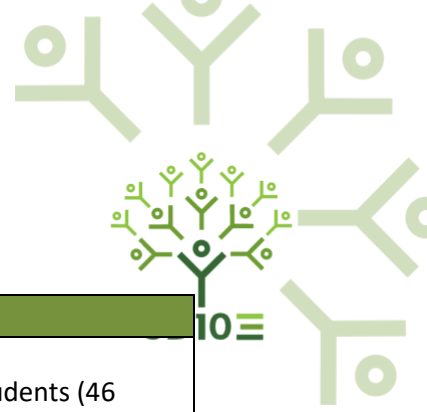
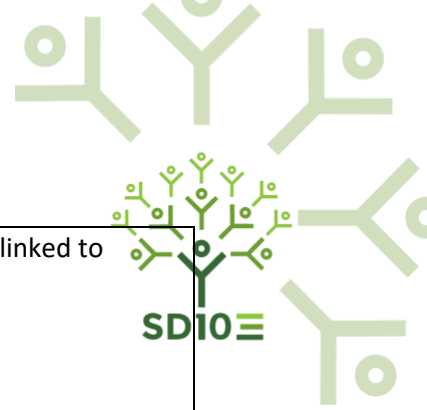




School Context
Nakusp Secondary School (NSS) is a small rural school of approximately 162 students (46 Indigenous Students and 37 students with diverse abilities) and 25 staff. Many of our students have grown up together and have travelled through school together as cohorts, with generational family roots in the area. The area we live and learn in is a largely homogeneous population with generational beliefs and ways of being. Diversity and inclusive practices are at the center of education and there is a noticeable gap in students' understanding between intent and impact. There is a lack of personal responsibility to positively contributing to the school community.
Strategic Plan Priority:
Health: Students and staff are enhancing their physical and mental health knowledge and skills for positive living and resiliency.
Health Inquiry and Goal:
Students will learn to value diversity, defend human rights, and interact ethically with others. They will learn what inclusive language and behaviour are and recognize that everyone has something to contribute.
Strategies and Actions:
Adult Strategies: • Review diverse and inclusive materials provided by the ministry • Review Miriam Miller work on staff charter • Shared language and structures (cheat sheet) • Professional Development around goal setting and reflection Adults Actions: • Regular item on staff meeting agenda • Growth plan meeting focus • Creating a Staff charter • Co-creating a School-wide Student charter • Common language and behaviour expectations • Specific lessons on areas such as impact vs intent as part of CLE classes • CLE teachers will work together for reflections • All staff will model appropriate behaviours





- Staff meetings will have a standing agenda item on behaviour interventions linked to inclusion

Student Strategies:

- School Charter will be displayed in every room and public areas
- Positive reinforcement by use of R.O.C.K.S (respect, ownership, community, kindness, safety) tickets and certificates. Acknowledgement and awards at Assembly's.
- Understanding Impact vs Intent posters and conversations
- Large group opportunities for learning such as assemblies, regular classes, targeted learning opportunities in CLE/CLC classes for all grades
- Individualized supports can accessed through in class conferences, 1:1 discussions with teachers, educational assistants, and administration. Personalized goals or strategies can be implemented and support on an as needed basis.

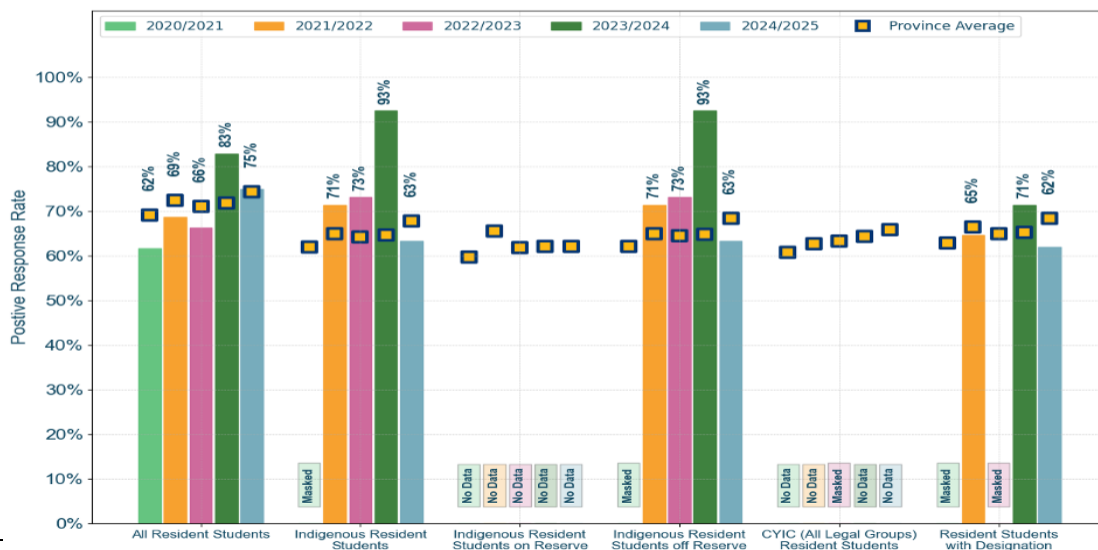
Student Actions:

- Students will complete guided reflections in career classes.
- Students and staff will co-create a school wide charter for an inclusive community.
- Continue to build student voice so that the impetus for change is student driven.
- Student council and house team events will align with this goal.

Data to Inform/ Support Goal:

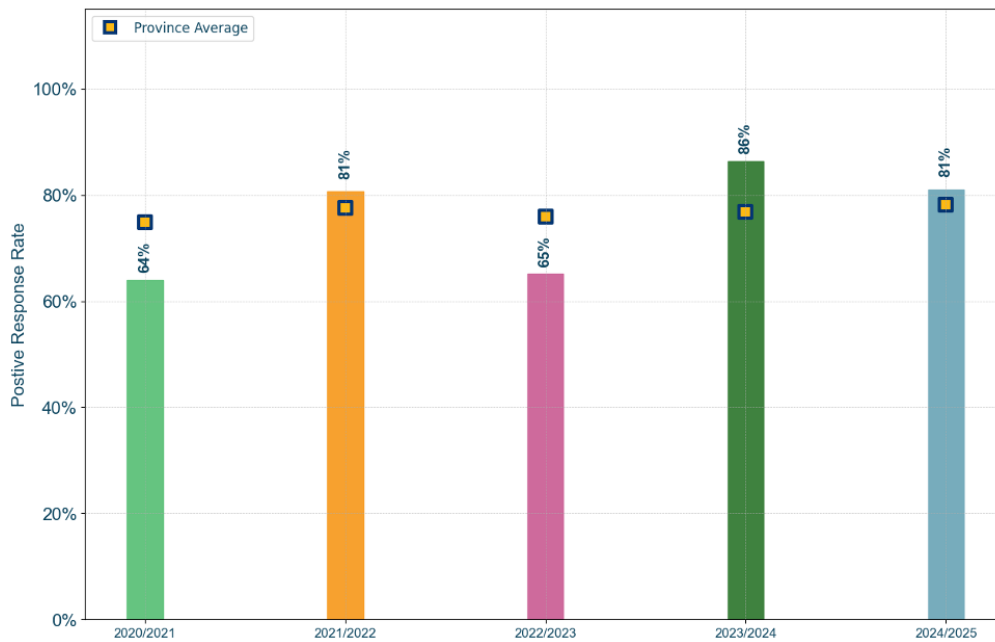
Student Learning Survey

Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Arrow Lakes

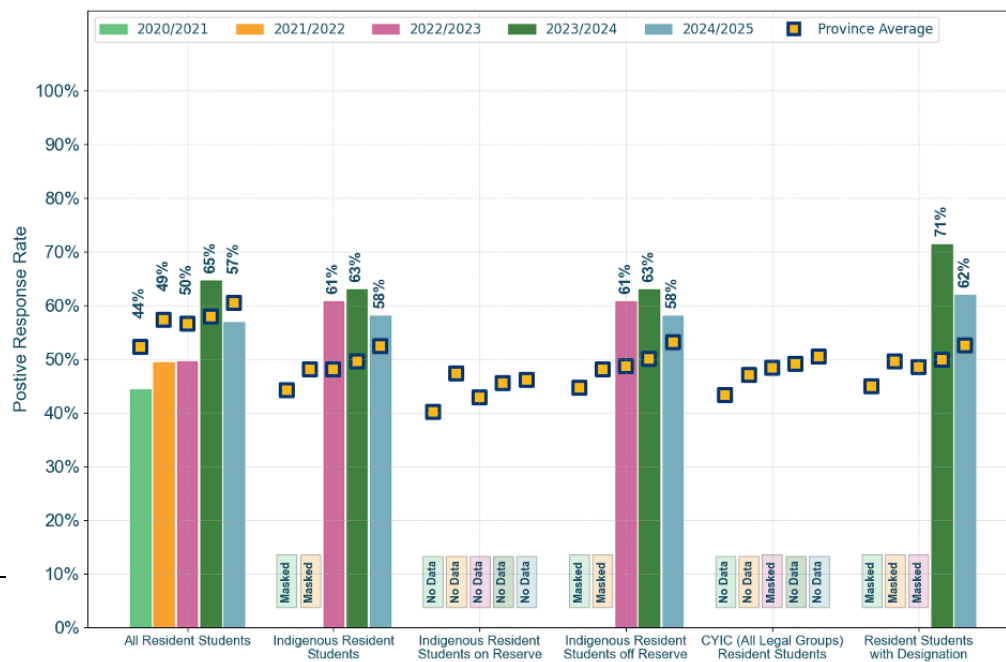




Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Arrow Lakes

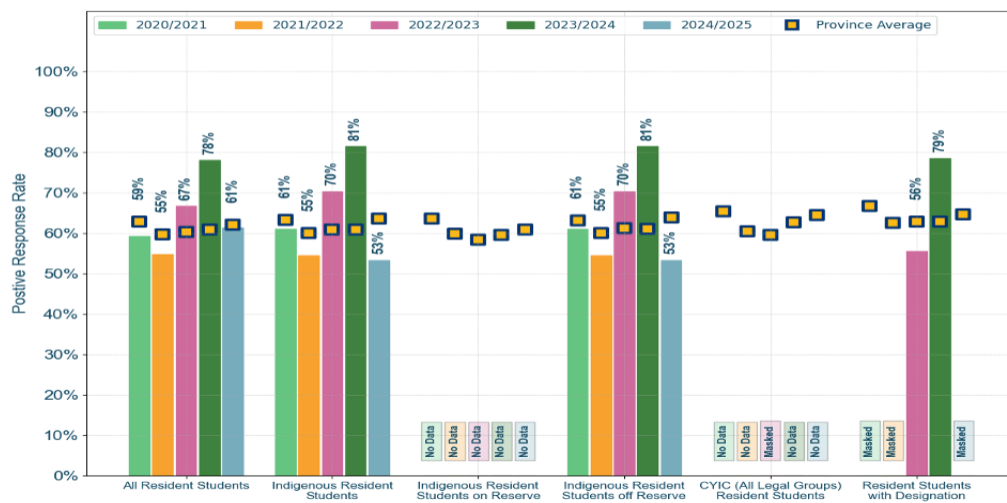


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Arrow Lakes





2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Arrow Lakes

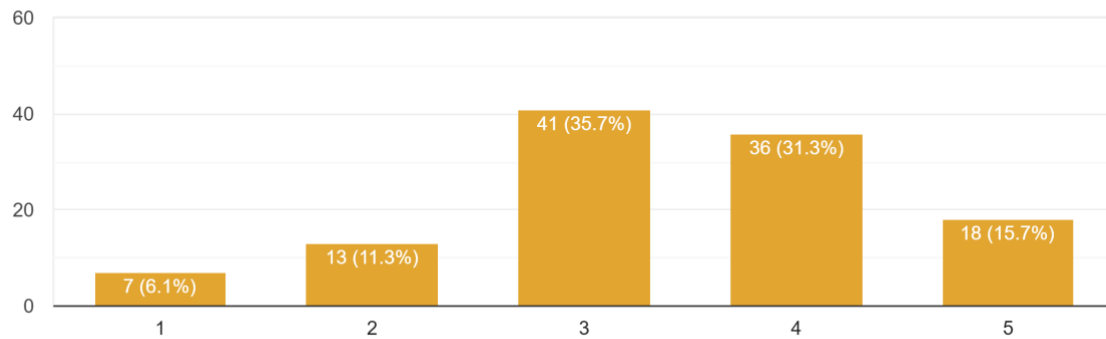


School Surveys for student voice and concern



On a scale of 1-5 how do you feel at school? 1 is not good and don't want to be here, 5 is everything is good I feel good

115 responses



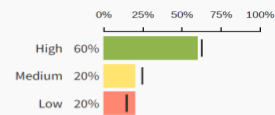
MDI Data

CITIZENSHIP AND SOCIAL RESPONSIBILITY

I believe I can make a difference in the world		I try to make the world a better place	
Disagree a lot	40%	Disagree a lot	20%
Disagree a little	10%	Disagree a little	20%
Don't agree or disagree	30%	Don't agree or disagree	40%
Agree a little	10%	Agree a little	20%
Agree a lot	10%	Agree a lot	0%

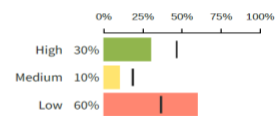
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



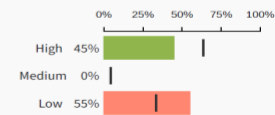
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



- Staff anecdotal reports through a shared document
- Office referrals and suspensions (linked to repeat offenders or serious offences)
- Reflections
- Biannual school wide survey

- PBIS through ROCKS certs (Respect, Ownership, Community, Kindness, Safety)

Data Analysis Review and Reflection:

As the year progresses, regular data analysis and reflections will occur.
Reflections-staff and students
Staff discussions and response

