



FOOTHILLS SCHOOL DIVISION

**2024 – 2029
EDUCATION PLAN
YEAR 3**



foothillsschooldivision.ca

ACCOUNTABILITY STATEMENT

Under the direction of the School Board, the Education Plan for The Foothills School Division commencing September 1, 2026, was prepared under the direction of the School Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board 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 School Board approved the 2024-2029 Education Plan (Year 3) on May 27, 2026.

Original signed

Theresa Letendre

Board Chair

Trustee, Ward 3

Foothills School Division

Chris Fuzessy

Superintendent of Schools

Foothills School Division

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Cover Photo: Students at Big Rock School fostering a sense of belonging in respectful and responsible learning environments with “Rock Your Socks’ Day.

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DIVISION CONTACTS

BOARD OF TRUSTEES

The Board of Trustees is proud to present Year 3 of the Foothills School Division 2024-2029 Education Plan.

Aligned with Policy 1: Foundational Statements, Year 3 of Foothills School Division's 2024–2029 Education Plan reflects our continued commitment to Engagement, Support, and Success for Each Learner. As we move into the third year of this work, we do so with growing confidence, deeper understanding, and appreciation for the partnerships that continue to shape our division. Across Foothills School Division, students, staff, families, and community partners are helping bring this plan to life in meaningful ways each and every day.

At the heart of this plan is a shared belief that thriving schools help build flourishing communities. Through strong relationships, responsive supports, and meaningful learning opportunities, we are working together to ensure every learner feels connected, valued, and empowered to succeed.

This commitment is also reflected in the division's Fast Forward Flourishing CommUNITY work — an ongoing effort to bring students, families, staff, municipalities, organizations, businesses, and community leaders together to strengthen connection, belonging, and shared responsibility across the Foothills region. Through this work, we continue to ask important questions about how we support every learner, safeguard strong rural schools and communities, and ensure human connection remains at the centre of learning and well-being.

Year 3 builds on the strong foundation established over the past two years. Our focus remains centered on creating welcoming, caring, respectful, safe, and inclusive learning environments where students experience both challenge and support. This includes strengthening literacy and numeracy, supporting student and staff well-being, advancing truth and reconciliation, fostering student engagement and belonging, and continuing to deepen partnerships with families and communities.

This work is grounded in listening, learning, and continuous improvement. Through ongoing engagement and evidence-informed decision-making, we continue to adapt and respond to the evolving needs of learners while remaining focused on long-term success and well-being. We are proud of the learning, leadership, and commitment demonstrated throughout our schools and communities. The dedication of our staff, the support of families, the contributions of community partners, and the voice of students themselves all play an essential role in the success of this plan.

As we advance through Year 3, we remain optimistic about what is possible when we work together with shared purpose and collective responsibility. Together, we are strengthening a learning community where every learner can flourish — today and into the future.



Our 2025 - 2029 Board of Trustees

Ward 1 – **Shanon Hines**

Ward 2 – **Sherry Butler**

Ward 3 – **Theresa Letendre** (Chair)

Ward 4 – **Sharon Nichols,**
Lisa Penzo (Vice-Chair)

Ward 5 – **Jackie Roe**

Our Executive Team

Superintendent of Schools

Chris Fuzessy

Asst. Superintendent, Employee Services

Sarah Clark

Asst. Superintendent, Learning Services

Caroline Roberts

Asst. Superintendent, Corporate Services

Secretary Treasurer

Katelyn Nickel

SYSTEM THINKING, ACCOUNTABILITY & ASSURANCE

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.

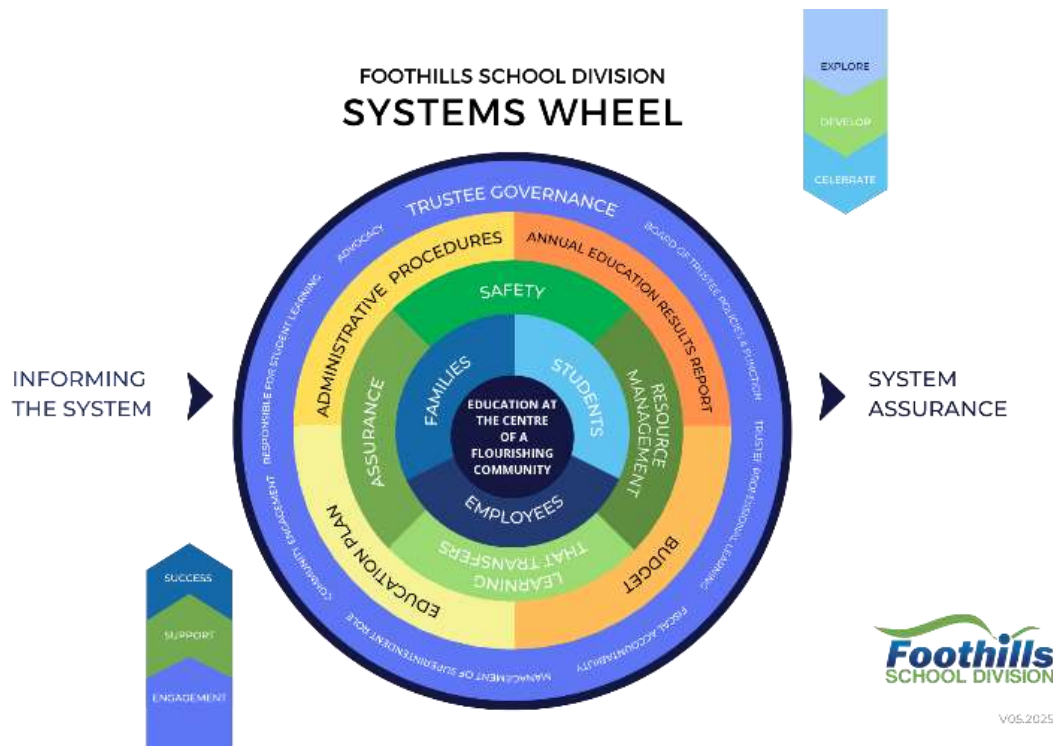
Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment.

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: Education Plan and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our five-year fixed education plan is aligned with [Alberta Education's Business Plan 2026-2029](#) and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. 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.

<p>ALBERTA EDUCATION & CHILDCARE</p> <p>OUTCOMES</p> <p>Ministry of Education & Childcare Business Plan 2025-2028</p>	<p>FOOTHILLS SCHOOL DIVISION</p> <p>GOALS</p> <p>Foothills School Division Education Plan 2024-2029</p>	<p>ASSURANCE</p> <p>DOMAINS</p> <p>Alberta Education & Childcare Funding Manual 2026-2027</p>
<ul style="list-style-type: none"> • Alberta’s students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta’s K-12 education system and workforce are well-managed 	<ul style="list-style-type: none"> • Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance 	<ul style="list-style-type: none"> • Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance

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 / Five-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. 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.

SCHOOL COUNCILS’ REGULATION

Section 12(1) of the *School Councils Regulation* under the *Education Act* requires school boards to provide school councils with the opportunity to provide advice on the development of the school’s foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and **accountability** system per Section 67 of the *Education Act*.

FOOTHILLS SCHOOL DIVISION EDUCATION PLAN 2024 – 2029

YEAR 3

Our 2024-2029 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 Education Plans

Annual Education Results Reports



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.

View our [Truth and Reconciliation for Learner Success Toolkit](#)



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

Student learning and well-being at the centre of a flourishing learning 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.



OUR DIVISION OUR SCHOOLS

HIGH RIVER & AREA SCHOOLS

- École Joe Clark School (K-5)
- Spitzee 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)

OUR PROGRAMS

- Alberta High School of Fine Arts
- Career Education
- EXPLORE: Nature-based Learning
- Foothills Digital School (1-12)
- French Immersion
- Full Time Kindergarten
- Indigenous Learning
- Innovation and Design and Career Futures
- International Students
- Junior Kindergarten
- Montessori Program
- Summer School



» OUR STORY OF ENGAGEMENT

Foothills School Division will continue to strengthen trust and connection by listening deeply to the voices of students, families, staff, and community partners. Through transparent communication, meaningful consultation, and shared celebrations of learning, engagement will remain embedded in how decisions are shaped and how progress is shared. Year 3 of the Education Plan will advance this work by strengthening collaborative communication, enhancing feedback loops, and ensuring engagement processes are inclusive, respectful, and evidence-informed—so learners and communities will continue to see themselves reflected in the direction we take.

- ☞ **Policy 1: Divisional Foundation Statements**
- ☞ **Board of Trustees Advocating for Education**
- ☞ **Raise your Voice: Public Advocacy**
- ☞ **Celebrations for All**
- ☞ **Celebrating our Flourishing Community**
- ☞ **Communication Plan**
- ☞ **Engagement Opportunities**
- ☞ **Foothills Flourishing Community Award**
- ☞ **FSD A Thoughtful Moment**
- ☞ **FSD Community Current**
- ☞ **FSD Footnotes**
- ☞ **FSD Social Media**
- ☞ **FSD News**
- ☞ **Get Involved**
- ☞ **Governance**

Photos

(Top) FSD Trustees experiencing excellence in rural education at Cayley School (K-8).

(Middle) AG Foods in Diamond Valley receiving the FSD Flourishing Foothills Community Award for their contributions to the Oilfields High School (7-12) Vertical Farm Initiative.

(Bottom) High School students engaged in informing the strategic direction of FSD through the Student Community Council.



ENGAGEMENT

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOALS

Advance stakeholder engagement and communications

Strategy 1: Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways that empower partners in education to inform decision making.

Strategy 2: Evidence-based storytelling: Advance the Education Plan goals while showcasing learning outcomes across the system.



Photo

Within the Gathering Space in Longview School (K-6), students build connections with each other and with their community. This bright, multi-purpose space welcomes everyone and can be used for drumming (shown), reflection, meetings, and community connections.

MEASURES AND TARGETS

PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase / maintain in % of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM):** Increase / maintain % 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 (AEAM):** Increase / maintain % of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase / maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase / maintain % 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.

IMPLEMENTATION PLANS

- ⇌ Stakeholder Engagement & Communications
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy for 2025-2026

Strategy for 2026-2027

Strategy for 2027-2028

Strategy for 2028-2029

GOALS

Advance evidence-based continuous improvement and assurance

Strategy 1: Evidence-Informed decision-making: In a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

Strategy 2: Engagement: Effective engagement processes that relies on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

Strategy 3: Learning and Capacity Building: In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.



Photo

Teachers at École Percy Pegler School are attentive to gathering ongoing, triangulated evidence to inform next steps for instruction and student success.

MEASURES AND TARGETS

PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase / maintain in % of teachers and parents satisfied with parental involvement in decisions about their child's education.
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IMPLEMENTATION PLANS

- ⇌ Continuous Improvement and Assurance
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

» OUR STORY OF SUPPORT

We will continue to prioritize respectful, responsible, and safe learning environments where every learner can experience a strong sense of belonging. A continued focus on wellness, well-being, and a responsive continuum of supports will enable learners to grow academically, socially, and emotionally. Through Year 3 of the Education Plan, this work will be advanced by deepening trauma-informed practice, strengthening comprehensive school health, and refining systems of support so students can access timely, coordinated care—ensuring Foothills remains a place for all.

- ∞ Policy 14: A Place for All
- ∞ AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All
- ∞ A Flourishing Community
- ∞ Celebrating our Flourishing Community
- ∞ Parent and Community Connect
- ∞ Inclusive Learning
- ∞ Student Learning
- ∞ Support for Parents
- ∞ Truth and Reconciliation for Learner Success Toolkit

Photos

(Top) Students' Matters participants (grades 4 to 12) from all schools design and implement local wellness and well-being programs.

(Middle) The annual Mental Health Hockey Game coordinated by Minds Matter and the Okotoks Oilers highlights holistic wellness and celebrates community partnerships.

(Bottom) Belonging and respect are evident in the halls of École Joe Clark School (JK-5) where French Immersion students collaborate to share a positive message for La Journée du Chandail Rose (Pink Shirt Day).



SUPPORT

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOALS

Advance wellness and well-being

Strategy 1: Continue to promote healthy school cultures through workplace wellness using the lens of Belonging, Independence, Mastery and Generosity.

Strategy 2: Continue to promote healthy school cultures through workplace wellness using the comprehensive school health framework.



Photo
Minds Matter team connecting with students and parents in support of wellness during Meet the Teacher evening at Turner Valley School.

IMPLEMENTATION PLANS

- ⇌ Wellness and Well-being
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

MEASURES AND TARGETS

PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase / maintain the % 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.
- **Program Access (AEAM):** Increase / maintain the % of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase / maintain the % of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase / maintain in % 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, Intellectual Engagement Survey, FSD Professional Learning Survey).
- **Staff Advisory and Students' Matters:** Input and feedback.
- **Evidence of Principles and Practices:** That tells the story of learning and provides assurance of continuous improvement and student growth & achievement.

SUPPORT

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOALS

Advance a continuum of supports

Strategy 1: Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.

Strategy 2: Continued collaboration with all stakeholders to support student success.



Photo

Education Assistants grow their professional practice in supporting student success through the Continuum of Supports.

MEASURES AND TARGETS

PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase / maintain the % 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.
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- **Staff Advisory and Students' Matters:** Input and feedback.
- **Evidence of Principles and Practices:** That tells the story of learning and provides assurance of continuous improvement and student growth & achievement.

IMPLEMENTATION PLANS

- ⇌ Continuum of Supports
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

» OUR STORY OF SUCCESS

Student success will continue to be defined not only by achievement, but by learning that transfers, well-being, citizenship, and readiness for the future. Learners will be supported through strong literacy and numeracy practices, innovative learning experiences, and meaningful connections to real-world contexts. We will focus this work by strengthening evidence-informed instruction, advancing innovation and career education, and continuing to support First Nations, Métis, and Inuit student success—so every learner will be equipped with the skills, confidence, and competencies to thrive now and into the future.

- ∞ Alberta Learning Competencies
- ∞ Assessment and Reporting
- ∞ Career Education
- ∞ Innovation and Design
- ∞ Learning that Transfers
- ∞ First Nations, Métis, and Inuit student success
- ∞ French Immersion
- ∞ Literacy
- ∞ Numeracy

Photos

(Top) Learning from the land within our diverse topography is a consistent experience for students at C. Ian McLaren School (K-6).

(Middle) Career Education and the exploration of trades are one of many options that provide *Pathways for All* at ÉSFCHS | AHSFA (10-12).

(Bottom) Blackie School (K-8) advances literacy and builds positive relationships across all grades and within the greater community through the Buddy Reading program.



SUCCESS

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOAL

Advance innovation and design

Strategy 1: Schools will embed deep and transferable learning through the *Framework for Innovation and Design* to enhance design thinking and career exploration for all students supporting Deep and Transferrable Learning across the curricula.

Strategy 2: Advance Career Education and provide students with real world experiences that prepare them for their future.

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.



Photo

Student at Oilfields School demonstrates the success of the vertical farming program with a visiting school authority.

IMPLEMENTATION PLANS

- ⇌ Innovation and Design
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

MEASURES AND TARGETS PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase / maintain % of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase / maintain % of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** Increase / maintain % 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 (AEAM):** Increase / maintain % of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase / maintain % of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase / maintain % of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase / maintain % of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase / maintain % 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 tells the story of learning and provides assurance of continuous improvement, student growth and achievement.

SUCCESS

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOAL

Advance learning that transfers

Strategy 1: Students develop deep and transferable learning by building conceptual understanding, exercising agency, and solving complex problems over time.

Strategy 2: Students experience deep and transferable learning through well-designed curriculum and pedagogy that emphasize conceptual understanding, learner agency, and engagement with complex problems over time.

Strategy 3: Students assessment, feedback, and reporting to deepen learning, support transfer, and communicate progress over time.



Photo

Students at C. Ian McLaren engage in meaningful, real-world experiences that deepen learning as they explore Frank Slide in the Crowsnest Pass.

IMPLEMENTATION PLANS

- ⇌ Learning that Transfers
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

MEASURES AND TARGETS PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase / maintain % of teachers, parents and students satisfied students are engaged in their learning at school.
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HONOURING IDENTITY, STRENGTHENING SKILLS, INSPIRING FUTURES

Honouring culture and fostering student success are central to our vision, ensuring that every learner's identity is respected and celebrated. By providing diverse options for learning, we support unique pathways to achievement and encourage students to excel based on their individual strengths and interests. Additionally, creating flexible and innovative spaces for learning—beyond traditional classrooms—enables students to thrive in environments tailored to their needs, inspiring future growth and lifelong skills.



EMPOWERING POSITIVE GLOBAL CITIZENSHIP

A strong foundation in literacy and numeracy enables students in developing the essential skills needed to understand and engage with the world around them.

These core competencies empower learners to think critically and independently, communicate effectively in multiple languages, and approach challenges with confidence. As students grow in these areas, they are better equipped to become positive global citizens who contribute thoughtfully and responsibly to their communities and the broader world.



By honouring student identity and nurturing essential skills, we lay the groundwork for lifelong achievement and meaningful participation in a diverse world. Together, we inspire learners to realize their potential and contribute positively to their communities.



SUCCESS

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOAL

Advance literacy and numeracy

Strategy 1: Strengthen the use of provincial and local assessment evidence so learners receive timely, responsive supports that promote literacy and numeracy growth and achievement.

Strategy 2: Ensure learners experience high-quality literacy and numeracy learning that supports transfer of knowledge and skills within and across subject areas.

Strategy 3: Expand access to high-quality literacy and numeracy resources, programming, and partnerships that enhance learner growth and achievement.



Photo
Welcoming our newest students and families to the Kindergarten Ready to Learn Information event at Meadow Ridge School.

MEASURES AND TARGETS PROVINCIAL & LOCAL

- **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.
- **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)
 - **Common Literacy Assessment (4-9):** Increase % of students who are at or above grade level expectations.
 - **Common Numeracy Assessment (4-9):** Increase % of students who are at or above grade level expectations.
- **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL exams (B1 in grade 9 and B2 in grade 12) and increase % of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices:** That tells the story of learning and provides assurance of continuous improvement and student growth and achievement.

IMPLEMENTATION PLANS

- ⇌ Literacy and Numeracy
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

SUCCESS

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOAL

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs

Strategy 1: Improve Education outcomes for First Nations, Métis, and Inuit students through aligned systems, programs and instructional supports that foster belonging, relevance, and success.

Strategy 2: Address systemic education gaps by strengthening student centered continuum of support and empowering learners as active participants in their learning.

Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations so students experience learning that is truthful, inclusive, and transformative.



Photo

Board of Trustees supporting the implementation of Truth and Reconciliation Commission recommendations in Foothills School Division.

IMPLEMENTATION PLANS

- ☞ First Nations, Métis, and Inuit student success
- ☞ Goals, Outcomes & Indicators
- ☞ Key Insights

MEASURES AND TARGETS

PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams
- **High School Completion Rate 3 and 5 Year (AEAM):** Increase in % of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** All students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. It is disaggregated to compare general population perspectives with those self-identifying as First Nations, Métis, and Inuit.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase / maintain in % of students who are at or above the National Norm in Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular.
- **Student Intellectual Engagement Survey** Increase / maintain % of students who chose to agree or strongly agree in Grades 4 -12 in High Expectations, Relevance, Rigor, Effort, Lose Track of Time in subject areas.
- **Common Literacy and Numeracy Assessments (4-9):** Increase % of students at or above grade level.
- **Evidence of Principles and Practices:** That tells the story of learning and provides assurance of continuous improvement, student growth and achievement.

SUCCESS

Strategy Implemented in 2024-2025 Strategy for 2025-2026 Strategy for 2026-2027 Strategy for 2027-2028 Strategy for 2028-2029

GOAL

Advance excellence in teaching, learning, and leading

Strategy 1: Teachers and leaders will engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.

Strategy 2: Develop and demonstrate a professional body of knowledge and provide instructional leadership.

Strategy 3: Enhance inclusive learning environments where high quality teaching, learning, and leading occur.



Photo

School administrators as instructional leaders engage in professional learning to support student and staff success with new curriculum implementation.

MEASURES AND TARGETS PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the % 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.
- **FSD Professional Learning Survey:** Increase in the % 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 tells the story of learning and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice).

IMPLEMENTATION PLANS

- ⇌ Teaching, Learning, and Leading
- ⇌ Goals, Outcomes & Indicators
- ⇌ Key Insights

LEARNING THAT STRENGTHENS TEACHING AND STUDENT OUTCOMES

Strong teaching, learning, and leading are built through meaningful professional learning that directly supports student success. Dedicated learning days, mentorship opportunities, and collaborative learning help educators strengthen their practice, share expertise, and respond to what students need most. Schools are supported with the autonomy to tailor professional learning to their local context, ensuring staff can focus on the learners in front of them while remaining aligned with divisional priorities. This balance of shared direction and local flexibility strengthens teaching across the system and ensures every student benefits from high-quality learning experiences that support engagement, well-being, and success.



STEWARDSHIP OF STUDENT SUCCESS

Effective and efficient operational systems are essential to ensuring every student can learn, grow, and succeed. Through responsible budgeting, skilled and supported employees, effective corporate services, reliable transportation, and secure, technology, Foothills School Division creates the conditions that allow learning to happen every day.



Well maintained facilities, clear procedures, and coordinated services ensure schools are safe, welcoming, and ready for learning. When operations run smoothly and resources are aligned with student needs, educators can focus on teaching and students can focus on learning—supporting engagement, well-being, and success across the Division.



» 2026 – 2027 OPERATIONS

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.

DIVISION BUDGET

DIVISION CAPITAL PLAN

DIVISION OPERATIONS PLAN

DIVISION TECHNOLOGY SERVICES PLAN



Photos

(Top) It is all about community at Dr. Morris Gibson School (K-6). Local experts enhance educational outcomes by sharing their experiences and skills within the classroom.

(Middle) Two Millarville Community School (K-8) students bid a farewell at the end of another school day. Students are safely transported by our dedicated bus drivers and transportation team.

(Bottom) Celebrating Literacy Week, Spitzee School (JK-5) students form a snake of students, slithering around the school's safe and clean halls.