Fort Vermilion

SCHOOL DIVISION

Teaching & Learning

FRAMEWORK

IMPLEMENTATION GUIDE

Table of Contents

Move the Dial on Every Child

We embrace out of the box problem solving in service of moving the dial on every child's learning. We are in process of continual improvement and belief that purposeful change is constantly needed in order to build a great system.

At FVSD we DO DIFFERENT, proudly and intentionally.

We aim to provide learning opportunities for every student to be successful, while being committed to improving literacy, numeracy, connectivity and career education. We believe instructional responses to data. We do this through intentional tier 1 instruction, ongoing assessment and quality interventions .

PURPOSE OF THIS DOCUMENT

This document is divided into two sections: the **Framework** and **Implementation Guide.** The two sections are intended to work together, with the **Framework** articulating the *"what"* needs to be accomplished and the **Implementation Guide** articulating *"how"* to accomplish it.

Who is this document for?

This **Framework** is a guide for all stakeholders in our school community to understand the Division supports and expectations for FVSD schools.

Why does this document exist?

To ensure all students receive a quality education that is based on the science of learning and the value of equity, continuity, and access across the Division.

How will this document guide our practice?

Within this document is an **Implementation Guide** that outlines the action steps that provide leaders with guidance and resources for leading school improvement efforts. It is intended to be a compendium to assist leaders in making decisions and taking intentional action to *Move the Dial on Every Child.*

A Message from the Superintendent of Schools and Trustees

*At Fort Vermilion School Division, everything we do begins and ends with students. **Our Teaching and Learning Framework is a foundational document that outlines how we work together**—as a unified community—to ensure that every child is seen, supported, and successful. Central to this commitment are our parents, who are not just stakeholders, but essential partners in shaping the direction of learning within FVSD.*

This framework captures our shared vision for education and reinforces our belief that, together, we can create the highest quality learning experiences for each and every student. We are relentlessly focused on moving the dial on every student, ensuring they receive what they need to grow academically, emotionally, and socially.

Everything we do is grounded in four core values: **Relationship, Innovation, Community,** and **Humanity.** These values guide how we teach, how we lead, and how we connect—with students, with families, and with one another. From teachers and interventionists to bus drivers and custodians, every employee in our division plays a vital role in building safe, inclusive, and inspiring learning environments. With relationships as our foundation and innovation as our tool, we will continue to work side by side to give every child the future they deserve.

Fort Vermilion School Division is redefining what education can look like across Alberta and Canada. Innovation is in our DNA, from our progressive school calendar to our nationally recognized programs. We are especially proud of how we cultivate leadership at every level—including students, staff, and future educators who come from and understand the communities we serve. By "growing our own," we ensure that the people guiding our children reflect their realities, values, and aspirations.

This framework is our shared road map, a clear expression of how we listen, learn, and lead together in the best interest of our children. At the center of this work are four priorities: **fostering connectivity, improving literacy, strengthening numeracy, and helping each student discover a meaningful career path.** These are not just academic priorities—they are life skills that empower students to build their futures with confidence and purpose. We use data-driven, research-informed strategies to tailor instruction to every learner. Whether a child needs enrichment or support, we are committed to meeting them where they are and helping them take the next step forward. After all, our data is our report card—not just for students, but for all of us working to help them succeed.

Inclusive Education Overview

*The Fort Vermilion School Division is committed to supporting all students in attaining the goals contained in the **Ministerial Order on Student Learning.***

All students will have access to meaningful and relevant learning experiences within **welcoming, caring, respectful and safe learning environments.**

We strive to **ensure that all students are accepted and belong** within their classrooms and school community.

PRINCIPLES OF INCLUSIVE EDUCATION

*These six interrelated principles are the **foundation of inclusive education** in Alberta.*

They can guide and inform value-based and learner-centered decisions related to policies, practices and actions, supporting an inclusive education system.

Adapted From: Implementing a Continuum of Supports & Services: A Resource Guide for School and Authority Leaders

Anticipate, value and support diversity and learner differences.

Welcoming, caring, respectful and safe learning environments where all learners, families, and communities belong.

Set high expectations for all learners.

Creating a culture of high expectations begins with the programs of study and meaningful and relevant learning experiences. Educators, families and caregivers presume competence of the learner and act on the belief that, with appropriate instructional supports, every learner can be successful.

Understand learners' strengths and needs.

Robust and meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the ministry—to understand and respond to the strengths and needs of learners.

Remove barriers within learning environments.

All educators work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.

Build capacity.

Government, school and system leaders, teachers, education professionals, families and community partners develop, strengthen and renew their understanding, skills and abilities to create and support flexible and responsive learning environments. Capacity building takes place at the individual, school, system and provincial levels.

Collaborate for success.

All education partners, including learners, school and system staff, parents, community members, post-secondary institutions, teacher preparation programs and government are committed to collaboration to support the success of all learners.

Inclusive Education Programming

This approach is not a checklist; nor is it about prescription. What works in one school is not guaranteed to work in another. **Each school will have a unique continuum of supports and services reflective of their context.** In tackling the complex challenge of inclusion, the being-knowing-doing approach is dependent upon leadership. It requires leaders at all levels to take the time to engage with context and learning conversations around the approach, creating the conditions for collective ownership of the solution.

Programming should address differing levels of readiness and ability by building open-endedness, choice and the potential for simple or complex responses. In this way, schools not only create opportunities for students to show their learning in different ways but also make it possible for students with differing degrees of readiness or skills to respond.

One of the ultimate goals of education is to **gradually transfer responsibility for learning to students** so that they become capable and motivated lifelong learners. Schools work toward this goal by:

- Scaffolding instruction so that all students can experience success.

- Building on student skills to increase motivation.

- Providing opportunities for appropriate student choice and independent learning.

- Helping students to build their repertoire of strategies to organize information.

- Understand their own learning and develop self-monitoring and self-assessment skills.

*The FVSD utilizes a **Multi-Tiered System of Support (MTSS)** approach designed to provide targeted support to students based on their needs.*

MTSS operates on multiple levels, or tiers, of support and intervention. By using data-driven decision-making and continuous progress monitoring, MTSS helps teachers identify students' needs early, through screening, so that timely and responsive supports and interventions can be offered.

TIER 3 | INDIVIDUAL PROGRAMMING

Individualized supports are **more intense and may require comprehensive wraparound plans** that include access to specialized supports and service providers, partners or training.

They are intended for fewer individuals with more severe or pervasive challenges that require changes to supports and services beyond the universal and targeted supports provided.

TIER 2 | TARGETED PROGRAMMING

Targeted supports **are for some learners who are identified through an early identification or assessment process** as requiring something beyond universal supports. Targeted supports are often more unique to the specific learners than universal supports.

TIER 1 | UNIVERSAL PROGRAMMING

There is not a separate pedagogy for inclusion; good teaching is good teaching for all. Universal supports, therefore, are **applied throughout the continuum.** Learners receiving targeted and/or individualized supports also receive universal supports.

ROLES & RESPONSIBILITIES

Inclusive Education Coordinator (IEC)

A school champion for inclusion, the Inclusive Education Coordinator takes a lead role in capacity building in terms of inclusive practices within the school. Working closely with teachers, administrators, educational assistants, and the MDT Teams, Coordinators optimize the potential for student success.

Assistant Principal of Diverse Learning (APDL)

Support inclusive education practices in schools across the Fort Vermilion School Division, working collaboratively with teachers in a coaching model. The APDL will assist teachers in developing strategies and identifying resources to meet the diverse needs of students in K-12 classrooms. This individual is also responsible for coordinating specialized services provided through the MDT.

Multi-Disciplinary Team (MDT)

Using a collaborative approach, this group of specialists provides services to students requiring more than one area of service or have a low incidence disability (ex. vision or hearing).

Literacy & Numeracy Coaches

A literacy or numeracy leader who works collaboratively with teachers, administrators and staff to improve student achievement in literacy or numeracy, providing school based support for teachers as they implement instructional practices.

Literacy & Numeracy Interventionists

An individual that intervenes with an individual or group around specific, targeted academic, medical, or behavioral need. *This can be in any tier of instruction.*

Speech and Language Pathologist (SLP)

FVSD SLP primary workload components include speech needs, language needs, AAC needs, MDT participation, EAL students, professional learning.

School-Based Speech and Language Pathologist Assistants (SLPA)

Primary task of an SLPA is to carry out the service plan created by the FVSD Speech and Language Pathologist. They also monitor student progress and assist teachers in reporting learner goals.

Augmentative & Alternative Communication (AAC)

The FVSD can support students who have complex communication needs by means of providing them with AAC; for example PODD or Proloquo. This can include, but is not limited to, but often required for children with complex bodies such as those with CP, ASD, Down Syndrome.

Behavior Analyst

This position is a contracted service that aids teachers throughout the school division the support necessary to program for students with significant behavioral challenges.

Click the image to view the Alberta Education Standards for Special Education.

IMPLEMENTATION TOOLS & RESOURCES

External Resources

- Implementing a Continuum of Supports & Services: A Resource Guide for School and School Authority Leaders
- Working Together: Collaborative Practices and Partnership Toolkit | Supporting Alberta Students
- Making a Difference: Meeting Diverse Learning Needs With Differentiated Instruction
- High School Completion: Foundational Principles (Alberta.ca)
- Inclusive Education (Alberta.ca)
- Comprehensive Literacy (CLIC) Year Plan 2024-2025

EAL STUDENTS

English as an Additional Language Learners

Understanding the process of learning an additional language and the factors that can affect language acquisition helps teachers provide a supportive learning environment for English language learners. It also helps teachers select and use instructional strategies appropriate to the needs of individual students.

Source: Understanding the Acquisition of English as an Additional Language (LearnAlberta.ca)

*These four priorities are equal in importance across all grades and are deeply interconnected. The intention of this framework is to support their successful implementation. **It is essential that schools address ALL FOUR priorities.***
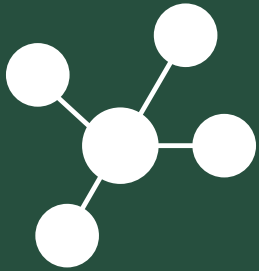
Connectivity

FVSD will foster **CONNECTIVITY** and well-being amongst community, students, parents, and staff.

GUIDING BELIEFS

All are seen, heard and valued.

Healthy relationships, mental wellness, and social-emotional learning are essential life skills.

Understanding community context is critical to student and staff well-being.

Well-being is dependent on a holistic approach.

Literacy

All students will improve **LITERACY** skills.

Numeracy

All students will improve **NUMERACY** skills.

GUIDING BELIEFS

All students can learn.

Learners require systematic and explicit instruction.

Data will drive instruction and intervention.

The goal of learning is to develop language, understanding, fluency and problem solving.

Careers

All students will explore, develop, grow, and experience chosen **CAREER PATHS**.

GUIDING BELIEFS

All students can develop skills and discover meaningful career paths.

Students require team support to navigate their career paths.

Strong partnership between schools, families, communities and industry enhances career exploration and readiness.

Education is most effective when students see clear connections between what they are learning and real-world career applications.

DIVISION EXPECTATION

At the heart of the Fort Vermilion School Division, **connectivity is about providing an environment where all are seen, heard and valued.** *We believe that fostering mental wellness, nurturing healthy relationships, and promoting social-emotional learning are essential.*

Our approach is comprehensive and inclusive, offering universal, targeted, and individualized support through the dedicated efforts of teachers, school staff, therapists, student wellness coaches, and indigenous education. **Our ultimate goal is to ensure the overall well-being of our students, encompassing their physical, intellectual, social, and emotional growth, and to cultivate a vibrant and supportive school community.**

These elements go beyond feel-good aspects of school culture; they are critical to the holistic success of students, teachers, and the school community at large. **Strong relationships and mental wellness are the foundation for learning and executive functioning,** as they create a supportive environment that fosters emotional stability, resiliency, cognitive development, and effective decision-making. In addition to our commitment to students, we prioritize staff wellness, recognizing that healthy adults are essential for student growth.

CORE COMPETENCIES

Social-emotional competencies are not necessarily inherit but need to be taught, modeled, and reinforced. The core competencies focused on within this framework are:

Responsible Decision Making | The ability to make constructive physical, intellectual, social, and emotional choices.

Healthy Relationship Skills | The ability to communicate and connect with a range of people; there is genuine trust and concern about the welfare of others.

Self-Awareness | Having a clear perception of your mental and emotional state; being able to recognize how you react to different situations, what triggers you, and how you relate to other people.

Self-Management | The ability to manage our thoughts, behaviors, and emotions in a conscious and productive way.

Social Awareness | The ability to comprehend and appropriately react to both broad problems of society and interpersonal struggles; to empathize with other's perspectives.

Resiliency | The skill set, motivation and ability to persevere in the midst of obstacles and setbacks as well as the ability to bounce back after these events and experiences.

ROLES & RESPONSIBILITIES

Supervisor of Learning Services CONNECTIVITY
Overseeing the Connectivity priority, the Connectivity Supervisor coordinates and supervises curriculum and instruction as it relates to connection. Data analysis, professional learning, and oversight of the Connection Team also fall under the scope of their responsibilities. The Connectivity Supervisor directs a centralized process for incoming referrals, triages services and provides clinical supervision.

Connection Team
Made up of the following individuals, the FVSD Connection Team works together under the direction of the Connectivity Supervisor.

- **Student Wellness Coordinator**
Works closely with teachers and administrators to schedule and plan social emotional programming and group supports according to student needs in each school environment. The SWC Coordinator is responsible for training and supporting Student Wellness Coaches, coordinating programming across the division, and ensuring consistent documentation and communication.

- **Student Wellness Coaches (SWC)**
Provide universal and targeted programs throughout the division based on student needs. Programs promote mental wellness, healthy relationship, emotional and social learning. Targeted programming is done in collaboration with parents and supporting family needs, which may include parenting programs or individual family support programming.

- **Mental Health Therapists (MHT)**
Provide one-on-one support to children and youth who require tier three interventions. Counseling is confidential and provided during school hours with parental consent.

- **Indigenous Education Coordinator**
Work on building a sound understanding of the unique cultures within the Fort Vermilion School Division and support teachers as they expand capacity to apply foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students by providing quality programming for Teachers and Administrators.

- **Success and Engagement Coaches (SEC)**
Facilitate and strengthen school engagement with First Nations families and identify barriers to success. Support students to develop a sense of identity and support schools in promoting cultural awareness.

- **Registered Psychologists (Staff Support)**
Provide confidential psychological support to any staff members and their families who would like to take advantage of this service.

TIER 3 | INDIVIDUAL PROGRAMMING / SPECIALIZED SERVICES

These interventions are **one on one services provided to students** deemed at risk, presenting with mental health concerns and/or diagnoses which may include but are not limited to anxiety, depression, self-harm, trauma, suicidality. **Services are delivered by a Mental Health Therapist in a confidential setting within the school environment.** Individual support requires parental consent and involvement in treatment planning and services. Specialized intensive services and partnerships with outside agencies such as *Psychiatry, CASA House* or *Glenrose Hospital* may be utilized to provide comprehensive support.

TIER 2 | TARGETED PROGRAMMING

Tier 2 interventions are a **targeted approach focused on peer support learning delivered in small group setting outside the regular classroom setting** lead by either a Student Wellness Coach, Success and Engagement Coach or Mental Health Therapist. Programs consist of **focused and intensive lessons** aimed at specific social emotional skills, healthy coping strategy development, or cultural learning needs which has been identified through referrals, screening or behavioral observation. Targeted interventions require parental consent and encourage a component of parental support and involvement.

TIER 1 | UNIVERSAL PROGRAMMING

Universal practices incorporate **both school wide and classroom-based programming and approach.** Social Emotional curriculum and practice is the foundation in establishing a universal language and practice within the school environment. Teaching staff incorporate daily teaching practices within the classroom focused on teaching and modeling social emotional skills, healthy coping strategies, language and trauma informed practices weaved into all subject areas and teaching methods. Whole class programming is provided by Connection Team members, encompassing evidence based social-emotional curriculum and skill building programs. **Classes from Pre-K through to grade 9 all receive grade specific universal programming.**

TRIAGED SYSTEM OF SUPPORT

Connectivity consists of multi-faceted roles to promote and support positive mental wellness in children and youth to foster success in the school environment and life. Services are provided on a continuum of programming and support through universal, targeted, and individual services available to FVSD students and families.

SCREENERS

FVSD uses screeners and assessment tools to a determine wellness, connection and areas of concern or risk. Assessment of student needs also encompasses observation, behavioral logs, and attendance records. The purpose of screening, risk assessment and clinical progress monitoring is to identify students who may be at risk and need additional skill/strategy development or individualized supports for wellness and safety.

Wellness and social emotional skills are critical for personal success and to promote academic learning.

Connectivity Survey

FVSD Connectivity Survey is a Student Screener focused on gaining a clearer understanding of the benevolent factors for each individual student within the school environment. School reports and Individualized scores provide an indicator of risk factors that need to be addressed and monitored.

Referral Process & Triaging

Referrals for targeted or individualized Mental Health services may be completed by parents/guardians, school staff, outside agencies or self-referral. **Referrals completed by anyone OTHER than a parent/guardian require parental consent prior to submission.**

All referrals are received centrally through the Supervisor of Learning Services – Connectivity and upon clinical psychological discretion and assessment triaged into appropriate Tier 1, 2 or 3 services.

Attendance Protocol

Regular school attendance is crucial for academic success and overall development. FVSD protocols aim to ensure that students attend school regularly, address any issues related to absenteeism, and support students and families.

Schools must first establish an environment of consistent routines, structure, and behavioral/learning expectations. These consistent routines and structures build a culture of safety which impacts students' motivation to attend school.

Suicide Risk Assessment Process

Identification through self report or observational traits of a student reporting thoughts, plan or intent of suicide requires involvement of school administration and a Mental Health Therapist.

Suicide Risk Assessments are completed by the Mental Health Therapist for risk level and a corresponding safety plan is created for support.

Threat Assessment Protocol

Threat of harm to others or school safety concerns require reporting to the Supervisor of Learning Services – Connectivity and may initiate threat assessment interviews and interventions.

Violence Threat Risk Assessment (VTRA) process and protocols are followed and conducted by specialized and trained Connection Team Members.

IMPLEMENTATION TOOLS & RESOURCES

Wellness Supports for Students

Counseling Module in Dossier

FVSD Connection Team Referral Form

Connection Team Information Sheet

Indigenous Education Programming Information Sheet

Inclusive Education Supports

Social Emotional Curriculum

Second Step

Lions Quest

Parachute

Mind-UP

RULER

Psychoeducation Resources for Staff

The Brain Story (Palix Foundation)

Resilience Scale: A Tool for Change (Palix Foundation)

Suicide Risk Assessment Process

Threat Assessment Protocol

Personal Wellness Supports for Staff

Division Psychologists

ASEBP

Green Shield

INSTRUCTIONAL EMPHASIS & ROUTINES

Universal routines incorporated into daily practices are crucial for maintaining the emotional and psychological well-being of both students and staff. These routines and expectations help students learn social skills, develop resilience, cope with challenges, and achieve a balanced state of mind, which are critical for the brain's ability to reach executive functioning and support academic learning and success.

Healthy relationships, wellness practices, and the establishment of a culture of high expectations contribute to a positive school culture that supports academic success and encourages everyone to rise to their best potential.

Social emotional learning and behaviour expectations are not "one more thing" but rather 'the thing' that is the foundational platform from which learning will happen.

- **School Wide Expectations:** Establishment of a school wide culture of structured, consistent, and predictable routines and behaviour expectations are crucial. This includes clearly communicated learning and behaviour expectations, consistent protocols and processes for dealing with concerns that are fully understood by all staff and students alike.

- **Classroom Behaviour Expectations:** Establishing consistent classroom routines, schedules and expectations that are clearly communicated and enforced with a focus on the teacher leading and modeling the classroom in a manner that reflects appropriate and healthy adult/student roles and responsibilities.

- **Welcome Practices:** Establish a morning practice of welcoming each student individually and personally into the school and classroom environment to create belonging and community.

- **Trauma Informed Practices:** Ensuring that the school environment is safe and predictable is crucial. Key strategies include positive behavior plans, providing safe spaces for students to express their feelings, being aware of triggers, showing compassion rather than judgment, and using restorative practices to minimize punitive discipline outcomes.

- **High Expectations:** Ensure a mindset and culture that emphasizes students' ability to learn and create standards of mastery over avoidance. Value failure as an opportunity to try again, while modeling and establishing an environment where all students and staff are expected to rise to the standard of their best and full potential. Hold everyone accountable when they do not meet the established standards.

- **Value of Relationships:** Developing meaningful relationships between students and staff ensures that no student remains anonymous. When staff pay attention to students and work to get to know them, they can connect with students' lives beyond the classroom. This connection directly impacts classroom dynamics, fostering a level of trust and healthy interaction that stimulates intellectual pursuit and collaborative learning. Research denotes that students who connect with at least one trusted adult in school are more resilient and have a stronger sense of well-being.

- **Parent/Guardian Involvement and Support:** Engage parents, guardians, and families in their child's education journey and the school environment as much as possible. Seek opportunities for collaboration, provide resources and regular home/school communication, support individual student wellness, and create regular community and family events and activities. Invite families to visit and participate in the school frequently. Parents will invest in their child's education if they feel included and valued in the process.

DIVISION EXPECTATION

Literacy and numeracy are considered essential to all student learning, with the belief that every educator plays a role in teaching these skills.

Our goal is to promote high-quality teaching practices, and to use assessment data to guide instruction. To maximize student success, it is expected that schools incorporate research-based best practices into daily instruction and utilize the Multi-Tiered System of Support (MTSS) to provide data-driven intervention.

SCIENCE OF LEARNING

The **science of learning** focuses on understanding how students acquire, process, and retain knowledge, and it is deeply intertwined with both the science of reading and the science of math. It emphasizes **evidence-based instructional strategies** that support the diverse learning needs of students.

Effective instruction integrates **cognitive science principles,** such as spaced learning, interleaving, elaboration, active retrieval practice, managing cognitive load, working with schemas and the use of representations to enhance literacy and numeracy skills. These principles are crucial in the **science of reading,** which emphasizes strategies for developing literacy skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Similarly, the **science of math** leverages the science of learning and the use of well researched evidence-based math practices to increase math outcomes for all students. By incorporating cognitive science principles into math instruction, educators can support the development of numeracy skills, ensuring students grasp mathematical concepts, retain information, and apply their knowledge to solve problems.

Integrating cognitive science principles into both literacy and mathematics instruction creates a cohesive approach that fosters critical thinking, comprehension, and analytical skills, equipping students to succeed in all areas of their learning.

ROLES & RESPONSIBILITIES

Supervisors of Learning Services LITERACY & NUMERACY

Overseeing the Literacy and Numeracy priorities, the Literacy and Numeracy Supervisors coordinate and supervise the delivery of supports and services as they relates to literacy or numeracy. Testing analysis, data analysis, professional learning, and oversight of research projects and Literacy and Numeracy Coaches also fall under the scope of their responsibilities.

Literacy & Numeracy Coaches

A literacy or numeracy leader who work collaboratively with teachers, administrators and staff to improve student achievement in literacy or numeracy, providing school based support for teachers as they implement instructional practices.

Literacy & Numeracy Interventionists

An individual that intervenes with an individual or group around specific, targeted academic, medical, or behavioral need. This can be in any tier of instruction.

FVSD Content Coaching Model

LITERACY DEFINITION

Alberta Education defines **literacy** as **the ability, confidence and willingness to engage with language* to acquire, construct and communicate meaning in all aspects of daily living.**

*Language is explained as a socially and culturally constructed system of communication."

NUMERACY DEFINITION

Alberta Education defines **numeracy** as **the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.**
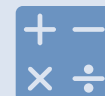
Literacy & Numeracy | Programming

TIER 3 | SPECIALIZED SERVICES

Students that require highly specialized support would include the services of the **Multidisciplinary Team (MDT)** and access to additional services outside the FVSD. These interventions are tailored to address specific academic or behavioral concerns. Tier 3 interventions may include specialized programs, individualized program plans (IPP), and wrap-around services to provide comprehensive support.

TIER 2 | TARGETED INTERVENTIONS

A Tier 2 intervention is a targeted approach designed to help students who are not making adequate progress in Tier 1 and/or Tier 1.5 class wide interventions. **These interventions are more focused and intensive,** delivered in small groups, and aim to address specific skill deficits identified through screening and progress monitoring. Interventions are provided by interventionists as pull-outs.

TIER 1.5 | CLASS WIDE INTERVENTIONS

A class wide 1.5 intervention **addresses foundational skill gaps that are affecting several students in a class.** This approach, which falls between universal instruction and targeted small group interventions, involves activities like daily fluency practice sessions, teaching toward mastery, and peer-assisted learning approaches.

TIER 1 | UNIVERSAL & DIFFERENTIATED PROGRAMMING

High quality evidence-based **universal classroom instruction and universal screening for all students,** including differentiated classroom supports. Supports and differentiation provided by classroom teacher.

TRIAGED SYSTEM OF SUPPORT

The FVSD utilizes a Multi-Tiered System of Support (MTSS) approach designed to provide targeted support to students based on their literacy or numeracy needs. As the diagram on the left indicates, MTSS operates on multiple levels, or tiers, of support and intervention. By using data-driven decision-making and continuous progress monitoring, MTSS helps teachers identify students' needs early, through screening, so that timely and responsive supports and interventions can be offered.

PARTNERSHIPS IN EDUCATIONAL RESEARCH

University of Alberta Early Reading Intervention Study

The **research study** contrasted two intervention conditions that included phonological awareness activities, and phonics instruction.

FVSD / Carleton University Class Wide Fluency Intervention Research Project

The primary goal of **this study** was to assess the effect of a fact fluency intervention on grade 2-6 students' numeracy skill development.

Literacy & Numeracy | Assessment

SCREENERS

The FVSD uses screeners as a quick and efficient assessment tool to evaluate students' skills and abilities in specific areas of literacy and numeracy. **The primary purpose of a screener is to identify students who may be at risk of academic difficulties or who may need additional support to achieve their learning goals.**

FVSD screeners are administered to all students three times a year, allowing educators to gather data that can inform universal programming and interventions. By identifying areas where students struggle, screeners help ensure that timely and targeted support is provided.

Student Profile reports for district screening data: CTOPP, TTT, WRAT5 (can be printed from PowerBI) are to be sent home at the end of each reporting period.

PROGRESS MONITORING

Progress monitoring in literacy and numeracy is a crucial aspect of educational practice that involves **regularly assessing students' academic performance** to ensure they are on track to meet learning goals. This process helps educators identify students who may need additional support or intervention, allowing for timely and targeted instruction. In literacy, progress monitoring can include assessments of reading fluency, comprehension, and vocabulary, while in numeracy, it may involve evaluating skills such as number sense, arithmetic operations, and problem-solving abilities. By continuously tracking progress, educators can make data-driven decisions to enhance instructional strategies and improve student outcomes in both literacy and numeracy.

ASSESSMENT PRACTICES

FVSD assessment practices are described in Administrative Procedure 303.

Kindergarten to Grade 6
Using professional judgement and evidence of learning, teachers consider triangulation of summative assessments, observations, and conversations to determine achievement of outcomes. Where available, FVSD Common Assessments will be used as part of determining a student's grade.

Grades 7-12
Weighted categories, based on program of studies, will be set in PowerTeacher for calculating grades for 7-12 as indicated in Assessment Categories, Weightings and Course Descriptions document in FVSD Appendices. Where available, FVSD Common Assessments will be used as part of determining a student's grade.

Final Exams
Final exams are a school-based decision in grades 7-9. In grade 10-12, the decision as to whether final exams are given in a course must be made by all small high schools.

In courses with a PAT or Diploma exam, those exams are the final exam. Weightings are reflected in the Assessment Categories, Weightings and Course Descriptions document in FVSD Appendices.

FVSD Screening Schedule		
FALL	**WINTER**	**SPRING**
Kindergarten ADLOF PNSA	ADLOF, CTOPP-2 LeNS, PNSA	ADLOF, CTOPP-2 LeNS, PNSA
Grade 1 CTOPP-2, LeNS PNSA	TOSREC, TOWRE WRAT5, PNSA	TOSREC, TOWRE WRAT5, PNSA
Grades 2-6 TOSREC, TOWRE WRAT5, PNSA	TOSREC, TOWRE WRAT5, PNSA	TOSREC, TOWRE WRAT5, PNSA
Grades 7-9 TOSREC, TOWRE WRAT5	TOSREC, TOWRE WRAT5	TOSREC, TOWRE WRAT5

LITERACY SCREENERS: Test of Silent Reading Efficiency and Comprehension (TOSREC) | Test of Word Reading Efficiency (TOWRE) | Comprehensive Test of Phonological Processing (CTOPP-2) | Adlof Classroom Oral Language Screener (ADLOF) | Letter Name Sound Test (LeNS)

NUMERACY SCREENERS: Wide Range Achievement Test (WRAT5) | Provincial Numeracy Screening Assessment (PNSA)

INTERVENTION RESOURCES

Literacy 1.5 Class Wide Intervention

Numeracy 1.5 Class Wide Intervention

Approved Literacy Interventions

Numeracy Interventions

INSTRUCTIONAL EMPHASIS & ROUTINES

Literacy instruction in K-12 education is aimed at developing students' **reading, writing, speaking, and listening skills.** The instructional emphasis for literacy focuses on creating a strong foundation in these areas throughout all grades, enabling students to comprehend and analyze texts, express their ideas clearly, and engage in meaningful communication. By integrating these areas, literacy instruction aims to create well-rounded individuals who are prepared for academic success and effective communication in their future endeavors.

Literacy routines in K-12 classes are structured, repetitive activities designed to build and reinforce reading and writing skills. These **routines are intentionally planned and consistently implemented** to create a predictable learning environment that supports student development. Literacy routines should be implemented all disciplines, not just English Language and Literature classes.

INSTRUCTIONAL EMPHASIS FOR K-12

K	1	2	3	4	5	6	7	8	9	10	11	12
PHONOLOGICAL AWARENESS												
PHONEMIC AWARENESS												
PHONICS												
FLUENCY												
ORAL LANGUAGE												
COMPREHENSION												
WRITING COMPETENCIES												
VOCABULARY ACQUISITION												
DISCIPLINARY LITERACY												
K	1	2	3	4	5	6	7	8	9	10	11	12

Phonemic Awareness and Phonics Instruction in Primary Grades

All teaching of Phonemic Awareness and Phonics must follow a systematic scope and sequence that emphases explicit daily instruction. *See approved list.*

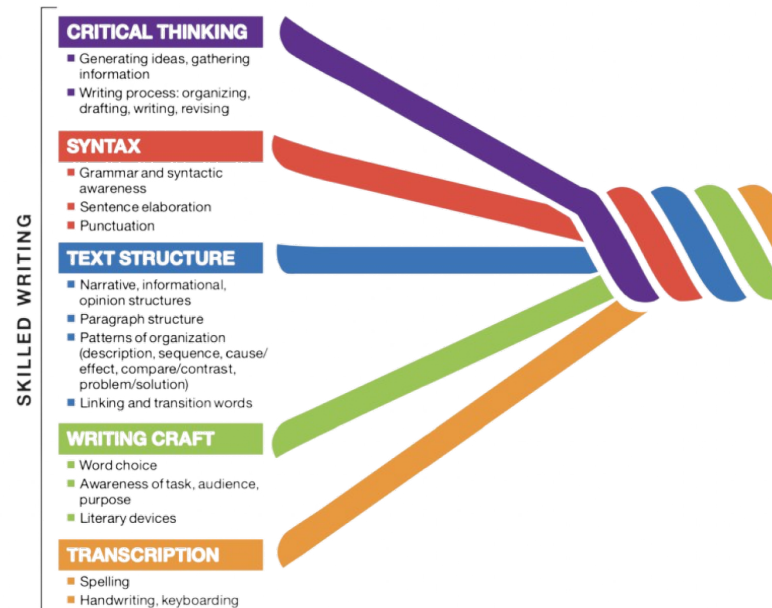### Here are some examples of literacy routines:

- **Think-Alouds:** Teachers model their thinking process while reading a text aloud, demonstrating strategies like predicting, questioning, and summarizing to help students understand how to approach reading comprehension.

- **Shared Reading:** The teacher and students read a text together, with the teacher guiding and supporting students as they read. This routine helps students develop fluency and comprehension skills.

- **Partner Reading:** Students pair up and take turns reading aloud to each other. This routine encourages peer support and practice in reading fluently and accurately.

- **Frontloading:** Before reading a text, the teacher introduces key vocabulary and background information to help students understand and engage with the material.

- **Reciprocal Teaching:** Students work in small groups to take turns leading a discussion about a text, using strategies like summarizing, questioning, clarifying, and predicting to deepen their understanding.

- **Structured Discussion Protocols:** Teachers use specific formats for discussions, such as Socratic seminars or literature circles, to encourage thoughtful and organized conversations about texts.

- **Structured Book Selection:** Time allocated for students to choose books that interest them, promoting independent reading.

- **Independent Reading:** Daily or weekly sessions where students read silently, fostering fluency and comprehension.

- **Regular Conferencing:** Scheduled one-on-one or small group meetings between teachers and students to discuss reading and writing progress.
- **Free Writing Time:** Unstructured writing sessions where students write freely without specific assignments, encouraging creativity and expression.
- **Repeated Literacy Activities:** Activities such as book talks, where students share and discuss books they have read, enhancing comprehension and critical thinking.

These routines help create a consistent and supportive environment for developing literacy skills, ensuring that students receive regular and effective instruction that builds their reading and writing abilities over time. All classes should have some of these routines.

SKILLED WRITING

CRITICAL THINKING
- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX
- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT
- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION
- Spelling
- Handwriting, keyboarding

Reading and *Writing Ropes provide a visual reminder of the complex components that comprise reading and writing.*

A student needs to weave together many discreet skills to become a skilled reader and writer.

LANGUAGE SKILLS

Oral Language Skills

Oral language skills are involved in virtually every aspect of a [student's] school day. From socializing with peers at drop-off, to understanding instructions from educators and participating in classroom activities, oral language skills are at the centre of every interaction and profoundly impact success in school.

Source: *Foorman et al., 2015; Ladd et al., 2012; Rubin et al., 2012, as cited by Bardell & Archibal, 2020*

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

IMPLEMENTATION TOOLS & RESOURCES

Internal Resources

FVSD Science of Reading Cheat Sheet

FVSD Screening Dates

Literacy Schedule

School Literacy Scan

Instructional Look-Fors

FVSD Guide to Reading Interventions

No More Independent Reading Without Support

FVSD Common Assessments

EAL Resources

Progress Monitoring Tools

External Resources

Alberta Education Literacy Progressions

Simple View of Reading

Providing Reading Interventions for Students in Grades 4-9

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

New Learn Alberta

Curriculum Planning and Assessment Resources (CPAR)

K-12 Curriculum and Programs of Study (Alberta.ca)

Story Champs

EAL Toolkit

Assessment Resources

Diploma Exams

Diploma Exam Exemplars

Provincial Achievement Tests

Provincial Achievement Test Exemplars

FLUENCY

High Frequency Sight Words

Understood

Sight Words

Reading Rockets

Precision Reading

Raz-Kids Fluency

PHONEMIC AWARENESS

Grade 1 Reading Program *(George Georgiou)*

Heggerty

Bridge the Gap

Primary Extension Curriculum

Reading Intervention Lessons

Decodable Readers

Reading Rockets

Flyleaf

PHONICS

Heggerty

Abracadabra

Bridge the Gap

Reading Intervention

Decodable Readers

Reading Rockets

Flyleaf

VOCABULARY

Flyleaf

Teaching Morphology Resource Kit

Morphology PD for Schools

Morpheme Magic

INSTRUCTIONAL EMPHASIS FOR K-12

K	1	2	3	4	5	6	7	8	9	10	11	12

COUNTING, COUNTING PRINCIPLES & NUMBER RELATIONSHIPS

NUMBER & OPERATIONS WITH WHOLE NUMBERS

NUMBER & OPERATIONS WITH DECIMALS, FRACTIONS, and INTEGERS

NUMBER & OPERATIONS WITH REAL NUMBERS, VECTORS, and MATRICES

ALGEBRA

GEOMETRY

MEASUREMENT

PATTERNS

TIME

STATISTICS

K	1	2	3	4	5	6	7	8	9	10	11	12
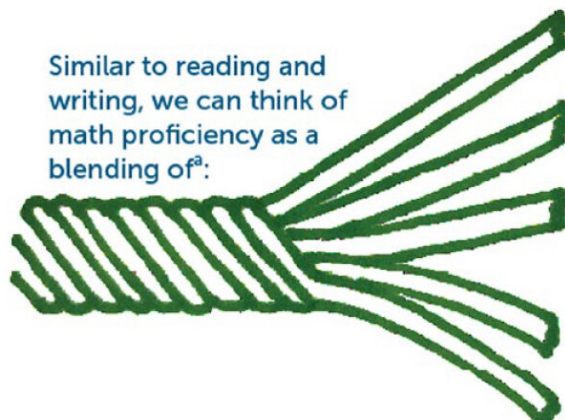
Similar to reading and writing, we can think of math proficiency as a blending of[a]:

CONCEPTS
Understanding concepts, operations, and relations

PROCEDURES
Using procedures flexibly, accurately, and efficiently

STRATEGIES
Formulating, representing, and solving problems

REASONING
Reflecting, explaining, and justifying

DISPOSITION
Seeing math as sensible, useful, and worthwhile

INSTRUCTIONAL EMPHASIS & ROUTINES

To facilitate mathematical proficiency and mastery learning, schools should adopt the following:

- Employ **systematic and explicit instruction** throughout all tiers of the MTSS framework.

- Implement a focused and coherent **progression of mathematics learning** with an emphasis on mastery learning.

- Conduct regular **screening and progress monitoring** to drive instruction and interventions.

- Teach conceptual understanding, procedural fluency, and problem-solving skills concurrently.

- Utilize a well-chosen set of **concrete and semi-concrete representations,** including number lines, to facilitate students' comprehension of concepts and procedures.

- Concentrate on proficiency in whole numbers (K-5), fractions and decimals (3-8), geometry, and measurement, as these are fundamental skills for algebra.

- Use **clear and precise mathematical language** and support students in their use of this language

- Use schema-based instruction (SBI) for teaching **word problem-solving.**

- Incorporate **timed activities** as a method to build students' fluency in mathematics.
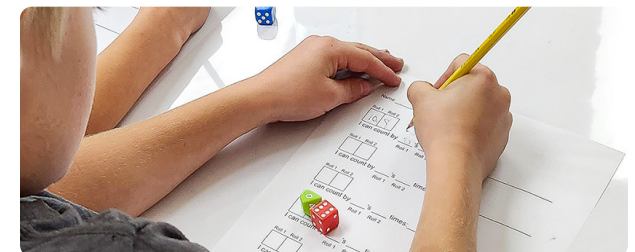
IMPLEMENTATION TOOLS & RESOURCES

To ensure quality tier 1 programming, school teams are encouraged to evaluate math resources for the inclusion of evidence-based principles. Here is a **resource selection rubric** that may be helpful to decision-making teams. Examining resources closely is valuable so one can identify the supplemental resources and instructional practices that will ensure greater math success for students.

A number of digital and print resources are available, depending on the FVSD school, to support universal classroom instruction. These include, but are not limited to, **Jump Math** (available by clicking the resource icon beside each learning outcome within the K-6 mathematics curriculum), **Dynamic Math** (Gr. 4-6), **Math Up** (K-9) and **Mathology** (K-8).

K-6 Mathematics CPAR documents are also available on the Alberta Professional Learning Consortium (APLC) website. These are excellent resources with achievement indicators, illustrative examples, assessments, resources, interactives and mentor texts all linked to specific grade level math outcome.
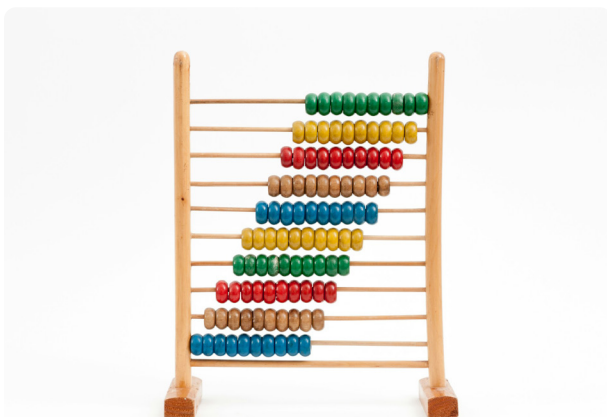
Internal Resources

FVSD Screening Dates

Look-Fors Math Instruction

Math Interventions

Number Line Tools

FVSD Common Assessments

Curriculum Planning and Assessment Resources (CPAR) (Quick Look Sheet)

External Resources

Learn Alberta

Numeracy Progressions

Science of Math

Assisting Students Struggling with Mathematics: Intervention in the Early Elementary Grades

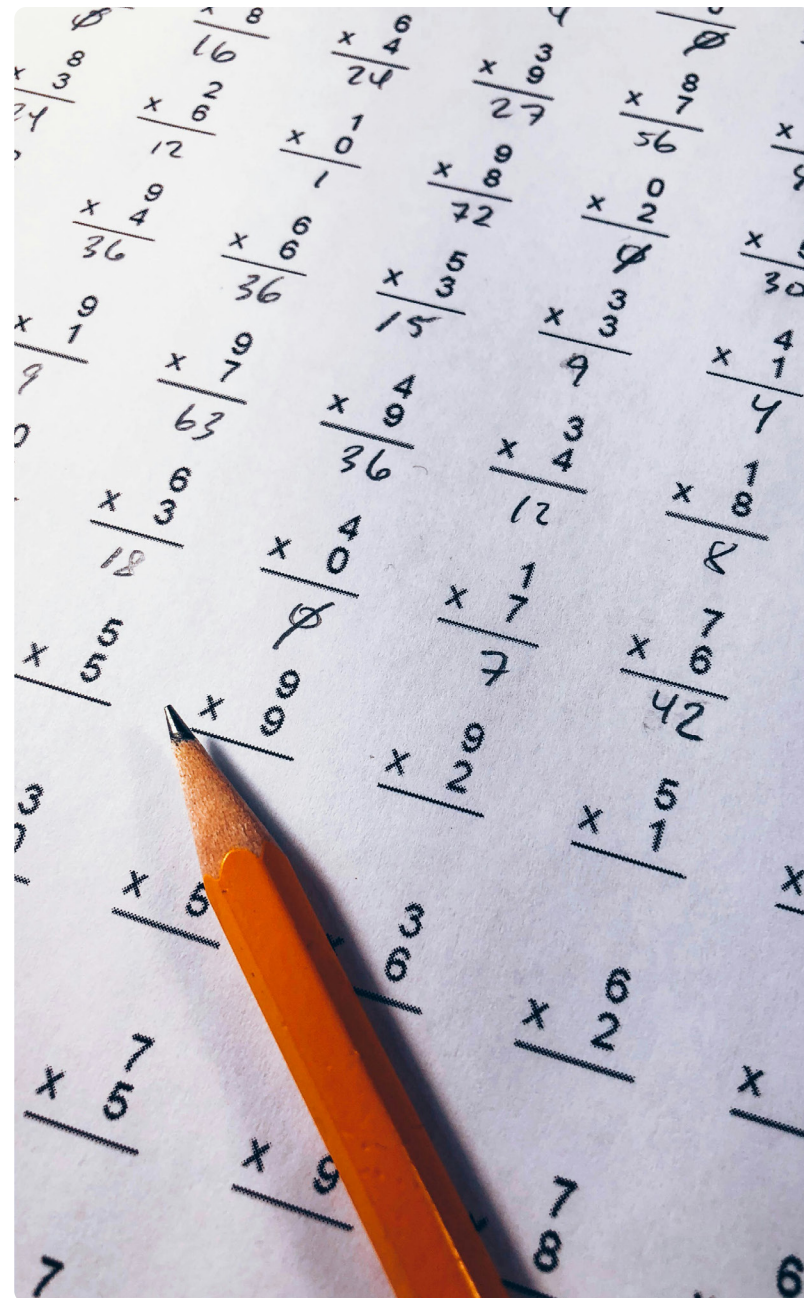Improving Mathematical Problem Solving in Grades 4 Through 8

Assessment Resources

Diploma Exams

Released Diploma Exams

Provincial Achievement Tests

Released Achievement Tests

DIVISION EXPECTATION

In the Fort Vermilion School Division **the expectation is that career path development occurs for all school-age students.**

It is the intentional process of helping students explore, understand, and prepare for future careers starting from an early age. It is not about locking students into a specific job, but rather helping them build awareness, skills, and confidence to make informed choices as they grow.

Career planning should be individualized based on a student's interests, strengths, values and goals to help students make informed decisions and expand their aspirations.

THE KEY COMPONENTS OF CAREER PATH DEVELOPMENT ARE

1. **Career Awareness** (Elementary)
   - Introducing students to a wide range of careers.
   - Encouraging curiosity about different industries and roles.
   - Connecting interests and hobbies to possible future career paths.
   - Start to build soft skills (resiliency, teamwork, problem solving, communication).

2. **Career Exploration** (Junior High)
   - Providing opportunities to research, job-shadow, or interact with professionals.
   - Using myBlueprint to explore strengths, interests, and values.
   - Linking academic subjects to career options.

3. **Career Preparation** (High School)
   - Offering work integrated learning (work experience, internships, RAP) and collegiate programing.
   - Teaching practical skills like resume writing, interviewing, and goal setting.
   - Guiding students in creating academic and career plans.

4. **Career Readiness**
   - Ensuring students leave school with both soft skills (communication, teamwork, problem-solving) and hard skills (technical knowledge, certifications, credentials).
   - Helping students understand post-secondary options: college, apprenticeships, workforce, university, etc.

Career path development is not always a straight path but a lifelong process. It looks different for everybody.

Image Source: CAREERS

Try different CTS courses/options · Try an internship · Finish high school · Work part-time · Choose a post-secondary program · Change programs · Finish program · Take a year off · Go back to school and finish/start a program · Get a job · Work a summer job · Go back to school · Change jobs · Work full-time · Change occupations · Work part-time · Retire

EDGE EXPLORE | Students will become aware of a wide range of careers through exposure and exploration. Students discover themselves by understanding their likes and dislikes, and become familiar with the idea of "work". Hands on learning opportunities and awareness-building resources emphasize the process of exploration over a final destination.

- Encourage thematic career-oriented play.
- Incorporate exploratories/options that are career based and expose students to multiple pathways.
- Let Grow school programming through homework activities.

- Visit Collegiate centers to explore zSpace devices and simulators.
- Explore available lesson plans at ZSpace.com/edu.
- Utilize mobile career crates.
- Utilize External Reference resources list that connects resources to curriculum.

EDGE DEVELOP | Students will develop workplace skills and areas of interest through authentic learning. Students begin to understand opportunities available to them, and connect those opportunities to interests they identified in the explore stage. During this time, students explore and reflect on a variety of experiences to help them plan their next steps.

- Use Let Grow to increased independence opportunities for students.
- Utilize technology (zSpace) to provide students with an immersive and interactive learning experience connected to curriculum and career.

- Intentional design of junior high CTF programming that will promote and teach the skills related to specific career paths.
- Intentional teaching of workplace skills and soft skills that lead to career success.

EDGE GROW | Students will grow knowledge and specific skills for successful career paths. Students continue to set goals and further develop the skills, knowledge and attitudes that increase their readiness to successfully transition beyond high school.

- All grade 7-12 students will use myBlueprint to explore, plan and document career path decisions. This comprehensive resource provides an online tool for students to learn about self-reflection, goal setting and portfolio building.

- Post-secondary courses (dual credit).
- Collegiate programming.
- Classroom instruction needs to make connections between learning and careers.

EDGE EXPERIENCE | Students will experience chosen career paths through work integrated learning. With the involvement of community partners, students develop transferable skills, understand how their personal interests play an important role in exploring careers and reflect on skills they excel at.

- Partnerships with local businesses and industry leaders to provide work integrated learning opportunities for students (work experience, internships, job shadowing, RAP).

- Student Career Profile in MyFVSD - A data collection tool used to plan and track every to track the progression of each grade 9-12 student's career path journey.

ROLES & RESPONSIBILITIES

Supervisor of Learning Services
CAREERS

Overseeing the Careers priority, the Careers Supervisor coordinates and supervises the delivery of programs, services, and supports as they relate to student career path development. Developing partnerships with post-secondary institutions, local industry and licensing agencies to provide course content, develop career pathways and credentials for collegiate programs, also falls under the Supervisor of Careers.

Collegiate Principal

Oversees the collegiate facilities, staff and programming. Develops plans for delivery of collegiate courses and programs. Liaison between post-secondary institutions and FVSD to enroll students in post-secondary opportunities. Supervises the student support students receive while completing post-secondary courses or programs.

Collegiate Administrator of Career Exploration

Develop K-6 career exploration and awareness programming, plus resources, which make connections to Building Futures Collegiate Academies and their corresponding career paths.

District Career Path Principal

Assist and support high school career counselors. Promote and train students, along with staff, in the use of myBlueprint. Organize career events, tours, and post-secondary or industry guest speakers. Arrange work integrated learning experiences for students such as RAP and Internships.

Dual Role: Careers Next Generation

High School Career Counselors

Work alongside each grade 9-12 student to map out a potential career path, supported by high school courses and collegiate programming. Ensure that students have the academic courses necessary to pursue their chosen career path and the requirements for a high school diploma or certificate of achievement.

Career Coaches

Support students on collegiate pathways to ensure successful post secondary program completion.

Facility Trainers

Support individuals accessing the equipment and resources in the collegiate facilities.

Collegiate Instructors

Delivery course content in a specialty/ credentialed pathway.

Classroom Teachers

Make curriculum connections to careers whenever possible in daily classroom instruction. Take advantage of "teachable moments", for example when on fieldtrips have hosts tell their career path story.

IMPLEMENTATION TOOLS & RESOURCES

Internal Resources

Current Year Staff Directory

MyBlueprint Login

Collegiate Highlights

Career Exploration

Career Counselors Almanac

Student Career Profile (MyFVSD.ca)

External Resources

Let Grow

ZSpace

MyBlueprint

FVSD is Building Futures, giving students the employability EDGE by developing skills and confidence in partnership with local industry. These academies are central to our programming. Through Career Initiatives, students develop career pathways as they explore these 12 Collegiate Academies.

Building Futures Collegiate
EDGE for Success

Agriculture
CAREER POSSIBILITIES:

Hydroponic Producer
Farmer / Market Grower
Agronomist / Ag Tech
Agricultural Fieldman
Elevator Operator
Veterinarian / Vet Tech
Livestock/Poultry Producer

Business Services
CAREER POSSIBILITIES:

Office Manager
Administrative Assistant
Accounts Receivable/Payable
Marketing Manager
Banking/Finance Professional
Entrepreneur
Business Owner

Health & Bioscience
CAREER POSSIBILITIES:

Healthcare Aide / Nurse Practitioner
Practical (LPN)/Registered Nurse (RN)
First Responder / EMT
Mental Health Worker
Radiologist / Lab Technician
Occupational/Physical Therapist
Dentist / Dental Hygienist

Natural Resources
CAREER POSSIBILITIES:

General Labourer
Logger
Silviculture
Forester / Forestry Tech
Wood Manufacturing
Wildfire Firefighter
Environmental Scientist

Automotive & Mechanics
CAREER POSSIBILITIES:

Small Engine Mechanic
Automotive Mechanic
Heavy Duty Technician
Auto Body Technician
Shop Hand
Tool & Equipment Salesperson
Business Owner

Construction & Design
CAREER POSSIBILITIES:

Home Builder / Home Inspector
Cabinet Maker / Carpenter
Electrician
Plumber / Heating & Gas
Pipe Fitter / Welder
Architect / Structural Engineer
Business Owner

Hospitality & Tourism
CAREER POSSIBILITIES:

Hotel Manager
Hotel / Motel Owner
Guest Services Manager
Restaurant Manager / Owner
Chef / Pastry Chef
Event Planner
Tour Guide / Travel Agent

Technology & Innovation
CAREER POSSIBILITIES:

Software Engineer / Game Developer
Workplace Information Tech (IT)
Computer Service Technician
Database Analyst
Security Systems Analyst
Instrumentation & Control Tech
Telecommunications Technologist

Aviation & Engineering
CAREER POSSIBILITIES:

Private Pilot
Commercial Pilot
Aircraft Maintenance Engineer
Business Owner
Drone Operator
Crop Sprayer

Creative Arts & Media
CAREER POSSIBILITIES:

Graphic Designer / Art Director
Brand/Marketing Manager
Artist / Illustrator / Photographer
Author / Scriptwriter / Copywriter
Actor / Producer / Director
Reporter / Announcer
TV Camera or A/V Operator

Human Services
CAREER POSSIBILITIES:

Teacher
Educational Assistant
Social Worker
Lawyer
Hairdresser
Esthetician
Makeup Artist

Transportation
CAREER POSSIBILITIES:

Transport Truck Driver
Public Transportation Operator
School Bus Driver
Heavy Equipment Operator
Learners License (Class 7)
Drivers License (Class 5)
MELT Training / Class 1 License

Fort Vermilion School Division

Implementation Model

Implementation Model

Central to this model is the goal of increasing student motivation, engagement and achievement with five action steps. These action steps provide leaders with guidance for leading a school's improvement efforts.

The five action steps include the following:

- **Develop & Implement an Assurance Plan**
- **Support School Staff in Their Roles**
- **Use Data to Make Decisions**
- **Build Leadership Capacity**
- **Allocate Resources**

The steps within this model are **synergistic and interdependent.** For example, when making decisions regarding the allocation of resources, one must also consider **school data.** They are separated here only to provide an initial understanding of what is involved in leading learning.

Improving student outcomes requires the active participation of school staff, administration, parents, community and students. However, it is school leaders who can best lead the charge for improvement. To do this leaders benefit from knowing what actions to take. The FVSD Implementation Guide provides guidance for leading change.

Source: Adapted from Taking Action on Adolescent Literacy, pg. 16
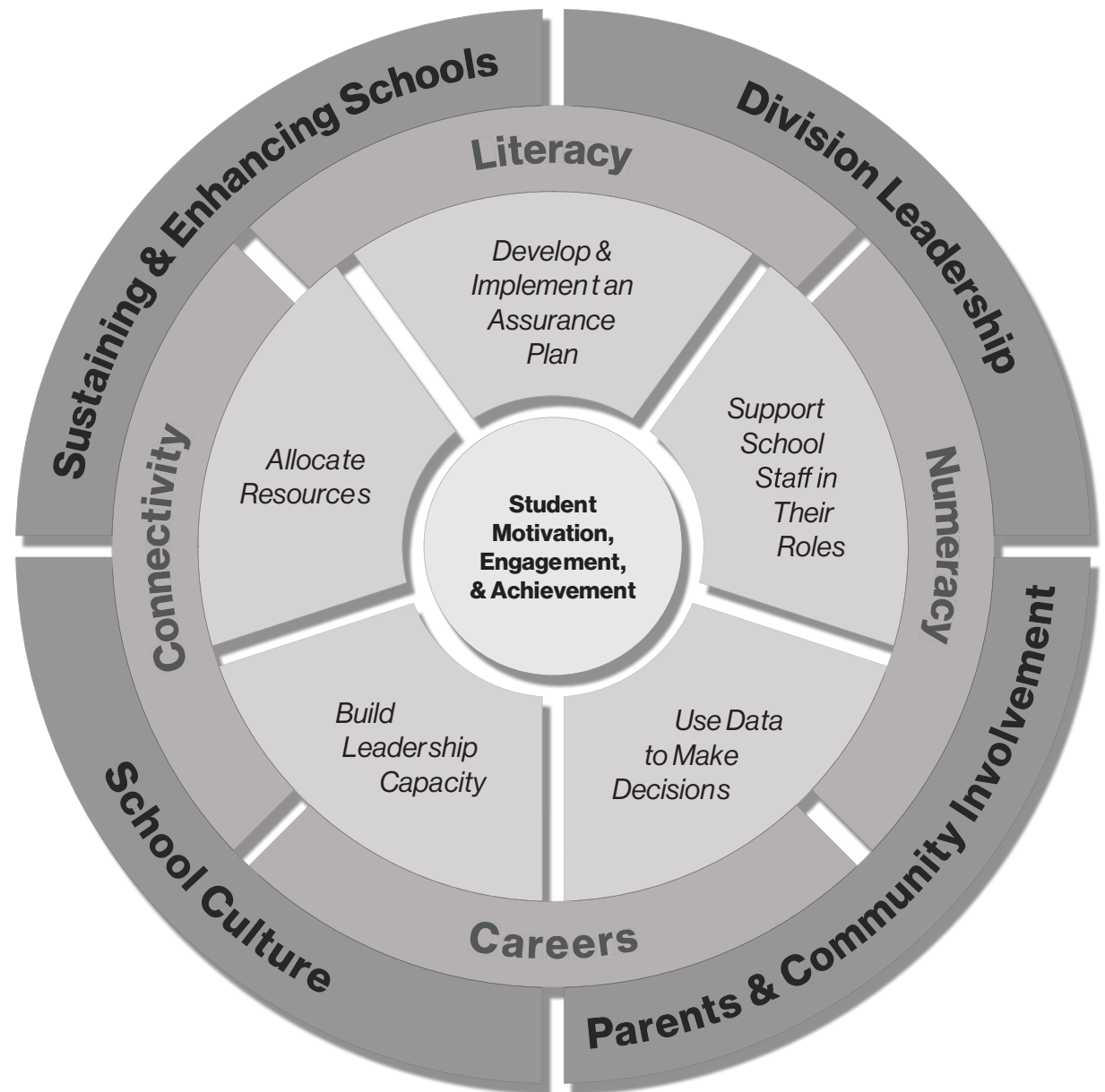
Support School Staff in Their Roles

In what ways and to what extent do we intentionally:

- Motivate, guide and support our staff to reach higher levels of performance and generate and sustain a culture of improvement.
- Create school structures and cultures that encourage staff to move the dial on student motivation, engagement and achievement.

Effective instruction is essential to improving student learning. The role of school leaders is to ensure that all staff have the support and guidance to improve student development, school structures and culture that encourage collaboration, coaching, collegiality, and professional growth can help school staff play their parts.

Division Structures can be utilized in conjunction with school processes to support all staff.

Source: Adapted from Taking Action on Adolescent Literacy, pg. 157

ROLES & RESPONSIBILITIES

Associate Superintendent of Operations

Responsible for leading the Human Resources Department and overseeing operational services, the Associate Superintendent plays a key role in supporting staff and school communities. This includes coordinating recruitment and staffing, staff evaluations and contracts, and leadership development initiatives. Enrollment projections, student teacher field placements, and programs such as the Teachers Degree Program and Masters Professional Development (Leadership) are also supported.

Additional areas of responsibilities include labour negotiations, FOIP, teacher housing, the school calendar, suspensions/expulsions, and matters related to staff conduct. Oversight of athletic programming and services for leadership personnel also fall within this role.

Supervisor of Learning Services TEACHER INDUCTION

Overseeing teacher induction, the Teacher Induction Supervisor coordinates and supervises the delivery of support as it relates to teachers new to Fort Vermilion School Division. Professional learning, facilitation of a new teacher support team per site, on-going support for on-site mentors and mentees, are among the responsibilities that fall under the portfolio of Supervisor of Teacher Induction.

FVSD Support for New Teachers

School Team Monthly Calendar for New Teachers

IMPLEMENTATION TOOLS & RESOURCES

Internal Resources

Evaluation Process Quick Reference Guide

Generative Dialog

PGP Template

CRM

Collaborative Time Documents

Literacy Schedule

Numeracy Schedule

Division Psychologists

Classroom Look Fors / Instructional Walk Through

Job Descriptions

Assistant Principal Development

External Resources

ASEBP

Green Shield

TQS / LQS

Professional Growth, Supervision and Evaluation *(Source: ATA Administrative and Educational Policy)*

GUIDING BELIEFS

We believe that professional development is most effective when done as **timely elbow support and during collaborative time.**

We believe in providing **mental wellness support** for all staff.

Professional growth is built on **personal inquiry.**

Learning from each other with the goal of **collective improvement.**

Instructional leadership **happens in the moment** in classrooms.
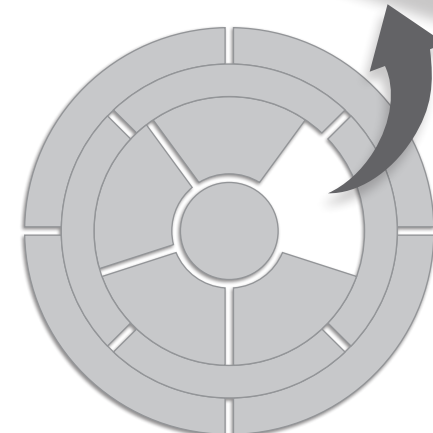
In what ways and to what extent do we collect and analyze data to intentionally move all students?

School leaders create a culture of data-based decision making by modeling productive ways to ask questions, analyzing appropriate data to answer these questions, and establishing structures so that teachers can use the data to provide targeted instructional support and get feedback on the effectiveness of programs.

Too many decisions are based on intuition, preference, tradition or unsubstantiated beliefs. Collecting and analyzing data on student performance provides school leaders with the information they need to make appropriate decisions about placement and determining the required level of support.

Source: Adapted from Taking Action on Adolescent Literacy, pg. 177

2025-2028
Three-Year Education Plan
2023-2024
Annual Education Results Report

May 2025

*Click the image above to review our **Annual Education Results Report** for more information on collected data.*

IMPLEMENTATION TOOLS & RESOURCES

Internal Resources

Common Assessments

Screening Data

Progress Monitoring

Connectivity Survey

Assessment Guidelines

Report Cards

Student Career Profile (MyFVSD.ca)

Power BI Help Documents

Screening & Testing Flowchart

Assurance Plan

FVSD Screening Dates

Attendance Documents

Oral Language Screener

PowerSchool

PowerSchool Log Entry Expectations

Literacy & Numeracy Student Profiles

Staff Meeting Agenda Sample

Communication Plan Template

External Resources

Provincial Assessments

Assurance Measures (Alberta Education)

GUIDING BELIEFS

Operational decision making must be **informed by data.**

Data needs to **inform classroom instructional practices;** screening, progress monitoring and class based assessments are essential.

A variety of data should be considered to assist with student programming (attendance, behavior, connectivity survey, student career profiles, etc).

Data should be **shared, celebrated, and communicated.**
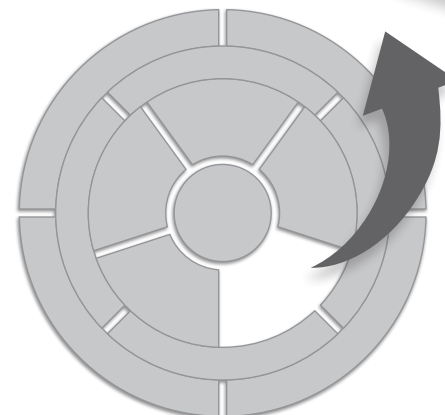
In what ways and to what extent can leaders build leadership capacity through collective efforts and school teams?

Successful school leaders identify the natural abilities, gifts and passions in all staff to mentor them, and empower them in their leadership roles.

The primary task of the principal is to focus the team toward efforts that lead to higher levels of student motivation, engagement and achievement. It is only with the collaborative effort of the school team that this can be accomplished, therefore building leadership capacity must be a priority. Distributing leadership throughout the school community allows for increased knowledge, guidance, and support
for a school improvement effort.

Source: Adapted from Taking Action on Adolescent Literacy, pg. 198

"A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles."

- Alberta Education | Leadership Quality Standard
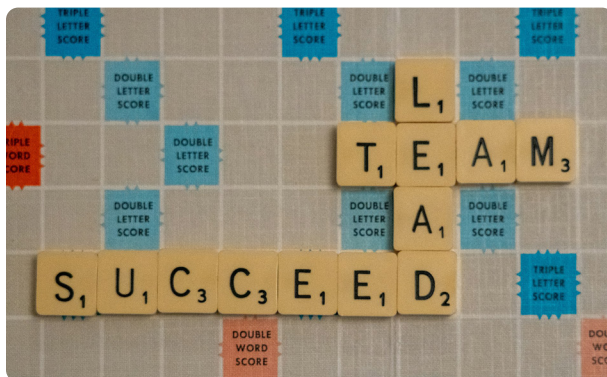
IMPLEMENTATION TOOLS & RESOURCES

Internal Resources

Admin: Week in the Life

Leadership Development Plan/Process

Role of the Principal with the Assistant Principals

Generative Dialog

AP Plan Year 1 & 2

Evaluation Template for Principals

FVSD Content Coaching Model

Teaching & Learning Memo

Leadership Sharepoint

Administrators' Handbook

Role of Inclusive Education Coordinator

Communication Plan

Teacher & EA Roles/ Responsibilities

Admin Almanac

Career Counselors Almanac

Inclusive Education Coordinators Almanac

External Resources

LQS

GUIDING BELIEFS

With delegated authority comes **accountability.**

Leadership is developed over time; it is essential to provide numerous opportunities to explore leadership.

There are many **different roles of leadership** in a school.

A leader is transparent about the **roles and responsibilities** of everyone in the building and making that very clear to all staff.

As **school administrators,** you need to be **working with and alongside school teams.**
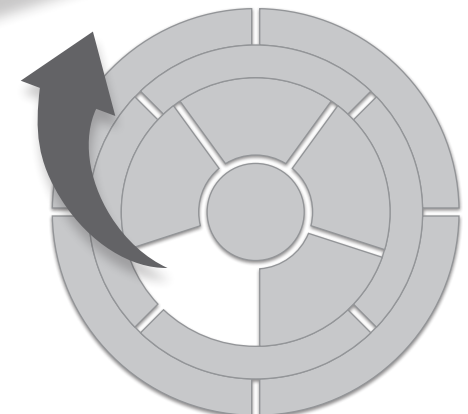
In what ways and to what extent can time, space and personnel be used intentionally to move students?

Leaders who strategically allocate resources such as time, space, personnel, professional learning, technology, funding, and materials are more likely to meet the schools goals. Doing so may involve a reallocation of resources or using resources in different ways than in the past.

School leaders may need to think about resources differently than they have in the past to support improvement efforts. For example:

- Schools need to allocate time for meetings, for collaboration, for professional development, and for coaching and mentoring.
- Space needs to be considered creatively to "make room" for a focus on meeting student needs.
- Personnel decisions are critical to the success of improvement efforts.
- Effective coaches can accomplish much to move student learning.
- Professional development can occur in a variety of formats.

School leaders may have to be creative in utilizing school resources to support the improvement effort.

Source: Adapted from Taking Action on Adolescent Literacy, pg. 218

ROLES & RESPONSIBILITIES

Associate Superintendent of Finance

The Associate Superintendent of Finance is the Chief Financial Officer of the Division, responsible for overseeing all financial operations and ensuring fiscal responsibility. This role involves administrative association with schools, primarily concerning school budgets and related financial matters. Key responsibilities include managing board secretary duties, capital planning and projects, divisional budget preparation and monitoring, divisional services contracts, financial reporting, enrollment projections, First Nations agreements, nominal roll maintenance, labour relations, special grant applications, insurance oversight, and assisting schools and departments with budget preparation and monitoring.

IMPLEMENTATION TOOLS & RESOURCES

Literacy Schedule

Numeracy Schedules

Intervention Schedules

Classroom & School Libraries

Instructional Spaces

Chromebook Acquisition

Division Supported Software

Power BI

Staffing Allocation Documents

Acquisition of Furniture

Technology Allocation Documents

Specialized Learning Services Lending Library

Professional Learning Plan

PGP Template

GUIDING BELIEFS

Resources are to be allocated in a manner which will result in the **greatest impact on student results.**

Human resources and time are the greatest resources we have to move the dial on every child.

Strong leaders are agile thinkers, looking at what they have and what possibilities exist, not what they do not have and can not do.
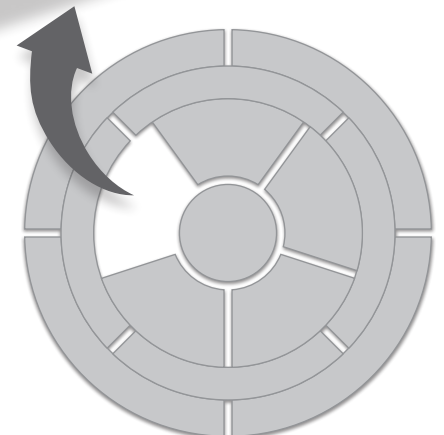
Develop & Implement an Assurance Plan

How does it all fit together?

After review of relevant data and discussion with students, parents, and staff, school leaders create an assurance plan to triage and meet the needs of all learners in the building.

"A plan allows all members of the school community to understand the school's current status, goals for the future, the actions to be taken to reach the goals, who is responsible, and how success will be measured."

An assurance action plan has five key components:

- **Strengthening Evidence Based Practices.**

- **Strategic Interventions and Supports for At-Risk Students.**

- **School Policies, Structures, and Culture for Supporting Student Engagement, Achievement, and Motivation.**

- **Building Leadership Capacity.**

- **Staff Professional Development.**

Using a data driven plan to monitor the program is important to ensure that the assurance plan is effective. Data needs to be used in both the creation and refinement of the assurance plan.

Source: Adapted from Taking Action on Adolescent Literacy, pg. 142

IMPLEMENTATION TOOLS & RESOURCES

Assurance Plan Template

Assurance Plan Process/Calendar

Staff Meeting Agenda

Guidelines for Developing Assurance Plans (Alberta Education)

Administrators' Handbook

Division Documents

3-Year Annual Education Plan & Results Report

Sample Assurance Plan

GUIDING BELIEFS

Assurance Plan is **laser focused on the priorities.**

Assurance Plan is **communicated to all stakeholders** to ensure that everyone is moving towards the common goals.

Assurance Plans are active documents which can be modified and refined.