



ADCS Compass 2025/26

Staff Handbook

Welcome to a New Year

Dear Staff,

As you turn the pages of this handbook, you are not just reviewing policies and procedures; you are embarking on a journey through the philosophy and heartbeat of our school. At the core of our educational practice is a steadfast commitment to a growth mindset. We believe that both students and staff have the capacity to learn continuously and excel through perseverance, resilience, and a passion for discovery.

Our school is deeply rooted in the culture and heritage of our community. We respect and celebrate the rich histories and diverse backgrounds that each member brings to our school family. This celebration is reflected in our curriculum, our teaching methods, and our daily interactions. We strive to create an environment where every student feels valued, understood, and connected to their heritage while being empowered to thrive in a global society.

Our guiding principle in every decision we make is, "Is this best for our students?" This question is the lens through which we assess all aspects of school life, from curriculum choices to classroom environments, and from staff development to student support services. It ensures that our actions are always aligned with the best interests of the students we are privileged to educate.

As you navigate your role within our school, remember that you are a crucial part of a collaborative, supportive, and dynamic learning community. Your dedication, expertise, and compassion are key to fostering an atmosphere where every student can succeed and every staff member can grow professionally.

Thank you for your commitment to our students and to continuing your own journey of learning and growth. Together, we will continue to build a school that not only educates but also inspires and uplifts the entire community.

Parkland Procedures/Plans & ADCS Development Plan

As part of the Parkland School Division (PSD) team, we are committed to adhering to the policies and procedures established by PSD. It is essential to reference our administrative procedures whenever possible, as they guide our practices in several key areas: administrative policy and legislation, instruction and assessment, organization and culture, personnel and employment, business and finance, communication and technology, health and safety, transportation, and facilities. These [Administrative Procedures](#) help us understand the broader context of our operations, in conjunction with the [Parkland Education Plan 2024-2027](#). Additionally, reviewing the [ADCS Development Plan for 2025/26](#) is crucial, as it outlines the key objectives and goals we aim to achieve this year at our school. Familiarizing yourself with these documents will ensure that you are well informed and aligned with our collective mission and vision.

MyPath North Program Overview

The MyPath North program is designed to enrich the educational framework at Athabasca Delta Community School (ADCS) by incorporating Indigenous perspectives into core subjects such as Physical Education, Health and Wellness, Art, and Music. The program also envisions a transition to a community-run school, empowering local community members to take an active role in shaping the educational journey of our students. This initiative is driven by a commitment to academic excellence and deepening community involvement, responding to the expressed needs of staff, Elders, and students for stronger community connections and a culturally enriching educational experience.

Program Structure:

- **Morning Sessions:** Focus on Core Academic courses along with Cultural Language instruction.
- **Afternoon Sessions:** Offer a spectrum of educational pathways catering to the diverse interests and holistic development of students.

Educational Pathways:

- **STEM and Coding:**
 - Provides students with the opportunity to explore cutting-edge STEM fields, specifically in robotics and 3D printing, developing technical skills aligned with future industry demands.
- **Outdoor Ed:**
 - Implements an outdoor classroom in the school's backyard, offering an immersive learning environment. Elders, knowledge keepers, and certified outdoor education staff will facilitate this unique space, enhancing experiential learning opportunities.
- **Cultural Activities:**
 - Allows students to explore their cultural heritage, including Dene, Cree, and Métis traditions, through cultural art, crafts, cooking, dancing. This pathway nurtures creativity while fostering a deep connection to ancestral practices.
- **Writers' Workshop:**
 - Focuses on Engaging students in building writing strategies and skills in a scaffolded and meaningful process where every child can be successful.
- **Art:**
 - Offers students a platform to express themselves through cultural art, drama, and storytelling. The pathway incorporates a variety of mediums, inspired by traditional methods used by the Dene, Cree, and Métis communities, providing a rich exploration of cultural expression.
- **PE and Wellness:**

- students are supported on their journey to achieve well-being as they learn about active living, movement skill development, growth and development, safety, nutrition, personal development, mental health, human reproduction, puberty, healthy relationships, and financial literacy.
- **Aboriginal Studies:**
 - This pathway is currently for Junior and High School students. This pathway is instructed by our Cree Teacher where perspectives will shift thinking, understanding and knowledge of Aboriginal people, the issues and challenges they face and the contributions they have made to society.

Benefits:

- **Cultural Enrichment:**
 - Students will experience profound cultural enrichment, gaining a deeper understanding and appreciation for Indigenous cultures. Indigenous students, in particular, will cultivate a sense of pride and connection to their heritage through engaging activities led by community members and supported by dedicated teachers.
- **Holistic Well-being:**
 - The program contributes significantly to the holistic health and well-being of students, fostering a positive and supportive school culture. By emphasizing cultural teachings related to physical and mental health, it promotes a more holistic approach to education.
- **Community Empowerment:**
 - The transition to a community-run school empowers local community members to actively participate in shaping the educational experience. This collaborative model enhances community ownership and responsibility, making the school a hub where students and the community converge to learn, teach, and grow together.

MyPath North represents a progressive step toward an inclusive, culturally rich, and engaging educational environment that benefits not only the students but also the broader community of Fort Chipewyan.

Effective Meetings: A Foundation for Collaboration and Progress

Meetings within our school are essential forums for collaboration, designed to be safe spaces where we can openly discuss the next steps for our students' development and tackle any challenges we face as a team. These gatherings are structured to foster a constructive dialogue about what is working, what isn't, and how we can collectively move forward in the best interest of our students.

To maximize the effectiveness of our meetings, we encourage everyone to adopt a "yes, and" attitude. This approach is about affirming and building on each other's ideas, ensuring that each suggestion is considered and that everyone's voice is heard. When you come to a meeting, bring not only your challenges but also your suggestions. Even if you do not have a ready solution, your perspective is valuable and can contribute to developing a positive path forward.

It's vital that we approach these discussions with an open mind and a commitment to drive positive change. Our goal is always to move forward together, using these meetings as a stepping stone to enhance our practices and strategies in dealing with the complexities of education. This collaborative and growth-oriented mindset is crucial as it helps each of us, and our students, to navigate challenges in a constructive manner.

Additionally, our meetings will include time for clarification of procedures and policies. To ensure these discussions are productive, it is important that all staff members read the emails sent out prior to the meetings. These communications provide essential information that will be the basis for any clarifications needed during our meetings. Being well-prepared allows you to engage more effectively and contribute meaningfully to the discussions, helping to ensure that everyone leaves with a clear understanding of the topics covered.

By coming prepared and participating actively, you help create a dynamic environment where we can all contribute to shaping a positive educational journey for our students. Let us use these meetings not just to address immediate needs, but to reinforce the supportive, innovative culture that defines our school.

Effective Email Communication

In our fast-paced educational environment, clear and efficient communication is crucial. Email is a primary tool for our day-to-day communication with staff, allowing us to disseminate information quickly and efficiently. It is imperative that all staff members check their email accounts regularly to stay updated and responsive to the needs of our school community.

We expect that each staff member checks their email at least once in the morning and once in the afternoon. This routine ensures that you are up-to-date with all school communications, including updates, reminders, and requests, and can respond appropriately to any urgent needs that may arise during the school day.

Timeliness in responding to emails is equally important. Prompt responses help maintain a smooth workflow and prevent bottlenecks in school operations. When replying, please ensure your responses are thoughtful and contribute effectively to the matter at hand. This not only aids in resolving issues more quickly but also supports the overall productivity and harmony of our team.

Clear communication is a cornerstone of our school's success. By committing to check your emails regularly and responding in a timely manner, you help uphold the integrity of our communication processes. This commitment is essential to our collaborative environment and helps ensure that our school functions smoothly and efficiently for everyone involved.

Let us all strive to communicate in ways that reflect our dedication to professionalism and respect for the time and efforts of our colleagues.

Utilizing the School Landing Page

The administration cannot stress enough the importance of regularly checking the school landing page, especially at the beginning of each week. This digital platform serves as a central hub for critical information that will guide your week ahead at our school.

The [landing page](#) contains essential updates and announcements, including:

- Weekly Overview: Highlights of the week, including any special events or important dates to remember.
- Updates to Schedules: Any changes from the usual schedule including adjustments to class times or extracurricular activities.
- Supervision Schedule: Details who is on duty for student supervision, ensuring safety and structure during breaks and transitions.
- IEL Tips and Tricks: Innovative strategies and insights to enhance your teaching practice and student engagement.
- F&P Target Instruction Levels: Updated targets for reading and writing to help tailor your instructional strategies to meet student needs effectively.
- MyPath Groups: Information on group arrangements for personalized learning paths, ensuring that all students receive instruction that best suits their learning pace and style.
- Help Desk Sites: Quick access to technical support and resources to assist with educational technology and platforms.

The landing page acts as our roadmap for the week, outlining where we have been and where we are headed. By consistently consulting this page, you will be well-prepared for the week's activities and responsibilities. It sets the tone for our collective efforts and ensures that every staff member is informed, aligned, and ready to make the most out of the week.

Please make it a habit to utilize the landing page as your primary source for all weekly updates. This will keep you well informed and engaged with our ongoing school activities and administrative communications. By staying updated through the landing page, you contribute to our cohesive team environment and help ensure that our school operates smoothly and effectively for everyone involved, when the landing page is updated you will get an email notification.

Student Coaching (Correction)

Discipline within our school is fundamentally about transforming moments of dysregulation into opportunities for regulation and positive growth. The primary goal is not to punish but to guide students from a state of disruption back to a state of calm and readiness to learn. This approach emphasizes understanding the underlying causes of behaviours rather than merely addressing the symptoms. By focusing on strategies that help students develop self-regulation skills, we create a supportive environment that fosters resilience and emotional awareness. Our disciplinary measures are designed to teach and reinforce these skills, ensuring that discipline is a constructive process that helps students learn to manage their emotions and actions in a healthy, productive manner. This philosophy supports our broader educational mission: to equip students not just with academic knowledge, but with the emotional and social tools they need to succeed both in school and in life. A true win for us all as educators is having a student be able to return to the classroom and be their very best.

Phase 1 - Procedure for Staff: Assisting a Deregulated Student

1. **Stay calm and composed:** When encountering a deregulated student, it's crucial for staff members to remain calm themselves. This helps create a conducive environment for managing the student's emotions.
2. **Ensure student safety:** Prioritize the safety of the student and those around them. Remove any potential hazards or distractions from the immediate environment, ensuring a safe space for the student to regain control.
3. **Validate the student's feelings:** Acknowledge and validate the student's emotions, emphasizing that their feelings are understood and valid. Use empathetic statements to show understanding and empathy, e.g., "I can see that you're feeling upset/frustrated/angry."
4. **Practice active listening:** Engage in active listening to demonstrate support and understanding. Maintain eye contact, nod to indicate comprehension, and ask open-ended questions to encourage the student to express their thoughts and emotions.
5. **Teach and encourage breathing exercises:** Introduce simple breathing exercises to help the student regulate their emotions. Instruct them to take slow, deep breaths in through the nose and exhale slowly through the mouth. Encourage them to focus on their breath and count each inhale and exhale.
6. **Offer a distraction:** Provide the student with a distracting activity or task they enjoy, such as coloring, drawing, or solving puzzles. This diversion can help redirect their focus away from the triggering situation.
7. **Utilize visual aids:** Display calming posters or visual schedules in the classroom as visual aids. These tools can assist the student in understanding the steps necessary to calm down and give them a sense of control over their emotions.

8. Encourage self-expression: Allow the student to express their feelings through writing, drawing, or talking. Provide a safe outlet for their emotions to help them process their thoughts and feelings effectively.
9. Implement relaxation techniques: Familiarize yourself with relaxation techniques like progressive muscle relaxation or guided imagery. Provide resources such as pre-recorded audio or scripts to guide the student through these exercises.
10. Escalation to Administration: If the teacher is unable to resolve the deregulation or if the situation escalates, it is appropriate to involve the administration. Contact administration via phone or email, providing a clear description of the deregulation and the strategies used thus far.

Note: Before sending a student to administration, ensure that relevant context is provided to prevent a student from being sent without any explanation of their deregulated state.

Phase 2 - Redirecting the student to Administration

When a student's deregulation cannot be resolved within the classroom, it is essential to involve the administration to provide additional support. Here is an overview of what the administration will do to assist the deregulated student:

1. Initial notification and assessment: Once the administration receives a call or email regarding a deregulated student, they will promptly acknowledge the communication and carefully review the information provided. They will assess the severity and urgency of the situation to determine the appropriate course of action.
2. Regulate the Student: The administration will continue to assist in regulating the student's emotions so that they can successfully return to the classroom environment. The administration will provide ongoing support and guidance to ensure a smooth transition back to class, please look for an email about the next steps.
3. Communication with staff: The administration will communicate the support plan to the staff members involved with the student. They will share relevant details, strategies, and any modifications to classroom practices or routines. Clear instructions will be provided to ensure consistency in implementing the plan across all staff members.
4. Communication with parents: Administration will maintain open lines of communication with the student's parent(s) or guardian(s), providing updates on the student's progress, discussing the support plan, and seeking input or feedback from the family.

When the student returns to class, review the email sent from the administration. This email will contain information on the actions taken by the administration and outline the next steps for all staff members involved with the student. Follow the guidance provided in the email to maintain consistency and support for the student's well-being.

Phase Three: Next Steps for Supporting the Deregulated Student

Moving forward, here are the next steps for providing continued support to the deregulated student:

1. **Ongoing monitoring and assessment:** The administration will continuously monitor the student's progress and the effectiveness of the support plan. Regular check-ins with staff members will occur to discuss any adjustments or modifications needed to meet the student's needs better.
2. **Collaboration with the school counsellor or psychologist:** The administration will collaborate with the school counsellor or psychologist to provide additional support and expertise in addressing the student's deregulation. Together, they will develop an individualized support plan tailored to the student's specific needs.
3. **Consultation with staff:** The administration will request a meeting or consultation with the staff members involved in managing the deregulated student. This discussion will allow the administration to gather more details about the situation, understand the strategies implemented, and identify any patterns or triggers for the student's deregulation.
4. **Collaboration with external resources:** If necessary, the administration may collaborate with external resources such as external counsellors, therapists, or specialized services to provide additional support to the deregulated student. This may involve referral processes or coordination with external professionals to ensure a holistic approach to the student's well-being.
5. **Parent/guardian involvement:** The administration will maintain open lines of communication with the student's parent(s) or guardian(s). They will provide updates on the student's progress, discuss the support plan, and seek input or feedback from the family. Parent/guardian involvement is crucial for a comprehensive and coordinated approach to supporting the student.
6. **Individualized support plan:** Based on the gathered information and collaboration with staff and mental health professionals, the administration will develop an individualized support plan for the student. This plan will outline specific strategies, interventions, and accommodations to address the student's deregulation and promote their well-being.
7. **Training and professional development:** The administration may organize training sessions or professional development opportunities for staff to enhance their understanding of deregulated students and learn effective strategies for managing their emotions. This training aims to equip staff with the necessary tools and knowledge to create a supportive environment.
8. **Continued support and follow-up:** The administration will ensure that ongoing support is provided to the deregulated student. They will conduct periodic reviews of the support plan, reassess its effectiveness, and make any necessary adjustments. The administration will remain involved and available to address any emerging needs or concerns related to the student's emotional well-being.

By implementing Phase Three, the administration aims to provide sustained support to the deregulated student, promoting their emotional regulation, academic success, and overall well-being. Thank you for your dedication and commitment to the well-being of our students. Together, we can make a positive difference in their lives.

When the student returns to class, review the email sent to the administration. This email will contain information on the actions taken by the administration and outline the next steps for all staff members involved with the student. Follow the guidance provided in the email to maintain consistency and support for the student's well-being.

Schedule

Kindergarten - Grade 6

Bell Times	Breaks and Periods
8:00	Office Opens
8:00-8:30	Breakfast Club
8:30 - 8:40	Morning Announcements
8:40-9:25	Period 1
9:25-10:10	Period 2
10:10-10:25	Recess
10:30-11:15	Period 3
11:15- 12:00	Period 4
12:00 - 12:40	Period 5
12:40 - 1:15	Lunch and Recess
1:15 - 2:10	MyPath
2:10 - 3:09	MyPath
3:09	Dismissal
4:00	Office closes

Grade 7- Grade 12

8:00	Office Opens
8:00 - 8:30	Breakfast Club
8:30 - 8:40	Morning Announcements
8:40 - 9:25	Period 1
9:25 - 10:00	Period 2
10:00 - 10:10	Break
10:10 - 10:55	Period 3
10:55 - 11:40	Period 4
11:40 - 12:25	Period 5
12:25 - 1:15	Lunch and Break
1:15 - 2:10	Period 6
2:10- 3:09	Period 7
3:09	Dismissal
4:00	Office closes

Staff Expectations for arrival and leaving the building are that you are in the building 15 min before morning announcements start which means 8:15 and 15 minutes after school is dismissed which means 3:24. If you have extenuating circumstances you must advise admin,

Our school schedule is designed with flexibility in mind, recognizing that the needs of our students and the dynamics of teaching can evolve over the course of the year. This adaptive approach ensures that our educational delivery remains responsive to student feedback, pedagogical innovations, and the changing circumstances within our school community. As we progress through the academic year, we may adjust timings, swap class periods, or even introduce new activities and learning modules to better serve our students' interests and educational requirements. These changes are made thoughtfully, considering the impact on both learning outcomes and the daily experience of students and staff. By remaining open to evolving our schedule, we commit to providing an educational environment that is not only structured and consistent but also dynamic and attuned to fostering the best possible outcomes for all learners.

Supervision

Supervision is a critical component of our daily operations, ensuring the safety and well-being of our students. Each staff member's commitment to their assigned supervision duties is vital in maintaining a secure environment at our school. It is imperative that everyone understands the significance of these responsibilities and approaches them with the utmost diligence and care.

In the event of any incident during supervision, it is essential to report the details to the administration promptly. Use the walkie-talkie to communicate with the administration so we can go out and support you. This not only helps in addressing the specific issue but also assists in preventing future occurrences and enhances our overall safety procedures.

Remember, supervision is a team effort. Each of us plays a key role in creating a safe and welcoming environment for our students. If you are unable to fulfill your supervision duties due to illness or any other reason, it is your responsibility to ensure that your supervision is covered. Please coordinate with your colleagues to arrange for a substitute to handle your duties during your absence. This ensures that there is no gap in our supervision coverage and that our school remains a safe space for all students at all times.

By working together and supporting each other in these efforts, we reinforce the importance of community and collective responsibility within our school. Let's continue to prioritize the safety of our students and uphold the high standards of care and vigilance that define our learning environment. [Supervision Schedule.](#)

Safety Procedure

Safety is of utmost importance in our school community. In any situation, it is crucial to remain calm and prioritize the safety of our students. Consistency and collaboration are key; all staff members need to stay on the same page and adhere to the emergency response procedures outlined in our flip chart. **[This essential document](#) should be posted in every classroom for quick reference.**

To ensure a comprehensive understanding of our emergency protocols, it is important for you to be familiar with the following procedures:

- **Room Clear**
- **Evacuation**
- **Hold and Secure**
- **Lockdown**

Each section in the emergency response flip chart will detail your role during these situations, identify who is authorized to initiate these responses, and outline the responsibilities you must undertake during an emergency. Reviewing these procedures before any drill is vital to ensure that we follow the protocols correctly, thereby safeguarding the well-being of everyone in the school. By being well-prepared and informed, we can create a safe and secure environment for our students and staff.

Offsite Activities Guidelines

Offsite activities provide valuable learning experiences for our students, but they require careful planning and coordination. The following guidelines are in place to ensure the safety and well-being of all participants while maintaining clear communication with the administration. ([AP 280](#))

Approval Process:

- **Notification and Approval:** Before planning any offsite activity, notify the administration by sending an email to Tammie for approval. Ensure you CC the rest of the administration team, including Will, on the email. The email should include the following details:
 - Date and time of the activity.
 - Location of the activity.
 - Duration of the activity.

Planning for Non-Attending Students:

- **Alternative Arrangements:** Develop a plan for students who are unable to attend the activity due to incapacity or lateness. This plan should include:
 - Supervision and educational activities for students remaining at the school.
 - A clear procedure for managing students who arrive late and miss the departure for the offsite activity.

Risk Assessment:

- **Safety Planning:** Conduct a thorough risk assessment for the proposed activity. The assessment should identify potential hazards, outline safety measures, and ensure that all participants understand their roles in maintaining safety during the event. Please Look at [PSD Schedule 280A](#)

Transportation:

- **Logistics:** Ensure that transportation arrangements are secure and suitable for the number of students attending the activity. Confirm that all vehicles meet safety standards and that there are enough seats for each participant. Coordination with the transportation department should be finalized well in advance of the activity.

Dress Code and Preparation:

- **Appropriate Attire:** It is crucial that students are dressed appropriately for the activity. Consider the weather, terrain, and nature of the event. Remind students and caregivers in advance about the necessary clothing and equipment. Ensure that staff members check that students are properly dressed before departure.

By adhering to these guidelines, offsite activities can be conducted smoothly, safely, and with the necessary administrative support. Proper preparation and communication are key to ensuring a successful experience for all involved.

Student Incident Reporting Guidelines

When a student incident occurs, it is critical to follow the proper procedures to ensure the safety and well-being of the student involved, maintain clear communication with parents, and document the incident accurately. The following steps must be adhered to by all staff members.

Immediate Notification:

- **Inform Administration:** As soon as an incident occurs, notify the administration immediately. Prompt communication is essential to address the situation effectively and provide the necessary support.

Parent Communication:

- **Contact Parents:** It is important to inform the parents or guardians about the incident as soon as possible. This helps maintain open communication and trust with the families. Clear, honest, and timely communication is vital to ensuring that parents feel involved and reassured. Please advise admin if you need us to make this call.

Incident Report:

- **Documentation:** Staff members involved in or witnessing the incident must fill out an [Incident Report form](#). This report should include detailed and accurate information about the incident, including the time, location, individuals involved, and any actions taken.
- **Submission:** Once completed, the Incident Report should be submitted to the principal without delay. The principal will review the report and ensure that it is sent to the head office, where it will be kept on file.
- **Respecting the Process:** Adherence to this process is crucial. These records are important for maintaining a clear and consistent account of incidents and ensuring that all necessary follow-up actions are taken.

By following these guidelines, we can ensure that student incidents are managed responsibly, with the appropriate communication and documentation, fostering a safe and supportive environment for all students.

Communication with Parents and Caregivers

Effective communication with parents and caregivers is essential for building strong partnerships that support student success. Below is a suggested approach to maintaining regular and positive communication throughout the school year:

Communication Timeline with Parents and Caregivers

- **Before School Begins: Initial Email Letter Home**
 - Send a welcome email introducing yourself.
 - Outline goals for the year and key classroom information.
 - Invite parents/caregivers to reach out with any questions or concerns.
- **First Two Weeks of School: Check-In**
 - Send a brief email or make a phone call to each parent/caregiver.
 - Share positive observations about the student's start to the year.
 - Highlight specific strengths or successes.
- **Monthly: Positive Phone Calls**
 - Make a phone call to each parent/caregiver.
 - Focus on acknowledging the student's achievements, positive behaviors, or improvements.
 - Keep the conversation positive and supportive.
- **Ongoing: Communication Challenges**
 - If unable to reach a parent/caregiver after multiple attempts:
 - Document dates and methods of attempted contact.
 - Inform school administration for assistance or further guidance.
- **Throughout the School Year: Engage Parents as Allies**
 - Regularly communicate positive updates and involve parents in their child's education.
 - Encourage collaboration and open communication to build strong relationships.

Initial Email: Welcome Letter

Before the school year begins, send a warm welcome email to parents and caregivers. This letter should introduce yourself, outline your goals for the year, and provide key information about what they can expect in terms of communication. Here's a template you can use:

EXAMPLE

Subject: Welcome to [Grade/Class Name]! Excited for the Year Ahead!

Dear Parents and Caregivers,

I am thrilled to welcome your child to [Grade/Class Name] this year! My name is [Your Name], and I will be your child's teacher. I'm looking forward to a wonderful year of learning, growth, and fun.

In this email, you will find important information about our class schedule, expectations, and how I plan to keep in touch with you throughout the year.

Please feel free to reach out to me anytime with questions or concerns. I believe that open communication is key to a successful year, and I look forward to working together to support your child's learning journey.

Thank you for entrusting me with your child's education. It's going to be a great year!

Best regards,
[Your Name]
[Your Contact Information]

Two-Week Check-In

After the first two weeks of school, send a brief email or make a phone call to share positive observations about the student's start to the year. Highlight specific strengths or successes to reassure parents that their child is settling in well.

EXAMPLE

Subject: Checking In - Great Start to the School Year!

Dear [Parent/Caregiver Name],

I wanted to take a moment to check in and let you know how [Student's Name] is doing in class. It's been a fantastic start to the year, and I'm pleased to share that [Student's Name] is already showing great [specific positive behavior/academic skill].

Please let me know if you have any questions or concerns. I'm here to support both you and [Student's Name] in any way I can.

Looking forward to continuing this great progress!

Best regards,
[Your Name]

Monthly Positive Phone Calls

Commit to making a positive phone call to each student's parents or caregivers once a month. These calls should focus on acknowledging the student's achievements, positive behaviours, or improvements. This consistent communication helps to build trust and keeps parents engaged in their child's education.

Phone Call Template:

"Hello [Parent/Caregiver Name], this is [Your Name], [Student's Name]'s teacher. I'm calling to share some great news about how well [Student's Name] is doing in class. [Include specific positive feedback]. I'm really proud of the progress they're making and wanted to share that with you. Thank you for your continued support!"

Communication Challenges: Informing Administration

If you are unable to reach a parent or caregiver after multiple attempts, it's important to inform the school administration. They can assist with additional contact methods or provide guidance on how to proceed. Document your attempts to communicate, including dates and methods used, and share this information with your administrator.

Note: Parents as Allies Remember, parents and caregivers can be your BEST allies in building strong relationships with students. Regular, positive communication not only keeps them informed but also helps to create a collaborative environment where students can thrive. When parents feel involved and valued, they are more likely to support your efforts in the classroom.

This approach to communication will help foster a positive, collaborative relationship between home and school, benefiting students, parents, and teachers alike.

After School Programs - They Matter!

Why Afterschool Programs Matter: Afterschool programs play a crucial role in the lives of our students, especially in a small community like ours, where opportunities for extracurricular activities may be limited. These programs offer students a chance to explore new interests, develop skills, and engage in enriching experiences that extend beyond the regular school day. For many students, these activities may be their only opportunity to participate in organized sports, arts, or cultural activities, making the availability of afterschool programs all the more important.

Enriching Student Experiences: By participating in afterschool programs, students can explore areas of interest that may not be covered in the traditional curriculum. Whether it's through sports, arts, cultural activities, or academic enrichment, these programs provide a platform for students to discover new passions and talents. In a community where resources can be limited, afterschool programs serve as a vital avenue for students to gain exposure to diverse experiences and opportunities they might not otherwise have.

Building Relationships and Community: One of the most significant benefits of afterschool programs is the opportunity they provide to build stronger relationships between students, staff, and the broader community. A 30- to 45-minute activity after school may seem small, but it can have a big impact. These sessions allow for more personal interactions between staff and students, fostering trust and camaraderie. This time together helps strengthen the bonds within our school community, creating a more inclusive and supportive environment for everyone.

Enhancing Our Currency with the Community: Afterschool programs also enhance our "currency" with the community by demonstrating our commitment to student development and well-being. When we offer these programs, we are not only enriching our students' lives but also showing the community that we are dedicated to providing comprehensive educational experiences. This commitment helps build trust and respect, reinforcing the vital role our school plays within the community.

As educators and role models, we have the unique opportunity to make a lasting impact on our students through afterschool programs. These programs are more than just an extension of the school day—they are a critical part of our students' overall development and well-being. By participating in or leading afterschool activities, you are helping to shape the future of our students and our community. Your involvement can make a difference, one activity at a time.

Let's work together to create afterschool programs that inspire, engage, and uplift our students, making our school a beacon of opportunity in our community.

Curriculum - Data - Implementation

As educators in Alberta, our curriculum is both our roadmap and our covenant with the community to provide a high-quality education that meets established provincial standards. This year, and in the years to come, we remain committed to adhering to the Alberta curriculum and embracing the updates as they occur. Staying current with these changes is not just a requirement—it's a dynamic part of our professional growth and development.

To ensure that we are always at the forefront of educational practices, expanding our professional development is essential. The landscape of education is continually evolving, and so too must our strategies and understanding. The good news is that we are not alone in this journey. Our support staff at the head office is dedicated to guiding us through the new curriculum updates. They will provide ongoing coaching and resources to help us integrate these changes effectively.

At our school, we have designated leads to assist you in specific areas: for literacy, please make sure you are in contact with the Literacy Lead, Morgan, and for numeracy, please reach out to the Numeracy Lead, Lynne. They are here to keep you updated and supported as we navigate the new standards.

As we explore and implement the new curriculum with our students, it is crucial that our decisions are anchored in sound, data-driven analyses. Throughout the academic year, we will have scheduled discussions as a staff to review and interpret student performance data. These sessions are designed to identify challenges and strategize on effective interventions, not to assign blame to students or staff. The focus is always on progression and finding the best possible pathways for each student under our care.

Remember, these meetings are opportunities for growth, collaboration, and reflection. They are vital in helping us adjust our teaching strategies and ensure that every student has the support and resources needed to succeed. Let's continue to approach these discussions with open minds and a shared commitment to excellence in education.

Together, we will create an environment that not only meets but exceeds the expectations set forth by the Alberta curriculum, ensuring our students thrive in an ever-changing world.

Budgeting and Resource Allocation

At our school, we are committed to ensuring that both you and your students have the resources you need to succeed. We understand that having the right materials, tools, and equipment is essential for creating a dynamic and effective learning environment. To this end, we have a budgeting system in place designed to support your requests while maintaining transparency and efficiency.

Wants and Needs Section: Our budgeting process begins with you. We ask that you fill out the "Wants and Needs" section, where you can list the items, resources, or materials you believe are necessary or would enhance your teaching. This is your opportunity to identify what will best support your students and enrich their educational experience.

Providing Website Links: To streamline the purchasing process, it is important that every item on your list includes a direct website link to where it can be purchased. This ensures that we can quickly and accurately find the exact items you need, avoiding any confusion or delays. By providing these links, you also help us stay within budget while acquiring the best possible resources.

While we strive to accommodate all requests, there may be times when budget constraints require us to make adjustments. I am committed to working with you to find solutions that meet your needs as closely as possible. Whether it's finding an alternative resource or adjusting quantities, we will do our best to support you and your students. My goal is to ensure that you feel fully supported and that your classroom is equipped with the resources necessary to provide a high-quality education.

By following this process, we can efficiently manage our budget while ensuring that you and your students have the tools and materials needed for success. Let's work together to create a well-resourced and thriving learning environment.

APPENDIX

Numeracy Best Practices

To effectively support students at Athabasca Delta Community School, we must tailor our approach to meet each student's unique needs. This involves implementing a student-centric philosophy, where we consider their individual requirements. Initiating this dialogue prompts us to ask: How can we accurately determine students' needs and current levels? Experts recommend adopting a data-driven approach to ensure students possess the foundational knowledge essential for success at each academic level.

In this document, we will focus on numeracy as a key component of data-driven education at Athabasca Delta Community School. The goal is to identify strategies that will propel students forward in their educational journeys. The philosophy outlined for the upcoming year consists of three main sections:

1. **Data:** Exploring methods for harvesting data within the classroom to gain insights into individual student needs.
2. **Pedagogy:** Delving into the concept of small group instruction and providing guidance on how to establish and enhance it as an effective teaching approach.
3. **Cycle:** Detailing a systematic approach for transitioning students to the next phase of their academic journey. Drawing parallels to the medicine wheel, this cyclical process ensures continuous progress for students.

Why Does This Approach Work

Data-driven pedagogy is crucial in a classroom setting for several reasons, playing a pivotal role in enhancing the overall educational experience:

1. **Personalized Learning:** Data-driven pedagogy allows teachers to gather insights into individual student performance and learning styles. This information enables the customization of teaching strategies to better match each student's strengths, weaknesses, and preferences. As a result, students receive a more personalized and effective learning experience.
2. **Informed Decision-Making:** By analyzing data, educators can make informed decisions about instructional methods, curriculum adjustments, and resource allocation. This ensures that teaching strategies are aligned with student needs, leading to more targeted interventions and support where necessary.
3. **Early Intervention:** Through ongoing assessment and analysis of student data, educators can identify learning gaps or challenges early on. This proactive approach enables timely intervention to address issues before they escalate, ensuring that students receive the necessary support to stay on track academically.

4. **Continuous Improvement:** Data-driven pedagogy promotes a culture of continuous improvement in teaching practices. Teachers can reflect on the effectiveness of their methods, make adjustments based on data feedback, and evolve their instructional approaches to meet the evolving needs of their students.
5. **Accountability and Transparency:** Data-driven pedagogy fosters accountability by providing a transparent and objective measure of student progress. This not only benefits teachers in evaluating their effectiveness but also enables schools, parents, and policymakers to assess the overall performance of the education system.
6. **Resource Optimization:** Understanding student performance trends allows for better allocation of resources, both in terms of time and materials. Teachers can focus on specific areas where students need more support, and schools can allocate resources strategically to address identified challenges.
7. **Goal Setting and Monitoring:** Data-driven pedagogy facilitates the setting of clear learning objectives and allows for the ongoing monitoring of progress toward these goals. Teachers can track student achievement and adjust instructional strategies as needed to ensure that objectives are met.
8. **Empowerment and Self-Determination:** Utilizing data empowers First Nations students to take ownership of their educational outcomes. By actively participating in the data collection and analysis process, students can eventually advocate for their unique needs, leading to more self-determined and community-driven educational initiatives.
9. **Individualized Support:** Indigenous students often come from varied socio-economic backgrounds and may have different learning styles. Data-driven pedagogy enables educators to identify individual strengths and challenges, providing targeted and personalized support to ensure that each student can thrive academically.

In essence, data-driven pedagogy empowers educators to be more responsive, proactive, and effective in their teaching practices, ultimately leading to improved student outcomes and a more dynamic and adaptive learning environment. When employing a data-driven approach in education, focusing on students' strengths is crucial for several reasons, as it contributes to the creation of a positive and empowering learning environment:

1. **Building Confidence and Motivation:** Acknowledging and emphasizing students' strengths helps boost their confidence and motivation. When students recognize their abilities and successes, they are more likely to approach challenges with a positive mindset and a belief in their own capabilities.
2. **Individualized Learning Plans:** Identifying and leveraging students' strengths allows educators to tailor instruction to their unique learning styles and preferences. This individualized approach fosters a sense of agency and ownership over their learning journey, making education more relevant and engaging for each student.
3. **Cultivating a Growth Mindset:** Concentrating on strengths supports the development of a growth mindset, wherein students view challenges as opportunities for growth rather than

insurmountable obstacles. This mindset encourages resilience, adaptability, and a willingness to embrace learning experiences.

4. **Positive Learning Environment:** Emphasizing strengths creates a positive and inclusive learning environment. When students feel valued for their abilities, they are more likely to participate actively in class discussions, collaborate with peers, and contribute to a positive classroom culture.
5. **Fostering a Sense of Belonging:** Recognizing and celebrating students' strengths contributes to a sense of belonging. In an environment where individual strengths are acknowledged, students feel accepted and valued, promoting a positive social and emotional well-being that is conducive to learning.
6. **Encouraging Lifelong Learning:** By concentrating on strengths, educators inspire a love for learning that extends beyond the classroom. When students experience success and find joy in their areas of strength, they are more likely to develop a lifelong passion for continuous learning and exploration.
7. **Holistic Development:** Education is not solely about addressing weaknesses; it should also nurture the holistic development of students. Concentrating on strengths allows educators to consider not just academic achievements but also social, emotional, and creative aspects of each student's growth.
8. **Empowering Students:** Focusing on strengths empowers students to take an active role in their education. It encourages them to set and pursue personal goals, fostering a sense of agency and responsibility for their learning outcomes.

A data-driven approach that emphasizes students' strengths contributes to the overall well-being and success of learners. By recognizing and building upon what students do well, educators create a positive and supportive environment that nurtures their confidence, resilience, and enthusiasm for learning.

What Data Should ADCS Use

Fact fluency in math is crucial as it serves as the bedrock for mastering numeracy skills. When students exhibit fluency in basic arithmetic facts—such as addition, subtraction, multiplication, and division—they can perform calculations swiftly and accurately. This proficiency lays a solid foundation for more complex mathematical concepts, allowing students to tackle higher-level problems with confidence. Fact fluency enables students to focus their cognitive resources on understanding mathematical principles and problem-solving strategies, rather than grappling with fundamental computations. It enhances computational efficiency, which is particularly beneficial in time-sensitive situations. Moreover, a strong grasp of basic math facts promotes a positive attitude towards mathematics, instilling a sense of competence and reducing anxiety associated with numerical tasks. Ultimately, fact fluency is a gateway skill that empowers students to navigate the broader landscape of numeracy and mathematics with proficiency and ease.

Understanding the significance of fact fluency provides us with a clear starting point for our data-gathering efforts as a school. It underscores the importance of focusing on this fundamental aspect to propel every student forward in their educational journey. By prioritizing fluency in arithmetic facts, we ensure that students possess the foundational skills upon which the entire structure of their educational experience can be constructed. Concentrating on this fluency guarantees a robust base, preventing any gaps in their education that could hinder their overall success. In essence, prioritizing arithmetic fluency becomes a cornerstone for a comprehensive and effective educational foundation.

Here are the bases of the data sheets we will be using:



This is what a datasheet will eventually look like for a classroom. Here we have an example of what the data sheet will look like. As you can see there are students at many different areas of success and it tends to be a linear progress in this data collection.

Now armed with this valuable data, the exciting phase of the process unfolds, where the data can be interpreted to tailor a bespoke education for each student. The subsequent section will delve into the intricacies of this process. Next steps will be in grouping students, fostering their independence in academic tasks, and identifying resources that align with their individual proficiency levels. It's essential to emphasize that it's entirely acceptable for a grade 6 student to engage with grade 3 material if that corresponds to their current academic standing—ensuring alignment with the grade 3 curriculum, not the grade 6 curriculum. The pedagogical approach acknowledges the progressive nature of the curriculum, recognizing the fairness of students

working at their current level rather than pushing them prematurely to a higher grade's curriculum. Analogous to building physical strength, starting with a manageable weight before progressing to a more challenging one, students need to gradually build their academic strength and stamina to attain their educational goals.

The Pedagogy for Bespoke Education

Once the crucial step of data research has been completed, the implementation of small group education becomes paramount for several compelling reasons. Firstly, small group settings allow for targeted and personalized instruction, leveraging the insights gained from the data. With a nuanced understanding of each student's strengths, weaknesses, and learning styles, educators can tailor their approach to address specific needs within these smaller groups.

Additionally, small group education fosters a more interactive and engaging learning environment. Students benefit from increased opportunities for participation, discussion, and collaboration, enhancing their comprehension and retention of the material. This collaborative setting also nurtures a sense of community and mutual support among students, contributing to a positive classroom culture. Small group instruction enables educators to provide timely and specific feedback to each student. This immediate feedback loop is instrumental in addressing misconceptions, reinforcing understanding, and guiding students on their educational journey. It allows for a dynamic and responsive teaching approach, ensuring that students receive the support and guidance they require at their individual pace.

In the context of differentiated instruction, small group settings permit the tailoring of content and activities to suit the diverse needs and readiness levels of students. This flexibility ensures that each student is appropriately challenged and supported, promoting a more inclusive and equitable learning experience.

In essence, the utilization of small group education post-data research is a strategic and effective approach to capitalize on the individualized insights gained. It not only optimizes the learning experience for students but also empowers educators to address the unique needs of each learner, contributing to overall academic success and a positive educational environment.

Implementing small group instruction in a classroom setting involves incorporating best practices to ensure effectiveness. Here are key strategies for successful small-group instruction:

1. **Data-Informed Grouping:** Base group formation on data from assessments, ensuring each group consists of students with similar learning needs. This targeted approach allows for more precise and effective instruction.
2. **Clear Learning Objectives:** Clearly articulate learning objectives for each small group session. This helps both teachers and students understand the specific goals, fostering a focused and purposeful learning environment.

3. **Flexible Grouping:** Be flexible with group composition, adjusting as needed based on ongoing assessments and changing student needs. This adaptability ensures that students receive the most relevant support for their current stage of learning.
4. **Differentiated Instruction:** Tailor instruction to meet the diverse needs within each group. Provide varied activities and materials that cater to different learning styles, abilities, and readiness levels, ensuring inclusivity.
5. **Rotational Structure:** Implement a rotational structure where students move through different small group activities. This keeps the sessions dynamic and engaging, preventing monotony and maximizing participation.
6. **Explicit Instruction:** Offer clear and explicit instruction during small group sessions. Break down concepts, model problem-solving strategies, and provide ample opportunities for students to ask questions and seek clarification.
7. **Collaborative Learning:** Encourage collaboration among group members. Foster a supportive environment where students can learn from each other, share ideas, and work together to achieve common goals.
8. **Individualized Feedback:** Provide timely and specific feedback to students based on their performance within the small group. This personalized feedback helps students understand their strengths and areas for improvement.
9. **Regular Assessments:** Conduct ongoing assessments to gauge individual and group progress. Use the data collected to adjust instruction, reorganize groups, and ensure that learning goals are being met.
10. **Scaffolded Learning:** Scaffold learning by gradually releasing responsibility to students. Begin with guided instruction and then provide opportunities for more independent practice as students gain confidence and proficiency.
11. **Utilize Technology:** Integrate technology to enhance small group instruction. Educational apps, interactive whiteboards, and online resources can complement traditional teaching methods and engage students in diverse ways.
12. **Teacher Circulation:** Actively circulate among small groups to provide support, monitor progress, and address individual needs. This teacher presence reinforces a sense of guidance and ensures a productive learning atmosphere.

By incorporating these best practices, educators can optimize the benefits of small group instruction in a traditional classroom, creating a more personalized, engaging, and effective learning experience for all students. In a numeracy classroom, small group activities are essential for providing targeted instruction and addressing individual learning needs. Here are some effective small-group activities:

1. **Math Stations:** Set up different math stations focusing on various concepts such as addition, subtraction, multiplication, and division. Students rotate through these stations, engaging in hands-on activities, games, or manipulative-based tasks.

2. **Problem-Solving Groups:** Form small groups to tackle real-world math problems. Encourage collaborative problem-solving discussions, allowing students to share strategies, analyze situations, and arrive at solutions collectively.
3. **Interactive Whiteboard Activities:** Utilize an interactive whiteboard to conduct group activities that involve virtual manipulatives, interactive simulations, and dynamic visuals. Students can work together on solving problems or manipulating virtual objects to enhance conceptual understanding.
4. **Peer Tutoring:** Pair students with varying skill levels, allowing them to take turns as the tutor and tutee. This fosters a collaborative learning environment where students can explain concepts to each other, reinforcing their understanding.
5. **Math Games:** Incorporate educational math games that cater to specific skills or concepts. Games make learning enjoyable and provide opportunities for friendly competition, promoting engagement and skill reinforcement.
6. **Schoology Independent Practice:** Leverage technology with platforms like Schoology for independent practice. Assign interactive lessons, quizzes, or virtual manipulative activities that students can access on their Chromebooks. This allows for self-paced learning with immediate feedback.
7. **Math Journals:** Have students work in small groups to create math journals. They can write about and illustrate mathematical concepts, share problem-solving strategies, and discuss their understanding of various topics.
8. **Math Puzzles and Challenges:** Provide small groups with math puzzles or challenges that require critical thinking and problem-solving skills. These activities promote logical reasoning and deepen conceptual understanding.
9. **Math Task Cards:** Create task cards with different math problems tailored to the needs of each small group. Students can work collaboratively to solve the problems, encouraging discussion and multiple approaches to finding solutions.
10. **Math Manipulative Exploration:** Dedicate a small group session to exploring math manipulatives, such as base-ten blocks or geometric shapes. Hands-on exploration enhances conceptual understanding and provides a tactile dimension to learning.
11. **Real-World Applications:** Engage small groups in projects that apply mathematical concepts to real-world scenarios. This could involve budgeting, measuring, or analyzing data sets, fostering a connection between math and everyday life.
12. **Math Discussion Groups:** Facilitate small group discussions on specific math concepts or problem-solving strategies. Encourage students to articulate their thought processes, ask questions, and learn from one another's perspectives.

By incorporating a mix of these small group activities, including technology-enhanced options like Schoology, educators can create a dynamic numeracy classroom that caters to diverse learning styles, fosters collaboration and promotes a deeper understanding of mathematical concepts.

Academic Stamina

Building stamina for academic learners is fundamental, particularly when considering its impact on small group work within the classroom. The ability of students to work independently and sustain focus is a prerequisite for the success of small group activities. When students have developed the stamina for independent work, they are better equipped to engage meaningfully in collaborative endeavours. Stamina-building practices, such as gradual release models, clear expectations, and structured routines, serve as foundational skills that directly contribute to the effectiveness of small group interactions. As students become more adept at working independently, they can seamlessly transition into small group settings with increased confidence, autonomy, and the capacity to contribute actively to group discussions and problem-solving activities. The practices of goal setting, self-reflection, and peer collaboration, established during stamina-building exercises, become essential tools for students participating in small group work. Ultimately, the investment in building academic stamina lays the groundwork for a more dynamic and productive small-group learning environment, where students can collectively leverage their strengths for collaborative success.

Building the stamina of academic learners, particularly those who may struggle with working independently, is a crucial aspect of fostering their academic growth. Here are best practices for educators to effectively address and enhance students' stamina for independent work in the classroom:

1. **Gradual Release Model:** Begin with a gradual release of responsibility. Initiate tasks that transition from teacher-led activities to collaborative efforts and eventually to independent work. This gradual progression allows students to build confidence and autonomy over time.
2. **Clear Expectations:** Clearly communicate expectations for independent work. Provide explicit instructions, outline task requirements, and establish criteria for success. Clarity helps students understand what is expected of them, reducing anxiety and promoting a sense of purpose.
3. **Structured Routines:** Implement structured routines for independent work sessions. Consistent and predictable routines help students feel secure and create a conducive environment for focused learning. Clearly define the start and end of independent work periods.
4. **Goal Setting:** Involve students in setting achievable goals for their independent work. This empowers them to take ownership of their learning and provides a tangible target to strive for during independent tasks.
5. **Modeling:** Demonstrate how to approach independent tasks through modeling. Share thought processes, problem-solving strategies, and organizational techniques. Modeling serves as a guide for students, illustrating effective approaches to independent work.

6. **Checklists and Timers:** Introduce checklists to help students organize and prioritize their independent work. Timers can be used to break tasks into manageable intervals, gradually increasing the duration as students build their stamina for sustained focus.
7. **Scaffolded Support:** Offer scaffolded support during independent work sessions. Initially, provide more guidance, and as students demonstrate increased competence, gradually reduce support. This scaffolding approach accommodates varying levels of readiness.
8. **Peer Collaboration:** Encourage collaborative independent work among peers. Pairing students with diverse strengths allows them to support each other, fostering a sense of shared responsibility and accountability.
9. **Self-Reflection:** Incorporate self-reflection activities where students assess their independent work habits. Encourage them to identify strengths, areas for improvement, and strategies that enhance their ability to work independently.
10. **Incorporate Interests:** Integrate students' interests into independent tasks. Tailoring assignments to align with their passions can increase motivation, making it more likely for students to engage in and complete tasks independently.
11. **Provide Choice:** Offer choices within independent assignments. Allowing students to select topics, formats, or approaches gives them a sense of autonomy, making the work more personally meaningful and increasing their stamina.
12. **Gradual Increase in Difficulty:** Gradually increase the complexity of independent tasks. As students become proficient in handling simpler assignments, introduce more challenging and nuanced activities to progressively build their stamina for higher-order thinking.
13. **Celebrate Success:** Acknowledge and celebrate students' successes in independent work. Positive reinforcement, praise, and recognition create a positive association with independent tasks, motivating students to continue building their stamina.

By incorporating these best practices, educators can create a supportive and structured learning environment that gradually equips students with the skills and confidence needed to work independently. Tailoring approaches to the unique needs of each learner fosters a positive and progressive development of academic stamina.

The Cycle

Establishing a systematic approach for transitioning students to the next phase of their academic journey in numeracy involves a reassessment of their numeracy data and a dynamic small group restructuring process. The cyclical nature of this transition, akin to the medicine wheel, reflects the continuous growth and progress of each student.

To initiate this process, a thorough reassessment of students' numeracy data is paramount. Analyzing their current proficiency levels, strengths, and areas for improvement allows educators to gauge the effectiveness of previous instructional strategies. This data-driven evaluation forms the basis for informed decision-making regarding the students' readiness to advance to the next phase of their learning journey.

In response to the reassessment, small group compositions may undergo a significant shift. Students exhibit diverse learning rates, and some may have experienced accelerated growth, while others may require additional support. Flexibility in small group restructuring ensures that each student receives tailored instruction aligned with their current needs. This adaptability accommodates individual learning paces and fosters an environment where students are appropriately challenged, supported, and encouraged to progress.

Drawing from the medicine wheel's cyclical symbolism, this systematic approach signifies an ongoing, repetitive process. It emphasizes the interconnectedness of different stages in a student's learning journey and recognizes that growth is not linear. As students cycle into the next phase, educators remain attuned to their evolving needs, adapting instructional strategies and small group dynamics accordingly.

This cyclical approach not only ensures continuous progress but also aligns with the holistic development of students. It considers not only their academic achievements but also their social, emotional, and cultural growth. By weaving numeracy education into this dynamic and cyclical process, educators create an environment that supports students comprehensively, fostering a sense of continuity and interconnectedness throughout their academic journey.

Transitioning students to the next phase of their academic journey in numeracy requires a systematic approach that acknowledges the individual learning rates and growth of each student. This process is analogous to the Medicine Wheel, emphasizing a cyclical and holistic perspective that ensures continuous progress. In this section, we will explore how to reassess numeracy data and strategically cycle students into the next phase of their learning journey, considering the diverse learning rates within a small group.

1. **Assessing Numeracy Data:** Begin the process by conducting a comprehensive assessment of each student's numeracy skills. Utilize a variety of formative and summative assessments, considering both quantitative and qualitative data. This may include standardized tests,

observations, and student work samples. Understand the strengths, weaknesses, and unique learning styles of each student to inform the transition process effectively.

2. **Identifying Growth Patterns:** Recognize that students within a small group may experience different rates of growth in numeracy. Some may demonstrate rapid progress, while others may require more time and targeted support. Identify growth patterns by analyzing assessment data over time and observing students' problem-solving approaches. This nuanced understanding allows for personalized interventions and support.
3. **Group Dynamics and Flexibility:** Understand that the small group composition may need to shift based on individual student growth. A student who has made significant progress may benefit from a more advanced group, while others might require additional support in a foundational setting. Be flexible in forming and reforming small groups, allowing for dynamic adjustments to cater to the evolving needs of each learner.
4. **Creating Individualized Learning Plans:** Develop individualized learning plans based on the assessment data and growth patterns identified. These plans should outline specific learning objectives, targeted interventions, and differentiated instruction tailored to each student's needs. Consider incorporating a variety of instructional methods and resources to address diverse learning styles and preferences.
5. **Reflecting the Medicine Wheel Philosophy:** Draw parallels to the Medicine Wheel philosophy, emphasizing the cyclical nature of learning and growth. Recognize that each student's journey is unique, and the transition process is not linear but rather a continuous cycle of assessment, reflection, and adjustment. This holistic approach aligns with the interconnected aspects of the Medicine Wheel, fostering a balanced and comprehensive learning experience.

Conclusion: Transitioning students in numeracy is a dynamic and cyclical process that requires careful assessment, flexibility, and individualized support. By understanding students' growth patterns and drawing inspiration from the Medicine Wheel philosophy, educators can ensure a holistic and continuous learning journey that promotes progress for every student.