

# PARTNERSHIPS

FSD79 values learning partnerships that transcend the classroom by connecting, students, teachers, families, and community.

We want students to engage in real-world experiences through multiple mediums to develop: academic skills and knowledge, community and civic engagement, workplace experience, and global citizenship.



# OUR GOAL

All students will learn in settings where personalized learning strategies are in action (profiles, pathways, proficiencies, and partnerships).

# OUR JOURNEY

**2017-18** - Trailblazer pilot classrooms were introduced  
**2018-19** - Learner profiles focus  
**2019-20** - Learner pathways focus  
**2020-21 and Beyond** - Continue profiles and pathways focus while further integrating proficiencies and partnerships components

# OUR PARTNERS

FSD79 has collaborated with three key organizations to support our vision and work:

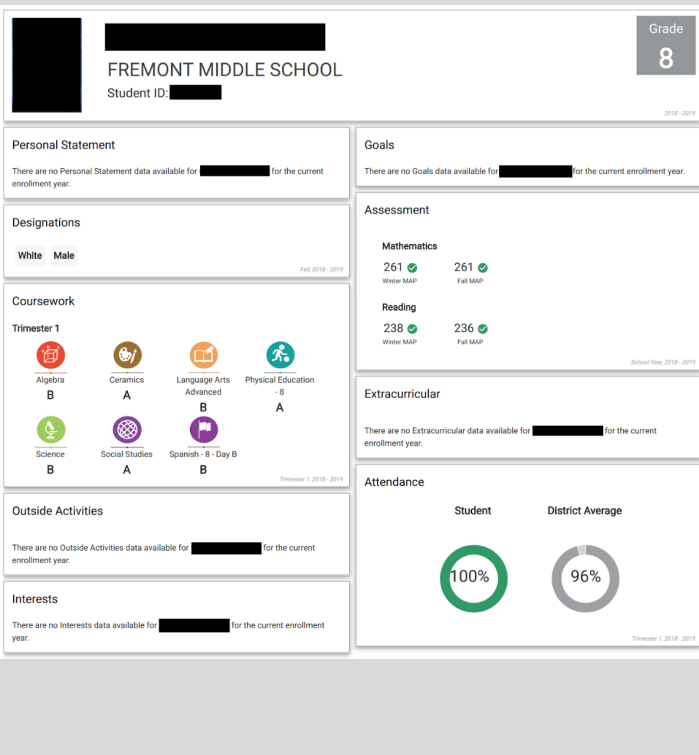
- LEAP Innovations;
- The Institute for Personalized Learning (CESA #1); and
- ECRA Group, Inc.



# PERSONALIZED LEARNING AT FSD79







# PATHWAYS

FSD79 is learner led. Educators enable learners to take ownership of their learning so that it can dynamically adjust to their skills, curiosity, and goals.

We want learners to co-design their learning with educators rather than simply comply with the directions and expectations of adults. By doing so, learners take ownership of their learning, find greater meaning and purpose in their learning, and become increasingly independent in their learning skills.



# PROFILES

FSD79 is learner focused. Educators understand each learner's needs, strengths, interests, and approaches to learning.

The learner profile paints a portrait of a student against a backdrop of a student's interests, motivations, goals, and aspirations. Students can track goals and reflect on what they want teachers to know about them.



# PROFICIENCIES

FSD79 is learner demonstrated. Educators allow learners to progress at their own pace based on demonstrated competencies.

Learner progress is based on demonstrated proficiency on agreed-upon standards where evidence of learning is prioritized over seat time.

We have established guaranteed and viable curricula, as well as standards-based grading practices to support this goal.