BOARD REPORT

Inclusive Learning and Student Well-Being

Cora-Leah Schmitt
Director, Inclusive Learning & Student Well-Being
Foothills School Division

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STRATEGIC PLAN

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

ADMINISTRATIVE PROCEDURE #213

Foothills SCHOOL DIVISION

Assure that a support space is established in each school under the supervision of a Learning Coach

Support space means a school-based space, or spaces, that are accessible to students as needed throughout their day. This space/These spaces will be staffed by school-based staff in such a way as to meet both the socio-emotional and learning needs of individuals and small groups of students, at various points in the school day. Parents will be made aware that students may receive programming in these spaces as part of their day via their ILP, BSP or other communications.

School Planning Document

School Support Team

Who?

Role?

Support Spaces

Who can access?

Who can be accessed?

Multiple areas within each space for various purposes?

Collaborative Response Team

Who?

Role?

When?

Indicators of success?



Proactive Strategies

What?

When?

For who?

By whom?

In what spaces?

Continuum of Supports

Additions?

Refinements?

Deletions?

In relation to School Support Plan?

Examples



FAA LEARNING

Foothills SCHOOL DIVISION

Deepening an understanding of inclusive practices in schools and building a robust continuum of supports

OVERVIEW FAA 2026-2027

Sept	Oct	Nov	Jan	Feb	March	April	May
Overview	Culture of Belonging	Supporting Safety and Connection	Shared Leadership	Supporting Challenging Behaviours	Support for All	Alternative Supports	Parents as Parnters
What do you believe? Examination of what we believe about students, belonging, learning and success for all	**School Culture** Explore the eight essential conditions for a relationship-based approach	**Connect!** Develop a deeper understanding of divisional supports that provide connection and support in difficult situations (CSTAG, SIVA, PSB) through scenarios.	**Where are you at?** Revisit School Planning from June, 2026 How do the roles of the Learning Coach and FSLC support?	**When? How?** Analyze the best approach to a school-wide progressive behaviour support plan, suspensions, and consequences through a trauma-informed lens.	**Assessments and Interventions** Explore the link between assessments and interventions through a trauma-informed lens.	**Divisional Supports and Programs** Learn more about what is available in the division and who/when to refer.	**Communication is key** Explore ways to mitigate difficult situations with parents through early, clear communication
Evidentiary Practice Create a Belief Statement How would people see this alive in your school?	**Evidentiary Practice** Prepare to share one piece of evidence from each of the eight principles evident in your work as a school leader.	**Evidentiary Practice** What divisional support did you reach out? For what reason? What happened? What impact did this support have?	**Evidentiary Practice** What is your internal process for identifying students who need support? Who brings forward these students? Who participates in your CRM? What is your tracking system for these meetings? Follow up?	**Evidentiary Practice** What does your progressive discipline plan look like? Who is it shared with? How is it shared? What evidence is there of trauma-informed practice in your plan?	**Evidentiary Practice** Provide concrete examples of how assessments at your school are trauma informed. Provide concrete examples of trauma informed interventions.	**Evidentiary Practice** Share a case study of a student you referred to a divisional support, the process you went through, and the result as well as where the student is now.	

COMPLEXITY TEAMS



GOALS

Increase student success and engagement

Build teacher understanding and skills to support complex learning and behaviour needs

Support inclusive classrooms

Provide timely targeted and evidence-informed interventions before situations become a crisis

Reduce barriers to learning while supporting students in their least restrictive environment





GUIDING PRINCIPLES

RELATIONSHIPS are the foundation of effective support

Interventions are preventative before they are reactive

Classroom teachers remain the primary instructional leaders

Student voice and family partnership are valued

Decisions are based on data

Supports are flexible and responsive to changing student needs



TEAM COMPOSITION

2 Teams

Each team comprised of:

1.0 FTE Teacher

1.0 FTE Educational Assistant

1.0 FTE Behaviour Specialist/Strategist

Delivery Framework - Universal

Goal: To strengthen classroom practices for ALL students

Services:

Classroom observation
Co-planning with Teachers
Environmental adaptations
UDL
Positive Behaviour Supports
Regulation Strategies
Executive Functioning Supports

Examples:

Creating and using visual supports
Behaviour strategy coaching
Establishing routines and structures



Delivery Framework - Targeted

Goal: Support students who require additional assistance beyond universal supports

Services:

Behaviour coaching
Executive funtioning supports
Check-ins/Check-outs
Organizational skills



Examples:

Goal setting with a student
Specific visual supports for a student
Coaching around using strategies

Delivery Framework - Individualized

Goal: Provide and coordinate comprehensive supports for students with the highest level of need

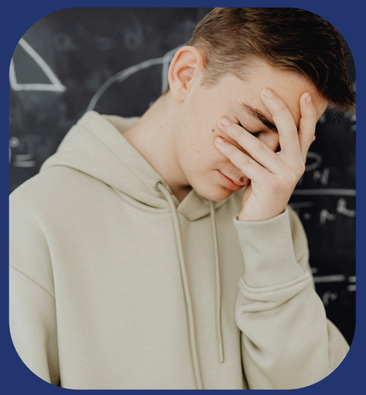
Services:

Support with WISE plan development and implementation

Support with BSP development and implementation

Safety Planning

Crisis prevention planning



Examples:

Support with consistent implementation of plans across various environments

Teach specific descalation strategies to student and help teachers support their use

What we....

Do	Do Not Do
Coach teachers	Replace classroom teachers
Teach, practice and reinforce effective strategies for students to be successful	Take over classroom management
Support inclusive practices	Work in isolation
Build intervention plans	Remove students as first response
Collect data	Serve only as a crisis team





Data, Data, Data

Data Collection

- Increased classroom participation
- Reduced office discipline referrals
- Reduced classroom removals
- Improved student self-regulation
- Increased teacher confidence and capacity
- Improved academic engagement
- Improved attendance

Supports



Complexity Team is embedded at a school for 35-42 days

Complexity Team moves to next school At least one member of the team continues to visit previous school for next round

Complexity Team continues to be available to previous schools for EMERGENT situations

Specialized Settings



CHOICES



ELEVATE

A VISION THAT TRANSFERS

ENGAGEMENT

SUCCESS

EDUCATION
AT THE CENTRE
OF A FLOURISHING
COMMUNITY

SUPPORT

Foothills
SCHOOL DIVISION