



EDUCATION PLAN

2024-2027

Approved by the Board of Trustees
May 22, 2024

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Accountability Statement

The Education Plan for Fort McMurray Public School Division commencing September 1, 2024, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans.

The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Education Plan for 2024-2027 on May 22, 2024.



Linda Mywaart
Board Chair



Message from the Chair

Board of Trustees 2024-2025



BOARD CHAIR
LINDA MYWAART



VICE-CHAIR
JONATHAN LAMBERT



TRUSTEE
ANGELA ADAMS



TRUSTEE
TIM O'HARA



TRUSTEE
LORNA SPARGO



TRUSTEE
JASON SCHULZ



TRUSTEE
MALCOLM SETTER

Fort McMurray Public School Division is resolutely focused on its vision to inspire and engage students for life-long learning. Striving towards that vision begins at the Board table with clear, effective governance of the system, carries on through strong leadership provided by the superintendent and her team, and culminates daily in the passion and dedication of staff in all areas across the division. Collectively concentrating on our vision ensures that each person in FMPSD fulfills their role in providing students the opportunity to achieve personal excellence.

The Board was pleased to receive the School Education Plans over two half day sessions held online due to wildfire alerts in our area. The staff are to be commended for their flexibility and adaptability. Trustees heard glowing reports from the schools about many successes including academics, arts, trade studies, citizenship, parent engagement and support, and the ongoing work around diversity, equity and inclusion. But along with those achievements, we also heard sincere concerns for numeracy, literacy, complex needs, and most of all, mental health. Our staff have solid ideas, plans and strategies to address areas needing improvement, but the fact is that amidst ongoing years of exponential growth in student population and in complex needs within that population, the resources are lagging further and further behind the needs. Based on the data presented in this Education Plan we invite further conversation and collaboration with the ministry for solutions that will meet the increasing needs in our division.

The FMPSD Board and staff will continue working diligently to provide for our students through improved governance understanding and practice, resource sharing and collaborative professional learning time for staff, and dedicated supports and resources for numeracy, literacy, inclusive learning, and mental health. There are many other examples too of Doing What's Best for Kids. We are proud of the work being done in FMPSD and this plan details how that exemplary work will continue and remain dedicated to improving the learning experience of students. We are grateful for your ongoing support and assistance.

Linda Mywaart
FMPSD Board Chair

FOUNDATIONAL STATEMENTS



Fort McMurray School Division Profile

Fort McMurray Public School Division serves the urban community of Fort McMurray, located in the Regional Municipality of Wood Buffalo. The surrounding region holds one of the world's largest oil reserves. The Fort McMurray Public School Division is committed to serving the needs of students, their families, and the community, and working in partnership with the Government of Alberta, the Regional Municipality of Wood Buffalo, industry and community agencies that serve the region.

The Division serves 7,750 students within 16 schools: 12 elementary, 3 junior/senior high schools, and one outreach secondary school. The Division offers a variety of programs for students and is responsive to the needs and interests of the community. Islamic and Christian faith programming, French Immersion, Early Child Development and Intervention Programming, athletics, fine arts, STEAM, and Indigenous Education across all grades and opportunities for work experience and transitions to the workforce through the Registered Apprenticeship Program (RAP), meets the diverse needs of our student population.

When thinking about the community of Fort McMurray what might not come to mind is the extensive cultural and linguistic diversity present in our schools. Our English as an Additional Language Learners represent 17.7% of our total student body. Among them, 523 students were born outside of Canada, representing over 100 different countries. More than 60 languages are spoken in our schools. Recently, we have observed a growing number of students who are non-English speakers and have never attended a school before.



This number continues to grow on a monthly basis with increased migration into the region. Our students with significant needs comprise more than 6.4% of our total enrollment and have grown by nearly 27% over the last year. As a result of the diverse needs of our students and staff, learning supports and instructional practices are highly responsive to our local context.

Fort McMurray continues to have a relatively young population; 35.7% of the student population enrolled in the school division are currently in ECDP to grade three. This creates a large group moving through our school system, increasing our enrollment year over year. The impacts on personal wellbeing and mental health for many students, staff, and community partners due to coping with wildfire, flood, COVID-19 and the economic challenges, including staff shortages are still relevant. Despite the challenges, teachers and support staff have focused their work on supporting students academically, physically, and emotionally. We work to ensure that students are provided with the knowledge, skills, and competencies they require as 21st century learners and their future needs as members of the workforce and continue to ensure that teaching staff have the resources and supports to differentiate planning, instruction, and assessment is essential for meeting the needs of all students in diverse and inclusive learning environments.



Public Assurance

We aim to assure our community that our combination of policies and processes helps build public confidence in the education system. This is achieved through relationship building, engagement with schools and their communities, and creating and sustaining a culture of continuous improvement and collective responsibility in our mutual aim of “Doing What’s Best For Kids”.

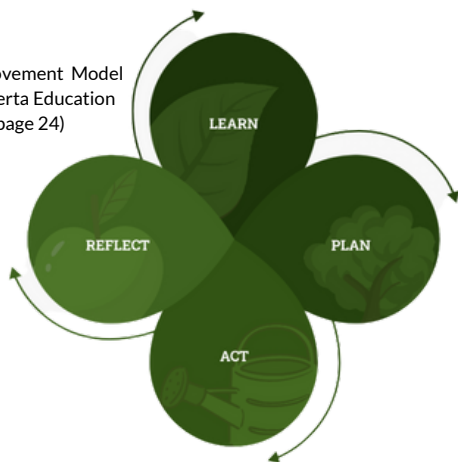
The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the Alberta Education *2024/2025 Funding Manual for School Authorities*.

CONTINUOUS IMPROVEMENT CYCLE

Effective planning and results reporting occur in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle involves:

- 1 Developing/updating plans based on results, contextual information, input from schools and their communities, and provincial direction;
- 2 Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities;
- 3 Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement;
- 4 Monitoring implementation and adjusting efforts as needed;
- 5 Measuring, analyzing, and reporting results;
Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision-making);
- 6 Communicating and engaging with schools and their communities about school authority plans and results throughout the process.
- 7

Continuous Improvement Model adapted from Alberta Education Funding Manual (page 24)



FEBRUARY

The Division gathered feedback from all schools and their communities through ThoughtExchange to understand community priorities and assist in budget decisions

MARCH-APRIL

School and Division Education Plan review amongst schools and their communities using all available data, both provincial and local

APRIL-MAY

Developing priority based budget using data from ThoughtExchange and aligning to needs in school plans

MAY

Development of School & Division Professional Learning Plans
Sharing all Education plans with Board

SEPTEMBER+

Monitor implementation of the Education plans, and provide professional learning to build staff capacity, all focused on student growth and achievement. Make adjustments where needed along the way, incorporating schools and their communities feedback at various points in the year

NOVEMBER

Review results from the previous year and using the Alberta Education Assurance Survey Compile all local and provincial results into a report for presentation to Board for approval and shared with Alberta Education

2022-2023 EDUCATION ASSURANCE RESULTS SUMMARY

Fort McMurray Public School Division is a learning community dedicated to educating all students for personal excellence.

OUR SCHOOL COMMUNITY



16 SCHOOLS

12 Elementary Schools
3 High Schools
1 Outreach School



7385 STUDENTS

21% English Language Learners
16% Early Childhood Learners
9% First Nations, Métis or Inuit
7% Severe Disabilities



755 STAFF MEMBERS





355 ATA Employees
368 CUPE Employees
22 Out of Scope Employees



PARENTS

82% of parents are involved in decisions about their students' education





PROGRAM PRIORITIES

-  Promote Growth and Success for All Students
-  Maintain Safe and Caring Learning Environments and Supports
-  Effective Stakeholder Engagement
-  Strengthen Quality Teaching and Leading

ENGAGEMENT

- 89%** of our school community is satisfied with the overall quality of basic education.
- 86%** of our school community agrees that FMPSD learning environments are welcoming, caring, respectful and safe.
- 85%** of our school community agrees that students are engaged in their learning at school
- 82%** of our school community is satisfied that students have access to supports and services

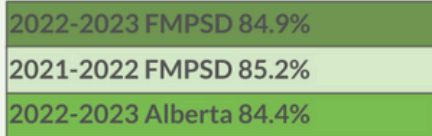
FINANCIAL RESULTS

-  Government of Alberta grant revenue makes up 95.6% of total revenues
-  Funding is spent primarily on salaries and benefits at 74.1% of total expenses
-  FMPSD is using reserves to support deficit budgets
-  Enrollment has increased by 10% over the last 3 years and over the next 3 years are projected to increase by 7%

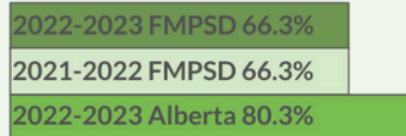
2022-2023 ALBERTA EDUCATION ASSURANCE MEASURE(S)

Results Based on Responses of FMPSD Parents, Students and Staff

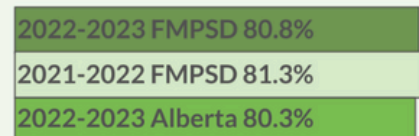
Student Learning Engagement



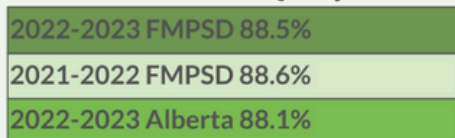
Diploma: Acceptable



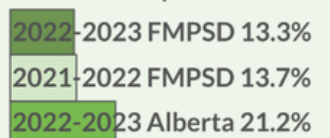
Citizenship



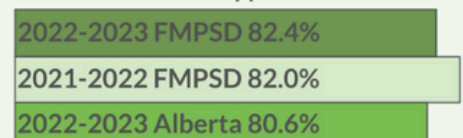
Education Quality



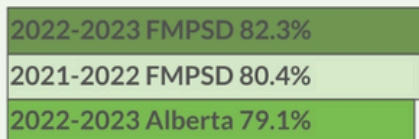
Diploma: Excellence



Access to Supports & Services



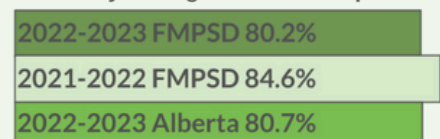
Parental Involvement



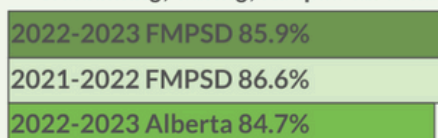
PAT: Acceptable



3-year High School Completion



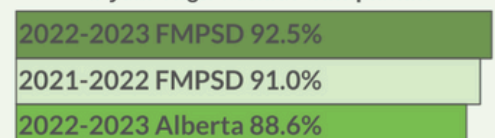
Welcoming, Caring, Respectful & Safe



PAT: Excellence



5-year High School Completion



Read the complete report and detailed financial information on our WEBSITE at www.fmpsdschools.ca/board/annual-reports



FMPSDSCHOOLS.CA



@FMPSD



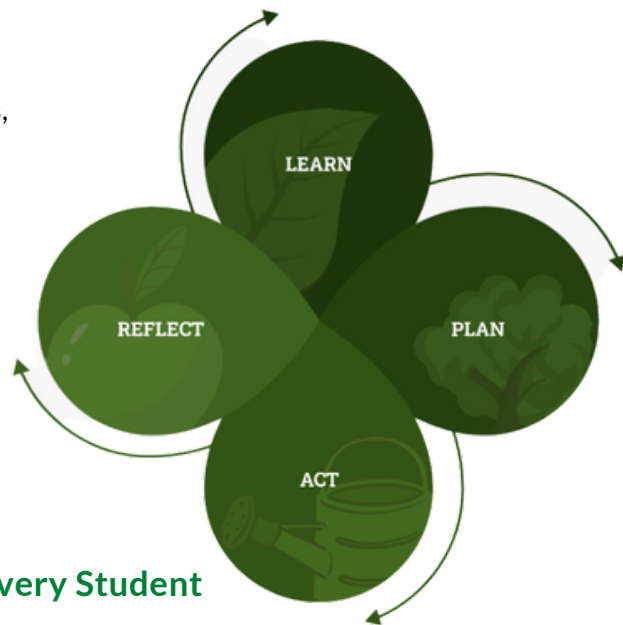
@FMPSD



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Summary of Progress for Year Three of Implementation 2024-25

In the Fort McMurray Public School Division, continuous improvement means everyone - teachers, administrators, students, and the community - are working together to regularly assess what's working, what's not, and how we can do better to support every student's growth. Together, we consistently reflect on our strategies, identifying strengths and areas for enhancement to better nurture every student's learning. We strive to build a culture that is all about **"Doing What's Best for Kids"** making use of a continuous improvement cycle; learn, plan, act, reflect.



Priority 1 Promote Growth and Success for Every Student

- Year 1** Gathered baseline data for gr.1-3 literacy and numeracy, piloted new assessments in gr. 4-9, constructed a numeracy framework, and built capacity of staff in differentiation, and interventions in each of these areas.
- Year 2** Added to baseline data with implementation of literacy and numeracy assessments in gr.4-9. Consultant and professional learning to support the capacity of staff.
- Year 3** Data related to literacy and numeracy learning indicates that over the course of a year 30% of students moved from "at risk" to "not at risk" in foundational literacy skills. Based on engagement with the school and its community members, and analysis of student learning assessments we will focus on approaches to EAL intake, IPP development, continued Indigenous support systems and further support building capacity in differentiated instruction. Continuous improvement in the percentage of students not at risk will indicate our success.



Priority 2 Maintain Safe and Caring Learning Environments and Supports

Year 1 Created opportunities for academic and personal success by providing one hour of mental health learning during Professional Learning Fridays with a focus on building capacity in mental health awareness, self advocacy and how to access support when needed. Occupational Stress Level trends have been increasing . The measures in progress were showing an indication of 60% of survey respondents having stress levels of 7/10 or higher.

Engagement with Schools and their Communities (staff, parents, students and community members) plays an important role in shaping education decisions. Input received from our schools and their communities, in combination with resources available, informs system direction and program effectiveness, supporting continuous progress, in all aspects of our work.

Year 2 Targeted building capacity of staff in self regulation using The Regulated Classroom™ strategies. Schools implemented in varying degrees with students. Supported and built capacity of staff, parents and students with complex needs through a behavior specialist and executive functioning coach as evidenced in growth in student goal areas.

Year 3 In the process of gathering a spring measure, we were given a wildfire evacuation alert. Increased implementation of The Regulated Classroom™ including one school-wide implementation. Mental health supports will continue to be provided through professional learning opportunities, consultant support and parent learning sessions. We will measure our approaches by engaging staff, students and families in a survey, to determine which supports are having an impact. Quality infrastructure in technology, transportation, and facilities are effectively planned, managed, invested in and maintained, and will no longer be a focus in this priority area.


Priority 3 Maintain Safe and Caring Learning Environments and Supports

Year 1 Created collaboration opportunities with schools and their communities through ThoughtExchange, feedback surveys, and in person meetings that supported the learning and working environments to be more welcoming, inclusive, caring, respectful and safe.

Year 2 Increased frequency of engagement and maintained the use of one engagement tool, ThoughtExchange. Regularly reported back to all participants how the information was being used to make improvements and saw increased parent satisfaction on the Alberta Education Assurance survey.

Year 3 Engagement will remain integral to each priority area, no longer standing as a separate priority.

We engage with schools and their communities in multiple ways throughout the school year via email, social media, newsletters, websites and phone calls. In addition we gather feedback on various topics through ThoughtExchange. We also provide opportunities to engage through school activities and events as volunteers and guests.

Throughout our education plan we will use this symbol  to indicate that we are engaging schools and their communities.

Priority 4 Strengthen Quality Teaching and Leading

- Year 1** Opportunities were provided for professional growth based on the provincial Teacher Quality and Leadership Quality Standards. Staff attended opportunities such as Professional Learning Fridays, leadership academies, after-school learning sessions, division days and support from school division consultants. We determined our success, as well as areas for improvements, through surveys with results reported here: [Priority 4](#)
- Year 2** Capacity building opportunities for staff to strengthen their teaching and leading practices.
- Year 3** Professional Learning will intentionally be embedded into each priority area, focused on professional practice standards and division priorities.

Doing what's best for kids includes **supporting quality teaching and quality school leadership**. Teachers and school leaders rely on both division-provided and self-directed professional learning opportunities, informed by emerging research and tailored to the diverse needs of our students. FMPSD models a continuous improvement approach towards designing professional learning, exemplified by our commitment to evidence-based practices and our comprehensive professional learning plan. Educators, teachers, school and system leaders, use aspects of a continuous improvement process in planning for their professional growth and role in supporting student learning. For example:

Reflect: Review student learning data, assess teaching and leadership practices, gather feedback, and pinpoint areas for improvement.

Learn: Deepen understanding through research, professional learning and collaboration opportunities.

Plan: Devise action plans, (lesson, strategic and implementation plans) informed by evidence-based strategies.

Act: Implement strategies and monitor their impact on student outcomes.

Throughout our education plan we will use this  symbol to indicate that we are supporting teacher and leader practice.



At Fort McMurray Public School Division, we prioritize what's best for our students. Engaging with school and community – staff, parents, students and community members – plays a crucial role in shaping education decisions and improving student outcomes. We value the input received from our stakeholders to plan for system direction and enhance program effectiveness, ensuring continuous progress and student well-being.

Engagement occurs through various means, gathering feedback on a range of issues, concerns and topics; this work includes:

SCHOOL COUNCILS

Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.

SUPERINTENDENT'S ADVISORY GROUP OF EDUCATORS (SAGE)

These conversations bring together representative teachers from across the Division which helps to inform next steps in support of student learning.

SUPERINTENDENT'S ADVISORY GROUP OF STUDENTS (SAGS)

The SAGS meets three times a year to celebrate things that are going well in the Division, discuss issues of importance and make suggestions for new ideas. The students can interact with the Superintendent of Schools to share their ideas and perspectives.

PARENTS/GUARDIANS

Parents/Guardians complete various surveys and ThoughtExchanges throughout the year on various topics. They also have opportunities to share their thoughts through conversations with Principals and committees such as the School Council and the We Belong Advocacy Committee.

CUPE AND ATA EXECUTIVE

Representatives meet with Senior Executive and Trustees to consult on various topics through the year.

DIVISION WELLNESS COMMITTEE

The Wellness Committee representatives include teachers, support staff, and Division Office staff. The committee's objective is to co-construct a culture where all employees enjoy and contribute to a welcoming, caring, respectful, and safe work environment.

STUDENT ADVISORY COUNCIL (SAC)

The SAC meets three times each year for the opportunity to interact with the Trustees to share their ideas and perspectives.

ELDER'S COUNCIL

The Elders Council meets approximately every 6 weeks with the Board Chair and Superintendent to provide guidance on various curriculum and event decisions.

WE BELONG ADVISORY COUNCIL

This group of teachers, support staff and Division office staff work together to provide feedback on Diversity, Equity and Inclusion (DEI) topics. They helped develop the strategic plan and provide feedback on various topics from implementation to policy related to DEI.

NETWORKS

School Council reps meet with Trustees five to six times a year, to share dialogue they have had with parents on various topics as well as discuss questions from the Trustees.

Education Plan 2024-2027

The Education Plan reflects a continuous improvement cycle at the school level, the division department level, and the division level.

Four areas of consideration were used to guide continuous improvement planning, which included:

- What strengths are reflected in your achievement data? What are your thoughts on what contributed to this success? What actions, resources and capacity building activities contribute to this?
- What areas of need are reflected in your achievement data? What are your thoughts on contributing factors? What actions, resources and capacity building activities do you have in place to address these needs?
- Are there other contextual factors, resources, or areas of note that are important to your school?
- What outcomes, performance measures or strategies are necessary to improve outcomes?

Links to Department Education Plans

- [Teaching and Learning](#)
- [Inclusive Learning](#)
- [Business & Finance](#)



School staff worked together to review student achievement information, to review the guiding questions, and to develop a school education plan. School principals met with Division staff to review school data to ensure that Division departments were aware of and could contribute to school-based continuous improvement plans.

Division departments aligned goals, resources, and outcomes to the areas of need across school communities.



Links to School Education Plans

BEACON HILL PUBLIC SCHOOL

CHRISTINA GORDON PUBLIC SCHOOL

DAVE MCNEILLY PUBLIC SCHOOL

DR. K.A. CLARK PUBLIC SCHOOL

ÉCOLE DICKINFIELD SCHOOL

ÉCOLE MCTAVISH HIGH SCHOOL

FORT MCMURRAY CHRISTIAN SCHOOL

FORT MCMURRAY COMPOSITE HIGH SCHOOL

FORT MCMURRAY ISLAMIC SCHOOL

FRANK SPRAGINS HIGH SCHOOL

GREELY ROAD SCHOOL

THICKWOOD HEIGHTS PUBLIC SCHOOL

TIMBERLEA PUBLIC SCHOOL

WALTER AND GLADYS HILL PUBLIC SCHOOL

WESTVIEW PUBLIC SCHOOL

WESTWOOD COMMUNITY HIGH SCHOOL

THREE YEAR EDUCATION PLAN PRIORITIES

Priority #1

Promote Growth & Success for Every Student

1. Success for Every Student

Outcome: High quality learning opportunities for all & excellence in student learning outcomes.

Priority #2

Maintain Safe & Caring Learning Environments & Supports for All

1. Promote a comprehensive approach to supporting student and staff wellbeing and mental health

Outcome: FMPSD schools are welcoming, caring, inclusive, respectful, and safe.

Priority #1

Promote Growth & Success for Every Student

2. Growth in Literacy & Numeracy Skills

Outcome: High quality learning opportunities for all & excellence in student learning outcomes.

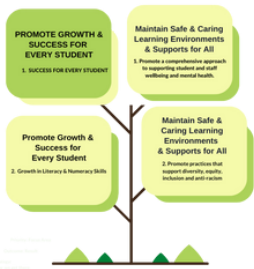
Priority #2

Maintain Safe & Caring Learning Environments & Supports for All

2. Promote practices that support diversity, equity, inclusion and anti-racism

Outcome: FMPSD schools foster a sense of belonging.

FMPSD Board of Trustees and staff engage with the community and review student learning data annually to set school division priorities, guiding education plans for schools and departments.



Priority #1 - Promote Growth and Success for All Students

Goal#1 Success for Every Student

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system and workforce are well managed.



BACKGROUND

FMPSD is committed to fostering learning conditions and providing the support required for all students to experience growth in all areas.



Based on new elementary curriculum content and focused on the intersection of teacher practice and student needs, we aim to offer increased learning opportunities on learning styles and differentiated instruction. Implementation of new curriculum and resources is best supported by teachers' practice that addresses the diverse learning needs of students. Approaches such as differentiated instruction, and knowledge of students' learning styles, can support the conditions for optimum learning for all.

FMPSD welcomes more English as Additional Learners (EAL) into its classrooms which has highlighted the opportunity to curate and streamline a process where the language needs of students are efficiently and accurately identified. Creating environments where EAL learners are comfortable and can access instruction and concepts allows them to demonstrate their understanding and progress in their learning while minimizing language as a barrier.

Part of the commitment to student excellence is the continuous refinement of Individualized Program Plans (IPP's) which in part detail the

tiered interventions, instructional strategies and specific learning needs for individual students.

Our IPP's require continued refinement as we continue to better understand neurodiversity, and mental health needs and their successful supports.

First Nations, Métis, and Inuit liaison staff work in every school and connect with each of their students to support academics and help students make personal connections to the curriculum, through Indigenous Ways of Knowing and connecting to their cultures.

Guided by strong relationships with school FMPSD continues to value and strengthen engagement with families and community through various ThoughtExchange surveys and opportunities for conversation. An Elder's Council, monthly School Council meetings and near monthly Networks meetings, Superintendent Town Hall videos, and an open door, open communication policy are examples of strategies we use to engage our community.

For students to achieve, staff continually learn. FMPSD supports teacher and leader learning through Professional Learning Fridays, division professional development day and consultant support in schools. The division, as well as each school, develops a comprehensive professional learning plan that meets teachers' needs which are based on student learning needs.



PERFORMANCE MEASURES

PROVINCIAL MEASURES

- Provincial Achievement Tests
- Diploma Exams
- Graduation Rates
- Rutherford Scholarships
- 3 & 5 Year High School Completion Rates
- Post-Secondary Transition Rates
- First Nations, Métis, Inuit Specific Data
- English as an Additional Language Specific Data
- Alberta Education English as an Additional Language Benchmark Assessments

LOCAL MEASURES

- Collaborative Response Model Data
- Division Professional Learning Fridays Feedback Survey
- Division Professional Development Day Feedback Survey
- Inclusive Services Referral Data
- Education Assistant Coordinator Data





Priority #1 - Promote Growth and Success for All Students

Goal#2 Growth in Literacy and Numeracy Skills

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system and workforce are well managed.



BACKGROUND

Data collected in 2023-2024 highlighted opportunities to support students’ literacy and numeracy skills across all areas, and specifically in students’ foundational phonics skills and basic math facts. Based on the Annual Education Results Reporting report and school-based engagement with parents, FMPSD’s priority of foundational literacy and numeracy skills is supported.



FMPSD’s K-12 Literacy Framework, and K-9 Numeracy Framework are the guiding documents used in support of teachers’ ongoing professional learning. FMPSD utilizes a variety of literacy and numeracy programs and interventions, which guide teachers through the stages of instruction.



Professional learning opportunities focus on enhancing the effective use of data to drive instruction, how to embed literacy and numeracy instruction across subjects and how to differentiate instruction and effectively use tiered interventions to support each learner.



PERFORMANCE MEASURES

PROVINCIAL MEASURES

- Provincial Achievement Tests
- Diploma Exams
- Alberta Education Literacy and Numeracy screeners

LOCAL MEASURES

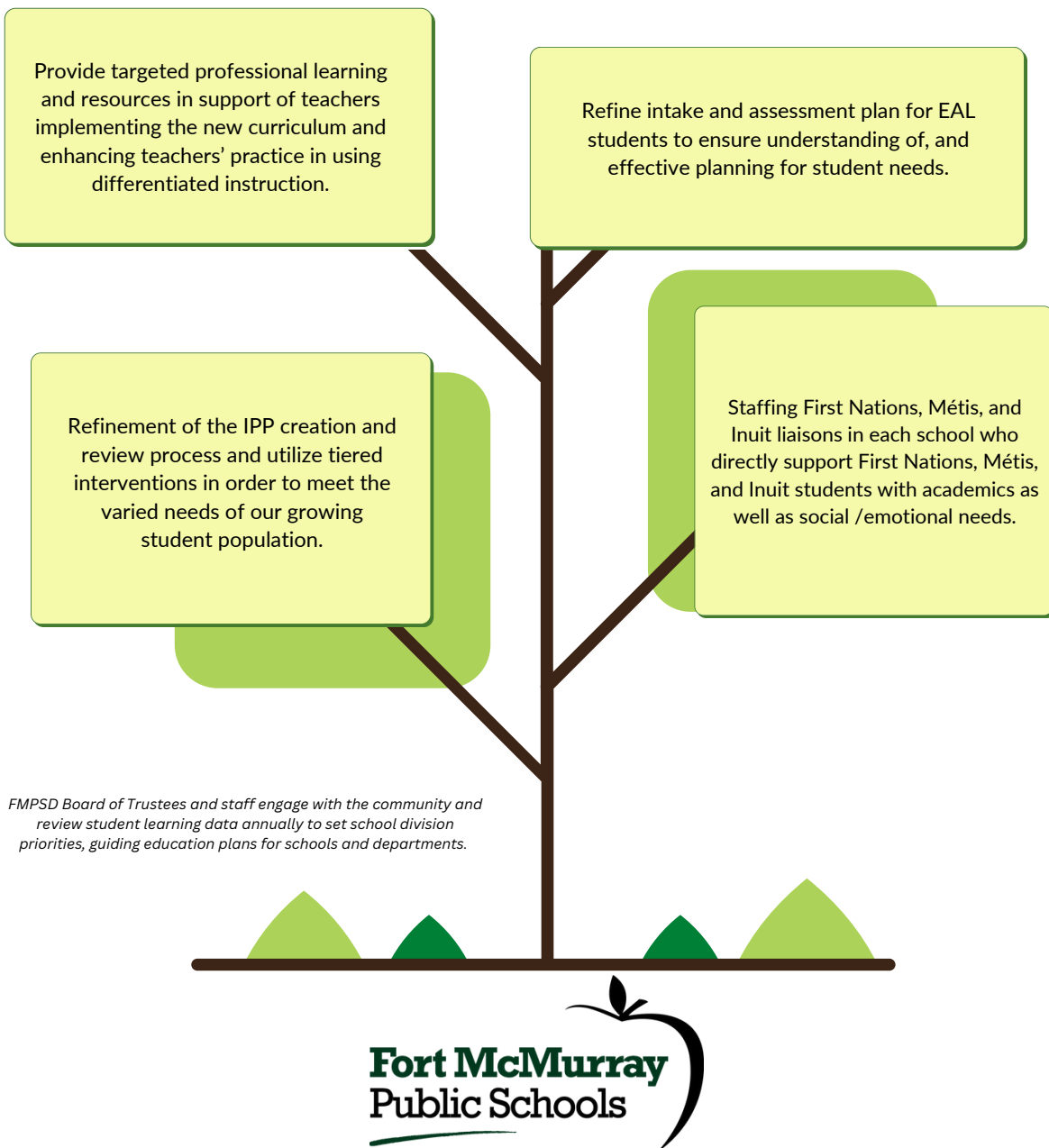
- Collaborative Response Model data
- Division Professional Learning Fridays Feedback Survey
- Division Professional Development Day Feedback Survey
- School-based Literacy & Numeracy Assessments
- Elk Island Numeracy Assessment
- Math Intervention/ Programming Instrument
- Dibels Comprehension and Fluency Assessment
- Star Reading Assessment



STRATEGIES FOR PRIORITY 1

PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #2 - Maintain Safe and Caring Learning Environments and Supports for All

Goal#1 Promote a comprehensive approach to supporting student and staff wellbeing and mental health.

Local Outcome: Fort McMurray Public Schools are welcoming, caring, inclusive, respectful and safe.

Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system and workforce are well managed.



BACKGROUND

A key priority for FMPSD is to provide a safe and caring learning environment for students to experience academic and personal success. The local context is such that it has placed our community members in a heightened state of anxiety, students and adults alike. Our data has shown that we need to continue to address Mental Health as an integral focus of practice. Stakeholder engagement has taken place through community education sessions such as Mental Health Podcasts, Circle of Security, Executive Function, The Regulated Classroom™ learning and multiple surveys. Schools and their communities have expressed the desire to continue to remove barriers and continue to support in the area of mental wellness.

FMPSD has dedicated professional learning time built into the school calendar to support collaboration and capacity building for staff. The professional learning time provides opportunities to connect with community resources and make connections for schools and their communities to support the students and families based on their specific needs. One hour of every professional learning Friday is dedicated to learning about aspects of mental health that support wellness of staff and students.



Our aim is to consistently promote mental health awareness within schools and their communities through diverse formats. This will empower them to enhance their understanding of mental health, adopt strategies to bolster their own mental well-being, and know how and when to seek support for themselves or others in times of need. Strategies related to regulation and co-regulation are the identified priority for our mental health supports as this continues to be an identified need to address for our schools and its community members. Parents are asking for more behaviour and counselling support for their children to meet their complex needs. Staff is reporting high workplace stress levels, increased levels of anxiety, and caregiver fatigue. Students recognize that strong relationships help support learning and have a strong desire for reconnection. Student participation in Diversity, Equity and Inclusion discussions will be foundational to taking steps forward.



PERFORMANCE MEASURES

PROVINCIAL MEASURES

- Student, parent and staff Alberta Education Assurance Measures Survey Reports:
 - Welcoming, Caring Respectful and Safe Learning Environments
 - Satisfaction with Program Access
 - Access to Supports and Services
 - Parental Involvement

LOCAL MEASURES

- Our School Surveys
- Staff Wellness Survey
- Training for Staff (Four Season Training, Circle of Security, Non Violent Crisis Intervention)
- Division Professional Learning Fridays Feedback Survey
- Division Professional Development Day Feedback Survey
- Podcast Topics chosen by Schools & their Communities
- Student Advisory Feedback





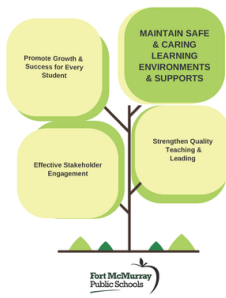
PERFORMANCE MEASURES

PROVINCIAL MEASURES

- Student, parent and staff Alberta Education Assurance Measures Survey Reports:
 - Welcoming, Caring, Respectful & Safe Learning Environments
 - Satisfaction with Program Access
 - Access to Support and Services
 - Parental Involvement

LOCAL MEASURES

- Diversity, Equity and Inclusion Survey Results
- Staff Professional Learning/Training Completion Rates (Pride YMM, First Nations, Métis and Inuit Courses, Unconscious Bias)
- Connections with Community Agencies (Multi-Cultural Association, YMCA Settlement, wjs Canada, Regional Municipality of Wood Buffalo, Land Based Learning, Elders Luncheons, and other cultural events)



Priority #2 - Maintain Safe and Caring Learning Environment and Supports

Goal#2 Promote practices that support diversity, equity, inclusion and anti-racism.


Local Outcome: Fort McMurray Public School Division schools foster a sense of belonging.


Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system and workforce are well managed.



BACKGROUND

The goal of the Fort McMurray Public Schools is to support schools and their community's connections so students, staff and families experience a greater sense of belonging and positive social, emotional wellbeing. Fort McMurray is more diverse than Toronto, ON, per capita; bringing to our schools a wealth of diversity.

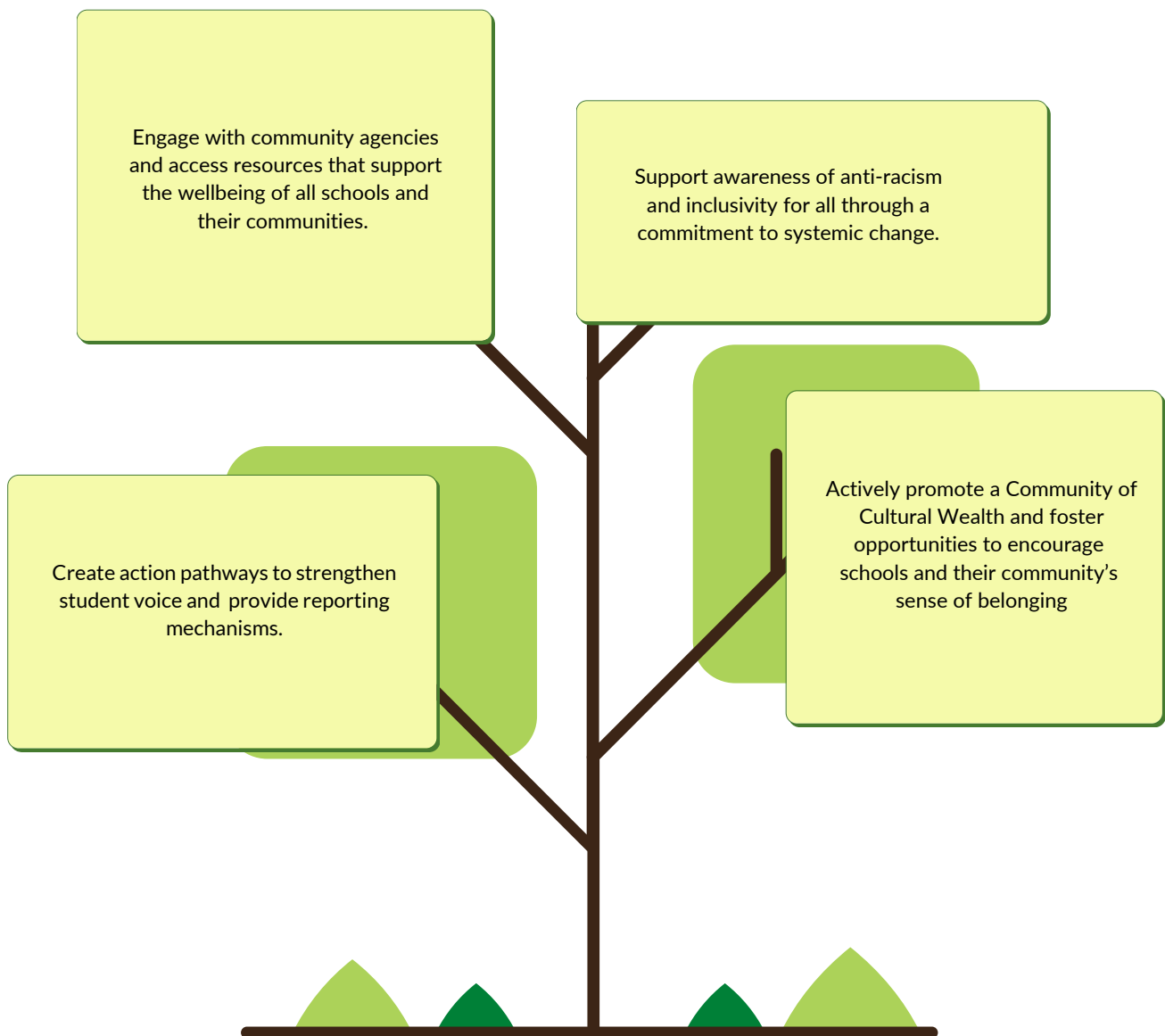
The division has committed to systemic change with the hiring of an Diversity, Equity and Inclusion Coordinator to curate an action plan which supports schools with anti-racism and promotes inclusivity for all. A “We Belong” Committee has been established to develop an implementation plan based on schools and their community’s feedback where action pathways will be created to promote diversity and combat racism. Time has been scheduled within the Professional Learning Friday structure to allow school staff the time for professional learning and implementation of the learnings into educator practice. 

Engagement between parents, schools and the community is an ongoing collaborative focus through various means. The division’s desire is to remove barriers to communication, strengthen relationships and promote cultural ways of being and knowing. The “We Belong” Committee has invited parents to be a part of its membership, as well as representatives from each school within the division to ensure all voices are heard and the action plan moving forward is collaborative. The action plan includes areas of focus such as staff and community engagement, policy development and curricular and resource augmentation. 

STRATEGIES FOR PRIORITY 2

MAINTAINING SAFE AND CARING LEARNING ENVIRONMENTS AND SUPPORTS FOR ALL

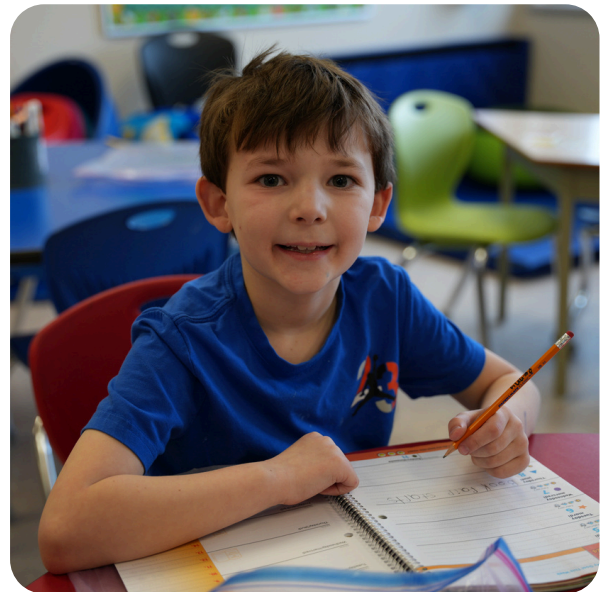
Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.



GOVERNING PRINCIPLE IN FINANCIAL PLANNING

The Superintendent, with the assistance of the Associate Superintendent of Business and Finance, completed a broad-based consultation of schools and their communities including direct meetings with School-Based Administrators, School Councils, Joint Networks, and a broader engagement of parents, students, staff, and community members through a ThoughtExchange survey tool.

Senior staff utilized the feedback in preparing a needs/priority-based budget, which included individual reviews of each school and department's context, to present to the Board. The Board-approved budget serves as a planning, operational, and control mechanism for results and resources, as well as the basis for Board approval of programs and resource deployment. The budget is developed in accordance with generally accepted accounting principles.



Schools and their communities can view documents at the following links:

[Budget 2024-2025](#)

[Master Facility and Capital Plan](#)



Future Challenges

MENTAL HEALTH & DYSREGULATION

The local context of Fort McMurray Public School Division still includes compounded trauma from the 2016 wildfire, the historic 2020 flood, the economic downturn of the oil and gas industry and the loss of available support services, all of which affected Mental health in students, parents, and staff. The dysregulation of adults and students alike has become common. Multiple variables impact Mental Health for students and these variables also directly and indirectly impact the mental health of the adults in the building and parents at home. If the Mental Health of everyone cannot be addressed due to lack of resources, then there can be little progress with student learning. The 2024 wildfire in Fort McMurray, has further exacerbated the anxiety in the community.

Presenting Concern	2020/21	2021/22	2022/23	2023/24 Sept-Dec 4 Months	Presenting Concern	2020/21	2021/22	2022/23	2023/24 Sept-Dec 4 Months
Suicidal Ideation	49	118	41	23	Anxiety	332	340	262	211
Divorce/Family Conflict	226	264	278	193	Depression	74	76	39	18
Friendship/Peer Conflict	239	222	225	230	Emotional Regulation	244	329	309	202
Bullying/Cyberbullying	34	44	73	74	Anger	47	61	61	44
Self Harm	27	51	24	10					

There are a number of external grants which we rely on every year to be able to support student mental health. Even with these additional grants, and human resources, we are not equipped with the staff to provide the number of hours of support needed. We rely on community resources as well to help us support schools and their communities.

Unfortunately, the community does not have the resources to be able to support everyone either. There are long waitlists, the frequency of support is restricted, and sometimes students with complex needs do not have the required support in the region and must be referred out and sit on long waitlists for the external specialist support south of the region.

FUNDING MATTERS

The funding model is impacting our ability to support students. Over the last five years, not only has our enrollment increased by 26.7% (2.9 times the provincial rate), but our special needs population has exploded. Looking only at the growth of students with complex needs, in 2022-23 this grew by 27.3% and in 2023-24 by 23.3%. In two years, that is a total of 209 more students with complex needs or 50.6% growth.

	2020/21	2021/22	2022/23	2023/24
Students with Complex Needs	326	367	467	576

Complex needs enrollment has been growing twice as fast as total enrollment for several years. The proportion of students with complex needs in the Division, compared to the provincial average, has increased from 328% higher to 414% higher. This means FMPSD has 414% more students with complex needs per total student population than the provincial average. Despite this, funding allocated to the division hasn't kept pace with the increase in coded student enrollment, but rather follows a provincial profile. Consequently, funding per coded student has dropped from \$30,845 to \$18,181. Despite inflation, the division has managed to decrease expenditures from \$29,822 to \$26,714.

This funding concern does not extend to other students with special needs of lesser complexity, nor does it encompass the numerous students awaiting assessments, some of whom may be on a waitlist for up to one year.

Based on the trending data, we are predicting another increase for the coming school year, which will further increase our need for even more resources, especially educational assistants. With the incoming enrollments from out of the province, we are seeing an increased number of special needs students throughout the school year after budgeted funds have been allocated and utilized. The classroom complexity grant is not meeting our needs. The specialized learning supports funding must be increased and the weighted moving average eliminated in order to adequately support a growing division.



Fort McMurray Public Schools

Doing
What's
Best
For Kids

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