

2805 Kingsway
Vancouver BC V5R5H9
Tel: (604) 451-5511 / Fax: (604) 451-5651
www.bc-cfa.org

NORTH SHORE SCHOOL OCCUPATIONAL THERAPY PROGRAM

OUTCOMES MANAGEMENT REPORT
2025-2026

The North Shore School Occupational Therapy Program receives funding from BC Ministry of Children and Family Development and the North and West Vancouver school districts.

Table of Contents

PROGRAM DESCRIPTION..... 3

PROGRAM UTILIZATION..... 4

DEMOGRAPHICS..... 5

2025/2026 PERFORMANCE IMPROVEMENT PLAN 6

2025-2026 PROGRAM OUTCOMES..... 8

 SERVICE ACCESS 8

 RESOURCES USED TO ACHIEVE RESULTS FOR THE PERSONS SERVED (EFFICIENCY) 9

 RESULTS ACHIEVED FOR THE PERSONS SERVED (EFFECTIVENESS) 10

 EXPERIENCE OF SERVICES RECEIVED AND OTHER FEEDBACK – PERSONS SERVED 11

 EXPERIENCE OF SERVICES RECEIVED AND OTHER FEEDBACK – COMMUNITY PARTNERS 12

2026/2027 PERFORMANCE IMPROVEMENT PLAN 13

PROGRAM DESCRIPTION

The North Shore School Occupational Therapy program supports students with disabilities from kindergarten to Grade 12 in the North and West Vancouver school districts. The program collaborates with students, families, teachers, and support staff to promote inclusion, participation, and independence in the school and community. The program is funded by the North and West Vancouver school districts and the Ministry of Children and Family Development (MCFD).

Highlights:

- Successfully contributed and obtained the Variety Children’s Charity \$10,000 playground modifications grant for an accessible playground addition at Blueridge Elementary.
- Obtained a Variety grant for 50% of the cost of a Hippocampe chair, which will support students to participate in field trips, community-based instruction and nature-based learning. BCCFA and SD45 funding shared the remaining cost.
- Supported an event at the North Vancouver School District Art Gallery for AAC users in the North Vancouver school district for the 3rd year in a row.
- Collaborated with the Boundary Elementary school team and the PAC on the creation of a dedicated sensory room at that school.
- Collaborated with the North Vancouver School District on 2 new accessible washroom designs/ modifications.
- Created and co-led a 4-part education/demonstration on how to use a sensory space to support regulation at Sherwood Park Elementary.
- Coordinated an education day on Vision with Dr. Linda Mamer, TSVI and Blind Beginnings.
- Provided district-wide professional development on Self-Care and, ADHD and Executive Functioning.
- Provided education to OTs at the BC Centre for Ability (Technology Use/Switch Access and how to support Kindergarten transition).
- Presented to Impact North Shore Chinese families using simultaneous translation on Social Emotional Development.
- Coordinated an education day at GF Strong to attend the driver assessment program in support of students getting their learner’s license.
- Created and shared multiple new Padlets with school teams on OT related topics.
- Supported Lynn Valley Elementary School to develop an interoception-based group to support various learners.
- Collaborated with the District Physical Literacy team to include fine motor screening in the gross motor screening they carry out across the district annually.
- Supported Kindergarten Vision Screening across the district for the 4th year.

PROGRAM UTILIZATION

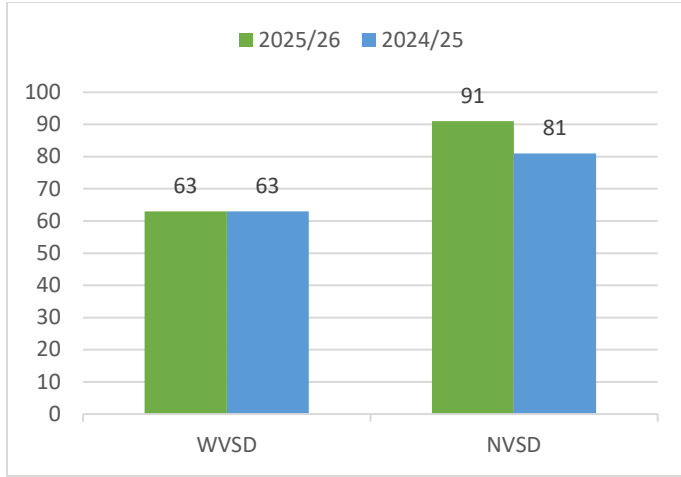


FIGURE 1: Number of Unique Children Served by Region-

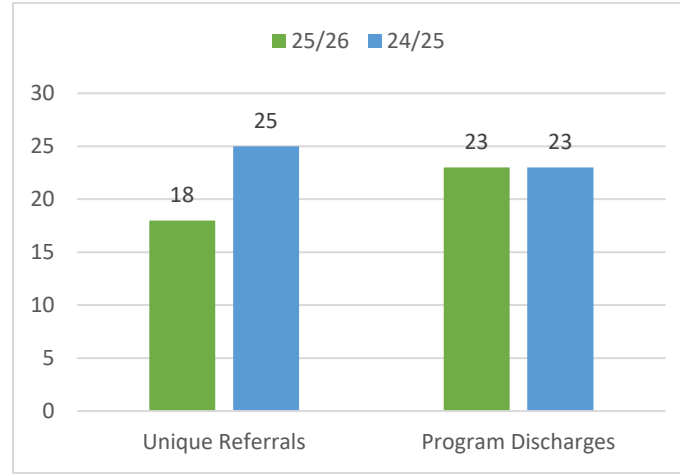


FIGURE 2: Program Utilization

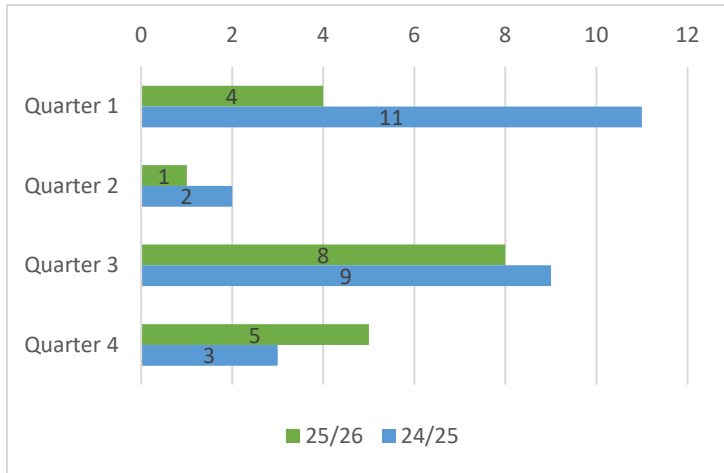


FIGURE 3: Referrals Received Quarter to Quarter

Program Utilization Analysis

The NSSOT provided services to 154 students this year, demonstrating a modest increase over the previous year. Unique referrals decreased, and program discharges remained stable. The most referrals were received in the third quarter, which is a known busy time during the school season.

DEMOGRAPHICS

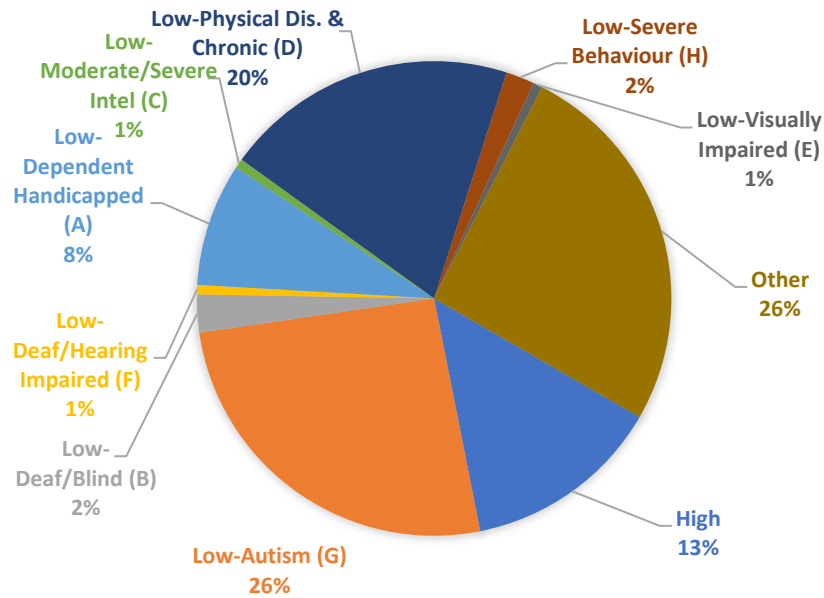


FIGURE 4: Global Diagnosis of Children Served

Demographic Analysis:

The largest specific diagnostic categories are D and G, Physical Disability/ Chronic Health Impairment, and Autism, respectively. The “other” category includes students who may not be diagnosed, are undergoing assessment, or require temporary support due to an injury or post-hospital stay.

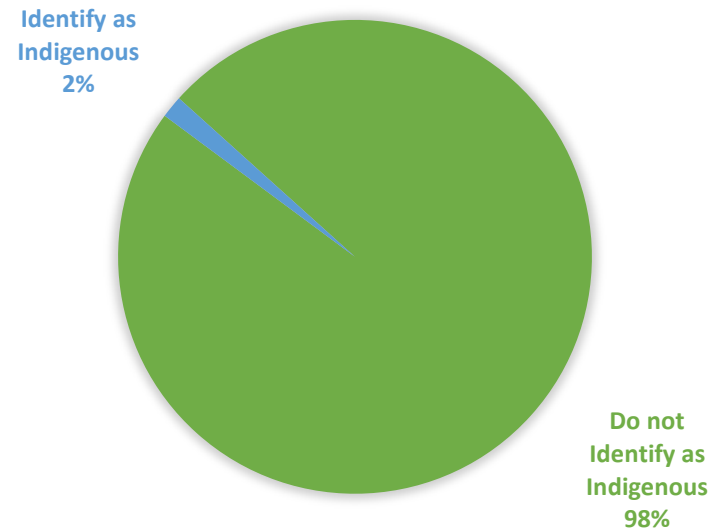


FIGURE 5: Clients Served that Self-Identify as Indigenous

Most of the students served do not self-identify as Indigenous. This percentage may be an underrepresentation as we do not explicitly ask families in forms or interviews; instead, it is recorded if the family shares and volunteers this information. The program strives to support Indigenous Reconciliation and provides services using a trauma-informed lens and cultural humility.

2025/2026 PERFORMANCE IMPROVEMENT PLAN

Area for Improvement	Action Plan	Results
Delivering Exceptional and High- Quality Services	Integrate international service frameworks into goal setting and documentation to enhance consistency, impact and client-centred care	Documentation, including goals and year-end reports, is written in a strengths-based, participation-focused way. It incorporates elements and the spirit of the F words of childhood development. 99 goals were entered for our 154 clients served, nearly 2/3 of our clients have goals documented using strengths-based language.
	Establish robust processes for gathering and analyzing data to drive informed decision-making: Increase the client satisfaction survey response rate, obtain feedback from community partners, and report on quality-of-life outcomes.	Staff sent out the anonymous client experience survey to clients, increasing the return by 5 times compared to the previous year. Staff also sent the community partner experience survey to their primary contact on a student's team, resulting in a good response rate and providing useful data. Staff create goals reflecting quality of life outcomes, which are rated throughout the year and at the end of the school year.
	Expand the program advisory committee to ensure diverse client and family voices are actively shaping services.	On hold

Growing our influence	Increase capacity across partner organizations: Collaborate with school districts to review processes, including the referral process.	The referral form used by the NV school district was updated by staff and approved by the school district to ensure it facilitated seamless transfer of information from the school-based team to the Occupational Therapy team.
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2025-2026 PROGRAM OUTCOMES

SERVICE ACCESS

Objective/Outcome	Performance Indicator	Target	Measure Applied To	Achieved Outcome		
				2025-2026	2024-2025	2023-2024
Reduce the time clients spend waiting for service	Average time from referral to caseload	14 days	All new referrals	11 days	10 days	12 days
Objective/Outcome	Performance Indicator	Target	Measure Applied To	Achieved Outcome	Objective/Outcome	Performance Indicator
Parents/Guardians can communicate with staff	Percentage of respondents who answered “agree” or “strongly agree”	95%	All clients	96%	Not Assessed	Not Assessed
	I know how to reach the OT on my child/youth’s team if I have questions or want to communicate with them.	95%	All clients	96%	Not Assessed	Not Assessed
	The OT on my child/youth’s team responds to my request for communication in a timely manner.	95%	All clients	96%	Not Assessed	Not Assessed

Service Access Analysis:

When clients are identified by their school-based team and referred to the NSSOT program, they are added to the caseload within 11 days. This ensures that the client and school staff obtain support in a timely manner. Parents/Guardians reported that they can reach out to their OT and receive a timely response, which is essential for collaborative, family-centred care.

“Whenever I had questions or encountered difficulties, the occupational therapist responded promptly and provided timely support. I felt well supported and able to address issues quickly because of their responsiveness.” Parent response, Client Experience Survey

RESOURCES USED TO ACHIEVE RESULTS FOR THE PERSONS SERVED (EFFICIENCY)

Objective/Outcome	Performance Indicator	Target	Measure Applied To	Achieved Outcome		
				2025-2026	2024-2025	2023-2024
All staff spend the majority of their time on client service	All client-related time as a percentage of the total daily stats reported by staff.	75%	All NSSOT staff	78%	63%	62%

Efficiency Analysis:

Staff are spending most of their time on client-related work and exceeding our target. This includes direct support to the client, providing education and recommendations to the student’s team, obtaining equipment, completing client-supporting documentation, and travel time to the school or home.

RESULTS ACHIEVED FOR THE PERSONS SERVED (EFFECTIVENESS)

Objective/Outcome	Performance Indicator	Target	Measure Applied To	Achieved Outcome		
				2025-2026	2024-2025	2023-2024
Families and clients have gained skills and achieved their goals	Percentage of short-term outcomes that are rated as 'achieved'	75%	All clients	77%	79%	76%
Objective/Outcome	Performance Indicator Percentage of respondents who answered "agree" or "strongly agree"	Target	Measure Applied To	Achieved Outcome		
				2025-2026	2024-2025	2023-2024
Families and clients have gained skills and achieved their goals	We have made progress towards our goals.	95%	All clients	80%	76%	100%
NSSOT support increased their child's participation in routines	The OT helped my child/youth participate more in daily activities such as using the bathroom, eating and dressing.	90%	All clients	88%	Not Assessed	Not Assessed
	The OT helped my child/youth participate in their school routine.	90%	All clients	92%	Not Assessed	Not Assessed

Effectiveness Analysis:

Families rated making progress as less than our desired target; however, they do report that support from the OT helped increase participation in self-care tasks and in their child's school routine. While independence is always a goal staff will support, participation is always the main focus, and support may prioritize finding alternate ways for the client to participate in their routine, which can mean achieving goals in a way that looks different.

"My son's behaviour, patience, talking, physical activity and many things gets better with their help." Parent response, Client Experience Survey

"Her daily routine improves over time, and she becomes more independent." Parent response, Client Experience Survey

"[client] made huge progress since last year- her independence in her selfie hygiene." Parent response, Client Experience Survey

EXPERIENCE OF SERVICES RECEIVED AND OTHER FEEDBACK – PERSONS SERVED

Objective/Outcome	Performance Indicator Percentage of respondents who answered “agree” or “strongly agree”	Target	Measure Applied To	Achieved Outcome		
				2025-2026	2024-2025	2023-2024
Families are satisfied with the services offered by the NSSOT program	We have a clear understanding of the supports and services available from the BCCFA	90%	All clients	88%	88%	71%
	We were involved in developing our goals, strategies and/or service plan	100%	All clients	88%	67%	100%
	Services from the BCCFA have made a positive difference in our lives	95%	All clients	88%	78%	100%
	We were treated with respect and courtesy during our time receiving services from the BCCFA	100%	All clients	100%	100%	100%
	We were satisfied with the quality of services we received from the BCCFA	95%	All clients	88%	89%	100%

Experience of Persons Served Analysis:

Parents/ Guardians continue to report positive experience scores. All reported feeling respected while collaborating with the OT. While other scores are lower than the set targets, they remain high. Scores may be lower due to factors outside the individual staff member’s control, including being part of a large team providing services, integrating health-related services into the school system, and visits occurring during the school day, which often involve the client’s primary staff member rather than their parent/Guardian. These factors can contribute to some families feeling that the school-based team is the most involved in the goals and in coordinating services.

“[OT] has been very compassionate, kind, and proactive in following up on all matters related to our son’s support. She consistently communicates on time and demonstrates genuine care and dedication in her work. We truly appreciate her thoughtful and attentive approach.”
 Parent response, Client Experience Survey

EXPERIENCE OF SERVICES RECEIVED AND OTHER FEEDBACK – COMMUNITY PARTNERS

Objective/Outcome	Performance Indicator Percentage of respondents who answered “agree” or “strongly agree”	Target	Measure Applied To	Achieved Outcome		
				2025-2026	2024-2025	2023-2024
Community partners are satisfied with the services offered by the BCCFA	I am satisfied with the service the OT provided to the student I support.	95%	All Community Partners	91%	Not Assessed	Not Assessed
	The education/ information I receive from the OT helps me make decisions regarding supporting our student’s participation at school.	95%	All Community Partners	100%	Not Assessed	Not Assessed

Experience of Community Partners Analysis:

The community partners report high satisfaction with OT staff. In the feedback, some reported lower satisfaction due to understaffing and wished there were more OT services available, not because of the OT staff member's service.

“Our OT is a fantastic team member. Communication is clear and timely, and the strategies shared are practical and easy to implement in the classroom. This collaboration has had a very positive impact on student participation.”

“We have found our OT service to be extremely helpful; listening to understand, asking for clarification without judgement, meaningful collaboration with the school, parents and support teams and always goal orientated. We have really benefited from this partnership and value the support we receive.”

“Our OT caseloads are large and limited. The service is exceptional we just need more of it.”

Teacher responses, Community Partner Experience Survey

2026/2027 PERFORMANCE IMPROVEMENT PLAN

BCCFA Strategic Priorities	Initiatives	Targets
Inspiring People and teams: Support continuous growth and development	Staff have opportunities for career development and are able to enhance their skills	Staff have opportunities to develop new skills and join teams or initiatives that support their work and interests.
Delivering Exceptional and High-Quality Services	Services are optimized for improved accessibility and effectiveness	Staff receive education or training to support changes that may occur regarding services offered through the new framework and how they interact with school based services