

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)	84%	85%
2022-2023	87%	76%
2023-2024	94%	89%
2024-2025	92%	83%
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')
2021-2022 (FSD)	97.1%	92.6%
2021-2022 (Prov)	86.1%	81.6%
2022-2023 (FSD)	86.2%	72.7%
2022-2023 (Prov)	84.7%	80.6%
2023-2024 (FSD)	86.7%	81.1%
2023-2024 (Prov)	84.0%	79.9%
2024-2025 (FSD)	89.1%	76.4%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Very High	Intermediate
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

above national norm			
	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	99	100	99
2022-2023	92	88	95
2023-2024	79	78	79
2024-2025	80	77	83
Evaluation	High	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.

% of Students Agreeing or Strongly Agreeing to Prompt					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2021-2022	100	98	96	88	93
2022-2023	95	79	76	85	93
2023-2024	93	74	67	83	83
2024-2025	90	73	74	79	82
Evaluation	Very High	Intermediate	Intermediate	Intermediate	High



KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- In the FSD Assurance Survey, parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance are very high in the area of Safe and Caring, and High in Access to Supports and Services.
- Students report overall high results in relation to the continuum of supports for their learning as well as outside of learning.
- In the SOS-Q Survey, students report very high results in the area of Safe and Caring, and High in the Peer Relations categories.
- Overall, Parents, Students, and Staff report high levels of Safe and Caring.

Areas for Growth

- Access to supports and services for students at risk has declined.
- Three areas of the SOS-Q have declined over time, including Internal Resilience, External Resilience and Self Confidence.

Next Steps

- Leverage Students Matters and Student Orientation to School – Questionnaire (SOSQ) data to identify areas for growth and develop and implement creative solutions to address these areas of growth
- Collaboratively promote and advance healthy school environments for all, based on the Seven Grandfather Teachings
- Access wrap-around services and supports to enhance healthy school environments.
- Continued focus on social emotional learning to support staff wellness.
- Advance a continuum of supports by: Continuing to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
- Continue to refine the school's continuum of supports.
- Developing classroom support plans to ensure every teacher has academic and social-emotional supports in place for universal and targeted groups (BSPs, ILPs)
- Ensuring that all data gathered is distributed and examined in a timely manner, so targeted interventions have maximum opportunity for impact.
- Continuing to provide targeted and individual interventions for socialemotional learning support (Friendship club, Ambassadors)
- Continued collaboration with all stakeholders to support student success.
- Continued collaboration with all stakeholders to address school avoidance, poor attendance, and classroom behaviour.
- Continued partnership with parents through collaborative meetings (ILPs, updates, BSPs, etc.)
- Continue the strong partnership with the Learning Services Team to provide advice and expertise in select areas (school avoidance, poor attendance, and classroom behaviour etc.
- Strengthen and implement a comprehensive continuum of supports to meet diverse student needs
- Foster a trauma-informed culture as a foundation for healthy, inclusive school environments
- Enhance and refine structures that support the development and effectiveness of support staff
- All staff collaborate with the Minds Matter Team and Orenda (grades 3 and up) to plan and deliver socio-emotional and mental wellness strategies and lessons directly related to the SOS-Q measures.

