



Twin Rivers Education Centre

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School Learning Plan
2021 & 2022

School 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 14 programs, located over 9 sites, working with an average of 600-800 students a year spanning the ages of 12 to 65.

- Twin Rivers Alternate Secondary 9-12
- Bridges Transition Program Grades 7/8/9
- Four Directions Alternate Secondary 9-12
- First Steps Young Mothers Program ages 14-18
- Sky Osprey
- Directed Suspension
- Online Middle School Grades 7/8/9
- First Steps ages 18-24
- KRCC & Vision Quest
- Spero/Mustard Seed/Maverick
- Skeetchnsn First Nation
- Street School North Hills Mall (Adult Continuing Education)

Our 18 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 over 30 community agencies to ensure supports are provided for the myriad of needs our students are presented with on a daily basis. At our Street School/North Hills 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 provides a breakfast, snack and lunch program for students. Our school survey data indicated that over 70% of our students utilize the meals program at least once a day, 50% for two meals a day and 60% for three or more meals a day. The school delivers food to our satellite locations to support those students as well.

At the heart of TREC's work is 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, behaviour and attendance needs of our students and their families/support networks.

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

49% identify TREC has had a positive impact on their attendance

38% identify anxiety and Mental Health challenges as a reason

The Indigenous Learner at TREC

Currently, 49% of our student population declare aboriginal ancestry in our TREC programs, and 100% in our Four Directions Secondary. Achieving parity with the indigenous graduations rates and non-indigenous graduation rates is always at the heart of our practise. Aboriginal Education Worker and Aboriginal Family Counsellor support are essential to the indigenous learner at TREC. We have greatly appreciated the opportunities to participate in the Aboriginal Leadership sessions organized by District Principal, Mike Bowden, which has allowed us to further our understandings of the residential school experience and its legacy, and to have our educators to be more reflective in their practise when supporting aboriginal youth in their classrooms.

TREC has continued to extend the services of our AEW and AFSC to our offsite learning centres, including First Steps, Sky/Osprey, Directed Suspension, and Bridges. We have currently been working closely with District Principal Mike Bowden, and Director of Inclusion and Student Support Services Vessy Mochikas, to revamp our youth groups with a focus on tolerance, inclusion, identity and sense of belonging. We currently offer two groups, two days a week open to all programming on site (TREC, BRIDGES & Four Directions). Leadership and staff have also been exploring ways to increase access to Aboriginal ways of Knowing & Doing, with a focus on the the Truth and Reconciliation call to action 63.3 *Building student capacity for intercultural un-*

derstanding, empathy and mutual respect. This has resulted in more intercultural activities and professional development led by our AEW, AFSC and other community cultural knowledge keepers.

This directly connects to the LEA goal of *increasing the educational success of all students by providing them with relevant connections to their culture* and the opportunity to explore identity and sense of place, as well as the goal of *increasing awareness and understanding of Aboriginal culture, traditions, languages, historical and contemporary contributions for all students and staff.*

It was also a response to TREC students who identify as Aboriginal, who expressed interest in knowing more about Aboriginal culture, but did not necessarily wish to attend the Four Directions program.

Learning Partner Engagement Process

TREC has worked with its students, staff, families and community partners to ensure their voices are heard in reviewing year four of our school plan and moving into year five. Student surveys, staff conversation with the principal, parent meetings and weekly contact and review with community partners has helped us determine our direction at TREC.

TREC's Student Achievement Coordinator continues to facilitate learning opportunities for both teaching and support staff every staff meeting, based upon our goals and a review of our Our School Survey results. This years review process continued to involve all staff from our programs in order to develop a holistic view of our learners as they move through their schooling at various levels with different capacities and goals.

TREC has partnered directly with the Boys & Girls Club to provide Mindfulness workshops, as well as provide transportation to our First Steps students to come to TREC to participate in our daily yoga sessions. The yoga sessions are funded by a Mental Health and Wellness grant and provides an opportunity for students from our 4D, Bridges, TREC and First Steps programs and is helping support our second goal. In June, TREC partnered with the John Howard Society and was able to provide to weeks of entry level trades and skills traing to 21 youth. The students received employment tickets for two years in the areas of first aid, wildland firefighting, forklift certification, and several other industry required skills. Several students have already been hired and are working in industrial settings and fighting forest fires.

Goals Revisited & ReVisioned

Our School Learning Plan goals were revisited by staff over the course of several meetings with the guidance and the direction of the schools leadership team, Principal Cory Carmichael & Vice Principal, Dyan Gunnlaugson and School Achievement coordinator, Neil Whitmore. Staff from all education sites were involved in the crafting of these goals, including the staff of TREC, Four Directions, First Steps, Street School, Directed Suspension, Sky/Osprey, Vision Quest and

KRCC. The intention and purpose of the goals created is to support life long learning through the development and acquisition of core skills and competencies as identified in British Columbia's revised curriculum and highlighted in school based data collection and conversations with our students. Although 79% of our students stated they would change nothing about our current structures at learning centre, our staff is constantly looking at how we can address the variety of new and evolving challenges our learners present. From a review of past data, current observations, our experience through fire relocation, pandemic and being a Type/Tier 3 facility our focus continues to be directed at core competency/foundational skills that will support our learners to be confident, competent and regulated individuals, able to contribute to their communities and have choice in their career options. As such we have partnered with Skills BC and other agencies to increase hands-on learning experiences for our students.

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 an extension and refinement of last years goal to create deeper learning experiences in every subject, through inquiry based learning projects & instruction. This year students had the opportunity to participate in several hands on activities, including drum making, cedar box construction, John Howard skills training, ethnobotany combined with portrait making, photography, sculpture, yoga, ribbon skirt making, and smudging ceremonies to name a few. 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.*

Goal 2

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 years 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, Away from 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.

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.*

Rationale of Goals

TREC is a Type 3 Alternate Education facility supporting students who are unable, for a myriad of reasons, to achieve the goal of graduation in a 'regular' school setting. However, what our school data, and previous data clearly indicated, is that our students desire to graduate and acquire the skills to be successful and independent is not diminished at all by attending an alternate setting. Outside agency support for each learner is also a critical component of the student learning plans and our goal to support students overall health and well-being in order to be successful, confident and able to contribute to society. Mental health support and awareness for both staff and students continues to be an ever present component of our conversations and advocacy work at TREC and our satellite programs.

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

“to have a higher paying job.”

“to have a better future.”

“so I can live a normal life.”

“because I don’t want to be like my dad.”

“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.”

Data Related to Goal/Evidence

1. For some students, attending TREC will be their first time experiencing success in a school environment. Overall, our students perform remarkably close to the Canadian averages for English Math and Science. DEWRS data indicated that our students perform, on average, at 71% in English/LA, 70% for Math, and 74% for science, with Canadian averages being 77%, 75% and 76% respectively. Our School based survey indicated that our students want to be as successful as any other student in the district in order to improve their life chances.

2. According to our student data, 58% of our students identify as engaged, interested and motivated in their education, which is up from 42% last year. In terms of effort, 67% of our students try hard to succeed in their learning, despite the significant challenges they have to overcome; an increase of 2% from last year. Overall, students indicated they are more intellectually engaged and see purpose in school and attendance.

3. TREC had registered approximately 205 students as of May 2021. This is up from last year’s enrolment of 180. According to our latest data, 73% of our students attend TREC because of additional support, up from 59%, 69% identify self-paced programming and flexibility in timetabling as to why they attend, while 39% identify anxiety as the primary reason they attend. 75% of students indicate they have a positive relationship with a teacher or staff member. More students reported they have aspirations to graduate and attend post secondary, and there was a 25% increase in intellectual engagement. Overall, 95% of TREC students attend due to targeted supports, self-paced programming, flexibility in timetabling and mental health related factors, while over the last 3 years 17/21 indicators of student success have trended up.

Strategies, Supports & Initiatives

1. Continued review of data, both District & School based. Our focus moving forward will be to embed and utilize data to consistently. By using a consistent data collection method, we will better be able to gauge if our strategies and supports are working. This year, staff indicated that we had the best participation in a survey that they have seen in years. By customizing our school questions on the district data survey, we were able to narrow our focus on what specific supports students are accessing.

2. In previous years, TREC utilized the first week back in September for intake interviews with counselling and teachers. This year TREC will begin at the same time as all other Secondary schools in order to attach students to teachers, counsellors and other services sooner.
3. This year TREC was able to increase additional counselling time after meeting with the Phoenix Centre. Increased service now provided every second Tuesday & Friday. We track the number of students who access this service in our ELOG system.
4. This year TREC has engaged in the work of restructuring our youth groups with a focus on tolerance and inclusion. The groups are open to all students and are intended to provide a safe and supportive learning space for both aboriginal and non-aboriginal students, students who identify as trans, two spirited or other, and for students who are seeking a place to listen and have a voice. Our goal with this format is to promote the Truth and Reconciliation Call to Action recommendation 63.3, where we provide an environment which encourages “building student capacity for intercultural understanding, empathy and mutual respect” (p.71). It also supports the LEA goal of *increasing students’ sense of belonging, including sense of place, personal and cultural identity and self esteem in a caring safe inclusive environment.*
5. TREC’s principal and vice principal meeting weekly with our LART and counsellors to review students of concern in regards too attendance, outside agency support and academic/ student learning plans. We are currently working with RCMP to create a connection with a new youth housing centre where many of our current and previous students reside so continued support and connection with our vulnerable youth is extended.
6. TREC’s principal, vice principal, counsellor meet monthly with Directed suspension staff, RCMP, Probation & Youth Justice representatives, CYMH and SD73 District principals and directors regarding students of concern and of high risk, monthly to coordinate safety and educational plans.
7. School wide food program, supported through grants, will continue. This gives students the opportunity to start their day having a positive interaction with adults and other peers. Students continue to build relationships with caring adults. Establishing relationships play a huge role in the success of our students. They have opportunities to dialogue about outside, and in school, life. We anticipate more positive relationships with adults and peers. Students will also learn expected social skills, such as manners around eating with others and caring for the environment by keeping it clean. The Food Safe program will continue to be offered to students so that they can transfer what is being learned at school to the workforce.
8. CEA’s, AEW’s, AFC’s, teachers and admin., will continue to connect with the families of aboriginal students by phone/text to invite them to school activities.

9. In September, staff will engage to review and update our school vision, including structured activities to identify the attributes of a learner that we believe are necessary to develop successful students. These attributes will then be compared to the core competency skill sets identified by the MOED, and our school based data to ensure we align our practice, instruction and engagement with our students.

Professional Learning Plan Strategies *Student Achievement Coordinator & Admin. led learning sessions with staff.*

Sept. Review TREC's goals and data trends from the last 3 years. Review the First Peoples Principles of Learning in order to continue our conversation regarding Reconciliation and what that means to staff, students and community. Establish a staff pro-d focus for the year and select establish a reading list to guide and inform our professional learning. Develop questions the upcoming Our School Survey. If possible, Naaxolone Training from Kamloops Opioid Overdose Prevention Nurses

(Goal 1 & 2)

Sept. 27 Pro D - Indigenous Focus - Dr. Martin Broken Leg Circle of Courage and connections to the Core Competencies

Oct. Establish common language, practice and make Core Competencies Visible in our school, using Good Jobs for Today & Tomorrow document (Feb.2020) to help guide the process. Establish training dates with the John Howard Society and Skills Canada. School Achievement Coordinator will introduce monthly topics regarding: Mental Health management, Social Emotional regulation, Eating Disorders, Anxiety management, Borderline Personality Disorder, etc. Staff will also have the opportunity to propose topics of interest.

Review student self-assessment competency checklists.

Introduce reading list and selection to staff.

(Goal 1 & 2)

October 22 Provincial Pro D

Nov. Review Our School data survey data and discuss potential impacts on student learning and how instruction can be structured to support the challenges identified. Presentation by School Achievement Coordinator.

Staff discussion of group reading.

(Goal 1 & 2)

Dec. Staff discussion of group reading. Presentation by School Achievement Coordinator.

(Goal 1 & 2)

Dec. 6 Pro D

Jan. Staff discussion of group reading. Presentation by School Achievement Coordinator.
(Goal 1 & 2)

Feb. Review of data and development or refining of current goals to plan SGP, and develop new questions for upcoming survey. Staff discussion of group reading. Presentation by School Achievement Coordinator. Begin consulting with staff, parents and stakeholders regarding SLP goals.
(Goal 1 & 2)

Feb. 4 Pro D

Mar.
Development of new SLP, Engagement Structures and Curriculum Planning. Staff discussion of group reading. Presentation by School Achievement Coordinator.
(Goal 1 & 2)

Apr. Begin Course/Scheduling Reviews with staff to develop timetable and review needs of students. Staff discussion of group reading. Presentation by School Achievement Coordinator.
(Goal 1 & 2)

Apr. 5 KTTA Pro D

May SLP Refinement and Family of Schools Presentation. Review Course/Scheduling. Staff discussion of group reading. Presentation by School Achievement Coordinator.
(Goal 1 & 2)

May 20 Pro D

June Review the year, identify success and challenges, plan for September. **(Goal 1 & 2)**

Looking Forward ~ September 2021

After reevaluating our SLP last year and adjusting our instructional lens to focus on the Core Competencies, staff will continue to on this path. As noted in our data, there was an increase between the data sets (October 2020/April 2021) in students interest in pursuing post secondary training. Our focus will also be on structured hands on learning opportunities, increasing opportunities for students to learn about Aboriginal Ways of Knowing and Doing, and focus on TRC Call to Action 63.3. We feel that the Core Competencies align with Dr. Martin Brokenlegs' framework of Mastery, Belonging, Generosity and Independence and address the need for students to gain the skills and confidence needed to be successful moving past school and having a sense of belonging, safety and identity.

Another focal aspect of programming we will continue to develop, is how best to support our grade 9 students. In reviewing our 1701 data and referrals, grade 9s continue to account for the largest increase in student enrolment and arrive with complex challenges. As grade 9s, they are often at a different state of maturity, academic ability, capacity to attend and regulate emotionally to engage in their learning. We have observed grade 9s struggle to find a fit in our program and have initiated discussions with our BRIDGEs staff, LART and counsellor, and will be looking at restructuring the program to maximize student support and opportunities to engage in successful transitions back to academic learning and social functioning. With the diversity, severity and increasing complexity of our students, we have had to convert one of our portables from a fitness centre into a classroom, and are looking to enhance the utilization of one of our 675 Victoria street classrooms to support students who require a very calm environment with a greatly reduced class size.