



Barriere Secondary School Annual School Learning Plan 2026-2027

Last revised: June 3, 2026



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Simpcw n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that we are on the territory of the Secwepemc Nation, specifically the territory of the Simpcw People.

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Simpcw First Nation through our Local Education Agreement [Simpew LEA - Final Feb 17, 2021.pdf](#) and the Aboriginal Education Enhancement Agreement [Aboriginal Education Enhancement Agreement.pdf](#).

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Kamloops-Thompson School District #73 Specific Context

In alignment with the Kamloops-Thompson School District #73 [5-Year Strategic Plan](#)

Our Mission

Supporting learning opportunities and environments which inspire students to thrive.

Our Vision

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

Value Commitments

Connection/Relationships, Equity, Well-being, Sustainability.

Our Priorities

Intellectual Development, Human and Social Development, Cultural and Identity Development, Career Development, and Systems Development

Barriere Secondary School Context

Barriere Secondary School, situated in Barriere, British Columbia, is a public high school within School District No. 73 Kamloops-Thompson, located on the territory of the Simpcw First Nation. We proudly serve approximately 220 students in grades 7 through 12 in a close-knit, rural setting that fosters a safe and friendly learning environment.

At Barriere Secondary, we work closely with our feeder school, Barriere Elementary, to support student development across all domains outlined in the District's Strategic Plan: Intellectual, Social-Emotional, Career, Systems, and Cultural and Identity. Our collaboration spans the Lower North Thompson, fostering a robust community network where students, educators, and residents collaborate to improve educational outcomes.

Approximately 30% of our students are Indigenous, with many commuting from the nearby Simpcw First Nation village of Chu Chua, which is located 15 kilometres north of our school. We value the long-standing commitment of Simpcw First Nation to education and are grateful for their continued support. Our partnership with the Simpcw Education Department is grounded in mutual respect and shared goals, aiming to ensure academic and personal success for all students through a Local Education Agreement.

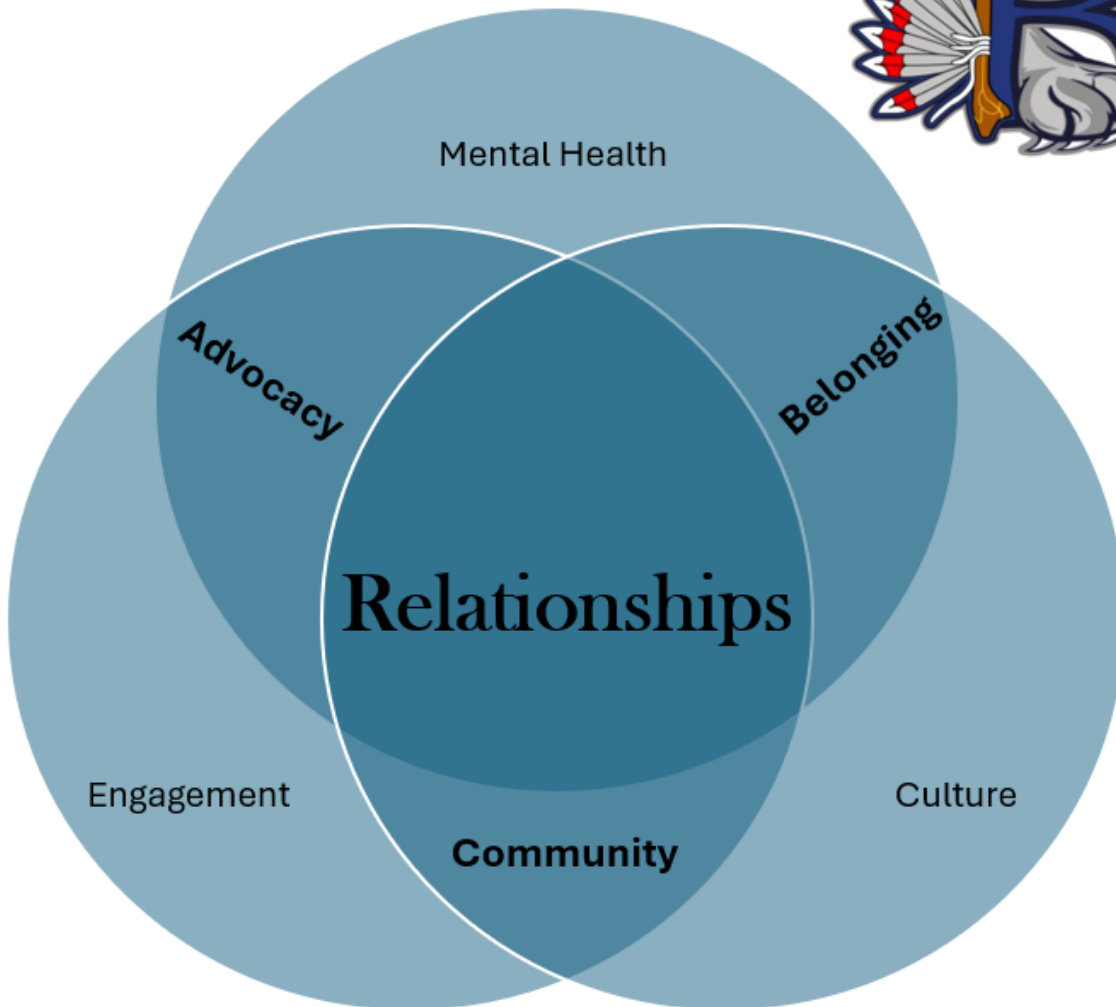
Aligned with the District's Vision of fostering educated and resilient citizens who contribute to a diverse, inclusive, caring, and sustainable society, Barriere Secondary places student outcomes at the heart of our decision-making. We employ the Spiral of Inquiry framework to identify and implement actions that positively impact student learning. Our approach includes offering diverse course options, incorporating student voice and choice, and utilizing various instructional methods such as face-to-face classes, video conferencing with rural partner schools, and blended learning formats. Our grade 7/8 program also provides choice and specialized instruction in Applied Skills.

Our staff exemplifies collaborative learning, focusing on cultivating a positive school culture and fostering strong community connections. We are committed to supporting student development across the five District Priorities: Intellectual, Human and Social, Cultural and Identity, Career, and Systems Development. As we identify areas for growth, we implement targeted professional development and strategic actions to enhance the learning environment. The Spirals of Inquiry approach remains central to our strategic planning and success.

We will consult to ensure equitable input from all stakeholders. The consultation will involve student voice forums, parent surveys, and in-person consultations with community partners and Simpcw First Nation. We remain committed to gathering feedback through various channels, including surveys, forums, community meetings, and evening parent sessions, to continually improve and refine our approach.

Barriere Secondary SLP Framework

Barriere Secondary School Education Plan Goals 2026-2027



The BSS SLP Framework illustrates the three priority learning goals and our understanding of how these goals intersect and inform one another. It is important to emphasize that no single goal holds more weight than the others; all are equally valued. The use of a Venn diagram is intentional, highlighting the co-implicit and multidirectional nature of fostering meaningful connections with others. Guided by a *wholistic* (Little Bear, 2000; Roberts, 2024) perspective of learners, we aim to gain a deeper understanding of each child's unique strengths, needs, and aspirations to support their learning and overall well-being more effectively.

Barriere Secondary SLP Goals



Barriere Secondary School Learning Goals 2026-2027



Engagement	Foster student connection and care by engaging all educational community members.
Mental Health	Create a school environment that supports positive mental health.
Culture	Foster a safe, caring, welcoming, and inclusive school culture.

A Story of Our Priorities

In the following sections, we outline the key philosophical priorities that guide our school and enable us to build a connected, inclusive, and caring community. These priorities are not just tasks to complete—they reflect our shared commitment to fostering student voice, encouraging collaboration among staff, students, families, and community partners, and honouring the diverse cultural identities that enrich our school. They form the foundation of the Barriere Secondary School Learning Plan, ensuring that our goals are meaningfully aligned with the Kamloops-Thompson School District’s priorities. Together, we are creating a learning environment where every student feels seen, heard, and supported.

Trauma-Informed is Who We Are, Not What We Do

At Barriere Secondary, better understanding and implementation of trauma-informed practices are foundational to our pedagogical beliefs. We work to model, through professional learning, and to consider the specific language and understandings regarding historical trauma in daily community interactions. Trauma-informed practices are embedded in who we are as educators, guiding our pedagogy and planning through empathy, safety, consistency, and strong relationships (see Thompson & Carello, 2022; Brummer & Thorsborne, 2024; Brummer &

Thorsborne, 2021). We understand that *all* behaviour is communication and use proactive, student-centred strategies to support regulation, connection, and a sense of belonging.

On Risk-Taking and Daring Greatly: How our Professional Learning Will Positively Change Student Learning Experiences

“It is not the critic who counts: not the man who points out how the strong man stumbles or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly, who errs and comes up short again and again, because there is no effort without error or shortcoming, but who knows the great enthusiasms, the great devotions, who spends himself in a worthy cause; who, at the best, knows, in the end, the triumph of high achievement, and who, at the worst, if he fails, at least he fails while daring greatly, so that his place shall never be with those cold and timid souls who knew neither victory nor defeat.” (Theodore Roosevelt
Speech at the Sorbonne, Paris, April 23, 1910)

In today’s education landscape, creating safe, caring, and inclusive learning environments is more than an aspiration—it’s a necessity. But making this vision a reality requires more than new policies or programs; it requires courage. It demands that educators, leaders, and students alike step forward with purpose, vulnerability, and a willingness to embrace change.

True educational transformation doesn’t happen from the sidelines. It comes from those who are willing to engage fully, take risks, and push through uncertainty to do what’s right for students. At Barriere Secondary, we see educators doing just that—rethinking discipline, advocating for equity, and building communities where every child feels seen and supported. This work is rarely easy. Mistakes happen. Progress is often slow. But the effort—the willingness to try, reflect, and try again—is what drives meaningful change. Safe and welcoming schools are not created through perfection, but through persistence and care. These are the characteristics we wish to model for students.

At the heart of this change is human connection. When educators create space for listening, learning, and belonging, they foster a culture in which students thrive not just academically but also emotionally and socially. These environments are founded on values such as empathy, respect, and inclusion. To *dare greatly* in education means to lead with heart, take risks for the sake of growth, and keep showing up for students, especially when it’s hard. It means believing in the power of community and the potential of every learner.

Those engaged in this work are not just educators, they are our Barriere Secondary Cougar Community. They are changemakers, and their impacts can transform lives.

The preceding paragraphs were a narrative shared with the Barriere Secondary School community in a weekly newsletter last year. The brief letter aimed to initiate a discussion with the Barriere Community about upcoming changes designed to support all learners holistically.

Changing structures and systems within Barriere Secondary, while driving change in parallel with effective professional learning opportunities, is essential and can promote improved outcomes for all learners.

Gratitude and Celebrations

How we choose to celebrate the accomplishments and achievements of our community members reflects what we truly value. At Barriere Secondary, we acknowledge that celebrating students and staff is an act of recognition and a meaningful expression of gratitude. We are deeply thankful for the many ways that the learners and educators at BSS contribute to making our school a more connected, supportive, and inspiring place to grow.

Celebrating students and staff regularly is one of the most powerful ways to show appreciation. Whether through formal recognition, small gestures, or shared moments of acknowledgment, these acts of gratitude help foster a stronger sense of belonging and community. By shining a light on the talents, efforts, and growth of students and educators, we aim to build a culture of confidence, mutual respect, and shared purpose. This kind of positive reinforcement strengthens individual and collective efficacy, building capacity to continue making meaningful contributions to our school environment.

A commitment to listening is at the heart of our approach to celebration and gratitude. We understand that celebration is not one-size-fits-all, and that truly meaningful recognition starts with understanding what and how individuals wish to be celebrated. It is our responsibility—and our privilege—to engage in thoughtful dialogue with staff and students to learn what makes them feel seen, valued, and appreciated. In doing so, we hope our acts of gratitude are authentic, inclusive, and uplifting for everyone in our community.

Literacy and Numeracy Outcomes Improvement as an Ethos

Throughout this document, it will become evident that improving literacy and numeracy is not identified as a standalone goal in Barriere Secondary School's learning plan. Instead, we prioritize Cultural, Mental Health, and Engagement goals as a staff. Through these focus areas, we aim to create student- and community-centred pedagogical shifts that naturally integrate literacy and numeracy assessments and interventions into the fabric of our learning community, creating a sustainable ethos—reflecting who we are, rather than simply what we do.

In other words, improved literacy and numeracy outcomes—measured through diagnostic, formative, observational, and standardized assessments—will help deepen our understanding of students, both as individuals and as members of a collective learning environment. These qualitative and quantitative insights will guide intentional, responsive, and proactive planning across all dimensions of student development, including academics, well-being, and social-emotional growth.

The following sections outline key competencies that we believe define what it means to be literate and numerate in today's educational context. They also highlight evidence-based best practices to support and improve student outcomes in literacy and numeracy. These practices are grounded in current research and responsive to learners' diverse needs, aiming to build foundational skills essential for academic success, personal growth, and active citizenship.

Literacy

Literacy is the ability, confidence, and willingness to use language to acquire, construct, and communicate meaning in daily life. It extends beyond reading and writing to encompass listening, speaking, viewing, and using language across various contexts.

Best Practices for Supporting Literacy Development

To effectively foster student growth in literacy, the Province of British Columbia emphasizes a range of evidence-based strategies:

1. Early literacy screening is crucial for identifying students who require support and targeted interventions. Timely intervention—especially for those with learning differences—significantly improves outcomes.
2. Creating welcoming, inclusive classrooms that honour student diversity promotes engagement and a sense of belonging. Culturally relevant teaching practices ensure that materials and approaches reflect students' identities and experiences.
3. Literacy is a shared responsibility across all subject areas. Embedding reading, writing, and communication skills across disciplines helps reinforce and deepen students' literacy development.
4. Encouraging student collaboration through group work and discussions supports active engagement and deeper understanding. Similarly, teacher collaboration through professional learning communities enables the sharing of effective strategies and continuous improvement.
5. Ongoing formative assessment provides timely and actionable feedback, enabling the tailoring of instruction to meet individual learning needs. This continuous monitoring supports students' literacy growth over time.

Numeracy

Numeracy is the ability, confidence, and willingness to work with quantitative and spatial information to make informed decisions in everyday life. It involves knowing when and how to apply mathematical understanding in various settings, such as at home, school, work, or in the

community. This includes understanding numbers, patterns, measurements, and spatial relationships, as well as interpreting data in practical situations.

Best Practices for Supporting Numeracy Development

To support student success in numeracy, the Province of British Columbia promotes several complementary, research-based strategies:

1. Early screening helps identify students needing support and guides timely, targeted instruction to build strong numeracy foundations.
2. Numeracy is a literacy and is essential to amplify across all subjects. Embedding numeracy skills across diverse learning areas enables students to apply mathematical thinking to real-world and interdisciplinary contexts, fostering a deeper understanding of mathematical concepts.
3. Ongoing classroom assessments provide valuable insights into student understanding. Immediate, personalized feedback helps address misconceptions and guides future learning.
4. Group discussions and problem-solving activities foster a deeper understanding of numeracy concepts. Inclusive and respectful classrooms ensure that all students feel supported and capable of developing their mathematical thinking.
5. Building strong basic math skills early on is critical for long-term success. Proficiency in numeracy supports learning across all subjects and life contexts.
6. Numeracy development goes beyond calculations—it includes interpreting data, evaluating information, and making informed decisions. Teaching students to think critically and analytically is key to developing lifelong numeracy skills.
7. Structured K–12 learning progressions help educators understand and support student growth over time. These tools guide planning, assessment, and communication about student learning.

By integrating these practices, educators can provide meaningful, equitable, and effective literacy and numeracy instruction and interventions that support all learners in developing confidence and competence across all aspects of their education.

School Goal #1: Engagement

Objective

To foster student connection and care by engaging all members of the educational community.

What We Currently Understand About Engagement

We understand engagement as the intentional and systematic process of involving students, staff, families, and community members in the development, implementation, and evaluation of educational initiatives. This collaborative approach ensures that diverse perspectives inform decision-making, fostering a shared responsibility for student success and well-being.

Engagement at Barrier Secondary is centred on fostering meaningful involvement of all stakeholders through inclusive decision-making, cultural responsiveness, and continuous feedback. This means involving stakeholders (students, families, staff, members of the Simpcw First Nation, and community members) from the outset, ensuring that diverse voices are recognized and respected, and maintaining open channels for regular input and improvement. These efforts reflect recognized best practices in education that emphasize early engagement, inclusivity, and ongoing communication.

More broadly, we believe that effective stakeholder engagement in education relies on active listening to ensure everyone feels heard, utilizing technology to make participation more accessible, and promoting transparency to foster trust and confidence. To make engagement actionable, we must prioritize early involvement in planning, encourage participation from all community groups, establish consistent methods for gathering feedback, and communicate openly and regularly.

District Goal

Every learner will graduate, know who they are, and have plans for who they aim to become through their career pathway.

Students will improve continuously within a system that allocates resources responsibly, fairly, and sustainably.

District Intended Outcome

Every staff member articulates how their work is related to achieving the District Strategic Plan Priorities, Goals, Objectives, and Outcomes, which reflect continuous improvement.

School Results Analysis

Based on school-wide provincial engagement data, Barriere Secondary had a 68% positive response to believing that adults care on the 2024-2025 Student Learning Survey. This represents a 5% improvement over the previous year, and for the first time in several years places Barriere Secondary above District and Provincial averages for this metric. Over the past two years Barriere Secondary staff have been adjusting the times of community events and shifting our focus toward celebration to foster relationality rather than one-way dialogue. This includes an “open house” format for PTI events. We will continue to focus on how to meaningfully engage with students and their families moving forward, with a specific focus on more effective transition strategies for our Grade 7 students. For Further data, please see [Appendix D](#).

School Goal

At Barriere Secondary School, staff will actively engage all educational stakeholders, intentionally seeking and incorporating diverse perspectives to enhance both educational achievement and social-emotional well-being for all learners.

Areas to Celebrate

As a small, tight-knit community, we take pride in the strong sense of connection and support that defines our school culture. Attendance at key events is consistently high, reflecting the deep commitment of students, families, and staff. Signature events such as commencement and our highly anticipated Grad Fashion Show regularly draw crowds of over 500 enthusiastic attendees. Beyond these milestone celebrations, our athletic games and tournaments draw robust community support. These events help unite a diverse community—including alumni, extended family members, and local residents—all united in cheering on our student-athletes. This widespread engagement highlights the vibrant spirit of our community and the meaningful relationships that extend well beyond the classroom.

Areas for Growth

We will collaboratively develop and implement a comprehensive, school-wide communication plan that clearly articulates the expectations of two key educational stakeholder groups: BSS staff and families. In parallel, the School-Based Team (SBT) will construct a culturally and locally relevant continuum of supports tailored to the Barriere Secondary School (BSS) context. This continuum will be reviewed and member-checked by the entire staff to ensure it accurately reflects a shared understanding and commitment. Once finalized, it will serve as a foundational resource for identifying and applying strategies that address the evolving academic and social-emotional needs of all students (see draft heading, below).

Barriere Secondary School Student Continuum of Supports			
UNIVERSAL Systems and Approaches Supports and instructional strategies provided to all students to promote successful student outcomes (Teachers, Students, and Parents) “Good for all, essential for some”	TARGETED Classroom-Based Interventions High efficiency, collaborative, rapid response focused on a smaller target group (Teachers, Students, and Parents supported by Resource, LART, Counseling, and Admin Team)	SPECIALIZED School-Based Interventions Intensive assessment-based responses focused on durable, sustainable, formalized procedures (Students, Parents, Resource, LART, Counseling, CEAs, Admin Team)	COMPLEX Individualized Interventions Individualized, focused, consultative responses often involving outside agencies or consultants (Students and Resource/Counseling/Admin supported by Community Supports and District Team)

Recognizing that internet access is not yet widespread among all BSS students and families, we are committed to closing this digital divide. This includes providing targeted training and support to help students and their families access and engage with online progress reports and other digital learning tools.

School Strategies

To increase school-wide community engagement, we will:

- Construct, share, and enact a [BSS school-wide communication](#) plan intended to serve as a framework for accountability and expectation for clear two-way communication
- Construct, continually modify, and utilize the BSS Student Continuum of Supports
- Prioritize face-to-face communication
- Shift from a PTI model to a Celebration of Learning Evening (Art Show, Food, Tech, sports events) that may also serve as community learning evenings
- Beginning of the year Community BBQ
- Foster and support diverse representation at PAC
- Regularly gather, analyze, and implement feedback from stakeholders feedback
- Promote student ownership of learning through metacognition, inquiry-based approaches, and cross-curricular literacy and numeracy development
- Implement research-based strategies and integrate technology to enrich instruction, personalize learning, and foster a collaborative school-wide culture

To improve grade-to-grade transitions and increase school completion, we will:

- Create supportive and inclusive learning environments by equipping teachers with strategies to reduce student anxiety while strengthening their understanding of effective literacy and numeracy interventions
- Provide personalized learning pathways through targeted one-on-one or small group instruction based on regular assessments, and individualized graduation planning supported by the Learning Assistance Resource Teacher (LART)

In alignment with the Local Education Agreement with the Simpcw First Nation, we will continue to strengthen our positive and reciprocal relationship by grounding our work in Jo-ann

Archibald's (2008) seven guiding principles of Indigenous Storywork: Respect, Responsibility, Reciprocity, Reverence, Holism, Interrelatedness, and Synergy.

- Communication with Simpcw and Indigenous community members by teachers will continue to increase with the support and guidance of IEWs
- Frequent on-site meetings and consultation with Simpcw Education and Learning departments will become the standard practice at BSS

Evidence and Next Steps

Increased engagement with parents/guardians, educational partners, and the greater Barriere community will be evidence of widespread sharing and enactment of the BSS communication plan. The BSS Student Continuum of Supports will be visually evident throughout the school, with proof of the implementation of specific strategies. LART and counselling supports will be better utilized as push-in supports, fostering a culture of mentorship and capacity building for all adults in BSS. Additionally, targeted interventions will become more prominent over time as universal interventions.

School Goal #2: Mental Health

Objective

Create a school environment that fosters positive mental health through a sense of belonging.

What We Currently Understand About Promoting Positive Mental Health

Creating an environment that supports positive mental health requires several interconnected factors. Access to a robust support network, a positive sense of self and belonging, and the ability to meet basic needs are central to supporting positive mental health measures. When students have a reliable support system and their fundamental needs are addressed, they are better equipped to tackle daily challenges with a relatively positive mindset. Reliable support systems enable students and staff to handle setbacks more effectively and approach life's difficulties with resilience.

A key aspect of mental well-being is the ability to self-regulate and use healthy methods to manage stress and anxiety. Students benefit from understanding and using coping strategies that suit their needs, recognizing that each person has unique requirements for maintaining mental health. A strong sense of personal awareness, bolstered by practices that enhance mental resilience, helps students navigate their emotional landscapes more effectively.

To thrive, students need stable and supportive relationships with role models, adults, and peers. This consistency provides a foundation for their mental resilience and overall well-being. Additionally, healthy lifestyle practices such as limiting screen time, maintaining a balanced diet, getting sufficient sleep, engaging in regular physical activity, setting purposeful goals, and fostering social connections are all vital components of mental health.

Understanding and addressing each individual's unique mental and emotional state is essential. This involves recognizing personal differences and developing tailored plans to effectively support each student's mental well-being.

District Goal

Every learner will feel welcome, safe, and connected to their environment.

District Intended Outcome

Students will feel welcome, safe, and connected to their school.

School Results Analysis

The Student Learning Survey from 2024/25 would suggest that approximately 60% of students feel safe while learning in our building. These numbers are the lowest for our Grade 7 students (45%) and the highest for our Grade 12 students (80%). We intend to focus support on our youngest grades (7 and 8) to increase students' sense of safety and belonging at school. These will be wraparound supports that involve our grade 7/8 teachers, the LART, and the counsellor to ensure students are heard, and that action is taken to address the concerns they bring forward. For further data, please see [Appendix D](#).

School Goal

At Barriere Secondary School, we will foster positive student and staff mental health by providing a robust support network, removing barriers to basic needs in a critical, responsive way, and equipping students and staff with personalized coping strategies.

Areas to Celebrate

There is a strong sense of community within the Barriere Secondary School Community. Teachers continue to develop foundational knowledge of *restorative classroom practices* (Zehr, 2015; Thorsborne & Blood, 2013; Brummer & Thorsborne, 2024) in response to students' behaviours, changing how we respond to traditional discipline issues. Increased understandings of anti-racist practices, supported by SD73 learning opportunities, have begun to gain traction within the culture of Barriere Secondary School Pedagogies. Reducing barriers to promote food security and social-emotional supports has become standard practice and is now understood as an expectation of staff members.

Areas for Growth

We are looking to support our students struggling with mental health through a variety of supports and interventions. Presently, the complexity of the application process for several support options is a barrier for families. One area of growth will focus on facilitating better communication with our community partners to create more streamlined access to support. Another area for growth will be focused on equipping more students with tools they can use when experiencing anxiety, stress and low-level mental health concerns. We will begin this focus with our youngest learners by facilitating more connections between our grade 7/8 learning community and our counsellor and community partners.

School Strategies

To foster positive mental health and create a sense of belonging, we will:

- Begin the year with Camp Cougar to build healthy staff-student-peer relationships and establish consistent expectations for all students at the start of the school year
- Continue to utilize trauma-informed practices and view conflict and struggles through a trauma-informed lens
- Promote positive relationships with food and strategically work to eliminate food insecurity
- Continue to build partnerships with outside agencies to support all students as part of individualized supports
- Critically evaluate barriers to food security and create stigma-free access to food for all students
- Continue to partner with our Aboriginal Education Workers to provide cultural, academic and social-emotional supports, both in the classroom and in small groups
- Incorporate staff learning focused on social-emotional well-being, guided by the [CASEL Framework](#);
- Foster a deeper understanding of [mental health literacy](#)
- Continue to utilize restorative practices in responding to students' negative behaviours
- Work with district staff to increase LART allocations to create an in-school Alternative Education program that removes barriers to high school graduation for underserved students.
- Consult regularly with stakeholders, including the BSS Student Council, Staff, Simpcw Community, PAC, and others, to gain a deeper understanding of student and community needs

Evidence and Next Steps

- Review the number of referrals to CYMH,
- Review the number of referrals to Drug and Alcohol counselling
- Review the number of referrals to Aboriginal Family counselling.

School Goal #3: Culture

Objective

Foster a safe, caring, welcoming, and inclusive school culture.

What We Currently Understand About Creating a Healthy Culture

Student connections to school are a core focus at Barriere Secondary. These connections depend on positive working and learning environments, access to necessary supports, and trust in those who work with students daily. We need to know our students better. Stronger connections to school will lead to increased resilience and, in turn, higher achievement. As we move forward, we will work to ensure these needs are met through various strategies and assess our progress using tools that reflect not only academic achievement but also social, mental health, and wellness.

Building positive relationships rooted in trust is foundational. This means creating a space where individuals are held accountable for their actions and given ample chances to improve. A strong sense of community naturally cultivates social awareness, empathy, and accountability. This is achieved through supportive interactions among students and staff and by establishing safe spaces where students can express themselves and seek support when needed. Engaging students by incorporating their interests into the classroom and offering diverse extracurricular activities helps make the school environment more responsive to individual needs.

Additionally, we understand that promoting safety through inclusive educational experiences involves ensuring that all interactions are free from racism, discrimination, sexism, harassment, and homophobia. Establishing a baseline of awareness regarding cultural safety, cultural humility, and identity among students, staff, and parents is essential to fostering a more inclusive community.

It is also important to model positive behaviour. Staff should consistently demonstrate the values they wish to instill, such as respect and genuine interest in others' well-being. Regular efforts to create a caring and respectful environment reinforce these values. Effective communication, in which students feel able to share ideas and approach staff with concerns, is vital to maintaining a supportive atmosphere.

In summary, creating a thriving school environment requires a commitment to trust, community, respect for diversity, and active engagement with students' needs and interests.

District Goal

Every learner will feel safe and thrive personally and culturally.

District Intended Outcome

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.

School Results Analysis

The Student Learning Survey from 2024/25 reveals that approximately 40% of Barriere Secondary students have felt a sense of belonging at school. Indigenous and diverse learners reported closer to 30%. As we move forward in developing our school culture, our focus will be on engaging with learners who feel marginalized to better understand why they lack a sense of belonging at school and to take steps to address identified concerns. For Further data, please see [Appendix D](#).

School Goal

At Barriere Secondary School, we will foster a safe, caring, welcoming, and inclusive school environment where all students can thrive—a culture where everyone belongs.

Areas to Celebrate

This year, we introduced a range of student-centred activities, including a board games club, a lunchtime weight room, and a guitar club. These initiatives were well-received and offered students meaningful alternatives for extracurricular engagement. By actively seeking student feedback and tailoring activities to their interests, we aim to continue expanding inclusive opportunities that strengthen connections between students and staff. Looking ahead, we are excited to partner with a member of the local RCMP to launch an after-school powerlifting club—an initiative designed to build positive relationships that extend beyond the classroom and into the wider community. Students participated in community-based volunteerism at BES and the Barriere Museum. Opportunities such as these will continue to expand throughout the school and community in the years to come. All staff participated in professional development opportunities in which they learned about local Indigenous culture and language, with the intention that an increased focus on Indigenous ways of knowing and being would help students see them as equal to those of the dominant Western knowledge system.

Areas for Growth

We will be examining culture more holistically as a staff next year, analyzing various culture-building opportunities and encouraging all staff to participate in initiatives that align with their passions. With more staff involved in clubs, events, and other culture-related activities, there will be a wider variety of opportunities for students to see themselves and their interests reflected in their learning environment. Additionally, we will build on this year's work by integrating Indigenous knowledges and principles of learning into all aspects of students' learning experiences. This will include integrating language and cultural teaching into all classroom settings, inviting a larger number and variety of elders and knowledge keepers to our building to interact with students, and continuing to develop our connections with our partners from the Simpcw First Nation.

School Strategies

To foster a safe, caring, welcoming, and inclusive school culture, we will:

- Provide cultural competency and anti-oppression professional development for all staff
- Incorporate frequent inclusion of social justice work (Feire, 1996; hooks, 1994, 2023; Kincheloe, 2008), Indigenization and decolonial work (Little Bear, 2000, Roberts, 2023; Topa & Narevaez, 2022), restorative practices (Zehr, 2015, Thorsborne & Blood, 2013; Brummer & Thorsborne, 2024), and anti-racist (Kendi, 2019) topics within professional development during twice-monthly staff meetings
- Increase student and staff engagement in SOGI-oriented school clubs
- Provide education for students and trauma-informed training for teachers
- Visibly acknowledge and celebrate diversity in our learning environments
- Consult with stakeholders, including the BSS Student Council, Staff, Simpcw Community, PAC, etc., to better understand student and community needs
- Support and promote extracurricular opportunities
- Continue seeking curricular resources that promote First Nations identities and support the First Peoples' Principles of Learning
- Work towards including Secwepemctsin and English on all signage inside the school
- Intentionally work to promote equity and inclusion through acts of decolonization
- Consult with Elders and Knowledge Keepers from the Simpcw First Nation regarding language use and protocols
- Indigenize our spaces and school culture, including integrating a new school logo created in partnership with Simpcw First Nation

To improve Indigenous student learning and promote decolonization of education, we will:

- Implement strategies in Local Education Agreements and Aboriginal Education Enhancement Agreement
- Support the development and implementation of transition programs to assist Indigenous students as they transition from an Elementary school model to our Secondary School model
- Support teachers in developing and applying foundational knowledge and understanding about Indigenous peoples for the benefit of all students. This includes ensuring all staff meet the related Standard 9 of the BC Teacher Certification Standards while also recognizing that this is essential to long-term reconciliation
- Facilitate an Indigenous Student Voice program for First Nations and Métis students, fostering youth engagement and creating a dialogue with students focused on learning together
- Continue to provide counselling and school support to Indigenous students
- Continue to partner with the Education Department at Simpcw First Nations to closely monitor students' academic progress and respond to behavioural needs in the following manner:
 - Regular meetings with the Education Coordinator;
 - Communication from Classroom teachers to Education Coordinator and ensure teachers provide information to Parents regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the School Act);
 - Explore parent-teacher-student evening at Chu Chua;
 - Embed Secwepemctsin language course in regular scheduling
 - Promote offering and enrollment in English First Peoples 10, 11 and 12 and BC First Peoples 12 and Contemporary Indigenous Studies 12, or any successor courses for all students.

Evidence and Next Steps

The staff at BSS will continue to utilize a system of scanning, focusing, developing a hunch, engaging in new professional learning, taking action, and checking that a significant enough difference has been made in alignment with Safir and Dugan (2021). Some of the ways we will do this will include:

- Collecting student voice through the BSS Student Council and other feedback opportunities, such as surveys, individual dialogues, and group forums. Feedback will be member-checked and disseminated to students and staff. In parallel with these voice forums, focus group conversations will take place with Parents and our Indigenous partners.

- We will regularly review information collected from students, parents, staff, and Indigenous partners to assess our progress toward school goals and identify any areas requiring adjustment.

Appendix A

Street Data Strategy

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- What are the experiences of students struggling with mental health, both inside and outside of school, that are impacting their sense of belonging and attendance/engagement?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Grade 7 and 8 students for the 2025/2026 school year, building to 7/8 and 8/9 in 2026/2027
- We will establish the frameworks, pedagogies, and didactics for a middle school modelled learning community within Barriere Secondary School

State one or two actions taken by staff to understand these learners' school experience:

Aligned frameworks to meet the BSS SLP goals of Engagement, Culture, and Mental Health:

1) Restorative Practices, 2) Restorative Justice Principles, 3) Decolonizing Education, 4) Culturally Responsive Pedagogy, and 5) Community Building

- Intensive learning focused on re-storying education (anti-colonial education) and restorative practices (restorative justice and circles to build community)
- Grade 7/8 and 8/9-multiage classes creating a community of learners (four classrooms, LART, Counsellor, IEW, Admin)
- Teaming as a Learning Community with four multi-age classes enables dynamic, agile reconfiguration of class composition based on student needs and learning plans.
- Embedded implementation and planning time for the learning community teaching team

Share how you have used, or plan to use, this information to create positive change:

- Graphics and references to how the three SLP goals are embedded within the grade 7 and 8 school community vision
- Active school-wide professional learning as part of twice-monthly staff meeting (see Appendix B and [BSS 2026/2027 Staff Meeting Plan](#))

Focuses and philosophical ideals for the 2026/2027 grade 7, 8, and 9 school learning community. The community will include four teachers (two 7/8 teachers and two 8/9 teachers), LART for academic supports and teacher mentorship, a Counsellor for social emotional support, modelling and teacher mentorship, and Administration

1. An Advisory Mentorship Model

Each student is placed in a multi-graded class grouping. Students have a mentor teacher who follows them through grades 7/8 and then 8/9. This tumbling model will begin next year and will continue into subsequent years.

2. Mentorship

Students meet their Mentorship teacher at the start of every day for approximately 15-30 minutes. Mentorship can be extended to support programs that develop students' emotional and social intelligence skills. The BSS Mentorship program is designed so that a teacher advisor meets daily, focusing on restorative practices and community building. Additionally, academic and social-emotional mentorship and support will occur.

3. Interdisciplinary Teaming, Planning and Teaching

Students are organized into multi-age classes, creating communities of learning. Each group of students shares a schedule and is taught by a team of teachers. Team teachers often co-plan, co-learn, and co-teach to provide students with innovative learning opportunities.

4. Flexible Block Scheduling

Most of the timetable for the grade 7/8 and 8/9 teaching teams is flexible. Teachers are free to decide when each discipline is taught as long as the outcomes for each course are addressed and mastered. Only Mosaic classes are scheduled for them.

5. Mosaics

All students in a team receive the same Mosaic classes. Each student participates in Mosaics, including Technology Education, Art, Drama, Metal or Woodwork, Languages, and Careers Education. Mosaic classes provide opportunities for adolescent students to try different skills and vocations before choosing specialties at the high school level.

6. Community

We will foster a community centred on reciprocity, respect, and responsibility through a restorative practices-focused approach, with Indigenous Storywork Principles (Archibald,

2008) as key language, including: Respect, Responsibility, Reciprocity, Reverence, Holism, Interrelatedness, and Synergy.

Our shared vision, as a community, is that all members of the Barreire Secondary Grade 7, 8, and 9 Learning Community will be engaged socially, emotionally, and intellectually in acquiring the attributes of an SD73 learner: thinker, learner, collaborator, contributor, and innovator, for future success as a secondary student and community member.

Appendix B

Barriere Secondary Learning Community Aligned Frameworks for 2026-2027

Aligned frameworks to meet the BSS SLP goals of Engagement, Culture, and Mental Health:

1) Restorative Practices, 2) Restorative Justice Principles, 3) Decolonizing Education, 4) Culturally Responsive Pedagogy, and 5) Community Building

BC Educator Standard	Aligned Frameworks	Explanation
1. Educators value and care for all students and act in their best interests.	Restorative Practices, Culturally Responsive Pedagogy, Community Building	Emphasize empathy, inclusion, and dignity—centering student voice and agency.
2. Educators are role models who act ethically and honestly.	Restorative Justice Principles, Restorative Practices	Promote accountability, fairness, transparency, and repair of harm, modeling ethical behavior.
3. Educators understand and apply knowledge of student development.	Culturally Responsive Pedagogy, Decolonizing Education, Community Building	Support individualized, culturally grounded development; recognize identity and background as part of learning.
4. Educators value the involvement and support of parents, guardians, families, and communities in schools.	Community Building & Relationship, Restorative Practices, Decolonizing Education	Build trust and collaborative partnerships between schools and families/communities, particularly Indigenous and marginalized communities.
5. Educators implement effective planning, instruction, assessment, and reporting.	Culturally Responsive Pedagogy, Restorative Practices, Restorative Justice Principles	Use equitable and inclusive teaching strategies that reflect students' identities and lived experiences.
6. Educators demonstrate a commitment to career-long learning.	Decolonizing Education, Culturally Responsive Pedagogy, Restorative Practices	Commit to unlearning biases, colonial mindsets, and developing deeper cultural competence.
7. Educators contribute to the profession.	Community Building, Restorative Justice Principles, Restorative Practices	Support collaboration, equity, and shared leadership within school communities.
8. Educators respect and value the history of First Nations, Inuit, and Métis in Canada.	Decolonizing Education, Culturally Responsive Pedagogy, Restorative Practices	Center Indigenous knowledge systems, challenge colonial narratives, and foster reconciliation and truth-telling.
9. Educators critically examine their professional practice.	Restorative Practices, Decolonizing Education, Culturally Responsive Pedagogy	Engage in reflective practice that questions norms, includes diverse perspectives, and fosters personal/professional growth.

Appendix C

AI Framework Implementation

We recognize that Artificial Intelligence (AI) tools are designed to enhance productivity, increase personalization and complement human processes. We also recognize that experience with AI software and an understanding of the ethical and moral implications of these tools will be essential for our graduates to meaningfully grow and contribute as they enter the workforce and/or the postsecondary world. At Barriere Secondary School, these tools will be taught and utilized with the following values in mind:

- Connection/Relationships
- Equity
- Well-being
- Sustainability

As a starting point, all teachers will embed SD73 AI resources into their teaching, including but not limited to:

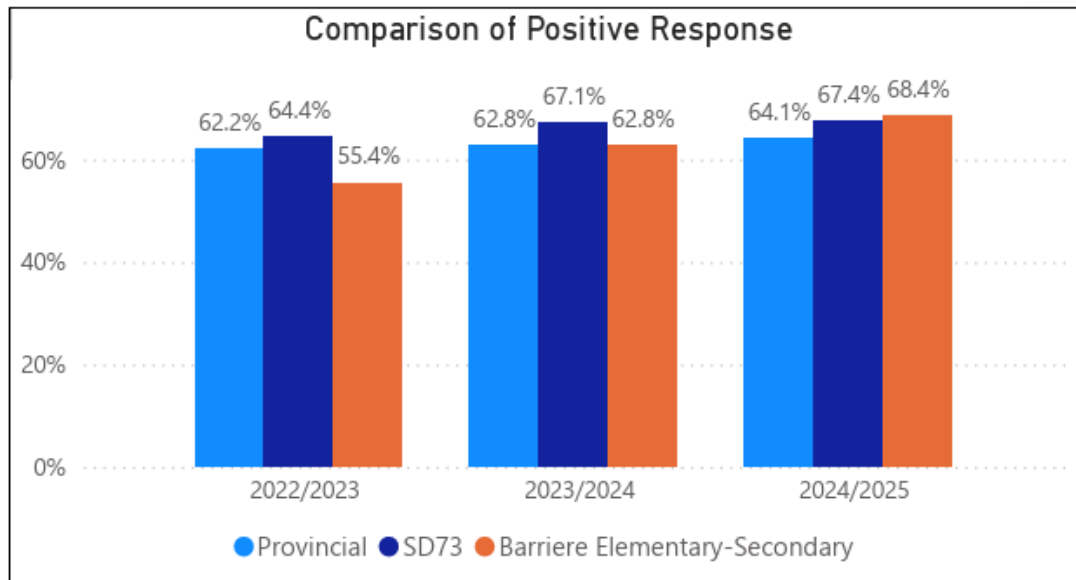
- “When Working With AI” Posters
- “Guidelines for Responsible AI Use” Document
- “Levels of AI-Application in Learning Tasks” Poster
- “Self-Reflection” Documents

Teachers will continue to learn how to teach ethically and morally and utilize AI tools through the professional development opportunities provided during staff meetings. In addition, co-teaching opportunities have been and will continue to be provided for teachers who require additional mentorship before becoming more comfortable integrating these tools into their teaching.

Appendix D

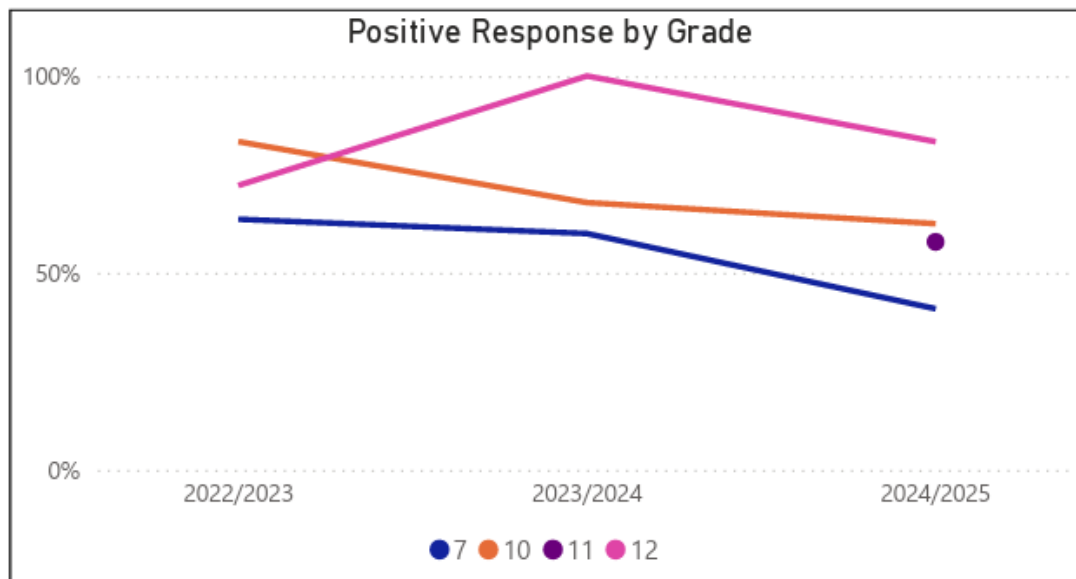
BSS School Goal #1 Data: Engagement

Student Learning Survey 2024/25: Do you feel that adults care about you?



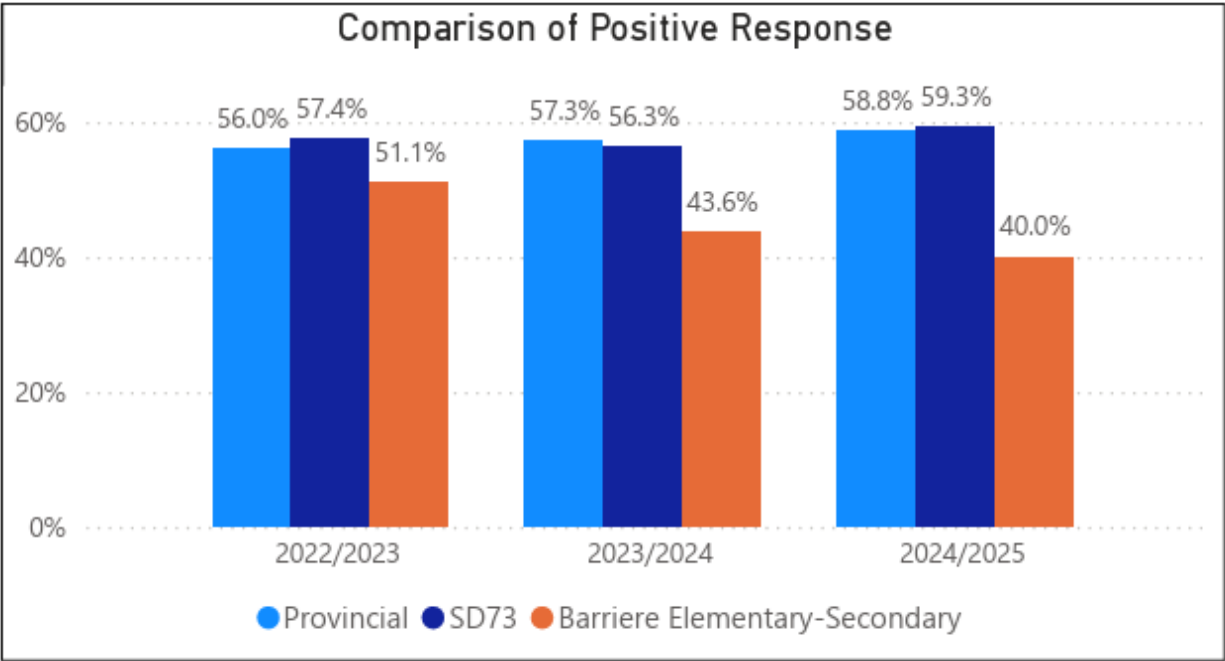
BSS School Goal #2 Data: Mental Health

Student Learning Survey 2024/25: Do you feel safe at school?



BSS School Goal #3 Data: Culture

Student Learning Survey 2024/25: Is school a place where you feel like you belong?



Appendix E

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