



**FAST FORWARD
FLOURISHING
COMMUNITY**

IMPLEMENTATION PLAN

2026–2029



foothillsschooldivision.ca

Contents

- Our Division.....3
- Leadership.....3
 - Board of Trustees3
 - Executive Team.....3
- Our Schools.....4
- Flourish Forward.....5
- Safeguarding Rural Schools and Communities 6
 - Why Is this Important? 6
 - A Legacy Project..... 6
 - Our Collective Work 6
 - Project Timeline7
 - What We Heard 8
- Implementation Plan..... 8
 - Priority Stream 1: Advocacy and Engagement 9
 - Priority Stream 2: AI and Emerging Technology..... 9
 - Priority Stream 3: Belonging and Culture.....10
 - Priority Stream 4: Community Activation.....10
 - Priority Stream 5: Student Support and Flexibility.....11
 - Priority Stream 6: Digital Independence Roadmap.....12
 - Measurement and Reporting12
 - Governance Assurance Approach.....12
- Detailed Implementation Plans..... I

First Draft: June 9, 2026
Revised: June 17, 2026

Foothills School Division
300 – 128 4th Avenue SW
High River, Alberta T1V 1M7

403.652.3001
info@fsd38.ab.ca | foothillsschooldivision.ca

DIVISION CONTACTS

FOOTHILLS SCHOOL DIVISION

Foothills School Division serves a wide region south of Calgary and contributes to the communities of Foothills County, DeWinton, Millarville, Diamond Valley, Longview, Okotoks, High River, Blackie, and Cayley.

**Foothills School Division Education Plan
Annual Education Results Report
Audited Financial Statements
Operational Plan**



LAND ACKNOWLEDGEMENT

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and Îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis Government of Alberta.

Truth and Reconciliation for Learner Success in Foothills School Division



VISION

Engagement, Support, and Success for each learner.



MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!



PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and leadership.

Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All

OUR DIVISION LEADERSHIP

The Foothills School Division prides itself on providing outstanding educational opportunities for the communities we serve and believes in its purpose of *education at the centre of a flourishing community*.

For further information about The Foothills School Division, view our Five-Year Education Plan, Annual Education Results Report, and the Audited Financial Statements on the Division's website at foothillsschooldivision.com. The website is a great resource to provide further information about The Foothills School Division's schools, services, and resources.

BOARD OF TRUSTEES



Shanon Hines

Ward 1



Sherry Butler

Ward 2



Theresa Letendre

Ward 3
Board Chair



Sharon Nichols

Ward 4



Lisa Penzo

Ward 4
Vice Chair



Jackie Roe

Ward 5

EXECUTIVE TEAM



Christopher Fuzessy

Superintendent of Schools



Katelyn Nickel

Assistant Superintendent
Corporate Services
Secretary Treasurer



Sarah Clark

Assistant Superintendent
Employee Services



Caroline Roberts

Assistant Superintendent
Learning Services

OUR SCHOOLS

HIGH RIVER & AREA SCHOOLS

- **École Joe Clark School** (K-5)
- **Spitzee Elementary School** (K-5)
- **École Senator Riley Middle School** (6-8)
- **École Secondaire Highwood High School** (9-12)
- **Blackie School** (K-8), Blackie
- **Cayley School** (K-8), Cayley
- **Cayley Colony School**
- **High River Colony School**
- **MacMillan Colony School**

OKOTOKS & AREA SCHOOLS

- **Big Rock School** (K-6)
- **Dr. Morris Gibson School** (K-6)
- **Meadow Ridge School** (K-9)
- **École Percy Pegler School** (K-6)
- **Westmount School** (K-9)
- **École Okotoks Junior High School** (7-9)
- **École Secondaire Foothills Composite High School | Alberta High School of Fine Arts** (10-12)
- **Foothills Outreach Education Centre | Cameron Crossing School** (7-12)
- **Heritage Heights School** (K-9), DeWinton
- **Red Deer Lake School** (K-9), Foothills County

HIGH COUNTRY SCHOOLS

- **C. Ian McLaren School** (K-6), Diamond Valley
- **Turner Valley School** (K-6), Diamond Valley
- **Longview School** (K-6), Longview
- **Millarville Community School** (K-8), Millarville
- **Oilfields School** (7-12), Diamond Valley

LEARN ANYWHERE

- **Foothills Digital School** (1-12)



» FLOURISH FORWARD

This implementation plan operationalizes the Division's engagement, support, and success priorities by translating the Flourish Forward action items into a phased three-year framework.

We will embed this plan within the Division's 2024-2029 Education Plan as a companion implementation to advance our goals, in the same way the Operations Plan organizes budget, capital, operational, and technology priorities. Through this we will strengthen coherence across the system by identifying what the Division will do, what we must consider or plan, what will be achieved with our partners, and how progress will be measured.

The plan is designed to support a flourishing learning community through relationship-based practice, responsible innovation, inclusive and flexible supports, and, ultimately, stronger community connection. It reflects a belief that schools are not only places of instruction, but also community hubs where trust, belonging, agency, and shared responsibility can be cultivated.

The Division will use a three-year phased approach:

- Year 1 design, consult, pilot, and build guardrails
- Year 2 expand successful pilots, refine tools and practices, and strengthen partnerships
- Year 3 embed, sustain, evaluate, and scale the most effective approaches.

Photo: Collaboration with our Indigenous communities is important in rural education. The Tipi outside of École Secondaire Highwood High School in High River is just one way we advance student belonging and foster positive relationships with our partners in the Foothills.



SAFEGUARDING RURAL SCHOOLS AND COMMUNITIES

WHY IS THIS IMPORTANT?

At Foothills School Division, we believe strong relationships and supportive environments help everyone thrive. The world is more complicated and unpredictable these days, but our goal is simple: put education at the heart of a caring, safe, and successful community. We want every student, staff and community member to feel they belong and can grow. Instead of just reacting to challenges, we're choosing to work together to make our schools and community better for everyone.

A LEGACY PROJECT

We know there is pressure and a sense of division in society. That's why it's so important for the Foothills region to work together to enhance and build trust. Belonging helps to protect us from feeling alone or uncertain and lays the foundation for sustained learning, creativity, and positive change for everyone.



We have started the groundwork for this project by engaging our staff, parents, and students to answer these guiding questions:

- How can we make sure everyone feels included?
- How do we provide support for every student?
- How do we keep schools at the heart of our community?
- How can we advocate for strong rural education?
- And how do we use technology and A.I. to support, not replace, the human connections that matter most?
- How can we continue this work well into the future for the benefit of residents, businesses, and systems that contribute to, and support, the Foothills region.

With their recommendations for action in hand, we are now weaving their ideas into our strategic plans. Flourishing communities require all of us, and this work doesn't stop in schools. We are turning to community leaders (you) to hear your answers to these questions and to collaborate with you so we can flourish forward – together.

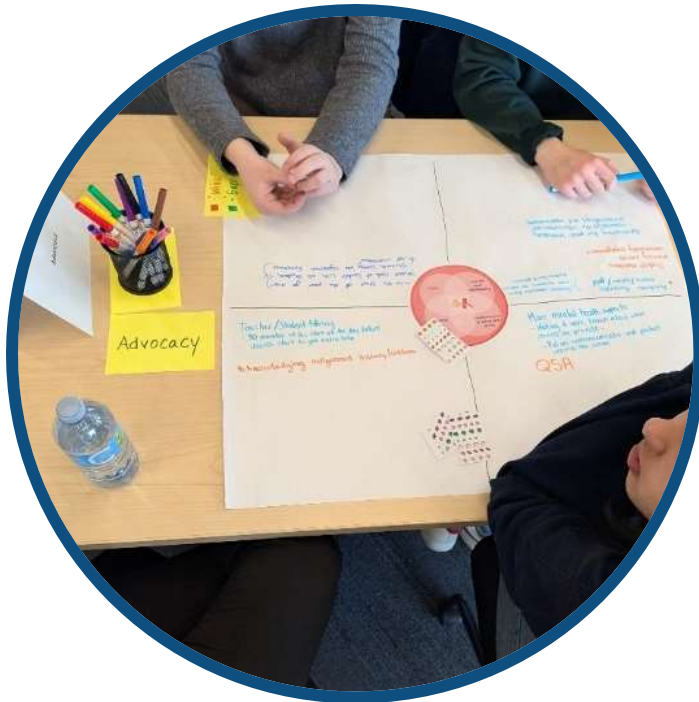
OUR COLLECTIVE WORK

We met to gather insight and perspective from our community. Based around the question of, “What would have to be true for this problem to never existed?” we used simple and effective methods including small group talks, world cafe style activities, storytelling, and brainstorming to collect ideas from our stakeholder groups.

Together we listened, reflected, and imagined new solutions to move forward - drawing on resources from experts here in Alberta, across Canada and around the globe.

PROJECT TIMELINE

January – March 2026	Staff Working Group Meetings
February – March 2026	School Trustee & School Councils Engagements
February – April 2026	Student Community Council Engagements
April 2026	Council of School Councils (COSC) Engagement
April 2026	Development of Staff Working Group Final Recommendations
May 25, 2026	Community Partner Engagement
May 27, 2026	FSD Education Plan & Budget Approved
June 2026	Review of Implementation Plan with Staff Working Group
October 15, 2026	Community Partner Engagement



Photos: The Student Community Council includes students in grades 10 to 12 to gather to provide insight on the Flourishing Forward priority areas. The SCC will continue to meet with the Superintendent to inform future decisions with this project, and other Division strategic outcomes.

WHAT WE HEARD

The feedback from school leaders, staff working groups, students, and families indicates a need for clarity, simplicity, and cohesion:

- Safe, caring environments are a clear strength across the system.
- Participation and inclusion are not always consistent or easy to access for all students and families.
- Students, staff, and families have opportunities to share feedback and perspectives.
- More consistent structures are needed so voice leads to visible action and co-design.
- Many supports, programs, and services exist across the division.
- Families and students need clearer pathways and more equitable access to these opportunities.
- Staff and leaders are committed, but many processes feel complex and demanding.
- Streamlined systems, collaboration time, and thoughtful implementation are needed to support improvement.
- There is strong interest in schools as community hubs with real-world learning and stronger partnerships.
- Preparing students for the future will require clearer pathways, digital literacy, and connected learning opportunities.

View feedback results for each engagement group:

- **Student Families** (School Councils, COSC)
- **Student Community Council**
- **School Leaders**
- **Staff Working Groups**

IMPLEMENTATION PLAN

The purpose of this plan is to move the Fast Forward to a Flourishing CommUNITY action items from ideas into coordinated steps toward success. The Division will use a three-year phased approach:

- Year 1 design, consult, pilot, and build guardrails
- Year 2 expand successful pilots, refine tools and practices, and strengthen partnerships
- Year 3 embed, sustain, evaluate, and scale the most effective approaches

Across all streams, success will be defined not just by implementation activity, but by whether students, families, staff, and leaders experience:

- Greater clarity and understanding of the system
- Stronger belonging and sense of safety
- Improved visibility and access to support opportunities
- Increased confidence in system direction
- Stronger coherence across schools

Implementing this plan requires a coordinated and consistent approach. These are the principles that guide this work:

- Relationship first — trust, psychological safety, and belonging are foundational

- Equity and access — availability must translate into real access
- Shared voice and co-design — students, families, staff, and communities shape the system
- Phased implementation — pilot, refine, then scale
- Evidence-informed decision-making — use both qualitative and quantitative data
- Operational coherence — implementation must be realistic and sustainable
- Fiscal responsibility — innovation must align with rural context and resource realities

PRIORITY STREAM 1: ADVOCACY AND ENGAGEMENT

This stream focuses on strengthening trust, enhancing and formalizing feedback practices, and system-wide responsiveness. The Division will implement relationship-based school tours, in-person school surveys, and thematic analysis of feedback to identify common strengths, needs, and patterns across sites, as well as a system to show what we heard, the considerations, and how we will act on the feedback.

Year 1 actions include: establishing a divisional feedback protocol and listening tour, conducting a pilot set of tours involving trustees, superintendents, departments, and union representation; using an open-ended survey to gather strengths and challenges; and developing a consistent method for sorting and reporting themes.

Building on this foundation, Year 2 expands the tour process, uses thematic data to inform division planning and school-based support, and shares system patterns with staff and communities in a clear and transparent format.

By Year 3, the annual cycle of engagement and reporting is embedded into divisional practice, with results informing the next Education Plan and Annual Education Results Report.

Preparation includes defining purpose and scope, creating a standard survey and facilitation guide, identifying who will analyze the data, and establishing confidentiality and communication expectations. Budget needs are low and primarily involve staff time, travel, facilitation materials, participant refreshments, and survey tools.

PRIORITY STREAM 2: AI AND EMERGING TECHNOLOGY

This stream focuses on responsible Artificial Intelligence (AI) integration, digital literacy, privacy, and long-term infrastructure sustainability. Technology use will remain curriculum-anchored, with guidance that is grade-, division-, and developmentally appropriate. The Division will engage parents, students, and community members to identify red lines and must-haves for AI use, then establish guardrails and a staged digital literacy model across kindergarten to grade 12, assuring that implementation protects critical thinking and human agency.

Year 1 actions include: consultation on AI use, privacy, ethics, and instructional boundaries; development of division guardrails and acceptable-use principles; definition of a staged AI and digital literacy continuum; and feasibility work for the digital independence roadmap; and the development of clear parent communication that includes supporting research and rationale. Implementation pacing will be carefully managed to account for staff capacity, time, and risk of overwhelm.

Building on this foundation, Year 2 pilots age-appropriate AI literacy and classroom use in selected schools; provides staff professional learning; reviews device access and equity concerns; and pilots limited open-source or Ubuntu-based systems where feasible.

By Year 3, the most effective practices are scaled across the division, policies and supports are refined, and a determination is made whether to expand open-source adoption based on cost, compatibility, and support data, while continuing to reinforce responsible, developmentally appropriate use.

Preparation includes a privacy and ethics framework, policy review, infrastructure compatibility assessment, and pilot site identification. Budget needs are moderate to higher and may include consultation, legal/privacy review, staff learning, pilot software, device access planning, and infrastructure transition support.

PRIORITY STREAM 3: BELONGING AND CULTURE

This stream focuses on strengthening connection, inclusion, and school culture. The Division will protect time for relationship-building, ensure accessibility and clarity in practice, and build schools as visible centres of community life. Belonging will be supported through choice and multiple entry points, recognizing that students, staff, and families connect in different ways, and through intentional structures for voice across all stakeholder groups.

Year 1 actions include: reviewing current belonging practices; protecting time for relationship building; identifying opportunities to strengthen student and staff voice; and reviewing accessibility and inclusion practices; and exploring collaborative planning as a strategy to deepen connection and shared ownership.

Building on this foundation, Year 2 expands inclusive events, shared celebrations, and school-community connection opportunities, while refining school climate and belonging actions and increasing opportunities for meaningful participation across diverse groups.

By Year 3, consistent divisional practices that support belonging are embedded across schools, with participation, climate, and access indicators monitored to inform continuous improvement.

Preparation includes gathering current climate data, identifying barriers in communication or access, and clarifying what is already working well, while recognizing that time, resources, staff turnover, and volunteer capacity can impact the pace and sustainability of belonging efforts.

Budget needs are low to moderate and may include translation, accessibility supports, event materials, staff time, and community engagement resources.

PRIORITY STREAM 4: COMMUNITY ACTIVATION

This stream focuses on using school buildings more intentionally as community hubs. The Division will explore shared use, before- and after-school care, intergenerational programming, and other community partnerships that bring people into schools, including more explicit connections with industry and workforce partners to strengthen real-world learning and community alignment.

Year 1 actions include: mapping current facility use; identifying underused spaces and times; selecting priority sites for shared-use or partnership pilots; developing a partnership framework and use-agreements template; and establishing operational readiness processes, including screening, privacy requirements, and consistent volunteer and partner onboarding practices.

Building on this foundation, Year 2 launches pilot partnerships such as childcare, seniors' programs, walking clubs, rentals, shared services, and industry-connected opportunities, and evaluates their community, student, and financial value. Partnerships will be made more visible through intentional communication and celebration of participation and impact across communities.

By Year 3, successful partnership models are expanded, partnership and rental processes are standardized, and school facilities are used more consistently as community anchors, with strengthened and sustained community and workforce connections.

Preparation includes site and space capacity reviews, insurance and supervision clarification, feasibility review of spaces and times, and an approval and rental process, alongside clarification of operational requirements to support safe, consistent, and sustainable partnership implementation.

Budget needs are moderate, with some potential revenue offsets through rentals or service agreements.

PRIORITY STREAM 5: STUDENT SUPPORT AND FLEXIBILITY

This stream focuses on rethinking how instructional time and supports are organized so that needs are met with greater flexibility and creativity. The Division will examine structural barriers, increase flexibility within the instructional week to allow for flexible grouping and staffing, and expand community-based supports where appropriate. This work will support clearer pathways for students and families, increased time flexibility as part of support design, and broader recognition of learning experiences that may extend beyond conventional classroom structures, while ensuring alignment with attendance, safety, and accountability expectations.

Year 1 actions include: identifying barriers that are structural versus those created by habit or assumption; reviewing support allocation and the use of time, staff, and grouping; defining flexibility principles; clarifying pathways and access points for students and families; and identifying pilot schools.

Building on this foundation, Year 2 pilots multi-age, multi-ability, and flexible support models; expands the use of volunteers and specialists; develops family-facing resources to support learning at home; and explores approaches to recognizing and supporting learning experiences that occur outside traditional classroom structures.

By Year 3, effective practices are scaled across the division, family engagement is strengthened, and access, responsiveness, and student well-being indicators are monitored to support continuous improvement, with ongoing attention to balancing flexibility with attendance, safety, and legal/accountability requirements.

Preparation includes reviewing intervention data, identifying effective and ineffective supports, examining scheduling and staffing constraints, and building a pilot and evaluation

process. Budget needs are low to moderate and depend largely on professional learning, scheduling support, facilitation, and targeted intervention resources.

PRIORITY STREAM 6: DIGITAL INDEPENDENCE ROADMAP

This stream focuses on long-term infrastructure independence and open-source sustainability. The Division will examine the feasibility of gradually introducing supported open-source tools and Ubuntu-based (Linux) systems to improve control, reduce vendor dependence, and strengthen long-term stewardship.

Year 1 actions include: a feasibility and compatibility review; an inventory of licensing and support costs; an assessment of browser-based versus installed applications; and pilot cohort identification.

Building on this foundation, Year 2 pilots limited open-source tools and a deployment based on connection, compassion, and humanity; and documents support needs, staff experience, and compatibility concerns.

By Year 3, an evidence-based recommendation is made regarding broader adoption, and a long-range implementation roadmap is established if the pilot proves viable.

Preparation includes device and software inventory, application dependency review, training and support planning, and clear success criteria before rollout. Budget needs are higher in the short term because migration, training, pilot devices, and change management are required.

MEASUREMENT AND REPORTING

Progress will be reported annually through the Education Plan and Annual Education Results Report using quantitative and qualitative indicators.

Measures can include participation, satisfaction, access, implementation fidelity, staff confidence, student engagement, and evidence of system change.



GOVERNANCE ASSURANCE APPROACH

To keep this plan actionable, and visible across the Division and in our community, each stream will have:

- a system lead
- a school-based pilot group
- a community or partner contact group (where relevant)
- a short implementation timeline (1 to 3 years)
- a budget estimate
- reporting cycle aligned to annual planning and reporting

Photo: Students' Matters represents each school and involves students in grades 4 to 12. In school groups, students analyse data collected from their peers to better understand how their leadership can make a positive impact in their school. Schools groups also collaborate to learn from another to improve wellness and belonging across the Division.

DETAILED IMPLEMENTATION PLANS

ADVOCACY AND ENGAGEMENT						
PHASE	MEASURES AND TARGETS	INTERNAL LEADS	COMMUNITY PARTNERS	BUDGET LEVEL	BUDGET CONSIDERATIONS	PREPARATION
YEAR 1						
<ul style="list-style-type: none"> Establish a divisional engagement protocol and feedback loop template Staff Advisory: Conduct relationship-based school engagements In person, survey, and group engagement model Thematic analysis of feedback 	<ul style="list-style-type: none"> Complete at least 8 school-based listening sessions and achieve a minimum 60% staff participation in surveyed sites. % of participants who felt safe to share Publish reports more widely 	Trustees Superintendents Departments School Leaders Communications	Parents Students School Councils Community Members Employee Groups	Low	Approx. \$5,000–\$15,000 annually: <ul style="list-style-type: none"> facilitation travel food survey tools communications support Reduced if the above are absorbed in existing budgets.	<ul style="list-style-type: none"> Define purpose and scope Create survey and facilitation guides Identify analysis process Establish confidentiality expectations
YEAR 2						
<ul style="list-style-type: none"> Expand tours and engagement opportunities Use system-level themes to inform planning support 	<ul style="list-style-type: none"> Increase participation to at least 75% of invited staff and receive usable feedback from every school. 					
YEAR 3						
<ul style="list-style-type: none"> Normalize the annual engagement cycle report trends and actions in the Education Plan and Annual Education Results Report 	<ul style="list-style-type: none"> Demonstrate that at least 3 divisional decisions or supports were directly informed by themed feedback. 					

AI AND EMERGING TECHNOLOGY

PHASE	MEASURES AND TARGETS	INTERNAL LEADS	COMMUNITY PARTNERS	BUDGET LEVEL	BUDGET CONSIDERATIONS	PREPARATION
YEAR 1		Technology Services	Parents	Moderate to high	YEAR 1	<ul style="list-style-type: none"> • Privacy and ethics framework • Policy review • Infrastructure compatibility assessment • Pilot site identification
<ul style="list-style-type: none"> • Consult on AI red lines and must-haves • Establish guardrails: define an AI and digital literacy continuum and a Tech developmental stage framework • Complete feasibility work for open-source transition. • Parent/community summary of research, rationale, guardrails and examples • Staff collaboration plan for use of AI in classrooms 	<ul style="list-style-type: none"> • Complete consultation with at least 3 stakeholder groups and approve divisional AI guardrails. • % of schools with communicated guidance • Staff perception that technology expectations are clear and manageable. • FSD Assurance survey – parent understanding of technology. 	Learning Services	Students	Approx. \$25,000–\$75,000		
		Legal/Privacy	Community Tech Partners	<ul style="list-style-type: none"> • Consultation, policy, privacy review • Staff learning • Pilot and device/equity 		
YEAR 2		School Leaders	Post-Secondary Experts		YEARS 2 & 3	
<ul style="list-style-type: none"> • Pilot age-appropriate AI literacy and classroom use • Provide staff PD • Review device equity • Test limited open-source or community-based pilots 	<ul style="list-style-type: none"> • Pilot AI literacy in at least 6 classrooms or 2 schools and provide training to at least 80% of participating staff. 	Teacher Leaders			\$40,000–\$120,000 depending on scale	<ul style="list-style-type: none"> • Open-source migration testing may add \$20,000–\$50,000.
YEAR 3						
<ul style="list-style-type: none"> • Scale effective practices; refine policy and supports; decide whether to expand open-source adoption. 	<ul style="list-style-type: none"> • At least 70% of staff in pilot schools report confidence in using AI appropriately • Completed formal recommendation on open-source adoption 					

BELONGING AND CULTURE

PHASE	MEASURES AND TARGETS	INTERNAL LEADS	COMMUNITY PARTNERS	BUDGET LEVEL	BUDGET CONSIDERATIONS	PREPARATION
YEAR 1		School Leaders	Families	Low to moderate	Approx. \$3,000–\$10,000 per school, annually: <ul style="list-style-type: none"> • Translation • accessibility supports • event materials • engagement resources; Additional costs if staffing release time is added.	<ul style="list-style-type: none"> • Gather climate data • Identify barriers in communication or access • Clarify strengths to protect and scale
<ul style="list-style-type: none"> • Review current belonging practices • Protect relationship-building time • Strengthen student and staff voice • Review accessibility and inclusion practices. 	<ul style="list-style-type: none"> • Each school identifies: <ul style="list-style-type: none"> • 2 belonging practices to strengthen or protect • 1 new entry point to belonging through choice, voice, or programming • Barriers to belonging and a structural adjustment • Increased participation • Evidence of expanded choice, voice, or programming 	Wellness Staff	Cultural And Faith Communities			
		Inclusive Education	Indigenous Partners			
YEAR 2			Community Organizations			
<ul style="list-style-type: none"> • Expand inclusive events and school-community connection opportunities • Refine school climate and belonging actions. 	<ul style="list-style-type: none"> • Every school hosts at least 1 inclusive community-building event and shows a • 5% increase in positive belonging responses on local survey items. 					
YEAR 3						
<ul style="list-style-type: none"> • Embed consistent divisional practices • Monitor participation, climate, and access indicators. 	<ul style="list-style-type: none"> • Reduce reported barriers to participation by 10% from baseline • Demonstrate year-over-year improvement in climate data. 					

COMMUNITY ACTIVATION

PHASE	MEASURES AND TARGETS	INTERNAL LEADS	COMMUNITY PARTNERS	BUDGET LEVEL	BUDGET CONSIDERATIONS	PREPARATION
YEAR 1		Facilities	Before- and after-school care providers	Moderate	Approx. \$10,000–\$40,000 annually	<ul style="list-style-type: none"> Complete site and space capacity reviews Clarify supervision insurance Determine feasible times and spaces Establish approval process
<ul style="list-style-type: none"> Map current facility usage Identify underused space Select pilot sites Develop partnership framework: <ul style="list-style-type: none"> use-agreements template Onboarding checklist for privacy, screening, supervision, and expectations Develop system to celebrate partnerships 	Operations	Seniors' groups	Revenue offsets may reduce net cost.			
	Principals	Local businesses				
	Finance	Recreation groups				
	Legal/risk	Service organizations				
YEAR 2						
<ul style="list-style-type: none"> Launch pilot partnerships 	<ul style="list-style-type: none"> Launch at least 3 active pilot partnerships Achieve at least 200 cumulative community use hours across pilot sites. 					
YEAR 3						
<ul style="list-style-type: none"> Expand successful models 	<ul style="list-style-type: none"> Expand to at least 6 active partnerships and recover or offset a portion of operating costs through rentals or shared-use agreements. 					

STUDENT SUPPORT AND LEARNING FLEXIBILITY

PHASE	MEASURES AND TARGETS	INTERNAL LEADS	COMMUNITY PARTNERS	BUDGET LEVEL	BUDGET CONSIDERATIONS	PREPARATION
YEAR 1						
<ul style="list-style-type: none"> Identify structural versus assumed barriers Review support allocation and time-flexibility options Define flexibility principles Explore a pilot for non-traditional or community-connected learning structures, where appropriate. Identify pilot schools Student support navigation 	<ul style="list-style-type: none"> Each school identifies its top 3 structural barriers to flexible support and creates 1 action step for each FSD Assurance Survey - family understanding of support pathways Increase in access to supports (shows reduced barriers) 	<ul style="list-style-type: none"> Inclusive education School leaders Classroom teachers Student services 	<ul style="list-style-type: none"> Volunteers Specialists Indigenous knowledge keepers Clubs Agencies Families 	Low to moderate	<ul style="list-style-type: none"> Approx. \$10,000–\$30,000 annually Professional learning Scheduling support Facilitation Targeted intervention resources 	<ul style="list-style-type: none"> Review intervention data Identify effective and ineffective supports Examine scheduling and staffing constraints Build pilot/evaluation process
YEAR 2						
<ul style="list-style-type: none"> Pilot multi-age, multi-ability, and flexible support models Expand volunteers and specialists Develop family-facing learning resources. 	<ul style="list-style-type: none"> Pilot flexible grouping or staffing in at least 4 schools and show improved responsiveness to student needs in local tracking data 				<ul style="list-style-type: none"> Additional costs when additional staffing is required 	
YEAR 3						
<ul style="list-style-type: none"> Scale effective flexibility practices Strengthen family engagement Monitor access and well-being indicators 	<ul style="list-style-type: none"> At least 70% of pilot staff report that flexible approaches improved access or support effectiveness Family resource use increases by 15% 					

FLEXIBLE LEARNING STRUCTURES AND TIME INNOVATION

PHASE	MEASURES AND TARGETS	INTERNAL LEADS	COMMUNITY PARTNERS	BUDGET LEVEL	BUDGET CONSIDERATIONS	PREPARATION
YEAR 1		Superintendents	Families	Moderate	Collective agreements	<ul style="list-style-type: none"> Review contracts streamline processes assess transportation define success criteria
<ul style="list-style-type: none"> Define purpose and parameters of 4.5-day model Engage all stakeholders Identify pilot schools Designate time for collaboration, FAA, and planning 	<ul style="list-style-type: none"> Feasibility study completed Stakeholder engagement completed Pilot schools identified Structure to identify time impact of projects and non-instructional work 	Employee Services	Staff Groups Students		<ul style="list-style-type: none"> Reduction of guest teacher time for school leadership learning 	
		Corporate Services	Community Partners			
		School Leaders				
YEAR 2						
<ul style="list-style-type: none"> Pilot 4.5-day model Monitor student, staff, family, operational impacts 	<ul style="list-style-type: none"> Document impact on workload, engagement, feasibility 					
YEAR 3						
<ul style="list-style-type: none"> Expand where viable Align system structures 	<ul style="list-style-type: none"> Formal recommendation for scale based on evidence 					

DIGITAL ROADMAP

PHASE	MEASURES AND TARGETS	INTERNAL LEADS	COMMUNITY PARTNERS	BUDGET LEVEL	BUDGET CONSIDERATIONS	PREPARATION
YEAR 1		Superintendent	Industry partners	Higher	YEAR 1	<ul style="list-style-type: none"> Develop plan for implementation Adjust plan to budget realities Identify pilot schools early 2026-2027
<ul style="list-style-type: none"> Leverage enterprise AI platforms such as Microsoft Copilot and Power Platform using cloud-based models within secure, managed environments Integrate AI capabilities into our existing Microsoft ecosystem to support staff and students Work with pilot schools to harness and advance emerging technologies 	<ul style="list-style-type: none"> Number of industry value-added partnerships developed to advance teaching, leading, and learning Number of new processes and applications that advance teaching, learning, and leading within our FSD environment 	Corporate Services	Parents		Approx. \$100 000 (budget permitting)	
		Technology Services	Students		<ul style="list-style-type: none"> Accompaniment and pilot work 	
YEAR 2					YEAR 2	
<ul style="list-style-type: none"> Expand pilot school implementation tools and learning to all schools Embed system wide professional learning to support expansion Expand tools out to students and families, as applicable 	<ul style="list-style-type: none"> Adoption rates across tools Adoption rates across system Adoption rates across community 				\$30,000	
					<ul style="list-style-type: none"> Expanded licensing fees 	
YEAR 3						Broader rollout would depend on licensing and no cost options
Make an evidence-based recommendation on broader adoption	<ul style="list-style-type: none"> Plan forward for the next 3-year cycle 					