

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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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)	87%	80%
2022-2023	83%	77%
2023-2024	93%	84%
2024-2025	90%	76%
Evaluation	Excellent	Good

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)	91.3%	81.3%
2021-2022 (Prov)	86.1%	81.6%
2022-2023 (FSD)	86.9%	74.5%
2022-2023 (Prov)	84.7%	80.6%
2023-2024 (FSD)	86.7%	79.8%
2023-2024 (Prov)	84.0%	79.9%
2024-2025 (FSD)	93.3%	77.3%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Very High	Low
Evaluation (Improvement)	Maintained	Maintained

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	83	76	89
2022-2023	89	84	94
2023-2024	89	87	91
2023-2024	91	93	89
Evaluation	Very High	Very 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	96	85	72	89	80
2022-2023	94	76	79	86	87
2023-2024	96	86	81	88	88
2024-2025	93	84	85	88	88
Evaluation	Very High	Very High	Very High	Very High	Very High



KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

Safe & Caring Environment:

- **93%** of students, parents, and staff indicate Big Rock is a safe and caring school (AEAM, FSD Assurance Survey, SOS-Q).
- SOS-Q results show **above national norms** for Safe & Caring (93%), Internal Resilience (88%), Peer Relations (88%), and Self-Confidence (85%).

Positive Behavior Supports:

- Clear, consistent expectations and a visible behavior matrix implemented school-wide.
- Fair, predictable responses and consequences reduced repeat office referrals.

Movement Room & Targeted Supports:

- Movement Studios successfully supported students needing OT and regulation.

Community Engagement for Reading:

- Programs like *Costco Reads* and *Reading with Dogs* provided additional literacy support.

Wellness & Well-being Strategies:

- Strong traditions and culture-building activities enhanced belonging and positive school climate.

Areas for Growth

Access to Supports:

- Only **76% of parents** feel students have access to needed supports (AEAM & FSD Assurance Survey).
- Provincial comparison shows Big Rock slightly below in "Access to Supports" (School: 77.3%, Prov: 80.1%).

Continuum of Supports:

- Still in development; literacy continuum and targeted interventions need refinement.

Communication with Parents:

- Parents need clearer understanding of available supports (e.g., Movement Room purpose).

At-Risk Students:

- Need more robust systems for timely identification and intervention for students flagged in literacy/numeracy assessments.

Next Steps

Finalize Continuum of Supports:

- Complete and communicate the continuum for behavior and literacy supports; make it visible and accessible to staff and families.

Enhance Parent Communication:

- Share detailed information about available supports (Movement Room, reading interventions) through newsletters, meetings, and digital platforms.

Expand Community Partnerships:

- Seek additional agencies for literacy and mental health supports; explore partnerships for numeracy interventions.

Professional Learning:

- Continue trauma-informed practice training; deepen staff capacity in inclusive education and targeted intervention strategies.

Data-Driven Monitoring:

- Use provincial screening tools and local assessments to track progress and adjust supports for at-risk students.

Student Voice & Leadership:

- Engage students in co-designing wellness initiatives and peer-support programs.