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NORTH SHORE SCHOOL OCCUPATIONAL THERAPY PROGRAM

OUTCOMES MANAGEMENT REPORT
2024-2025

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.

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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:

- Co-presented to the School Board on the Feeding Futures program, which focuses on fine motor, executive function, and social-emotional development through food preparation and cooking at Irwin Park School.
- Developed a Feeding Futures Vision kit for cooking sessions with a student with a visual impairment. A teacher is using this with a student with visual impairment on Bowen Island.
- Vision screening continued for kindergarten students. Advocacy on behalf of this program in public health has resulted in a new provincial pilot project for kindergarten and grade 1 students.
- As part of the educare model, OT supported return to learn for a student with orthopedic injuries and short-term self-care, mobility and safety issues.
- A Step Up to Kindergarten program was offered in the summer for students with additional needs to support their transition to kindergarten.
- Planned and led a 4-part networking series for Learning Support Teachers regarding implementing Kelly Mahler's interoception curriculum.
- Planned and provided school-based workshops on various topics requested by schools, including "Sensory Detectives," "Self-Regulation Classroom," and "Sensory Pathways."
- Presented a 4-part online workshop for fine motor development and strategies, recorded this presentation and created a Padlet for future viewing.
- Created six Padlets to share resources widely within the district on various OT topics
- Collaborated with Education Assistants, Learning Support Teachers, the Level 4 team, and SLPs to implement interoception groups and one-on-one interoception programs across the district.

PROGRAM UTILIZATION

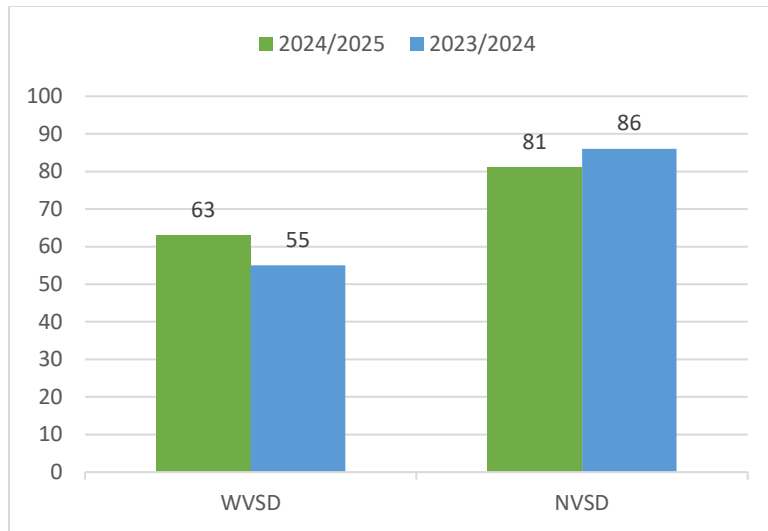


FIGURE 1: Number of Unique Children Served by Region-

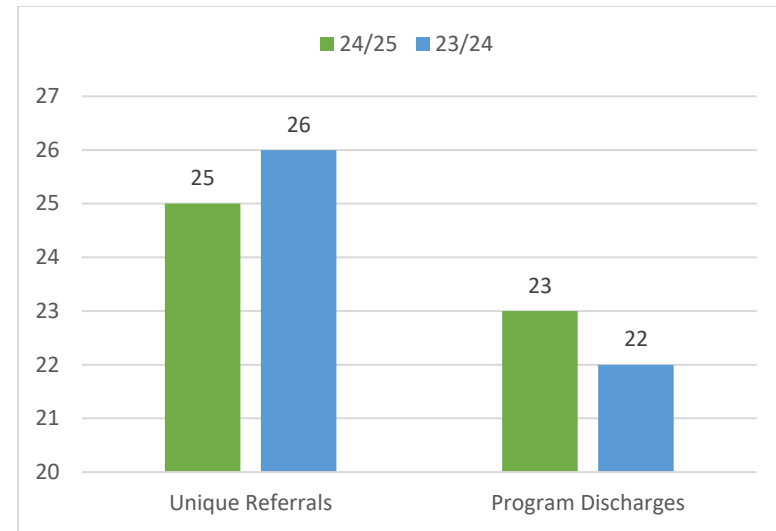
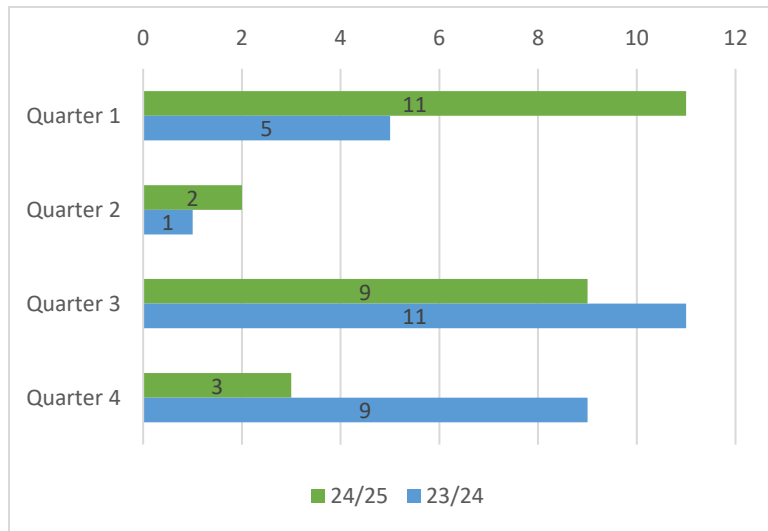


FIGURE 2: Program Utilization



**FIGURE 3: Referrals Received Quarter to Quarter
Program Utilization Analysis**

The NSSOT provided services to 144 students this year. Unique referral and program discharges remained stable. However, referrals were received in a different pattern than the previous year. With the most referrals being received in the first quarter.

DEMOGRAPHICS

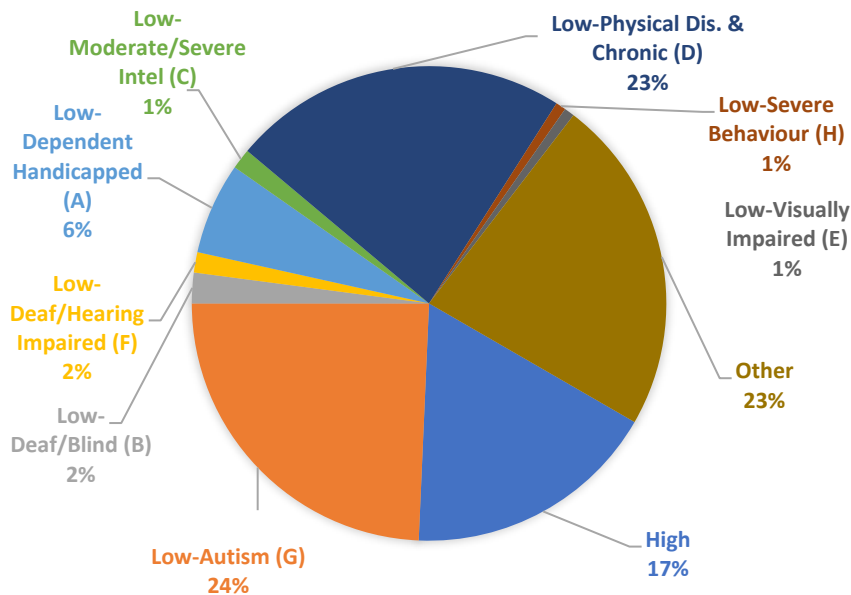


FIGURE 4: Global Diagnosis of Children Served

Demographic Analysis:

The largest diagnostic categories are D and G, Physical Disability or 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.

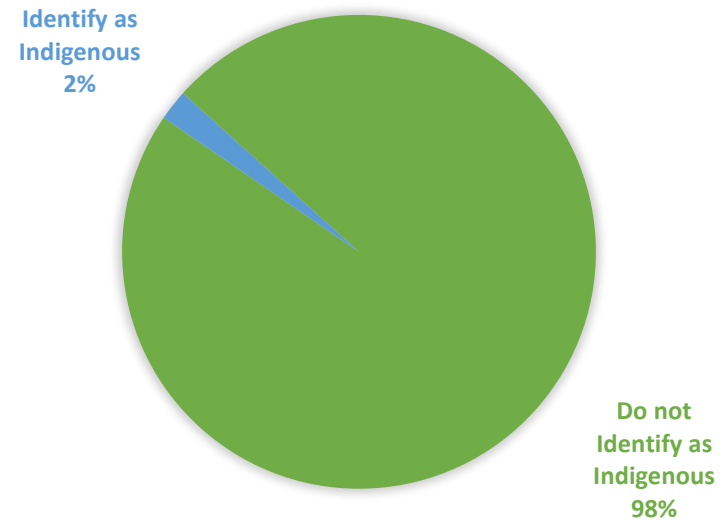


FIGURE 5: Clients Served that Self-Identify as Indigenous

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 aims to provide services using a trauma-informed lens and cultural humility.

2024-2025 PROGRAM OUTCOMES

SERVICE ACCESS

Objective/Outcome	Performance Indicator	Target	Measure Applied To	Achieved Outcome		
				2024-2025	2023-2024	2022-2023
Clients are able to access services in their preferred language	Percentage of respondents that answered “agree” or “strongly agree” to: we were able to receive services in our preferred language	95%	All clients	100%	100%	100%
Services are quick and easy for all clients to access	Percentage of respondents that answer “agree” or “strongly agree” to: It was quick and easy for us to access services	90%	All clients	89%	86%	100%
Reduce the time children spend waiting for service	Average time from referral to first contact	14 days	All new referrals	10 days	12 days	15 days

Service Access Analysis:

Students have access to Occupational Therapy services through referral by the school-based team. The classroom teacher and the student’s parent could identify a need, which would be brought forward to the team to determine eligibility. Overall, parents are reporting that it was easy to access the service. There has been a decrease in waiting time over the past three years, with the initial contact from the Occupational Therapist occurring on average 10 days after the referral from the team.

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

Objective/Outcome	Performance Indicator	Target	Measure Applied To	Achieved Outcome		
				2024-2025	2023-2024	2022-2023
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	63%	62%	70%

Efficiency Analysis:

Although staff are spending most of their time on client-related work, overall, the time is falling short of our target. This is due to the amount of time the OTs have spent preparing for and delivering workshops and professional training sessions for educators. The education and workshops have been well received, and target supports for both children served by the OTs as well as many other students within the North and West Van school districts.

RESULTS ACHIEVED FOR THE PERSONS SERVED (EFFECTIVENESS)

Objective/Outcome	Performance Indicator	Target	Measure Applied To	Achieved Outcome		
				2024-2025	2023-2024	2022-2023
Families have increased knowledge and have gained skills to help their child achieve their goals	Percentage of respondents who 'agree' or 'strongly agree' to: we have made progress towards our goals.	95%	All clients	76%	100%	100%
	Percentage of short-term outcomes that are rated as 'achieved'	75%	All clients	79%	76%	76%

Effectiveness Analysis:

This year, we received nine responses to our survey; thus, each response easily skewed the numbers. Families may have reported lower scores regarding making progress toward the goals, as the school-based team may have been more involved in goal setting with the student. Many goals are created with the student and team to increase their participation in the class and other school routines, and thus, the student's parents may not be tracking the progress or may have goals outside of those set in the IEP and focused on during school hours. Goal planning with the parents tends to occur when there is an accessibility issue in the home that could present as a barrier to getting to school, or there is another participation-related issue that requires intervention to occur in the home environment.

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		
				2024-2025	2023-2024	2022-2023
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%	71%	100%
	We were involved in developing our goals, strategies and/or service plan	100%	All clients	67%	100%	100%
	Services from the BCCFA have made a positive difference in our lives	95%	All clients	78%	100%	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've received from the BCCFA	95%	All clients	89%	100%	100%

Experience of Persons Served Analysis:

The school-based team often leads goal planning regarding classroom participation and daily participation in routines; thus, parents may report that they are less involved in planning the individual goals. However, parents have consistently reported being treated with respect by BCCFA staff and that overall, they are satisfied with their services.

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		
				2024-2025	2023-2024	2022-2023
Community partners are satisfied with the services offered by the BCCFA	I have gained new knowledge during this workshop/ group, or training.	100%	All Workshop participants	100%	100%	83%

Experience of Community Partners Analysis:

Staff spend significant time creating resources and providing training support to staff and those involved in the students' day. Staff consistently report that training and workshops are helpful in supporting students' participation in their routines.

2025/2026 PERFORMANCE IMPROVEMENT PLAN

BCCFA Strategic Priorities	Initiatives	Targets
Delivering Exceptional and High-Quality Services	Integrate leading international service frameworks across all child and youth programs to enhance consistency, impact and family-centered care.	<ul style="list-style-type: none"> All clients have goals using the F-words framework entered in our CRM. Documentation incorporates the F-words framework.
	Establish robust processes for gathering and analyzing quality data to drive informed decision making and continuous service enhancement.	<ul style="list-style-type: none"> Increase client satisfaction survey response rate. Ensure short-term outcomes are assessed regularly to allow reporting of quality of life outcomes in addition to outputs. Obtain feedback through a survey or other appropriate means from community partners.
	Expand the program advisory committee to ensure diverse client and family voices are actively shaping services.	<ul style="list-style-type: none"> Form an advisory group and recruit families to include a diverse group that can provide feedback on our processes, reporting, and service delivery.
Growing our influence	Increase capacity across partner organizations through proven service delivery models.	<ul style="list-style-type: none"> Collaborate with school districts to review referral processes and ensure support to students is provided in the most effective and efficient way to support inclusion.