Foothills SCHOOL DIVISION

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.

- **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)	92%	97%
2022-2023	88%	89%
2023-2024	89%	93%
2024-2025	90%	81%
Evaluation		

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)	96.1%	88.0%
2021-2022 (Prov)	86.1%	81.6%
2022-2023 (FSD)	87.4%	84.8%
2022-2023 (Prov)	84.7%	80.6%
2023-2024 (FSD)	84.3%	90.6%
2023-2024 (Prov)	84.0%	79.9%
2024-2025 (FSD)	86.0%	58.5%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Very Low	Very Low
Evaluation (Improvement)	Declined	Declined 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	84	78	90
2022-2023	81	79	84
2023-2024	79	73	85
2023-2024	83	80	85
Evaluation			

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
2021-2022	88	93	86	76	88
2022-2023	85	86	78	80	92
2023-2024	78	80	70	76	84
2024-2025	89	76	71	84	84
Evaluation					

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- **Safe and Caring Environments:** Satisfaction with safe and caring school environments remains high, with FSD scores above 84% in recent years and 90% in 2024-2025, consistently exceeding provincial averages.
- **Access to Supports and Services:** Most years show strong satisfaction with access to supports and services for students at risk, with scores above 80% until a recent dip in 2024-2025.
- **Continuum of Supports:** Student surveys indicate high agreement (over 80%) that schools and teachers provide a continuum of supports for students experiencing difficulties, and that learning environments are welcoming, caring, respectful, and safe.
- **Resilience and Peer Relations:** SOS-Q survey results show students consistently above the national norm in Safe & Caring, External Resilience, Internal Resilience, Self Confidence, and Peer Relations.

Areas for Growth

- **Access to Supports (2024-2025):** Satisfaction with access to supports and services for students at risk dropped to 58.5% in 2024-2025, with a "Very Low" achievement and "Declined Significantly" in improvement, indicating a need for renewed focus on timely and effective support
- **Student Connectivity:** While most students report positive experiences, there is a downward trend in some SOS-Q measures, highlighting the importance of ongoing strategies to reconnect disengaged students.

Next Steps

- **Strengthen Access to Supports:** Prioritize improving access to supports and services for students at risk, ensuring timely, effective, and visible interventions.
- **Enhance Safe and Caring Initiatives:** Reinforce programs and practices that promote safe, caring, and inclusive school environments, with a focus on trauma-informed approaches and mental health