

## 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.

<b>GOALS</b> <i>Desired Result</i>	<b>OUTCOMES</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>INDICATORS</b> <i>Indicators of achieving outcomes</i>
<b>Advance wellness and well-being:</b> 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"> <li>• All stakeholders contribute to a welcoming, caring, respectful, and safe school environment.</li> <li>• Wrap around services and supports enhance healthy school environments for student well-being and staff wellness.</li> <li>• Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience.</li> <li>• Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement.</li> <li>• Measures indicate that students and staff respect one another and take responsibility for their own actions.</li> <li>• Measures indicate that students and staff have a choice and strive for excellence within a healthy school environment.</li> <li>• Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment.</li> <li>• Measures indicate that all stakeholders actively contribute to a welcoming, caring, respectful, and safe school environment.</li> </ul>
<b>Advance our Continuum of Supports</b> Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of support within each local context.	<ul style="list-style-type: none"> <li>• A robust continuum of support ensures student success.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>• Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>• Learning environments are welcoming, caring, respectful, and safe.</li> <li>• Structures and systems support learning and meet the needs of students, families, staff, and communities.</li> <li>• Learners access continuum of support.</li> <li>• Wrap around services and support enhances conditions required for optimal learning.</li> <li>• Education partners fulfil their respective roles for a shared understanding of an inclusive education system.</li> <li>• All stakeholders work collaboratively to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures indicate that each learner has access to programs, services, and strategies within the continuum of support that are consistent with the principles of inclusive learning.</li> <li>• Continuum of Supports is visible and accessible.</li> <li>• Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe.</li> </ul>

#### 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)	72%	80%
2022-2023	67%	75%
2023-2024	89%	90%
2024-2025	83%	78%
Evaluation	High	Intermediate

**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)	82.2%	80.6%
2021-2022 (Prov)	86.1%	81.6%
2022-2023 (FSD)	80.4%	81.0%
2022-2023 (Prov)	84.7%	80.6%
2023-2024 (FSD)	83.3%	83.6%
2023-2024 (Prov)	84.0%	79.9%
2024-2025 (FSD)	76.8%	82.6%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Intermediate	High
Evaluation (Improvement)	Declined	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) provides a continuum of supports to help me when I have difficulties with my learning.
2021-2022	76	72	80
2022-2023	72	66	79
2023-2024	80	77	83
2023-2024	75	70	80
Evaluation	Intermediate	Intermediate	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	88	82	76	64	87
2022-2023	84	75	65	61	85
2023-2024	85	82	70	70	88
2024-2025	81	72	72	70	89
Evaluation	High	Intermediate	Intermediate	Intermediate	Very High

## KEY INSIGHTS FROM RESULTS ANALYSIS

### Areas of Strength

- Increased the collaboration with Minds Matter and ensured every class has the opportunity to engage with our wellness coach.
- Fostered a consistent connection with our RCMP Resource Officer and had the Resource Officer do presentations for students regarding online safety.
- Friday afternoon COLT options continue, however the first 30 minutes of every Friday now include a Circle of Courage focus.
- Continued to work Trauma Informed practices.

### Areas for Growth

- Staff need to have time to collaborate and share strategies regarding student issues.
- Increase the presence of the school resource officer.
- Continuum of support and what that looks like for Colt Interventions.

### Next Steps

- Provide time at the beginning of each staff meeting for staff to meet in grade levels with EAs to collaborate on strategies for struggling students.
- Intentionally schedule our RCMP officer to visit our grade 6 classes regarding online safety.
- Provide in-service for our families in the evening.
- Develop an intervention program that meets the needs of more of our students.
- Re-engage with the Greater Foothills Family Centre and bring the GLOW program and Inner Ninja program for students.

