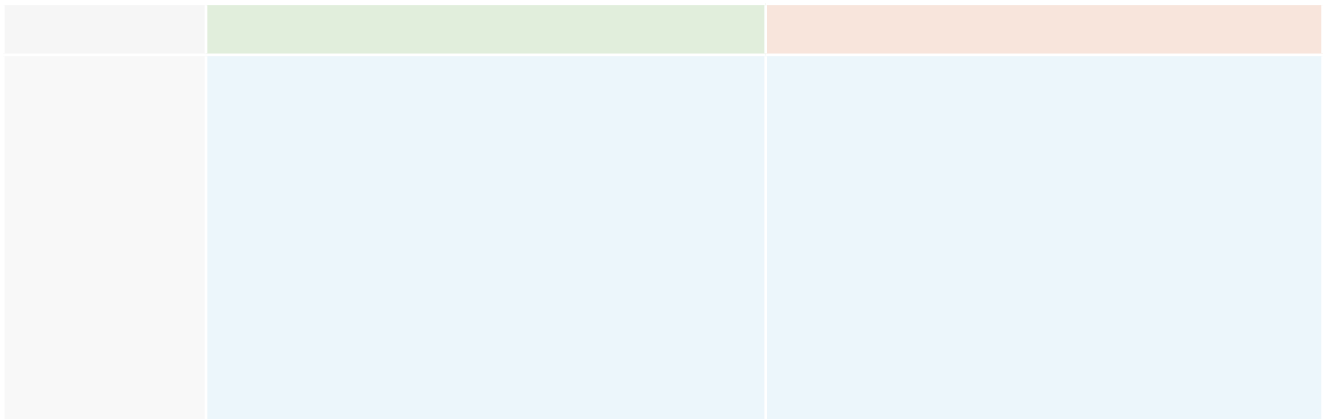


Cultural and Identity Development: Sense of Identity, Cultural Safety and Humility: Moving into Action in 2023-2024



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

Figure 6.0 Transition to Post-Secondary Results (Provincial)



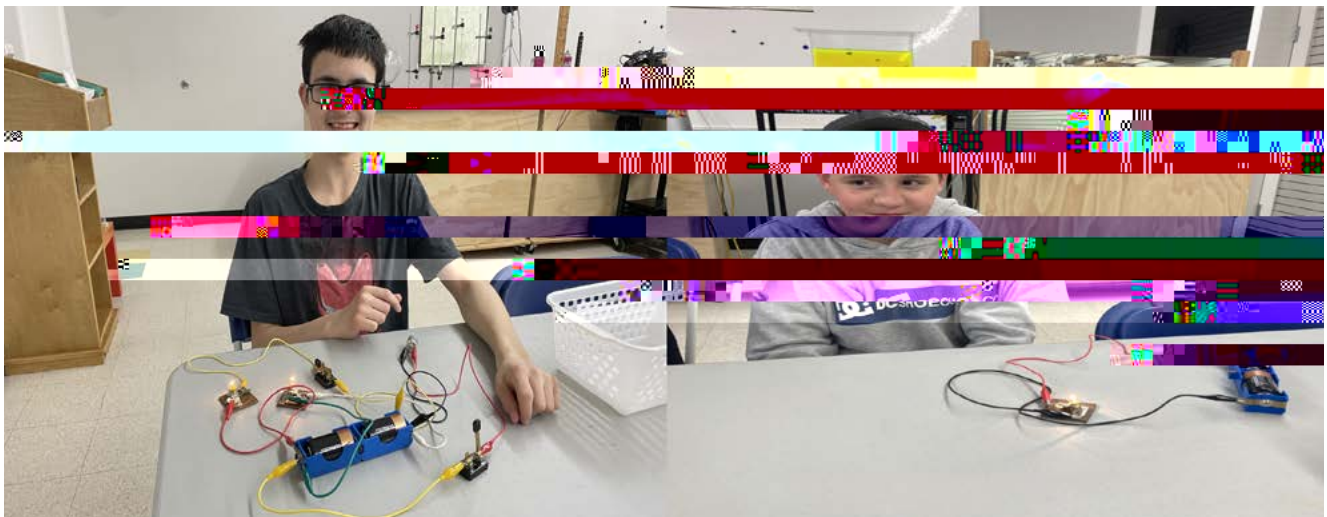
Career Development: Students will Graduate and Life Competencies: Action Items in 2022-2023

The IES team is focused on the completion rate disparity between SD73 diverse needs students and provincial peers. SD73 Diverse students do not transition to post-secondary as readily as non-Diverse students, and SD73

targeted at helping support staff and educators further develop skill sets to meet the needs of learners who have complex needs. The IES team believes that a combined focus on educator training and social emotional teaching will help students be able to successfully remain in classes with peers and access curriculum which will lead to successful transitions at each level. The ELL Resource Teachers invited students to attend classes

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 Stills Training (ESTR) program at TRU and community partners, such as the Big Little Science Centre.



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





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

(CLBC) have an updated/appropriate assessment prior to their graduation. School Psychologists also review and approve designations from out of district.

Speech and Language Pathologists

Speech and Language Pathologists support students with a range of communication disorders from simple developmental communication disorders to complex communication disorders that are often associated with other physical differences or neurodevelopmental disorders. Speech and Language Pathologists work with other

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.

Discover event to take place since the pandemic.

In previous years, the District partnered with the Lions Club to provide vision screening for grade 3 and 6 students at 18 elementary schools. The initial goal was to provide this screening to all grade 3 and 6 students. This project was put on hold last year due to the coronavirus pandemic. This project will resume when it is safe and the District is able to assist in the service of the 25 students of the district who are currently in the process of being screened.



Health Promoting Schools (HPS) Coordinator

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

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

arts. The program connects students to their passions and interests; connects students to a safe and caring adult, provides quality programming for students during the vulnerable after-school hours and fosters social-emotional learning.

Social Emotional Learning (SEL) Coordinator

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

Chris Rose Therapy and Resource Centre Teacher (CRTRCT)

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

Conclusion

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



