

ÉSFCHS/AHSFA School Education Plan 2020-21

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.*

ÉSFCHS/AHSFA Relaunch

Goal 1: HEALTH and WELLNESS of each learner (COVID-19 Considerations and Protocols)

Desired Outcome(s):

- To reduce the risk of COVID-19 transmission; and,
- To provide a safe, caring, and welcoming learning environment for all learners.,

We will:

- To the best of our ability, provide a safe, caring, and welcoming environment for all stakeholders

Action Plan: (Transportation, Movement, Health, and Wellness)

All of the following protocols will be enacted in accordance with the [FSD Relaunch Handbook](#).

New health measures as laid out by the Minister of Education and the Chief Medical Officer of Health indicates:

- Mask use for students from grade 4 to 12 will be required.
- Mask use for staff and teachers will be required.

Student and staff mask use will be required when physical distancing cannot be maintained in the classroom, and within all shared and common areas such as hallways and on school buses. Exemptions will be made for students and staff who are unable to wear a mask due to medical or other needs. Foothills School Division will receive two reusable masks from the provincial government for distribution to each student and staff member. In addition, the province will provide a face shield for every staff member, hand sanitizer for each school, and 2 contactless thermometers for each school.

We understand that a mask must be comfortable, properly fitted, and familiar. As such, families and staff are encouraged to source their own masks if possible and practice [proper mask use](#) prior to the new school year.

To the best of our ability and when possible we will:

- Provide and maintain [appropriate signage](#) (FSD Relaunch Handbook, Appendix K).
- Communicate with all stakeholder, roles and responsibilities in maintaining a safe, caring, and welcoming environment.
 - Ask that all Parents and caregivers:
 - assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
 - if a student develops symptoms while at home, must keep their child at home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, and their symptoms have resolved.
- Establish a COVID-19 Reentry school-based team that are responsible to:
 - Hold health and safety meetings to review workplace practices relating to COVID-19 and other health and safety matters. Additional communication may be required as new information is made available that may affect work practices.
 - Check-in meetings with staff (as needed) to provide them with new information and review any concerns.
 - Ensure that staff, students and stakeholders know how to raise safety concerns.
 - Establishing a central location where new information is posted relating to COVID-19 in your workplace
 - Keep parents and caregivers informed about what we are doing in our school setting regarding taking extra precautions.
- Ensure that parents and caregivers understand our policy that students must stay home if they are sick.
- Minimize the number of non-essential people coming into the school such as parents and caregivers and contractors.
- All community members entering the school must sign in and out and [self-assess](#) their wellness. If they have answered *yes* to any indicators on the checklist visitors and students must utilize the [AHS Self Assessment Tool](#).
- Develop a procedure for the school to follow to have a student picked up by their parent or caregiver as soon as possible, should they develop symptoms associated with COVID-19 infection

while at school. Apply physical distancing, respiratory etiquette, and hand hygiene principles while waiting for pick up.

- Hygiene, for all people
 - [Hand washing](#) must occur, at a minimum:
 - When they arrive at school and before they go home
 - Before eating and drinking
 - After using the toilet
 - After sneezing or coughing into hands or tissue
 - Whenever hands are visibly dirty
 - When moving between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom)
 - If a sink is not available use alcohol based hand sanitizer. Food should not be shared by students.
- Staff should assist students with hand hygiene as needed.
- Provide opportunity for [physical distancing](#):
 - Parents and caregivers should remain outside of the school to drop off their children.
 - Avoid close greetings like hugs or handshakes and remind students to keep their hands to themselves when possible.
 - Consider using educational videos and online programs as a part of learning so young students can sit independently and distanced from each other.
 - Consider teaching classes outside when practicable.
 - Incorporate more individual activities or activities that encourage more space between students and staff. For younger students, adapt group activities to minimize physical contact and reduce shared items. For adolescent students, minimize group activities and avoid activities that require physical contact.
 - Organize students into smaller groups that stay together throughout the day.
 - Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day.
 - Consider different classroom configurations to maintain distance between students or different locations in the school (e.g., different classrooms, gym or library, outside).
 - Discourage any food or drink sharing.
 - Stagger recess/snack, lunch, and class transition times to provide a greater amount of space for everyone.
- Cleaning practices will be in line with [AHS](#) and Foothills School Division's (FSD Relaunch Handbook, pp. 49-63) COVID-19

recommendations.

- For example: cleaning policy that focuses on high-traffic areas and high-contact surfaces such as doors and cabinet handles, stair railings, washrooms, shared office spaces, desks, keyboards, light switches, and communications devices.
- Maintain a cleaning and disinfecting schedule so that high touch surfaces are frequently cleaned during the day.
 - General cleaning and disinfecting of the premises will be a priority.
 - Frequently-touched surfaces should be cleaned and disinfected often.

Optimum Learning is achieved through

Engagement <i>for each learner</i>	Support <i>for each learner</i>	Success <i>for each learner</i>
Outcomes	Outcomes	Outcomes
<p>Division:</p> <ul style="list-style-type: none"> ○ Learners are engaged through communicating, collaborating and solving problems to advance education excellence. 	<p>Division:</p> <ul style="list-style-type: none"> ○ Learners contribute to and feel welcomed, cared for, respected and safe. ○ Learners access a continuum of supports. ○ Learners access mental health, wellness and well-being supports. 	<p>Division:</p> <ul style="list-style-type: none"> ○ Learners are successful. ○ First Nations, Métis and Inuit Learners are successful. ○ Learners are literate and numerate. ○ Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. ○ Learners develop learning competencies. ○ Excellence in teaching, learning and leadership.
<p>Desired Outcome(s):</p> <ul style="list-style-type: none"> ○ To ensure all learners are active contributors in what they learn, how they learn, and how they demonstrate their learning; ○ To create a sense of belonging for students within the education system and the larger community; 	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> ○ To use a variety of information sources to remove barriers and identify strategies to improve student learning; ○ To build integrated supports and services for students and their families; and, ○ To support students as they progress through 	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> ○ Tracking Progress; ○ Successful Transitions; ○ Student Engagement; ○ Collaborative Partnerships; and, ○ Positive Connections. (Alberta Education, 2012)

<ul style="list-style-type: none"> ○ To use a variety of information sources to remove barriers and identify strategies to improve student learning. (Alberta Education, 2012); and, ○ To ensure meaningful and authentic learning opportunities regardless of whether teaching is taking place face-to-face or online. It is our responsibility to provide learning opportunities through a dual platform. 	<p>educational and personal changes. (Alberta Education, 2012)</p>	
<p>School: Advance school-wide evidence-based structures, systems and, conditions that purposefully support collaborative learning</p> <p>Advance school-wide stakeholder engagement:</p> <ul style="list-style-type: none"> ● Continue to utilize student voice from various sources to better support all learners ● Continue to utilize parent voice through school council and survey data. <p>Advance school-wide communications and celebrations to foster effective relationships</p> <p>Advance school-wide community supports and partnerships and stakeholder engagement.</p>	<p>School: Advance a school-wide approach to:</p> <ul style="list-style-type: none"> ● a safe, caring and welcoming learning culture ● mental health and wellness <p>Advance supports for student transitions between face-to-face and virtual learning spaces.</p> <p>Advance a school-wide, collective team approach to our continuum of supports</p> <p>Advance staff, students, and family’s ability to access, navigate, and negotiate resources to support their well-being</p> <p>Advance student resilience: their capacity to navigate psychological, social, cultural, and physical resources; and, to negotiate these resources.</p>	<p>School: Advanced school-wide Literacy framework</p> <p>Advance school-wide Numeracy framework</p> <p>Advance a school-wide approach to developing and deepening learning opportunities</p> <p>Advance a school-wide assessment, evaluation and reporting framework</p> <p>Advance a school-wide comprehensive First Nations, Metis and Inuit Success Plan</p> <p>Advance a school-wide approach to design learning and instruction for continuous growth and improvement, innovation and creativity.</p>
<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>
<p>Division:</p> <ul style="list-style-type: none"> ○ The school engages students and their families, staff and community in a shared vision for student success. ○ The school employs a cycle of evidence-based continuous improvement to inform on going planning, and priority setting and to build capacity. 	<p>Division:</p> <ul style="list-style-type: none"> ○ 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. 	<p>Division:</p> <ul style="list-style-type: none"> ○ 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.

<ul style="list-style-type: none"> ◦ Ongoing stakeholder engagement practices ensure the school identifies and responds to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students. ◦ The school anticipates local and societal needs and circumstances and respond with flexibility and understanding. ◦ The school uses evidence from a variety of sources to ensure informed, responsive and transparent decision-making to improve student learning and achievement. 	<ul style="list-style-type: none"> ◦ Learning environments meet learner needs, emphasize a sense of belonging and high expectations for all. ◦ Students and families work in collaboration with the school to support learning. ◦ Continuum of supports and services enhance achievement and success for all learners. ◦ Structures and systems support learning and meets the needs of students, families, staff and communities. 	<ul style="list-style-type: none"> ◦ 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 success. ◦ 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.
<p>School: Relationships with school stakeholders are partnerships. All are collectively responsible for sustaining a culture of continuous improvement.</p> <p>Students, parents, staff, and the community are key members of the school planning process.</p> <p>Constant communication with stakeholders increases engagement and collaboration.</p> <p>Stakeholders are encouraged to constantly engage and contribute to the school's continuous commitment to improvement.</p> <p>Stakeholders feel a sense of ownership and responsibility to the success of the school.</p>	<p>School: Stakeholders recognize that the school is a safe, caring and welcoming learning culture</p> <p>Stakeholders recognize that at our school, mental health and wellness is a priority.</p> <p>Stakeholders are aware of a school-wide, collective team approach to our continuum of supports</p> <p>Staff, students, and families access, navigate, and negotiate resources to support their well-being</p> <p>Students demonstrate resilience (capacity to navigate psychological, social, cultural, and physical</p>	<p>School: Staff continually develop their professional capacity. They are committed to continuous improvement in their practice.</p> <p>Students demonstrate progress and growth in their Literacy and Numeracy skills.</p> <p>Teachers develop learning opportunities that deepen and enrich students' knowledge and abilities.</p> <p>Teachers design learning and instruction for continuous growth and improvement, innovation and creativity</p> <p>Teachers continuously enhance assessment, evaluation and reporting practices.</p>

<p>Stakeholders' unique contributions are welcomed and celebrated.</p>	<p>resources; and, to negotiate these resources).</p>	<p>Mobilization of resources to support the success of our First Nations, Metis and Inuit students.</p>
<p>Performance Measures</p>	<p>Performance Measures</p>	<p>Performance Measures</p>
<p>Provincial</p> <ul style="list-style-type: none"> ◦ Accountability measure of parent involvement. ◦ Accountability measure of continuous improvement ◦ Accountability Measure for overall quality of basic education. <p>Local</p> <ul style="list-style-type: none"> ◦ Structures, systems and strategies that ensure a continuous improvement cycle. ◦ Programs, services, strategies and local measures 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. ◦ Structures, systems and strategies that ensure ongoing stakeholder engagement. ◦ Programs, services, strategies and local measures that demonstrate learners communicate, collaborate, think critically and solve problems in advancing educational excellence through stakeholder engagement. ◦ Feedback gathered through ongoing stakeholder engagement demonstrates trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners ◦ Impact of stakeholder engagement in decision-making. 	<p>Provincial</p> <ul style="list-style-type: none"> ◦ Accountability measures of Safe & Caring. ◦ Accountability measure of Student Inclusion and Access to Supports and Services. ◦ Accountability measure of parent involvement. <p>Local</p> <ul style="list-style-type: none"> ◦ Programs, services, strategies and local measures that demonstrate all learners contribute to and feel welcomed, cared for, respected and safe. ◦ Programs, services, strategies and local measures that demonstrate all learners access a continuum of supports. ◦ Programs, services, strategies and local measures 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. 	<p>Provincial</p> <ul style="list-style-type: none"> ◦ PAT & 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. ◦ Accountability Pillar measure of Education Quality. ◦ Accountability Pillar measure of Teacher Professional Development. <p>Local</p> <ul style="list-style-type: none"> ◦ Processes, strategies and local measures that demonstrate advancements in literacy, numeracy, outcomes & competency development ◦ Local measures including Intellectual Engagement Student Survey, SOS-Q, PLC Survey, Stories of impact, Stakeholder Engagement & Feedback. ◦ Programs, services, strategies and local measures that 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. ◦ Processes, strategies, local measures that demonstrate high quality design, instruction and assessment practices, as well as, excellence in teaching and leading.

School:**Efficacy and Leadership**

- Continue to utilize exit slip and feedback data to inform the direction of whole-school staff learning
- Continue to collect staff feedback regarding school frameworks and structures to optimize pedagogical impact for students
- Sharing of PLC work as evidence of improvement in reflective and collaborative learning
- Continue to show improvement in all indicators on APORI
- Continue to incorporate, evaluate, and reflect on the successes, structures, and effectiveness of school leadership frameworks, including:
 - Lead Team
 - Grade Level Teams
 - SRT Team
- Continue to collect and share anecdotal evidence with ÉSFCBS/AHSFA council members to help include community stakeholder voice within school events, structures, and frameworks
- Continue to grow in the school improvement measures for all stakeholders in the APORI
- Continue to grow in the parental involvement measures for in the APORI
- Continue to consider and incorporate stakeholder feedback in school structures and frameworks
- Including and incorporating student voice in decision making (Student Matters, Student Union, GSA, etc)

School:**Welcoming, caring, respectful and safe**

- Continue to show increases in Safe and Caring & Parental Involvement indicators from accountability pillar survey
- Continue to show Growth in Safe and Caring indicators through school-based surveys and evidence

Continuum of Supports

- Continue to increase attendance rates
- Continue to maintain incredibly low high school dropout rates
- Continue to utilize and promote positive behavior supports to lessen students experiencing mental health difficulties and to develop their resilience
- Continue to expand and enhance resources and partnerships that support students and families

School:**Literacy**

- Continue to improve in diploma data (specifically in ELA and Social Studies, but not to exclude other areas, for all subject areas focus on literacy) to be at or above grade level in for both acceptable standard and standard of excellence measures
- Collect anecdotal evidence SRT Team, PLC Teams, etc. on the impact of literacy strategies

Numeracy

- Continue to improve in diploma data in Math and Sciences to be at or above grade level in for both acceptable standard and standard of excellence measures
- Establish student performance baselines using grade 10 MIPI data. Show improvement /growth from baseline measures

Deepen Learning

- Continue to grow in the we are learning what we need to know measures for students in the APORI
- Continue to grow in the teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning measures for teachers in the APORI
- Continue to collect and analyze student feedback evidence at the school and school-wide levels regarding the effectiveness of learning opportunities

Efficacy

- Continue to focus on increasing diploma participation rates and 4 plus diploma rates
- Continue to grow in the continuous improvement measures for students in the APORI

First Nations, Metis and Inuit

- Increase percentage of First Nations, Métis and Inuit students who achieve acceptable standard diploma examinations

		<ul style="list-style-type: none"> ◦ Increase percentage of First Nations, Métis, and Inuit students who achieve a standard of excellence on diploma examinations ◦ Decrease 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. ◦ Increase attendance of First Nations, Métis, and Inuit students ◦ Evidence of gap in targeted areas being closed for First Nations, Métis, and Inuit Students <p>Meaningful Engagement</p> <ul style="list-style-type: none"> ◦ Continue to grow in the student engagement measures for all stakeholders in the APORI ◦ Continue to grow in the professional development measures for staff in the APORI
Strategies	Strategies	Strategies
<p>School:</p> <ul style="list-style-type: none"> ◦ Witness and share evidence and stories of student and staff success ◦ Digital presence: Evidence of impact through stories, FNN, pictures, social media, website, road-side sign, etc. ◦ Continue to evaluate and individually and collectively reflect on and make changes as a result of classroom student voice evidence, formative and summative evidence, and Diploma Exam data, Professional Learning Committee, etc. 	<p>School:</p> <ul style="list-style-type: none"> ◦ Continue to optimize means to identify and flag students for social emotional supports ◦ Continue to incorporate relevant evidence such as SOS-Q data, and parent, peer, and teacher survey evidence in order to support Grade Level and SRT dialogues and interventions ◦ Continue to focus on means to support student increases in internal and external resilience and 	<p>School:</p> <ul style="list-style-type: none"> ◦ Continue to utilize Learning Coaches as part of the ÉsFCHS/AHSFA Continuum of Supports to support student literacy/numeracy measures ◦ Witness, share, and celebrate stories of student and staff success ◦ Continue to utilize assessments and feedback within classrooms and PLCs to improve pedagogies focused on numeracy ◦ Continue to foster effective classroom instruction and school

<ul style="list-style-type: none"> ◦ Continue to increase the ÉsFCHS/AHSFA social media presence regarding communications and celebrations ◦ Continue to focus on building teacher capacity around the tenants of Foothills School Division’s Administrative Procedure 360 including: Competencies of Successful Learners and specifically address students’ strengths, needs, and areas for growth ◦ Share exemplars of formal reporting communication (comments) as part of professional learning opportunities and collectively discuss and reflect on why these examples could be understood as exemplary ◦ Continue to grow in the overall quality of basic education measures for all stakeholders in the APORI ◦ Continue to engage local community as supports and partners ◦ Evidence community support through school support celebration wall ◦ Continue to collect anecdotal feedback regarding community engagement ◦ Share successes, struggles, next steps, and growth about community partnerships such as: Dawgs Academy, Bowmark AAA Oilers, etc. ◦ Communicate community/school needs, engage stakeholders in the planning and decision making process 	<p>self-confidence as assessed through the SOS-Q survey</p> <ul style="list-style-type: none"> ◦ Continue to interpret the root causes of student behavior through a trauma informed lens ◦ Continue to assess the effectiveness of FLEX as it evolves ◦ Continue to responsively utilize restorative consequences focused on individualized needs, utilizing holistic wrap-around supports including, but not limited to the following resources: <ul style="list-style-type: none"> ● Effective student-teacher relationships ● Embodiment of the Foundational Principles of High School Redesign ● Grade level teams ● FSLC ● Learning Coaches ● School Counselors ● Flexible programing ◦ Continue to collect anecdotal feedback during: <ul style="list-style-type: none"> ○ Parent phone communications ○ Face-to-face meetings ○ Email communications ◦ Critical Response: CStag, VTRA, NVCI, Suicide Risk, NSSI: Data used by school’s interventions and/or next steps ◦ Ongoing communication with and support from outside agencies and resources: RCMP, CFS, HUB, Cameron Crossing, Inclusion Foothills, etc. ◦ Restorative approach to IN-SCHOOL suspensions ◦ Positive behavior supports 	<p>intervention through professional learning and PLC work</p> <ul style="list-style-type: none"> ◦ Continue to provide opportunities for teachers to work, reflect, and share on understandings of learning outcomes, PoS, and curriculum ◦ Collect, share, celebrate student voice in teacher spotlights ◦ Witness, share, and celebrate stories of First Nations, Métis, and Inuit student success ◦ Continue to engage with staff through conversations, surveys, and formal meetings to strategize, plan, and implement school and school-wide opportunities for innovation and creativity
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