



Annual School Learning Plan 2025-2026  
Updated: September 2025





## **Acknowledgement**

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People.

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

- 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

through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#)

## CONTEXT

Designated a Type 3 Alternative Education School, Twin Rivers Education Centre (TREC) supports students whose needs are not met in traditional schools. It addresses educational, social, and emotional challenges through differentiated instruction, specialized programming, and enhanced counselling. Alternate education often serves the most vulnerable students, including youth in care, Indigenous students, those living in poverty or on the streets, gifted students with social challenges, youth involved with drugs, alcohol, the sex trade, and those with mental health concerns. These programs provide at-risk students with opportunities to succeed.

TREC comprises 10 programs, located over 7 sites, working with an average of 500 students a year; approximately 250 school-aged students from ages 13 - 19 and 250 Adult Continuing Education students ages 19 - 65. Our educators and support staff are committed to welcoming students into our programs and helping them achieve their goals of graduating with purpose, dignity, and meaningful options.

Annually, we work with several community agencies to ensure support is provided for the myriad of needs our students are presented with on a daily basis. At our Continuing Education and First Steps classrooms, we partner with Interior Community Services who support the social/emotional, housing, and food security needs, as well as a range of community connection and life support for our learners so our teachers can support their educational needs. Very often, our students have struggled for years with educational challenges, while living in at-risk environments. All programs work to provide some food services for the students.

As part of TREC's Alternate Education programs, we work with some elementary schools and all secondary schools in SD73, to help serve the needs of students experiencing challenges in their education. As a member of the NorBrock Family of Schools, we work closely with our colleagues to problem solve and work as a community to provide opportunities and programs for students to experience success. Concurrently, in alignment with SD73's Strategic Plan, our staff is committed to ensuring the success of our Indigenous learners. Annually, approximately 50% of our student population declares Indigenous ancestry. Achieving parity with the Indigenous graduation rates and non-Indigenous graduation rates is always at the heart of our practice. We work closely with our Indigenous Education Workers, Indigenous Family Counsellors, Indigenous Community Outreach Workers, and Indigenous Youth and Family Consultants, to support all learners at TREC. We strive to provide opportunities for students and staff to participate in learning, workshops, school and community events that further our understanding of the residential school experience and its legacy. We promote and engage learning around the process of reconciliation, so our educators continue to grow and be more reflective in their practice when supporting all youth in their classrooms, as well as raising awareness in our student population of the impact of the government's historical policies towards Canadian Indigenous peoples.

At the heart of TREC's work are strong student–adult relationships, supported by alternative structures and tailored learning environments that address social, academic, behavioral, and attendance needs. Each year, we engage staff, students, families, and Indigenous partners to review data, gather feedback, and guide ongoing school improvement.

## LEARNING GOAL

**INTELLECTUAL DEVELOPMENT:** To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

**DISTRICT GOAL:** Every learner will develop competencies and skills to succeed academically.

**DISTRICT OUTCOME:** Students will meet or exceed literacy/numeracy expectations for each level.

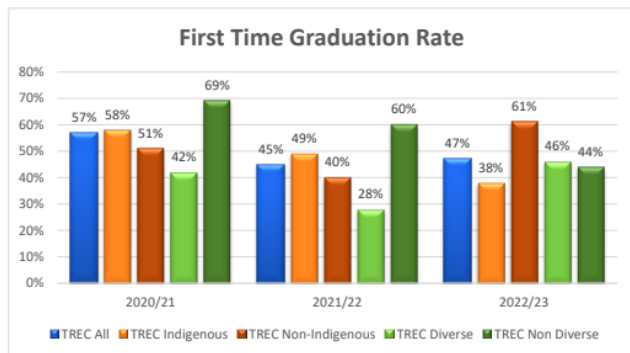
**SCHOOL RESULTS ANALYSIS:**

To understand our progress toward the goal of students experiencing success in their learning, we reviewed data from multiple sources: course completion, graduation rates, grade-to-grade transitions, literacy and numeracy assessments, and Street Data. The full data sets can be found [here](#) and our Street Data [here](#) and [here](#).

Course completion remains a key indicator of student success at TREC. Our goal is to ensure students complete their classes, even if it takes longer than a traditional timeline. Over the past three years, we have seen steady growth in both the number and percentage of completions. In 2024–25, overall course completion reached 75%, with Indigenous students achieving 70%. Both represent a 2% increase over three years, reflecting consistent progress toward our goal.

Completion Rate							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
TREC All	69%	67%	71%	74%	75%	73%	2%
TREC Indigenous	65%	65%	67%	75%	70%	71%	2%
TREC Non-Indigenous	74%	68%	75%	74%	80%	76%	3%
TREC Diverse	65%	64%	70%	67%	73%	70%	2%
TREC Non Diverse	70%	67%	72%	78%	76%	75%	2%

This year, 58 students graduated from TREC and Four Directions, reflecting ongoing growth and providing students with meaningful options for the next stage of their lives. Our three-year average first-time graduation rate increased slightly to 51%. It is important to note that many students graduate within a six-year timeframe, which is not fully captured in the standard graduation rate. For example, in 2024–25, 27 of our 58 graduates were born in 2006, highlighting how extended timelines contribute to overall success. We continue to believe that students should be supported to use the time they need to complete their education and achieve graduation.



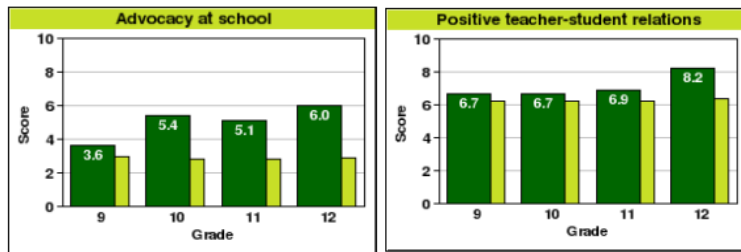
Our grade-to-grade transitions reflect the partial programming and the struggles that many of our students' experience. What should be noted though, is that we have been showing steady growth in almost all areas, including Indigenous, diverse and amongst all students. We had a significant growth this year over all our students from 58% in 2022-23 to 63% in 2023-24

Grade to Grade Transition 11-12							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
TREC All	35%	53%	54%	57%	63%	58%	5%
TREC Indigenous	36%	53%	64%	61%	63%	63%	-1%
TREC Non-Indigenous	33%	53%	46%	52%	62%	53%	8%
TREC Diverse	40%	54%	46%	57%	58%	54%	6%
TREC Non Diverse	33%	52%	57%	57%	67%	60%	5%
SD73 All	92%	92%	94%	95%	94%	94%	0%
SD73 Indigenous	84%	85%	90%	91%	90%	90%	0%
SD73 Diverse	85%	87%	88%	89%	89%	89%	1%
Province ALL	93%	93%	93%	91%	92%	92%	-1%
Province Indigenous	83%	85%	86%	87%	87%	87%	1%
Province Diverse	89%	90%	91%	91%	81%	88%	-5%

Our Literacy and Numeracy Assessment results indicate that significant work remains, as scores continue to lag behind Provincial and District averages. This is not unexpected, given that many students come to T after struggling to succeed in mainstream schools. Over the three-year period ending in 2023–24, only 31% of students demonstrated proficiency or above in literacy, a 6% decline, with Indigenous learners down 8% and diverse learners down 17%. Numeracy results remain especially low, with just 7% of students achieving proficiency in 2023–24, and some years seeing no students reach this level. It is important to note that the number of students completing these assessments is small, meaning percentages may be heavily influenced by individual outcomes rather than overall trends.

This year, as we did not complete the District Engagement, Well-Being, and Resiliency Survey (DEWRS), we focused instead on Street Data where we spoke directly to students to learn what connected them to the school and how we could learn from this. Many of the students commented on the relationship with the teachers, as well as their relationships with peers as draws to have them attend and feel connected to the school. One of the comments was “the beautiful souls our staff has”, as well as specific teachers and how they can connect with the students. Two students also noted that “nothing” connected them to the school, which continues to emphasize how important we work to build relationships with the students, and between the students. historical DEWRS survey results also supported

the anecdotal data we have gotten this year, that positive teacher-connections help to support our students in being successful in school.



### SCHOOL GOAL:

**Every student will experience success in their learning through an emphasis on relevant, engaging, and individualized opportunities that build both academic and personal competencies.**

This goal reflects the unique context of an alternate school by recognizing that success looks different for each student. By focusing on **growth over time, competency development, and engagement in meaningful learning**, we are able to measure success equitably across diverse pathways.

#### 1. Academic Growth

- Students demonstrate measurable progress in literacy, numeracy, or credit completion relative to their starting point (e.g., portfolio evidence, course outcomes, teacher assessments).

#### 2. Competency Development

- Students show growth in at least one of the core competencies (communication, thinking, personal/social responsibility) through self-assessments, teacher feedback, or portfolio artifacts.

#### 3. Engagement & Participation

- Students demonstrate increased engagement in learning, as shown through improved attendance, participation in projects, or persistence with tasks.

#### 4. Student Voice & Belonging

- Student surveys, reflections, or interviews indicate that they feel their learning is meaningful, individualized, and relevant to their goals.

### Connections to LEA:

- *Focus on increasing knowledge of and respect for Aboriginal culture, language, history, which enables a greater understanding for everyone about Aboriginal people.*
- *Aboriginal and school communities track key performance indicators.*
- *To increase Aboriginal students' sense of belonging, including sense of place, personal and cultural identity and self-esteem, in a caring, safe and inclusive environment.*
- *Meeting the cultural needs of Aboriginal students in all aspects of learning. This includes resources, strategies and assessment.*

### AREAS TO CELEBRATE:

- This year we had 58 graduates, which is our largest cohort ever

- 32 of our 58 graduates this year identified as Indigenous learners - approximately 48% of our total graduating class, which is on par with our population which has 53% Indigenous learners
- Our completion rates continue to climb. This year we had a 75% completion rate, which is the highest it has been in over 5 years
- Our Indigenous students had a 70% completion rate this year and a 71% 3-year average, which demonstrates a 2% growth
- Our grade-to-grade transitions from Grade 10-11 continued to climb in all areas
  - 82% of our students successfully transitioned from grade 10-11, which is a growth of 4%; and our 3-year avg moved up to 79%, which is a growth of 3%. It should also be noted that our average successful completion rate has gone up every year for the past 4 years.
- 63% of our students successfully transitioned from grade 11-12, which is a growth of 6%; and our 3-year avg moved up to 58%, which is a growth of 5%. It should also be noted that our average successful completion rate has gone up every year for the past 5 years
- 58% of our diverse students successfully transitioned from grade 11-12, which is a growth of 1%; and our 3-year avg moved up to 54%, which is a growth of 6%.
- Generally, students who are attending our school feel as though the staff supports them

#### **AREAS TO GROW:**

- Our Indigenous learners' completion rate dropped slightly to 70% from 75% the previous year
- In 2023-24 only 25% of our Indigenous students successfully completed their Literacy 12 assessment, with a three-year average of 28%
- In 2023-24 only 7% of our students were ranked as proficient on their Numeracy 10 assessment, although this has gone up from 0% the year before, it demonstrates that we have a long way to go in this area

#### **OBJECTIVES:**

- To improve students' intellectual engagement
- To reduce the equity gap in achievement

#### **SCHOOL STRATEGIES:**

To improve in literacy/numeracy, we will engage in the following classroom practices:

- Literacy/Numeracy
  - Develop a school library that provides a variety of reading materials that engages our students and supports reading
  - Provide diverse learning opportunities featuring multi-level resources that promote joyful reading, thoughtful written responses, and interesting conversations.
  - Support the purchase of adapted curricular course materials to support our diverse learners
  - Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
  - Implement literacy interventions in reading and writing and numeracy.
  - Implement strategies from Local Education Agreements and the Aboriginal Enhancement Agreement
  - Direct teaching of literacy and numeracy skills
  - Develop cross curricular activities in numeracy

- Provide partnership opportunities for students to participate in job skills employment training, first aid, and CPR as examples to develop and provide relevance for numeracy and literacy in real life.
- Develop new courses, and experiential learning opportunities matching student interests

To improve classroom practices, we will coordinate training and offer the following professional development:

- Increase our knowledge regarding Inclusive Education and CBIEPs, Universal Design for Learning, Trauma-Informed practice, Mental Health First Aid, Technology- ReadWorks & Google Read and Write, Assessment-New Reporting Order, Indigenous Education-Truth and Reconciliation, Incorporating First Peoples Principles of Learning and Ways of Knowing, Being, and Doing, and, continue building connections with local Knowledge Keepers and Elders.

To improve in grade-to-grade transitions, we will:

- Begin collecting data and reviewing our grade-to-grade transitions' results to establish key areas we need to focus on and create strategies to address these.
- Collect data to review our specific subpopulations who need targeted strategies and consider possible strategies by working with our Student Supports Services team.
- Continue to review our student referrals and strategies we are using to support them to stay or return to regular programming.
- Support Aboriginal students and students who have diverse needs to move to the next grade through differentiated programming and specialized resources.
- Communicate the next steps in students' educational journeys with parents and legal guardians as early and frequently as possible.
- Implement formative assessment strategies and share with parents and legal guardians as partners in learning.

To improve school completion, we will:

- Collect data, review the graduation rates, and create individualized strategies to help students graduate.
- Collect data, review sub-populations, and create strategies to help students graduate.
- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Support students to participate in career exploration opportunities.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.
- Increased efforts to improve school completion through positive community-building activities designed to increase personalized learning opportunities, positive connections, sense of belonging, greater parent engagement opportunities, and advocacies with our school, community, and Aboriginal partners.
- Continue to host a community partnership fair in early September to connect our students and school community with community agencies.
- Continue to offer Connective training and training by Skills BC as available, and asait will support our students.

To improve Aboriginal student learning, we will:

- Implement strategies in the Local Education Agreements and the Aboriginal Enhancement Agreement.
- Continue to pursue equity and excellence on our path to Truth and Reconciliation. We will incorporate the First Peoples Principles of Learning and Ways of Knowing, Being, and Doing into our classrooms and continue building connections with local Knowledge Keepers and Elders.
- Communicate good news, matters of concern, and the next steps in students' educational journeys with parents, legal guardians, and Education Band Coordinators as early and frequently as possible.

To improve in learning, we are ensuring that our resources meet our students' intellectual development and diverse needs using

#### Curriculum resources.

- building more equitable resources and program offerings for our diverse learners.
  - Teachers are currently building updated content that connects more to local Indigenous people, cultures, and community. Content will continue to value positive, respectful, and empowering relationships and promote agency, student voice and choice, and self-expression.
- increasing hands-on, experiential learning opportunities.
  - Teachers are currently developing new hands-on, experiential learning opportunities that we can offer at our main campus and in the community.
  - apply for additional Community Links funding to increase access to physical and fine arts activities that we do not offer on campus.
  - looking into ways we can create a Makerspace classroom.
- Continue to offer self-paced, individualized learning.

#### Human resources.

- support Indigenous students and students who have diverse needs to expand their educational time through differentiated programming and specialized resources.

#### Extracurricular.

- offer opportunities and encourage students to participate in extracurricular activities in order to build their social stamina and confidence in community settings.
- This year we offered many opportunities throughout the year to take part in activities within the school, but outside of the regular classroom time such as craft making, various sports activities (pickleball, skating, field hockey)

#### Field trips.

- Offer opportunities to participate in whole school field trips, such as skating, skiing, tubing, swimming; paintball; horseback riding; and T'kek yel Stem trip
- Offer opportunities for connections to the land, history, language, and culture.

#### Other.

- Examining a more effective use of physical space.
  - Staff will be collaborating on different ways we can more effectively use/transform the physical space we have at the main campus. This would also enable students who want to increase their school day and take additional courses the ability to do so.

### **Evidence and Next Steps**

- Regularly review our school learning plan, grad rates, course completion rates, and attendance at Staff Meetings.
- Strategically plan Pro D with staff to ensure it is targeting our goals.
- Align resource allocation with goals.
- Establish collaborative planning committees in regard to planning school events of recognition and celebration.
- Continued data collection through Street Data and a modified Student learning Survey.
- Continued professional learning about best practices for Alternate, Indigenous, and Continuing Education.
- Strengthen supports that promote persistence and re-engagement.
- Focus on closing the gap for Indigenous learners.
- Increase access to culturally responsive instruction.
- Enhance mentorship opportunities.
- Expand flexible pathways to graduation with dignity and meaningful options.

## WELLBEING GOAL

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

**HUMAN & SOCIAL DEVELOPMENT:** To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

**DISTRICT GOAL:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

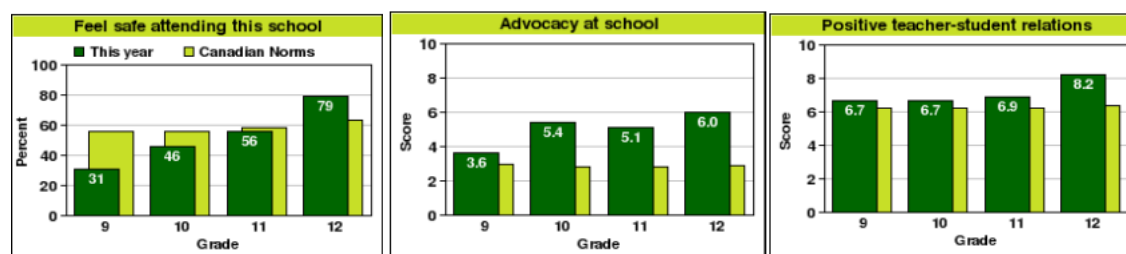
### SCHOOL RESULTS ANALYSIS:

#### Our DEWRS 2023/2024 Snapshot:

##### Drivers of Student Outcomes:

When looking at the [Drivers of Student Outcomes](#) from the last time we did it in 2024, we noticed a few things. First of all, 53% of students felt safe at our schools compared to the Canadian norm of 58%. What is interesting about this number, is the growth of feeling safe from Grade 9-12. The higher in grades the students were, the more safe they felt. This was particularly noticeable with the grade 12's, in which 79% felt safe at school, compared to just 31% of our grade 9 students. It emphasizes how important it is that we connect with our younger students, and how over time, this connection builds and creates positive connections. This can be seen from how students view advocacy in school as well as positive teacher relationships. In both of these areas we scored significantly above the Canadian norm. Students rated

advocacy at school at 5.0/10, which went up to 6.0/10 by grade 12 compared to a Canadian average of 2.9/10. Our students also felt that teachers were responsive to their needs, and had positive relationships with the students. Positive student-teacher relationships was rated at 7.2/10, and went up to 8.2/10 for our grade 12 students compared to a Canadian norm of 6.2. It should also be noted that in all categories, our grade 9 students scored the lowest, but overall we are continuing to show growth in these areas over previous years. This coming year we will be looking at a modified Student Learning Survey to check on our growth and to create a baseline to move forward from in the coming years



### SCHOOL GOAL:

TREC will create safe, supportive learning environments where students are aware of, have access to, and actively utilize physical and mental health supports.

### Action Steps:

- Collaborate with LART, AEW, CEWs, AFSC, counselling staff, and external agencies to identify student needs and adjust learning support distribution.
- Increase student awareness of available supports through regular communication, workshops, and in-class check-ins.
- Ensure students can access services from internal and external partners, including LMO, SCFS, BGC, MCFD, CYMH, Day 1 Society, Active Care, A Way Home, The Youth Shelter, YMCA/YWCA, Open Door, RCMP, Youth Probation, Parkview, and Kamloops Centre for Sexual Assault.

### Indicators of Success:

- Increased number of students accessing internal and external supports.
- Reduction in student absenteeism related to health or well-being concerns.
- Positive student feedback on safety, inclusion, and awareness of available supports.
- Increased collaboration between T staff and community partners to respond to student needs.

### Connections to LEA:

- *Increase the sense of identity, belonging and pride in all Aboriginal students.*
- *Connecting students the concepts of Mastery, Belonging, Generosity and Independence.*
- *To increase Aboriginal students' sense of belonging, including sense of place, personal and cultural identity and self-esteem, in a caring, safe and inclusive environment.*
- *Meeting the cultural needs of Aboriginal students in all aspects of learning. This includes resources, strategies and assessment.*

### AREAS TO CELEBRATE:

- Our grade 12 students generally feel safe and connected to our school. They feel as though we advocate for them, all of which results in higher completion rates and a feeling that they will complete High school
- Through our street data students have commented on things that help them to thrive and find success including:
  - I love all the food: the lunch, the bags of food, the big boxes you give throughout the year (hampers)...I had three breakfasts from what you gave me, there were so many sausages
  - School events and field trips: the art museum was great...got to do things there
  - Teachers are awesome
  - Switching classes that work for me
  - Teachers have everything that you need to be successful (glaze, i-pads)
- Our Graduation numbers are continuing to rise. This year was our largest grad year ever, with 58 Graduates, including 32 Indigenous students.
- Our second annual Spring Family Fun night had approximately 100 individuals attend, which helped to build connections with the families and local community
- Our Friday Activity Days continue to be successful in connecting students. An example of success:
  - one of our students became extremely dysregulated the first time she did the gingerbread house making activity in December 2023; she had to leave the activity and move to another room where she was able to regulate; This year she attended again, and this time was able to complete the activity, as well as reflect on what went wrong the year before and how she was able to show more resilience this year (The walls started falling down and it was very frustrated; glad I can use melted chocolate to stick them together this year)

#### **AREAS TO GROW:**

- We need to build connections with our younger students, and help them feel safe when they attend, particularly our grade 9 students
- Some comments students made through our street data collection as to why they did not attend were as follows:
  - Sleep schedule
  - Drama within peer groups
  - lack of youth group
  - Transportation
- These will be areas where we will continue to focus in the coming year
- Continuing to establish partnerships with community agencies to support our student learners and their families/caregivers.
- Increasing positive sense of belonging and well-being so that students feel accepted and valued by their peers, as well as more positive relationships with friends at school who encourage them to make positive choices.
- We are looking at moving our activity days to other days, to try to support the most number of students attending. We have found that Fridays continue to have low attendance, and we want to build connections with as many students as we are able.

#### **OBJECTIVES:**

- Students will feel welcome, safe, and connected to TREC.

### **SCHOOL STRATEGIES:**

To improve our students' sense of belonging and well-being, we will engage in the following classroom practices:

- Ensure we offer welcoming, supportive, safe classroom environments and spaces.
- Have regular school wide activities to build connections with peers and staff (craft activities, pickleball, skating, plays)
- Staff will implement strategies they learned during the Mental Health First Aid professional learning
- Teach social emotional skills to support mental health, physical well-being, and student success.
- Proactively address inequities experienced on the basis of race, physical, mental, intellectual ability, sex, sexual orientation, gender identity, or expression and others to support meaningful and positive connections within the school community.
- Implement trauma-informed school support models to ensure that every student feels safe and connected to school.
- Maintain active clubs or groups dedicated to specific groups of diverse students: example: LGBTQ+ and Indigenous social groups.
- Prioritize daily check-ins and greetings
- Continue to promote and value positive, respectful, safe, and empowering relationships.
- Encourage student agency, voice, choice, and self-expression.
- Provide breakfast, lunch and snacks to students
- Have a welcoming safe lunch area where students and staff can have positive, pro-social interactions
- Continue to provide food hampers through the United Way Starfish Backpack program
- Continue to provide hampers to families in need before all holiday breaks
- Engage families with evening family dinners and activities throughout the year
- Continue to foster positive partnerships with the Connective Program that supports youth skills training that supports our goal of student independence and graduation.
- Utilize the Positive Partnership with BGC Club that supports our youth: present in our school weekly to offer support, outside of school at after-school and evening club, provide a weekly meals and nutrition information program within our school
- Provide opportunities for our at risk students to meet with staff in a safe off-site location; we will often provide food to make it a safe

To improve classroom practices, we will coordinate training and offer the following professional development:

- Expand opportunities for school staff, parents/caregivers, and students to increase their understanding of mental health literacy.
- Expand opportunities for school staff, parents/caregivers, and students to increase their understanding of sexual health education.
- Increase our knowledge regarding Inclusive Education and CBIEPs; Trauma-Informed practice; Suicide prevention, intervention and post-vention; Youth Justice/Outreach at ICS; staff and student training for the signs and symptoms of drug misuse/overdose; and, knowledge regarding the issues which significantly impact our at-risk youth - drug use, gang and street life awareness, mental health, violence, etc. and available programs and supports.
- This year we provided training on trauma informed practice to all of our staff

To improve in grade-to-grade transitions, we will:

- Begin collecting data and reviewing our grade-to-grade transitions' results to establish key areas we need to focus on and create strategies to address these.

- Collect data to review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our Student Achievement Coordinator and Student Supports Services team.
- Continue to review our student referrals and strategies we are using to support them to stay or return to regular programming.
- Support Aboriginal students and students who have diverse needs to move to the next grade through differentiated programming and specialized resources.
- Communicate the next steps in students' educational journeys with parents and legal guardians as early and frequently as possible.
- Implement formative assessment strategies and share with parents and legal guardians as partners in learning.

To improve Indigenous student learning, we will:

- Implement strategies in the Local Education Agreements and the Aboriginal Enhancement Agreement.
- Continue to pursue equity and excellence on our path to Truth and Reconciliation. We will incorporate the First Peoples Principles of Learning and Ways of Knowing, Being, and Doing into our classrooms and continue building connections with local Knowledge Keepers and Elders.
- Communicate good news, matters of concern, and the next steps in students' educational journeys with parents, legal guardians, and Education Band Coordinators as early and frequently as possible.

To improve school completion, we will:

- Collect data, review the graduation rates, and create individualized strategies to help students graduate.
- Collect data, review sub-populations, and create strategies to help students graduate.
- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Support students to participate in career exploration opportunities.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.
- Increase efforts to improve school completion through positive community-building activities designed to increase personalized learning opportunities, positive connections, sense of belonging, greater parent engagement opportunities, and advocacies with our school, community, and Aboriginal partners.
- Continue to host a community partnership fair in early September to connect our students and school community with community agencies.
- Continue to offer Connective training and training by Skills BC.

To improve wellbeing, we are allocating our financial resources towards:

- Increasing mental health support.
  - Our counsellors will facilitate increased access and relationships with our community partners (Knowledge Keepers and Elders, MCFD, SCFD, LMO, Day 1 Society, BGC, ICS, KSAC, CYMH, Connective Program, RCMP, and TRU).
  - This year we provided training on trauma informed practice for all of our staff

- Students will continue to receive opportunities to participate in fun, learning activities as a whole campus two days per month (ex: tie-dying, crafts, pickleball, Minute-to-Win-It, scavenger hunts, etc.)
- When students register, they will continue to receive school clothing to increase their sense of belonging and well-being at the school
- Increasing physical health supports.
  - We currently offer a food program that provides breakfast, snacks, and lunches to our students. We are reimagining the foods and beverages we are providing to ensure they are healthier choices (ex: switching iced tea to water filled with fruits and vegetables). We will also plan more whole campus gatherings for meals, including cooking with Elders and Knowledge Keepers.
  - We will continue to offer special food days from a variety of local restaurants, and provide special snacks to the students for helping out and participating in various ways
  - As our school does not offer team sports, we are planning to educate our students about KidSport, a community-based, sport-funding program that would enable them to play in a sport season of their choice for free. Our teachers are also applying for additional Community Links grants to help bring community members to our school for physical activities, such as yoga.
  - Our teachers will pursue more field trips that encourage physical activity, such as swimming, skating, skiing, snowboarding, bowling, basketball, and pickleball. Our goal is to provide more opportunities for physical activity and to reduce any economic barriers.
  - We have also increased access to health supports by bringing in street nurses on a monthly basis and a drug and alcohol counsellor three times per week

### **Evidence and Next Steps**

- Regularly review our school learning plan at Staff Meetings.
- Strategically plan Pro D with staff to ensure it is targeting our goals.
- Align resource allocation with goals.
- Establish collaborative planning committees in regard to planning school events of recognition and celebration.

## STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- What mechanisms can we use, as a staff and for students, to increase our students' sense of belonging and well being so that students attend and engage in their learning?

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

- All of our students are marginalized learners, so we are focusing on all students that we are able to connect with in a meaningful way
- I would like to change this somewhat. I think TREC itself meets the needs of many of our students. Therefore, we should be looking at who is not having success here to guide our next steps... Can we talk about this?

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

We had teachers begin a Whole class Discussion (when our classes weren't too big)

Kept it as an informal conversation

Notes from it were put into a Google Doc

Conversation Starters:

1. We want as many students in the building as we can on any given day, and we want to make this the best place we can for you
2. What helps you feel connected to this school?

we then created "word art" that we shared with the whole staff: staff discussed

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

- Discussed during a staff meeting: was obvious from the data how important connection to staff was;
- Brainstormed things we could do to build connection with the students
  - Teachers tried to implement one thing that would help to develop further connections with their students

## CULTURAL & IDENTITY GOAL

**CULTURAL & IDENTITY DEVELOPMENT:** To develop a sense of identity in individuals and cultural safety and humility in communities.

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

**DISTRICT OUTCOME:** Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

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

**Connections to LEA:**

- *Focus on increasing knowledge of and respect for Aboriginal culture, language, history, which enables a greater understanding for everyone about Aboriginal people.*
- *Provide learning opportunities for all that are reflective of The First Peoples Principles of Learning and Aboriginal Worldviews and Perspectives, including authentic inclusion of relevant Aboriginal content locally and globally, Truth and Reconciliation Recommendations for Education, history and impact of Residential Schools, Aboriginal ways of living, learning and teaching, connections to the land, history, language and culture, and provincially and locally developed programs, curricula and materials.*
- *To increase Aboriginal students' sense of belonging, including sense of place, personal and cultural identity, and self-esteem, in a caring, safe and inclusive environment.*
- *Meeting the cultural needs of Aboriginal students in all aspects of learning. This includes resources, strategies, and assessment.*

**AREAS TO CELEBRATE:**

- 32 of our 58 graduates this year identified as Indigenous learners - almost 47% of our total graduating class
- Staff and students participated in cultural activities including smudges, sweats and on the land learning
- All staff and students participated in cultural activity stations for Day of Suwewtwéew
- Our Aboriginal Education Worker and Aboriginal Family Consultant organized a family fun night that was well attended
- All incoming students received TREC clothing to celebrate school culture and identity

**AREAS TO GROW:**

- Develop deeper understanding and strategies for Truth and Reconciliation in our school community
- Involve staff and students in more direct planning for cultural events
- Grow the GSA in size and confidence to be visible; this year we did not have a strong GSA group at the school

**OBJECTIVES:**

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

## SCHOOL STRATEGIES:

To improve cultural safety and cultural humility, we:

- We surveyed our students to hear from them about the ways we can make our school and classrooms more equitable and inclusive. Our staff collated and analyzed the data to look for common themes. We then narrowed our focus to examine ways we can help improve students' sense of belonging and well-being at school and collected student artifacts to hear their voices and their needs.
- Provided students opportunities to participate in school and district-level SOGI Clubs. We are continuing to increase our knowledge and awareness around the use of pronouns/ appropriate use of name changes, reporting and assessment comments that reflect correct pronouns, school facilities (washrooms) that reflect the diversity and composition of our student population, and equity within all communication and student acknowledgements.
- Visibly acknowledge and celebrate diversity in our learning environments.
- Annually review and revise school and classroom policies and practices for biases and report on and revise strategies based on results.
- Create opportunities for inclusive community consultation and support.
- Implement strategies in Local Education Agreements and Aboriginal Education Enhancement Agreement.

To improve classroom practices, we will coordinate training and offer the following professional development:

- Implement targeted professional learning focused on diversity, cultural humility and safety, and inclusive practices.
- Prioritize the importance of consistent and regular self-reflection.
  - Teachers will continue reflecting on their personal identities and biases, as well as the curriculum, resources, and learning environments, to ensure that they are offering an inclusive and equitable classroom where every student feels an increased sense of belonging and well-being.
  - Several teachers took part in collecting Street Data this year, which will be continued in the 2025-26 school year.
- Build more equitable resources and program offerings for our diverse learners.
  - Teachers are currently building updated content that connects more to local Indigenous people, cultures, and community. Content will continue to value positive, respectful, and empowering relationships and promote agency, student voice and choice, and self-expression.
- Engage directly in professional learning opportunities.
  - We will improve our knowledge and awareness in the following areas: The Seven Grandfather Teachings; Cultural Humility and Cultural Safety; Professional Standard 9 – Truth and Reconciliation, Moving Forward Together; the Circle of Courage: Mastery, Belonging, Independence, and Generosity; Values, Identities, and Actions; Equity and the Equity Transformation Cycle; Indigenous Education: BC Context and Assumptions, Incorporating First Peoples Principles of Learning, Anti-Racism, the BC Curriculum and Core Competencies, and Authentic Resources; First Nations Health Authority - Traditional Foods; Red Dress and Moose Hide Campaign; “Collecting Street Data”; Shifting Epistemologies; Embracing a Mindset of Radical Inclusion; Indigenous and Western Ways of Knowing, Being, and Doing; The Pedagogy of Voice; and Ways to Measure 4 Components of Student Agency: Identity, Mastery, Belonging, and Efficacy.

To improve in grade-to-grade transitions, we will:

- Begin collecting data and reviewing our grade-to-grade transitions' results to establish key areas we need to focus on and create strategies to address these.
- Collect data to review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our Student Achievement Coordinator and Student Supports Services team.
- Continue to review our student referrals and strategies we are using to support them to stay or return to regular programming.
- Support Indigenous students and students who have diverse needs to move to the next grade through differentiated programming and specialized resources.
- Communicate the next steps in students' educational journeys with parents and legal guardians as early and frequently as possible.
- Implement formative assessment strategies and share with parents and legal guardians as partners in learning.
- Work to create and promote awareness of the Truth & Reconciliation Calls to Action. For example, we received a second Art Starts grant this year to complete a mural project for our Aboriginal Welcome Room as a response to the 63rd Call to Action in the Truth and Reconciliation Report: "to [build] student capacity for intercultural understanding, empathy, and mutual respect".
- Continue having our IEW and IYFC travel to our offsite programs to engage students with Indigenous Ways of Being, Knowing, and Doing. This has provided the opportunity to reach a wider audience of students and connect those students of Indigenous ancestry to Knowledge Keepers and Elders. They also help us to facilitate regular smudging at our school sites and for our staff and students who would like to participate.
- Continue designing indigenized and inclusive classrooms and school sites. It is important to us that students feel safe, welcome, and at home while they are at school and that they see themselves reflected on our school walls and in the curriculum.

To improve school completion, we will:

- Collect data, review the graduation rates, and create individualized strategies to help students graduate.
- Collect data, review sub-populations, and create strategies to help students graduate.
- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Support students to participate in career exploration opportunities.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.
- Increased efforts to improve school completion through positive community-building activities designed to increase personalized learning opportunities, positive connections, sense of belonging, greater parent engagement opportunities, and advocacies with our school, community, and Aboriginal partners.
- Continue to host a community partnership fair in early September to connect our students and school community with community agencies.
- Continue to offer Connective training and training by Skills BC.

To improve cultural safety and cultural humility, we are allocating our financial resources towards:

- Create whole campus gatherings for meals: Welcome back BBQ, Taco in a bag, Thanksgiving lunch, Christmas lunch, Lunar lunch. Celebrating various holidays through special luncheons, Spring Barbeque, and the End-of-Year Barbeque.
- Offer field trips for land-based learning opportunities

- GSA to meet regularly and establish a stable group of participants;

**Evidence and Next Steps:**

- Continued cultural education and supports for Truth and Reconciliation in our school community
- TREC to support students in being involved in planning for cultural days and activities (ie Day of Truth and Reconciliation, Day of Suwentwecw and National Indigenous People's Day)
- Empower the GSA club to be more visible within the school community; support the club in setting up a school-based Pride event such as an information fair or carnival.