

School District No. 73 Kamloops-Thompson



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

Updated: September, 2026



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 several campuses, each with a specific focus. The elementary program is located at Heffley Creek Elementary, serving learners in grades K through 7. The 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 the high school program as well as the main office, including our administrative and secretarial staff, as well as 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 Mountain Academy at the base of Tod Mountain, in the Sun Peaks Resort community. School District No. 73 provides an @KOOL 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 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 online school, but also with transitions from and to other schools within School District No. 73 and elsewhere 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 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 with 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 not only the specific needs of our families and our students, but also the unique struggles they face learning primarily within a 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.

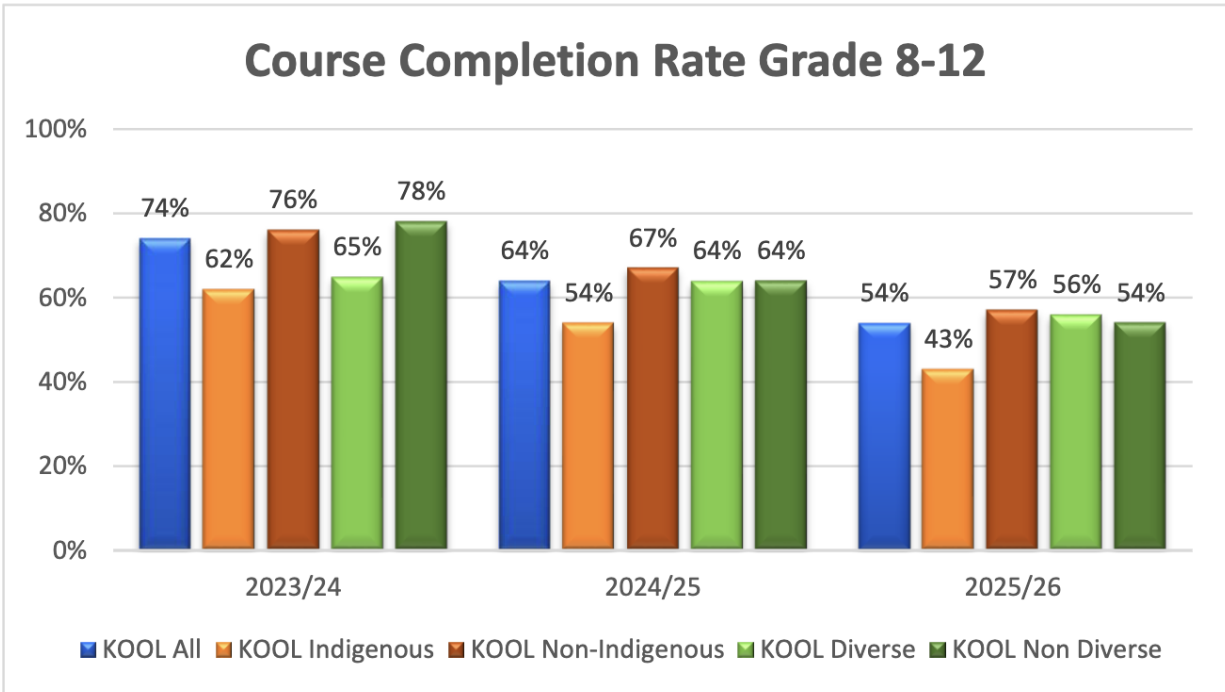
DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

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). Please note, we do not yet have some of the 2025/26 data available to us (this will be updated when this data becomes available).

Course Completion Rate (Grades 8-12)							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
KOOL All	56%	51%	74%	64%	54%	64%	-10%
KOOL Indigenous	44%	43%	62%	54%	43%	53%	-10%
KOOL Non-Indigenous	58%	53%	76%	67%	57%	67%	-10%
KOOL Diverse	67%	61%	65%	64%	56%	62%	-5%
KOOL Non Diverse	57%	52%	78%	64%	54%	65%	-12%



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 last 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 following engagement challenges at previous schools, and overall growth in student numbers. Additionally, our efforts to improve data accuracy by withdrawing inactive students may have impacted the reported rates.

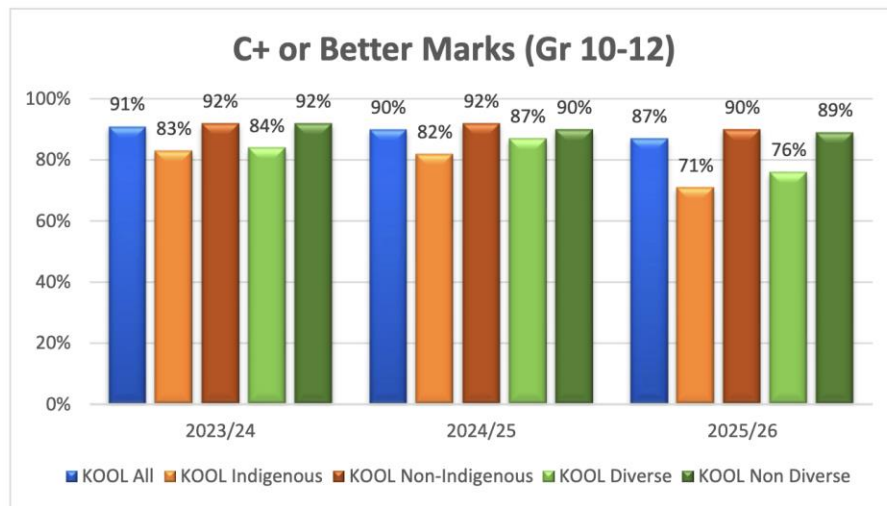
It should be noted that @KOOL students rarely fail courses, due to the nature of asynchronous learning and the ability for our students to not only progress at an individualized pace, but also to resubmit assignments based on teacher feedback in order to demonstrate achievement of the learning outcomes. Course withdrawals should not be considered failures, as students withdraw from courses for a variety of reasons. KOOL has also implemented a policy that allows students up to one year from the date of enrolment to complete a course (this aligns with completion deadline policies of other POLS in BC). If students do not complete within that time, they are withdrawn. In order to properly analyze course completion rates while taking into account the various course withdrawal circumstances, we are currently 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 several 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 the Moodle to Brightspace Learning Management System (LMS), as many course withdrawals were required as we made that provincially mandated transition. Although completion rates have declined again in 2025-26, this may result from a significant increase in Grade 10–12 enrolment, including a large number of first-time online learners. Additionally, there has been an increase in students who have been out of school for a significant period of time or enrolled with @KOOL from alternate programs in other (non-SD73) communities. @KOOL has also seen an influx of enrolment of diverse learners with significant learning needs this year. Across BC, there has been an increasing trend of students "shopping" for courses with the increasing popularity of online learning in BC: students enroll to give it a try, and then withdraw if they find the course too challenging or prefer a different format.

@KOOL teachers have 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	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
KOOL All	93%	89%	91%	90%	87%	89%	-2%
KOOL Indigenous	82%	75%	83%	82%	71%	79%	-6%
KOOL Non-Indigenous	91%	91%	92%	92%	90%	91%	-1%
KOOL Diverse	90%	80%	84%	87%	76%	82%	-4%
KOOL Non Diverse	92%	92%	92%	90%	89%	90%	-2%



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 - 2026) has hovered around 90%.

KOOL moved into the third 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 three at Skeetchestn, but results were not promising in year two of the Tk'emlups program. We are pleased that the program will continue to run at Skeetchestn next year (and may also run at Tk'emlups).

Teachers have continued to implement 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 used Brightspace's student-controlled Pace and Progress tool (made available to POLS in the 2024-25

school year), which was designed specifically to help students input their own goals in order to create a schedule; our team fully implemented this into all grade 8-12 courses in the 25/26 school year.

@KOOL worked collaboratively to make courses more accessible to all learners based on teacher observations and feedback. We have worked to customize courses in order to provide entry points for different learners and different outcomes based on student abilities and goals. We have also reconsidered the layouts of courses to reduce student cognitive load. In addition, teachers have added universal supports and adaptations to their courses, in consultation with our Inclusive Ed staff (LARTs) and school leadership. This year we have begun to implement courses specifically designed for our adult learners. We are currently at the early stages of implementation, and will continue this process in the 2026-27 school year.

We have also streamlined communication processes between teachers and administration this year to improve our follow through with interventions designed to better support disengaged students at early signs of struggles.

AREAS TO GROW: With much of our course construction happening near the beginning and end of school years, we are just beginning to implement some of our Brightspace-specific interventions such as the development of courses designed for adult learners, increased differentiation within courses, improvements to course layouts, and availability of course-embedded learner accommodations. These measures are on a continuous cycle of development, with changes rolling out to meet the evolving needs of our learners.

Teachers continue to work towards offering synchronous group options for students to help them pace themselves through courses. This has aligned well with the district's instructional supervision focus, with more frequent observations of the online learning environment in teachers' zoom sessions facilitating professional dialogue and instructional coaching opportunities. Our team will continue to use alternative methods of communication and to reach out to parents/guardians early and regularly to support their involvement in their child's progress.

@KOOL has continued to work at improving outreach for our rural communities this year with significant populations of KOOL learners, such as 100 Mile House, Williams Lake, Prince George, Gold Trail School District and Salmon Arm. Providing in-person support and class activities in rural communities outside of the Kamloops region has allowed 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 important to ongoing student engagement and academic 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 2026 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 grade 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 to 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. Historically, tracking cohorts of students over successive years has shown consistent improvement in literacy outcomes. However, unlike previous years, following cohorts of students across grade levels did not provide meaningful comparisons this year. The small cohort sizes and the increased complexity of incoming students in several grades had a disproportionate impact on the data, limiting the reliability of year-to-year cohort trends.

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 online learning students.

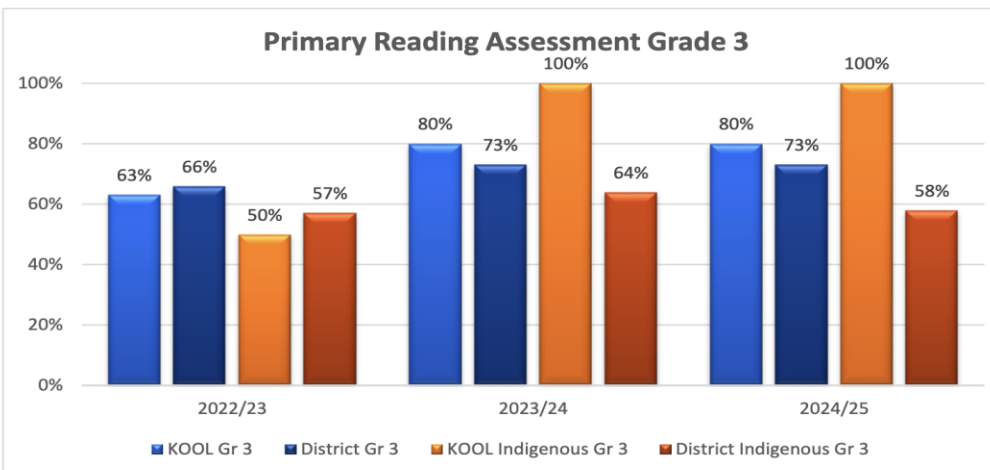
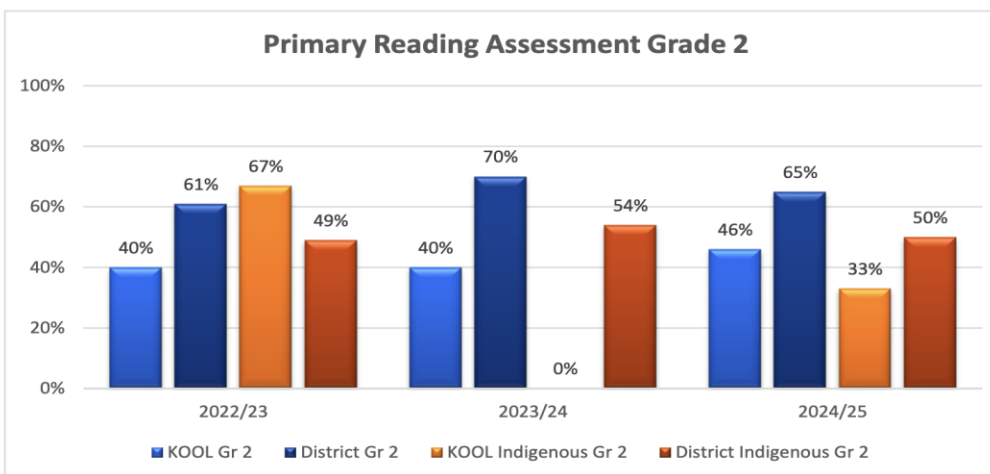
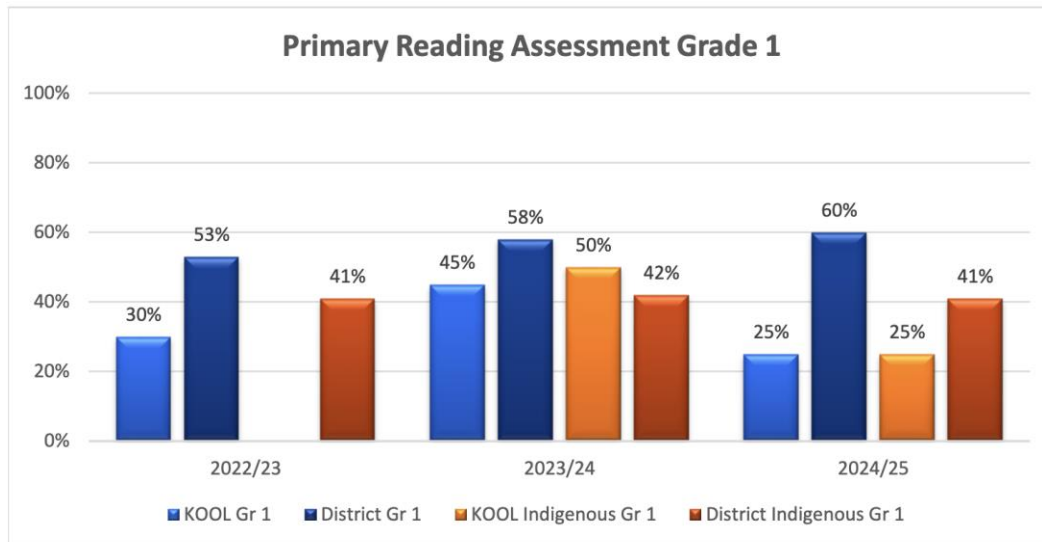
Primary Reading Assessment - June						
Positive Response Rate	2022/23	2023/24	2024/25	2025/26	3 Year Avg	3 Year +/-
KOOL Gr 1	30%	45%	25%	18%	29%	-11%
District Gr 1	53%	58%	60%	53%	57%	-4%
KOOL Indigenous Gr 1		50%	25%	0%	25%	-25%
District Indigenous Gr 1	41%	42%	41%	43%	42%	1%
	2022/23	2023/24	2024/25	2025/26		
KOOL Gr 2	40%	40%	46%	18%	35%	-17%
District Gr 2	61%	70%	65%	68%	68%	0%
KOOL Indigenous Gr 2	67%	0%	33%	33%	22%	11%
District Indigenous Gr 2	49%	54%	50%	57%	54%	3%
	2022/23	2023/24	2024/25	2025/26		
KOOL Gr 3	63%	80%	80%	47%	69%	-22%
District Gr 3	66%	73%	73%	72%	73%	-1%
KOOL Indigenous Gr 3	50%	100%	100%	0%	67%	-67%
District Indigenous Gr 3	57%	64%	58%	57%	60%	-3%

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

@KOOL continues to welcome students with diverse educational backgrounds, including some who enter the program in Grades 1 or 2 with little or no prior experience in formal schooling or early childhood education. In some cases, families have chosen alternative educational approaches that emphasize experiential learning, life skills, land-based learning, self-sufficiency, or other non-traditional educational experiences. While these approaches can foster valuable skills and knowledge, students may begin their formal literacy journey later than their peers, requiring targeted instruction and intervention to develop foundational reading and writing skills. This trend has become increasingly evident in Grade 3, where, despite ongoing literacy interventions, enhanced instructional supports for home facilitators, and the implementation of an engagement policy to strengthen home-school partnerships, some students continue to demonstrate slower literacy growth. This highlights the critical role of consistent literacy practice and family engagement alongside school-based interventions in supporting positive student outcomes.

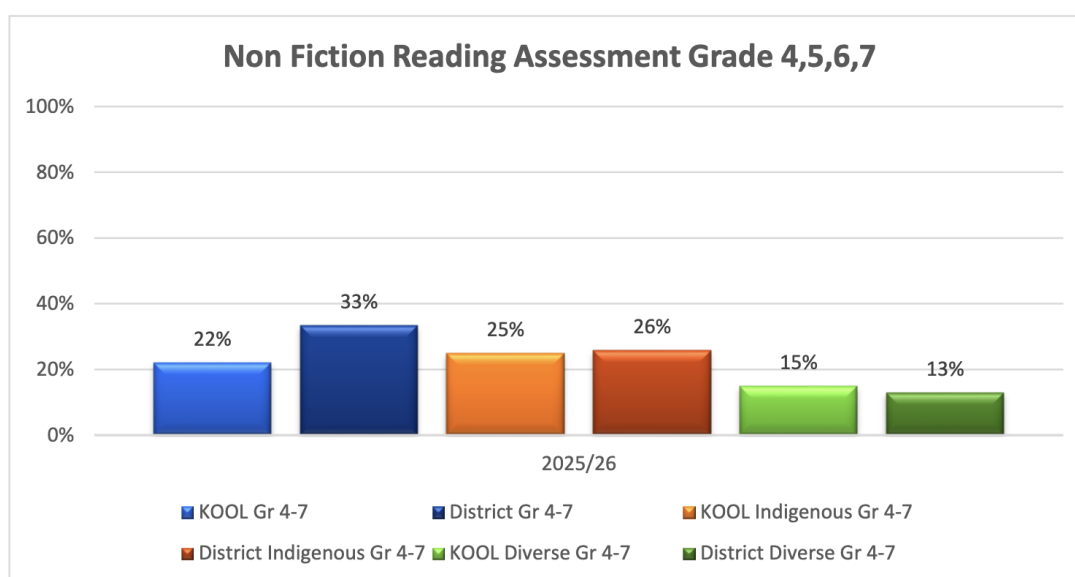
Literacy - Primary Reading Assessment - June (2022 - 2026)

(Percentage of students who are Proficient or Extending in the June PRA)



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	2022/23	2023/24	2024/25	2025/26	3 Year Avg	3 Year +/-	Count
KOOL Gr 4-7	12%	40%	42%	22%	35%	-13%	10
District Gr 4-7	23%	28%	33%	33%	31%	2%	
KOOL Indigenous Gr 4-7			39%	25%	32%	-7%	2
District Indigenous Gr 4-7		20%	22%	26%	23%	3%	
KOOL Diverse Gr 4-7	20%	22%	43%	15%	27%	-12%	
District Diverse Gr 4-7	10%	12%	13%	13%	13%	0%	3



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 7% below the district average, and 10% below the provincial average.

Graduation Literacy Assessment Grade 10							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
KOOL All	61%	70%	65%	50%	69%	61%	8%
KOOL Indigenous	67%	50%	33%	50%	67%	50%	17%
KOOL Non-Indigenous	60%	77%	70%	50%	70%	63%	7%
KOOL Diverse	67%	67%	33%	25%	75%	44%	31%
KOOL Non Diverse	60%	71%	70%	56%	68%	65%	3%
SD73 All	67%	66%	67%	68%	68%	68%	0%
SD73 Indigenous	58%	52%	56%	62%	53%	57%	-4%
SD73 Diverse	49%	41%	47%	40%	45%	44%	1%
Province ALL	73%	74%	73%	71%	70%	71%	-1%
Province Indigenous	53%	56%	53%	52%	52%	52%	-1%
Province Diverse	54%	55%	54%	52%	52%	53%	-1%

Our three-year average for the Literacy 12 assessment is equal to the district average, and 5% below the provincial average.

Graduation Literacy Assessment Grade 12							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
KOOL All		85%	69%	82%	65%	72%	-7%
KOOL Indigenous		75%	100%	75%	50%	75%	-25%
KOOL Non-Indigenous		86%	71%	83%	66%	73%	-8%
KOOL Diverse		86%	50%	100%	50%	67%	-17%
KOOL Non Diverse		84%	78%	81%	68%	76%	-8%
SD73 All		74%	74%	70%	72%	72%	0%
SD73 Indigenous		59%	65%	60%	61%	62%	-1%
SD73 Diverse		56%	52%	42%	52%	49%	4%
Province ALL		78%	77%	77%	76%	77%	-1%
Province Indigenous		60%	59%	59%	57%	58%	-1%
Province Diverse		63%	61%	58%	59%	59%	0%

No obvious trends are evident regarding the achievement of our Indigenous and diverse student populations, again likely due to small cohort sizes. However, it is worth noting that the three-year average of @KOOL Indigenous learners on the Grade 12 Graduation Literacy Assessment is 17% higher than the provincial average, and 13% higher than the district average.

AREAS TO CELEBRATE: @KOOL has continued to build and implement strategies to support literacy development for students from K-12:

- Teachers continued to incorporate and explicitly teach the use of universal assistive technology to support learners at all literacy levels, including various dictation tools and Brightspace text-to-speech functionality

- This was our second year of implementing small group evidence-based literacy intervention 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 over Zoom.
 - Grade 5 and 6 students received individual literacy support from their teacher or LART, as needed.
 - This year, select @KOOL students were chosen to participate in the district Indigenous Literacy Pilot project
- 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 direct teacher lessons via recorded videos at their level, from their home, regardless of their ability to join Zoom or in-person meetings.
- @KOOL entered teams in the Battle of the Books competition for the second year. This provided an opportunity for students to both challenge themselves and continue to develop their own literacy competencies under the guidance of classroom teachers.
- For new students at the elementary campus, it is now universal practice to screen basic literacy skills within the intake process in order to connect families to the appropriate programming within their grade level curriculum immediately.
- The elementary teacher team developed an effective process to gather level A literacy data during that first point of contact.

These instructional approaches have contributed to improved student literacy achievement and overall engagement.

AREAS TO GROW: In consideration of our literacy data, @KOOL staff have continued our commitment to a literacy-specific learning goal for our School Learning Plan to intervene with primary students, particularly in grades 3 and 4, given the specific cohort of vulnerable students that continue to register with KOOL after not being able to find much success in traditional school buildings.

SCHOOL STRATEGIES: @KOOL teachers started collaborative work in the fall of 2024 to develop literacy strategies; this work continued this year (2025-26). 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 in 2024, we have continued our work 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 new strategies could we implement in 2026/2027 to ensure improved student outcomes after reviewing the impact from the 2025/2026 supports?
- What learning/professional development do we feel would be beneficial to help us achieve this goal?
- How does our current student cohort from year to year impact the interventions that we need to support each specific group of learners?

The strategies that we agreed upon, for use K-12 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 three years (2023-2024, 2024-2025 and 2025-2026). Teachers are reporting increased success and confidence with supporting literacy development. Up until the 2024-2025 school year, the literacy data indicated some year-to-year improvement if following cohorts as they age, but students continue to lag behind district averages in the early primary years. This year, transferring students in Grades 3 and 4 were particularly vulnerable in terms of literacy outcomes. It was an exceptional cohort of students with complexities and historical school/family challenges. When looking at individual student growth, the evidence demonstrates individual growth with literacy, but when taken as overall data through PRAs and NFRAs, shows a decline in student success. The variability in student populations that is unique to KOOL is reflected in the data and does not indicate an actual decline in overall student success. We will continue to refine our literacy interventions, adapt to our evolving student population, and monitor our results throughout the 2026–2027 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).

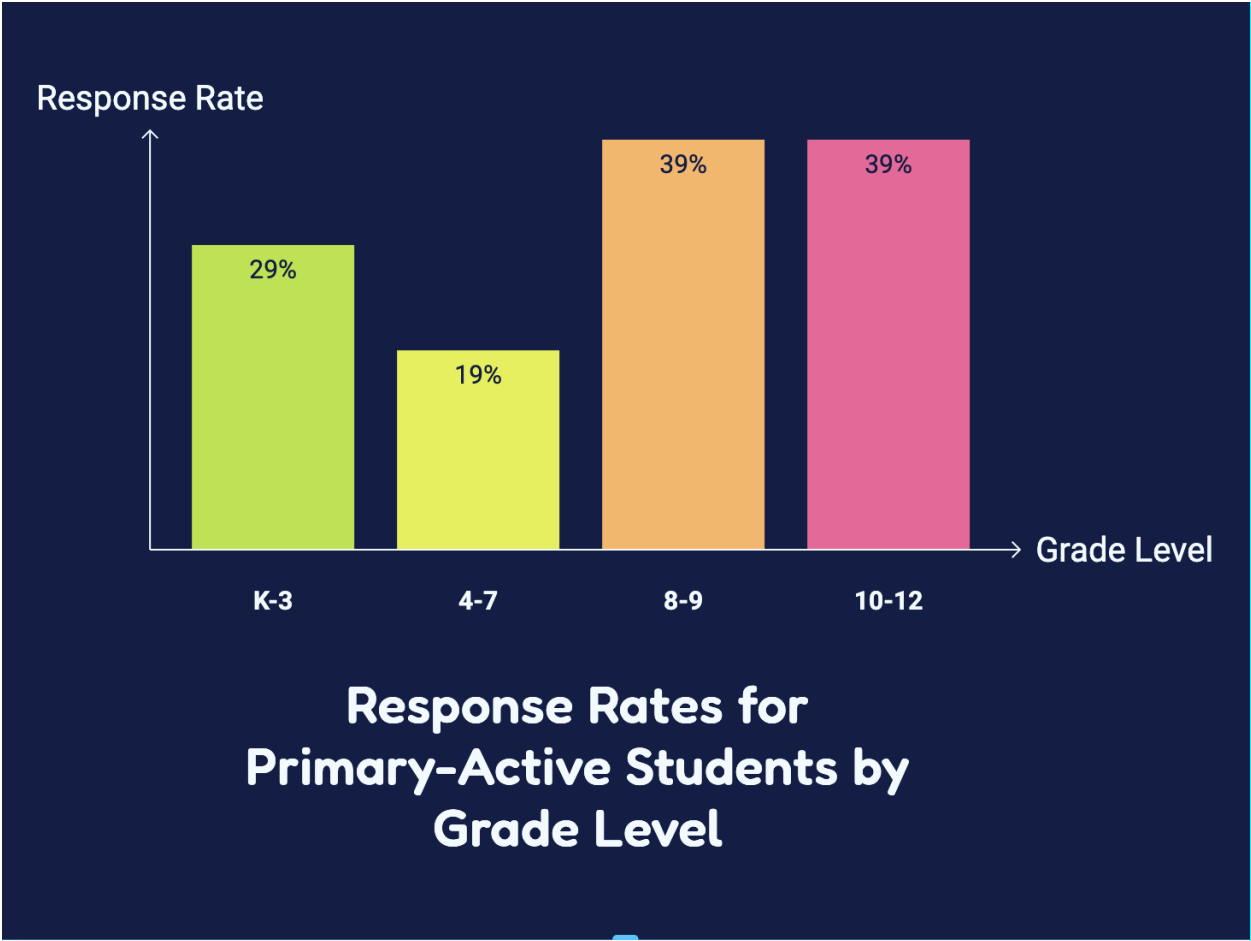
DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS: The data available to online schools differs from that available to bricks and mortar (face-to-face) schools. The main source of data for regular (face to face) schools is the Ministry of Education Satisfaction Survey that is completed by students and parents annually. A version of this survey specific to online learning schools was developed by the Ministry of Education and initially rolled out in the 2024-25 school year. This survey continued for the 2025-26 school year for all BC online learning schools.

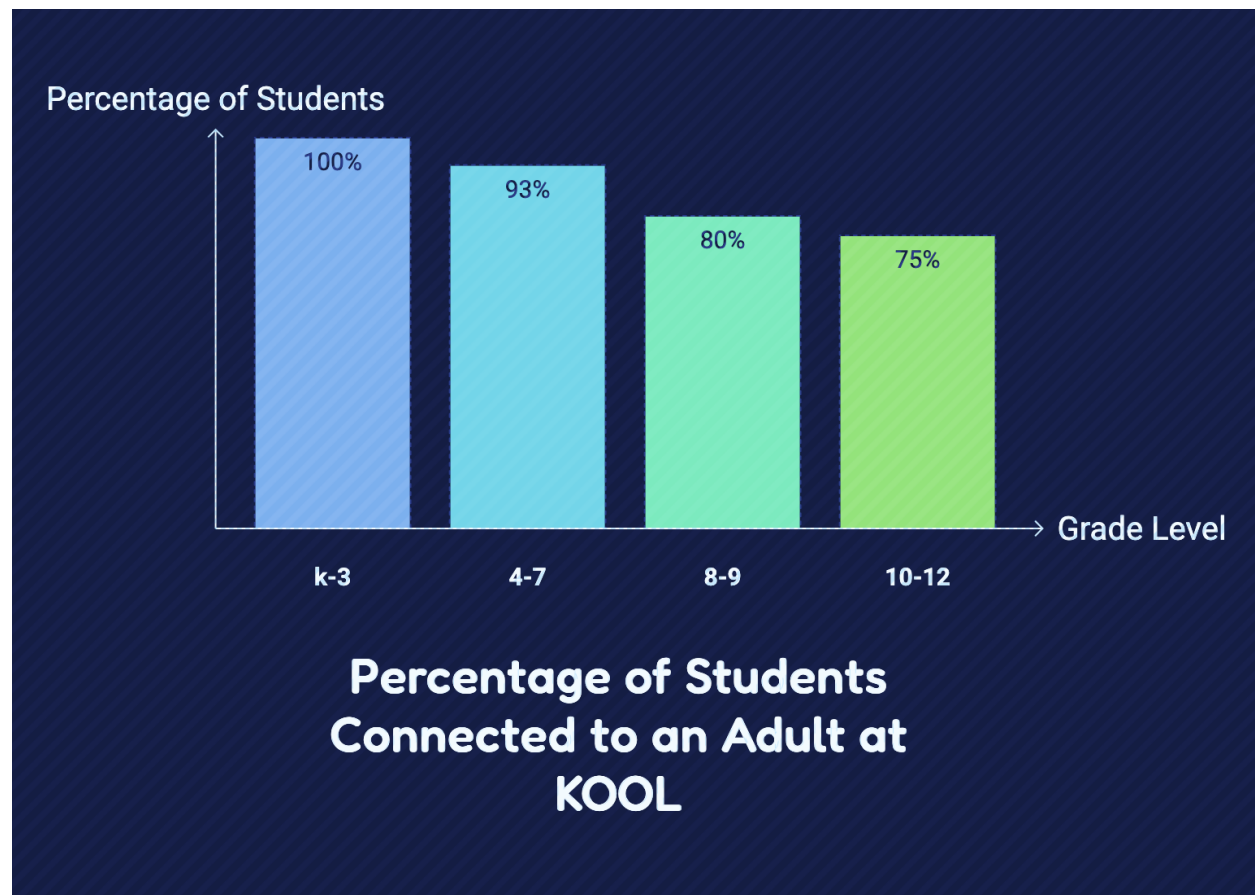
Unfortunately, the completion rate of the Ministry's online learning survey has been extremely low (single-digits) despite our best efforts to invite participation from our student and parent community. This is a trend with all POLS, which we attribute to the length of the survey and the confusing (and often not applicable) nature of the questions. POLS have collectively provided feedback to the Ministry on ways to improve the survey in hopes that we can improve student and parent engagement and completion. For the 2024-25 and 2025-26 school years our survey completion rates have been low to the point the data is not meaningful. We will continue to pursue strategies to improve our completion rates on this survey in the 2026-27 school year.

In order to gather meaningful social-emotional data about our students, 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 four consecutive years using a consistent set of questions,

allowing for meaningful comparisons over time. The survey has evolved into four distinct versions tailored to different student age groups. Three versions have been designed so students can independently complete them: intermediate students (grades 4-7), middle school students (grades 8-9) and secondary students (grades 10-12). The primary version (grades K-3) has been designed for students to complete with the help of an adult. To strengthen our analysis, survey results were disaggregated by student age group, enabling more nuanced comparisons among primary, intermediate, middle school, and high school students. Unlike the Ministry’s online learning satisfaction survey, we have had impressive response rates in each of the four 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. In 2025-26, we had a 37% response rate.



Summary Table of Survey Data 2025-2026



In addition to the Likert-scale questions asked on the survey, students and 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](#)
- [KOOL Student/Parent Survey January 2026](#)

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 four years (37%, 44%, 42.5%, and 37% in 2022-23, 2023-24, 2024-25, 2025-26)

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 positively 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 promote a sense of belonging and positive school culture. Through these connection points, families have shared the wide and ever-reaching positive impact on not only their children, but on their families as a whole.

In 2025-26, @KOOL piloted a rural outreach program through Community Link funding. This program allowed us to take teams of KOOL teachers, LARTs, and our counselor to meet students in their home communities. We were able to connect with students and families on multiple occasions in 100 Mile House, Williams Lake, Ashcroft, Salmon Arm, and Prince George. This was beneficial to both our learners and to our staff. Students were able to connect with teachers, complete assessments, and work on course work in a classroom setting, while our counselor and LARTs were able to complete Level B assessments, intake meetings, IEP consultations, and SBTMs. This was a successful pilot program that encouraged our students to make progress in their courses and to re-engage with learning in a safe, supported way.

AREAS TO GROW: Despite the positive feedback we received from the students/parents who completed our survey, we do not 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).

As our student enrolment from outside of Kamloops continues to grow, we would like to continue to expand our rural outreach program. This would see the KOOL team on the road to communities around BC more often to connect with students.

SCHOOL STRATEGIES: In 2025-26, we continued to work through the strategies we developed in 2024-25. In the 2024-25 school year, a team of teacher leaders (@KOOL coordinators) worked with administration to bring teachers together to collaboratively build on success from the previous year. Teachers analyzed what was successful from the 2023-24 and 2024-25 school years and recreated 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 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: Continue to connect vulnerable students in Grades 8 through 12 with our school counsellor.

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

Wellbeing Strategy 6: Continue 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: Increase focus on connecting with individual students and providing wrap-around support.

Wellbeing Strategy 8: Increase use of technology (mobile phones) to connect with families and students directly (as of the current 2025-26 school year, each of our three main campuses has a dedicated school cell phone for this purpose).

Evidence and Next Steps: @KOOL's school population has continued to change quickly in the 2025-26 school year. Our survey results show some varied results which can be attributed to our growing population. While we did not have the significant growth that we saw in 2024-25, we did see a steady increase in enrolment in all grade levels. We continued to have a large number of new student enrolments 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, 52% of Grade 8s and 9s that completed the survey were brand new to KOOL, which is higher than the 49% we saw last year. In grades 10 to 12, 65% of student survey respondents have been with KOOL for less than 2 years.

The next steps for KOOL staff include continuing to further connect and build relationships with current students. We will continue to progress with the eight Well-being strategies that were redeveloped and implemented this school-year. In the Fall of 2026, we will continue to work with our street data and survey responses to continue to improve connection with our learners.

Equity-Centered 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

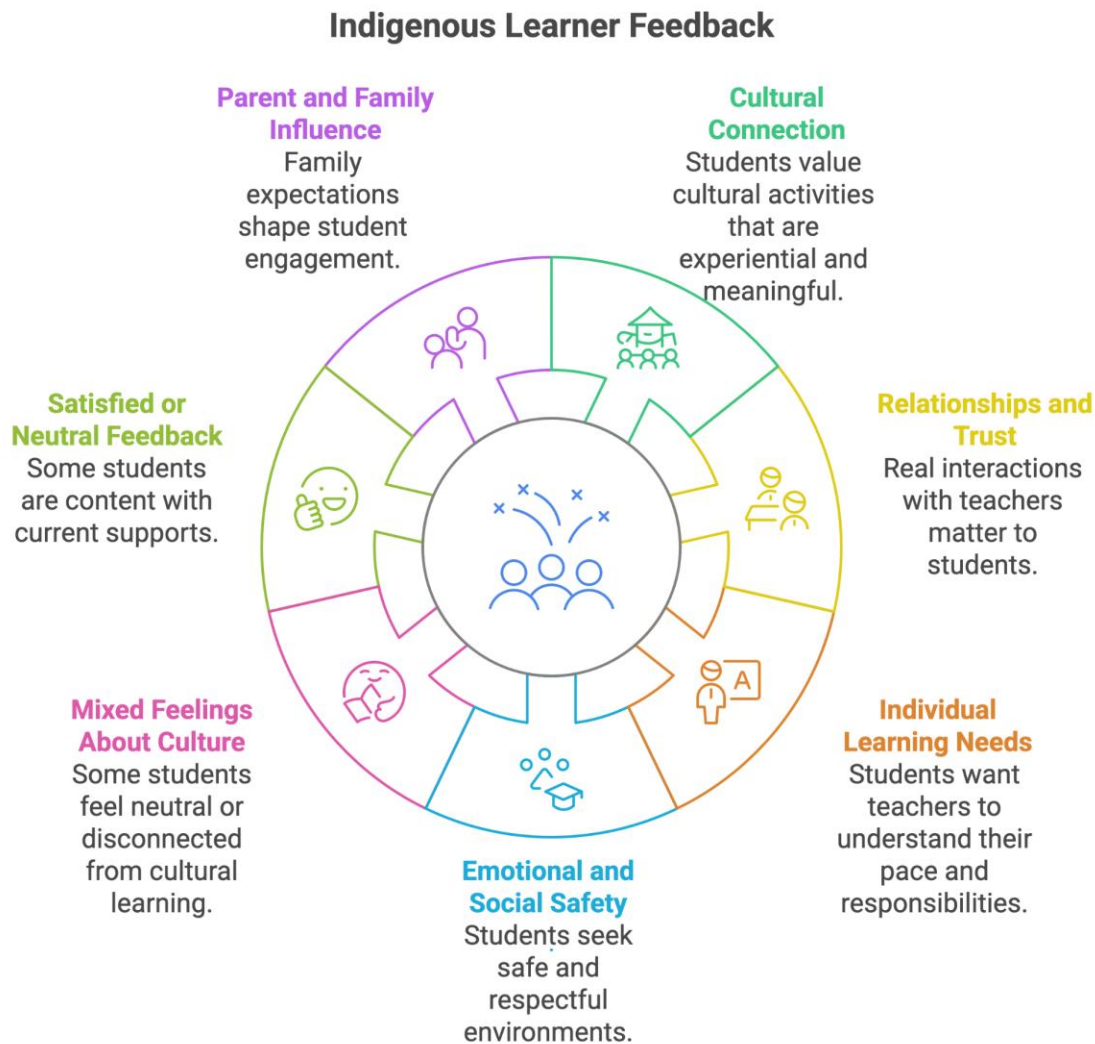
ACTIONS: This year, our staff focused on gathering street-level data about our Grade 8 and 9 Indigenous learners. Using the Equity Transformation Cycle as our framework, we collaborated to develop a set of interview questions that would help us better understand student experiences. Through this process, 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](#)

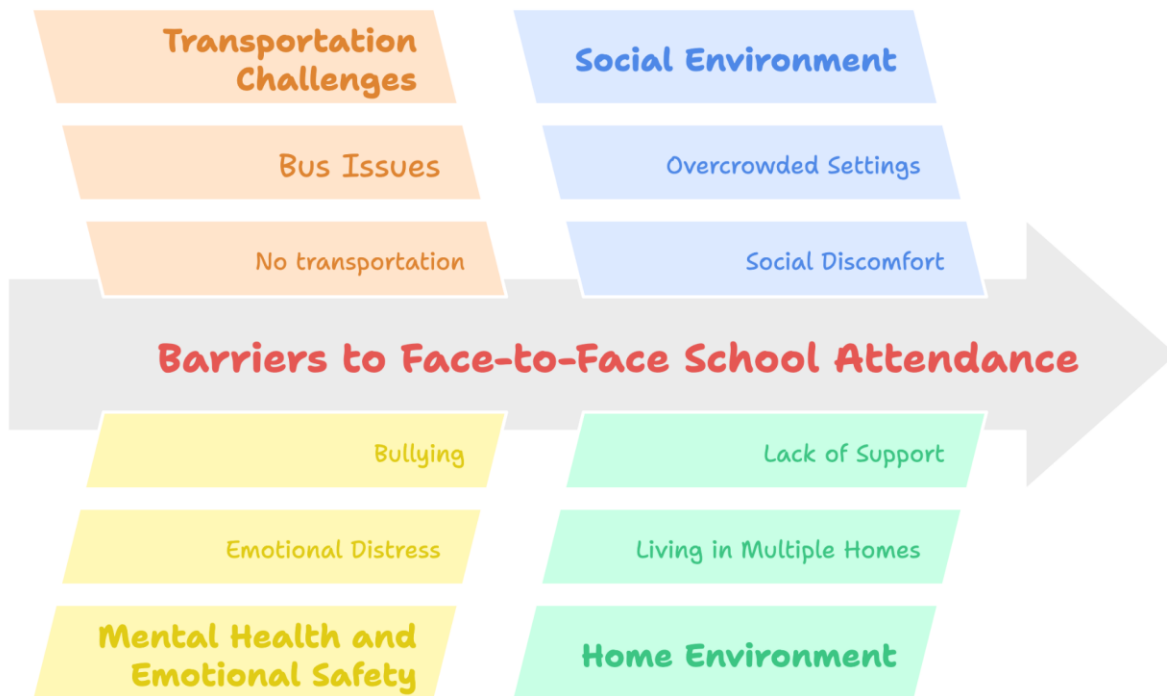
Sample of Data Collected:

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 Learning1. 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 Racism5. 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 was exciting to lead, and we had buy-in from our entire K-12 teaching staff. Our effort was supported significantly by individual teacher leaders, who helped us 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 their teacher-leader colleagues in our school-wide school learning plan work. We are very excited to continue this work (our Equity-centred goal in particular) to continue the momentum we have achieved with this initiative.