

School District No. 73 Kamloops-Thompson



*Kamloops Open
Online Learning
(@KOOL)*
Annual School
Learning Plan



Updated: September 17, 2025



The @KOOL office and secondary program are located within Pineridge Education Centre, pictured above.

Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc 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:

- 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

Because @KOOL serves students throughout School District No. 73 our school partners with each of these bands through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

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CONTEXT

School Vision

@KOOL: Flexible, Diverse, Digital Learning

School Mission

Connecting students to curriculum, community and choices: your time, your place, at a flexible pace.

School Context

Kamloops Open Online Learning (@KOOL) is the Online Learning school of School District No. 73. As of July 1, 2023, @KOOL has been officially designated a Provincial Online Learning School (POLS) by the BC Ministry of Education. This POLS designation means that in addition to being held to a high standard of service delivery for students and families, in keeping with the Ministry's Accountability and Quality Assurance process, @KOOL continues to be able to enroll and cross-enroll students residing anywhere within the province of British Columbia.

@KOOL serves students in grades K through 12, including a significant number of adult learners. @KOOL is unique in that we have a number of campuses, each with a specific focus. Our elementary program is located at Heffley Creek Elementary, serving learners in grades K through 7. The @KOOL middle school program runs out of the Twin Rivers Education Centre Victoria Street campus, serving our grade 8 and 9 learners. Pineridge Education Centre is the location of our high school program as well as our main office, including our administrative and secretarial staff, as well as our secondary teaching support staff (Academic Advisor, Counsellor, Learning Assistance Resource Teacher and subject-specific Support Teachers). @KOOL also has staff located on two privately run campuses that operate in partnership with School District No. 73. Insight Support Services (<https://insightsupportservicesandeducationprogram.ca>) supports students in grades K through 12 with Autism. School District No. 73 provides teachers to support students with their K-12 curriculum in addition to Insight Support Services staff. Sun Peaks Education Society (SPES) operates Sun Peaks Secondary School at the base of Tod Mountain, in the Sun Peaks Resort community. School District No. 73 provides a teacher to work on-site to support students in grades 9 through 12, in collaboration with staff provided by SPES.

@KOOL supports student opportunities and achievement in alignment with the School District No. 73 District Strategic Plan priorities. As a K-12 online school we serve a diverse student population who come to us from schools around the district as well as from around the province. @KOOL is a member of the district's K-12 Family of Schools, a connection that facilitates collaboration on opportunities and challenges for students in a K-12 setting. Because students are able to stay with @KOOL from Kindergarten through to graduation, we have a unique opportunity to support students with not only grade-to-grade transitions within our school, but also with transitions from and to other schools around BC.

Each year, the staff of @KOOL spend considerable time revisiting this School Learning Plan to ensure it is relevant to the needs of our learners, and that the goals and strategies outlined in it are aligned not only with the priorities, goals, objectives and

strategies of the District Strategic Plan, but also with the needs of our student population as evidenced by school and district data. The strategies outlined in this plan have been developed collaboratively by staff, including teachers and support staff at the school and district level. Supports for Indigenous students and diverse learners are developed in collaboration with school and district Indigenous and Inclusive Education specialists in order to be inclusive of and responsive to the needs of all students. Input from our student and parent communities is gathered each year to inform the development and redevelopment of this plan. While gathering this information can be particularly challenging for an online school, the input we receive from the community is extremely valuable as it helps us to understand the specific needs of our families and our students, and the unique struggles they face with learning through a primarily virtual learning environment.

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.

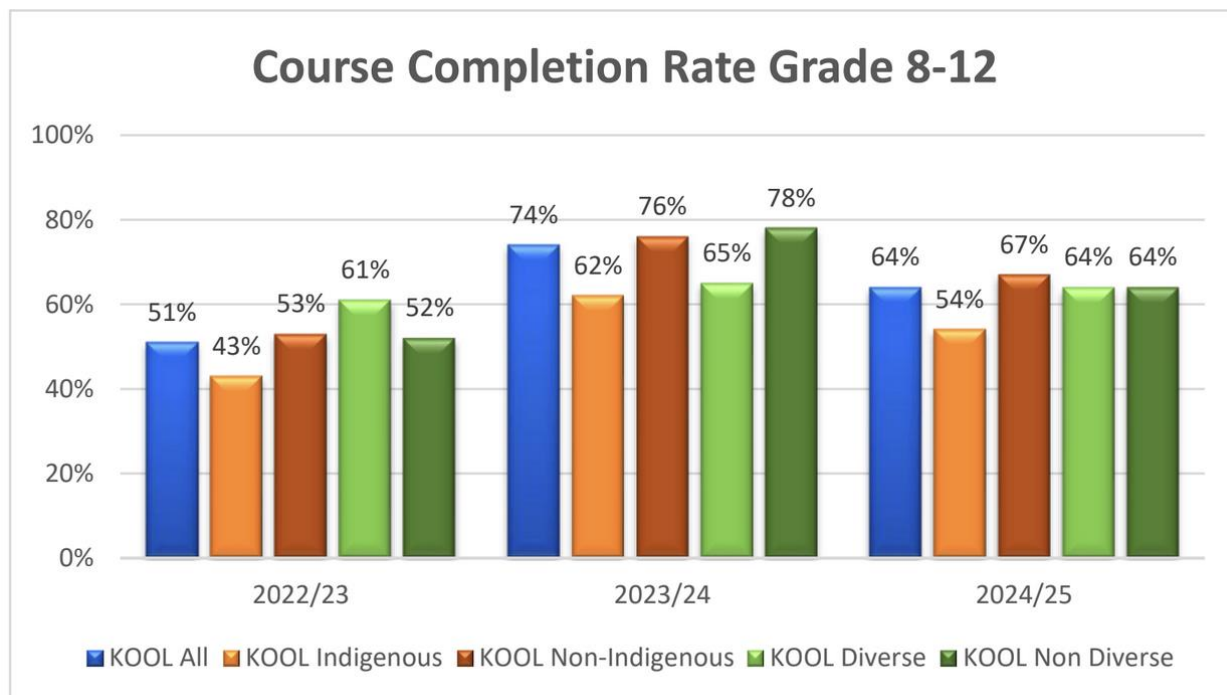
DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

One of the greatest challenges for online schools is keeping students engaged and completing their courses in the same timeframe (and therefore at the same rate according to course completion data) as students in face-to-face classes. Two of the metrics we have used to track student achievement are the rate of course completion, as well as grade distribution, at each grade level.

SCHOOL RESULTS ANALYSIS: Success in Online Learning programs is generally defined in the research as: $\# \text{ courses passed} / \text{active courses} - \text{courses in progress} - \text{withdrawn courses}$. Using this formula, @KOOL students have done very well over the past several years.

This year, the data team was able to disaggregate our course completion rates into sub-populations for comparison purposes (see table and graph below). This will be updated when we have access to this information.

Course Completion Rate (Grades 8-12)							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
KOOL All	65%	56%	51%	74%	64%	63%	7%
KOOL Indigenous	53%	44%	43%	62%	54%	53%	6%
KOOL Non-Indigenous	67%	58%	53%	76%	67%	65%	7%
KOOL Diverse	58%	67%	61%	65%	64%	63%	2%
KOOL Non Diverse	68%	57%	52%	78%	64%	65%	6%



**Completion rate is calculated including withdrawn students
All Students are included including cross enrolled to reflect all courses Gr 8-12**

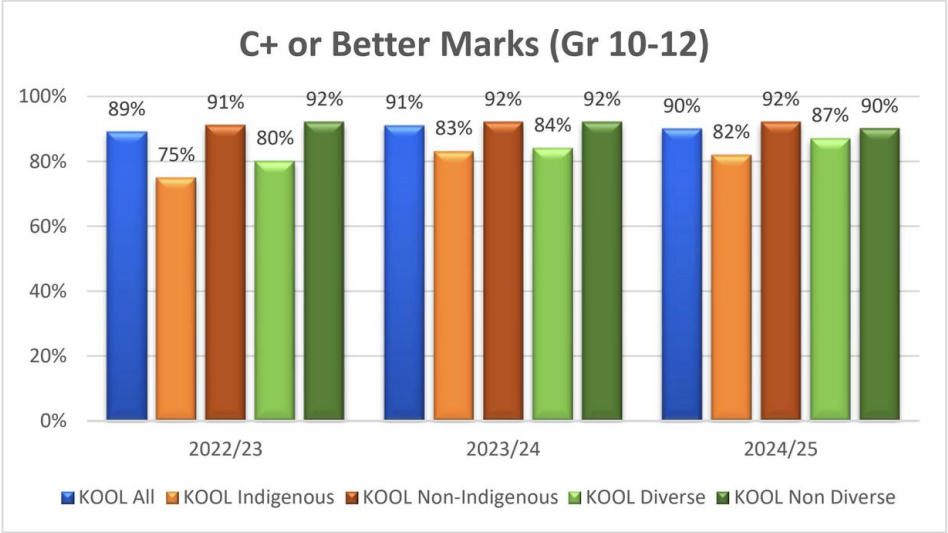
The course completion data over the past four years does not indicate a consistent trend. However, completion rates declined this year compared to the previous year. This decrease may be attributed to several factors, including a significant increase in students new to online learning, a higher proportion of disengaged learners enrolling at KOOL, and overall growth in student numbers. Additionally, our efforts to improve data accuracy by withdrawing inactive students may have impacted the reported rates.

It should be noted that @KOOL students rarely fail courses, due to the nature of asynchronous learning and the ability for our students to not only progress at an individualized pace, but also to resubmit assignments based on teacher feedback in order to demonstrate achievement of the learning outcomes. Course withdrawals should not be considered failures, as students withdraw from courses for a variety of reasons. In order to properly analyze course completion rates while taking into account the various course withdrawal reasons, we are working to implement a system of tracking student withdrawals so that this data can be extracted for analysis moving forward.

KOOL SCHOOL LEARNING GOAL 1 - Course Completion Rates: to improve course-completion rates for @KOOL students

AREAS TO CELEBRATE: Analyzing course completion data from the past four years, KOOL students have shown a general upward trend in completion rates since 2020. A notable exception occurred in 2023, when completion rates—factoring in withdrawals—dropped significantly. This was likely influenced by the transition from Moodle to Brightspace, as many course withdrawals were required during the shift to the new Provincial Learning Management System (LMS). Although completion rates have declined again in 2024–25, this may be linked to an 82% increase in Grade 10–12 enrolment, which includes a high number of first-time online learners. Additionally, there has been an increase in students "shopping" for courses with the increasing popularity of online learning in BC: students enrolling and then withdrawing if they find the course too challenging or prefer a different format. KOOL teachers have also been diligent in maintaining academic integrity, requiring supervised assessments in all courses to ensure authenticity of student work. In some cases, this level of rigour prompts students to withdraw in favour of what they perceive to be an easier path elsewhere.

C+ or Better Marks (Grades 10-12)							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
KOOL All	96%	93%	89%	91%	90%	90%	1%
KOOL Indigenous	90%	82%	75%	83%	82%	80%	4%
KOOL Non-Indigenous	93%	91%	91%	92%	92%	92%	1%
KOOL Diverse	92%	90%	80%	84%	87%	84%	4%
KOOL Non Diverse	92%	92%	92%	92%	90%	91%	-1%



All Students are included including cross enrolled to reflect all courses Gr 10-12
 Grade 8 and 9 courses are on the proficiency scale and not included in this data

Additionally, our mark distribution data (above) shows a high success rate for students. The percentage of KOOL students in grades 10-12 who achieved a final mark of C+ or better over the last three school years (2022 - 2025) has hovered around 90%.

KOOL moved into the second year of its individualized programming with Adult Learners on reserve through our Skeetchestn and Tk'emlups Adult Education programs this year. Course completions have increased in Year 2 at Skeetchestn, and results were promising in year 1 of the Tk'emlups program. We are very pleased that both of these programs will continue next year due to the uptake and success of the program the last two years.

Teachers have implemented strategies this year to help students pace themselves productively through our self-paced courses. Elementary and Middle School teachers, as well as some Secondary teachers, have had success with regularly scheduled synchronous meetings and classes. In addition, we have begun to use Brightspace's student-controlled Pace and Progress tool (made available to POLS this 2024-25 school year), which is designed to help students input their own goals to create a schedule; our Middle School team has fully implemented this into grade 8/9 courses, as well as some of our high school teachers into grade 10-12 courses.

KOOL teachers worked to make courses more accessible to all learners based on teacher observations and consultation with teaching staff. We have worked to customize courses in order to provide entry points for different learners and different outcomes based on students' abilities and goals. We have also reconsidered the layouts of courses to reduce student cognitive load. In addition, teachers have added additional universal supports and adaptations to their courses.

We have streamlined communication processes between teachers and administration to follow through with interventions for disengaged students at early signs of struggles.

AREAS TO GROW: With much of our course construction happening near the end and beginning of school years, we are just beginning to implement some of our Brightspace-specific interventions such as the Pace and Progress tool, increased differentiation within courses, improvements to course layouts, and course-embedded learner accommodations. These measures will be more fully developed next year, and we can further observe the results of these after a full year of use and make adjustments as needed based on student feedback and teacher experience with the tools.

Teachers can continue to work towards offering synchronous group options for students to help them pace themselves through courses. Our team will continue to use alternative methods of communication and to reach out to parents/guardians early and regularly to involve them in their child's progress.

KOOL will continue to work at improving outreach for our rural communities with significant populations of KOOL learners, such as Hundred Mile House, Williams Lake, Lytton, Gold Trail School District and Salmon Arm. Providing in-person support and class activities in rural communities outside of the Kamloops region will allow students to feel more connected to the @KOOL community of learning and to peers in their home communities. This connection is key to helping students maintain the sense of belonging that we know is key to ongoing student engagement and success.

KOOL SCHOOL LEARNING GOAL 2: Students will show improvement toward meeting individual literacy expectations across curriculum

Our Primary Reading Assessment data from the May 2025 assessment shows that @KOOL students in grades 1 and 2 continue to lag behind the district average. Grade 1 students showed a decrease in performance compared to previous year’s results and 2 students demonstrated an increase in performance compared to last year. Grade 3 students continue to perform slightly above district averages. Indigenous students follow similar trends as class averages, with grade 1 and 2 students underperforming and grade 3 students overperforming compared to district averages.

It may be difficult to derive meaning from this data because small sample sizes can lead to fluctuations and individual results will have a large impact on averages. However, if we follow cohorts of students through the years, we see improvement in reading performance from year to year. For example, this year’s grade 2 students increased slightly from 45% in grade 1 to 46% in grade 2, and this year’s grade 3 students increased significantly from 40% in grade 2 to 80% in grade 3.

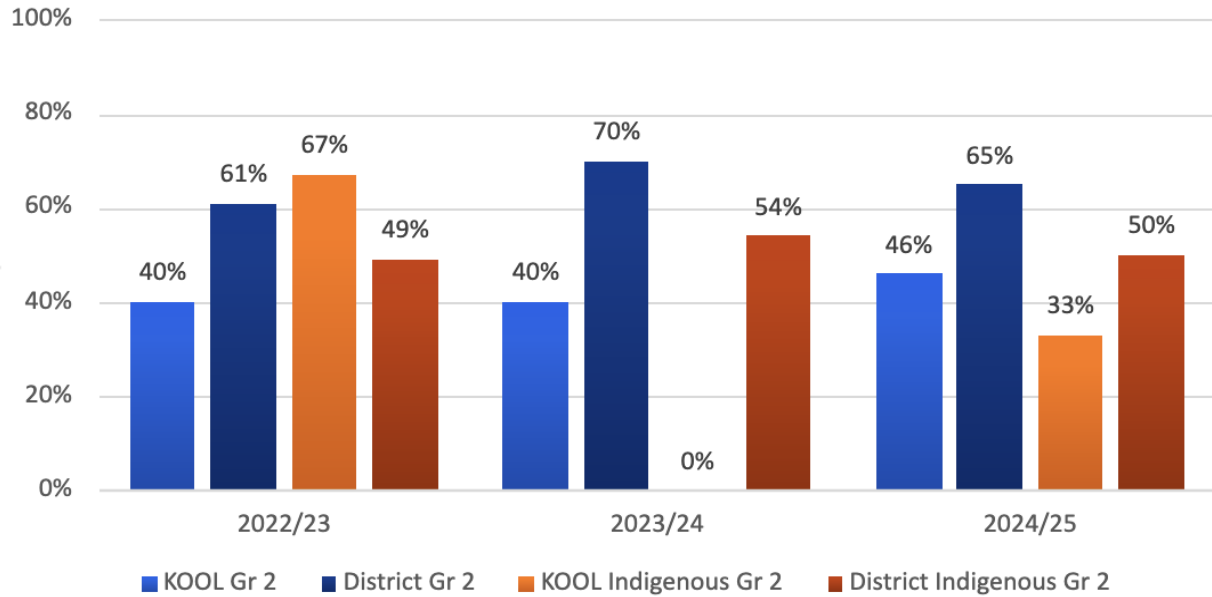
Our Primary Reading Assessment (PRA) data over the last three years shows that our early primary students consistently underperform compared to the district average by grade. This reinforces the importance of our continued work to support literacy learning outcomes for our students.

Primary Reading Assessment - June						
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	3 Year Avg	3 Year +/-
KOOL Gr 1	56%	30%	45%	25%	33%	-3%
District Gr 1	62%	53%	58%	60%	57%	4%
KOOL Indigenous Gr 1	0%		50%	25%	38%	13%
District Indigenous Gr 1	30%	41%	42%	41%	41%	0%
	2021/22	2022/23	2023/24	2024/25		
KOOL Gr 2	48%	40%	40%	46%	42%	3%
District Gr 2	66%	61%	70%	65%	65%	2%
KOOL Indigenous Gr 2	36%	67%	0%	33%	33%	-17%
District Indigenous Gr 2	47%	49%	54%	50%	51%	1%
	2021/22	2022/23	2023/24	2024/25		
KOOL Gr 3	61%	63%	80%	80%	74%	9%
District Gr 3	71%	66%	73%	73%	71%	4%
KOOL Indigenous Gr 3	83%	50%	100%	100%	83%	25%
District Indigenous Gr 3	72%	57%	64%	58%	60%	1%

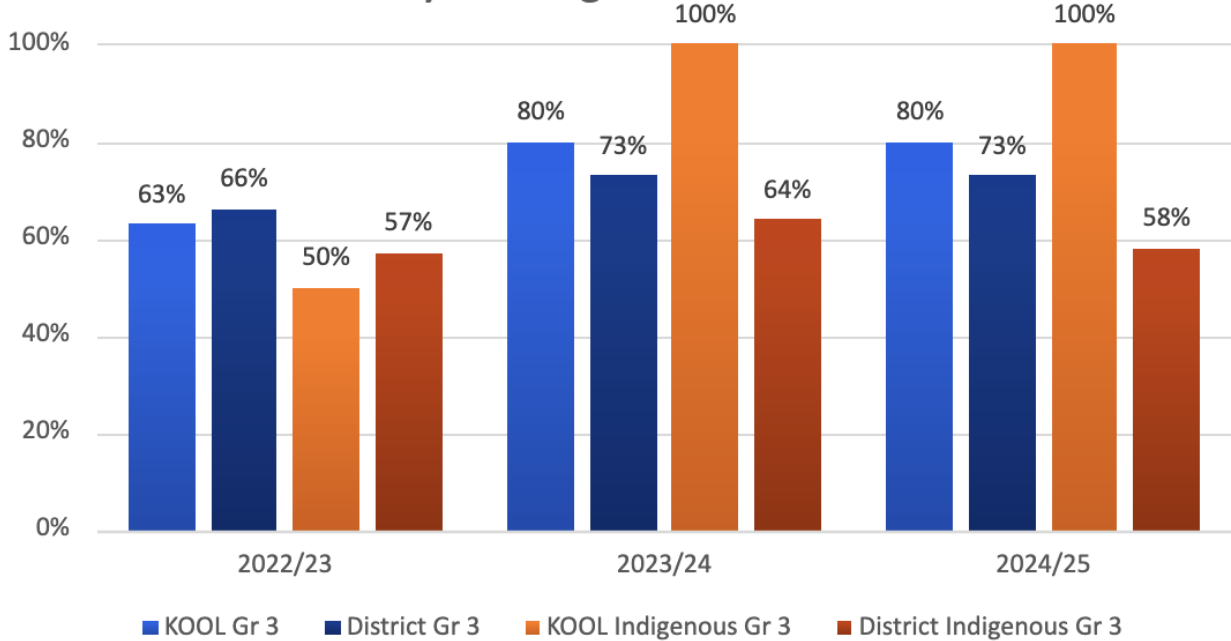
Percentage of students *proficient* or *extending* by grade level

Literacy - Primary Reading Assessment - June (2022 - 2025)
 (Percentage of students who are Proficient or Extending in the June PRA)

Primary Reading Assessment Grade 2

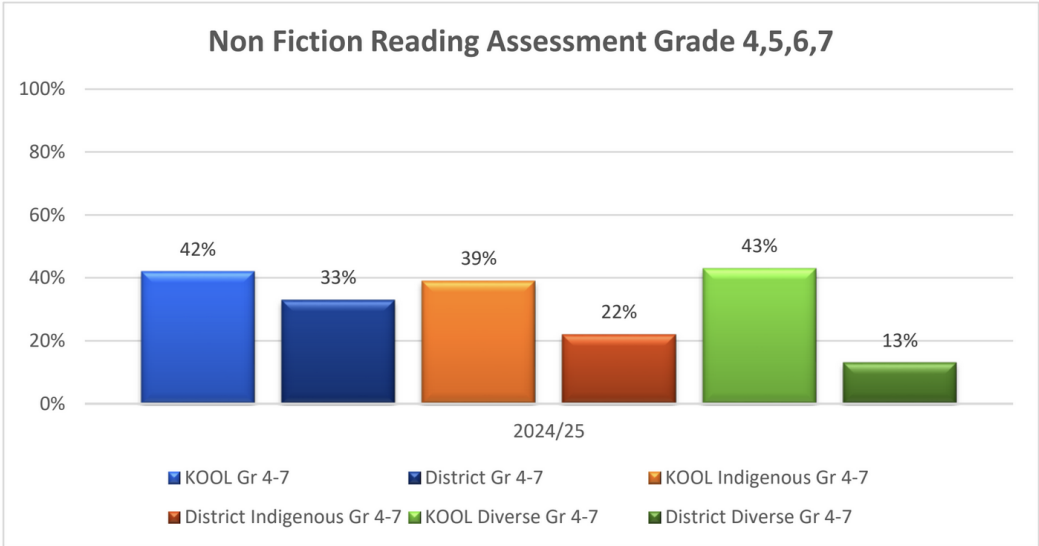


Primary Reading Assessment Grade 3



The Non-Fiction Reading Assessment data from 2021 to 2025 does not show a significant trend, which may be due to the relatively low number of students completing the assessment. Tracking student progress across cohorts is also challenging, as the results represent a broad range of students from Grades 4 to 7. It's worth noting that our diverse learners are performing well above the district average; however, this finding is based on a small sample size and, as such, should be interpreted with caution.

Non Fiction Reading Assessment - Fall							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	3 Year Avg	3 Year +/-	Count
KOOL Gr 4-7	35%	12%	40%	42%	31%	15%	33
District Gr 4-7	23%	23%	28%	33%	28%	5%	
KOOL Indigenous Gr 4-7				39%	39%	20%	13
District Indigenous Gr 4-7			20%	22%	21%	11%	
KOOL Diverse Gr 4-7	33%	20%	22%	43%	28%	12%	
District Diverse Gr 4-7	10%	10%	12%	13%	12%	2%	7



Additionally, our Grade 10 and 12 Provincial Literacy Assessments show that KOOL students perform comparatively with the SD73 average and the provincial average. Our three-year average for the Literacy 10 assessment is 5% below the district average, and 11% below the provincial average.

Graduation Literacy Assessment Grade 10							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
KOOL All		61%	70%	65%	50%	62%	-10%
KOOL Indigenous		67%	50%	33%	50%	44%	0%
KOOL Non-Indigenous		60%	77%	70%	50%	66%	-14%
KOOL Diverse		67%	67%	33%	25%	42%	-21%
KOOL Non Diverse		60%	71%	70%	56%	66%	-8%
SD73 All	68%	67%	66%	67%	68%	67%	1%
SD73 Indigenous	62%	58%	52%	56%	62%	57%	5%
SD73 Diverse	50%	49%	41%	47%	40%	43%	0%
Province ALL	74%	73%	74%	73%	71%	73%	-2%
Province Indigenous	56%	53%	56%	53%	52%	54%	-2%
Province Diverse	55%	54%	55%	54%	52%	54%	-2%

Our three-year average for the Literacy 12 assessment is 7% above the district average, and 3% above the provincial average.

Graduation Literacy Assessment Grade 12							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
KOOL All			85%	74%	82%	80%	-2%
KOOL Indigenous			75%	100%	75%	83%	0%
KOOL Non-Indigenous			86%	71%	83%	80%	-2%
KOOL Diverse			86%	50%	100%	79%	7%
KOOL Non Diverse			84%	78%	81%	81%	-2%
SD73 All			74%	74%	70%	73%	-2%
SD73 Indigenous			59%	65%	60%	61%	1%
SD73 Diverse			56%	52%	42%	50%	-7%
Province ALL			78%	77%	77%	77%	-1%
Province Indigenous			60%	59%	59%	59%	-1%
Province Diverse			63%	61%	58%	61%	-3%

No obvious trends are evident regarding the achievement of our Indigenous and diverse student populations, again likely due to small cohort sizes.

AREAS TO CELEBRATE: @KOOL has implemented several strategies to support literacy development for students from K-12:

- Teachers incorporated universal assistive technology to support learners at all literacy levels, including Read & Write for Google and Brightspace text-to-speech
- Small group evidence-based literacy intervention has been implemented for elementary students, including:
 - All kindergarten to grade 4 students were broken up into cross-grade, level-based groups and assigned to a weekly or twice weekly intervention group with one of the primary teachers.

- Grade 5 and 6 students are receiving individual literacy support from their teacher as needed.
- Grade 1 to 4 students are all offered the same self-paced phonics program to improve access and consistency across grades. Students can now access video lessons at their level from their home regardless of their ability to join Zoom or in-person meetings.
- @KOOL entered our first grade 3/4 and grade 6/7 teams into the Battle of the Books competition. The grade 3/4 team advanced to the district finals.
- Increased literacy screening of students have helped teachers determine literacy levels and provide intervention or adapt learning right away, particularly for those who have been out of school or disengaged for years

As a result of these strategies, teachers are reporting they feel more confident supporting their students' literacy.

AREAS TO GROW: In consideration of our literacy data, particularly for grade 1 and 2 students, KOOL staff have continued our commitment to a literacy-specific learning goal for our School Learning Plan.

SCHOOL STRATEGIES: @KOOL teachers worked collaboratively in the fall of 2024 to develop literacy strategies for the 2024-2025 school year. We looked at the literacy data available to us (PRA, NFRA, student reporting marks) as well as the anecdotal experiences of teachers who know their students well. After redeveloping our literacy goal, we worked in elementary and secondary groups to identify:

- What strategies are we already using to support this goal?
- How will we know if we have been successful?
- What else could we do to support the goal that we are not currently doing?
- What learning/professional development do we feel would be beneficial to help us achieve this goal?

The strategies that we agreed upon, for use K-12 for the 2024-2025 school year for our Literacy goal, are as follows:

Literacy Strategy 1: Utilize district assessments to inform programming, instruction, and intervention. These would then be used to monitor progress throughout the year and adjust instruction as necessary.

Literacy Strategy 2: Provide early screening in courses or at intake.

Literacy Strategy 3: Provide small-group reading and writing instruction for K-12 students (weekly or biweekly).

Literacy Strategy 4: Use assistive technology or accessibility tools to support student literacy where needed, and provide access to all students.

Evidence and Next Steps: We have now applied our school-wide strategies for two years (2023-2024 and 2024-2025). Teachers are reporting increased success and confidence with supporting literacy development. The literacy data shows some year-to-year improvement if following cohorts as they age, but students continue to lag behind district averages in the early primary years. We will continue to apply these strategies and monitor our results for the 2025-2026 school year.

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).

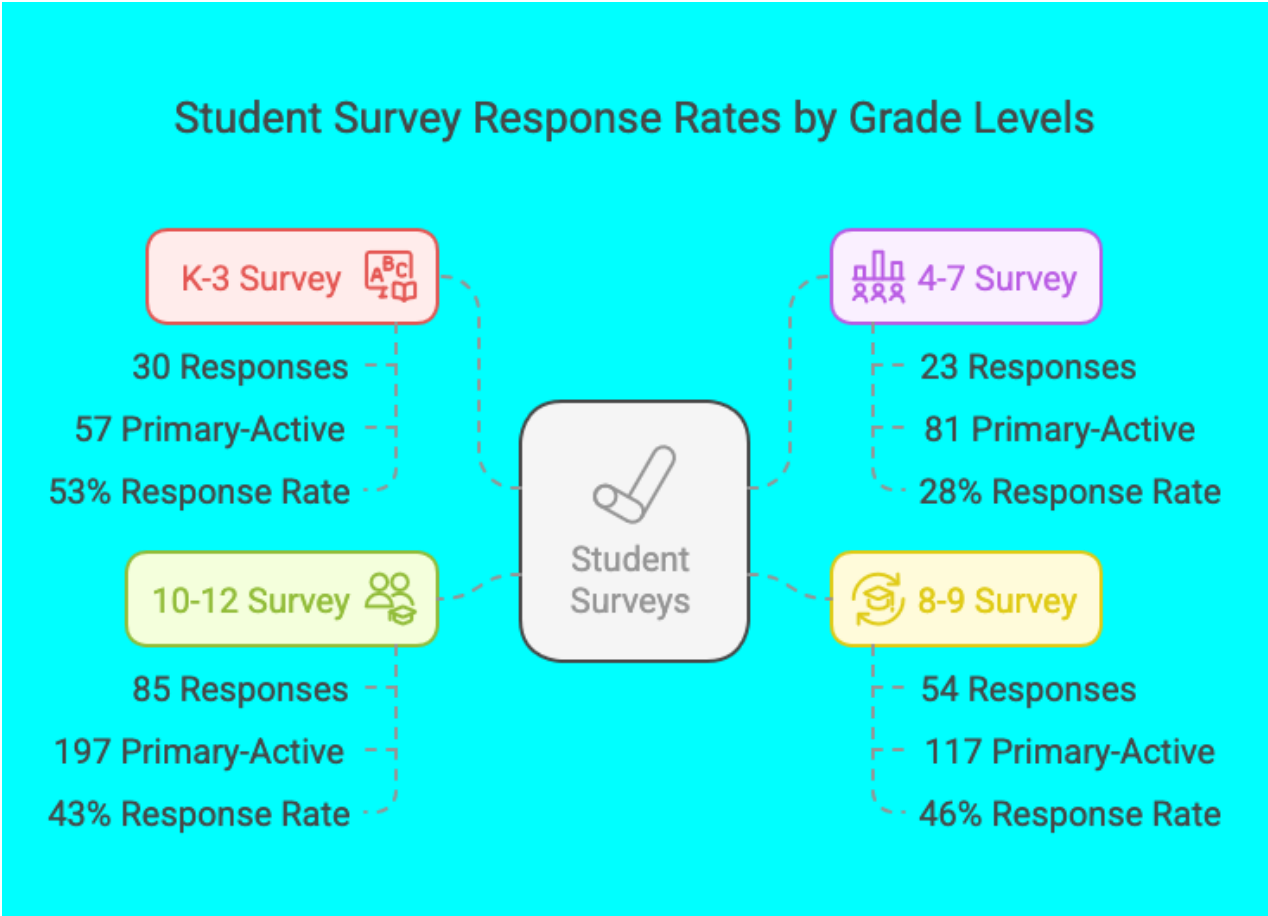
DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS: The data available to online schools differs significantly from that available to bricks and mortar (face-to-face) schools. The two main sources of data for regular (face to face) schools are the Ministry of Education Satisfaction Survey that is completed by students and parents annually, as well as the District Emotional Wellbeing & Resiliency Survey (DEWRS). Unfortunately, neither of these surveys are available to online schools because the questions are geared to the experience of students who attend school in person.

This year, the Ministry introduced a provincial satisfaction survey specific to online learning schools. Although we invited our families and students to complete the survey, our completion rates have been extremely low to the point that the data is not meaningful. We will continue to pursue strategies to improve our completion rates on this survey in the 2025-26 school year.




We developed our own KOOL-specific survey in the fall of 2022 that was administered to students (with the help of their parents in primary grades) for the first time in January, 2023 to gather information on student wellbeing, connection and sense of belonging. We have now administered this survey for three successive years with very similar questions. Our survey has now grown into four distinct versions, depending on the age of the students. Three versions have been designed so students can independently complete them: Intermediate students (4-7), middle school students (8-9) and secondary students (10-12). The primary version (K-3) has been designed for students to complete with the help of a parent. Following our analysis of the survey results, staff suggested that we further disaggregate the data by administering separate surveys to

intermediate, middle school and high school students to better compare these groups. Unlike the Ministry’s online learning satisfaction survey, we have had great response rates in each of the three years we have administered our own survey: 37% of students/parents completed the survey in 2022-23, 44% in 2023-24 and 42.5% in 2024-25.



Summary Table of Survey Data 2024-2025




Student Connection by Grade Level 2024-2025

Characteristic	K-3 Students	4-7 Students	8-9 Students	10-12 Students
 Connected to Teacher/Adult	93%	96%	82%	66%
 School Peer Belonging	76%	35%	25%	27%
 Outside Peer Connection	N/A	61%	62%	67%

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Last Year's Data (for Comparison Purposes)

Student Connection by Grade Level (2023/2024)

Characteristic	Grades K-3	Grades 4-7	Grades 8-9	Grades 10-12
 Teacher/Adult Connection	100%	88%	87%	82%
 School Peer Connection	93%	36%	24%	23%
 Outside Peer Connection	N/A	64%	73%	70%

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In addition to the Likert-scale questions asked on the survey, students/parents were given the opportunity to provide anecdotal answers to several questions which provided detailed “street level” data from individual families. Many of these responses helped us to form our goals and strategies as a school. The data used to inform this process can be found here:

- [KOOL Student/Parent Survey January 2023](#)
- [KOOL Student/Parent Survey January 2024](#)
- [KOOL Student/Parent Survey January 2025](#)

CURRENT SCHOOL GOAL: Every student will feel connected to at least one peer and one adult at KOOL

AREAS TO CELEBRATE: We have had a great response rate to our surveys the last three years (37%, 44% and 42.5% in 2022-23, 2023-24, and 2024-25, respectively). The results tell us that we are meeting the wellbeing/social-emotional needs of many of our students. We have had many positive comments about the work we do with students and the connection they feel to KOOL teaching staff (see linked documents above). We continue to build strong connections with our students and their families. These connections impact not only the success of individual students in their well-being, but also in their course completion. Examples of this success include a continued focus on teachers meeting with each student individually for intake at the beginning of the school year, embedding Indigenous culture and language into numerous components of our school (curriculum, physical buildings, and communication) and regularly scheduled class and school-wide events to develop school culture. Through these connection points, families have shared the wide and ever-reaching impact on not only their children, but on their families as a whole.

AREAS TO GROW: Despite the positive feedback we received from the students/parents who completed our survey, we don't know much about the slight majority of students/families who did *not* complete the survey (although we know who they are, so that data is valuable for engagement follow-up - the survey was not anonymous).

SCHOOL STRATEGIES: In the 2024-25 school year, a team of teacher leaders (@KOOL coordinators) worked with administration to help focus the whole teacher group to build on success from the previous year. Teachers analyzed what was successful from the 2023-24 year, and created an action plan for our next steps to support student well-being. Based on that action plan, we implemented a month by month approach to systematically create improved connections with our students.

The strategies that we agreed upon, for use in K-12 for the 2024-25 school year for our Wellbeing goal, are as follows:

Wellbeing Strategy 1: Individual intake meetings with every student and one of their teachers at the beginning of the school-year.

Wellbeing Strategy 2: Embed Indigenous culture and language into all aspects of our school including the physical school buildings, courses, communication and personal interactions.

- Secwépemc story display in the elementary library
- Secwepemctsin section in the elementary newsletters, staff meetings, communications with families, and courses

Wellbeing Strategy 3: Focus on class and school-wide events to develop school culture and continue in-person or virtual field trips within age groupings.

Wellbeing Strategy 4: Connect vulnerable students in Grades 8 through 12 with our new school counsellor.

Wellbeing Strategy 5: Link at-risk families to Indigenous specific-supports at the school district, and within the community.

Wellbeing Strategy 6: Continuing to offer and increase access to District events like TNT Discovery Days, Young Artists, Young Authors, Science Fair, Track & Field and Battle of the Books.

Wellbeing Strategy 7: Increased focus on connecting with individual students and providing wrap-around support.

Wellbeing Strategy 8: Increased use of technology (mobile phones) to connect with families and students directly.

Evidence and Next Steps: @KOOL's school population has vastly changed in the 2024-25 year. Our survey results show some varied results which can be attributed to our growing population. Overall, the school grew by 43% this school year alone, along with significant growth last year as well. We had a large influx of students, from across the province, and they often came to KOOL less engaged to school and with less trust in the system. Despite the staff's increased focus on connection, our survey results show a small decrease in connection across the general population. For more context, 49% of Grade 8s and 9s that completed the survey were brand new to KOOL. In grades 10 to 12, 66% of student survey respondents have been with KOOL for less than 2 years. It is difficult to derive more specific meaning from this year's data as the population has so rapidly increased.

The next steps for KOOL staff include continuing to further connect and build relationships with current students. We will continue to progress with the 8 Well-being strategies that were developed and implemented this school-year. Starting in the Fall of 2025, staff will analyze street data that was collected in the Spring from Grades 8 and 9 Indigenous students to study the identified barriers to access education and create an action plan to address those inequities.

Both the administration and teacher team are planning for a district outreach program to increase connection directly in the rural communities in which our students reside. KOOL staff going to the students, rather than expecting the students to come to Kamloops, should foster a more meaningful connection directly with individual students

who have infrequent contact with supportive adults outside of their homes. Our plan is to have teachers travel monthly to different rural communities to bring programming, school supplies and food to their students. Additionally, staff are developing a plan to train in conflict resolution and further delve into trauma-informed practice to better support the families that come to us with school trauma and an overall distrust in the school system.

Equity-Centred Goal

EQUITY-CENTRED INQUIRY QUESTION: What strategies and supports should we implement to better support our Indigenous online learners based on the barriers to and challenges with school that they face?

COHORT OF LEARNERS STAFF IS PRIORITIZING: Grade 8/9 Indigenous Learners

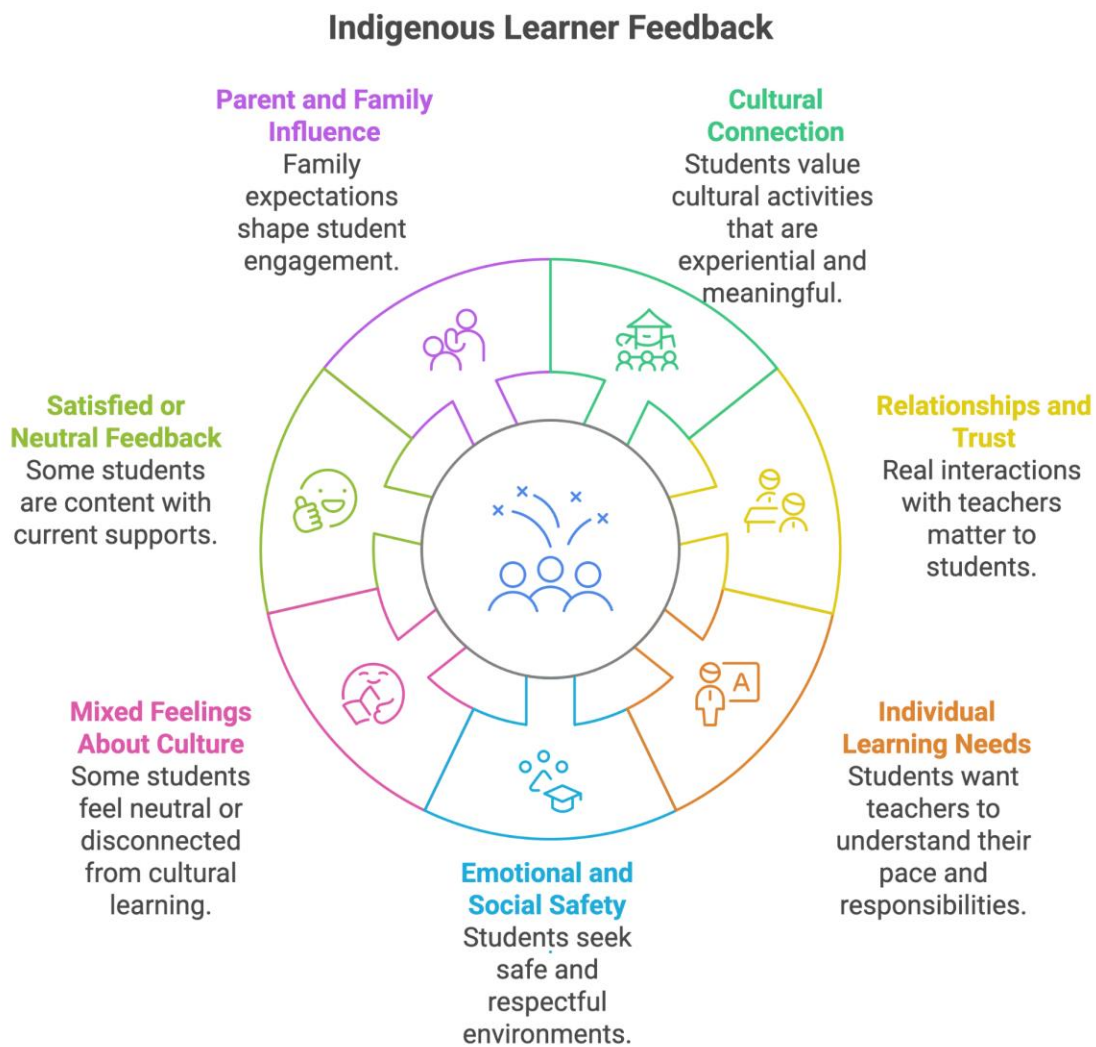
ACTIONS: This year, our staff focused on gathering street-level data about our Grade 8 and 9 Indigenous learners. Using the Equity Transformation Cycle as our framework, we collaborated to develop a set of interview questions that would help us better understand student experiences. Through this process, we refined our list to eight key questions, and our middle school team took the lead in conducting interviews with our Indigenous students.

[TEMPLATE: Student Interview](#)

[1. Cumulative Survey Answers - Indigenous Student Street Data](#)

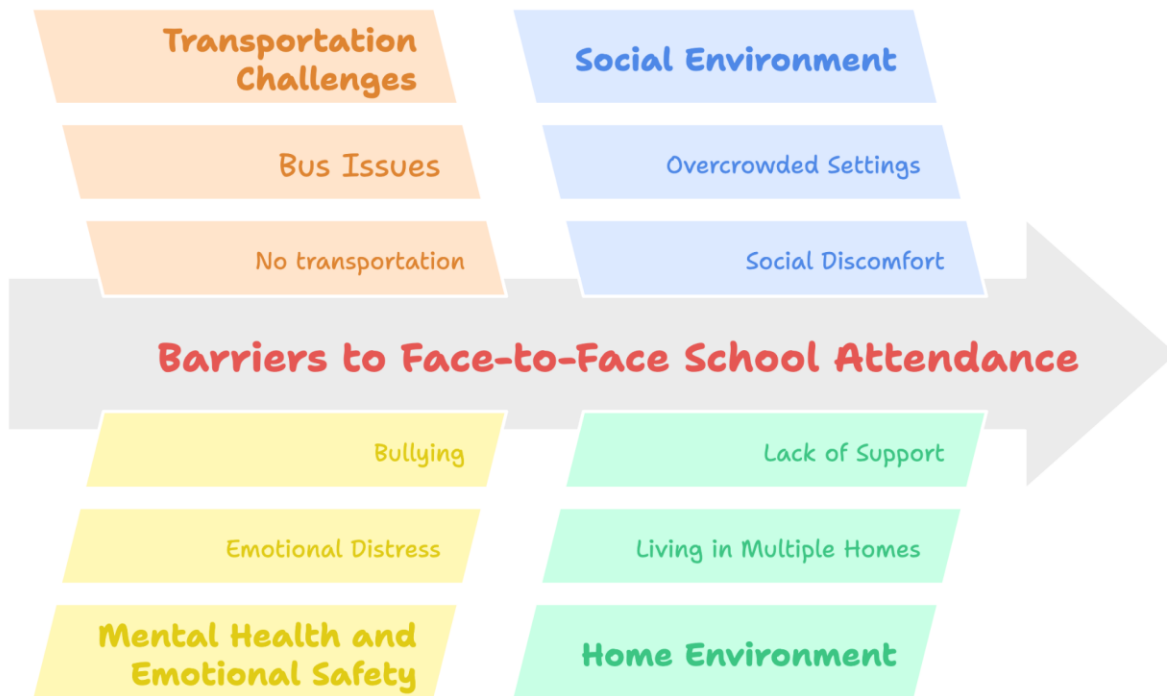
Sample of Data Collected:

Question: What do you wish teachers knew to help better support you as an Indigenous student in our district?



Question: What is the biggest challenge for you to overcome to attend school (in person)?

Challenges in Attending Face-to-Face School



Made with Napkin

AREAS TO CELEBRATE: Engaging in the Equity Transformation Cycle with our teachers proved to be a meaningful and unifying experience. It strengthened our sense of teamwork and deepened our commitment to supporting students at the margins. While we were only able to interview 14 of the 27 Indigenous students—fewer than we had hoped—it provided a strong starting point for understanding their experiences. The interview questions were thoughtfully chosen to explore areas such as home life, transportation challenges, educational and future goals, barriers to school attendance, support systems, and learning preferences. Through these conversations, we also gained valuable insight into why some students have chosen to leave bricks-and-mortar schools—information that holds significance at the district level. This process offered an important lens into the unique needs and aspirations of our Indigenous learners.

AREAS TO GROW: This is a strong first step toward building deeper connections with and better supporting Indigenous learners in our school; however, there is still much work to be done. We now have meaningful data to guide our efforts, and we hope to use this information more intentionally in the coming year to support our students. Having reached only 50% of our Grade 8 and 9 Indigenous learners so far, a key focus moving forward will be to engage with the remaining students and ensure their voices are also heard.

NEXT STEPS: Although this work was only initiated at the end of April, we are committed to continuing and deepening our efforts in the upcoming school year. Based on the student voice data and reflections gathered, we have identified the following focus areas:

1. Identify and Remove Barriers to Learning

- Proactively assess and address the challenges Indigenous students face in accessing and engaging with online education.

2. Advocate for Indigenous Students

- Ensure KOOL's Indigenous learners are heard, supported, and represented in school and district-level decision-making.

3. Learn and Respond to Student Needs

- Engage in ongoing learning about the specific needs of Indigenous students and adapt our systems and practices to better support them.

4. Decolonize Online Learning Systems

- Examine and revise current structures and content to reduce colonial bias and promote Indigenous perspectives and ways of learning.

5. Identify and Address Systemic Racism

- Recognize and dismantle systemic racism that may exist within policies, practices, and learning environments within KOOL

6. Share Findings District-Wide

- Share student voice data and insights with the wider district, especially given that many Indigenous students have chosen online learning over traditional school settings.

7. Increase Access Points to Education

- Create flexible, student-centered entry points to learning that meet the diverse needs and circumstances of Indigenous learners.

8. Embed Culture and Language

- Continue to meaningfully integrate Indigenous culture and language into programming, recognizing that schools are often the primary space where students connect with their heritage.

FINAL THOUGHTS: Our staff's engagement with our street data collection this year was exciting to lead, and we had buy-in from our entire K-12 teaching staff. Our effort was supported significantly by our newly implemented school coordinator structure, which allowed us to appoint school goal coordinators to meet with administration monthly (in addition to our regular monthly staff meetings) to move the work forward collaboratively. The power of this distributed leadership in our school has been palpable, as teachers responded very well to being led by these teacher-leaders in our school-wide school learning plan work. We are very excited to continue this work next year (our Equity-centred goal in particular) to continue the momentum we have achieved this year.