Foothills
SCHOOL DIVISION

2020-2023
THREE-YEAR
EDUCATION
PLAN

Accountability Statement for the Foothills School Division Education Plan 2020-23

The Education Plan for The Foothills School Division commencing September 1, 2020 was prepared under the direction of the Board 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 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 approved the Education Plan for 2020-2023 on June 3, 2020.

Mr. Larry Albrecht   Mr. Christopher Fuzessy, PhD
Chair, Board of Trustees   Superintendent of Schools
Foothills School Division   Foothills School Division

Foothills School Division Education Plan 2020-2023

Our Vision
Engagement, Support and Success for Each Learner

Our 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.

Our Commitments

Our 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.*

Optimum Learning is achieved through

Engagement *for each learner*	Support *for each learner*	Success *for each learner*
Governance	**Learning Supports**	**Student Growth and Achievement**
Assurance Measure Trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.	**Assurance Measure** 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.	**Assurance Measure** Trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.
Local and Societal Context		**Teaching and Leading**
Assurance Measure Trust and confidence that the education system responds proactively to local and societal contexts.		**Assurance Measure** Trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Engagement *for each learner*	Support *for each learner*	Success *for each learner*
We are committed to engaging and collaborating meaningfully with our learners and communities. We will communicate division progress and the use of resources transparently and with a view to guiding future decision-making. We will consult widely and in a variety of ways with our learners, parents and communities to include their voice in our decision-making and build partnerships moving forward. We will seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. We will do this to assure our learners and communities that our decision-making is based on the best interests of all of our learners.	**We are committed** to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the division within a culture of belonging. These safe and caring environments will allow our learners to be well physically, socially and emotionally, take academic risks, think creatively and develop resiliency within an environment that focuses on respect and integrity. These environments will also focus on environmental stewardship, the development of mastery, belonging, independence and generosity as elements integral to the application of First Nations, Métis and Inuit foundational knowledge.	**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 of foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner.
Governance	**Learning Supports**	**Student Growth and Achievement**
Strategic Plan A Advance system-wide evidence-based continuous improvement cycles	**Strategic Plan A** Advance a system-wide approach to a safe, caring and welcoming learning environment **Strategic Plan B** Advance system-wide continuum of supports **Strategic Plan C** Advance system-wide approach to positive mental health, wellness and well-being	**Strategic Plan A** Advance system-wide literacy and numeracy **Strategic Plan B** Advance system-wide innovation, design and competency development **Strategic Plan C** Advance system-wide First Nations, Métis and Inuit student success
Outcomes ◦ Education system is well governed and managed.	**Outcomes** ◦ Learners contribute to and feel welcomed, cared for, respected and safe. ◦ Learners access a continuum of supports.	**Outcomes** ◦ Learners are successful. ◦ First Nations, Métis and Inuit learners are successful. ◦ Learners are literate and numerate.

	◦ Learners access mental health, wellness and well-being supports.	◦ Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. ◦ Learners develop learning competencies.
Indicators ◦ Board of Trustees engage students and their families, staff and community in the creation and ongoing implementation of a shared vision for student success. ◦ Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. ◦ Resources are allocated and managed in the interest of ensuring student success, in alignment with system goals and priorities. ◦ Learning is relevant, clearly articulated and designed for implementation within local contexts. ◦ System-wide approach to cycles of evidence-based continuous improvement to inform ongoing planning, and priority setting and to build capacity.	**Indicators:** ◦ Students are active, healthy and well. ◦ Students demonstrate understanding and respect for the uniqueness of all learners. ◦ Learning environments are welcoming, caring, respectful and safe. ◦ Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ◦ Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ◦ Students and families work in collaboration with education partners to support learning. ◦ Wrap around services and supports enhance conditions required for optimal learning. ◦ Structures and systems support learning and meets the needs of students, families, staff and communities.	**Indicators:** ◦ Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ◦ Students achieve learning outcomes, demonstrating strengths in literacy, numeracy and competency development. ◦ Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts and situations. ◦ Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ◦ The school community applies resources needed to support First Nations, Métis and Inuit student achievement.
Measures **Provincial** ◦ Accountability measure of Parent Involvement. ◦ Accountability measure of Continuous Improvement & overall Quality of Basic Education. ◦ Budget measures. **Local** ◦ Structures, systems and strategies that ensure a continuous improvement cycle.	**Measures** **Provincial** ◦ Accountability measures of Safe & Caring. ◦ Accountability measure of Student Inclusion and Access to Supports and Services. ◦ Accountability measure of Parent Involvement. **Local** ◦ Programs, services, strategies and local measures/data/evidence that demonstrate all	**Measures** **Provincial** ◦ Provincial Achievement & Diploma Results. ◦ High School Completion, Drop-out Rates, Transition Rates and Rutherford Scholarship. ◦ Accountability Pillar measures of Program of Studies, Education Quality, Active Citizenship & Life-Long learning. **Local** ◦ Processes, strategies, local measures/data/evidence that demonstrate advancing

◦ Programs, services, strategies and local measures/data/evidence that demonstrate evidence-informed decision-making, stakeholder engagement, learning and capacity building. ◦ Evidence of improvement in structures and systems that support reflective and collaborative learning. ◦ Local measures including FSD Intellectual Student Engagement Survey, FSD PLC survey, professional learning surveys, Anecdotes /Stories of impact, Stakeholder Engagement & Feedback, Rates of usage of FSD Learning Links: Staff, Student, Parent & Technology.	learners contribute to and feel welcomed, cared for, respected and safe. ◦ Programs, services, strategies and local measures/data/evidence that demonstrate all learners access a continuum of supports. ◦ Programs, services, strategies and local measures/data/evidence that demonstrate all learners access mental health, wellness and well-being supports. ◦ Local measures including SOS-Q, Attendance, Suspension, Critical Response, Anecdotes/Stories of impact, Stakeholder Engagement & Feedback, Rates of usage of FSD Learning Links: Staff, Student, Parent & Technology.	system-wide literacy, numeracy, outcomes & competency development (diagnostic, formative, leveled literacy intervention, GRADE, Reading Readiness Screening Tool: RRST, Math Intervention Programming: MIPI, Running Records). ◦ Learners take ownership, develop efficacy and are meaning engaged. ◦ Local measures including Intellectual Engagement Student Survey, SOS-Q, PLC Survey, Stories of impact, Stakeholder Engagement & Feedback, Rates of usage of FSD Learning Links: Staff, Student, Parent & Technology. ◦ Programs, services, strategies and local measures/data/evidence demonstrate First Nations, Métis learners are successful & students, teachers and school leaders learn about experiences, treaties, agreements and the history and legacy of residential schools.
Local and Societal Context		**Teaching and Leading**
Strategic Plan A Advance system-wide stakeholder engagement		**Strategic Plan A** Advance system-wide high quality design, instruction and assessment practices **Strategic Plan B** Advance system-wide excellence in teaching and leading

Outcomes	Outcomes
◦ Learners communicate, collaborate & solve problems to advance education excellence. **Indicators** ◦ Ongoing stakeholder engagement practices ensure the education system identifies and responds to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students. ◦ Education partners anticipate local and societal needs and circumstance and respond with flexibility and understanding.	◦ Excellent teachers, school leaders and school authority leaders. **Indicators:** ◦ Teachers and leaders respond 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 and reflective practice. ◦ Collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ◦ Teachers and leaders use a range of data and evidence to inform cycles of evidence-based continuous learning.
Measures	**Measures**
Provincial ◦ Accountability Pillar measure of Parent Involvement & Continuous Improvement. ◦ Accountability Pillar measure of overall Quality of Basic Education. **Local** ◦ Structures, systems and strategies that ensure ongoing stakeholder engagement. ◦ Programs, services, strategies and local measures/data/evidence that demonstrate learners communicate, collaborate, think critically and solve problems in advancing educational excellence through stakeholder engagement.	**Provincial** ◦ Accountability Pillar measure of Education Quality. ◦ Accountability Pillar measure of Teacher Professional Development. **Local** ◦ Processes, strategies, local measures/data/evidence that demonstrate the division supports teaching and leadership quality through professional learning, supervision and evaluation. ◦ Processes, strategies, local measures/data/evidence that demonstrate

◦ Feedback gathered through ongoing stakeholder engagement demonstrates trust and confidence that the education system responds proactively to local and societal contexts. ◦ Impact of stakeholder engagement in decision-making.		advancing system-wide high quality design, instruction and assessment practices. ◦ Processes, strategies, local measures/ data /evidence that demonstrate advancing system-wide excellence in teaching and leading. ◦ Evidence of improvement in structures and systems that support reflective and collaborative learning. ◦ Local measures including FSD PLC survey, professional learning surveys, Anecdotes /Stories of impact, Stakeholder Engagement & Feedback, Rates of usage of FSD Learning Links: Staff, Student, Parent & Technology.

Engagement for each learner

Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.

Governance

Outcome: Education System is well governed and managed.

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

Strategic Plan A
Advance system-wide evidence-based continuous improvement cycles

Foothills School Division is responsible for providing assurance to students, staff, parents, community and Alberta Education 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 confidence in the education system. It is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.
Follow Link to **Policy 01: Division Foundational Statements**
Follow Link to FSD **Annual Education Results Overview and Highlights**
Follow Link to **Annual Education Results Report Summary**

Strategies & Actions

1. High Quality Effective Governance: Continue to demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability. Create and sustain a culture of continuous improvement and collectively responsibility by advancing elements of good governance which include (Campbell & Fullan, 2019):

- Make a Commitment to Good Governance
- Commit to a Shared Moral Imperative
- Governance Mindset
- Agree on Unity of Purpose
- Leadership from the Middle: System Responsibilities

Follow Link to **Trustee News**

2. System Planning: Foothills School Division has established a system of accountability and assurance that focuses on continuous improvement, evidence-informed decision making and stakeholder engagement. There is a clear connection between school and division plans and priorities, which provides strategic direction to schools. The vision, mission,

Performance Measures

Provincial Measures:
◦ Divisional PAT and Diploma targets are met.
◦ Increase in % of teachers, parents & students indicating that their school & schools in their jurisdiction have improved/stayed the say the last 3 years.
◦ Increase in % of teachers and parents are satisfied with parental involvement in decisions about their child's education.

priorities and guiding principles for decision-making provide overall direction for system planning. Education Plans and Annual Education Results Reports are formal documents that demonstrate how the Division/Schools are performing in meeting responsibilities and providing public assurance.

3. Education Plans and Annual Results Reporting: Continue to develop education plans and annual results reports that identify key priorities and improvement areas and report on results through a core set of provincial measures and local measures that enable the government and Albertans to assess the operation of the education system. Foothills School Division Education Plans and Annual Education Results Reports are consistent with Alberta Education's vision, mission and priorities. Education Plans outline priorities for student learning, guides budget decisions and forms the basis for reporting on progress and achievement. Education Plans and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and assurance. The Education Plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies that will be implemented to improve results. A wide range of performance measures gives Divisions/Schools a consistent means of measuring progress, helps identify strengths, areas for improvement and determines priorities.
Follow Link to **Administrative Procedure 100 Three-Year Educations Plans and Annual Education Results Report (AERR)**

4. Accountability Measures: Continue to be accountable for results achieved from carrying out responsibilities to provide education programs to Alberta students. As an accountable organization, accountability requirements include:
- A system of accountability results for the division and schools
- Interpret and report results to parents, students, Alberta Education and the public
- Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement

5. Assurance Framework: Continue to provide assurance to the government, local stakeholders and the public that Foothills School Division is fulfilling their responsibilities and students are successful. This assurance arises from a combination of policies, processes, actions and evidence that help build trust and confidence in the system. It is achieved through building relationships, engagement with education partners and by creating and sustaining a culture of continuous improvement across the system. All education stakeholders accept shared responsibility in building the capacity of the system.

6. Guiding Principles of Assurance: Continue to ensure sound and consistent decision making through the guiding principles of assurance which include:
- Recognize all education partners, each with unique contribution, share responsibility for student growth achievement.
- Build professional capacity and a commitment to continuous improvement.
- Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action.
- Engage regularly with education partners, across the spectrum of public engagement strategies (informing, consulting, involving, collaborating and empowering.)
- Acknowledge that communication must be a constant throughout the engagement process.
- Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making.

Local Measures:
◦ FAA Feedback on data literacy including exit cards and perceptual surveys leveraging thought exchange.
Evidence of data literacy evident in school planning documents.
◦ Teachers report at a level of consistently/deeply on all indicators of the Professional Learning Community Survey.
◦ Evidence of growth in structures and systems that support evidence informed collective efficacy.
◦ Evidence of impact of school based structures and systems that support collective efficacy through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Demonstrate growth in all perceptual areas of the FSD intellectual engagement survey.
◦ Exemplars of evidence informed growth in practice and instructional design added to the teacher portfolio.

- Reflect local and societal contexts, enabling innovative and flexible responses in classrooms/schools/division.
- Recognize the unique learning needs of students and foster equitable and inclusive learning environments.
- Commit to demonstrating fiscal responsibility and effective stewardship of resources in supporting system/school/student outcomes.
- Provide a structure to ensure that what is measured and reported is consistent with the best interests of student growth and achievement, and goals of education in the Province of Alberta.

7. Continuous Improvement Cycles: Continue to sustain a culture of continuous improvement and collective responsibility through evidence informed decision-making, engagement, learning and capacity building.

8. Analyze Evidence: Continue to advance our system-wide approach to select and analyze system, school and student evidence to inform next steps in educational improvement planning through building our capacity in data literacy.

9. Iterative System Structure: Continue to develop collective efficacy through an iterative systematic structure and process that empowers leaders and teachers to purposefully use evidence to inform learning, continuous improvement and system growth.

10. System-wide Measures: Common points of data/evidence are gathered, accessed and analyzed by FSD staff to assess impact of strategies implemented on student learning. Areas of strength, areas for growth and improvement are identified which informs next steps in educational planning. These include measures of student performance, engagement and mental health.

11. Common Access to Data/Evidence: Provide processed contextualized system data for school leaders. A common space has been created for school and system leaders to access clear and timely evidence of student learning.

12. Data Literacy: Build the capacity of school leaders and staff around data literacy and school based structures for turning evidence into action. Support and build capacity for school leaders around selection, gathering and analysis of meaningful school based data. School leaders will identify areas of strength and areas for improvement in setting targeted, evidence informed school improvement goals and implementing strategies for growth.

13. Assurance Evidence Structures: Develop and deploy robust school and system level assurance evidence structures and local measures.

14. [FSD Assessment, Assurance and Accountability Strategy](#): (*Follow the Link*)

Relaunch Responses that ensure and advance division-wide evidence-based continuous improvement cycles in three possible re-entry scenarios.

Scenario 1: Return to Normal Operations
Scenario 2: Partial Return to School (Staggered and/or Blended Operations)
Scenario 3: Continued Class Cancellations

Relaunch responses as outlined in the FSD Strategic Plans are based on the most current information available and are subject to change with new directions and/or guidelines from Alberta's Chief Medical Officer of Health and Alberta's Minister of Education. Relaunch responses are based on the best available information and conditions related to the COVID-19 pandemic. Relaunch responses will evolve and may be adjusted as further information becomes available as the status of the COVID-19 pandemic changes. Foothills School Division re-entry strategies for Junior Kindergarten to Grade 12 (K-12) for the 2020-21 school year are aligned with Alberta Education's School Re-entry Plan. Alberta Education's Re-entry plan is founded on the following 4 principles that were established by the government in collaboration with education partners which include:
• The safety of students and staff comes first
• Student learning will continue
• Provincial funding is still flowing to schools
• School authorities have flexibility to do what is best for their community

This plan balances the need for provincial direction and standardized approaches in some areas while also providing flexibility and respecting Foothills School Division (FSD) autonomy to align re-entry strategies to our local context and with a focus on FSD priorities of engagement, support and success for each learner. As we approach the new school year, directions provided will be updated as circumstances change. Alberta Education is committed to providing the final plan no later than August 1 to allow school authorities time to make any additional adjustments to their own planning for the new school year. The school re-entry plan for K-12 schools considers three scenarios that could exist when the 2020-21 school year begins in September. It is imperative that school authorities plan and prepare for all of these scenarios as at any time the COVID-19 pandemic may change and school authorities may be required to transition from one scenario to another within short notice.

Foothills School Division has established a system of accountability and assurance that focuses on continuous improvement, evidence-informed decision making and stakeholder engagement. There is a clear connection between school and division plans and priorities, which provides strategic direction to schools. The vision, mission, priorities and guiding principles for decision-making provide overall direction for system planning through this public health crisis. We will leverage what has been learned, possibilities and opportunities as we re-vision learning through these scenarios. Through the lens of continuous improvement and ensuring continuity of learning we will continue to:
- Explore: Access, analyze and interpret accurate and relevant data and identify issues, concerns and challenges
- Develop: Identify challenges, develop strategies and take action
- Take Action: Learn as the plan is implemented and adjust as required
- Evaluate: Evaluate impact of plan

Alberta Government

Measure Category	Measure	Foothills School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.4	89.4	89.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.5	85.9	85.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	91.1	90.2	89.9	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.7	0.8	1.5	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	89.6	84.7	84.8	79.1	78.0	77.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.1	77.7	77.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.1	17.6	17.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.9	86.6	85.6	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	18.5	18.0	16.7	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	50.4	48.7	49.4	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	73.8	71.0	70.2	64.8	63.4	62.2	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.0	53.9	52.0	59.0	58.7	58.7	High	Improved	Good
	Work Preparation	81.7	81.7	80.6	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.4	83.9	83.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.7	81.1	81.5	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	84.0	80.4	80.3	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Engagement for each learner

Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.

Local and Societal Context

Outcome: Learners communicate, collaborate and solve problems in advancing educational excellence.

Assurance: Trust and confidence that the education system responds proactively to local and societal contexts.

Strategic Plan A

Advance system-wide stakeholder engagement

Foothills School Division strongly believes in providing opportunities and encouraging participation of stakeholders to communicate, collaborate, think critically and solve problems together to advance educational excellence. We have an ongoing commitment to engage stakeholders in decision-making. It is important for stakeholders to learn about opportunities to get involved and share perspectives, possibilities and ideas. We will take steps to advance a system-wide approach for stakeholder engagement as we know listening to the voice of stakeholders, building relationships, communicating and collaborating leads to better decisions; and engages everyone more meaningfully in continuous improvement for the future of our students while promoting active citizenship. Stakeholder engagement aligns with our vision of enhancing engagement, support and success for each learner. Our vision, mission, commitments, priorities, beliefs and education plan provide a comprehensive direction to help us achieve our goals.

Follow Link to **Foothills School Division Stakeholder Engagement Plan**
Follow Link to **Policy 1 Engagement**
Follow Link to **FSD 2020-21 School Re-entry Plan**

Strategies & Actions

Performance Measures

1. School Division Governance and Management: Purposeful and appropriate stakeholder engagement helps ensure governance aligns with and is responsive to the needs and expectations of the learning community. It also recognizes that engaging stakeholders improves decisions made and provides assurance, trust and confidence in the system. The Lead Team (Trustees and Executive Team) engage in educational learning opportunities on an ongoing basis to develop and deepen understanding of FSD educational initiatives and high quality, effective governance. Being well informed and actively engaged in learning improves governance and management, decision making and communication with stakeholders. The Superintendent and Executive Team are committed to meeting the leadership quality standard to ensure the education system is well governed and managed. The Board of Trustees is committed to ensuring the education system is well-governed and managed through reflection, self-assessment and goal setting that engages stakeholders, provides direction and ensures high quality educational opportunities.

Provincial Measures:
◦ Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.
◦ Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

2. Build Meaningful Relationships: Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture. Leverage the tools and strategies learned and developed through leading, teaching and learning from home during the COVID-19 crisis.

3. Communications Plan: Advance a system-wide communications plan that connects and engages stakeholders in the Foothills School Division learning community by engaging in ongoing information specific to divisional goals, outcomes and priorities through a wide-variety of communication means. Communication actions are responsive, visible and aligned to strategic plans and Board priorities. Enhanced public relations, promotional, marketing and communication strategies will highlight, showcase, recognize and celebrate the educational excellence of Foothills School Division.

4. Celebrate, Celebrate, Celebrate: Publicly recognize and celebrate the contributions of students, staff, parents and community in advancing educational excellence in Foothills School Division.

5. Advocacy Actions: The Board of Trustees is an advocate for public education and for Foothills School Division and meaningfully engages stakeholders and consults with school communities to identify and understand needs for educational change and improvement and develops advocacy action plans.

6. Policy and Procedures: Identify and refine policies and procedures for ensuring consistent and purposeful stakeholder engagement in decision-making and strategic planning to collectively advance educational excellence. The purpose of engagement is to ensure that all voices, viewpoints and perspectives are heard and considered when developing plans and making decisions.

7. Stakeholder Engagement Framework and Toolkit: Continue to use protocols of engagement to ensure consistency and excellence in engagement processes.

8. Stakeholder Principles and Promise: Continue to use Engagement Principles of Accountability and Assurance, Inclusivity, Transparency, Promise and Commitments and Responsiveness.

9. Leadership in Stakeholder Engagement: Continue to develop wiser practices and build the capacity of leaders across the Division in stakeholder engagement strategies to support decision making, strategic and educational planning at all levels. Systematic structures and processes will empower leaders to purposefully use stakeholder engagement feedback to inform decision-making. Since there is a strong preference for engagement to take place at a school level, where connections and relationships are strongest, school administrators play an important role in the meaningful engagement of stakeholders. These engagement efforts may include leading engagement initiatives specific to their school or supporting system-wide engagement efforts. To allow administrators to carry out this work effectively, strong collaboration, communication and capacity building is essential.

10. Stakeholder Advisory Groups & Community Engagement Opportunities: Regular engagement opportunities and communications will allow students, staff, parents and community members to have a voice in decision-making, be fully

◦ Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.
◦ Increase in percentage of parents that indicate that they are provided the opportunity to be involved in their child's education.
◦ Increase in percentage of parents that indicate that they have taken the opportunity to be involved in their child's education.
◦ Increase in percentage of parents that indicate that they were provided the opportunity to be involved in decision making at the school.
◦ Increase in percentage of parents that indicate that they have taken the opportunity to be involved in decision making at the school.

Local Measures:
◦ ThoughtExchange responses from stakeholder engagements.
◦ Other evidence and exemplars of stakeholder engagement where learners communicate, collaborate, think critically and solve problems in advancing educational excellence.
◦ Impact of stakeholder engagement in decision making in School Board self-assessment.
◦ Feedback gathered from educational planning stakeholder engagement.
◦ Tracking usage and feedback on Staff Learning Link and Parent Learning Sessions.

informed, and have a deep understanding of the educational priorities and plans of the School Division.   Meaningful Stakeholder Engagement includes:
◦ Commitment of Trustees in engaging students, staff, parents and community
◦ FAA Lead Learning Team
◦ Commitment of FSD staff to engage students, parents and community
◦ Board Meetings
◦ School Council Meetings
◦ Council of School Councils
◦ Staff Advisory Council
◦ Student Matters Committee
◦ Parent and Community Engagement Events
◦ Stakeholder Engagement in educational planning
◦ ThoughtExchange Stakeholder Engagement Process
◦ Relaunch Committee

11. Amplify Student Voice: Continue to create more opportunities for students to share their perspectives, ideas and thoughts on improving learning in the classroom, at the school and across the Division. Meaningfully engaging students in advancing educational excellence develops and deepens learning competencies and curricular outcomes. It prepares students for life-long learning, the world of work and develops citizenship.

12. Parental Involvement: Continue to build strong parental involvement in classrooms, at schools and across the Division. Parents are provided the opportunity to be involved in their child's education and educational decisions, and are encouraged and empowered to take opportunities to get involved and make a positive difference. Strong parental involvement includes parents being fully informed. Greater emphasis on clear, concise and consistent communication across all schools and the Division is important. FSD will work collaboratively with schools in effectively using communication tools and enhancing communications plans to positively impact parental involvement.

13. Community Supports & Partnerships: Continue to explore and develop community supports and partnerships to enhance programs, learning opportunities and experiences for students. Structures and systems to attract greater community involvement will be created so parents, businesses, and service providers know how they could become more involved or support learning (Ex. volunteer and partnership programs and community mapping). The larger community can play a powerful role in supporting students by providing real life connections to learning.

14. FSD Learning Links (Student Learning Link, Staff Learning Link, Parent Learning Link, Technology Learning Link) **and Community Learning Sessions:** Resources and information on a variety of educational subjects and themes will be made available to parents and community through learning sessions and the FSD Learning Link on the FSD website.

Relaunch Responses that ensure and advance division-wide engagement that is timely, meaningful and collaborative in three possible re-entry scenarios. *Follow Link to* **FSD 2020-21 School Relaunch Plan**

Foothills School Division's roadmap of essential questions, considerations, and actions to help division and school leaders plan and implement a safe, efficient, and equitable return to school for all staff, students, and the Foothills community. This roadmap to school re-entry will be organized into the following committees and working group structures including: Relaunch Steering Committee, 2020-21 School Relaunch Committee, Wellness & Wellbeing Team, Instruction & Learning Team, Corporate (Facilities, Technology and Transportation) Team. The Steering Committee will make decisions on the operationalization of school re-entry that supports Foothills School Division Education Plan and promotes Engagement, Support and Success for each learner. The School Relaunch Committee will consider essential considerations, questions, and actions to ensure re-entry operations support a safe and organized transition back to classroom instruction. The Wellness and Wellbeing Team will consider essential questions, considerations, and actions to keep staff and students safe and healthy for both physical and mental wellbeing. The Instruction & Learning Team will consider essential questions, considerations, and actions to achieve a comprehensive understanding of students' academic needs when they return to school and to plan an effective transition back to instruction in the classroom. The Corporate Services Team will consider essential questions, considerations, and actions necessary to ensure division and school assets are, and remain, safe for students and staff. The team will also consider essential questions, considerations, and actions to ensure technology infrastructure, assets, and guidance support an organized transition to classroom instruction. Stakeholders will be engaged in providing feedback to inform decision-making in three possible re-entry scenarios.

Scenario 1: Return to Normal Operations - Students return to schools as before or students return to school as regular with schedules/classes the same, with possible social distancing measures required. How might schools operate to facilitate social distancing measures effectively during normal operations? What challenges would exist?

Scenario 2: Partial Return to School - How might schools operate in a situation where fewer students were permitted in classes/school at any given time? Consider staggered schedules? Consider blended learning (in-person & virtual)? What challenges or opportunities exist?

Scenario 3: Continued Class Cancellations - How might schools operate if you needed to continue under current conditions for a longer duration?

Communication Considerations for all three scenarios include:

- Foothills School Division will communicate with stakeholders so that students, families, educators, and community members are clear on expectations for learning and public health guidelines. The Division will need to be flexible to adapt to unprecedented challenges.
- Community coordination will be essential. Reopening will require schools to work far more closely with public health authorities and other agencies than is the norm. This will require new routines and partnerships to allow schools to focus on priorities of engagement, support and success for each learner.
- Comprehensive communication plans are required. Effective school reopening will require ongoing, clear and consistent communication with parents, educators and community members regarding safety measures, modification to schedules, classes, learning and logistics to minimize confusion and offer confidence and trust in the re-entry plan.

Support for each learner

Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.

Learning Supports

Outcome: Learners contribute to and feel welcomed, cared for, respected and safe.

Assurance: 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.

Strategic Plan A

Advance a system-wide approach to a safe, caring and welcoming learning environment

"Being" and "Doing" inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being. The essential understanding of FSD is to ensure an inclusive education system that supports each learner, as well as, prioritize a collaborative inquiry approach where critical thinking and problem solving is fostered.

Follow the link to **Comprehensive School Health**

Strategies & Actions

1. Comprehensive School Health Framework: School leadership assess strengths and challenges through the triangulation of evidence and design strategic plans using the Comprehensive School Health Framework.

2. Students' Matters Committee: Gather student voice by engaging students through Students' Matters Committee in supporting a safe, caring and welcoming learning culture.

3. Evidence Based Practices: Develop capacity of staff leads around evidence-based practices such as restorative practices, trauma informed practices, positive behaviour supports, mentorship and social-emotional competencies.

4. School Linked Teams: Collaborate and problem solve around specialized supports for students with complex needs.

5. Community Partnerships: Continue to strengthen partnerships with Alberta Health Services, Calgary and Area Child Advocacy Centre, Canadian Mental Health Association, Calgary Regional Consortium, Child Services, Royal Canadian Mounted Police, Foothills Community Immigration Services and Family Supports for Children with Disabilities.

6. Inter-agency Collaborative Action Table (I-CAT): Continue to work with the Inter-agency Collaborative Action Table (I-CAT) to support children, youth and families at risk and/or for those in danger of imminent harm.

Performance Measures

Provincial Measures:
◦ Increase in Safe and Caring & Parental Involvement indicators.
◦ Increase in Inclusive Education indicators of student inclusion & supported families.

Local Measures:
◦ Increase in indicators for flagged students in areas of Safe and Caring, Self Confidence, Internal Resiliency, External Resilience, Extra Curricular, Utility of School, Peers, School/Work Pressure, Work School Integration as measured by Student Orientation to School Questions (SOS-Q).
◦ Decrease in suspension rates.

7. Children's Wellness Network: Continue to work with, collaborate and develop partnerships (Foothills Children's Wellness Network - Youth Branch and Inclusive Education Partnership) to ensure universal supports are available in the community.

8. Continuum of Collaboration: To ensure students and families are aware of and can draw upon supports both within the school and community, a continuum of collaboration is being developed this year by FSD to make these supports visible.

9. Process and Procedures: Clarity and consistency with process and procedures for suicide risk and non-suicidal risk assessments, success in school, attendance protocol, seclusion, restraint and time out procedure, and violent threat risk assessment, will be addressed.

10. Comprehensive School Threat Assessment Guidelines (C-Stag): Develop proficiency in using Comprehensive School Threat Assessment Guidelines (C-Stag) system-wide.

11. Universal Design for Learning: Continued focus for Learning Coaches and teachers. Professional learning for staff in ensuring safe, caring and welcoming cultures involves numerous options and choices, differentiating based on needs and interests.

12. Positive Behaviour Supports: Continue to build Capacity around Positive Behaviour Supports with administration & teachers.

Relaunch Responses that ensure and advance a safe caring and welcoming learning environment in three possible re-entry scenarios.

Scenario 1: Return to Normal Operations
- Ensure and maintain continuity of a safe, caring and welcoming learning environment.
- Re-entry will focus on ensuring a safe, caring and welcoming return to school and learning in a return to normal scenario. The first priority will be getting students re-integrated in school.
- Community partners will be engaged and leveraged to provide support for our schools and families.
- All students facing additional stresses will need supportive relationships and nurturing learning environments. Schools should consider a needs assessment to understand the full range of student, staff and family needs. Meeting these needs will not be the schools/division's sole responsibility, but rather shared by community partners and supports.
- Focus on social, emotional learning, sense of belonging, building relationships and staying connected to support mental health and well-being.
- Emphasis on flexibility, adaptability and resilience in a safe, caring and welcoming learning environment.

Scenario 2: Partial In-Class Operations
- **Re-entry Plan for Partial In-Class Scenario:** In alignment with Alberta Health Services, Alberta Education and Foothills School Division guidelines, Schools will develop and implement a re-entry plan that addresses health and safety of students and staff, as well as, instruction and learning for student growth and achievement.

◦ Increase in attendance rates.
◦ Critical Response; VTRA, NVCI, Suicide Risk, NSSI: Data used by schools and division to inform hypothesis, interventions and/or next steps.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ There is an increased shared responsibility with capacity building and collective responsibility.

- ○ **Health and Safety Measures**
  - ■ Assess physical infrastructure, scheduling and staffing and transportation (i.e. designated entrances and exits for different student cohorts, sectioned off common spaces, floor markings to direct foot-traffic flows to help students and staff maintain distance, portable hand-sanitizing stations at entrances and common areas to promote regular hygiene.
  - ■ Health and hygiene protocols for students, staff and parents will be developed (i.e. hand-washing, hand sanitizer, disinfectant, masks, gloves, wellness checks).
  - ■ Enhanced cleaning measures will be implemented. Classrooms, hallways, washrooms, common areas and buses will require regular deep cleaning to minimize risk.
  - ■ Limited access to school by students and staff will be considered.
  - ■ Expectations that students only use their individual supplies, resources and equipment and do not share these items.
  - ■ No large gatherings, assemblies, sporting events, meetings or in-person parent-teacher conferences.
- ○ **Social distancing measures**
  - ■ Implement measures that accommodate two meters social distancing measures in classrooms, movement in the building, as well as, entering and exiting.
  - ■ Consider number of students in each class at school each day.
  - ■ Utilize larger classes and spaces in school including gyms and learning commons.
  - ■ Consider the number of students allowed on the playground at any given time and student cohort zones on the playground.
- ○ **Wellness and Well-being**
  - ■ Ensure and maintain continuity of a safe, caring and welcoming learning environment.
  - ■ Focus on social, emotional learning, sense of belonging, building relationships and staying connected to support mental health and well-being.
  - ■ Community partners will be engaged and leveraged to provide support for our schools and families.
  - ■ Upon relaunch administer benchmark assessments (i.e. GRADE, MIPI, SOS-Q etc.) to assess where students are at academically and socially emotionally to best support students at a universal, targeted and individualized level.
  - ■ Enhance assessment throughout the continuum (i.e. formative, summative, benchmark, diagnostic) to best support student growth and achievement.
- ○ **Instruction and Learning**
  - ■ Maintain and ensure continuity of learning.
  - ■ Re-entry will focus on ensuring a safe, caring and welcoming return to school and learning in a partial in-class scenario. The first priority will be getting students re-integrated in school.
  - ■ Schools will develop a plan to re-engage students with learning in whatever the new learning environment looks like.
  - ■ Just because schools re-open in some format does not mean families and students will be ready to return or feel safe to return. Schools and teachers will be prepared to offer a variety of learning

- opportunities both to accommodate the return to school possibilities, but also to consider family and child readiness to return to learning.
- FSD Hub programming will be expanded to include all grades from 1-12. This resource will provide learning opportunities for children who are unable to attend school in the fall.
- Schools and teachers will continue to explore ways to provide multiple ways to deliver learning to accommodate students in a public health emergency that could result in on-going disruptions in learning. . The virtual connections we have developed not only provide structures to deal with the pandemic response, but could also provide unique opportunities for teachers to continue learning with students when students are unable to attend.
- Develop plans to continue to identify barriers to engagement and provide solutions to ensure every student is provided equitable learning opportunities.
- Continued collaborative review of essential outcomes within the program of studies. Given that students may have not fully learned outcomes from the previous year we need to ensure teachers create a plan to review previous essential learnings and current grade essential outcomes to help close any learning gaps faster.
- Schools and teachers will develop an assessment plan to determine where students are at with learning in Literacy and Numeracy that respects a safe and caring return to school. Student mental health and well-being will be a priority over gathering assessment data.
- Teachers and schools will develop targeted intervention plans to support students.
- Consider gradual re-entry plans for different grades.
- Consider different learning model for different grades (in-person, virtual, blended learning).
- Consider students remaining in consistent cohorts throughout the school day to reduce level of contact among students and staff to only those in their cohort. Such measures can reduce spread of infection and accommodate testing and contact tracing.
- Consider school schedules, division calendars, attendance, targeted student interventions in supporting student learning.
- Consider staggered schedules including alternating times/days for students in school.
- Consider courses that cannot be offered in-class for health and safety reasons being offered virtually and/ or through interdisciplinary/cross-curricular learning opportunities (i.e. PE, Fine Arts, Options, CTF & CTS courses).
- Opportunities for student learning to be designed, delivered and assessed by a collaborative, interdisciplinary/cross-curricular team of teachers is considered.
- Will explore ways to keep consistent groups of students together in the same cohort/classroom with a small group of teachers rather than going to a variety of subject-specialist teacher's classrooms.
- Provide learning for staff related to effective teaching strategies in a social-distance classroom environment including alternatives to shared libraries, manipulatives, etc.
- Provide guidelines and learning opportunities for staff supporting students that require physical closeness and/or contact.

- ■ Schools should consider a needs assessment to understand the full range of student, staff and family needs.
- ■ Remote learning will continue to support a partial in-class learning scenario.
- ■ Be prepared for potential future class cancellations as a result of future waves of infection.
- ■ Emphasis on flexibility, adaptability and resilience in a safe, caring and welcoming learning environment.

Scenario 3: Continued Class Cancellations
- Ensure and maintain continuity of a safe, caring and welcoming learning environment.t
- Re-entry will focus on ensuring a safe, caring and welcoming return to school and learning in a class cancellation scenario.
- Schools should consider a needs assessment to understand the full range of student, staff and family needs.
- Focus on social, emotional learning, sense of belonging, building relationships and staying connected to support mental health and well-being.
- Emphasis on flexibility, adaptability and resilience in a safe, caring and welcoming learning environment.

The following relaunch strategies would apply in all three scenarios:
- **Leadership:** ensure distributed leadership in supporting safe, caring and welcoming environments through:
  - Continued focus on comprehensive school health approach.
  - Empower support teams to design and implement strategies based on an iterative process and collaborative approach to support safe, caring and welcoming environments. Support teams include: School Administration, Family School Liaison Counsellors, Youth Development Coaches, Teachers and Students.
  - Consider and implement recommendations from the relaunch steering committee.
- **Collaboration and Partnerships:** advance system-wide school, division and community partnerships through:
  - **Cross-School Collaboration:** collaborative structures developed for sharing of best and evidence based practices between schools.
  - **Divisional Collaboration:** Make visible divisional school linked support personal and how to access them (i.e. ELL LC, Psychologists, etc.).
  - **School Linked:** Continue with divisional collaborative structures and systems (school linked) to support the most vulnerable population.
  - **Partner Collaboration:** Continue to make visible outside agency and community engagement (i.e. COPE, FCWN - Youth Branch; I-CAT, FCSS, FCIS, CMHA, etc.).
  - **Student Collaboration:** Support schools in eliciting student voice to inform each school's strategic plan and implementation.
  - **Parent Collaboration:** Develop communication structures that support parent voice.
  - **Alberta Health Services:** Provide guidance for safety procedures upon re-entry.
- **Assessment:** Identify evidence that provides assurance that educational practices effectively support safe, caring and welcoming environments through:
  - **Divisional indicators of assurance** and identification will be created and shared for school teams to use that will reflect indicators in supporting students across the continuum.

- **Evidence Collection and Organization:** Ensure consistency and clarity of reporting for VTRA, NVCI, hospitalizations, attendance, etc. in supporting assurance. Provide divisional supports for organization of the evidence to support strategic planning.
- **Continuum of Supports:** Enhance a safe, caring and welcoming continuum of supports through:
  - **Divisional Continuum:** Continue to refine a safe, caring and welcoming divisional continuum of supports and services that is visible and shared continually in Inclusive Learning report.
  - **School Continuum:** Continue to build capacity of School Support team in evidence-based approaches in building their continuum of supports.
  - **Identify and refine policies and procedures:** Ensure clarity of process and procedures (i.e. VTRA, NVCI, ELL intake, SIS, attendance, suicide risk, etc.). Clarify differences in procedures in at-home learning compared to in school learning.
- **Professional Learning Opportunities:** That build capacity to support safe, caring and welcoming learning environments include:
  - Comprehensive School Health (Administrators)
  - Positive Behaviour Supports: Infusing trauma informed practices and Psychological First Aid
  - Universal Design for Learning (Learning Coaches)
  - Comprehensive Student Threat Assessment Guidelines (Vice Principals)
  - Non-Violent Crisis Intervention

Support for each learner

Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.

Learning Supports

Outcome: Learners access a continuum of supports.

Assurance: 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.

Strategic Plan B

Advance a system-wide continuum of supports

In supporting all learners, FSD has been strategic in developing a divisional continuum of supports and services responsive to the strengths, needs and challenges in each of our contexts. The continuous engagement of stakeholders from each school in refining their school's continuum of supports and services is essential.
Follow the Link to **FSD Parent Learning Link**
Follow the Link to **FSD Staff Learning Link**
Follow the Link to **FSD Student Learning Link**

Strategies & Actions	Performance Measures
1. Collaborative Structures: FSD recognizes, and continues to focus on the foundation of a strong continuum of supports and services through the development and continual refinement of collaborative structures and systems. Structures and supports for cross-school collaboration are present and continually being refined. **2. Community Partnerships:** FSD has a continued focus of engaging our partners in enriching and extending our continuum of support and services. FSD will continue to examine ways to facilitate equitable access to supports and services with its community partners. **3. Advance Continuums of Support:** Classroom formative assessment guides best practice and continuation of common benchmark and diagnostic assessments ensure students are flagged and interventions are targeted. Assessment and analysis of evidence ensures the continuum of supports and services is responsive to the needs of students.	**Provincial Measures:** ◦ Increase in Safe and Caring & Parental Involvement indicators. ◦ Increase in Inclusive Education indicators of student inclusion & supported families. **Local Measures:** ◦ Increase in indicators for flagged students in areas of Safe and Caring, Self Confidence, Internal Resiliency, External Resilience, Extra Curricular, Utility of School, Peers, School/Work Pressure, Work School

4. Leadership & Capacity Building: Leadership teams have been supported and engaged in analyzing data, determining priorities and receiving support in their identified and targeted areas. Leads have also been established in supporting services and supports for all students (i.e. Lead for First Nations' students through Jordan's Principle). **5. Universal Design for Learning:** Universal Design for Learning provides choice for all staff on differentiated and flexible learning opportunities based on their interests and need in supporting each learner. Both face to face (i.e. NVCI, C-Stag, UDL, LLI, F and P, assistive technology, etc.) and online modules (i.e. Supporting Students with Autism, Being Trauma Aware, MORE modules, etc.) are being offered around strategies, interventions and accommodations to advance supports. **6. Student Success Protocols:** FSD procedures and processes such as attendance protocol, Success in School, ELL Intake and Suicide Risk Protocol are continually being refined in supporting schools with services in supporting all learners.	Integration as measured by Student Orientation to School Questions (SOS-Q). ◦ Decrease in suspension rates. ◦ Increase in attendance rates. ◦ Critical Response; VTRA, NVCI, Suicide Risk, NSSI: Data used by schools and division to inform hypothesis, interventions and/or next steps. ◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes. ◦ Stakeholders express trust and confidence that each school in FSD has a continuum of supports and services for all three goals that supports all learners.

Relaunch Responses that ensure and advance a continuum of supports in three possible re-entry scenarios.
The following relaunch strategies would apply in all three scenarios:
- **Leadership:**
  - **Learning Services:** Ensure and maintain a divisional continuum of supports and services.
  - **Administration:** Ensure and maintain a school-based continuum of supports and services. Support universal practices of their teams and share wiser-practices across schools.
  - **Learning Coaches:** Support universal practices of Universal Design for Learning. CoPs share best practices in the development and advancement of a continuum of supports and approaches, strategies, intervention and accommodations.
  - **School Support Team:** Support universal practices of Positive Behaviour Supports.
  - **Family School Liaison Counselors:** Support trauma informed practices.
  - **Youth Development Coaches:** Support trauma informed practices and positive behaviour support.
  - **Minds Matter:** Support prevention and promotion of mental health and wellness.
- **Collaboration:** Advance school, divisional and community collaboration and partnerships to enrich a continuum of supports and services.
  - **School Based Collaboration:** Refine continuum of supports and services through collaborative structures and systems.
  - **Divisional Collaboration:** Make visible divisional school linked support personal, how to access them (i.e. ELL Divisional LC, Psychologists, Facilitators, Directors, School-linked etc.) and where they fit into a continuum of supports and services.
  - **Partner Collaboration:** Refine and make visible outside agency and community engagement (i.e. CONeX, COPE, Complex Needs, FCWN - Youth Branch; Hub, Wize Guys, FCSS, FCIS, CMHA, etc.) for all three goals. Provide divisional supports to enhance school based and partner collaboration.
- **Assessment:** Advance understanding of assessment within the continuum
  - Upon relaunch administer benchmark assessments (i.e GRADE, MIPI, SOS-Q etc.) to assess where students are at academically and socially emotionally to best support students at a universal, targeted and individualized level.

○ Enhance assessment throughout the continuum (i.e. formative, summative, benchmark, diagnostic) to best support student growth and achievement. ○ Ensure and maintain procedures for suicide risk, attendance, VTRA, ELL intake, physical restraints & seclusion. **● Professional Learning Opportunities:** ○ Positive Behaviour Supports (Admin. and YDC) ○ Trauma Informed Practices (FSLC and YDC) ○ Universal Design for Learning (Learning Coaches) ○ Comprehensive Student Threat Assessment Guidelines (Vice Principals) ○ Non-Violent Crisis Intervention ○ Targeted Literacy Intervention ○ Assistive Technology ○ Flexible Online Learning Modules ○ Supporting English Language Learners ○ TACPAC ○ Social Stories ○ Leveled Literacy Intervention ○ Fountas and Pinnell Assessment ○ MAPS ○ ABLLS	

Support for each learner

Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.

Learning Supports

Outcome: Learners access mental health, wellness and well-being supports.

Assurance: 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.

Strategic Plan C

Advance a system-wide approach to positive mental health, wellness and well-being

Prioritizing mental health and wellness is necessary in ensuring safe, caring and welcoming cultures. FSD is developing an overarching theme of care for students, care for staff, care for families in ensuring the mental health and wellness of our youth and communities are well supported.

Follow the Link to **FSD Parent Learning Link**
Follow the Link to **FSD Student Learning Link**
Follow the Link to **FSD Staff Learning Link**

Strategies & Actions

1 .Comprehensive School Health Approach: Foothills School Division supports the Comprehensive School Health Approach to support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. This model builds capacity to incorporate well-being as an essential aspect of student achievement and building healthy school communities. A commitment to actions in the four pillars of the Comprehensive School Health Approach: social and physical environment, teaching and learning, healthy school policy, partnerships and services. This supports and contributes to healthy, productive members of society.

2. Canadian Mental Health Association (CMHA). Foothills School Division is engaging in a pilot with Canadian Mental Health Association (CMHA). This pilot is taking place at Heritage Heights School. Last year, the planning with CMHA, the Division team and school team led an implementation plan with the theme of, "We all have mental health." There are three tiers of care: Care for students, care for staff, and care for families. All three stakeholder groups will be led through a collaborative inquiry process of design thinking in which needs/challenges and prototypes for solutions will be developed by stakeholders. Implementation of solutions will then be supported. There will also be co-designing of courses by students, CMHA and parents based on themes that come out of the planning. A peer support model will also be implemented within the school for staff in supporting staff wellness.

Performance Measures

Provincial Measures:
◦ Increase in Safe and Caring & Parental Involvement indicators.
◦ Increase in Inclusive Education indicators of student inclusion & supported families.

Local Measures:
◦ Increase in indicators for flagged students in areas of Safe and Caring, Self Confidence, Internal Resiliency, External Resilience, Extra Curricular, Utility of School, Peers, School/Work Pressure, Work/School Integration as measured by Student Orientation to School Questions (SOS-Q).
◦ Decrease in suspension rates.

2. Mental Health Capacity Building Grant (Minds Matter): Foothills School Division was awarded a Mental Health Capacity Building grant. The team, Minds Matter, are in five of our schools to begin supporting the implementation plan that was developed through a collaborative inquiry process. The focus is on evidence based practices and the promotion of positive mental health and wellness. Community events, connection with partners and summer programming and supports are being provided by the team. The lead schools that Minds Matter are providing leadership will build capacity and share learning with schools across the Division.

3. Teacher Wellness/Teacher Advisory Committee: Wellness for all is a priority in FSD. Through the Teacher Advisory Committee, lead teachers are going to be looking at survey data from teachers to determine need, challenges, services, and strategies available to support wellness and well-being. Supports for this are then being provided. CMHA is working with the Staff Advisory Committee on the "Community Helpers" model of peer support.

4. Social-Emotional Learning Curriculums: Schools in FSD continue to offer social-emotional learning curriculums such as Zones of Regulation, Mind Up, 4th R and Mental Health Literacy curriculum to their students.

5. Go to Educator: In building the capacity of our staff around mental health and wellness, Go to Educator, is continuing to be offered to our schools. All schools will have completed the training at the end of this year (3 year cycle). Booster sessions are now also being offered online.

6. The Working Mind: In supporting staff wellness, The Working Mind is being supported by Minds Matter. This is being provided with specialized training for administrators and staff training for teachers and support staff.

7. Parent Learning Link: A Parent Learning Link has been developed which highlights opportunities for learning, resources and community partners in ensuring the mental health and wellness of both their children and themselves as parents. Mental Health Literacy is an example of one session being provided for parents in the Division.

8. Community Partnerships: FSD continues to collaborate with Alberta Health Services in supporting the mental health and wellness of our students.   A Drug and Addiction Counselor is currently embedded regularly within our schools. There is also a partnership through the Red Cross grant for AHS therapists to support our students and families within our schools that has proven to be extremely successful. Providing a peer support model of Navigation of supports for our students and families is also being considered alongside AHS.

Relaunch Responses that ensure positive mental health, wellness and well-being and that nurtures and supports a wellness culture that fosters resilience in three re-entry scenarios.

The following relaunch strategies would apply in all three scenarios:
- Social emotional (SEL) and mental health and well-being of students will be a focus and assessed with school/division/community supports and resources provided. Schools will need to consider students' social and emotional needs as everyone is experiencing the effects of the pandemic differently. Schools will need to adopt SEL practices to better support a wide range of student needs. Many students are experiencing

◦ Increase in attendance rates.
◦ Critical Response; VTRA, NVCI, Suicide Risk, NSSI: Data used by schools and division to inform hypothesis, interventions and/or next steps.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ ThoughtExchange responses
◦ Tracking usage and feedback on Parent Learning Link and Parent Learning Sessions.
◦ Staff and stakeholders demonstrate an understanding of learners' strengths and needs in supporting resilience through strong assessment.

significant trauma due to class cancellation, illness and financial insecurity. As well, the isolation brought about by social distancing can contribute to depression and anxiety. As students return to school, it is important that schools have access to counseling support to address mental health. SEL and trauma supports will be necessary throughout the pandemic no matter the learning model.

- Develop school and divisional support plans to ensure mental health and wellness for staff/students/families during these challenging times.
- **Leadership:** ensure distributed leadership in supporting mental health, wellness and well-being:
  - **Divisional Leadership:** Places mental health, wellness and well-being as a priority upon relaunch.
  - **School Support Teams:** Support development of a continuum of supports for mental health, wellness and well-being for students, staff and families. School support teams of administrators, learning coaches, teachers, Family School Liaison Counsellors, Youth Development Coaches and Students will mobilize supports at the start of the school year.
  - **Staff Advisory:** Mobilized to plan and facilitate for staff mental health, wellness and well-being.
  - **Inclusive Learning Divisional Team:** Assigned particular schools to support strategic plans developed and building capacity around evidence based practices in supporting resilience.
  - **Minds Matter:** Focus on prevention and promotion of mental health and wellness.
  - **Relaunch Steering Committee:** Consider and implement recommendations from the Re-entry Committee.
- **Collaboration and Partnerships:**
  - **School Based Collaboration:**
    - School Based: Each school to submit their collaborative structures in identifying and supporting students requiring targeted and individualized supports.
    - Divisionally: Continue to facilitate the school based inclusive learning teams/supporting all learners teams to build capacity and mobilize mental health plan within the school.
    - Leadership CoPs (LCs, FSLCs and YDCs) will focus on supports for the most vulnerable students.
  - **Divisional Team Collaboration:**
    - Divisional inclusive learning team to establish to support building capacity, consultation and mobilizing a continuum of supports through **school linked**.
    - Continued visibility of process and protocols for the divisional continuum of supports.
  - **Community Partners:**
    - Identify and make visible community partnerships.
    - Identify and make visible community collaborates and partners that can support our divisional continuum of supports (i.e. AHS, CMHA, Youth Branch, COPE, Hub, etc.).
- **Assessment:** Identify needs and elicit student, parent and staff voice for school based teams to utilize in continual assessment. Upon relaunch the following will be essential to assess need.
  - Staff: Clarity of evidence to be used for self-identification/awareness and organizational wellness

- ○ Students: Clarity of evidence to be used for assurance and for identification of vulnerable populations.
- ○ Families: Clarity of evidence to be used, families being identified and self-identification when needing support.
- **Continuum of Supports:** Focus on fostering resilience through the principles of Positive Behaviour Supports (infused with Psychological First Aid and Trauma Informed lens)
  - ○ **Staff Resilience:**
    - ■ Priority for re-launch is a focus on relationships.
    - ■ Upon re-launch, provide a divisional continuum of supports and services in supporting staff.
    - ■ Continued resources on Staff Learning Link.
    - ■ Provide professional learning opportunities on priorities of:
      - ● The Working Mind
      - ● Psychological First Aid
      - ● Peer Supports: CMHA
  - ○ **Student Resilience:**
    - ■ Priority for re-launch for the month of September is a focus on relationships.
    - ■ Universal approaches will be implemented with a focus on fostering resilience and include:
      - ● Positive Behaviour Supports
      - ● Trauma Informed Practices
    - ■ Upon relaunch a divisional continuum of supports in supporting students including approaches, interventions, processes and protocols (i.e. Go to Educator, Heart Math, Suicide Risk, etc.) will be made visible. Priority of universal approaches of PBS will be:
      - ● Relationships: As identified through a trauma informed lens.
      - ● SEL programming: (K - 6 PATHS; 7 - 9 Everfi; 10 - 12 Mental Health Literacy)
    - ■ Supporting all Learners team strategic plan will be mobilized into action by each school team with divisional supports.
    - ■ Continued resources on Student Learning Link.
    - ■ Ensure FSD procedures (i.e. suicide ideation, etc.) are followed whether remote or in class
    - ■ Provide professional learning opportunities on priorities of:
      - ● Positive Behaviour Supports: Infusing trauma informed practices and Psychological First Aid
      - ● PATHS: Social-Emotional Curriculum
      - ● Brain Story Certification
  - ○ **Parent Resilience:**
    - ■ The division will provide a divisional continuum of supports in supporting parents.
    - ■ Continued resources on Parent Learning Link.
    - ■ Increased parent involved for students participating in targeted or individualized mental health support through parent group sessions.
    - ■ Strengths based resilience focus (#foothillsstrong; Super Human Shout out).
    - ■ Provide professional learning opportunities on priorities of:

Success for each learner

Ensure and maintain division-wide excellence in teaching, learning and leadership.

Student Growth and Achievement

Outcome: Students are Successful

Assurance: *Trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.*

Strategic Plan A

Advance system-wide literacy and numeracy

Foothills School Division has a continued emphasis on developing strong literacy and numeracy skills which are vital to student confidence and success in school, work, and life. Literacy and numeracy development begins with a strong universal approach to instruction, and a developed continuum of supports for students to be successful.
Follow Link to **FSD Literacy Supports**
Follow Link to **FSD Numeracy Supports**

Strategies & Actions	Performance Measures
1. Learning Services: Will support the framework development and implementation, support system initiatives, build capacity of teachers and administrators and work with partners such as the Calgary Regional Consortium to ensure and maintain division-wide excellence in teaching, learning and leadership in literacy and numeracy. **2. Literacy and Numeracy Instruction, Assessment and Intervention:** Development of a concise divisional literacy and numeracy framework with literacy and numeracy progressions and excellence commitments that will identify and support best practices in literacy and numeracy instruction, assessment and intervention. **3. Lead Teacher Teams:** The Learning Services team will also be leading learning for Lead Teachers from each of the schools in a variety of areas including literacy and numeracy. The focus of the Lead Team learning will be planning for deep and transfer learning but focused on the instructional practices that support all learners to have success. The Lead Teacher sessions will be focused on developing shared leadership in our system to provide support for teachers as we consider the instructional tools that allow all learners to become successful learners.	**Provincial Measures:** ◦ FSD Performance Results 'At' or 'Above' provincial average for Acceptable Standard and Standard of Excellence for Grade 6 & 9 PAT (English & French) Language Arts (Reading, Writing, Total Test). ◦ Increase in FSD Performance Results 'At' or 'Above' provincial average for Acceptable Standard and Standard of Excellence for Grade 6 and 9 PAT (English & French) Math results.

4. Research-based Literacy Supports: Continue to develop and provide resources to support and improve literacy and numeracy of students that are available through the FSD Learning Links: Staff, Students, Parents & Technology.

5. High Quality Professional Learning Opportunities in Literacy and Numeracy: Development and delivery of a variety of professional learning opportunities for teachers focused on design, instruction and assessment of literacy and numeracy skills.

6. Alberta Education Research Network Project: Participation in an Alberta Education Research Network Project to develop a deeper understanding of research supported Literacy and Assessment practices in our diverse Early Learning Environments. Areas of research include: How can the new TQS enhance literacy instruction? Language Development and Fine Motor Development.

7. System-wide Literacy and Numeracy Assessment: Continued refinement of FSD Literacy and Numeracy Assessments to ensure teachers are obtaining an in-depth understanding of students' literacy and numeracy learning, analyzing data effectively and implementing appropriate interventions to support student learning. Support the development and use of formative assessments to inform instruction at the universal level.
  ● System-wide literacy and numeracy assessments are used from Grades 1 – 10 to identify students needing additional support and ensure every student that may be flagged will be provided further diagnostic assessments and interventions to close the gap and improve student success.
    Literacy Assessments include: Reading Readiness Screening Toolkit (RRST) for Kindergarten and Grade 1 Students; GRADE Benchmark (Grade 2-10 Students), and Fountas and Pinnell Benchmark Assessment for students flagged with challenges in the area of literacy.
  ● Numeracy Assessments include: MIPI (Grades 1 -10), Running Records, KnowledgeHook.

8. Collaboration & Partnerships in Literacy and Numeracy: Continue to foster collaboration to support literacy and numeracy learning in FSD between schools to share and expand wiser practices and support alignment and continuity between schools in literacy and numeracy instruction and interventions.

9. Alignment of Structures and Supports: Align learning and support structures in Mathematics and Numeracy to that of Literacy and Assessment.

10. System-wide Measures: Common points of evidence gathered, accessed and analyzed by FSD staff to assess the impact of literacy and numeracy strategies implemented on student learning. Areas of strength, areas for growth and improvement are identified which informs next steps in supporting literacy and numeracy learning.

Relaunch Responses that ensure system-wide advances in literacy and numeracy in three re-entry scenarios.

Scenario 1: Return to Normal Operations

◦ Excellence rates on DIP/PAT within 2% of the province.
◦ Improvements in student learning outcomes in program of studies, education quality, drop-out rate, and high school completion.
◦ Improvement in High School transition rates and Rutherford Scholarship eligibility.

Local Measures:
◦ Increase in percentage of students that are at or above grade level as measured by GRADE Assessment (English & French).
◦ Evidence of gap being closed for flagged students as measured by Leveled Literacy Intervention (English & French).
◦ Show growth in student conceptual understanding and mathematical operation fluency as identified by classroom formative assessments.
◦ Increase in percentage of students that have foundational skills identified in Reading Readiness Screening Tool (RRST assessment).
◦ Increase in 'Flow' in Mathematical Mindset measured Mathematics questions of the FSD Intellectual Engagement Survey.
◦ Establish student performance baselines using Math Intervention Programming Instrument (MIPI). Show improvement /growth from baseline measures.
◦ Evidence of closing the gap in targeted areas, as measured

- Schools will develop communication plans and structures to ensure that teachers understand the level of engagement students had with learning from March to June as well as which curricular outcomes were not effectively developed in the final months of the school year.
- Schools and teachers will develop an assessment plan to determine where students are at with learning in Literacy and Numeracy that respects a safe and caring return to school. Student mental health and well-being will be a priority over gathering assessment data.
- Teachers and schools will develop targeted intervention plans to support students.
- Division-based assessments (GRADE, MIPI, RRST) will be scheduled for administration near the start of the school year to determine where students are at. Schools will be provided latitude to exempt students from assessments where it is not in the best interest of the child. In these situations schools will determine an alternate plan to ensure they have accurate assessment information instead of these assessments.
- Learning and collaborative opportunities provided to teachers to continue to explore and develop methods to gather authentic evidence of student learning in a virtual environment.
- Continued collaborative review of essential outcomes within the program of studies. Given that students may have not fully learned outcomes from the previous year we need to ensure teachers create a plan to review previous essential learnings and current grade essential outcomes to help close any learning gaps faster.

Scenario 2: Partial In-Class Operations
- Digital resource offerings will be reviewed and updated to ensure teachers are able to transition from 'free' versions to alternatives if/when fees are introduced.
- Continued collaboration with digital and print vendors to leverage ongoing support in terms of resources available for student and teacher use.
- Connect teachers with digital curricular resources such as the WCLN materials to enhance the learning opportunities teachers are able to provide.
- Supporting students without access to technology.
- Build capacity within our school community to access the K to 12 HUB learning resources and tools to support learning plans.

Scenario 3: Continued Class Cancellations
- Digital resource offerings will be reviewed and updated to ensure teachers are able to transition from 'free' versions to alternatives if/when fees are introduced.
- Continued collaboration with digital and print vendors and partners to leverage ongoing support in terms of resources available for student and teacher use.
- Connect teachers with digital curricular resources such as the WCLN materials to enhance the learning opportunities teachers are able to provide.
- Continue to build staff capacity in distributed learning technologies and strategies for supporting students without access to technology.
- Build capacity within our school community to access the K to 12 HUB learning resources and tools to support learning plans.

through teacher-based assessments and year over year MIPI comparisons.
◦ Skill/Challenge balance in Language Arts and Mathematics on the annual intellectual engagement survey.
◦ Staff pre/post perceptual and belief survey with Knowledge Hook pilot group.
◦ Increase internal and external resilience and self-confidence of students as assessed through the Student Orientation to School Questions (SOS-Q Survey).
◦ Evidence of advancements in structures and systems to support literacy and numeracy development.
◦ Evidence of impact and success through surveys, stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Impact of professional learning (PLCs and communities of practice) on instructional practice as measured through Professional Learning Community (PLC) survey.

Success for each learner

Ensure and maintain division-wide excellence in teaching, learning and leadership.

Student Growth and Achievement

Outcome: Students are Successful.

Assurance: *Trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.*

Strategic Plan B

Advance system-wide innovation, creativity and competency development

Foothills School Division has a continued focus on developing lifelong learners who are able to transfer their knowledge, skills, and competencies into their current and future lives. Teachers create engaging learning experiences that are grounded in research and designed to develop competencies for success learners. Our Division aims to inspire learners to take the steps to develop into competent and productive members of our local, national and global communities.
Follow Link to **FSD Learning Technologies Link**
Follow Link to **FSD Innovation & Design Framework**
Follow Link to **FSD HUB Summer Support & Success**

Strategies & Actions	Performance Measures
1. Learning Competencies & Concept-focused learning: Continue to build and support understanding of learning competencies and their relationship to concept-focused learning. **2. Competencies for Successful Learners:** Support the assessment, evaluation and reporting of Competencies for Successful Learners. **3. Framework for Learning:** The Learning Services team will continue to support an awareness and understanding of the Framework for Learning with staff, students, parents and community.	**Provincial Measures:** ◦ Improvements in student learning outcomes in program of studies, education quality, drop-out rate, and high school completion. ◦ Improvement in transition rates and Rutherford Scholarship eligibility. ◦ Increase percentage of teachers and parents who agree that

4. Framework for Innovation and Design: Learning for Transfer - Learning for Transfer Framework: Implement the FSD Innovation and Design: Learning for Transfer Framework. This framework ensures systemic alignment between Maker-Centered Learning, CTF and CTS. The implementation plan will include staged implementation for grades 5 and 6 CTF, support cohorts for school based CTS and CTF leads and support for K-4 teachers and learning commons facilitators implementing Maker-centered Learning. Learning Services will provide classroom and school level support for teachers on the understanding and continued implementation of the Innovation & Design Framework (Maker-centered learning, CTF and CTS) and learning competencies into their instructional practice. Maker-centered Learning environments empower students to explore interests, engage in design thinking and build competencies within the context of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM) as well as the contexts of Literacy and Numeracy. FSD Innovation and Design Framework includes: Purpose, Principles and Best Practice for engagement and success for each learner (Programming and Pedagogy); Structure; Assessment; Progressions, Community Partnerships; Implementation Resources for maker-centered learning for grades K - 4, Career and Technology Foundations grades 5 - 9 and Career and Technology Studies grades 10 - 12.

5. Innovative and Creative Culture of Learning and Thinking: Continue to develop the eight forces of a thinking culture and increased application of thinking routines to deepen understanding of competencies and curriculum to improve and achieve excellence in student learning and achievement.

6. High Quality Professional Learning Opportunities for Curriculum and Competency Development: Continue to provide divisional and school-based professional learning opportunities to support teachers in designing learning to include competency development through curriculum, assessment and reporting of the competencies. Integrate the learning competencies throughout all professional learning opportunities provided in FSD to ensure teachers understand how the competencies are embedded in the design of learning.

7. High Quality Teaching and Instruction:
- Enhance and support teaching and learning strategies in French Immersion and French as a Second Language programs. Learning Services will continue to facilitate targeted cross-school collaborative capacity building in French language instructional strategies to improve student learning and achievement.
- Cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
- Create conditions that support student choice of programming and support for success including: HUB, Cameron Crossing, Distributed Learning and Alternative Programs.
- Expand Hub programming and staffing to support students from grades 1-12.
- Continue to develop and leverage partnerships to gather high quality courseware to support learning for all students.
- Build the capacity of Hub staff to create engaging online content and rich, high quality assessments.
- Continue to provide all teaching staff development resources and instruction around meaningful teaching and learning online.
- Continue to share resources developed for Hub with all teaching staff.

students are taught attitudes and behaviours that will: Make them successful at work when finished school, model the characteristics of active citizenship and be life-long learners.

Local Measures:
◦ Assess depth of understanding of concept-focused learning and competencies through ThoughtExchange/Surveys.
◦ Increase internal and external resilience and self-confidence of students as assessed through the Student Orientation to School Questions (SOS-Q Survey).
◦ Evidence of advancements in structures and systems to support numeracy development.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
-Stories of student and staff success.
◦ Hub annual engagement survey
◦ Hub server logs and assessments of quality of work.
◦ Parent perceptual survey and thought exchange feedback on the efficacy and understanding of new reporting structures.
◦ Staff 's perceptual feedback around their use of digital resources.

8. Communication and Parental Engagement: Design communication plan to inform and educate parents about the shift to reporting achievement and Competencies for Successful Learners for CTF, CTS and Maker Centered Learning on Student Learner Profiles. Collect data on the efficacy of these reporting structures.

9. Collaboration & Partnerships: Continue to foster collaboration and support alignment and continuity between schools in designing learning to support innovation, design and competency development. Work with professional development partners such as the Alberta Assessment Consortium, Calgary Regional Consortium, The Critical Thinking Consortium and Multi-district Assessment Think Tanks.

10. Learning Opportunities, Experiences and Supports: Deepen understanding of outcomes and competencies through comprehensive, robust programs (ex. CTF/CTS) that engage learners in authentic, real-world, hands-on learning experiences that are connected and aligned. Ensure schools have capacity to provide CTF/CTS and Maker Centered curriculum to expose students to opportunities and pathways for post-secondary and career options. School Counsellors will focus on career and academic advising using a variety of tools including myBlueprint and the 4th R Program to support graduation plans and transition to the world of work or post-secondary institutions. Students through Junior and Senior High School will be supported in their plans for graduation, goal setting, building healthy relationships and exploring career opportunities and post-secondary programs and options. Foothills School Division will also explore more ways to support student understanding of educational and career pathways through partnerships and opportunities with post-secondary institutions.

11. Summer Support and Success for Foothills Students in grades 10 -12 through the FSD HUB Program: Foothills School Division recognizes that our regular summer school program has been utilized by students to fulfill graduation requirements and prepare for further learning. With COVID-19 still restricting school access, FSD will be providing online Hub Program access throughout the months of July and August for course extensions and registrations. HUB Summer Support and Success teachers will provide assessment, feedback, and student support through our HUB eLearning platform for students in grades 10-12.

12. HUB Program Expansion: The HUB program will be expanded to include grades 1 - 12 as an eLearning program and opportunity for students and parents interested in learning from home.

13. Unlocking technology in transforming learning in FSD: The COVID-19 pandemic necessitated looking at learning differently by harnessing and utilizing technology to design and deliver learning in new, creative and innovative ways. Unlocking technology in transforming learning will continue to advance student growth and achievement with increased opportunities, flexibility, possibilities, accessibility and engagement.

Relaunch Responses that ensure and advance innovation, creativity and competency development in three possible re-entry scenarios. Under all three scenarios there are great opportunities to leverage the surge in technology competency acquired by our staff and students. This increased ability to use technology could provide a variety of opportunities including:

- Virtual professional learning opportunities that allow multiple schools to join together, professional learning to be provided in a blended environment, and for teachers to join learning sessions without commute time from school.
- Provide learning for staff regarding use of live classroom feeds and video recording of lessons to support blended learning opportunities.
- Teachers continue using structures such as virtual grade level collaborative meetings.
- Teachers continue to use tools such as Google Classroom and Google Meets as a way to connect with students who are absent due to illness, family travel, inclement weather, and sporting events.
- Video conferencing with families as a tool to support ILP Meetings, parent-teacher interviews, etc.
- Leveraging video technology to reduce travel time of teams to build more working time into schedules (ie. JK Learning Coach, Therapist Teams).
- Continue to foster relationships with software and other resource providers to provide affordable virtual learning tools to teachers and students.

Scenario 1: Return to Normal Operations
- Develop a plan for assessing where students' are at in their learning and where there may be gaps and areas for growth in developing learning competencies to support student success as students return to class.
- Design for and develop learning competencies through maker-centered learning environments that empower students to explore interests, engage in design thinking and developing learning competencies within the context of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM) as well as the contexts of literacy and numeracy.
- Implementation of the FSD Innovation and Design Framework for Transfer Learning that connects maker-centered programming in grades K-4, CTF programming in grades 5-9 and CTS programming in grades 10 - 12. The goal of implementation is to ensure alignment between FSD Innovation and Design Programming and the Program of Studies; promote alignment between K - 12 programming; adjust reporting structures to reflect CTF (grades 5-9) program of studies; support readiness of staff to implement programs.
- Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop learning competencies to support student achievement and success.
- Unlocking technology in transforming learning in FSD.
- Develop a plan to utilize the newly expanded on-line HUB program for students in Grades 1 - 12 to support maker-centered learning and learning competency development.
- Summer Support and Success for Foothills Students in grades 10 -12 through the FSD HUB Program.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) to support maker-centered learning and learning competency development.

Scenario 2: Partial In-Class Operations
- Develop a plan for assessing where students' are at in their learning and where there may be gaps and areas for growth in developing learning competencies to support student success in a partial in-class scenario.
- Design for and develop learning competencies through maker-centered learning opportunities that empower students to explore interests, engage in design thinking and developing learning competencies within the context

of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM) as well as the contexts of literacy and numeracy in a partial in-class scenario.
- Implementation of the FSD Innovation and Design Framework for Transfer Learning that connects maker-centered programming in grades K-4, CTF programming in grades 5-9 and CTS programming in grades 10 - 12. The goal of implementation is to ensure alignment between FSD Innovation and Design Programming and the Program of Studies; promote alignment between K - 12 programming; adjust reporting structures to reflect CTF (grades 5-9) program of studies; support readiness of staff to implement programs in a partial in-class scenario.
- Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop learning competencies to support student achievement and success in a partial in-class scenario.
- Unlocking technology in transforming learning in FSD.
- Develop a plan to utilize the newly expanded on-line HUB program for students in Grades 1 - 12 to support maker-centered learning and learning competency development in a partial in-class scenario.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) to support maker-centered learning and learning competency development in a partial in-class scenario.
- Ensure that schools and teachers are engaging in intentional curriculum planning and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.
- Continue to leverage partnerships with content providers to provide high quality learning experiences for all students.
- Continue to build staff capacity in distributed learning technologies and strategies for supporting students without access to technology in developing learning competencies and providing maker-centered learning experiences and opportunities for students in a partial in-class scenario.
- Build capacity for staff to video record attended lessons to support partial learning at home.
- Digital resources will continue to be acquired and shared with all staff. Learning services will continue to support staff and provide learning experiences in support of a partial in-class (staggered/blended) model. Learning Services will continue to develop process support documents to ensure high quality consistent student learning experiences.
- Summer Support and Success for Foothills Students in grades 10 -12 through the FSD HUB Program.

Scenario 3: Continued Class Cancellations
- Develop a plan for assessing where students' are at in their learning and where there may be gaps and areas for growth in developing learning competencies to support student success in a learning from home scenario.
- Design for and develop learning competencies through maker-centered learning opportunities that empower students to explore interests, engage in design thinking and developing learning competencies within the context of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM) as well as the contexts of literacy and numeracy in a learning from home scenario.
- Implementation of the FSD Innovation and Design Framework for Transfer Learning that connects maker-centered programming in grades K-4, CTF programming in grades 5-9 and CTS programming in grades 10 - 12. The goal of implementation is to ensure alignment between FSD Innovation and Design Programming and the Program of

Studies; promote alignment between K - 12 programming; adjust reporting structures to reflect CTF (grades 5-9) program of studies; support readiness of staff to implement programs in a learning from home scenario.

- Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop learning competencies to support student achievement and success in a learning from home scenario.
- Unlocking technology in transforming learning in FSD.
- Develop a plan to utilize the newly expanded on-line HUB program for students in Grades 1 - 12 to support maker-centered learning and learning competency development in a learning from home scenario.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) to support maker-centered learning and learning competency development in a learning home scenario.
- Ensure that schools and teachers are engaging in intentional curriculum planning and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.
- Continue to leverage partnerships with content providers to provide high quality learning experiences for all students.
- Continue to build staff capacity in distributed learning technologies and strategies for supporting students without access to technology in developing learning competencies and providing maker-centered learning experiences and opportunities for students in a learning from home scenario.
- Digital resources will continue to be acquired and shared with all staff. Learning services will continue to support staff and provide learning experiences in support of a learning from home model. Learning Services will continue to develop process support documents to ensure high quality consistent student learning experiences.
- Summer Support and Success for Foothills Students in grades 10 -12 through the FSD HUB Program.

Success for each learner

Ensure and maintain division-wide excellence in teaching, learning and leadership.

Student Growth and Achievement

Outcome: First Nations, Métis and Inuit Students are successful.

Assurance: Trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

Strategic Plan C

Advance system-wide First Nations, Métis and Inuit student success

Consistent with Alberta Education's First Nations, Métis and Inuit Education Policy Framework, Foothills School Division is committed to 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. Foothills School Division is committed to improving education outcomes and creating opportunities for our First Nations, Métis and Inuit students. Student success is a shared responsibility that is best supported through collaboration with students, parents, school, Elders, Knowledge Keepers and Cultural Advisors, local leaders and community. Building and nurturing these relationships can lead to a shift in thinking and attitudes, increase inter-cultural understanding and appreciation of perspective and experiences that contributes to student success.
Follow Link to **FSD First Nations, Métis and Inuit Resources Link**

Strategies & Actions	Performance Measures
1. Calls to Action: Foothills School Division continues to pursue opportunities and engage in practices to facilitate reconciliation within the school community through the use of Land Acknowledgements, circle of courage student group, First Nations, Metis, and Inuit lead teachers and the use of cultural practices as part of celebrations and ceremonies. FSD supports school communities in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, staff and community. FSD enables school staff and students to build upon their knowledge and understanding of and respect for First Nations, Métis and Inuit culture, language and history. All students and staff will continue to recognize and respect cultural practices and the role, participation and expertise of Elders, Knowledge Keepers and Cultural Advisors in the school, classroom and during school activities, assemblies, events and celebrations. **2. Community Connections:** We continue to build connections with our First Nations communities, Elders, Traditional Knowledge Keepers and Cultural Advisors. Student success is best supported through collaboration with students, parents,	**Provincial Measures:** ◦ Increase percentage of First Nations, Métis and Inuit students who achieve an acceptable standard Grade 6/9 PATs and diploma examinations. ◦ Increase percentage of First Nations, Métis and Inuit students who achieve a standard of excellence on Grade 6/9 PATs and diploma examinations.

school, Elders, Knowledge Keepers and Cultural Advisors, local leaders and community. Building and nurturing these relationships can lead to a shift in thinking and attitudes, increased inter-cultural understanding and appreciation of perspective and experiences that contributes to student success.

3. Foster a Culture of Belonging: In Foothills School Division diversity is expected and celebrated. First Nations, Métis, and Inuit cultural activities and events will be encouraged and supported (Ex. Orange Shirt Day: A call for all Canadians to come together in the spirit of reconciliation). Foothills School Division will continue to support the facilitation of the Kairos Blanket Exercise to understand the history of colonization and the trauma caused by residential schools.

4. Partnerships:
- **Chief Jacob Bearspaw:** Staff and Teachers in Foothills School Division and Stoney Nakoda Education Authority are working together to design learning opportunities for students from the two divisions and create opportunities to share and experience one another's culture. The goal of this partnership project is to foster awareness, atonement, acknowledgement, and action between our communities in the spirit of Truth and Reconciliation with a focus on environmental stewardship. The planned outcome of this partnership is to build relationships between the two school divisions. Cultural traditions and teachings are shared between Foothills and Eden Valley school communities and all students attend Eden Valley reserve to engage in water quality testing and celebrate their learning. Open communication and collaborative meetings between Stoney Education Authority and Foothills School Division occurs through collaboration meetings to support student success. Participation in professional learning, cultural events, and activities such as Cultural Days, Indigenous Games, and Pow Wows occur between schools and educational authorities.

- **Commemorate the history and legacy of residential schools:** Foothills School Division and the Francophone School Division, Conseil Scolaire FancoSud, are creating a strategic plan and joint grant application to commemorate the history and legacy of residential schools. This partnership will support staff and students moving forward in truth and reconciliation by hearing oral stories and testimonies of residential school survivors from a First Nation, a Metis and a Inuit perspective. Students across both divisions will work together to document and reflect on their learning and shared experience. Students participating in the partnership will create a digital story of their learning to be shared with their school community and division. Indigenous and non-indigenous students will build relationships and understanding through education of Canadian history and the legacy of residential schools.

5. High Quality Instructional Practice: In Foothills School Division, we believe in learning opportunities that set high expectations for all learners to grow intellectually, socially, and emotionally in achieving their full potential. We foster a culture of belonging where diversity is expected and celebrated and where each learner is welcomed, cared for, respected and safe. We achieve this through ensuring that our students and staff are knowledgeable, understanding, and respectful of the rich diversity of First Nations, Metis and Inuit cultures and histories. The First Nations, Metis, and Inuit Success Coach is also creating learning kits for the Interactive Media Commons that provide teachers with high quality tools for teaching.

◦ Decreased Drop-out rate of First Nations, Métis and Inuit students between the ages of 14 and 18.
◦ Increase percentage of First Nations, Métis and Inuit students who complete high school within 3 years of entering grade 10.
◦Increase high school to post-secondary transition rate of First Nations, Métis and Inuit students within 6 years of entering grade 10.
◦ Increase percentage of Grade 12 First Nations, Métis and Inuit students eligible for a Rutherford Scholarship.
◦ Increase percentage of First Nations, Métis and Inuit students writing four or more diploma exams within three years of entering grade 10.

Local Measures:
◦ Increase attendance of First Nations, Métis and Inuit students.
◦ Increase family and community engagement in school meetings, events, and cultural celebrations.
◦ Evidence of increased success in numeracy and literacy scores for First Nations, Métis and Inuit Students.
◦ Evidence of impact through stories, videos, pictures, and other digital anecdotes.
◦ Evidence and impact of CPIP grant and collaborative partnerships on learners.

6. Continuum of Supports: Foothills School Division has focused resources on ensuring the development of a continuum of supports for our First Nations, Métis and Inuit students. At the universal end of the continuum, the learning is focused on ensuring Indigenous worldviews and cultures are evident and visible in each classroom in each school. At the targeted end of the continuum, individualized supports are in place to ensure individualized supports are in place to meet students where they are at and develop literacy, numeracy, and competency skills.

7. Targeted Programs, Support and Services: Target programs, support and services will continue to be provided to Longview School and Oilfields School to support our Stoney First Nations students from Eden Valley. These target programs include things such as:
- breakfast and lunch programs
- circle of courage cultural group
- the development of cultural spaces for family and student access in schools
- inclusion of Indigenous community voice and direction in school/project planning
- cultural learning opportunities
- drop-in parent/teacher meetings
- Stoney Language Learning Opportunities in partnership with Elders

8. First Nations, Métis and Inuit Student Success Plan: Development of a First Nations, Métis, and Inuit Success in School Toolkit to be shared with all schools in support of student attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. First Nations, Métis and Inuit students will be recognized and celebrated at graduation ceremonies at all Foothills School Division High Schools with a blanket ceremony led by an Elder.

9. First Nations, Métis and Inuit Success Coach: The Success Coach will build capacity of staff by providing sessions on designing learning that is representative of Indigenous worldviews. The Success Coach will make connections with students, teachers, and administrators from all schools to support the incorporation of foundational knowledge of First Nations, Metis, and Inuit in all grade levels across the division and improve learning. The Success Coach will work with schools to provide leadership and learning opportunities to create and support allies, while fostering safe and welcoming learning environments for First Nations, Metis, and Inuit students. Our Indigenous students are engaged in learning and empowered to have success in school and beyond through the relationships established with the success coach, peers, and larger learning community. The Success Coach will work closely with students, parents, families and community to facilitate engagement in school and student success.

10. First Nations, Metis, and Inuit Lead Teachers: Foothills School Division will continue to strengthen instructional leadership through the First Nations, Métis and Inuit Lead Teacher Cohort. Lead instructors from each school choose to participate and commit for 3 years to learning foundational knowledge and Indigenous ways of knowing that can be shared with their respective schools and students. Lead teachers support building capacity of their schools by sharing their learning and modeling pedagogy. They develop teaching and learning strategies to support First Nations, Métis and Inuit learning outcomes. The learning focus for Lead Teachers in the 20/21 year is to develop instructional strategies and

pedagogy that aligns with Indigenous worldviews and ways of knowing and doing that become visible and purposefully represented in the classroom.

11. High Quality Professional Learning Opportunities on First Nations, Métis and Inuit learning: One priority of FSD is to maintain focused on ensuring safe, caring, and welcoming spaces that respect and acknowledge Indigenous ways of knowing and doing through focused professional learning opportunities. On the collaborative system learning days, FSD will provide learning sessions for the Lead Teachers Cohort. Lead Teachers will be On each professional learning day throughout the school year, schools have access to the First Nations, Metis, and Inuit Success Coach to further develop their understanding. The First Nations, Metis, and Inuit Success Coach also coaches teams of teachers within the Professional Learning Community structure in schools to provide coaching and learning. FSD is also partnered with the Calgary Regional Consortium and has access to quality professional learning with the CRC Indigenous teacher.

12. First Nations, Métis and Inuit Resources: Learning Services has developed a resource link on the Staff Learning Link that supports all staff with tools and resources for both their learning and the infusion of Indigenous worldviews into classrooms. Learning Commons Facilitators are learning and collaborating to ensure our learning commons have culturally strong resources to support foundational knowledge and understanding of First Nations, Métis and Inuit perspectives and to infuse culturally relevant Indigenous literature into schools and classrooms. Foothills Interactive Media Commons (IMC) provides educators with a vast library of resources, artifacts, books, media, etc. to enhance and support learning of foundational knowledge in the classroom, and professional development for educators.

Relaunch Responses to ensure and advance First Nations, Métis and Inuit student success for three possible re-entry scenarios.

Scenario 1: Return to Normal Operations
- Develop targeted intervention plans to stopgap learning loss for the most vulnerable students with considerable attention given to our Eden Valley learners.
- Identify the most vulnerable Indigenous students who have been directly impacted by the COVID pandemic, either with illness or with isolation and lack of access to school, to recognize and prioritize their needs.
- Share a comprehensive account of academic interventions and social-emotional and mental health support services available through the division within the First Nations, Métis, and Inuit Success in School Toolkit.
- Align expectations around onboarding school communities, including students, teachers, school leaders, and parents, that prioritize the whole child, and emphasize a tone of safety, togetherness, and empathy utilizing the First Nations, Métis, and Inuit Success in School Toolkit.

Scenario 2: Partial In-School Operations
- Develop targeted intervention plans to stopgap learning loss for the most vulnerable students with considerable attention given to our Eden Valley learners.
- Address any barriers to accessing and engaging in learning (i.e. Technology, resources, supports)

- Identify the most vulnerable Indigenous students who have been directly impacted by the COVID pandemic, either with illness or with isolation and lack of access to school, to recognize and prioritize their needs.
- Consider how bussing from and to Eden Valley will work with staggered schedules.
- Consider how staggered schedules will impact basic needs of Eden Valley students who regularly access lunch and breakfast programs through school.
- Share a comprehensive account of academic interventions and social-emotional and mental health support services available through the division within the First Nations, Métis, and Inuit Success in School Toolkit.

Scenario 3: Continued Class Cancellations
- Develop targeted intervention plans to stopgap learning loss for the most vulnerable students with considerable attention given to our Eden Valley learners considering the loss of access to partnerships, success coach, and school resources.
- Address any barriers to accessing and engaging in learning (i.e. Technology, resources, supports)
- Identify the most vulnerable Indigenous students who have been directly impacted by the COVID pandemic, either with illness or with isolation and lack of access to school, to recognize and prioritize their needs.
- Consider how to engage students from Eden Valley in the learning on a consistent basis.
- Share a comprehensive account of academic interventions and social-emotional and mental health support services available through the division within the First Nations, Métis, and Inuit Success in School Toolkit.
- Create a plan to support teacher professional learning for Indigenous learning virtually.

Success for each learner

Ensure and maintain division-wide excellence in teaching, learning and leadership.

Teaching and Leading

Outcome: Excellent teachers, school leaders and school authority leaders.

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

Strategic Plan A

Advance system-wide high quality design, instruction and assessment practices

Foothills School Division has prioritized creating a common dialogue for and about teaching for deep understanding and transfer across our system. By organizing learning through a conceptual lens, and designing student learning that allows students to see connections between concepts, we prepare students to be the leaders of tomorrow. Teaching through a conceptual lens allows us to engage students as thinkers, innovators, and creative problem solvers as they build an understanding of how the world is organized. The layers to the conversation include a common resource for all teachers, Collaborative System-wide Learning days, a System-wide Design Camp co-created and co-facilitated by outside educational partners and FSD, and leading learning conversations with school administrators. This conversation weaves the concept of the intersection of powerful instruction and powerful assessment for deep understanding and pulls on the threads of engagement for all learners, Universal Design for Learning, developing literacy and numeracy skills and competencies, and Indigenous learning. Foothills School Division is committed to research based, ongoing quality instruction, assessment, evaluation, and reporting practices for the purpose of optimum student learning. Our Division believes that powerful instruction and powerful assessment results in deep understanding and depends on valid, reliable, authentic instruction and assessment practices. To improve learning, ongoing and varied assessments guide teachers in adjusting instruction, monitoring student progress, providing effective feedback, and assessing for mastery.

Follow the Link to **FSD Framework for Learning**
Follow the Link to **FSD Continuity of Learning**
Follow the Link to **FSD Staff Learning Link**
Follow the Link to **FSD Student Learning Link**
Follow Link to **FSD Professional Learning Plan**
Follow Link to **Administrative Procedure 360 Assessment, Evaluation and Reporting**

Strategies & Actions	Performance Measures
1. Shared Excellence Commitments: Schools will all focus on key goals within each of the Engagement, Support and Success Priorities to ensure quality teaching that results in optimum student learning.

2. Continuous Growth and Improvement: School Improvement Plans for each school will focus on key goals that align with Board and Division priorities and goals. Schools are all using a common template aligned to the board priorities and clustered under Engagement, Support and Success for each learner. Communities of Practice are held at each of the school sites to allow administrators to learn from what they see in one another's schools.

3. High Quality Professional Learning on Teaching for Conceptual Understanding and Transfer: All certificated staff have received and worked with common foundational resources in the 2019/2020 system wide professional learning. Following this introduction to the conversation, in the 20/21 school year, all certificated staff will attend a System-wide Design Camp and three System-wide Collaborative Learning Sessions focused on working in cross-school teacher teams to use the resources to design high quality learning experiences. These professional learning opportunities are focused specifically on designing learning using the tools of teaching for conceptual understanding, deep learning, and transfer to engage students in rich provocations and inquiry.

4. High Quality Professional Learning Opportunities on Assessment: As we develop common understanding of the designing for learning opportunities for students to achieve deep learning and transfer, we will develop understanding of the intersection of powerful instruction and powerful assessment. This learning will begin at the System-wide Design Camp with keynote speakers to open and close the day. The focus of the learning is building professional understanding of how high quality learning activities become both the learning activity as well as the assessment tools for teachers. In working toward balanced, ongoing, and varied assessment practices that support students in being assessment capable, the conversation at the Design Camp will also be about how assessment practices impact the mindset of students. Moving forward from the Design Camp, the System-wide Collaborative Learning Sessions will continue the conversation of the intersection of powerful instruction and powerful assessment for deep and transfer learning. The New Teacher Cohort will also engage in this conversation.

5. Learning Services Team: The Learning Services team will attend leadership learning sessions to engage with the provincial "Thinking Map" for teachers. The Learning Services team will then lead learning for the administrative teams to build the capacity of all school leaders to be instructional leaders who engage their teachers with the Thinking Map as they plan for learning.   The 'Thinking Map' and the collaborative system-wide conversations about design, instruction, and assessment, continue to create a common language and vision for designing learning in Foothills School Division. The Learning Services team will also be leading learning for Lead Teachers from each of the schools under the broad umbrella | **Provincial Measures:**
◦ Increase in the percentage of teachers reporting that in the past 3-5 years the professional learning and in servicing received from the school, authority has been focused, systematic and contributed significantly to their ongoing professional growth.
◦ Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved/stayed the say the last 3 years.
◦ Increase in FSD Performance Results 'At' or 'Above' provincial average for Acceptable Standard and Standard of Excellence for Grade 6/9 PAT and Diploma results.
◦ Divisional PAT/Diploma targets are met.
-Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved/stayed the say the last 3 years.
◦ Increase in percentage of teachers and parents are satisfied with parental involvement in decision about their child's education. Improvement. |

of planning for deep and transfer learning but focused on the instructional practices that support all learners to have success - Literacy, Numeracy, Indigenous, Competencies, Support for All Learners, and French Immersion. The Lead Teacher sessions will be focused on developing shared leadership in our system to provide support for teachers as we consider the instructional tools that allow all learners success with deep learning.

6. Staff Learning Link Resources for Professional Learning: Learning Services will promote the use of the Staff Learning Link. The Learning Services Team populates and maintains the Staff Learning Link with key resources. Technology Services changed the Foothills Home Page to include the Staff Learning Link and provides access to all Foothills Staff. The Staff Learning Link is promoted and used consistently by the Learning Services Team as they work across the division as instructional leaders. As we develop instructional leadership capacity with Lead Teacher teams as well as administrative teams, Learning Services will consistently house and utilize resources on the Staff Learning Link.
- **Assessment Resources:** Work with provincial partners to co-develop resources for high quality assessment within the context of concept-based learning and the competencies. Ensure easy access to these curated resources through the Staff Learning Link.
- **Design and Instruction Resources:** Work with provincial partners to co-develop ready-made professional learning "playlists" for our instructional leaders and shared leadership teams. Ensure these resources are shared on the Staff Learning Link and easily accessible for use on professional learning days as well as through PLC teams in schools.   Upload resources for powerful instruction for deep learning under the Design and Assessment tab on the Staff Learning Link to ensure easy access to these resources for all teachers.

7. Administrative Procedure 360: Build awareness and understanding of Foothills Schools Division Administrative Procedure 360 - Assessment, Evaluation and Reporting of Student Learning through the New Teacher Cohort as well as the System-wide Collaborative Learning Sessions to build consistency of practices across the division.

8. Communication Strategies: Learning Services will support school communities in understanding the focus on learning for deep and transfer learning through school council meetings in each of the schools. These conversations will align with system wide conversations and professional learning as we strive to prepare students to be well prepared for their futures. Learning Services will also support teachers in the increased utilization of digital portfolios as both an assessment tool and a communication strategy.

9. Innovation and Creativity in Design, Instruction and Assessment: Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop excellence in teaching, leading and learning.

Relaunch Responses that ensure and advance high quality design, instruction and assessment practices in three possible re-entry scenarios.

Scenario 1: Return to Normal Operations
- Ensure and maintain continuity of learning. *Follow the Link to* **FSD Continuity of Learning.**

Local Measures:
◦ Feedback on professional learning opportunities provided through ThoughtExchange/surveys.
◦ Foothills Administrator's Association feedback.
◦Tracking usage and feedback on Staff Learning Link.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Stories of student and staff success.
◦ Evidence of advancements in structures and systems in assessment, evaluation and reporting.
◦ Demonstrate growth in all perceptual areas of the FSD intellectual engagement survey.

- Develop a plan for assessing where students' are at in their learning and where there may be gaps when students return, this will include multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback). Assessment data will be crucial for informing school interventions, improving instructional practices and targeting supports and resources.
- Solidify and communicate an overall plan for assessment for when students return to school that includes timelines for giving assessments, analyzing data, and making adjustments to curriculum and academic goals based on the data.
- Communicate decisions and guidelines around grading, report cards, and promotion policies with school leaders, teachers, and parents.
- Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop excellence in teaching, leading and learning in normal in-class operations.
- Develop a plan to utilize the newly expanded on-line HUB program for students in Grades 1 - 12 to support students who do not return to in school classes for various reasons.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) to support learning in a normal in-class learning scenario.

Scenario 2: Partial In-Class Operations
- Ensure and maintain continuity of learning. *Follow the Link to* **FSD Continuity of Learning.**
- Develop a plan for assessing where students' are at in their learning and where there may be gaps when students return, this will include multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback).
- Connect with Alberta Education about changes to testing, grading, report cards, and promotion policies, and outline decision points.
- Communicate decisions and guidelines around grading, report cards, and promotion policies with school leaders, teachers, and parents.
- Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop excellence in teaching, leading and learning in partial in-class operations.
- Ensure that schools and teachers are engaging in intentional curriculum planning and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.
- Continue to leverage partnerships with content providers to provide high quality learning experiences for all students.
- Continue to build staff capacity in distributed learning technologies and strategies for supporting students without access to technology.
- Build capacity for staff to video record attended lessons to support partial learning at home.
- Build capacity within our school community to access the newly expanded Grades 1 to 12 HUB learning resources and tools to support a partial return to classes.

- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) to support learning in a partial in-class learning scenario.

Scenario 3: Continued Class Cancellations
- Ensure and maintain continuity of learning. *Follow the Link to* **FSD Continuity of Learning.**
- Develop a plan for assessing where students' are at in their learning and where there may be gaps when students return, this will include multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback).
- Disruptions in learning has created broad academic challenges for students, particularly those most vulnerable before the pandemic occurred. Schools will need to differentiate instructional strategies to meet students where they are. This means addressing schedules, instructional time, diagnostics, curriculum and assessments. Schools will need to be prepared for possible intermittent class cancellations and continued disruptions in learning. Plans for continuity of learning should be developed in face of all three education scenarios.
- Connect with Alberta Education about changes to testing, grading, report cards, and promotion policies, and outline decision points.
- Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop excellence in teaching, leading and learning in partial in-class operations.
- Ensure that schools and teachers are engaging in intentional curriculum planning and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction during a second wave in school year 2020 -2021, should it materialize.
- Communicate decisions and guidelines around grading, report cards, and promotion policies with school leaders, teachers, and parents.
- Continue to leverage partnerships with content providers to provide high quality learning experiences for all students.
- Continue to build staff capacity in distributed learning technologies and strategies for supporting students without access to technology.
- Build capacity within our school community to access the newly expanded Gr. 1 to 12 HUB learning resources and tools to support weekly learning plans from teachers to students/parents.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) to support learning in a learning from home scenario.

Success for each learner
Ensure and maintain division-wide excellence in teaching, learning and leadership.

Teaching and Leading

Outcome: Excellent teachers, school leaders and school authority leaders.

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

Strategic Plan B
Advance system-wide excellence in teaching, leading and learning
In the Foothills School Division, we continue to focus on developing excellence in teaching and leading. We enhance structures and conditions that support reflective practice and collaborative learning to cultivate collective efficacy. We create opportunities for staff to collaborate and for teachers to design high quality, engaging learning together. We deliberately design structures and provide opportunities for leadership collaboration across our system in order to advance system wide continuous improvement and excellence in learning.
Follow the Link to **FSD Staff Learning Link**
Follow Link to **FSD Professional Learning Plan**

Strategies & Actions	Performance Measures
1. High-Quality Professional Learning Opportunities for Teachers: Foothills School Division continues to be committed to professional learning opportunities that build the capacity and expertise of teachers in designing learning and instruction that engages students and optimizes student learning and achievement. Professional learning opportunities will continue to nurture a culture of collective efficacy and collaborative inquiry to improve student learning. Staff will have an increased understanding that collaborative structures and systems are necessary to support the development of a continuum of supports for improvement and growth. A system-wide professional learning plan outlines the through line for professional learning across the system and includes both whole system collaborative learning as well as cohorts and lead teacher groups. Learning Services is working with outside partners to ensure the delivery of professional learning that is aligned with provincial priorities. The learning plan for the year is scaffolded to allow for both broader vision for learning conversations as well as focused learning that digs deeper into the nuances of teaching for excellence. The plan includes whole system collaboration in grade level and subject area teams as well as specialist conversations. **2. High-Quality Professional Learning Opportunities for Support Staff:** Foothills School Division continues to be committed to professional learning opportunities that build the capacity and expertise of support staff in supporting student learning and achievement. Professional learning opportunities will be made available at a school and division level. Professional learning will be available and accessible through a wide-variety of on-line learning modules. There is flexibility	**Provincial Measures:** ◦ Increase percentage of teachers reporting that in the past 3-5 years the professional development and in-service received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. **Local Measures:** ◦ Foothills Administrator's Association Feedback.

and choice as support staff can design their professional learning by selecting the learning modules that will grow their professional practice and that are specific and target supporting the needs of students they work with. These flexible learning modules will be shared on the Staff Learning Link.

3. High-Quality Professional Learning Opportunities for School and School Authority Leaders: Foothills Administrators Professional Learning continues to focus on developing and strengthening leadership competencies of School and School Authority Leaders as outlined in the Leadership Quality Standards. Communities of Practice Multi-School Administrative Teams have been established to support continuous growth and improvement, student success, learning, collective efficacy, structures and systems and leadership competencies of all administrators. These teams build connections and alignment between schools and learning and sharing opportunities of practice. The meetings also include the Learning Services Team and the Executive Team. Foothills Administrator's Association monthly professional learning days creates opportunities for whole team learning conversations that support the development of leadership capacity to plan for and support system-wide learning for deep and transfer learning. Monthly administrative meetings also allow for leadership learning framed by the Leadership Quality Standards.

4. Cultivating Leadership and Collaborative Cultures: Structures have been implemented to intentionally create structures and systems that promote leadership and collaborative learning as well as develop collective efficacy. A "Lead Teacher" structure will support shared leadership structures in all schools through cohorts of teachers who will learn together at sessions led by Learning Services. Teachers from each school will attend collaborative sessions on professional learning days that build their capacity to support learning on their teams within the focused areas of Literacy, Numeracy, Indigenous Learning, Competencies, Support for All Learners, and French Immersion. Schools will all have shared leadership teams that include the Lead Teachers to plan for professional learning in their buildings.

5. Learning Services: The Learning Services team supports school administration in designing professional learning to address school goals/divisional priorities for continuous growth and improvement in engagement, support and success for each learner. The Learning Services Team also facilitates system-wide collaborative conversations that are framed to coach teachers in grade level and subject area teams to design learning and instruction together. Aligned with this system conversation, Learning Services will facilitate Lead Teacher conversations that support teachers from across schools to learn and dialogue together within specific focus topics. Aligned with the learning for staff, the Learning Services team will build collective understanding with school communities in collaboration with school leaders and school councils.

6. Professional Learning Communities/Teams: Foothills School Division strongly supports a collaborative learning culture through Professional Learning Communities/Teams, where teachers focus on student evidence to inform teaching and instruction design, engage students and improve student learning and success. We continue to foster and strengthen collective efficacy and collaborative inquiry to impact instruction and student achievement. Learning Services members meet with administrative teams to support administrative teams in implementation plans for shared leadership and collaborative learning in their school context.

7. Subject Specialist Professional Learning Teams: Subject specialist professional learning teams consisting of teachers from across the Division collaborate regularly throughout the year to grow professionally and design engaging and

◦ ThoughtExchange evidence of impact of professional development.
◦ Teachers report at a level of consistently/deeply on Professional Learning Community Survey.
◦ Evidence of improvement in structures and systems that support reflective and collaborative learning.
◦ Frequency and feedback on FSD Staff Learning Calendar.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.

authentic learning experiences for students. The structures for these conversations are built into the year plan and offered to all teachers.

8. FSD Staff Learning Calendar: The Learning Services Team created the Foothills School Division Staff Learning Calendar to organize and showcase all of the learning opportunities that are being provided to our system to support professional learning and growth. This Staff Learning Calendar is posted on the Staff Learning Link and referred to in monthly director's reports.

9. Just in Time Learning Sessions: Learning Services offers these single days or evening learning sessions and topics include: Using words their way, using technology to deepen learning, providing individualized supports, supporting students with Autism, foundations of writing, technology supported quality assessment practices, writing in content areas, reading digitally vs print, assessment of basic language and learning skills, F and P assessment, leveled literacy intervention.

10. Learning Groups and Cohorts: These are groups who meet regularly throughout the year with a focus on being learning leads in schools, developing leadership skills and building understanding of the big rocks in Foothills School Division. These groups include: Foothills Administrators, New Administrators, Learning and Leading, New Teacher Cohorts, Teacher Advisory - Wellness, Student Advisory, Universal Design for Learning, Leaders in Technology, Learning Coaches, Family School Liaison Counselors, Innovation and Design.

11. Facilitate Implementation of the Provincial Quality Standards: Foothills School Division is committed to develop excellent teaching and leadership practices to optimize student learning and achievement. Through the facilitation of the implementation of the new Teaching Quality Standard and Leadership Quality Standard throughout the Division, reflection and professional learning is aligned with provincial priorities and expectations. Reflective documents for Individual Growth Planning, Administrative Learning, Cohort Learning, Lead Teacher Learning and System-wide Collaborative conversations all move understanding of the TQS and LQS forward.

Relaunch Responses that ensure and advance excellence in teaching, leading and learning in three possible re-entry scenarios. Professional learning will continue to be important for all FSD Staff. Professional Learning will consider application to the current learning context and provide opportunities for staff members to connect in different ways where needed. Virtual collaboration sessions will continue as needed for teachers at different grade levels and/or disciplines to connect on an ongoing basis to share ideas and strategies across the division no matter the re-entry scenario.

Scenario 1: Return to Normal Operations
- Continue to collaborate with administrators in the COP structure to "envision" the future by reflecting on what has shifted in education as they work to make decisions about what school will look like after this time of learning from home. Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop excellence in teaching, leading and learning.
    - What is worth pulling forward from the learning at home mode?
    - What needs to be shifted to create the desired future?

- How to schedule collaborative learning time for their teachers teams within the budget considerations.
- What collaborative structures need to be scheduled for as we re-enter school and work to support the learning gaps and social/emotional needs of students?
- Develop a plan for System-wide Collaborative Learning Sessions, Lead Teacher Meetings, Teacher Cohort Meetings and a Design Conference that aligns with Alberta Health Services guidelines for social distancing and group gatherings.
- Leverage and build on innovation and creativity in professional learning structures that were utilized and developed during the COVID-19 crisis to further expand and develop online learning platforms for professional learning across the system.
- Develop plans with school administrative teams to provide the learning that support staff will require to meet the needs of individual students who require hands-on support at school.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) and Grades 1 -12 HUB resources to support professional growth and development of teachers, leaders and support staff in a return to normal class operations scenario.

Scenario 2: Partial In-class Operations
- Continue to collaborate with administrators in the COP structure to "envision" the future by reflecting on what has shifted in education as they work to make decisions about what school will look like after this time of learning from home. Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop excellence in teaching, leading and learning.
  - What is taught at school and what is taught at home?
  - How to best schedule for a blended or staggered scenario? How does this impact families and what can be done to mitigate some of the impact?
  - How to schedule collaborative learning time for teachers teams within a partial in-class operations (blended/staggered) re- entry model?
  - What collaborative structures need to be created/scheduled as we re-enter school and work to support the learning gaps and social/emotional needs of students and how will these be scheduled/facilitated within a partial in-class (blended/staggered) schedule?
  - How to create a shared leadership team in a staggered or blended schedule?
- Develop a plan for System-wide Collaborative Learning Session, Lead Teacher Meetings, Teacher Cohort Meetings, FAA and the Design Conference that aligns with Alberta Health Services guidelines for social distancing and group gatherings.
- Leverage and build on innovation and creativity in professional learning structures that were utilized and developed during the COVID-19 crisis to further expand and develop online learning platforms for professional learning across the system.
- Learning opportunities for support staff will initially focus on safe and wiser practices surrounding return to school and working with students. To support the changing learning needs of support staff a more individualized module based learning opportunity will be offered to allow staff to select learning related to their work and the students they are working with.

- Develop a plan with school administrative teams to provide the learning that support staff will require to meet the needs of individual students who require hands on support at school.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) and Grades 1 -12 HUB resources to support professional growth and development of teachers, leaders and support staff in a return to a partial in- class operations scenario.

Scenario 3: Continued Class Cancellations
- Continue to collaborate with administrators in the COP structure to "envision" the future by reflecting on what has shifted in education as they work to make decisions about what school will look like if we continue to learn from home. Leverage and build on the innovation and creativity in design, instruction and assessment practices that were utilized and developed during the COVID-19 crisis to continue to develop excellence in teaching, leading and learning.
  - How do we guide teachers to envision robust learning from home and sustained engagement with learning from home?
  - How to schedule collaborative learning time for teacher teams with cancelled classes?
  - What collaborative structures need to be created/scheduled as we continue to support families in a learning from home model?
  - How do we create a shared leadership team in a learn from home model?
- Develop a plan for the virtual delivery Develop a plan for system-wide Collaborative Learning Session, Lead Teacher Meetings, FAA, Specialists, Teacher Cohort Meetings and the Design Conference.
- Leverage and build on innovation and creativity in professional learning structures that were utilized and developed during the COVID-19 crisis to further expand and develop online learning platforms for professional learning across the system for teachers, leaders and support staff.
- Continue to expand the resources available and promote use of the FSD Learning Links (Students, Staff, Parents and Technology) and Grades 1 -12 HUB resources to support professional growth and development of teachers, leaders and support staff in a class cancellation operations scenario.