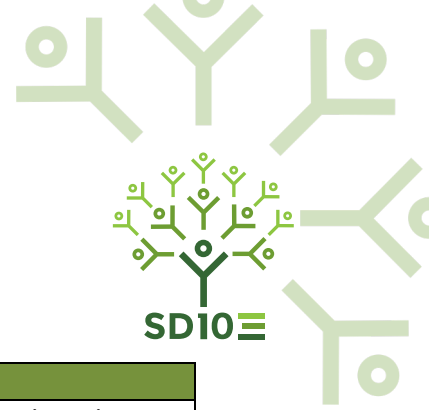




School Context

Arrow Lakes Distributed Learning (ALDL) is School District 10's flexible online and distributed learning program, serving students from K–12. Our student population ranges between 25 to 50 students per year. The program is designed to provide personalized and flexible learning opportunities, allowing students to complete learning from home while accessing teacher support online, remotely, and through face-to-face opportunities. For K–9 students, learning combines home-based academic support with opportunities for group activities, arts, recreation, field trips, outdoor learning, and other experiential learning experiences. For Grades 10–12, ALDL provides a blended learning model, combining online coursework with face-to-face support and opportunities to access courses through the district's secondary schools. ALDL supports students who may benefit from an alternative to a traditional classroom, while maintaining connections with their teachers, peers, schools, and communities.

Student connection and participation are important areas of growth. ALDL's previous growth plan specifically identified the need to help students feel more connected to brick-and-mortar schools and their communities while participating in online learning. It also prioritized increasing blended learning opportunities. The program has continued to expand opportunities for students to access in-person support, including classroom-based support, home visits, and outreach in communities such as Lucerne and the Southern Zone. Overall, ALDL reflects SD10's emphasis on personalizing learning, providing flexible pathways, and connecting learning to local communities and student needs. The student population includes 20% of students with diverse abilities and a high student vulnerability rate.

Strategic Plan Priority:

Strategic Plan Priority: Health / Student Connection and Participation through Collaboration

Strategic Plan Priority: HEALTH

- The goal supports student physical, mental, and social-emotional well-being by increasing opportunities for students to connect with a caring adult and participate in meaningful school activities.
- Regular face-to-face contact provides opportunities to build relationships, identify barriers to participation, and strengthen students' sense of connection and belonging.
- This aligns with SD10's focus on student well-being and creating supportive learning environments.

Strategic Plan Priority: COLLABORATION

- The goal supports collaboration by creating regular opportunities for students, teachers, families, and community members to connect.
- Meeting students in their communities, including providing opportunities in Edgewood, recognizes the rural context of SD10 and reduces geographic barriers to participation.
- Providing alternate locations demonstrates flexibility and responsiveness to individual student needs.





Connection to SD10 Values

- **Compassion:** Recognizing individual barriers and creating accessible opportunities for students to participate.
- **Collaboration:** Building stronger relationships among students, teachers, families, and community.
- **Responsibility:** Supporting students to take an active role in their learning and participation.
- **Resiliency:** Providing consistent adult connections and opportunities for students to remain engaged despite barriers.
- **Critical Thinking:** Working with students to identify barriers and develop solutions that support their participation.

Health/Participation Inquiry and Goal:

By June 2027, at least 80% of ALDL students will participate in a face-to-face meeting or ALDL activity at least once per month, either through an academic meeting, ALDL activity day, or an alternate community-based location. We believe that this increase in face-to-face interaction will lead to 80% of students “on track”, 90% course completion, and 95% school graduation rate.

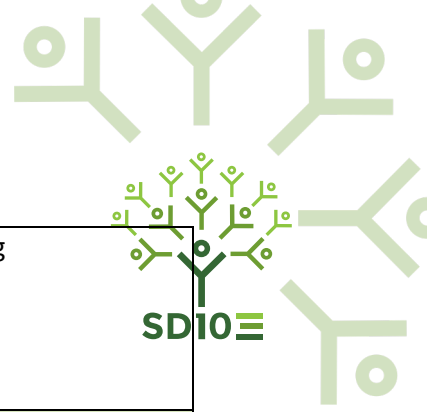
Strategies and Actions:

- For students who are unable to attend the regular ALDL location, the teacher will provide an **alternate monthly meeting opportunity**, including travelling to all parts of the district when appropriate.
- Track student participation and engagement through **attendance at activity days, monthly teacher-student meetings, and students' willingness to meet at alternate locations**.
- Use participation data throughout the year to identify barriers to engagement and adjust supports and meeting locations as needed.
- **Success will be demonstrated by increased consistency in student participation and regular face-to-face connection with the DL teacher**, particularly for students who experience barriers to attending the regular ALDL location.

Strategies and Actions

- Schedule monthly face-to-face opportunities with ALDL students.
- Provide academic and social opportunities for students to connect with the DL teacher and peers.
- Plan alternate meeting locations for students who cannot attend the regular DL location.
- Travel to **all parts of the district at least once a month**, when appropriate, to provide students with an accessible opportunity to meet face-to-face.
- Communicate regularly with students to identify barriers to participation and determine appropriate support.





- Encourage participation in ALDL activity days and community-based learning opportunities.

Data to Inform/ Support Goal:

Data to Inform/Support the Goal

- Attendance and participation during ALDL activity days.
- Number of students participating in monthly face-to-face meetings.
- Number of meetings completed at alternate locations.
- Student willingness and ability to meet with the teacher at an alternate location.
- Teacher observations of student engagement and connection.
- Student feedback regarding barriers to participation and preferred ways of connecting.
- Comparison of participation data throughout the school year to identify changes and trends.

Data Analysis Review and Reflection:

Success Measure

Target: 80% or more of ALDL students participate in at least one face-to-face meeting or activity each month by June 2027.

Participation data will be reviewed monthly to monitor progress and adjust supports where needed.

Reflection questions will be:

- How has our own practice shifted as a result of this plan?
- What will we carry forward into next year's plan?

