

SUPPORT

Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance wellness and well-being: Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	• All stakeholders contribute to a welcoming, caring, respectful and safe school environment. • Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. • Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. • Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments.	• Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. • Measures indicate that students and staff respect one another and take responsibility for their own actions. • Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. • Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment. • Measures indicate that all stakeholders actively contribute to a welcoming, caring, respectful, and safe school environment.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	• A robust continuum of supports ensures student success. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Learners demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are welcoming, caring, respectful and safe. • Structures and systems support learning and meet the needs of students, families, staff, and communities. • Learners access continuum of supports. • Wrap around services and supports enhance conditions required for optimal learning. • Education partners fulfil their respective roles for a shared understanding of an inclusive education system. • All stakeholders work collaboratively to support student learning.	• Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. • Continuum of Supports is visible and accessible. • Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe.%

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2021-2022 (FSD)	85%	79%
2022-2023	56%	59%
2023-2024	87%	74%
2024-2025	87%	75%
Evaluation	Very High	High

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2021-2022 (FSD)	90.8%	80.2%
2021-2022 (Prov)	86.1%	81.6%
2022-2023 (FSD)	86.9%	81.5%
2022-2023 (Prov)	84.7%	80.6%
2023-2024 (FSD)	77.3%	71.4%
2023-2024 (Prov)	84.0%	79.9%
2024-2025 (FSD)	89.6%	91.1%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Very High	Very High
Evaluation (Improvement)	Maintained	Improved Significantly

Continuum of Support Questions from the Student Intellectual Engagement Survey As a component of the Student Intellectual Engagement Survey, Foothills School Division asks students grades 4-12 about their experience and understanding around the Continuum of Supports

% of Students Agreeing or Strongly Agreeing to Prompt			
	Overall Measure	My school provides a continuum of supports and services for students experiencing difficulties in areas beyond their learning and schoolwork.	My teacher(s) provide a continuum of supports to help me when I have difficulties with my learning.
2021-2022	93	91	96
2022-2023	85	83	88
2023-2024	82	76	88
2023-2024	89	84	94
Evaluation	Very High	High	Very High

FSD SOS-Q Student Survey (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2021-2022	89	87	90	90	86
2022-2023	94	84	88	99	92
2023-2024	85	80	80	86	88
2024-2025	92	81	81	96	91
Evaluation	Very High	High	High	Very High	Very High



KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

Safe and Caring Environments

- Strong and improving results, reaching **~89–90% satisfaction (2024–2025)**, above provincial averages.
- Consistent sense of belonging, respect, and positive relationships reported.

Access to Supports and Services

- Significant improvement to **91.1% (2024–2025)**—a major gain from prior years.

- Rated **Very High with significant improvement provincially.**

Student Wellness Indicators (SOS-Q)

- High levels in **self-confidence, resilience, and peer relationships**, most at or above national norms.

Continuum of Supports Awareness

- Students report strong agreement (up to **89–94%**) that supports are available through teachers and schools.

System Alignment

- Clear evidence of inclusive practices, wraparound services, and collaborative stakeholder engagement.

Areas for Growth

Inconsistent Trends Over Time

- Noticeable dips in **2022–2024** (e.g., safe & caring dropped to 77.3% in 2023–2024 before rebounding).
- Suggests variability in implementation or external pressures.

Student Perception of Supports

- Decline in agreement from **93% (2021–2022) → 82% (2023–2024)** before partial recovery.
- Indicates some students may not consistently experience or recognize support.

Areas within Student Wellness

- **External resilience and self-confidence** dipped in recent years (e.g., ~80–81%).

Equitable Access for “At-Risk” Students

- While improved, earlier lower results (59–75%) suggest ongoing challenges in **timeliness and accessibility**.

Next Steps

1. Strengthen Consistency Across Schools

- Ensure **common expectations and practices** for continuum of supports.
- Use school-level data to target variability.

2. Increase Visibility and Student Understanding of Supports

- Explicitly teach students:
- What supports exist
- How to access them
- Embed into classroom routines and advisory structures.

3. Continue to Focus on Resilience and Self-Confidence

- Expand:
- Mental health literacy programming
- Social-emotional learning (SEL)
- Target groups showing lower resilience indicators.

4. Continue to Enhance Early Intervention for At-Risk Students

- Improve:
- Timeliness of access
- Coordination of wraparound services
- Strengthen collaboration with community partners.

5. Continue Monitor and Respond to Trend Data

- Establish **regular review cycles** for:
- Assurance survey
- SOS-Q
- Student engagement data
- Act quickly when dips appear (avoid multi-year declines).