



# 2021 – 2024 EDUCATION PLAN YEAR 3

*The future is not something we enter.*

*The future is something we create.*

Our future is created by the young people in our classrooms today,

Fostered by the educators invested in the pursuit of their potential,

And nurtured by the same community that will be the beneficiary of what they create.

## CONTENTS

<b>Board of Trustees</b>	<b>2</b>
Accountability & Assurance .....	3
Systems Thinking .....	5
<b>Education Plan 2021 – 2024</b>	<b>7</b>
<b>Our Division</b>	<b>9</b>
Our Schools.....	9
Learning That Transfers.....	10
<b>Engagement</b>	<b>11</b>
Stakeholder Engagement & Communications .....	12
Continuous Improvement & Assurance .....	14
<b>Support</b>	<b>16</b>
Wellness & Well-Being.....	17
Continuum of Supports.....	19
<b>Success</b>	<b>21</b>
Innovation & Design.....	22
Learning That Transfers.....	24
Literacy & Numeracy .....	26
First Nations, Métis & Inuit Student Success .....	28
Teaching, Learning & Leading .....	31

### **Foothills School Division**

300 – 129 4<sup>th</sup> Avenue SW  
High River, Alberta T1V 1M7

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

### **DIVISION CONTACTS**

# » BOARD OF TRUSTEES

On behalf of The Foothills School Division's Board of Trustees I am pleased to share Foothills School Division's 2021-2024 Education Plan (year 3) for the benefit of all our perspective holders.

**Policy 1, Our Division Foundational Statements**, outlines the Division's strategic direction of Engagement, Support, and Success for each learner. This Education Plan provides specific evidence of our commitment to assurance and accountability in advancing our strategic directions. We remain steadfast in our commitment to both continuous improvement and providing high quality teaching and learning for each learner across Foothills School Division. We trust that this plan provides a guarantee across all the assurance domains.

Over the course of this past year, we have consulted and reviewed our **Policy 14, A Place for All**. This policy provides the guiding framework that is the foundation of our commitment to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities. This is important, responsive, and ongoing work that includes all perspective holders in our community.

The Board of Trustees is proud to showcase the work all our staff do to bring the Foothills School Division's vision, mission, and purpose to life. This year has placed many challenges in our path once again, and our team rose to the occasion throughout the year to advance our commitments. We offer sincere gratitude to each staff member for working for their contributions. We also offer sincere gratitude to our students and their families entrusting their children, our future, to our care every day.

We look to the future with a goal of placing education at the centre of a flourishing community. Our Education Plan, guided by our vision, mission and purpose is our roadmap to flourishing. I encourage you to read through our Education Plan and ask any questions that you may come to mind. We are happy to talk about our work, and to learn how we can continue to better serve our Foothills community. Please join us in advancing celebrating the successes of each of our learners.

Our division is currently divided into five wards bordering the south side of the City of Calgary. As an advocate for you—our community—we welcome your input and feedback. As a board, we are committed to building and maintaining positive relationships with you, our parents, staff, students, and residents. It is our role as your elected representatives to respond to your questions, concerns, and bring your issues forward to the board. We want you to know we are here to help. You can keep up to date on board news by visiting Board Meetings on a regular basis.



Theresa Letendre  
Board Chair, **WARD 3**



**JACK MOLYNEUX**  
Ward 1



**JOHN EVANS**  
Vice Chair  
Ward 2



**THERESA LETENDRE**  
Chair  
Ward 3



**SHARON NICHOLS**  
Ward 4



**LISA PENZO**  
Ward 4



**PHIL IRWIN**  
Ward 5

# ACCOUNTABILITY & ASSURANCE

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division's Education Plan and [Annual Education Results Report](#) (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD [AP 100: Three-Year Education Plans and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures, and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#).

Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

## WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca). The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner. FSD has developed [AP 404 – Duty to Report – Whistleblower Protection Act](#) to manage this new requirement.



## ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

Alberta Education Outcomes	Foothills School Division Goals	Assurance Domains
<ul style="list-style-type: none"> <li>• Alberta's students are successful</li> <li>• First Nations, Métis, and Inuit students in Alberta are successful</li> <li>• Alberta has excellent teachers, school leaders, and school authority leaders</li> <li>• Alberta's K-12 education system is well governed and managed</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation and design</li> <li>• Learning that transfers</li> <li>• Numeracy and literacy</li> <li>• Wellness and wellbeing</li> <li>• Continuum of supports</li> <li>• First Nations, Métis, and Inuit student success</li> <li>• Excellence in teaching, learning, and leading</li> <li>• Stakeholder engagement and communications</li> <li>• Continuous improvement and assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Student growth &amp; achievement</li> <li>• Learning support</li> <li>• Student growth &amp; achievement</li> <li>• Learning support</li> <li>• Teaching and leading</li> <li>• Local and societal context</li> <li>• Governance</li> </ul>

## ACCOUNTABILITY STATEMENT

The education plan for The Foothills School Division commencing September 1, 2023, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board of Trustees has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees reviewed and approved Year Three of the 2021-2024 Foothills School Division Education Plan on May 31, 2023.



Theresa Letendre  
Board Chair, WARD 3



Chris Fuzessy, PhD  
Superintendent of Schools

# SYSTEMS THINKING

## WHAT IS SYSTEMS THINKING?

Our story of assurance starts with systems thinking. Systems thinking propels our assurance actions.

We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.

Systems thinking is the cornerstone of how our learning organization thinks about the world by seeing interrelationships, circles of influence, iterative cycles, connections, processes, and patterns of change over time and in our local and societal context. For us this has meant building a shared vision, identifying and addressing our areas of opportunity, focussing on team learning, understanding our strengths, motivation and interconnectedness, and striving for continuous growth and improvement. Systems thinking led to our purpose of education at the centre of a flourishing community. It impacts the actions we take, shapes the strategies we implement, the structures we develop and systems we establish. The creation of our Foothills School Division Systems Wheel shows all the interconnected pieces that form the whole of our system. It tells our story of *system-ness*.

System-ness has helped us see patterns and connections, creating alignment and taking action to advance our goals, and provide assurance. An important part of our story of assurance is making visible the alignment of the assurance domains of governance, local and societal context, learning supports, student growth and achievement, and teaching and leading with Alberta Education Outcomes and Foothills School Division Goals. Our education plan and AERR are core documents that demonstrate accountability and provide assurance to our stakeholders: we are achieving our goals and following the guiding principles of assurance. Our system is influenced by external factors, such as provincial funding, *the Education Act*, parent voice, student voice, employee engagement groups, and our community. We also have internal influences such as our Board of Trustees governance, administrative procedures, our budget, and AERR. Our outputs, or assurances, are the AERR, Capital Plan, and, most significantly, our successful students.

When considering the Foothills School Division, we are a robust system that is integrated within the community, where we see education at the centre of a flourishing community. No single decision is made in isolation without considering the entire system.

The following graphic is our FSD Systems Wheel which illustrates how every aspect of our division is interconnected.

# FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL

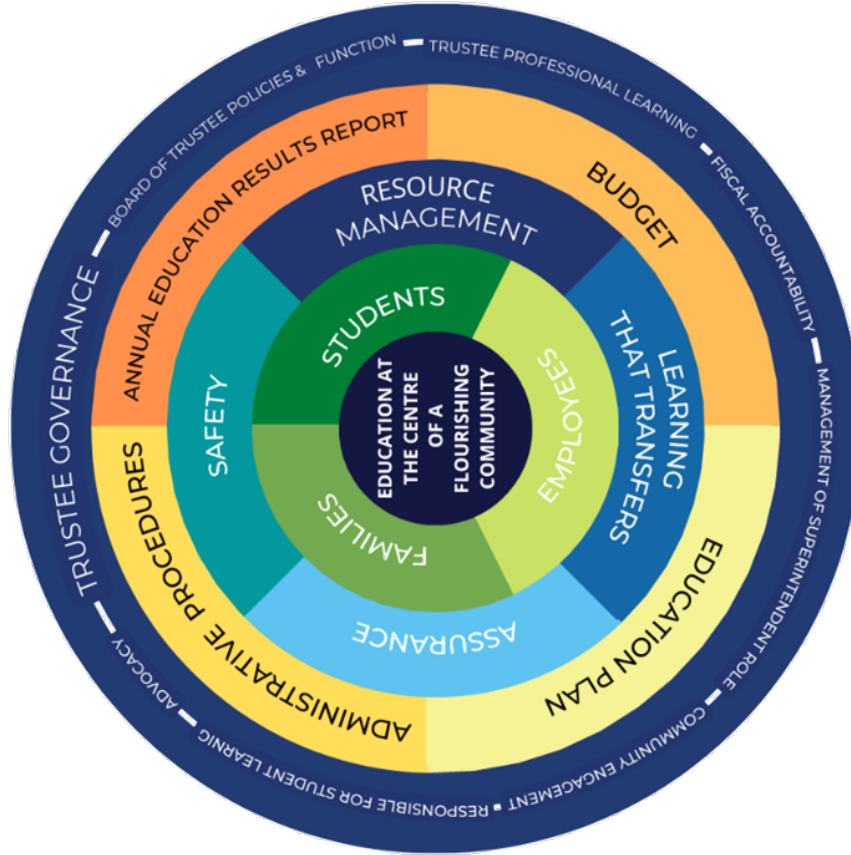


**SYSTEM ASSURANCES**

- Annual Education Results Report
- Assurance Surveys
- Board Minutes & Footnotes
- Capital Plan
- Flourishing Communities
- Financial Statements
- Learner Profiles
- Standardized Examinations
- Successful Students



V04.2023



## SYSTEM INFLUENCES

- Government of Alberta
- Education Act
- Teacher Quality Standard
- Leadership Quality Standard
- Superintendent Leadership Quality Standard
- Community Partnerships
- Community Voice
- FSD Connect
- Education Plan
- Funding Partners
- Municipalities
- Parent Voice
- School Councils & COSC
- Student Voice
- Students' Matters
- Team Voice
- Employee Groups
- Engage FSD
- Foothills Administrators Assoc.
- Staff Advisory Council
- Superintendent Advisory



# FOOTHILLS SCHOOL DIVISION

## EDUCATION PLAN 2021 – 2024

### YEAR 3

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[Foothills School Division 2021-2024 Education Plan: Year 2](#)

[2021-22 Annual Education Results Report](#)



#### LAND ACKNOWLEDGEMENT

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3.

[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!



#### PURPOSE

Education at the centre of a flourishing community.

#### 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](#)



# GOALS & STRATEGIC PLANS

## COMMITMENTS

- Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success of each learner and our communities.
- Engaging, communicating, and collaborating meaningfully with our learners and communities.
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging.
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities.

## ENGAGEMENT

### LOCAL & SOCIETAL CONTEXT

#### Advance Stakeholder Engagement and Communications

**Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

### GOVERNANCE

#### Advance Continuous Improvement and Assurance

**Assurance Measure:** FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.

**Education at the centre of a flourishing community.**

## SUPPORT

### LEARNING SUPPORTS

#### Advance Wellness and Well-being Advance Continuum of Supports

**Assurance Measure:** FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## SUCCESS

### TEACHING & LEADING

#### Advance Excellence in teaching, learning and leading

**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

### STUDENT GROWTH & ACHIEVEMENT

#### Advance Innovation and Design Advance Learning that Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success

**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

# » OUR DIVISION

## 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

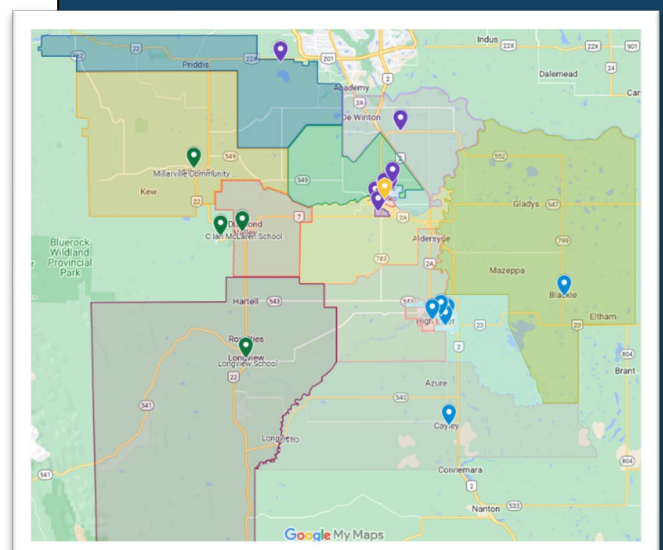
- [Big Rock School](#) (K-6)
- [Dr. Morris Gibson School](#) (K-6)
- [Meadow Ridge School](#) (K-9)
- [École Percy Pegler School](#) (K-6)
- [Westmount School](#) (K-9)
- [École Okotoks Junior High School](#) (7-9)
- [École Secondaire Foothills Composite High School / Alberta High School of Fine Arts](#) (10-12)
- [Cameron Crossing School](#) (10-12)
- [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+)



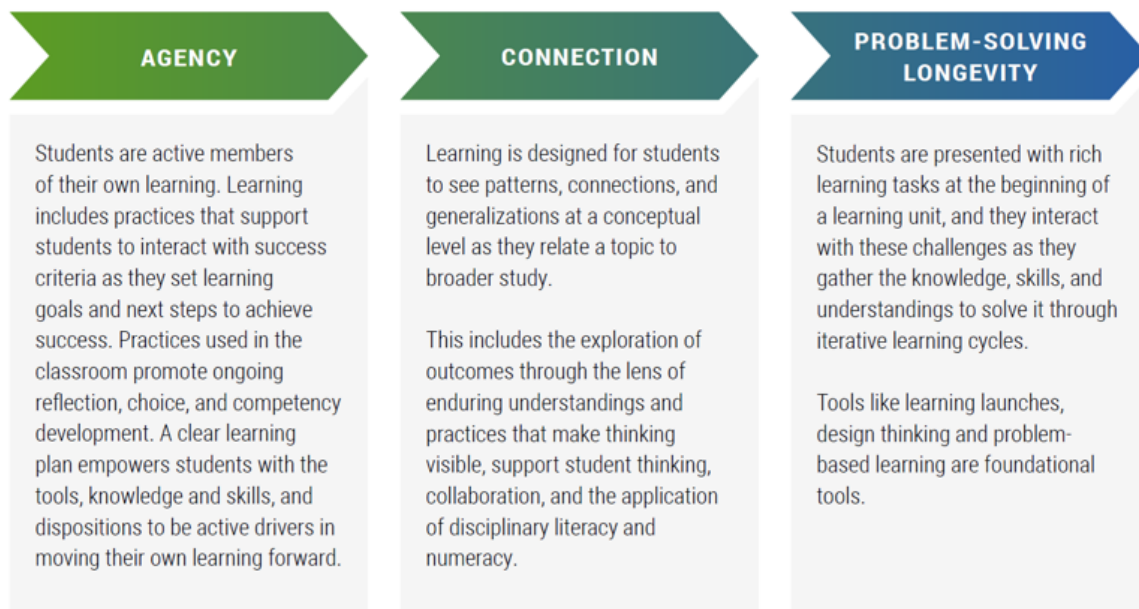
## PROGRAMS

- [Indigenous Learning](#)
- [Junior Kindergarten](#)
- [Full- and Part-Time Kindergarten](#)
- [French Immersion](#)
- [EXPLORE: Nature-based Learning](#)
- [Montessori Program](#)
- [International Baccalaureate: Primary Years Program](#)
- [Innovation and Design and Career Futures](#)
- [Alberta High School of Fine Arts](#)
- [Foothills Digital School \(1-12\)](#)
- [Summer School](#)
- [International Students](#)

## SAFE & CARING SCHOOLS

- [Policy 14 – A Place for All](#)
- [AP 350 – Student Code of Conduct](#)
- [AP 309 - Learning Environments That Respect Diverse Sexual Orientations, Gender Identities & Gender Expression](#)
- [All Foothills School Division Policies and Procedures](#)

## LEARNING THAT TRANSFERS



# » ENGAGEMENT

## OUR STORY OF ENGAGEMENT

We are committed to engaging and collaborating meaningfully with our learners and communities. We communicate division progress and the use of resources transparently and with a view to guiding future decision-making. We consult widely and in a variety of ways with our learners, parents, and communities to include their voice in our decision-making and to build partnerships. We seek to understand the views of our learners and communities and use this knowledge to inform our decision-making. We do this to assure our communities that our decision-making is based on the best interests of all learners.

- [Community Engagement](#)
- [Engagement Opportunities](#)
- [Get Involved](#)
- [Advocacy](#)
- [Foothills Flourishing Community Award](#)
- [FSD News](#)
- [FSD Footnotes](#)
- [School Council Presentations](#)



# STAKEHOLDER ENGAGEMENT & COMMUNICATIONS

LEARN MORE

[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### **Advance stakeholder engagement and communications**

Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making.

It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.

## OUTCOMES

### **Stakeholder engagement and communication strategies ensures:**

- Governance aligns with and is responsive to the needs and expectations of the learning community.
- Stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system.

## INDICATORS

- Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division.
- Stakeholder engagement informed decision making and education plans.
- Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.



## STRATEGIES

**Strategy 1:** Student Engagement - Continue to encourage student voice by profiling Students Matters' Committee work while supporting local schools in creating meaningful opportunities for students to provide feedback.

**Strategy 2:** Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.

**Strategy 3:** Parent Engagement - Continue to promote and profile [Community Engagement](#) as the official Foothills School Division online engagement portal to encourage discussion and collect parent voice in divisional and school-based decisions.

**Strategy 4:** Community Engagement - Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.

**Strategy 5:** Communications - Continue to ensure all FSD stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback. Continue to provide reports on engagement results and decisions to increase assurance, trust, and confidence in the system.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- Parent Involvement: Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Continuous Improvement: Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

### Local

- Stakeholder Engagement: Evidence of stakeholders communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making.
- FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures.
- Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

# CONTINUOUS IMPROVEMENT & ASSURANCE

LEARN MORE

[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### **Advance evidence-based continuous improvement and assurance**

Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.

## OUTCOMES

### **Assurance has been achieved through:**

- Building relationships
- Engaging with education partners and stakeholders
- Creating and sustaining a culture of continuous improvement and collective responsibility

## INDICATORS

- Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement.
- Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.
- Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.
- AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.
- fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.
- provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement.

## STRATEGIES

**Strategy 1:** Continue to provide timely Assurance reporting so that stakeholders can assess school and system successes.

**Strategy 2:** Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.

**Strategy 3:** Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.

**Strategy 4:** Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all of our stakeholders.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- Parent Involvement: Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Continuous Improvement: Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

### Local

- Stakeholder Engagement: Evidence of stakeholders communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making.
- FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures.
- Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

# » SUPPORT

## OUR STORY OF SUPPORT

We are committed to building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities across the division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking, and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews, and history as an area of ongoing learning and reconciliation for each learner.

- [Policy 14: A Place for All](#)
- [Safe Positive Schools](#)
- [FSD Resilience](#)
- [Inclusive Learning](#)
- [Student Learning](#)
- [Indigenous Learning](#)
- [Student Supports](#)
- [Supports for Families](#)
- [Community Supports](#)

## СОЛЯШНИК sunflowers



## FUTURE WORLD CHANGERS



# WELLNESS & WELL-BEING

LEARN MORE

[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### **Advance wellness and well-being**

Develop collective efficacy in advancing a culture of wellness and well-being.

## OUTCOMES

- Learners contribute to developing and advancing cultures of wellness and well-being.
- Learners contribute to and feel welcomed, cared for, respected and safe.
- Learners access a robust continuum of supports.
- Students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change.
- Students will build resilience and positive mental health skills.
- Students will know the difference between and how to manage health stress and traumatic stress.

## INDICATORS

- Improved wellness and wellbeing in students and staff.
- Learners are active, healthy, and well.
- All students and staff demonstrate understanding and respect for the uniqueness of all learners.
- All learning environments are welcoming, caring, respectful and safe.
- Learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations.
- Improved understanding of an inclusive education system is shared by all education partners.
- Collaboration with education partners to support learning.
- Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.
- Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities.
- Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning.



## STRATEGIES

**Strategy 1:** Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students.

**Strategy 2:** Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning environments are a place for all.

**Strategy 3:** Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning opportunities for all learners.

**Strategy 4:** Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing in support of a flourishing learning community.

**Strategy 5:** Collaborate with community partners to develop a common approach and commitment to supporting student mental health, wellness, and wellbeing.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- Safe & Caring: Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- Access to Supports and Services: Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

### Local

- SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Access to Supports through a Continuum of Supports: Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- Staff Advisory (Guarding Minds Survey) and Students' Matters input and feedback.
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.

# CONTINUUM OF SUPPORTS

LEARN MORE

[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### **Advance our Continuum of Supports**

Continue to develop and advance our continuum of support.

## OUTCOMES

- Learners contribute to developing and advancing cultures of wellness and well-being.
- Learners contribute to and feel welcomed, cared for, respected and safe.
- Learners access a robust continuum of supports.
- Students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change.
- Students will build resilience and positive mental health skills.
- Students will know the difference between and how to manage health stress and traumatic stress.

## INDICATORS

- Improved wellness and wellbeing in students and staff.
- All students and staff demonstrate understanding and respect for the uniqueness of all learners.
- All learning environments are welcoming, caring, respectful and safe.
- Learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations.
- Improved understanding of an inclusive education system is shared by all education partners.
- Collaboration with education partners to support learning.
- Cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness.
- Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities.
- Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning.

## STRATEGIES

**Strategy 1:** Continue to identify learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning.

**Strategy 2:** Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.

**Strategy 3:** Refine and expand the continuum of supports for student success.

**Strategy 4:** Continue to strengthen community partnerships and collaborations to support our students and staff.

**Strategy 5:** Continue to engage students, staff and parents in strategies that support student success.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- Safe & Caring: Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- Access to Supports and Services: Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

### Local

- SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Access to Supports through a Continuum of Supports: Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- Staff Advisory (Guarding Minds Survey) and Students' Matters input and feedback.
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.

# » SUCCESS

## OUR STORY OF SUCCESS

We are committed to building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities across the Division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking, and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews, and history as an area of ongoing learning and reconciliation for each learner.

- [Innovation and Design](#)
- [Learning that Transfers](#)
- [Truth and Reconciliation for Learner Success](#)
- [Indigenous Learning](#)
- [Principles of Practice for French Immersion](#)
- [Principles of Practice for Literacy](#)
- [Principles of Practice for Numeracy and Mathematics](#)



# INNOVATION & DESIGN

[LEARN MORE](#)
[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### Advance innovation and design

Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.

## OUTCOMES

- Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.

## INDICATORS

- Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.
- Learners apply knowledge, understanding and skills in real life contexts and situations.

## STRATEGIES

**Strategy 1:** Advance systemic staff capacity for continued implementation of the *Framework for Innovation and Design: Learning for Transfer - Implementation of Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies within Foothills School Division* as a strategy for engagement and exposing students to a greater breadth of possible careers.

**Strategy 2:** Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in career-based education.

**Strategy 3:** Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.

**Strategy 4:** Celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities.

**Strategy 5:** Advance the use of myBlueprint as an ePortfolio, career exploration tool, and a component of a System of Reporting.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)



## **MEASURES & TARGETS**

### **Provincial**

- Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- Program of Studies: Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- Work Preparation: Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Citizenship: Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Overall Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Lifelong Learning: Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area.

### **Local**

- FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures.
- Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

# LEARNING THAT TRANSFERS

[LEARN MORE](#)
[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### Advance learning that transfers

To deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.

## OUTCOMES

- Learners will be able to explore and develop their skills and passions and achieve their highest potential.
- Students will be well prepared for their future while remaining current and relevant in the local and global contexts.

## INDICATORS

- Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.
- Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.
- Learners apply knowledge, understanding and skills in real life contexts and situations.

## STRATEGIES

**Strategy 1:** Advance systemwide understanding of how the practices within the 3 Principles of Deep and Transferable Learning *FSD Teacher Guide to Success* provide meaningful, intellectually engaging, learning experiences for each learner.

**Strategy 2:** Increase consistent use of *high yield instructional tools and strategies* aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.

**Strategy 3:** Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.

**Strategy 4:** Advance the use of ePortfolios within the context of assessing, grading, evaluating, and reporting and student growth and achievement.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- Program of Studies: Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- Work Preparation: Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Citizenship: Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Overall Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Lifelong Learning: Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area.

### Local

- FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures.
- Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

*Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.*

**AB ED Ministerial Order on Student Learning**

# LITERACY & NUMERACY

[LEARN MORE](#)
[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### Advance literacy and numeracy

For each learner across all subjects and grades for improved student growth, achievement, and success.

## OUTCOMES

- Learners are literate and numerate.
- Students will have the literacy and numeracy competency to engage in learning across the content areas.

## INDICATORS

- Learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.
- Improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written).
- Improvement in foundational numeracy and mathematical knowledge and skills for all students.

## STRATEGIES

**Strategy 1:** Advance the use and consistent application of all classroom and local assessment measures (grade level assessments in English and French literacy and numeracy) to inform teacher practice and support student growth and achievement.

**Strategy 2:** Advance system-wide use of high-yield principles and practices within English and French literacy and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.

**Strategy 3:** Advance the development and application of English and French Literacy and Numeracy priority documents that identify essential understandings, high-yield strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement.

**Strategy 4:** Advance the ease of access and use of the Foothills School Division's Staff Learning Link, Supports for Students Link, and Supports for Families Link to benefit all stakeholders and increase student growth and achievement.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- Learning Outcomes (PAT & Diploma):
  - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for English Language Learners.
- High School Completion Rate (3 and 5 Years): Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- Provincial Literacy and Numeracy Assessments: Assessment (Literacy): Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

### Local

- RREST (Reading Readiness in English & French): Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- GRADE (Literacy Assessment in English): Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- GB+ & DRA (Literacy Assessments in French): Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- DELF (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- MIPI (Math Assessment in English & French): Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- EICS Math Assessment (English & French): Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



# FIRST NATIONS, MÉTIS & INUIT STUDENT SUCCESS

LEARN MORE

[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### **Advance First Nations, Métis, and Inuit student success**

By providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.

## OUTCOMES

- First Nations, Métis and Inuit learners are successful.
- Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success.
- Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.

## INDICATORS

- Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.
- Learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success.
- All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- FSD Truth and Reconciliation Toolkit supports improved Indigenous student success.
- First Nation, Metis and Inuit families that are actively involved in educational decisions.
- The school community applies resources needed to support First Nations, Métis, and Inuit Student achievement.

## STRATEGIES

**Strategy 1:** Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.

**Strategy 2:** Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.

**Strategy 3:** Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

**Strategy 4:** Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance Truth and Reconciliation for the success of each learner.

**Strategy 5:** Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- Learning Outcomes (PAT & Diploma):
  - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for English Language Learners.
- High School Completion Rate (3 and 5 Years): Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- Provincial Literacy and Numeracy Assessments: Assessment (Literacy): Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

## Local

- RREST (Reading Readiness in English & French): Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- GRADE (Literacy Assessment in English): Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- GB+ & DRA (Literacy Assessments in French): Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- DELF (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- MIPI (Math Assessment in English & French): Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- EICS Math Assessment (English & French): Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

# TEACHING, LEARNING & LEADING

LEARN MORE

[Key Insights](#)  
[Strategic Plan](#)

## GOAL

### **Advance excellence in teaching, learning, and leading**

Resulting in improved student growth and achievement.

## OUTCOMES

- Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning, and leading.
- FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” [GOA, Ministry of Education – Business Plan 2020-23](#)

## INDICATORS

- Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.
- Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation.
- Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- Teachers and leaders improve their professional practice in learning for transfer.
- Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
- Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

## STRATEGIES

**Strategy 1:** Focused system learning days that advance student success through impactful teacher collaboration and learning.

**Strategy 2:** Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.

**Strategy 3:** Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning by providing professional learning for our school-based leaders.

**Strategy 4:** Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders.

**Strategy 5:** Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning.

\*Continued from 2021-22 (Y1)

\*Revised or added for 2022-23 (Y2)

\*Revised or added for 2023-24 (Y3)

## MEASURES & TARGETS

### Provincial

- In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

### Local

- FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

# » BUDGET 2023-2024

The Board of Trustees and The Foothills School Division is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan. Underlying every decision in the financial planning process in the Foothills School Division is looked through the lenses of our vision and mission.

- [2023-2024 Budget Summary](#)
- [2023-2024 Budget Infographic](#)
- [2023-2024 Capital Plan](#)

