



Annual School Learning Plan 2022-2023

Last revised September 20, 2022





Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'eml'úsemc 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 <https://my.sd73.bc.ca/en/resources/Agreements/Local-Education-Agreement-2015-2020-FINAL.pdf>

and the Aboriginal Education Enhancement Agreement <https://my.sd73.bc.ca/en/schools/resources/Aboriginal-Education/2016-22-Enhancement-Agreement.pdf>

CONTEXT

Twin Rivers Education Centre (TREC) is designated a Type 3 Alternative Education School.

Alternate education programs focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An alternate education program provides its support through differentiated instruction, specialized program delivery, and enhanced counselling services based on students' needs.

Students who attend alternate education programs are often the most vulnerable population in the school system. Alternate education programs have disproportionate numbers of children and youth in care, Aboriginal students, children and youth living in poverty or the street, gifted children who have difficulty in social situations, children and youth involved in drugs, alcohol and the sex trade, and youth with mental health concerns. Alternate education programs offer an opportunity for these vulnerable and at-risk students to experience success.

TREC comprises 12 programs, located over 9 sites, working with an average of 300-400 students a year spanning the ages of 12 to 65. Our educators, along with our support staff, believe that if we can get the students into our buildings, we can help them learn to ultimately achieve their goal of graduating with purpose, dignity, and options.

Annually, we work with several community agencies to ensure supports are provided for the myriad of needs our students are presented with on a daily basis. At our North Hills Adult and First Steps classrooms, we partner with Interior Community Services who meet the "human needs" of our learners so our teachers can support "the educational needs." Very often, our students have struggled for years with educational challenges, while living in at risk environments. The school and offsite programs provide a breakfast, snack, and lunch program for the students.

As part of TREC's grade 9-12 program, we work with every secondary school in SD73, as well as numerous elementary schools, 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, staff is committed to ensuring the success of our Indigenous learners. Annually, approximately 50% of our student population declares aboriginal ancestry in our TREC programs. Achieving parity

with the indigenous graduations rates and non-indigenous graduation rates is always at the heart of our practice. We work closely with our Aboriginal Education Workers, Aboriginal Family Counsellors, and Consultants, to support all learners at TREC. We strive to provide opportunities for students and staff to participate in learning, workshops, and 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 the relationships that are developed between students and adults in our buildings. Combined with these relationships, TREC provides alternative structures and supports while tailoring a learning environment that strives to meet the social, academic, behavior, and attendance needs of our students and their families/support networks. On an annual basis, we will consult with our staff, student, and parent community, and our Aboriginal partners to review our progress, consistently review our data, and solicit feedback to ensure we are on a path forward of continuous school improvement and growth.

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:

Based on Our School Learning survey and data collections, the majority of students identified the following themes as reasons they specifically attend TREC: classroom support, flexible scheduling, and self-paced programming.

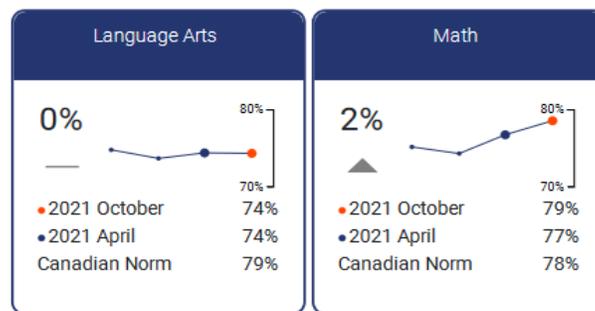
- 73% of students identify additional support as a reason they stay

- 69% identify self-paced learning as a reason they stay
- 60% identify a flexible timetable as a reason they stay
- 53% identified TREC’s structure as having a positive impact on attendance
- 49% identify TREC has had a positive impact on their attendance

Our School Survey Data 2021/2022 Snapshot:

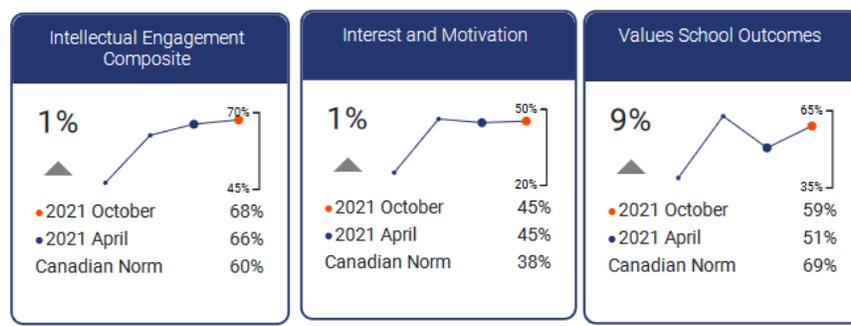
Academic Outcomes

Students at TREC saw a slight increase in numeracy skills with the students’ average reported marks of 79% being slightly higher than the Canadian norm. Students’ average reported marks in literacy at TREC remained stable at 74%.



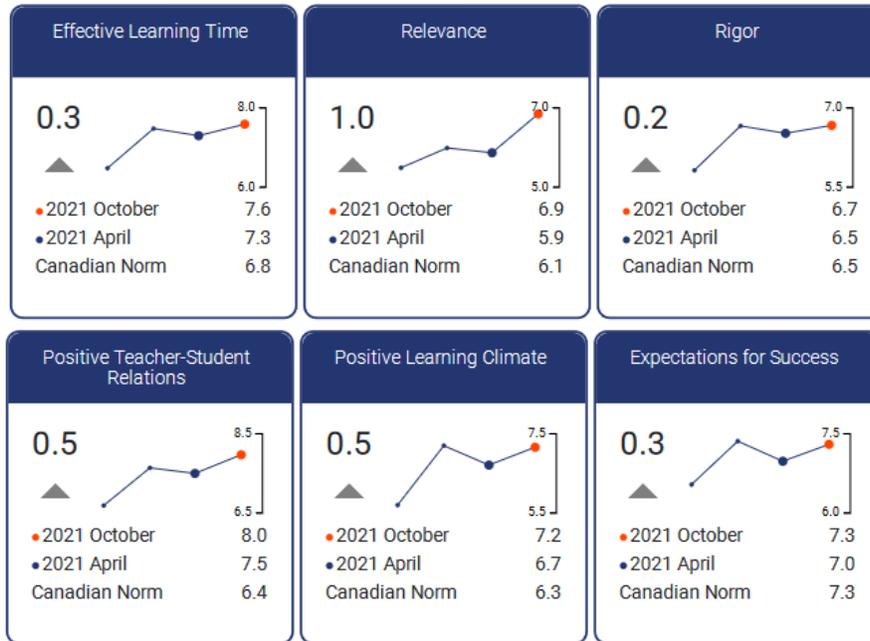
Social Emotional Outcomes:

Students at TREC saw a slight increase in Intellectual Engagement and Interest and Motivation, demonstrating they are intellectually engaged, motivated, and find learning interesting, enjoyable, and relevant. Students at TREC also demonstrated a 9% increase in Valuing School Outcomes, and believe that education will benefit them personally, economically, and have a strong bearing on their future.

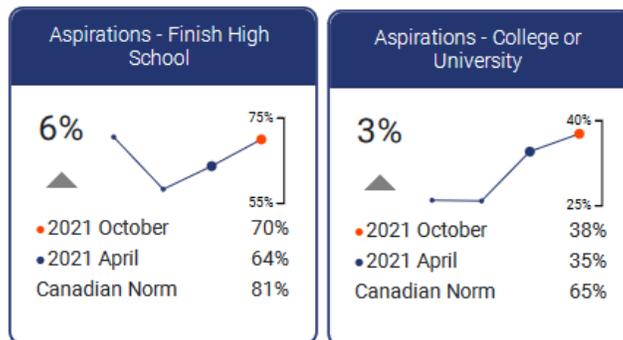


Drivers of Student Outcomes:

Students at TREC experienced a slight increase in Effective Learning Time, Relevance, Rigor, Positive Student-Teacher Relations Positive Learning Climate, and Expectations for Success.



Students' aspirations to graduate from TREC increased by 6% ; moreover, their aspirations to attend post-secondary education increased by 3%.



The ultimate goal of our school staff and community is to help students achieve graduated status. Although some of our students choose to continue with post-secondary, most are goal orientated towards being independent and self-sufficient with the necessary skills to be employable and the ability to contribute and care for themselves and their families.

SCHOOL GOAL:

Goal 1

Every student will gain the skills to identify, understand and self-assess their progress on the core competencies through classroom and community opportunities in relation to improving life success. This goal is a continuing refinement of previous years' goals to create deeper learning experiences in every subject through inquiry based learning projects & instruction. Concurrently, our school has been very focused on using the Our School Survey to establish a consistent baseline for tracking student indicators of success both academic & social emotional.

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.*

Student Voice ~ What do you hope to achieve by graduating?

“so I can live a normal life.”

“I wanna be able to help my family when I graduate so that I know they can be safe and provide for them.”

“I want my grade 12 to fall back on in case my other jobs don't turn out.”

“I really want to be independent and be able to support myself.”

“So I get a good paying job that lets me live a better life.”

“So I stop getting bothered by my parents.”

“Because I don't want to be a lowlife and make my mom proud.”

“I saw someone important to me grad.”

“So I can have a healthy life, a house and food in my cabinets.”

“Having a goal in mind helps with my mental health.”

AREAS TO CELEBRATE:

- Through our partnerships and focus on our goals, students have been able to participate in job skills employment training and several have gone on to gain meaningful summer employment and post-graduation employment.
- Through partnership with Thompson’s Rivers University, Interior Community Services, and SD73, two cohorts of students were able to participate in the Consent Cafe. This program focuses on what consent is in a healthy relationship.
- 21 of our 34 graduates this year identified as Indigenous learners - almost 62% of our total grads.

AREAS TO GROW:

- Although the majority of our programming focuses on grades 9-12, we see an annual increase in referrals for younger students (grades 8-9).
- One of our goals moving forward is to continue to focus and develop structures for our younger learners so they do not disengage from the education system altogether.

OBJECTIVES:

To extend the length of time students daily spend in our Bridges Program to increase the educational time they receive. Our plan is to utilize current classroom space and begin by offering one afternoon a week to students with the goal of expanding to a few afternoons a week. Additional staffing has been added to support this structure.

SCHOOL STRATEGIES:

There will be a focus on exploring how a blended learning model may be able to support learners who are challenged to engage in a full day of programming.

Students will also participate in extracurricular activities in order to build their social stamina and confidence in community settings.

We will support Aboriginal students and students who have diverse needs to expand their educational time through differentiated programming and specialized resources.

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 regards to planning school events of recognition and celebration.
- Continue data collection through Our School Learning Survey

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:

According to our school data, students also choose to attend TREC due to their high anxiety.

- 38% identify anxiety and mental health challenges as a reason

Our School Survey Data 2021/2022 Snapshot:

Drivers of Student Outcomes:

Students at TREC experienced an 11% increase in Feeling Safe at our school, as well as traveling to and from school. They have also displayed a slight increase in Advocacy Outside of School, meaning that they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.



Although students demonstrated a slight decrease of .3% for Advocacy at School, it is important to note that at 4.7%, students at TREC were almost twice the Canadian norm for feeling they have increased Advocacy at TREC, or someone at school who consistently provides encouragement and can be turned to for advice.



It is clear that students feel welcome and have an overall feeling of advocacy at TREC. However, students have also expressed they need an increased number of advocacies outside of school, less positive connections, and a diminished sense of belonging.



SCHOOL GOAL:

Every student will be connected to at least one outside agency in order to provide the social, emotional and physical supports they need to achieve a healthy state of living to be able to attend to their learning, have confidence in their identity and develop a sense of belonging. This goal is

also a refinement of last year's goal to support students with their overall physical and mental health challenges. As of September and October, TREC leadership has worked closely with our LART, AEW, CEWs, AFSC and counselling staff to adjust learning support deployment to meet the needs of our students. We currently work with a range of agencies to ensure support for our students is a possibility, including LMO, SCFS, Boys & Girls Club, MCFD, CYMH, the Phoenix Centre, Active Care, A Way Home, The Youth Shelter, the Y, Open Door, the RCMP, Youth Probation, Parkview, Kamloops Centre for Sexual Assault, and others.

In addition, our new School Achievement Coordinator for the upcoming school year will be focused on regulating mental health, anxiety and supporting students to be prepared to regulate for learning and improve peer relationships.

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:

- Positive Partnerships with the Connective Program (formerly John Howard/Blade Runners Youth Employment Program), that supports youth skills training that supports our goal of student independence and graduation.
- Positive Partnership with BGC Club that supports our youth outside of school as well as providing a weekly snack and nutrition program within our school.

AREAS TO GROW:

- Continuing to establish partnerships with community agencies to support our student learners and their families/caregivers.
- Increasing positive sense of belonging 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.

SCHOOL STRATEGIES:

Additional staffing has been increased to target academic, social and mental health of our students, specifically students in their last year working on graduation and our senior indigenous learners.

TREC will be hosting a community partnership fair in early September of 2022 to connect our students and school community with community agencies.

A request to increase our Aboriginal School and Family Counsellor time has been granted, which will result in an additional 20 days of potential service for our students.

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.

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 regards to planning school events of recognition and celebration.

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.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES:

Our school, in alignment with our school learning goal associated with skill development, has begun to work with Dr. Martin Brokenleg's structure and teachings around the Circle of Courage. We found that the concepts of Mastery, Belonging, Independence and Generosity, closely align with the BC curriculum of the Core Competencies, as well as what our student data reflects. We will be using both of these structures to develop our school vision and mission statements.

Evidence and Next Steps:

- Over the past 2 years, our AEW and ASFC have travelled to our offsite programs to engage students with Indigenous Ways of 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.
- Staff has also engaged directly in Pro D related to Missing and Murdered Indigenous Women and Girls, Indigenous smudging protocols, and developing a greater awareness of Reconciliation.
- At several staff meetings, teachers worked with several documents: the Educated Citizen, our current Vision and Mission statement, the Circle of Courage framework and the Core Curriculum documents, to theme and categorize where we want to grow the areas of support for our students.
- We will start of our school year working as a staff to synthesize the data created by staff to develop a new Vision and Mission statement and to align with our SLP and goals.
- Over the last year our school has worked to create and promote awareness of the Truth & Reconciliation Calls to Action. We have submitted and been approved for an Art Starts grant that will be utilized to create an art installation that creates awareness of Reconciliation and is directly connected to Calls to Action 63.3 and 84.