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	89%	81%
2023-2024	97%	92%
2024-2025	93%	79%
2025-2026	95%	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')
2022-2023 (FSD)	77.9%	85.7%
2022-2023 (Prov)	84.7%	80.6%
2023-2024 (FSD)	79.8%	75.4%
2023-2024 (Prov)	84.0%	79.9%
2024-2025 (FSD)	77.4%	67.0%
2024-2025 (Prov)	87.3%	80.1%
2025-2026 (FSD)	58.5%	53.6%
2025-2026 (Prov)	76.3	79.5
Evaluation (Achievement)	Very Low	Very Low
Evaluation (Improvement)	Declined Significantly	Declined

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	93	87	100
2023-2024	83	83	83
2023-2024	64	48	79
2025-2026	N/A	N/A	N/A
Evaluation	**N/A**	**N/A**	**N/A**

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	94	82	76	72	67
2023-2024	84	68	68	89	79
2024-2025	91	71	76	85	88
2025-2026	65	62	57	89	56
Evaluation	**Intermediate**	**Intermediate**	**Low**	**Very High**	**Low**

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Parents feel that Longview School provides a positive learning environment that is safe and caring for all students.
- SOS-Q data from students shows students at Longview School feel safe and cared for while at our school.

Areas for Growth

- Students seem to be unaware of the supports that are available at school for them. How can we make these supports more available and more visible for our students?

Next Steps

- Continue to grow our positive school environment with an emphasis on student and staff well being using the medicine wheel (belonging, generosity, independence, and mastery) and our continuum of supports.