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 *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*
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')
2022-2023	86%	70%
2023-2024	92%	80%
2024-2025	92%	76%
2025-2026	93%	71%
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')
2022-2023 (FSD)	91.6%	62.8%
2022-2023 (Prov)	84.7%	80.6%
2023-2024 (FSD)	88.5%	62.5%
2023-2024 (Prov)	84.0%	79.9%
2024-2025 (FSD)	84.0%	70.1%
2024-2025 (Prov)	87.3%	80.1%
2025-2026 (School)	84.3	66.1
2025-2026 (Prov)	85.8	79.5
Evaluation (Achievement)	Intermediate	Very 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.**
2022-2023	87	85	88
2023-2024	83	78	88
2024-2025	72	66	78
2025-2026	82	76	88
Evaluation	High	High	Very High

FSD SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** 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**
2022-2023	90	77	76	78	90
2023-2024	92	73	67	82	85
2024-2025	92	73	77	82	86
2025-2026	86	77	68	86	86
Evaluation	Very High	High	Intermediate	Very High	Very High

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Students recognize learning support from teachers. In the division-wide Student Intellectual Engagement Survey, 88% agreed that their teachers provide support when they have difficulty learning, up from 78% in 2024–2025. The document evaluates this measure as Very High.
- Several measures of connection remain strong. In the division-wide SOS-Q results, 86% of students were above the national norm for Safe & Caring, Internal Resilience, and Peer Relations in 2025–2026.
- The school's Safe and Caring result improved slightly. The 2025–2026 school result was 84.3%, compared with the preceding FSD result of 84.0%. Because the reporting level changes, this is a comparison of reported figures, not evidence of a school-level year-over-year increase.

Areas for Growth

- Access to supports is the most pressing school-level concern. The school's 2025–2026 result was 66.1%, below the provincial result of 79.5%, and its achievement evaluation was Very Low.

Next Steps

- Prioritize the school's access-to-supports result. Review what students and families know about available supports, how they request help, and where access may feel unclear or delayed.
- Make the Continuum of Supports visible and accessible. The document names this as an indicator; a concise, shared explanation for students, families, and staff would directly address that aim.