



2025

Education Plan

2025-2028



Contents

- 2 **Accountability Statement**
- 3 **Message from the Chair**
- 5 **Foundational Statements**
- 6 **Fort McMurray School District Profile**
- 8 **Public Assurance**
- 11 **Summary of Implementation**
- 14 **School and Community Engagement**
- 16 **Education Plan 2025–2028**
- 17 **Three Year Education Plan Priorities**
- 18 **Priority #1: Success for All**
- 21 **Priority #2: Maintaining Safe and Caring Learning Environments**
- 26 **Budget Summary**
- 28 **Future Challenges**

Accountability Statement

The Education Plan for Fort McMurray Public School Division commencing September 1, 2025, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 2025-2028 on May 21, 2025.



FMPSD Board Chair

Message from the Chair



Linda Mywaart

BOARD CHAIR



Lorna Spargo

VICE-CHAIR



Angela Adams

TRUSTEE



Jonathan Lambert

TRUSTEE



Tim O'Hara

TRUSTEE



Jason Schulz

TRUSTEE



Malcolm Setter

TRUSTEE



On behalf of the Board of Trustees of Fort McMurray Public School Division I am pleased to comment on the FMPSD Education Plan for 2025 - 2028. I'll begin by saying

how enriching and encouraging it was to have individual school education plans presented by all sixteen of our schools. The data and information was robust, second only to the heart and dedication of the principals and vice principals presenting their plans to the Board. It is the commitment of the staff across the division that will lift words off of paper and turn them into strategic actions for growth and improvement in each and every school. At the Board table we received new and repeated thoughts and themes to inform our work as system governors for FMPSD.

We acknowledge that there is some tough slogging ahead in our hallways and classrooms, but FMPSD will face those challenges head on through the lens of educating all students for personal excellence. We won't allow challenges and trauma to define who we are as FMPSD, but we would be remiss to ignore the ongoing impacts still surfacing throughout the division, compounded by new circumstances and issues layering on. The priorities in this plan have been narrowed down intentionally in hopes of broadening the impact. By honing in on overall well-being across the division, we hope to remove obstacles in teaching and learning, and add solid layers to foundational work that has already been done. Under the solid, steady leadership of Superintendent Nutter, supports and scaffolding are being built, ultimately to inspire and engage our students for lifelong learning. Community partnerships remain a critical component in this work, often providing for gaps in services and funding provided to the school division. Much time, attention, and thinking are being devoted to the how, when and why of assessments, wanting and needing them be more relevant and applicable to each student instead of a one-size fits all. The road looks long, but this plan is an honest, realistic map for the journey.

In addition to the areas for growth, the Board also wants to give accolades to students and staff for the incredible successes and achievements that are occurring simultaneous to the challenges. FMPSD students shine in science fairs, robotics, esports, athletics, arts, academics, trade skills competitions, and much more. Student

leaders of all ages are rising up across the division leading both students and staff alike into the unknown, but hope-filled future.

Education centered around students requires a huge team of people working, thinking, and taking action together on their behalf. The Board of Trustees extends gratitude to all of our staff. We also gratefully acknowledge the Ministry and Alberta Education for their support. There is much work to be done and many conversations to be had. With the focus and intention of this Education Plan we have charted a path forward that we hope will see growth and improvement for all of our students. It will help us all to walk the talk of “Doing What’s Best for Kids”.

A handwritten signature in grey ink, reading "Linda Mywaart". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Linda Mywaart
FMPSD Board Chair

Foundational Statements

MISSION

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

VISION

Inspire and engage students for life long learning.

OUR BELIEFS

We believe in developing responsible and contributing citizens.

We believe in being accountable for results for student achievement.

We believe in continuous improvement of the professional expertise and competence of our staff.

We believe parents and/or guardians are partners in student learning.

We believe in welcoming, caring, respectful and safe educational environments for all.

FMPSD Board of Trustees engages the community and reviews student learning data to determine the beliefs, mission and vision for the school authority. This is reviewed annually and informs the direction of the division priorities.



Fort McMurray Public School Division Profile



Fort McMurray Public School Division serves the urban community of Fort McMurray, situated within the Regional Municipality of Wood Buffalo. The region holds one of the world's largest oil reserves.



Committed to addressing the needs of students, families, and the broader community, the Division collaborates closely with the Government of Alberta, the Regional Municipality of Wood Buffalo, Alberta Health



Services, Children and Family Services, as well as industry and community organizations dedicated to supporting the area.

Fort McMurray is a youthful and growing community, with an average age of 33—significantly younger than the provincial average of 39. Reflecting this demographic, 34% of the student population in FMPSD is enrolled from Early Childhood Development Program (ECDP) through Grade 3. This strong early-years enrollment has contributed to a 42% increase in overall student numbers since 2018. Over the past four years, our professional teaching staff, non-union employees, and support staff have experienced an average annual turnover rate of 35%.



The Division serves 8,150 students within 14 schools and 2 alternative programs: 12 elementary, 3 junior/senior high schools, 2 alternative programs, and one outreach secondary school. A wide range of programs is offered to reflect the diverse needs and interests of the community. These include early childhood development and intervention, enrichment opportunities in athletics, fine arts, and STEAM, as well as pathways for career preparation and workforce transition, faith-based options (Islamic and Christian), language programs such as French Immersion and English as an Additional Language (EAL). Students also benefit from culturally responsive learning including Indigenous Education.



Fort McMurray's community is marked by substantial cultural and linguistic diversity, which is strongly reflected in the Division's student body. Our English as an Additional Language Learners represents 19.9% of our total student body. Among them, 734 students were born outside of Canada, representing over 100 different countries. More than 60 languages are spoken in our schools. Recently, there has been a notable increase in students who are non-English speakers and have limited or no prior school experience, a trend that continues with ongoing migration to the region. Our First Nations, Metis and Inuit learners represent 10.5 % of our total student population. Our students with significant needs comprise more than 7.1% of our total enrollment and have grown by nearly 51% over the last three years.

In addition to these student demographics, the Division continues to feel the impact of the wildfire, flooding, COVID-19, economic pressures, labour disruptions, and ongoing staffing challenges. These events have affected the well-being of students, staff, families, and community partners. Canadian research highlights the lasting mental health effects of natural disasters, economic disruptions, and public health crises.

Despite these challenges, our staff remain committed to supporting students' academic, physical, and emotional needs. By providing time and resources for professional collaboration, differentiated instruction, and responsive assessment practices, we continue to foster inclusive and supportive learning environments, "Doing What's Best for Kids".

Doing
What's
Best
For Kids

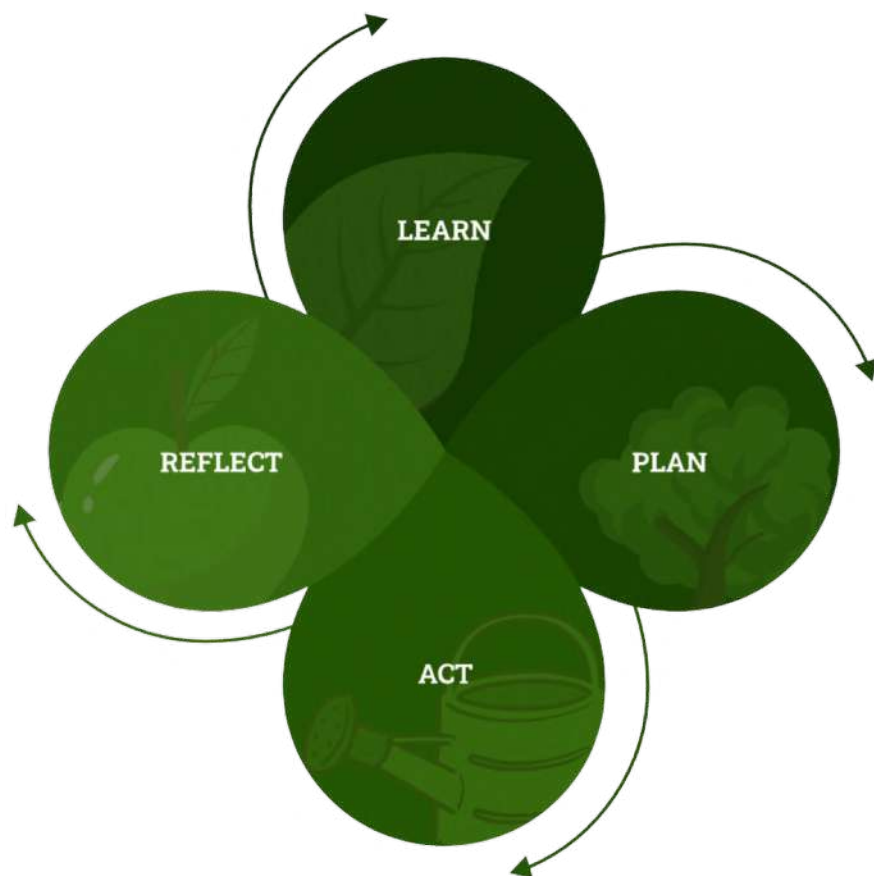
Public Assurance

We aim to assure our community that our combination of policies and process help build public confidence in the education system. It's achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the Alberta Education 2025/2026 Funding Manual for School Authorities.

Continuous Improvement Cycle: Symbols and Meaning

We use a continuous cycle-Learn, Plan, Act and Reflect- to ensure transparency, informed decision-making, and responsible use of public resources in our commitment to ongoing improvement and student success. Our continuous improvement cycle includes four cyclical phases each represented by a symbol that captures its purpose.



Gathering input from our school communities to guide planning and growth.



Using what we've learned to set direction and develop focused actions.



Putting plans into action to support student success.



Evaluating impact and guiding next steps, representing the results of growth and continuous learning.



Gather feedback to **LEARN** about areas for growth

In February, the Division gathers feedback from all schools and their communities through ThoughtExchange.



Create actionable **PLANS** based on available resources

In March/April, we use all we have learned to develop plans and prepare budgets that allocate resources to achieve priorities and meet responsibilities. School and Division Education Plans are prepared with schools and their communities, using all available provincial and local data.



Implement the plans and take purposeful **ACTIONS**

Throughout the year, we implement research and practice-informed strategies and interventions to maintain or improve performance within and across domains with a focus on student growth and achievement and wellbeing.



Evaluate actions and **REFLECT** on impact to guide next steps

Throughout the year, and specifically when data is available, the Division monitors implementation and makes adjustments based on the feedback. Each year, results—including those from the Alberta Education Assurance Survey—are reviewed and shared in a report to the Board and Alberta Education and used as part of our continuous improvement cycle.



2023-2024 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



7890 STUDENTS
18% English Language Learners
14% Early Childhood Learners
12% First Nations, Métis or Inuit
8% Severe Disabilities



932 STAFF MEMBERS
353 ATA Employees
402 CUPE Employees
40 Out of Scope Employees
137 Casual Employees



PARENTS
80% 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

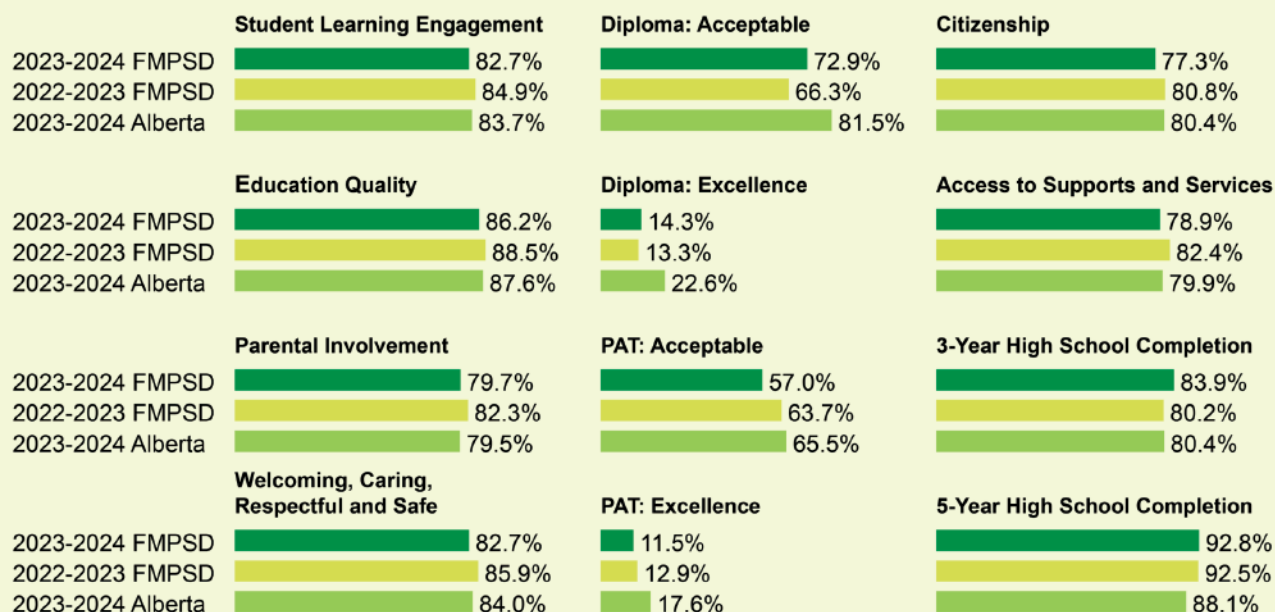
- 86%** of our school community is satisfied with the overall quality of basic education.
- 83%** of our school community agrees that FMPSD learning environments are welcoming, caring, respectful and safe.
- 83%** of our school community agrees that students are engaged in their learning at school
- 80%** of our school community is satisfied that students have access to supports and services

FINANCIAL RESULTS

- Government of Alberta grant revenue makes up 95.9% of total revenues
- Funding is spent primarily on salaries and benefits at 74.6% of total expenses
- FMPSD is using reserves to support deficit budgets
- Enrollment has increased by 19.9% over the last 3 years and over the next 3 years is projected to increase by 6.7%

2023-2024 ALBERTA EDUCATION ASSURANCE MEASURE(S)

Results based on responses of FMPSD parents, students and staff



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



FMPSDSCHOOLS.CA



@FMPSD



@FMPSD



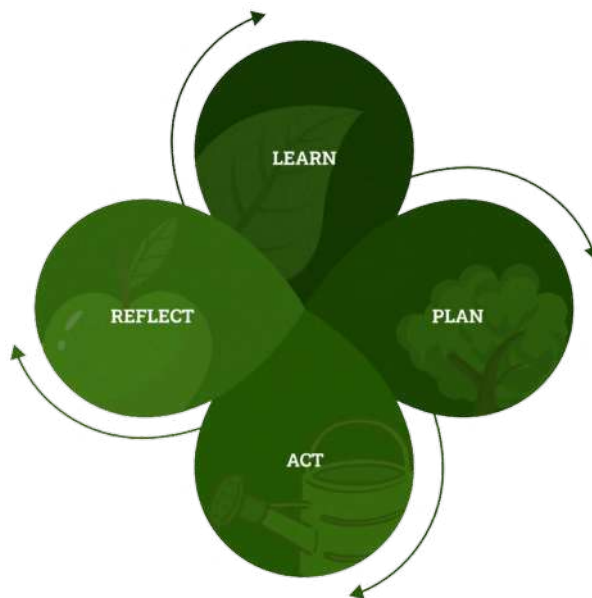
/FMPSD

Summary of Implementation

2025–2026



In the Fort McMurray 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 our continuous improvement cycle; learn, plan, act, reflect.



PRIORITY #1

Promote Growth and Success for Every Student

YEAR 1

We added to the grade 1–3 baseline literacy and numeracy data by implementing literacy and numeracy assessments for students in Grades 4–9 which helps identify and support students at risk. Consultant support and professional learning opportunities were provided to build staff capacity and survey data indicates that student learning was supported through growth in teacher practice.

YEAR 2

Literacy and numeracy sprints were implemented for Grades 1–6 at both the school and division levels. Consultant support and professional learning continued to enhance staff capacity. We utilized \$27000 in provincial literacy and numeracy funding, which allowed us to hire a part-time literacy interventionist to support schools. Kindergarten literacy screeners were introduced in January.

YEAR 3

Local data for Grades 1–3 indicate that over the year, 24% of students moved from “at risk” to “not at risk” in foundational numeracy skills, and 28% in literacy. Results for Math 30-1 and Math 30-2 showed improvements of 22% and 2% respectively, while Math 9 Provincial Achievement Test results were 15% below the provincial average.



We continue to reflect on our strategies and interventions and are not satisfied with our results. This upcoming year we will build on our implementation plans, highlighting lead and lag measures. This will support us in adapting our actions as we proceed, based on measures and indicators that are identified.

Professional learning will continue in the areas of First Nations, Métis, and Inuit education, as well as for English as an Additional Language (EAL) students, with a focus on universal, targeted, and individualized instructional practices. Based on engagement with schools and community members, and analysis of student learning data, we will prioritize building capacity in differentiated instruction across all curriculum areas. We will also work to enhance instructional strategies, particularly in literacy and numeracy, to further improve student achievement.

PRIORITY #2

YEAR 1

Maintaining Safe and Caring Learning Environments

We focused on building staff capacity in self-regulation strategies through *The Regulated Classroom* approach. Schools implemented these strategies to varying degrees with students. Support for staff, parents, and students with complex needs was enhanced through the involvement of a behaviour specialist and an executive functioning coach, contributing to observable growth in students' goal areas.

YEAR 2

We developed a strategic plan to highlight the diversity within our Division, aiming to increase pride and a sense of belonging through a variety of celebrations and cultural acknowledgements across schools.



Implementation of *The Regulated Classroom* expanded, including one school that adopted it school-wide. Mental health supports continued through professional learning sessions, consultant support, and parent education opportunities.

Through engagement with schools and their communities, we have been working to deepen collective understanding and awareness of racism and discrimination. This includes developing Administrative Procedures and implementation plans for related education. All school leaders participated in professional learning focused on

YEAR 3

Restorative Practices, reinforcing our commitment to building respectful, inclusive school cultures.

The Regulated Classroom continued to be implemented across the Division, with varying levels of integration in schools as identified by school leaders. Professional Learning Fridays featured dedicated one-hour blocks aimed at building capacity in mental health.

Feedback from our staff highlighted the need to give greater attention to wellness. Recognizing that staff wellness is essential to safe, caring, and welcoming environments—and directly supports effective teaching and learning—we are prioritizing wellness strategies and developing a comprehensive Wellness Framework.



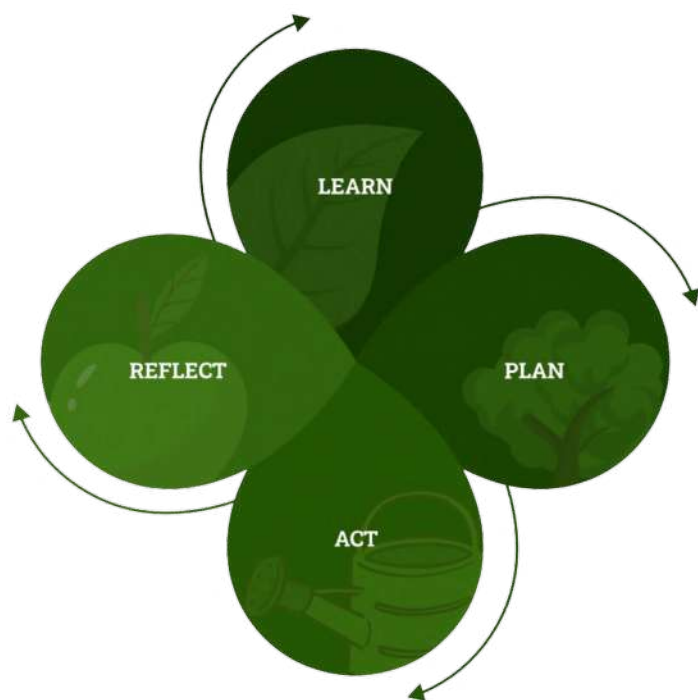
The Division remains committed to providing inclusive learning and working environments and will continue to invest in building staff capacity in these areas.

In the 2024–25 school year, we have seen an encouraging improvement in students' reported sense of belonging, as well as a reduction in anxiety in many schools. To build on this positive momentum, we will further strengthen our focus on belonging through anti-racism training, the introduction of new procedures for reporting discrimination and racism, and fostering pride through learning and diverse celebrations across the Division. We will also continue as signatories to the



Regional Municipality of Wood Buffalo's Workplace Inclusion Charter, reinforcing our commitment to improving inclusion in both workplaces and learning environments.

School and Community Engagement



Engagement Opportunities and Outcomes

Engagement with schools and their communities—including staff, parents, students, and community members—plays a vital role in shaping educational decisions. Input from these groups, combined with available resources, informs system direction and strengthens program effectiveness, driving continuous improvement across all areas of our work. We also use the input received to design learning, for staff, parents, students, and community members. Our primary indicator of success will be drawn from the Assurance Survey results.

Key ways we engage with our community include:

Groups

Groups such as; School Councils, Wellness Committees, Superintendent Advisory Groups and Councils, Elders' Council, and the We Belong Advisory Council, guide education direction and meaningful outcomes. A **key outcome** of bringing groups together is to learn about various perspectives, build relationships and work towards collectively supporting student learning and wellbeing. We will know our strategies have had an impact by measuring the numbers of participants in groups we meet with, and asking one question related to value or impact of the time meeting with us. (e.g., Do you feel the time you spent on this group was worth it? Why or why not?)

[Learn more](#)

Surveys

We gather feedback through surveys to better understand the perspectives of our community and staff. An **important outcome** of this process is informed decision-making and stronger relationships by demonstrating that we listen and act on what we learn. We will know our strategies have had an impact by measuring percentage of respondents and making use of their feedback.



Superintendent's Learning Series

FMPSD creates short videos in response to community questions on topics such as the budget, funding models, the education plan, and the results report. An **intended outcome** of these videos is to inform and engage our community in meaningful dialogue. We will know our strategies have had an impact by measuring access of videos and anecdotal feedback from community members.



Professional Learning Opportunities and Outcomes

Doing What's Best For Kids includes supporting quality teaching and quality school leadership. FMPSD's professional learning opportunities include Professional Learning Fridays and a Division Professional Development day in order to support student learning. Our primary **indicator of success** will be our locally developed professional learning survey.

FMPSD Professional Learning opportunities support professional growth resulting in optimum learning for all students. We believe that when our teachers and leaders learn, students succeed. Our comprehensive Professional Learning Plan is [available here](#).

Professional Learning Fridays

Regular, structured time for teachers and leaders to collaborate, and to develop actionable strategies that enhance teaching practices and support student learning. Thirteen days of professional learning time are included in our division calendar. Professional learning Fridays include staff identified goals and reporting on results. We will know this strategy has had **an impact** by reviewing and acting on the results of the locally developed professional learning survey.

Professional Development Day

An annual division-wide learning day focused on addressing professional needs. Guided by staff feedback, current research, and available resources. We will know this strategy has had **an impact** by reviewing and acting on the results of the locally developed professional learning survey.

School Plans

School leaders plan professional learning Fridays based on staff feedback and local school community needs. We will know this strategy has had **an impact** by reviewing, with school leaders, their plans and indicators that they are making a difference..

Education Plan 2025–2028

Links to School Education Plans

- > Beacon Hill Public School
- > Christina Gordon Public School
- > Dave McNeilly Public School
- > Dr. K.A. Clark Public School
- > École Dickinsfield 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



The Education Plan reflects the 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?



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 Department Education Plans

Teaching and Learning

Inclusive Learning

Business and Finance

Three Year Education Plan Priorities

PRIORITY #1 Success for All

OUTCOME: Students demonstrate growth in all subject areas, with an emphasis on literacy and numeracy, through responsive, differentiated instruction supported by teacher professional learning.



PRIORITY #2 Maintaining Safe and Caring Learning Environments

OUTCOME #1: A division-wide well-being framework is co-developed and implemented with input from students, staff, families, and community to support mental health, belonging, and positive relationships.

OUTCOME #2: Staff and school teams are equipped with the knowledge, tools, and structures to provide timely, tiered supports that respond to the diverse academic and social-emotional needs of all learners.

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

Success for All



Performance Measures

PROVINCIAL MEASURES

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

LOCAL MEASURES

- Professional Learning Surveys
- School-based Literacy and Numeracy Assessments
- Elk Island Numeracy Assessment
- Dibels Comprehension / Fluency Assessments
- Star Reading Assessment

OUTCOME: Students demonstrate growth in all subject areas, with an emphasis on literacy and numeracy, through responsive, differentiated instruction supported by teacher professional learning.

A **key outcome** is student growth in all subjects, supported by effective teaching.

Measures of impact include provincial and local measures including classroom assessments, survey data and student feedback.



Background

FMPSD is committed to ensuring that all students experience meaningful academic growth, with a focused emphasis on literacy and numeracy as foundational to success across subject areas. Analysis of both provincial and local assessments has highlighted consistent learning gaps in these areas. In literacy, Division I students show needs in phonics and phonological awareness, while Division II students who are at risk primarily struggle with comprehension, fluency, and vocabulary. In numeracy, foundational gaps, particularly in number sense, are evident across all grades.



In response, FMPSD is strengthening teacher capacity through targeted professional learning that supports responsive, differentiated instruction. Instructional approaches emphasize conceptual understanding and the use of visual strategies and manipulatives to deepen students' comprehension. The FMPSD *Literacy Framework*, and *Numeracy Framework* guide this work,

outlining research-based instructional practices, skill progression, and the effective use of assessment to inform teaching.

Teachers are supported in implementing small-group and center-based learning environments to meet diverse student needs. Professional Learning Fridays (PLF) provide time for educators to collaborate, analyze assessment data, and adjust instruction in real time. Resources such as Pearson Math Progressions and division-created instructional videos support this work, promoting consistency and coherence across schools.



Recognizing the evolving role of technology, FMPSD is prioritizing the ethical and intentional integration of digital tools to enhance literacy and numeracy instruction. Tools such as Google Read & Write, OrbitNote, and Equatio are used to create accessible, inclusive learning experiences. The division is also beginning to explore the use of Artificial Intelligence (AI) to support differentiation and personalized learning. Professional learning opportunities help teachers build confidence in integrating these tools into daily practice in ways that enhance student engagement and achievement.



FMPSD allocates resources strategically to support this work. Through the additional Literacy/Numeracy and Curriculum grant funding, Division Coordinators and interventionists provide direct support to schools, helping

educators implement research-informed practices and respond to local student learning needs. Classrooms have been equipped with high-quality manipulatives and books to support hands-on learning. Over the past three years, significant investments have strengthened teachers' capacity to create flexible instructional spaces that support personalized learning pathways.



Assessment is integral to monitoring student growth and guiding instructional decisions. Student progress is tracked through a combination of provincial assessments and local data collection, reviewed centrally at least twice monthly. This data informs instructional adjustments and school-level planning. Division Coordinators support this work by facilitating PLF sessions focused on data analysis and evidence-informed next steps. Teacher feedback gathered through professional learning surveys further informs refinements to instructional support and system planning. We also gather input and feedback from our parent groups through school council meetings and division network meetings.



Measures of progress will include increased student achievement as indicated by provincial and local assessments, a decrease in the number of students identified as “at risk”, and improved teacher confidence and effectiveness in delivering differentiated instruction. Additional indicators

include teacher survey responses, implementation of evidence-based instructional strategies, and the integration of inclusive digital tools in classroom practice.

FMPSD pays particular attention to the success of First Nations, Métis, and Inuit students, whose rates of risk in literacy and numeracy are comparable to or lower than those of the general student population. The division is committed to promoting equitable outcomes through culturally responsive instruction and inclusive practices that reflect Indigenous ways of knowing and being.



FMPSD remains steadfast in its commitment to student growth by equipping educators with the tools, strategies, and professional learning required to meet diverse learning needs. By focusing on foundational skills, integrating inclusive technologies, and using real-time data to inform instruction, we are creating responsive learning environments where every student can thrive. Ongoing investment in teacher capacity and classroom resources, alongside a focus on First Nations, Métis, and Inuit ways of knowing, ensures that improvements in literacy and numeracy are both measurable and meaningful for all students. We will continue to monitor progress and adjust strategies to ensure all students, regardless of background or starting point, are supported in reaching their full potential.



PRIORITY #2

Maintaining Safe and Caring Learning Environments



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
- Professional Learning Surveys
- Podcast Topics Chosen by Schools and Their Communities
- Student Advisory Feedback

OUTCOME #1: A division-wide well-being framework is co-developed and implemented with input from students, staff, families, and community to support mental health, belonging, and positive relationships.

A **key outcome** of this work is staff and student wellbeing supporting academic and personal success.

Measures of impact include student engagement surveys, attendance data, school climate indicators, professional learning survey responses and assurance survey results.



Background

Fort McMurray Public Schools is committed to strengthening student and staff well-being through targeted supports, community partnerships, and a division-wide approach to social and emotional learning.

The local context has placed students and adults in a heightened state of anxiety. Data shows we must continue prioritizing the well-being of students and staff as a core focus of our practice. With low self-motivation in wellness engagement, there is a clear need to build teacher capacity in implementing social and emotional learning (SEL) in classrooms.



Our data also shows that social and emotional needs are rising, as reflected in increased counseling referrals over the past year. To help meet this need, FMPSD has partnered with CASA Mental Health to launch its first CASA Classroom, recognizing that a third of the Edmonton region's clients are Fort McMurray students. While schools

embed SEL practices, a division-wide framework is needed to guide learning and tailor support to individual school needs.

We will prepare budgets based on available resources to achieve our priorities and meet responsibilities. We will implement research and practice-informed strategies to build staff capacity and enhance student success. Ongoing community engagement will help share learning, strengthen partnerships, and support a collective focus on well-being.



Stakeholder engagement has included community education sessions such as Circle of Security, Executive Functioning workshops, and multiple surveys. Schools and communities have emphasized the importance of removing barriers, strengthening relationships, promoting cultural ways of being and knowing, and supporting well-being.



The “We Belong” Committee, with parent and school representatives from across the division, ensures diverse voices inform its work in policy development, curricular inclusivity, and resource enhancement.

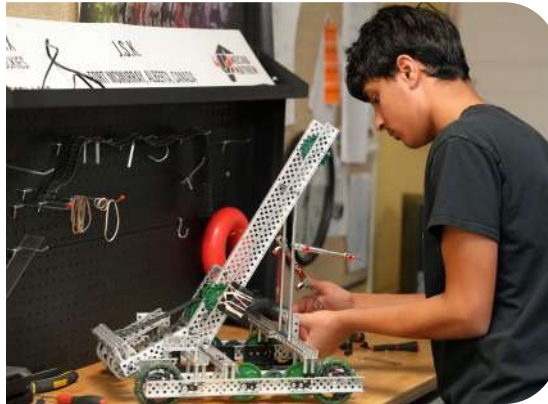
Students and staff have engaged in anti-racism and diversity training, supporting our ongoing commitment to the Workplace Inclusion Charter. Feedback from staff, students, and families has reaffirmed that mental health and well-being must remain a priority.



Fort McMurray Public Schools (FMPSD) has dedicated professional learning time built into the school calendar to support collaboration, capacity building, and the integration of new learning into educator practices, with a dedicated hour focused on aspects of well-being during Professional Learning Fridays (PLF). PLF time provides opportunities for staff to connect with community resources and collaborate with colleagues focused on supporting students based on local school and community needs.

Our professional learning plans will move beyond promoting well-being awareness to embedding well-being as a fundamental part of school culture and instructional practices. Learning opportunities are intentionally designed to first address the social and emotional needs within classrooms, recognizing that students must feel safe and supported before meaningful learning can occur. We will continue

to create environments where students and staff are empowered to understand mental health, apply strategies to strengthen their own well-being, and seek support for themselves or others when needed. Well-being will be integrated into teaching and learning practices—not treated as a separate initiative.



As we continue on this path, our focus is to collaboratively build a Well-Being Framework created for us, by us, with input from a range of focus groups as a foundation for healthy 'Learning Spaces and Workplaces'.

Students have emphasized that strong relationships—with both peers and staff—are essential to supporting learning, and have expressed a strong desire for reconnection within their school communities. Students and staff also identified that fostering a culture of well-being is strengthened when students are immersed in Indigenous ways of knowing and doing, as well as with the diverse cultural experiences represented within our community.



Ongoing participation from students, staff, and families will remain foundational to building strong, connected communities where every student can achieve their personal best.

We will regularly monitor the implementation of the Well-Being Framework, using feedback to adjust and strengthen our strategies to ensure they continue to meet the evolving needs of our school communities.



OUTCOME #2: Staff and school teams are equipped with the knowledge, tools, and structures to provide timely, tiered supports that respond to the diverse academic and social-emotional needs of all learners.

A **key outcome** of this work is timely, responsive support for every student's learning and well-being.

Progress will be measured through survey results, improved student attendance, reduced behavioral incidents, implementation indicators, professional learning survey responses and Alberta Education Assurance Survey results.



Background

To support the implementation of our division-wide Well-Being Framework, FMPSD is building staff and school team capacity to deliver timely, tiered academic and social-emotional supports that meet the diverse needs of all learners.



The FMPSD learning community includes diverse learners, both students and staff, and we are committed to providing inclusive learning spaces and workplaces. The community of Fort McMurray has endured



compounding trauma, yet our schools continue to serve as supportive landing spaces for students and families. Many of our students and their family members are experiencing dysregulation, and staff are encountering challenges in addressing social and emotional foundational learning as a key element of readiness for learning. Staff are also reporting caregiver fatigue. To address these realities, we are focused on fostering positive, inclusive, and productive environments that support the diverse needs of employees, promote individual well-being, and strengthen the system as a whole.

In the 2024–25 school year, we have seen encouraging improvements, including an increased student-reported sense of belonging and a

reduction in anxiety levels across many of our schools. While these trends are moving in a positive direction, we recognize that continued, intentional work is needed to fully support well-being for all.

Building on our commitment to student and staff well-being, FMPSD is deepening engagement with our community and expanding professional learning to create more responsive, inclusive, and supportive school environments.



FMPSD recognizes that supporting social-emotional well-being requires educational strategies that are context-based and embedded directly within classroom environments to achieve meaningful student growth. Over the past year, significant efforts have focused on supporting students' executive functioning needs, with task initiation, sustained attention, emotional control, working memory, and



planning and prioritizing identified as key areas of need. Feedback from these actions have informed our next practices. Parents have also voiced the need for expanded behavioral and counseling support to address increasingly



complex student needs. Schools, based on input gathered, are prioritizing strategies that promote co-regulation, motivation, and organization through a continuum of universal, targeted, and individualized supports, tailored to local school goals.

Although research-based strategies are already in place, rising needs across our division highlight the importance of strengthening collaboration, engagement, and trust among all community partners. The process of building a division-wide Continuum of Supports involves active collaboration with Mental Health Counselors, Learning Assistance Coordinators (LACs), the We Belong Committee, Indigenous Elders, students, and parents. Strengthening communication processes and engaging parents consistently as partners in learning will continue to guide differentiated SEL strategies, ensuring support remain responsive to evolving needs.



To build system-wide capacity, FMPSD is investing in professional learning for school leaders, beginning with foundational work around the Continuum of Supports and Services model. Leaders will be equipped to model and lead about inclusive

practices, build common understandings rooted in division values, and promote collective growth across their schools. Understanding the continuum empowers staff to create supportive classroom cultures and design differentiated learning environments aligned with both school-specific education plans and division goals.

Teachers and Educational Assistants will engage in professional learning focused on pathways of differentiation, multiple entry points, and the ongoing monitoring of student achievement. Professional Learning Fridays (PLF) provide structured time for school-specific professional learning, collaboration, and applied instructional planning that reflects the unique needs of each school community. A division-wide Continuum of Supports is being developed, with each school creating its own tailored pyramid of interventions to address local priorities. Collaborative problem-solving embedded in professional learning will help staff address real-world challenges and align practices to both educator and student needs, with ongoing feedback cycles informing continuous refinement of supports.



FMPSD is committed to strengthening staff and school team capacity to create safe, caring, and responsive learning environments. By equipping leaders, teachers, and Educational Assistants with the tools and strategies needed to deliver timely, tiered supports, we are building a strong foundation for academic, social, and emotional success. Collaboration with staff, students, and community partners will guide the development of school-specific supports, ensuring alignment with each school's unique context. Through continuous professional learning and feedback, we will monitor progress and adapt our strategies to support every learner in achieving their personal best.



Budget Summary

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 and a broader engagement of parents, students, staff and community members through a ThoughtExchange survey tool. Principals through their school council meetings reviewed budgets with school councils and brought feedback to the Senior Leadership Team.

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 2025–2026*](#)

[*Master Facility and Capital Plan*](#)



Future Challenges

Mental Health and 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/guardians, and staff. The dysregulation of adults and students alike has become common. The diversity of student population and age and transiency of community also impacts our efforts to offer support.

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. The diversity of student population, and age and transiency of community also impacts our efforts to offer support.

The following chart shows data from schools counselors for Aug. 2020 to Dec. 2024, highlighting the kids of concerns brought forward.



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

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 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 26.5% (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.



Student Needs	2020/21	2021/22	2022/23	2023/24	2024/25
Complex	326	367	467	576	579
Mild/Moderate	386	395	587	592	718

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 and the specialized learning supports funding must be increased to adequately support students.



Doing
What's
Best
For Kids



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