

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Learning Support

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.

Key insights from results analysis of Learning Support Strategies

- FSD will continue to improve structures, systems and strategies to support safe, caring and welcoming learning environments.
- FSD will continue to improve structures, systems and strategies to provide a comprehensive continuum of supports. FSD will focus on the foundation of a strong continuum of supports and services, that include common benchmarks and diagnostic assessments and services, through the development and continual refinement of collaborative structures and systems at a universal, targeted and individualized level.
- FSD will continue to improve structures, systems and strategies to support wellness and well-being that address areas for improvement as indicated in the SOS-Q Survey including self-confidence and internal resilience.
- FSD will continue to develop capacity of staff leads around evidence-based practices such as restorative practices, trauma informed practices, positive behavior supports, mentorship and social-emotional competencies.
- FSD will continue to strengthen community partnerships and collaborations to support our students. FSD will focus on engaging our partners in enriching and extending our continuum of support and services, as well as, examine ways to facilitate equitable access to supports and services.
- FSD will continue to engage students, staff and parents on strategies that nurture a culture of wellness (Students' Matters & Staff Advisory Committee, Community Engagement Opportunities).
- FSD will continue to improve structures, systems and strategies to address and improve student's perception of the usefulness and relevance of school in Gr.7-12. FSD will continue to focus on expanding the use of Myblueprint; enhancing competency development; providing equitable and robust programs and learning experiences; designing concept-based learning that transfers and implementing the FSD Innovation and Design Framework which aligns and enriches maker-centered learning, CTF and CTS, as well as, FSD Career

Futures. FSD will provide students with the opportunity to investigate their interests and passions; explore career and post-secondary opportunities; understand who they are and their aspirations; engage in a variety of authentic, real-world, experiential, hands-on learning experiences and develop knowledge, skills and competencies to prepare them for the future.

Goals

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

Continue to develop and advance our continuum of support.

Outcomes

- Learners contribute to developing and advancing cultures of wellness and well-being.
- Learners contribute to and feel welcomed, cared for, respected and safe.
- Learners access a continuum of support.

Indicators

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

Measures

Provincial

- **Safe & Caring:** Percentage of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- **Program Access:** Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk:** Percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Guarding Minds Survey (Staff)**

- Feedback and Evidence from Staff Advisory and Students' Matters
- Student and Employee Attendance Data.
- Student Suspension Data.
- Student Support and Critical Response Data.
- Programs, services, strategies and evidence that demonstrate all learners contribute to and feel welcomed, cared for, respected and safe; access a continuum of supports; and access mental health, wellness and well-being.

Strategies to Advance Wellness and Well-being

- **Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual wellness and well-being for both staff and students.**
 - **Staff Wellness:** Create a targeted yearly plan to align system messaging and strategies under identified wellness themes utilizing the Guarding Minds data, Staff Advisory feedback, and CASS Workplace Wellness Planning and Implementation Guide.
 - Book club opportunities
 - Monthly newsletters
 - Executive team messages
 - "Challenges"
 - **Student Well-being:** Use a Comprehensive School Health Approach to support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.
 - leverage SOS-Q data to identify areas for growth including self-confidence and internal/external resilience.
 - support schools with the inclusion of student well-being goals within their education plans
 - expand focus of the Mental Health Capacity Building (MHCB) team to support the development of school mental health and well-being plans embedded within their annual education plans.
 - Continue offering professional learning opportunities for Learning Coaches, Family School Liaison Counsellors, Youth Development Coaches and other lead teachers in the areas of restorative practices, trauma informed practices, positive behaviour supports, mentorship and social-emotional competencies.
 - Utilize school-linked team members to collaborate and problem solve around specialized supports for students with complex needs as well as to build school-based student support teams.
- **Continue to use data and feedback to support staff and student leaders with planning and strategies to ensure safe, caring, and welcoming learning environments across our system.**
 - **Staff** - Using information from the Guarding Minds Survey, our school administrative teams and our Staff Advisory team, specific areas of workplace culture will be targeted through approaches that respect and meet the continuum of adult learner needs.
 - Personalised learning opportunities on Collaborative Learning Days
 - Opportunities for administrator learning, reflection and conversation
 - Engagement of the Staff Advisory Committee

- Monthly reports to support personal engagement across the system
 - **Student** - Using information from our SOS-Q Surveys and Students' Matters Engagements, our school teams will identify and target specific areas for growth and refine or implement systems and strategies to support student well-being.
 - School-linked team and MHCB Team supports school-based systems and strategies
 - Learning opportunities linked to student identified strategies will be provided through Students' Matters
 - learning sessions led by School-Linked Team, School Leaders, student teams, MHCB Team and community partners.
 - Opportunities for school-based staff to learn about opportunities to support student well-being provided through FSLC/YDC Meetings, Learning Coach Meetings and Inclusive Learning Leads Sessions
- **Continue to develop knowledge and skills within wellness and well-being through a continuum of learning and wellness opportunities that allow access for each learner in our system.**
 - **Professional Learning**
 - **Universal Professional Learning:**
In collaboration with partners from Alberta School Employee Benefit Plans and Alberta Health Services, Learning led through Learning Services and Employee Services will create common understanding and shared language, as well as provide wellness resources to all stakeholders. Learning will be visible and accessible. Learning foci will be evidence based from data collected through the Guarding Minds Survey and through utilization of the *CASS Workplace Wellness for Alberta School Authorities Planning and Implementation Guide*. System wide learning will occur through the following structures:
 - Foothills Administrators
 - Staff Advisory Committee
 - Monthly reports
 - Staff Learning Link
 - System Learning Days
 - Support Staff Learning Days
 - **Targeted Professional Learning**
Develop capacity of staff leads around evidence-based practices such as restorative practices, trauma informed practices, positive behavior supports, mentorship and social-emotional competencies.
 - **Student Learning**
 - Leverage School-Linked team members to support the ongoing professional learning for our YDC, FSLC, and Learning Coach teams to support Universal and targeted learning opportunities focused on student well-being (ie. Mental Health, Anxiety Management, Positive Behaviour Supports, and responding to trauma).
 - Expand the footprint of the MHCB Team to be providing programming and support in the area of mental health and well-being to more schools.
 - provide support for school leadership teams to develop a Universal Student Mental Health plan.

- provide support and resources for teachers to promote positive mental health strategies within their classrooms
 - develop resources and presentations to support teachers in leading mental health topics connected to the Health and CALM curriculums.
 - Develop capacity of Learning Coaches to support Social Emotional Learning in classrooms through Universal Design for Learning (UDL), Classroom Support Plans and Social-Emotional Learning curriculums (ie. Zones of Regulation, Mind Up, 4th R, and Mental Health Literacy)
 - Utilize monthly Director Reports and the Student/Staff/Parent Learning Links to ensure schools are aware of and connected to community resources that are available to support universal learning opportunities for students in areas associated with student well-being.
- **Continue to develop the knowledge, skills, and capacity of staff and student leaders across the system to advance cultures of wellness and wellbeing through a shared and collaborative leadership approach.**
 - **Staff - Shared leadership:**

To develop collective efficacy in advancing a culture of wellness and well-being, leadership teams will work together to advance a culture of staff wellness and well-being. Structures will exist at the divisional level to provide leadership to site based leaders who will have structures for shared leadership of cultures of wellness in their setting. Collaborative leadership will occur through the following structures:

 - Learning Services team
 - School administrators
 - Executive Team
 - Staff Advisory Committee members
 - School based and site based shared leadership teams
 - **Student - Shared Leadership:**

Students' Matters will focus on developing student-led school-based supports for students linked to student engagement, support and success.

 - *Fall:* Students review school-based data and identify areas of opportunity they can support within their school. Targeted areas can be academic, social/emotional or focused on supporting a safe, caring and welcoming learning culture in their school.
 - *Winter:* Students participate in and lead learning sessions focussed on areas of focus identified in the fall action plans.
 - *Spring:* Students develop, launch and analyze student engagement tools utilizing FSEngage platform.
 - A Students' Matters Webpage will be developed to highlight the purpose and focus of Students' Matters and include news updates of the work of our school-based Students' Matters Teams.
 - A Students' Matters Update will be published after each Students' Matters meeting and highlight:
 - the Students' Matters goal and rationale for selecting it.
 - summary of the intended action plans

- year-end summary of the school-based Students' Matters Team
- review of the Student Engagement feedback from each school's Students' Matters Team
- Students' Matters goals and engagement feedback will be included in annual school and divisional Education Plan Reports.

Strategies to Advance our Continuum of Supports

- **Advance staff ability to identify learning gaps resulting from disruptions in learning over the past year and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning.**
 - Teachers will leverage classroom and local assessment tools as well as professional judgement to identify potential learning gaps for students and utilize universal and targeted supports to allow students to begin closing learning gaps.
 - Schools will continue to develop and expand their continuum of supports to accommodate new learning gaps and changing learning needs identified in students as they move from grade to grade each year.

- **FSD will continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical and academic growth of all students, in a safe, caring and welcoming learning environment.**
 - Ongoing professional learning and support will be provided to school staff to:
 - expand and refine continuum of supports
 - increase visibility of continuum of supports within schools
 - leverage inclusive learning documentation to expand the scope of the continuum of supports
 - Refine and increase the visibility of outside agency connections (ie. COPE, I-CAT, Complex Needs, FCWN, FCSS, FCIS, CMHA, MHCBC, etc.)
 - maintain and update list of community supports available in our region including updated information regarding the supports and services they are providing.

- **Inclusive Learning Leads will continue to learn about, develop and support procedures and systems to advance the continuum of supports to promote student learning and well-being to support student growth, achievement and success. (ie. Foundational Literacy and Foundational Numeracy, Success in School, ELL Intake and Benchmarking, Positive Behaviour Supports and Plans, Trauma Response).**
 - continue to provide professional learning opportunities face to face (NVC, CSTAG, etc.) and through online learning modules (Supporting Students with Autism, Trauma Aware and CMHA Mental Health Modules).

- **In collaboration with CRC, FSD will continue to provide Learning Coaches and Inclusive Learning leads with professional learning focused on coaching and leading the design of learning for transfer for all learners with the following areas of focus:**
 - Coaching Learning for Transfer
 - Universal Design for Learning

- Classroom Support Plans
- **FSD will continue to strengthen community partnerships and collaborations to support our students and staff.**
 - FSD will focus on engaging our partners in enriching and extending our continuum of support and services, as well as, examine ways to facilitate equitable access to supports and services.
 - Collaborate with community partners to identify service gaps and build strategies to accommodate and advocate for appropriate supports for students and families.
- **FSD will continue to engage students, staff and parents on strategies that support wellness and well-being through tools such as Students' Matter and other Community Engagement Opportunities).**
 - Students' Matters:
 - Include an annual spring engagement opportunity using FSEngage focused on areas identified by the Students' Matters Teams.
 - Launch a Students' Matters Webpage that will highlight the work of our Students' Matters Teams and provide evidence of the impact of student voice on school and divisional goals.
 - Publish a Students' Matters Update after each students' matters session highlighting to our schools and the community the work that students are engaging in and the impact they are having within their schools, division and communities.
 - Community Engagement: Leverage engagement tools to gather feedback regarding effectiveness of student and family support in the community and identify areas for growth.

FSD Links for Assurance

For Further Information Follow Links to
[Comprehensive School Health](#)
[FSD Parent Learning Link](#)
[FSD Staff Learning Link](#)
[FSD Student Learning Link](#)
[Support for each learner](#)
[Staff Wellness and Student Well-being](#)
[Safe and Caring Learning Environments](#)
[Accessing my Learning](#)
[Academic Resources](#)
[Fun Ideas to Try](#)
[Learning Opportunities](#)
[Resiliency](#)

[Community Resources](#)