



Fort McMurray Public Schools



Annual Education Results Report 2020-2021

Approved by The Board of Trustees:
November 2021

The Fort McMurray School Division
231 Hardin Street
Fort McMurray, Alberta T9H 2G2

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Table of Contents

Annual Education Results Report 2020-2021.....	3
Message From The Chair	4
Accountability Statement.....	6
Local Context of School Authority.....	7
Foundation Statements.....	9
Board Goals.....	9
Division Assurance Framework.....	11
2020-2021 Division Accomplishments.....	13
Division Assurance Framework.....	16
Assurance Overview.....	17
Key Assurance Domains.....	17
Time Frame	17
System Alignment and Coherence.....	19
Annual Education Results Report.....	20
Beacon Hill School.....	21
Christina Gordon Public School.....	21
Dave McNeilly Public School.....	21
Dr. K.A Clark Public School	21
École Dickinsfield.....	21
École McTavish Public High School.....	21
Fort McMurray Christian School.....	21
Fort McMurray Composite High School	21
Fort McMurray Islamic School.....	21
Frank Spragins High School.....	21
Greely Road School	21
Thickwood Heights School	21
Timberlea Public School	21
Walter & Gladys Hill Public School.....	21
Westview Public School.....	21
Westwood Community High School.....	21
2020-2021 Stakeholder Engagement	22
2020-2021 Budget Consultation Process.....	24
Student Achievement	32
Division Literacy Achievement.....	32

Highschool Completion	34
Citizenship	36
Student Learning Engagement	38
Supporting Diverse Learners	39
First Nations, Métis and Inuit	39
English Language Learners	42
2020-2021 Division Priorities: Learning Supports	44
Safe and Caring School Environment	44
Access to Supports & Services	47
2020-2021 Division Priorities: Governance	51
2020-21 Division Priorities: Parent Involvement	52
2020-2021 Division Priorities: Teacher Growth, Supervision & Evaluation	54
2021-2022 Collaborative Learning Cycle	55
Leadership Quality Standards	58
Teacher Quality Standards/Leadership Quality Standards Implementation	58
Future Challenges	60
Mental Health	60
Enrollment Growth	60
Budget Summary	61
Governing Principle in Financial Planning	61
Development and Implementation Principles	61
Financial Results 2020-2021	62
Budget Actual Comparison	64
2021-2022 Budgeted Resource	65
Enrollment Forecast	67
Capital and Facilities Projects	68
Whistleblower Protection	70
School Generated Funds	71
Financial Links	72
Timelines and Communication	73
Appendix	74
Authority Summary Report	74
Authority Report	74
Authority FNMI Report	74
Authority ESL Report	74

MESSAGE FROM THE CHAIR

It is my pleasure on behalf of the Board to write this note for the Fort McMurray Public School Division's 2020-2021 Annual Education Results Report. The challenges just kept coming at us, and our staff met each one with professionalism, knowledge, compassion and a deep commitment to a data-driven continuous improvement cycle so our students and families' needs were supported throughout the year. Even when they faced obstacles of their own, our staff maintained stellar service delivery in every level of our school division. So, I start with deep gratitude to ALL the FMPSD staff who in essence breathed life into this meritorious report through their unwavering commitment to "Doing What's Best for Kids".

Special thanks to Superintendent Turner who passionately led the way, providing wisdom, guidance and direction in all things. As she prepares to leave us at the end of 2021 her legacy of deep care and commitment to education and to staff, students and families will remain here and live on. This report attests that the school division finished well for 2020-2021 much of that owing to her devotion to FMPSD and her exemplary leadership. The footprints she leaves on the path of continuous improvement will guide us as we move forward along that same path. The Board expresses profound gratitude and extends best wishes to Superintendent Turner.

October 2021 saw the election of a new Board of Trustees for FMPSD. The Board consists of four returning trustees and three brand new trustees and is off to a strong start. The variety and depth of knowledge and experience at the table bodes well for the next four years as we serve the students of our division. The Board is eager to expand our engagement with students, staff, parents, and community to continuously inform and guide our work.

The Board is pleased with this report and affirmed by a unanimous Board vote that the report accurately captures the successes and challenges faced by our division in 2020-2021. A concerning budget challenge looms as our enrollment increases, stretching our dollars to cover the needs of our division, even while we draw on our reserves as directed by the ministry. Sound fiscal management continues to be a priority for our Board, but without new dollars it is a formidable task to meet the needs. The Board is encouraged by the work already being done to address other challenges mentioned in this report. Our staff have a very authentic and realistic grasp of what is required and we commend them for their ongoing, diligent work and regular reports back to the Board.

In this AERR it is noteworthy that FMPSD achieved status quo in one of eight measures and improvement in each of the seven other measures, especially as we continue to battle the lingering and compounding effects of wildfire, flood, economic downturn, and a global pandemic. The commitment and determination of our staff and students cannot be overstated, nor can their resilience be recognized without acknowledging the cost it has exacted in terms of mental health and well-being. We ask you to see and hear in this report, the urgent need for the mental health resources, supports, and services to keep pace with the ongoing, ever-growing demand.

Thank you for celebrating our successes with us, and for ensuring that future students and staff will have the same opportunity.

The Board of Trustees moves forward optimistically in spite of some ongoing, uncertain circumstances, firm in our commitment and responsibility to the students and staff of our division. We are confident that together, we here in FMPSD along with the ministry, can continue to experience success and do great things for kids. Our students are counting on all of us!

Thank you for joining and supporting us in this important education work.

Kind regards,



Linda Mywaart
FMPSD Board Chair

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ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Fort McMurray Public School Division for the 2020/2021 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 24, 2021.

This Education Plan can be viewed at: www.fmpsdschools.ca/annualreports.php



LOCAL CONTEXT OF SCHOOL AUTHORITY

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 and the community, working in partnership with the Government of Alberta, Regional Municipality of Wood Buffalo, industry and community agencies that serve the region.

The Division serves 6749 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 including Islamic and Christian faith programming, French Immersion, Early Child Development and Intervention Programming, athletics, fine arts, STEAM, Indigenous Education across all grades and opportunities for work experience and transitions to the workforce through the Registered Apprenticeship Program (RAP).

When thinking about the community of Fort McMurray what might not come to mind is the extensive cultural and linguistic diversity present in our community and in our schools. Our English Language learners represent 23% of our total student body. Of this, there are 529 students born outside of Canada from 76 different countries. There are 84 languages spoken in our schools. 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. Forty percent of the student population enrolled in Fort McMurray Public Schools are currently in early learning to grade three. This creates a large group moving through our school system, increasing our enrollment year over year. Alberta Health statistics over the last five years indicate births have averaged 100 births per month or 1,200 per year. This data supports anticipated continued growth in enrollment. The recent addition of two new elementary schools, and upgrades to other division facilities ensures that Fort McMurray Public Schools continue to provide modern facilities in which students learn and practice 21st century skills.

The community of Fort McMurray has endured many challenges over recent years. Recovery from the Horse River Wildfire continues as the extent of the devastation has had long lasting effects on the financial and mental health of those most affected. The economic downturn in Alberta has had a significant impact on the region and a growing number of families are facing financial hardships. A spring flood in early May 2020 damaged many homes and businesses in the downtown core including substantial damage to Fort McMurray Composite High School.

Over the past year all division facilities have been repaired and extensive flood mitigation practices have been implemented. What remains are lasting impacts on personal wellbeing and mental health for many students, staff, and community partners in addition to coping with the challenges of the worldwide COVID-19 pandemic.

Despite the challenges, teachers and support staff have focused their work around maintaining the support of students academically, physically and emotionally as the process of recovery continues. We work to ensure that students are provided the knowledge, skills and competencies they require as 21st century learners and their future needs as members of the workforce. We continue to ensure that our teaching staff have the resources and supports to differentiate planning, instruction and assessment in order to meet the needs of all students in diverse and inclusive learning environments.



FOUNDATION STATEMENTS

MISSION

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

OUR BELIEFS

1. We believe in achieving high standards for all students.
2. We believe parents are partners in student learning.
3. We believe in safe and caring educational environments.
4. We believe in developing responsible and productive citizens.
5. We believe in the development of lifelong learners.
6. We believe in inclusive education.
7. We believe in being accountable for results for student achievement.
8. We believe in the professional competencies of our staff.

VISION

Inspire and engage students for life-long learning.



BOARD GOALS

HIGH-QUALITY LEARNING OPPORTUNITIES FOR ALL

- Schools provide a safe and caring environment.
- The education system meets the needs of all K-12 students, society and the economy.
- Children and youth at risk have their needs addressed through effective programs and supports.
- Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and the economy.

EXCELLENCE IN STUDENT LEARNING OUTCOMES

- Students demonstrate high standards in learner outcomes.
- Students are well prepared for lifelong learning.
- Students are well prepared for employment.
- Students model the characteristics of active citizenship.

FIRST NATIONS, MÉTIS AND INTUIT STUDENTS

- First Nations, Métis, and Inuit students are well prepared for citizenship, the workplace and post-secondary education and training.
- Key learning outcomes for First Nations, Métis and Inuit students to improve.

HIGHLY RESPONSIVE AND RESPONSIBLE JURISDICTION

- The education system at all levels demonstrates effective working relationships.
- The education system at all levels demonstrates leadership and continuous improvement.

OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

- Education Quality, Program of studies, Citizenship, parent involvement, safe and caring, work preparation, school improvement
- Multiple ongoing FNMI cultural activities and partnerships; hiring of 4 Indigenous staff members
- Strong Education team, highly skilled, working relationships with schools, take initiative, INTERCONNECTED and INTERWOVEN in their work

AREAS FOR GROWTH

- Achievement; High school completion & transition rate; Rutherford recipients; Diploma exam participation
- Foundational supports for Literacy and Numeracy
- Building capacity for staff; Blended learning, FNMI, Instructional & Assessment strategies

LOCAL CONTEXT

- Professional Learning time; Each school has specific needs but multiple schools have similar needs
- Diverse population dealing with multiple levels of trauma

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS
 - Building capacity for staff; closing the gap; SLA's; foundations of Literacy and Numeracy, FNMI, Blended Learning, new curriculum & assessment, differentiation--utilizing a coaching & continuous improvement model
 - Efficient and proactive organization of supports so we can go deeper into the processes; and deeper into needs
2. PHYSICAL RESOURCES
 - purchasing resources to support Professional Learning;
3. HUMAN RESOURCES
 - FNMI team to organize their plans and include support of TQS 5; Coordinator Camps throughout year; BUDGET
 - Wondering what the new curriculum/assessment need for support; Land based learning support

INDICATORS OF SUCCESS

SHORT TERM

By October 2021 the Education Department will review school data to determine needs and create a plan of support with each school Admin team.

MOVING TO - DESIRED STATE

By June 2022 the Department will have had a successful PL experience that builds capacity and improves student learning in a proactive and efficient manner.

2020-2021 ANNUAL EDUCATION RESULTS SUMMARY

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

OUR SCHOOLS AND STAKEHOLDERS (STUDENTS, STAFF & PARENTS)



16 SCHOOLS

12 Elementary Schools
3 High Schools
1 Outreach School



6411 STUDENTS

23% English Language Learners
15% Early Childhood Learners
9% First Nations, Métis or Inuit
5% Severe Disabilities



694 STAFF MEMBERS

359 ATA Employees
287 CUPE Employees
34 Out of Scope Employees



PARENTS

83% of parents are involved in decisions about their students' education
Parent Engagement included Networks Meetings, School Councils, ASCA, Facebook, Twitter, Board Meetings as well as input on the school growth plans & the Division plan

PROGRAM PRIORITIES

- ☒ Student Growth & Achievement - Literacy Focus
- ☒ Safe & Caring School Environment and Learning Supports
- ☒ Parent Involvement
- ☒ First Nations, Métis, Inuit Connections, Empowerment, Positive Vision, & Positive Identity
- ☒ Quality Teaching and Learning

STAKEHOLDER ENGAGEMENT

91% of stakeholders are satisfied with the overall quality of basic education.

90% of stakeholders agree that FMPSD learning environments are welcoming, caring, respectful and safe.

88% of stakeholders agree that students are engaged in their learning at school

87% of stakeholders are satisfied that students model the characteristics of citizenship

FINANCIAL RESULTS

- 💰 Government of Alberta grant revenue makes up 94.7% 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 11.85% over the last 3 years and over the next 3 years are projected to increase by 9.5%.

Read the complete report and detailed financial information on our WEBSITE at



fmpsdschools.ca/annualreports.php



FMPSDSCHOOLS.CA



/FMPSD



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2020-21 DISTRICT REPORT CARD

Below are the results of the NEW Alberta Education Assurance Measure completed by FMPSD Stakeholders

Student Learning Engagement

2020-2021 Alberta 85.6%
2019-2020 FMPSD No Data
2020-2021 FMPSD 87.6%

Citizenship

2020-2021 Alberta 83.2%
2019-2020 FMPSD 87.5%
2020-2021 FMPSD 86.8%

3 Year High School Completion

2019-2020 Alberta 83.4%
2018-2019 FMPSD 81.3%
2019-2020 FMPSD 83.4%

5 Year High School Completion

2019-2020 Alberta 86.2%
2018-2019 FMPSD 84.3%
2019-2020 FMPSD 87.6%

Education Quality

2020-2021 Alberta 89.6%
2019-2020 FMPSD 92.3%
2020-2021 FMPSD 91.0%

Welcome, Caring, Respectful & Safe Learning Environments

2020-2021 Alberta 87.8%
2019-2020 FMPSD No Data
2020-2021 FMPSD 90.2%

Access to Supports & Services

2020-2021 Alberta 82.6%
2019-2020 FMPSD No Data
2020-2021 FMPSD 85.9%

Parental Involvement

2020-2021 Alberta 79.5%
2019-2020 FMPSD 88.6%
2020-2021 FMPSD 82.7%



2020-2021 DIVISION ACCOMPLISHMENTS

Fort McMurray Public School Division (FMPSD) is proud of its students and staff who go above and beyond to make our Division outstanding! We had a stellar 2020-2021 academic year featuring many student/staff accomplishments. Here are a few highlights:

We began the academic year with Seham Ahmed, Disen Kottage and Fareedah Sadek being named to the Education Minister's Youth Advisory Council. Seham and Disen (now graduated) are from Westwood Community High School, and Fareedah attends École McTavish High School.

We are deeply grateful to Suncor Energy and McMurray Métis for the gift of a beautiful Teepee at Westwood High School, École Dickinsfield School and the gift of Teepee teachings.

Congratulations Savannah Graves, our Composite High School grad, and Sawyer Mercredi, our grade 3 Westview Public students, on receiving the Alberta School Board Association's (ASBA) prestigious Honouring Spirit: Indigenous Student awards. They are the only students from Fort McMurray to be honoured; and only 12 awards were given across the province.

Congratulations to Jane Gibson, our École McTavish grad and Ashley Brockway, our McTavish Music Teacher on winning the Arts Council of Wood Buffalo's Excellence in Arts Awards in the Rising Star and Arts Education categories respectively.

Rehoboth Alliance's Black History Month Lincoln Alexander school essay contest saw 7 out of 9 FMPSD award winners.

Congratulations to Dr. Clark Public School on receiving the PHE Canada Share2Care School Mental Health Grant - one of only seven schools chosen across Canada.

Loran Scholarship

Tanisha Kadia, our École McTavish High School grad, won the prestigious \$100,000 Loran Scholarship this March, the largest undergraduate award in Canada.

She is one of only 30 students across the nation, who won the coveted honour; and was selected from over 6,000 applicants.



Breakthrough Junior Worldwide Video

Maryam Tsegaye, our École McTavish grad is the first Canadian to win the Breakthrough Junior Worldwide Video contest.

Her video on quantum tunnelling was chosen from 5600 entries from almost 200 countries.

She won a \$250,000 (USD) scholarship, the school will receive a \$100,000 state-of-the-art science lab with \$50,000 going to her teacher, Kathy Vladicka.



Schulich Leaders Award

Saptarshi Bhattacherya, our Westwood Community High School grad, secured the prestigious \$100,000 Schulich Leaders Award! This is the largest Canadian STEM scholarship. In addition, Saptarshi has been offered a number of other outstanding awards: Presidential Scholars Award - University of British Columbia - \$40,000; President's Entrance Citation - University of Alberta - \$30,000; Schulich Leader, University of Waterloo - \$100,000; Schulich Leader, University of Toronto - \$100,000.



Congratulations Shreeya Patel, our Westwood Community High School grad on being inducted into the Girls Inc of Northern Alberta's Women of Inspiration series. The youngest ever and only student to be inducted.

FMPSD secured 33 out of 37 awards at the Wood Buffalo Regional Science Fair (WBRSF). All 4 WBRSF finalists Aarushi Vasal, Neel Patel, Dhyan Patel from Westwood, and Sai Shankar from McTavish were from FMPSD. Sai and Aarushi secured Silver and Bronze at the virtual Canada Wide Science Fair.

Congratulations to our incredible Spelling Bee of Canada winners: *Primary Division* - first place to Hasya Ali, Ecademy+/Greely Road Public School. *Junior Division* - first place to Hiba Ali, grade 5, Christina Gordon Public School, second place won to Ali Usman, Grade 7 Westwood, and Rayan Ahmad, grade 5 Fort McMurray Islamic School placed third. *Intermediate Division* - first place went to Rohan Kadali, École McTavish, and second place to Ankith Tirumala Westwood Community High School.

FMPSD congratulates Harsh Gandhi, our Westwood Community High School grad who has won the prestigious \$80,000 International Major Entrance Scholarship (IMES) from the University of British Columbia (UBC). The scholarship is given to students with "exceptional academic achievement and intellectual promise, as well as impressive extracurricular and community involvement."

Congratulations Krish Shah, our Westwood grad, who won the \$70,000 TD Bank Community Leadership Scholarship. Krish is one of only 20 students across the nation to receive the honour! According to TD, the "Scholarships for Community Leadership are offered to students who...help support change, nurture progress and contribute to making the world a better place."

In total FMPSD students amassed over \$1M in scholarships this year

We congratulate our First Nations, Métis, Inuit Student Advisory Council (FNMI SAC) on winning FuseSocial's prestigious Heart of Wood Buffalo Council's Excellence Indigenous Advocate Award. The FNMI SAC is a first-of-its-kind student group in Fort McMurray.

FMPSD is pleased to announce the launch of an Elders' Council - which consists of five local elders, who will advise the Division on Indigenous matters, and upcoming events. Elders from the surrounding area: Mikisew Cree First Nation, Athabasca Chipewyan First Nation, Fort McMurray First Nation 468, and Métis Local 1935 sit on the Council. FMPSD is thankful for their gift of time to help with Truth & Reconciliation efforts.



Rainbow Space Designation

Frank Spragins Public High School has become the first and only school in Fort McMurray to achieve Rainbow Space designation.

They have worked closely with Pride YMM to ensure that school forms, policies and procedures are inclusive of 2SLGBTQIA+ individuals, as well ensuring that the physical school environment is accessible with amenities such as gender neutral washrooms.



Heartiest congratulations to Pollyanna McBain our Cultural Navigator on receiving the Angel Among Us Esquao Award in Culture from The Institute for the Advancement of Aboriginal Women (IAAW).



Child & Youth Well-Being

Superintendent Jennifer Turner was recommended to the Child and Youth Well-Being Review by Alberta Education Minister Adriana LaGrange and appointed by Minister of Children Services, Rebecca Schultz. This is a panel of experts from across the province created to “better understand the full scope of the psychological, social, educational and physical effects related to the COVID-19 pandemic on children and youth,” as per the official website.



DIVISION ASSURANCE FRAMEWORK

ASSURANCE OVERVIEW

The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the 2021/2021 Funding Manual for School Authorities Assurance Framework.

THE 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 (see graphic below) involves:

- Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement
- Monitoring implementation and adjusting efforts as needed
- 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)
- Communicating and engaging with stakeholders about school authority plans and results throughout the process.



Graph 1: Continuous Improvement Cycle

KEY ASSURANCE DOMAINS

Assurance in the education system happens when community members, system stakeholders, and education partners engage across five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

TIME FRAME

The assurance framework is intended to nurture a culture of continuous improvement. There are four components to the continuous improvement cycle:

1. Explore (analyze and interpret data)
2. Develop (identify a problem, strategy, and plan to address the need)
3. Take Action (implement the plan, regularly monitor and adjust)
4. Evaluate (explore the impact of outcomes with a focus on student learning outcomes)



The FMPSD 2021-2024 Education Plan is a 3-year term plan. As this is the first year of the new framework, the school authority will conduct a regular review of the plan and adjust accordingly, taking into consideration the results from provincial and local measures as well as what we learn from review of our implementation of the plan. Updated plans will be published annually and will reflect adjustments made to priorities, outcomes, measures, strategies, and plan implementation.

SYSTEM ALIGNMENT AND COHERENCE

The practice of exploring provincial and local results through a continuous improvement cycle ensures that school authorities retain a clear focus on local and provincial priorities, that learning supports and resources are aligned with need, and that there is alignment between budget and the education plan. The shift from the accountability framework to the assurance model requires transparent alignment of goals, priorities, resource allocation and planning across the school system.

The previous accountability model focused primarily on a vertical relationship between school authorities and the department as established in legislation and regulation. As a result, the accountability relationship was best viewed as depicted to the right.

The assurance framework is a broader concept with a focus on demonstrating to stakeholders and communities that the education system is meeting the needs of students and that students are successful. It is grounded in effective stakeholder engagement transparency, and alignment of key elements. An Education Plan based in the Assurance Framework is best viewed as multiple layers.



The Assurance plan for Fort McMurray Public Schools began at the school level exploring a wide range of provincial and local achievement data, framed within the 4 stages of the Assurance Cycle:

1. Explore – analyze and interpret provincial and local data
2. Develop – identification of strengths, areas of growth, and strategies
3. Take Action – implement and adjust plan
4. Evaluate – examine the impact of the plan on outcomes

The following guiding questions were used at the school level, the division department level, and then summarized at the division level:

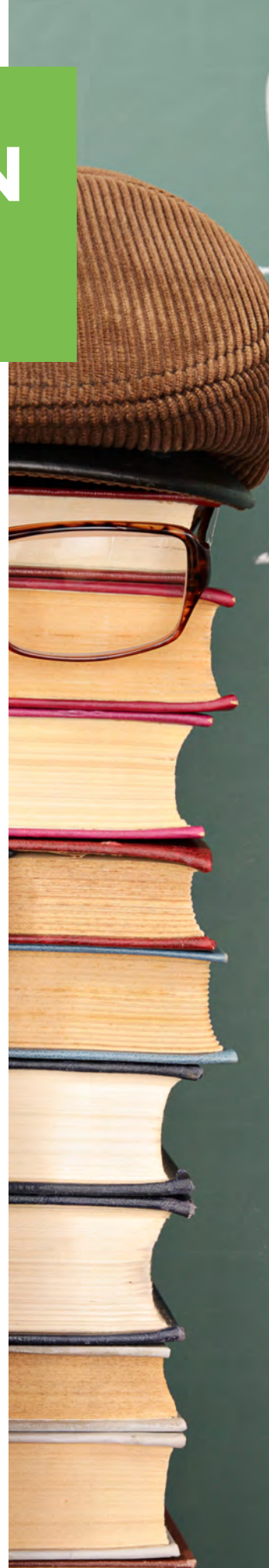
1. Current state – using local data what are the strengths and areas of growth?
2. Local context – what local environmental, physical, or human factors are unique to your environment?
3. Strategies to move forward – include professional learning, physical and human resources, and financial resources.
4. Indicators of success - both short term or long term.

ANNUAL EDUCATION RESULTS REPORT

Annual education and results reports provide evidence that school authorities are meeting their key responsibilities, positively impacting student growth and achievement, and engaging in a robust planning and reporting cycle that reflects the guiding principles, domains and enabling processes outlined in the Assurance Framework.

More specifically, key elements include:

- The school authority has collected, analyzed and evaluated key performance data arising from the implementation of their previous education plan and the actions taken to meet their responsibilities in each domain. They have developed insights, drawn conclusions and determined implications arising from the results.
- The insights arising from the results analysis are used to identify strengths and areas for improvement, which in turn provide a basis for establishing priorities in the education plan. Areas that are clearly identified as needing improvement are reflected in the priorities, outcomes, and strategies in the education plan.
- School authorities have actively engaged their stakeholders (students, parents, staff, community members) in the development of the plan and it is clear how their input has informed the priorities and other components of the plan, as appropriate. They communicate and engage with stakeholders to share results and report on progress toward achieving priorities and meeting their responsibilities.
- The plan is realistic and identifies the priorities and outcomes to be achieved, measures to assess progress, and evidence-based strategies to be implemented to address local goals and system priorities.
- The school authority develops its budget according to its priorities and key responsibilities and demonstrates effective stewardship for resources. Appropriate resources are allocated to implement and achieve the education plan.



ANNUAL EDUCATION RESULTS REPORT

Fort McMurray Public School Division's Assurance Education Plan reflects a continuous improvement cycle at the school level, the division department level, and the division level. Four questions were used to guide continuous improvement planning.

The guiding questions included:

1. 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?
2. 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?
3. Are there other contextual factors, resources, or areas of note that are important to your school?
4. 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 an 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 our school communities.

A summary document for school plans are included below. The schools education plans serve as the foundation of continuous improvement in Fort McMurray Public Schools.

Link to School Results Reports

[Beacon Hill School](#)

[Christina Gordon Public School](#)

[Dave McNeilly Public School](#)

[Dr. K.A. Clark Public School](#)

[École Dickinsfield School](#)

[École McTavish Public High School](#)

[Fort McMurray Christian School](#)

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[Westview Public School](#)

[Westwood Community High School](#)

2020-2021 STAKEHOLDER ENGAGEMENT

Local Stakeholder Engagement Process

School Authorities are expected to actively engage stakeholders to inform the development of local priorities and plans. The School Board has engaged in the following activities to meet its obligations under Section 12 of the School Councils Regulation to provide an opportunity for school councils to be involved in the development of school education plans.

- Parents are asked to provide feedback concerning policies, resources, supports, budgets and learning priorities at School Council meetings that are held monthly throughout the school year at the school level.
- Every school council has representation at the Division Networks Committee which meets with the Networks Committee of the Board of Trustees at least four times throughout the year. Parents initiate topics at Division Parent Networks meetings for discussion and potential changes at the school or Division level.
- An overview of the new Assurance Framework and Stakeholder Engagement strategy was shared and developed in consultation with the Networks Committee.
- School leaders meet with their School Councils to explore school achievement measures, identify areas of strength and growth, and to develop school growth plans yearly.
- The previous year's combined SEP & AERR is posted on the Fort McMurray Public School Division website and shared with parent council representatives. A printed version is available on request.
- The forward-facing 2021-2022 Education Plan has been posted on the Fort McMurray Public School Division Website. A printed version will be available on request.

- Parents are consulted and provide input into the annual budget process. During the 2020-2021 school year in preparation of the 2021-2022 budget, the Board used ThoughtExchange as one broad stakeholder engagement tool. The engagement question was “As we plan for the 2021-2022 budget, what do we need to focus on to ensure the success of every student at Fort McMurray Public Schools?” As a result of this engagement process, we heard from 2,428 individuals providing 1,725 comments, providing 74,838 ‘ratings.’ These areas of priority informed the development of the 2021-2022 budget, staffing, and resource allocation processes.
- The ThoughtExchange was developed to ensure translation services allowed for full participation from our culturally and linguistically diverse community. ThoughtExchange results were shared with School Councils, the Division Networks. Committee, and a full report was shared back out by email, school messenger, and on social media to the broad community. In addition, the student advisory council, the SAGE (Superintendent Advisory Group of Educators) received results of the engagement and provided further feedback to be used within the planning process.
- A link to the full ThoughtExchange Report can be found [HERE](#) and has also been included in the Appendix – measure details section of this report.
- School and Division staff will use stakeholder feedback (student, staff, parents) from the Accountability Pillar results survey, survey on our COVID response survey, Online and Hybrid Learning Supports Survey, and our Survey on Wellbeing. Staff draw upon a variety of sources to measure engagement to ensure that a wide range of stakeholder feedback are gathered to inform the development of local priorities.
- Parent representatives from each school were supported to attend the annual conference by the Alberta School Councils Association. Parents continue to be encouraged to follow the Division’s daily announcements on social media.
- The Division has a long-standing history of collaboration, since 1995 the Division has had a Joint Bussing agreement which includes the Separate and Francophone School Divisions. The Public and Separate Boards with the RMWB have planned and supported joint school sites to facilitate joint bussing.
- With the RMWB the school divisions participate in joint elections sharing costs and a Joint Use agreement that supports access to school facilities, grounds, playgrounds and the maintenance of sports fields and playground equipment. The result of these collaborations is increased service to the community and reduced costs to all parties.

2020-2021 BUDGET CONSULTATION PROCESS

In support of the engagement noted above with parents, students, school councils, staff, school-based administrators and others the Board of Trustees and staff engaged in a comprehensive budget consultation process. This process used to develop the 2021-22 budget priorities are included below.

2020 - 2021 Budget Consultation Process

January - February 2021	Board stakeholder engagement
February 2021	Networks presentation of engagement results and seeking additional input
February 25	Provincial Budget announced
March 15	Board approves preliminary budget assumptions
March 31	Local board budget release
April 13	Budget presentation to Committee of the Whole
April 13	Budget presentation to Joint Networks
April 21	Budget presentation at Public Board Meeting
Mid April-Early May	Staff work with schools and departments
May 10	Committee of the Whole - presentation of the Draft Budget
May 13	Audit and Finance Committee Meeting - presentation of the Draft Budget
May 18	Board meeting with ATA/CUPE presentation of the Draft Budget
May 26	May Board Meeting - Budget Approved



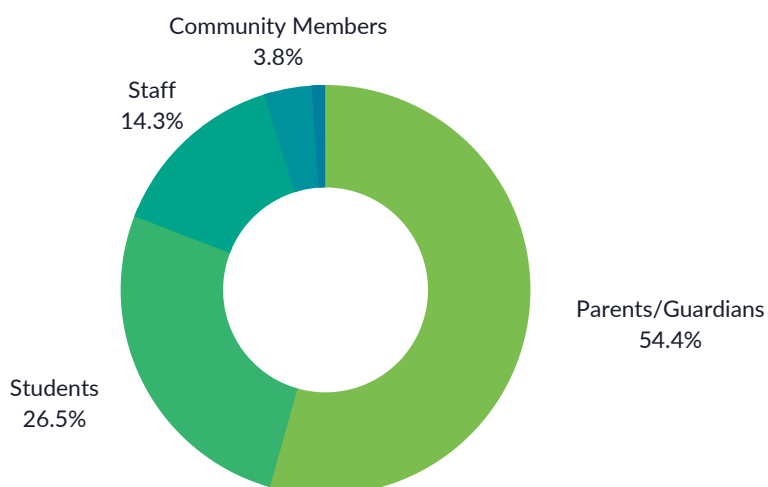


What Data Did We Gather?


We launched an exchange with the following question to discover different perspectives and inform our decisions on this important topic. As we plan for the 2021-2022 budget, what do we need to focus on to ensure the success of every student at Fort McMurray Public Schools?



In order to better understand who the individuals are who participated in the exchange, we asked for individuals to identify a group that best describes their involvement with the division a) parent/guardian, b) students, c) staff, d) community members or e) other.



In this engagement process we also wanted to ensure that each school within the system participated in the exchange. All 16 of our schools had students, staff, and parents respond to our question on what does our division need to focus on to ensure the success of every student at Fort McMurray Public Schools?

%		School
3%	68	Beacon Hill Public School
9%	207	Christina Gordon Public School
4%	81	Dave McNeilly Public School
7%	146	Dr. K.A. Clark Public School
8%	180	École Dickinsfield School
22%	483	École McTavish Public High School
3%	69	Fort McMurray Christian School
8%	183	Fort McMurray Composite High School
6%	130	Fort McMurray Islamic School
2%	48	Frank Spragins High School
4%	95	Greely Road School
2%	54	Thickwood Heights School
2%	47	Timberlea Public School
5%	111	Walter & Gladys Hill Public School

Through this engagement process we wanted to gather feedback and information on three areas.

1. If cost reduction measures are required which of the follow options would our stakeholders encourage the division to prioritize.
2. If cost reduction measures were required, which measures should the division consider implementing?

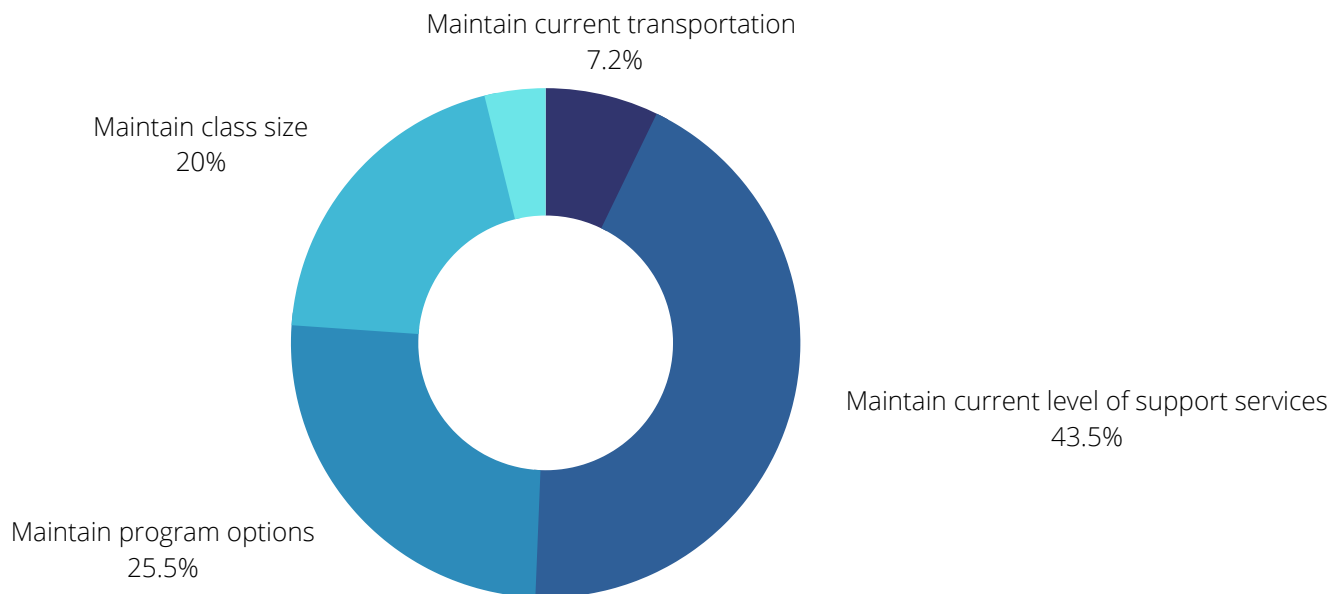
The third area of interest was to ask an open ended question to gather any thoughts, questions, or comments from stakeholders regarding ideas they may have regarding budget priorities.

3. As we plan for the 2021-2022 budget, what do we need to focus on to ensure the success of every student at Fort McMurray Public Schools?

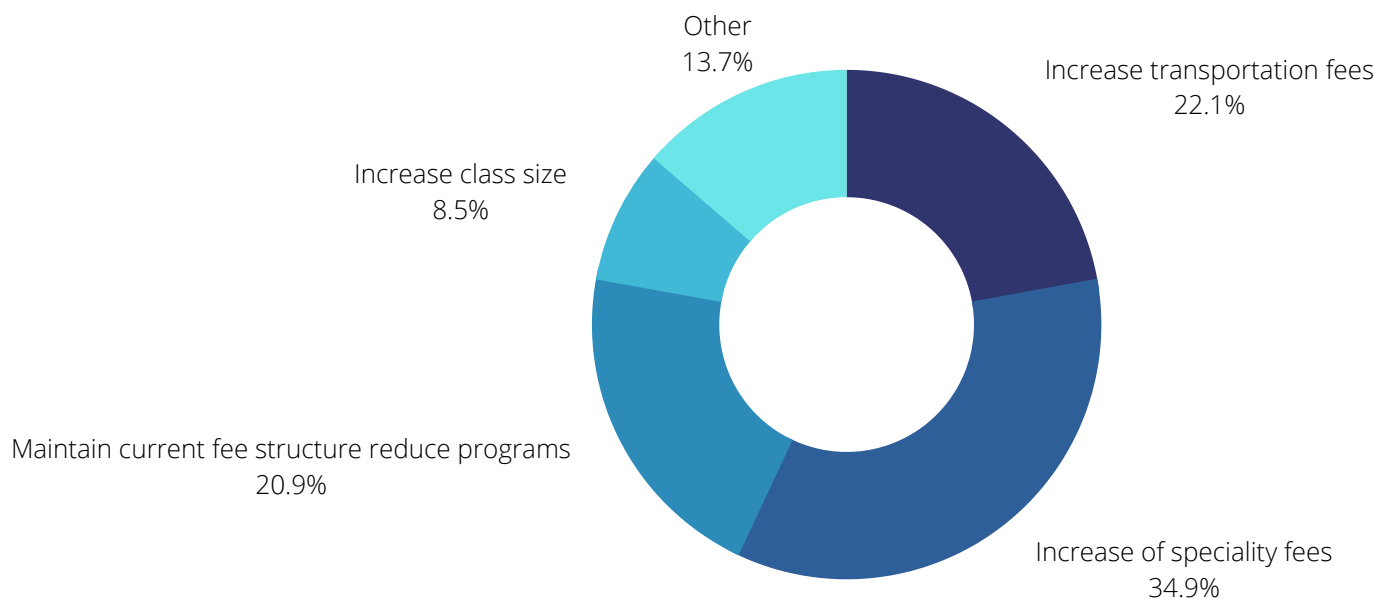


STAKEHOLDERS

Question 1: If cost reduction measures are required, which of the following options would you encourage the division to prioritize?



Question 2: If cost reduction measures are required, in your opinion which of the following options should the division consider implenting first?



STAKEHOLDERS

Response from our third question is shared below. We have included the top 5 comments shared by:

- a) All participants
- b) By parent(s)/guardian(s)
- c) By students
- d) By staff
- e) By community members
- f) By Others

a) All participants

Class size No student can learn well in an overcrowded classroom	4.6 ★★★★★ (50 Δ)	Ranked #1 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Realistic class sizes If too many students in a class teachers don't have enough one on one time with each student	4.5 ★★★★★ (53 Δ)	Ranked #2 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Classroom size Over 30 students per classroom is challenging for all students to get the attention they need to succeed.	4.5 ★★★★★ (52 Δ)	Ranked #3 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Staffing There needs to be qualified staff and they need support in classrooms.	4.5 ★★★★★ (51 Δ)	Ranked #4 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Class size Every student benefits from more teacher attention	4.5 ★★★★★ (50 Δ)	Ranked #5 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★

b) By parents/guardians

Maintain class size and EA support Students will not benefit by increased class sizes and EA support is essential for students with special needs.	4.5 ★★★★★ (54 Δ)	Ranked #1 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Realistic class sizes If too many students in a class teachers don't have enough one on one time with each student	4.5 ★★★★★ (53 Δ)	Ranked #2 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Class size Every student benefits from more teacher attention	4.4 ★★★★★ (58 Δ)	Ranked #3 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Class size No student can learn well in an overcrowded classroom	4.4 ★★★★★ (56 Δ)	Ranked #4 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Class size Students need attention, time and feedback from teachers to learn and grow. Smaller student to teacher ratio allows this effectively.	4.4 ★★★★★ (50 Δ)	Ranked #5 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★

c) By students

I think it is important that school remains a fun place where students want to be every day. It allows many people to enjoy school and actually want to learn and be there.	4.3 ★★★★★ (19 Δ)	Ranked #1 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Improve with The quality of with is lacking in school and can make it hard to do work.	4.3 ★★★★★ (13 Δ)	Ranked #2 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Proper staffing Especially support staff for all of our diverse learning needs	4.3 ★★★★★ (11 Δ)	Ranked #3 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Quality of learning should not be compromised its fair to this who pay fees to be relieving the same quality of education when it comes to core subjects	4.3 ★★★★★ (9 Δ)	Ranked #4 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Supply student services Every student learns at their own pace and that needs to be acknowledged	4.2 ★★★★★ (21 Δ)	Ranked #5 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★

STAKEHOLDERS

d) By staff

Ensure there is enough staff and resources to support the students. Because we are doing what is best for kids.	4.5 ★★★★★ (25 &) Ranked #1 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Continue with a reasonable class size and no budget cuts for staff. Many people have moved up north for the income incentive. Class size should be reasonable as many grades do not have assistants.	4.5 ★★★★★ (24 &) Ranked #2 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Class size(keep it small) & the appropriate number of staff, teachers & EAs One on one instruction from staff has been proven time & time again to be beneficial. With large class sizes this is not possible.	4.5 ★★★★★ (23 &) Ranked #3 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Class sizes can't be expanded and teachers can't be cut Class sizes are already large, there are special need students already doubled up that are approved for 1 on 1. This puts strain on the students and t	4.5 ★★★★★ (21 &) Ranked #4 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Our students, staff and families deserve adequate support inside the classroom. Please Ensure appropriate supports are in place for all students.	4.5 ★★★★★ (20 &) Ranked #2 of 1500	5 ★ 4 ★ 3 ★ 2 ★ 1 ★

e) By community members

Its important to ensure the safety of students Increases class sizes during this pandemic puts many kids and staff at risk.	3.9 ★★★★★ (14 &) Ranked #1 of 1243	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Services for special needs children are very important. We need to maintain support and not cut those services. The opportunity for growth and development for kids should not be taken away.	3.9 ★★★★★ (14 &) Ranked #2 of 1243	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
I think that the class size should be smaller instead of 30 kids in a class only 20 kids. This is Important because the teacher can not get overwhelmed and all of the students get the help they need.	3.8 ★★★★★ (13 &) Ranked #3 of 1243	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Inclusion and diversity for wide variety of cultures represented in school district.	3.8 ★★★★★ (13 &) Ranked #4 of 1243	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
1) Ensure class sizes are not increased to cover budget shortages. 2) View mental health services as whole student care. 3) Increase Specialty fees. 1) Large class size affects all students' learning. 2) MH is an important piece of academic success. 4) User pay for extras if funds not available.	3.8 ★★★★★ (12 &) Ranked #5 of 1243	5 ★ 4 ★ 3 ★ 2 ★ 1 ★

f) By others

Also i don't really appreciate the split classes and i would like to have a seperated 8 and 9 class for all cores. This is important because I prefer to learn with all our class time instead of watch other people learn while i sit there	3.6 ★★★★★ (12 &) Ranked #1 of 704	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Creating bigger classes sounds like a bad idea as I am a student and want the teacher to be able to pay attention to each student as an individual But it seems like a suitable option	3.6 ★★★★★ (12 &) Ranked #2 of 704	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Have more opportunities like more options and all Cause it gives student more opportunities	3.6 ★★★★★ (12 &) Ranked #3 of 704	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
I think we need more EA's and student help like councers , I have a friend with 2 learning dissabilities and its hard for them to learn. It important because everyone needs a chance to learn fairly, and a speed and pace that works for them.	3.6 ★★★★★ (12 &) Ranked #4 of 704	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Maintaining or increasing staffing. It is important to ensure that there are enough staff, and specialis staff for students to receive the education they need.	3.6 ★★★★★ (12 &) Ranked #2 of 704	5 ★ 4 ★ 3 ★ 2 ★ 1 ★

STAKEHOLDERS

Stakeholders engaged and feedback was used to develop budget assumptions. Our engagement process brought forward a clear message from our parent/guardian, student and staff groups best summarized in the top thoughts below.

Maintain class size and EA support Students will not benefit by increased class sizes and EA support is essential for students with special needs. (Parent)

Realistic class sizes If too many students in a class teachers don't have enough one on one time with each student. (Parent)

These areas of priority were used to develop budget assumptions that were used in the spring budget and staffing process. Key indicators were established and approved by the board. The Board of Trustees passed class size recommendations that were used as guidelines in the staffing process. The class size recommendations were:

- ECS: 22
- Div 1: 22
- Div 2: 27
- Div 3: 29
- Div 4: 30

Using the class size recommendations, a budget was developed that prioritized the teaching and learning environment. Classroom teachers, support staff, and resources and services for the classroom were prioritized. Each school was reviewed with a focus on class by class and each department based on needs to support the division goals that reflected stakeholder priorities. To support possible additional enrollment growth costs or other increased costs a contingency of three support and fourteen teaching positions were built into the budget.

STAKEHOLDERS

Staffing allocation to schools at the division level was aligned with board recommendations and budgeting. To better understand the stakeholder feedback received regarding class sizes, staff explored every individual class for both class size and composition across the division. The range listed above demonstrates a wide variation in the size of classes despite the division class average being on or below the board recommendations. Staff further explored with schools what factors contributed to the wide range of class sizes at each division level. The following information was found through discussion with each school leadership team.

ECS

- 1 school has chosen not to combine ECDP/K and has a low K class
- 1 class over 27, the school has chosen lower grade 3 class size and less split classes
- 1 school is averaging over in most grades, additional EA support is being added rather than creating multiple split grades

Div 1

- For 2 schools, the school is averaging over in most grades, additional EA support is being added rather than create multiple split graded
- 2 school choose not to split grade at any level resulting in numbers either higher or lower than the division recommendation
- For 1 school Div 1 is averaging 24 based on school class choice on configuration

Div 2

- There are 8 classes over 31 in this division. All classes represent a single grade and are due to school choice not to create multiple split classes Div 3 in order to meet division target.

Jr / Sr. High Schools

- independent Learning Centers, Literacy, Division Special Education programs and single block course offerings reflect classes with the lowest number across all Jr. / Sr. High Schools
- At all three sites, lab based courses with higher risk, like welding, are in the 12 to 22 range
- Physical Education, Calm, Community Service, AP, volunteering and some options that are independent in the STEM area are in the 35+ across all three sites

Through a comprehensive class-by-class analysis it was found that at the ECS, Division 1 and Division 2 level almost all classes over the class size recommendation were as a result of a school decision to not blend grades. At the secondary school level many specialist programs were either lower than average (high risk, shop, highly specialized) or higher than average (AP, CALM, STEM, Independent Studies).

In the 2021-2022 school year, these assumptions, staffing levels, and resources will need to be revisited to ensure that there is alignment between identified priorities, staffing, and allocation of resources across our division schools and departments. Further engagement with stakeholders is an important component of this continuous improvement cycle.

STUDENT ACHIEVEMENT

Division Literacy Achievement

Literacy as a foundational skill is addressed in all of our schools for ongoing student success in school and beyond. Students are assessed yearly using the Fountas and Pinnell Benchmarking system in grades 1-6, and Literably in Junior high began at a couple of schools over the last year. The results of assessments done initially in Fall 2020 and again in June 2021 show that we have moved from 52% at or above grade level to 57.8% at or above grade level. Specifically at the Elementary level, we moved from 63.7 at or above grade level to 69% at or above. Caution in reading the data should be considered as there were many inconsistencies due to transiency, and absences due to COVID illness and isolation. This also means that interventions were inconsistent as well, yielding less progress overall.

Outside of any external factors, we know there are always varying skill levels present in any given classroom. Since 2016, we have experienced high levels of trauma that will have impacted our students including the Wildfire of 2016, Flood of 2020, an economic downturn affecting many of our oilfield families, and we already know that disruptions in learning have happened due to COVID. Using the Collaborative response Model has provided a framework for staff to address students needs in a more focused way. Last spring we began work with Grade 1 teachers to design a plan to focus on developing pre-reading and foundational skills. In the fall of 2021, a new process was shared by Alberta Education and 525 students in Grades 2 & 3 were identified as requiring support for foundational reading skills. We anticipate large numbers in Grade 1 when we do the same support analysis for them.

Local Data

Fall 2020	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	FMPSD Total
Total Count	383	390	486	438	384	307	217	122	54	2781
Total Below	323	219	228	213	162	126	20	12	33	1336
% not at grade level	84.3	56.2	46.9	48.6	42.2	41.0	9.2	9.8	61.1	48.0
Total At/Above	60	171	258	225	222	181	197	110	21	1445
% At/Above Grade level	15.7	43.8	53.1	51.4	57.8	59.0	90.8	90.2	38.9	52.0

June 2021	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	FMPSD Total
Total Tested	404	367	506	351	347	323	187	127	84	2696
Total Below	262	165	252	138	96	116	56	35	18	1138
% not at grade level	64.9	45.0	49.8	39.3	27.7	35.9	29.9	27.6	21.4	42.2
Total At/Above	142	202	254	213	251	207	131	92	66	1558
% At/Above Grade level	35.1	55.0	50.2	60.7	72.3	64.1	70.1	72.4	78.6	57.8

We continue to develop staff capacity through communities of practice for school teams and Principals and provide interventions in areas of need. Literacy interventions for students are arranged at the school level using Leveled Literacy Interventions & Precision Reading. Students may be grouped in reading level groups during Instructional time in order to receive small group support. Progress monitoring helps us see if students are not making gains and cue us to use other strategies to support.

This goal continues on a yearly basis to address whatever the current needs are so that interventions can be organized for student improvement. This year all Grade 1,2,3 students will have been assessed on foundational skills using the Castles and Coltheart Assessment (CC3) and Letter-name sound assessment (LeNs) to provide further information where skills can be developed. We will be using the intervention lessons that are aligned to these two assessments and hiring a number of Support staff to implement at schools based on student need. Grades 4-8 will continue the Leveled Intervention groups they currently have in place.



Highschool Completion

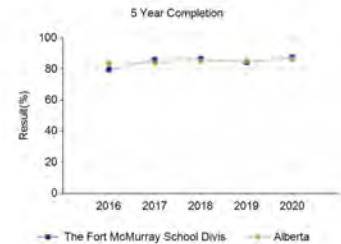
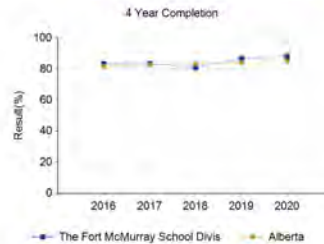
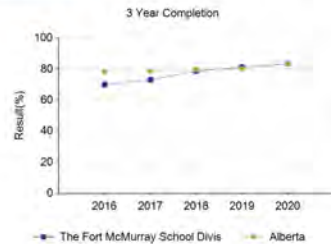
Student Growth and Achievement

High School Completion Rates - Measure History

Authority: 3260 The Fort McMurray School Division
Province: Alberta



	The Fort McMurray School Division												Alberta										
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	355	70.0	349	73.1	326	78.7	283	81.3	279	83.4	Intermediate	Improved	Good	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	341	83.3	357	83.5	350	81.0	332	86.8	288	88.3	High	Improved	Good	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	409	79.7	343	86.0	358	86.6	350	84.3	336	87.6	Intermediate	Maintained	Acceptable	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

There is no new data for this category for the 2020-2021 school year. The results for High School completion have recovered since their lows in 2016 following the Horse River Wildfire and city evacuation, with most recent data in these measures exceeding pre-fire levels.

Previous growth in each of the areas reflect a rebound in results that had been lower in the years directly following the fire. FMPSD 3 year and 5 year rolling averages are the highest ever, with 82% completing credentials for high school, while 6% continued with upgrading of some kind. Of the 6%, almost half were students who did not start the Grade 10 cohort with FMPSD. The remaining percentage represents students who moved out of the province or were deceased.

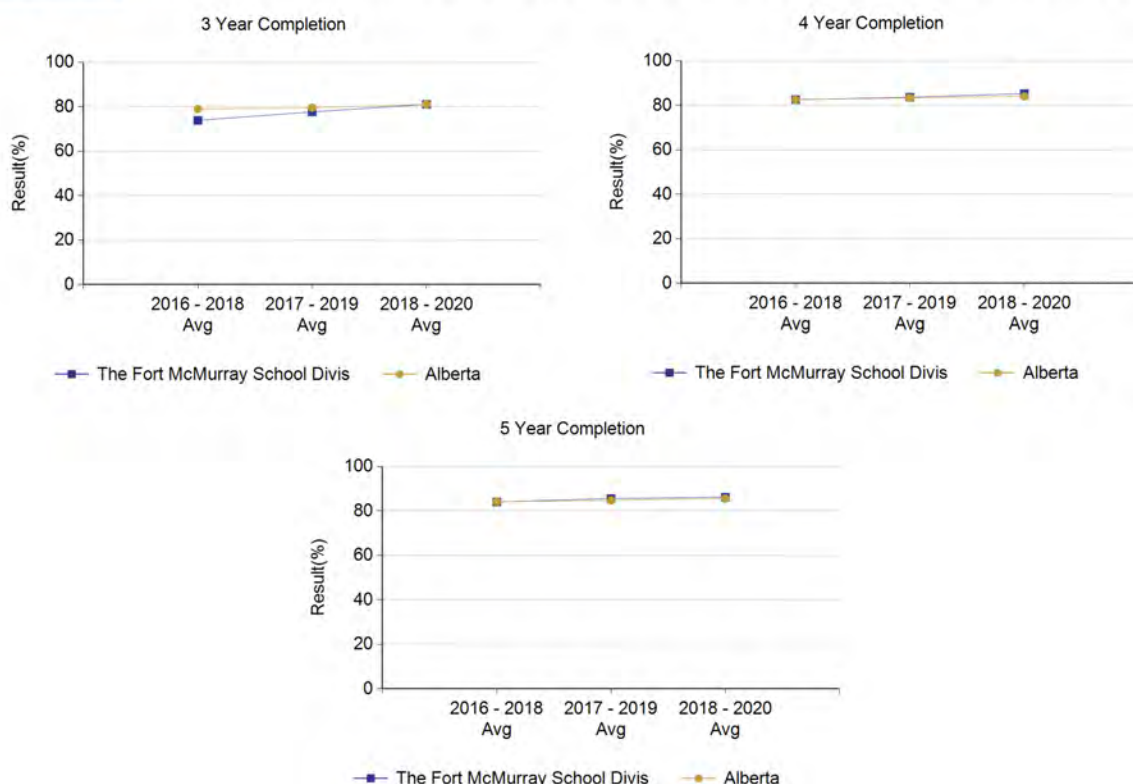
The Division offers a variety of learning opportunities to meet the diverse needs and interests of students such as Tech-Trades Academies, CTS options and introduction to careers in the trades through the Registered Apprenticeship Program (RAP). Division high schools offer all levels of core classes offered in the Alberta Programs of Study. Frank Spragins High School offers an outreach program to meet the needs of students who require a flexible high school structure. Frank Spragins High School offers a successful program with increased numbers of graduates over the years. High school completion rates from the outreach high school are lower than that of a traditional high school but the flexible, inclusive environment meets the needs of students who often do not find success in mainstream high school programs.

Student Growth and Achievement

High School Completion Rates - 3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division
Province: Alberta

	The Fort McMurray School Divis						Alberta					
	2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	343	73.9	319	77.7	296	81.1	44,928	79.0	45,105	79.6	45,526	81.1
4 Year Completion	349	82.6	346	83.7	323	85.3	44,525	82.6	44,938	83.4	45,108	84.1
5 Year Completion	370	84.1	350	85.6	348	86.2	44,256	84.2	44,522	84.8	44,934	85.6



FMPSD celebrates the achievements of our First Nation, Métis and Inuit students as indicated through the Traditional Celebration of Achievement (TCOA) and nominations to the Regional Aboriginal Recognition Awards (RARA), and the Alberta School Board Association's Honouring Spirit Awards and Regional Municipality of Wood Buffalo Citizen Recognition. School counselors and school First Nation, Métis and Inuit coordinators support FNMI students' academic and individual needs.

Utilizing our Collaborative response Model as a framework for meeting student needs in each high school school will continue to help us identify areas of concern and response to intervention strategies for individual students. The outreach school has chosen to focus specifically on ways to improve high school completion rates for their students for the 2021-22 school year. Through study groups, they will utilize resources such as Alberta Regional Consortia's "Tool Kit for Success" & "Supporting High School Completion" as well as "The Alberta High School Completion Strategic Framework".

Citizenship

Student citizenship results are excellent and have shown steady improvements over the years, with a slight drop (.7%) in the last school year. This slight drop can be attributed to the lower survey response rate from Grade 7-12 parents. All respondent group results are higher than the provincial average. The 3 year rolling average is its highest ever in all categories of stakeholders and higher than the 3 year rolling average of the province.

A.7 Lifelong Learning

Measure History

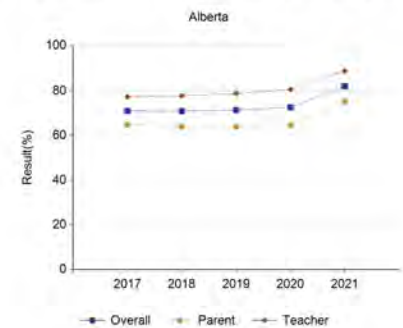
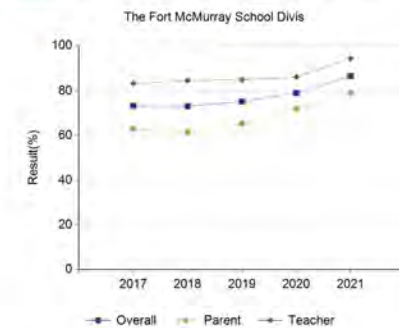
Authority: 3260 The Fort McMurray School Division

Province: Alberta



Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	The Fort McMurray School Divis										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	533	73.2	475	73.1	566	75.2	590	79.0	626	86.6	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	267	63.1	225	61.7	298	65.3	297	71.9	318	79.1	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	266	83.3	250	84.6	268	85.0	293	86.2	308	94.2	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Stakeholders are satisfied with the division's strong commitment to develop ethical citizens through various programs such as The Leader in Me, Zones of Regulation, HeartMath, Peak Academies, and WITS anti-bullying program. Volunteering in the past has been a large part of what students do as citizens in the community, however, this has changed slightly in frequency due to COVID-19.

Opportunities to be involved in decision making in school and community happens through leadership groups such as Student Council, Student Lighthouse teams, Student Advisory Councils and being part of Mayor's Advisory Council on youth and the Minister of Education's student advisory council.

Student Growth and Achievement

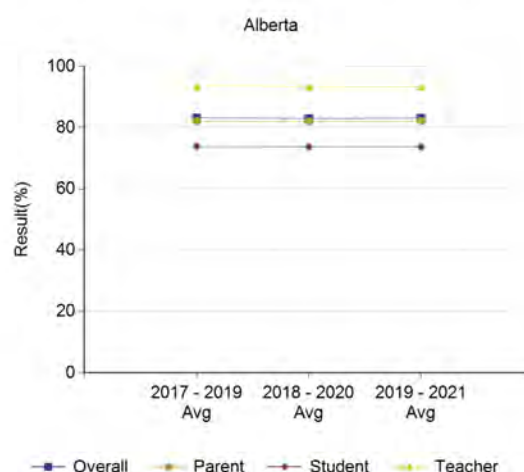
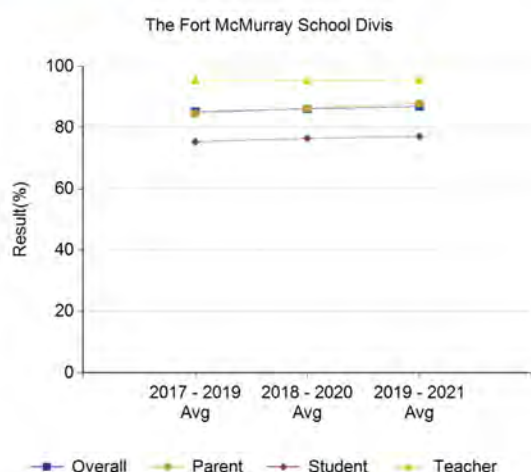
A.6 Citizenship - 3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	The Fort McMurray School Divis						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	3,060	85.2	2,952	86.1	3,004	86.9	273,104	83.2	261,251	83.0	265,014	83.1
Parent	278	84.6	287	86.3	310	87.9	34,531	82.1	35,873	82.0	36,069	82.1
Student	2,519	75.4	2,393	76.5	2,413	77.1	206,120	73.9	192,097	73.7	195,334	73.7
Teacher	263	95.7	271	95.4	281	95.7	32,454	93.5	33,281	93.4	33,611	93.4



There is a strong emphasis on environmental stewardship within the Fort McMurray Public School Division with both teacher-led and student-led initiatives that promote a focus on community involvement and the environment. The Division has provided many opportunities for students to be engaged and to infuse Indigenous ways and citizenship; connections with local Elders, participation in activities in partnership with the Métis Local, Athabasca Tribal Council, and the Nistawoyou Friendship Center.

Because of the success we have had with Citizenship, we will continue to explore and create opportunities for youth to excel at becoming Active Citizens who are respectful, and helpful.

Student Learning Engagement

A new category in our Assurance Survey, overall 87.6% of our stakeholders were satisfied that students are engaged in their learning at school. Low satisfaction came from Grade 4-6 students who were asked if they like Math and Language Arts. About one third of these students do not "like" these classes. Junior High and Senior High students were asked their understanding about the usefulness of each of the four core subjects and if it was interesting to them. Grade 7-12 students showed overall lowest interest in Math.

This data might need further analysis in order to get a more precise reading on specific areas of Math that Gr.7-12 do not find interesting. The same might be done with Grade 4-6 students. The generic statements they made will be used by staff to dig deeper into Engagement and what specifically needs to be addressed. Making the learning more meaningful and relevant to their everyday lives with authentic tasks and activities may be one direction to consider. One of our schools had already included student engagement in their school plan prior to receiving these results. A discussion with schools about the data and revision of their plans for the 2021-22 school year will take place.

Student Growth and Achievement

S.1 Student Learning Engagement

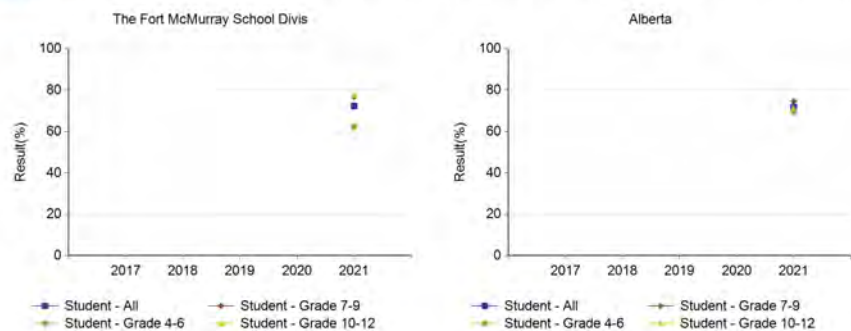
Measure History by Group - Students

Authority: 3260 The Fort McMurray School Division

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	The Fort McMurray School Divis										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,927	72.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Student - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	927	62.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72,572	69.4
Student - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	643	76.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57,018	74.6
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	357	77.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,199	71.3



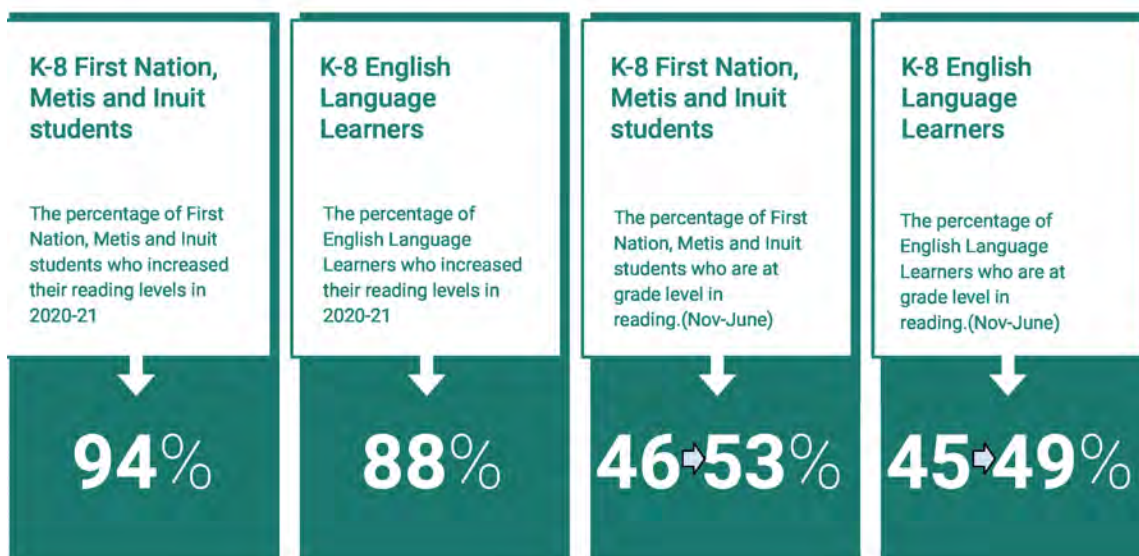
SUPPORTING DIVERSE LEARNERS

First Nations, Métis and Inuit

First Nations, Métis, and Inuit High School Completion Rates have shown significant improvements over the previous year and in the 3 year average. The rates are higher than the provincial average, in both the current results and the 3 year average. This is the highest rate in FMPD since 2016.

Opportunities for Indigenous students have grown over the last few years and we think it is beginning to impact their success in learning. Being active citizens through various leadership opportunities such as the Indigenous Student Advisory Council, the Leader in Me, as well as having access to a Gathering Space in the high schools, and increased cultural activities occurring are valued by the students.

*Cautions when reading this data: Inconsistent assessment data across dates, grades, schools due to transiency and absences during COVID



Academic growth in literacy and numeracy remains a priority focus for all and additional support including hiring two Indigenous Education teachers, and two Cultural Navigators to provide pull-out support, including spiritual, emotional and mental support where needed. This cultural connection to someone who better understands their needs has likely had an impact on student self esteem, and in turn on their learning.

Literacy Results were used to determine who required support in reading. Interventions were then determined and carried out by assigned staff members. Progress monitoring included meetings with Administration to review progress and new support strategies when the current one was not working.

We move forward with an Elder's Council being developed and Land Based Learning happening regularly for high school students three times a year and plans for similar camps for Elementary students. Having Elders in schools regularly and a Language offering at all schools is also a priority.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 3260 The Fort McMurray School Division (FNMI)



Assurance Domain	Measure	The Fort McMurray School Divis (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	67.1	60.6	57.1	62.0	55.9	55.6	Low	Maintained	Issue
	5-year High School Completion	71.7	70.8	79.0	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	61.8	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.0	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	67.6	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	10.0	n/a	n/a	11.2	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Student Growth and Achievement

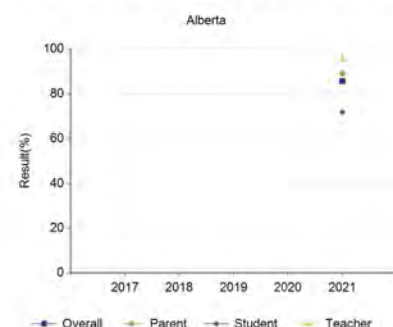
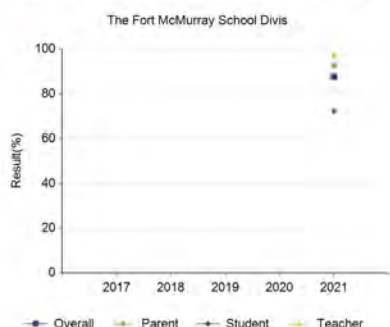
S.1 Student Learning Engagement - Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	The Fort McMurray School Divis																		Alberta																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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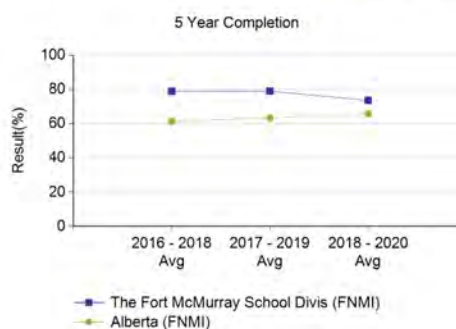
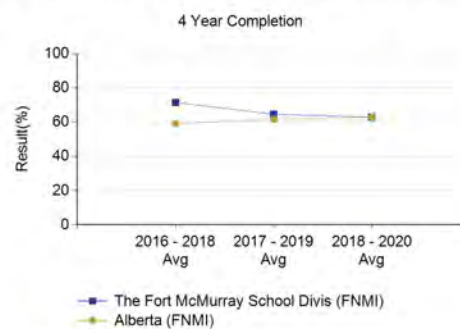
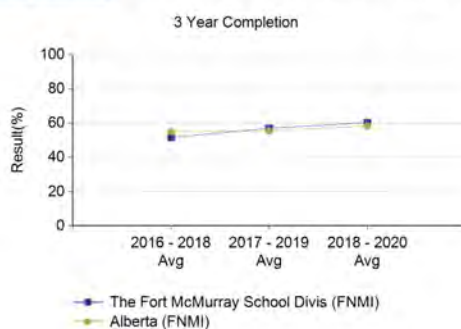
Student Growth and Achievement

High School Completion Rates - 3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division (FNMI)

Province: Alberta (FNMI)

	The Fort McMurray School Divis (FNMI)						Alberta (FNMI)					
	2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	47	51.7	45	57.1	44	60.4	3,572	55.0	3,660	55.6	3,732	58.4
4 Year Completion	50	71.5	46	64.6	46	62.9	3,339	59.1	3,432	61.7	3,549	62.9
5 Year Completion	54	78.9	47	79.0	44	73.6	3,164	61.4	3,291	63.4	3,381	65.8



English Language Learners

English Language Learner (ELL) high school completion rates remain high, and significantly higher than the provincial average over three years. We are doing an excellent job of supporting our English Language Learners through intake meetings, specific programming where needed, community connections with our settlement worker, and partnerships with the Multicultural Association for Language support.

Each school has English Language Learner supports built into their instructional time in some way. We examine and analyze ELL benchmark data at the division and school level to identify trends, strengths and areas of growth. Information is used to plan student learning programs and inform teaching of universal strategies in the classroom. The Division Literacy coordinator assists schools to identify ELL needs and works with staff to build capacity in instructional practices that support ELL students. We continue to offer full day Kindergarten at Dr. K.A. Clark School to support the diverse needs of the students, which includes a high number of English Language Learners. We support a sheltered classroom for junior high ELL students at Fort McMurray Composite High School where students have dedicated time to build their language skills

Staff, students, and our community partners are working together given the wide range of linguistic diversity within the Fort McMurray Public School Division.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 3260 The Fort McMurray School Division (ESL)



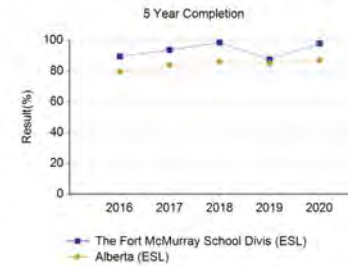
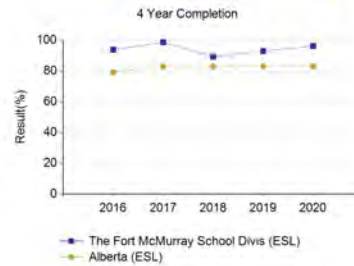
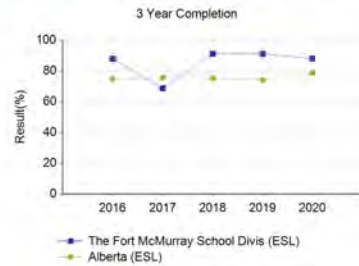
Assurance Domain	Measure	The Fort McMurray School Divis (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	88.0	91.1	83.6	78.7	74.1	75.0	High	Maintained	Good
	5-year High School Completion	97.8	87.5	93.2	86.9	85.0	84.9	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	77.1	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.1	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	70.0	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	17.5	n/a	n/a	16.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Student Growth and Achievement

High School Completion Rates - Measure History

Authority: 3260 The Fort McMurray School Division (ESL)
Province: Alberta (ESL)

	The Fort McMurray School Divis (ESL)										Alberta (ESL)												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	27	87.9	32	68.7	62	91.1	28	91.1	25	88.0	High	Maintained	Good	2,779	74.7	3,071	75.7	3,388	75.1	3,307	74.1	3,654	78
4 Year Completion	23	93.8	22	98.6	23	89.2	55	92.9	25	96.2	Very High	Maintained	Excellent	2,196	79.2	2,512	82.9	2,784	82.8	3,076	83.0	2,993	83
5 Year Completion	22	89.4	21	93.7	21	98.4	22	87.5	55	97.8	Very High	Maintained	Excellent	1,499	79.6	2,102	83.8	2,410	86.0	2,664	85.0	2,960	86

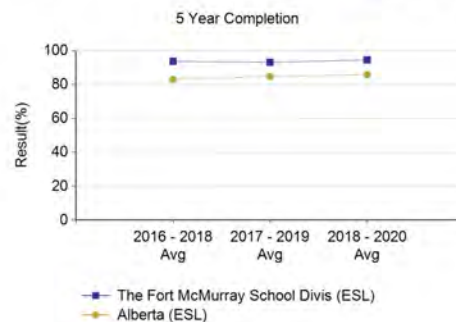
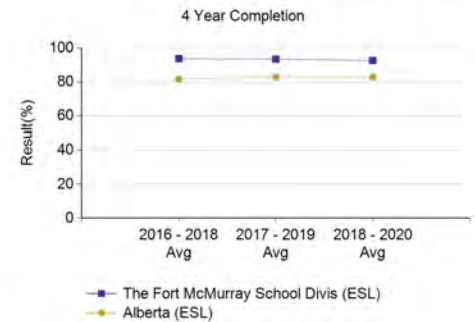
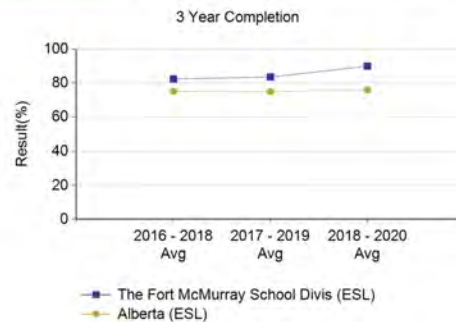


Student Growth and Achievement

High School Completion Rates - 3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division (ESL)
Province: Alberta (ESL)

	The Fort McMurray School Divis (ESL)						Alberta (ESL)					
	2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	40	82.5	41	83.6	38	90.0	3,079	75.2	3,255	75.0	3,450	76.0
4 Year Completion	23	93.8	33	93.5	34	92.7	2,497	81.6	2,791	82.9	2,951	82.9
5 Year Completion	21	93.8	21	93.2	33	94.6	2,004	83.1	2,392	84.9	2,678	85.9





2020-2021 DIVISION PRIORITIES: LEARNING SUPPORTS

Safe and Caring School Environment

During the 2020-2021 school year, parents, teachers, and students were asked a series of questions on the topic of welcoming, caring, respectful and safe learning environments.

The percentage of Agree or Strongly Agree results from each group are combined to arrive at an overall percentage for the Welcoming, Caring, Respectful, and Safe Learning Environment Measure.

The 2020-2021 school year saw students, staff and parents impacted by the global pandemic. Protective health measures required students to attend in person with personal protective equipment, keeping physically distant from others, and at times learning from home over the computer. Despite the frequent shifts to teaching and learning as a result of the pandemic, results overall were maintained and above the provincial average with 92% of teachers, parents and students in agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Fort McMurray School Division over the past five years has developed a strong understanding of the impact natural disasters or a state of emergency may have on the a safe and caring school environment. The community was continuing to provide and respond to support necessary from the 2016 Horse River Fire and the spring of 2020 historic flood. A strong, comprehensive plan was developed and implemented to address the social, emotional, and mental health needs of students, staff, and parents/ guardians. As we continue to regularly survey our staff and engage with our students and community we know that this is an area that will continue to require attention and support over the next few years. Strong academic results are built on a foundation of a safe, caring, welcoming and respectful teaching and learning community.

B.4 Safe and Caring

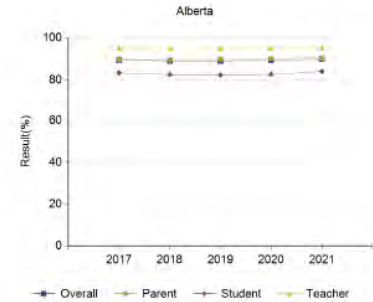
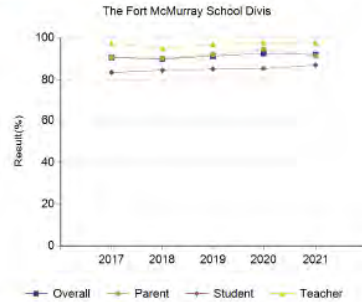
Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	The Fort McMurray School Divis										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,966	90.6	2,845	89.9	3,332	91.3	2,570	92.6	2,579	92.0	n/a	n/a	n/a	299,527	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	279	90.8	243	90.2	310	92.1	309	94.6	335	91.4	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	2,438	83.5	2,350	84.5	2,754	85.1	2,067	85.3	1,930	87.0	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	269	97.5	252	95.1	268	96.9	294	97.9	314	97.7	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

B.4 Safe and Caring

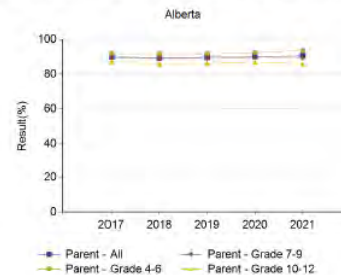
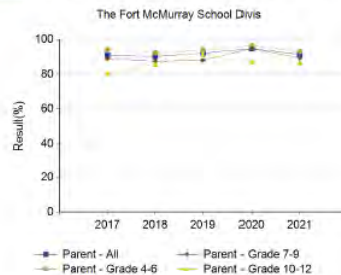
Measure History by Group - Parents

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	The Fort McMurray School Divis										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	279	90.8	243	90.2	310	92.1	309	94.6	335	91.4	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Parent - Grade 4-6	170	94.0	152	90.3	195	93.6	182	96.4	213	93.1	15,045	91.8	16,219	91.5	16,107	91.8	16,662	92.3	13,323	93.5
Parent - Grade 7-9	70	89.0	57	87.4	62	88.0	83	94.6	79	89.4	10,010	89.2	10,981	89.0	10,886	89.1	11,638	89.7	9,867	89.6
Parent - Grade 10-12	39	80.5	34	85.8	53	91.3	44	87.2	43	86.6	7,513	87.2	8,286	85.9	8,254	85.3	8,597	86.9	7,179	85.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

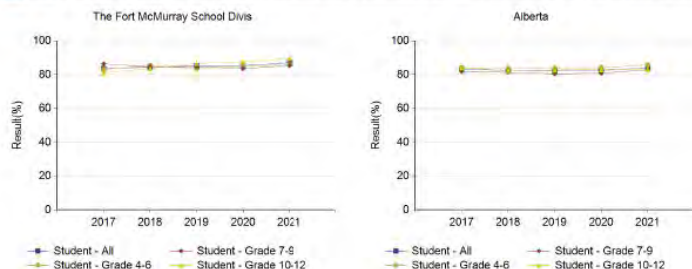
B.4 Safe and Caring

Measure History by Group - Students

Authority: 3260 The Fort McMurray School Division
Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	The Fort McMurray School Divis										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	2,430	83.5	2,350	84.5	2,754	85.1	2,067	85.3	1,930	87.0	235,302	83.3	195,384	82.5	196,856	82.3	193,364	82.6	169,613	84.0
Student - Grade 4-6	929	83.1	910	85.3	1,154	83.8	957	84.5	930	85.9	92,528	84.0	77,631	83.6	83,735	83.6	80,023	84.1	72,710	85.7
Student - Grade 7-9	846	86.4	762	84.5	966	84.8	562	83.5	643	85.4	76,889	81.8	58,766	81.4	63,808	80.4	63,613	80.8	56,955	82.9
Student - Grade 10-12	663	81.0	678	83.7	734	86.6	548	87.5	307	89.6	63,886	84.1	48,787	82.5	49,313	82.8	49,728	83.0	40,148	83.4



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Report Generated: Aug 11, 2021
Looked with Suppression for May 2021

Report Version 1.0
Data Current as of Feb 16, 2021

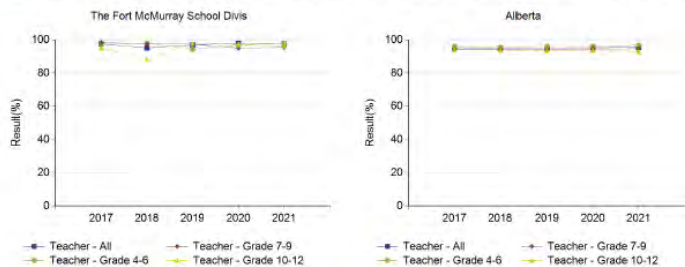
B.4 Safe and Caring

Measure History by Group - Teachers

Authority: 3260 The Fort McMurray School Division
Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	The Fort McMurray School Divis										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	269	97.5	252	95.1	268	96.9	294	97.9	314	97.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4
Teacher - Grade 4-6	41	97.5	39	97.9	42	94.2	40	97.0	38	97.8	4,966	96.0	5,278	95.5	5,374	96.1	5,320	96.1	4,537	96.8
Teacher - Grade 7-9	40	98.5	32	97.5	47	97.4	52	95.0	56	95.4	6,543	94.3	6,748	94.2	6,956	93.9	7,084	94.4	5,743	94.5
Teacher - Grade 10-12	47	95.3	34	88.0	57	97.9	88	97.2	61	96.4	6,781	94.1	6,893	93.9	7,073	93.6	7,280	93.8	5,897	93.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Report Generated: Aug 11, 2021
Looked with Suppression for May 2021

Report Version 1.0
Data Current as of Feb 16, 2021

B.4 Safe and Caring

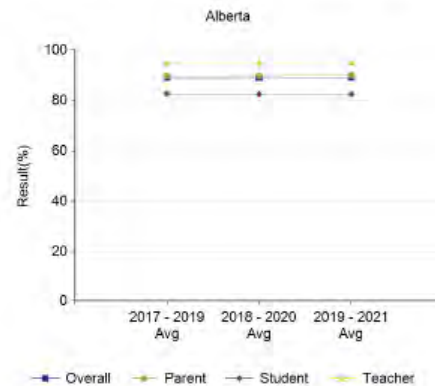
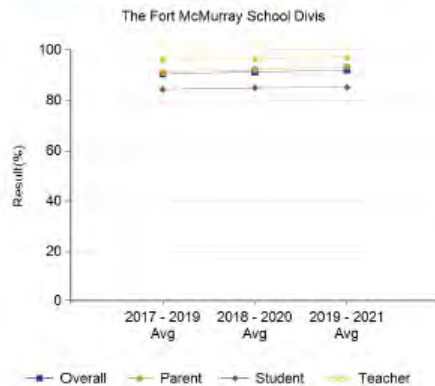
3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	The Fort McMurray School Divis						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	3,054	90.6	2,949	91.3	3,001	92.0	272,834	89.2	261,027	89.1	264,793	89.2
Parent	277	91.1	287	92.3	310	93.4	34,534	89.7	35,877	89.8	36,073	90.0
Student	2,514	84.4	2,390	85.0	2,411	85.2	205,847	82.7	191,868	82.5	195,110	82.5
Teacher	263	96.5	271	96.6	281	97.4	32,453	95.1	33,281	95.1	33,610	95.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports & Services

The Fort McMurray School Division has come through compounding socio-economic factors over the past five years (fire, flood, pandemic, downward economic trends) that have had lasting impacts on the wellbeing of students, families and staff. The local context requires a spotlight on mental health, most notably it is important to hone in on the data that speaks to students accessing support at school. Learning 'at school' is the determining factor since COVID-19 interruptions to in-person learning have taken place.

Mental Health support was extended to students and families, yet few found it effective or were interested in engaging in counselling support virtually. Stakeholders reported that 92% of respondents felt that school was a safe and caring environment for students.

Although programs and interventions for students at risk were supported through alternate online methods, the threat of COVID learning conditions still remains a concern, particularly for high school aged students. We have seen an increase in several mental health measures including anxiety, incidents of self-harm and suicide ideation that require medical intervention. There has been an increase of reported family violence and substance use in our community by 25% (as reported by Waypoints, 2021).

We recognize that staff and students have been flexible and resilient, but this has come with a cost. Students and staff have been responding to the ever changing teaching and learning approaches, technology changes, family dynamics, health needs, social restrictions and so much more. This constant state of change has resulted in a heightened state of anxiety throughout this time for all stakeholders.

Our goal is to continue to provide mental health awareness to stakeholders in various formats so that all increase their awareness of what mental health is, how they can take steps to improve the mental health of themselves and others and when and how to access support when needed.

There continues to be an identified need to address mental health for stakeholders. Parents are asking for counselling support for their children and their parenting skills. Staff is reporting high workplace stress levels, increased levels of anxiety and caregiver fatigue.

Three separate wellness surveys were administered to staff, with the results revealing that staff were feeling stressed. The result from the November survey revealed 43.3% of staff reported a stress level of 7/10 or higher, in January the level increased to 48.8%. As the year progressed there was a reduction of self-reported stress, although the level still remains high with 31.7% reporting a 7/10 or higher level of stress.

In response to the identified need to support staff moving forward, the FMPSD has dedicated time to professional learning specifically for mental health learning. One hour of time is allocated during each Professional Learning Friday (PLF) for teachers to dedicate to professional learning around Mental Health practices they can use in the classroom with students.



Teachers have access to Teach Mental Health Literacy, which is a research-based Canadian Mental Health course that supports teachers to instruct curriculum on Mental Health awareness and how to connect students to local supports available. Research has also shown that this learning helps teachers with their own personal mental health awareness as well. This course is a resource that enables educators to teach age appropriate content to students aged 12-19 to support their own awareness and how to access local support for self, peers and their families. This along with reminders of accessing information from the Psychological First Aid course that was available in the fall of 2020 will help equip staff with much needed consciousness of mental health.

All 16 schools have counselors training in Circle of Security, which is attachment theory counseling that helps to connect families and teach independence and resilience. There are teacher based groups as well as parent based groups that are being established to help with regulation of students through their attachment needs.

In addition, the division responded with various wellness supports. Various schools hosted Mental Health facilitated wellness sessions with a contracted psychologist, co-facilitated by our Mental Health Coordinator. The division also posted advertisements on how to access Family Assistance Programs and made mental health connections available to staff through the Mental Health Coordinator. The Fort McMurray Public Division has created a website that connects stakeholders to Mental Health information and supports.

There has also been a noted high engagement in feedback for the community podcast project (called YourMentalHealthMatters) that has been developed, where stakeholders submit topics of discussion. It is led by three Mental Health professionals who address topics that support our community in seeking coping mechanisms and gain access to the services that are needed. Feedback is constantly being sought out for information for which the community of Fort McMurray is seeking support.

As we continue to engage our staff, students and community in consultation for their well being through surveys and other means, we predict that we will see an increase in the number of students seeking counselling support at school with the return to consistent in-person learning. We have a strong sense of assurance that the need to remove barriers so stakeholders are able to access mental health supports will need to continue as we provide for the safe and caring learning environment for our staff and families.



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



6359 STUDENTS

20% English Language Learners
14% Early Childhood Learners
10% First Nations, Métis, Inuit
4.6% Severe Disabilities



Division STAFF

347 ATA Employees
298 CUPE Employees



PARENTS

82.7% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

1927 Students 314 Staff 334 Parents

STAKEHOLDER FEEDBACK

2020-2021 AEA survey completed by our stakeholders

85.9% of stakeholders feel that students have access to supports and services at school (82.6% Provincially) High school students are notably lower at 65%)

86.3% of stakeholders believe that programs for students at risk are easy to access and timely (82.7% Provincially) High school is 77.9%)

92% of stakeholders feel that students feel safe and are cared for at school. (89.2% Provincially)

IMPROVEMENT AREAS

⬆ **Improvement #1** Connect students and families with appropriate Mental Health supports.

⬆ **Improvement #2** All 16 schools in the FMPSD are working from a Circle of Security framework.

PROGRAM PRIORITIES

- ✓ **Priority #1** Remove barriers to connect stakeholders to Mental Health supports.
- ✓ **Priority #2** Promote Mental Health awareness and attachment awareness as an opportunity for connection. Stakeholder engagement for Podcast content is critical for responding to the local need.

2020-2021 SCHOOL REPORT CARD

Below are the results of the data collected from various local sources for the 2020-2021 school year.

STUDENTS SEEN BY COUNSELORS DIVISION WIDE:

2018-2019 -- 1196 students

3.2% incidents of self-harm (38)

4.8% suicide protocols initiated (58)

27.9% presented with anxiety (334)

2019-2020 -- 1035 students

1.93% incidents of self-harm (20)

1.8% suicide protocols initiated (19)

30% presented with anxiety (311)

2020-2021 -- 850 students

2.35% incidents of self-harm (25)

4.6% suicide protocols initiated (39)

29.9% presented with anxiety (318)

TEACHER WELLNESS SURVEY - Self Report of Workplace Stress Levels:

Nov. 43.2% (7/10 out of 10 or higher)

Jan. 48.8% (7/10 out of 10 or higher)

June 31.7% (7/10 out of 10 or higher)

MENTAL HEALTH COORDINATOR SUPPORTS:

9 staff support groups related to stress, anxiety and COVID-19 issues

128 consults with system leaders

198 consults with counselors

E-CADEMY+ (online learning)

372 students who formerly were accessing Mental Health supports in person (2019-2020) were no longer accessing those supports online (2020-2021) ($\frac{2}{3}$ play therapy; not possible virtually)

CIRCLE OF SECURITY TRAINING

19 Counselors were trained

11 were further trained with specialized classroom support focus.



2020-2021 DIVISION PRIORITIES: GOVERNANCE

As part of a continuous improvement cycle, school authorities are expected to assess and interpret the results arising from implementing their education plan and report on their progress toward achieving the priorities and outcomes in their plan in their AERR. In addition, school authorities must also report on their performance and the actions taken to meet their responsibilities in key assurance domains.

Fort McMurray Public School Division has compiled and assessed results pertaining to the Alberta Education Assurance Measures (AEAMs) and local performance measures used in their education plans, as well as, the results from the required AEAMs for each domain. The use of both provincial and local measures provided a more balanced and complete assessment of progress on priorities and outcomes.

Note: Due to optional participation in provincial assessments during 2020-21, the reporting requirements for the Student Growth & Achievement domain have been modified to provide flexibility. The areas of student growth and achievement, particularly in the area of student learning will focus on division priority of enhancing literacy achievement. Where possible, provincial results coming from the 2020-2021 APORI Report has been included and discussed in this results report.

2020-21 Division Priorities: Parent Involvement

Parental involvement is an important aspect of school system governance. Each year teachers and parents are asked about their satisfaction with the level of involvement they have in decisions about their child's education.

Over the past three years, Fort McMurray Public School Division has experienced higher rates of satisfaction than the provincial average with an increasing trendline. Over the 2020-2021 school year 74% of parents indicated satisfaction with the level of involvement with the decision they have about their child's education. This does however, represent a decrease over the previous year.

The 2020-2021 school year saw students, staff and parents impacted by the global pandemic. Protective health measures required students to attend in person with personal protective equipment, keeping physically distant from others, and at times learning from home over the computer. Over the 2020-2021 school year FMPSD also implemented a strict adherence to limiting access to the school building to educational staff and students only. Staff believed that this was important due to the very high rates of COVID-19 reported within the community. Many of our schools were on the provincial outbreak list, we experienced high rates of absence of staff due to illness and provincial quarantine requirements. As a result, contact to staff and students was limited. Schools used technology to support virtual school council meetings, virtual Network meetings with the Board, virtual school tours, open houses, assemblies and events. What we recognize and we believe this drop in satisfaction levels is communication in a strong preference for our parents to have access to the physical school building. It is anticipated that when the provincial work from home order is lifted and few provincial health restrictions are mandated, FMPSD will once again welcome parents, guardians and guests into the school building.

Governance

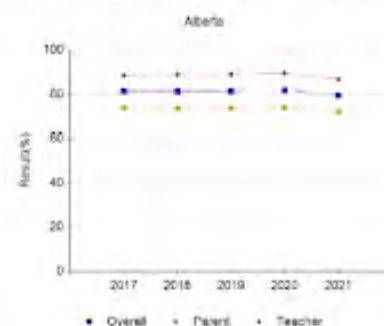
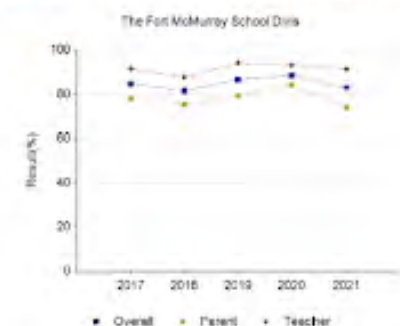
C.1 Parental Involvement - Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	The Fort McMurray School Divis										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	545	84.7	489	81.5	575	86.6	601	88.5	548	82.7	n/a	n/a	n/a	53,905	81.2	67,090	81.2	68,115	81.3	70,377	81.5	66,919	79.5
Parent	277	79.0	257	75.4	300	79.3	357	84.2	334	74.0	99	99	99	32,809	75.0	34,996	73.4	34,944	73.9	36,699	73.9	35,896	72.2
Teacher	268	91.5	232	87.7	280	94.0	244	93.0	214	81.4	90	90	90	21,096	86.0	32,094	88.9	33,172	89.6	33,621	89.6	31,023	86.4



Notes:

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Governance

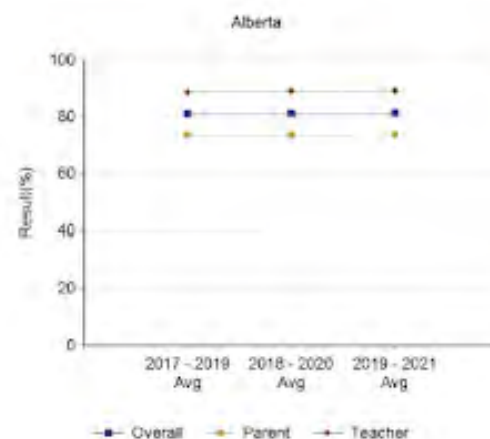
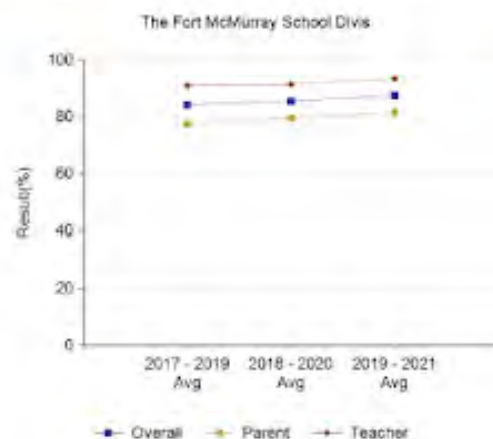
C.1 Parental Involvement - 3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	The Fort McMurray School Divis						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	538	84.3	554	85.6	587	87.8	68,510	81.2	68,687	81.4	69,247	81.5
Parent	273	77.6	283	79.6	306	81.7	34,149	73.7	35,499	73.7	35,750	73.8
Teacher	263	91.1	271	91.5	281	93.5	32,361	88.8	33,168	89.2	33,497	89.3



2020-2021 DIVISION PRIORITIES: TEACHER GROWTH, SUPERVISION & EVALUATION

Professional Learning Cycle

Our Professional Learning time is a focus on quality teaching and leading which results in optimum learning for our students. A mix of 11 school based Professional Learning (PLF) days which are aligned to school goals and 11 Division wide collaborative group times which help teachers focus on their learning needs during COVID, allows staff to benefit from the strengths of one another, growing their understanding and creating cohesiveness throughout the system.

The learning is cyclical which allows teachers to learn from one another, plan to implement their learning, observe the results of the implementation and reflect on it individually and with their groups throughout the school year. Between PLF times, staff have access to Division Coordinators who also support these learning goals in the classroom, providing modeling, team teaching, and feedback.



GOALS
Excellence in Student Learning
Outcomes
Literacy
Numeracy

REPORTING PERIODS

Elementary

Term 1: Aug 31 - Nov 27
Term 2: Nov 30 - March 19
Term 3: March 22 - June 24

Secondary

Semester 1: Aug 31, 2020 to Jan 29, 2021
Term 1: Aug 31 - Nov 6
Term 2: Nov 09 - Jan 29

Semester 2: Feb 1, 2021 to June 24, 2021
Term 3: Feb 1 - April 16
Term 4: April 19 - June 24

D.6 In-service jurisdiction Needs

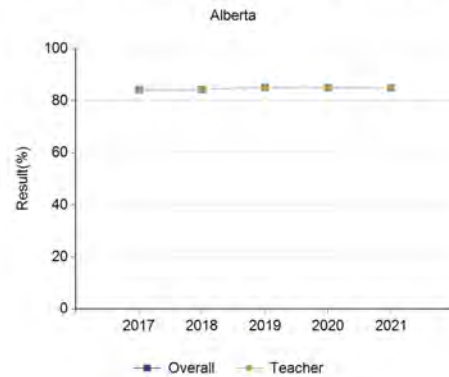
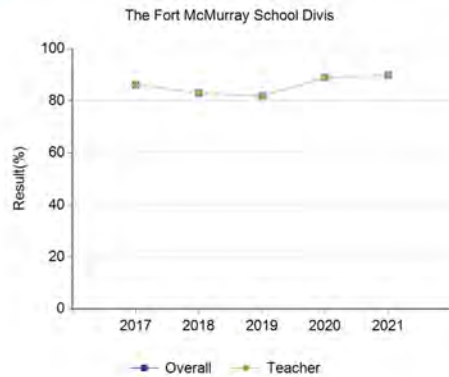
Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	The Fort McMurray School Divis														Alberta																			
	2017			2018			2019			2020			2021			Measure Evaluation				2017			2018			2019			2020			2021		
	N	%		N	%		N	%		N	%		N	%		Achievement	Improvement	Overall	N	%		N	%		N	%		N	%		N	%		
Overall	269	86.2		250	82.9		268	81.8		294	88.9		310	89.8		n/a	n/a	n/a	31,288	84.3		32,428	84.3		33,074	85.2		33,766	85.0		29,619	84.9		
Teacher	269	86.2		250	82.9		268	81.8		294	88.9		310	89.8		n/a	n/a	n/a	31,288	84.3		32,428	84.3		33,074	85.2		33,766	85.0		29,619	84.9		



D.6 In-service jurisdiction Needs

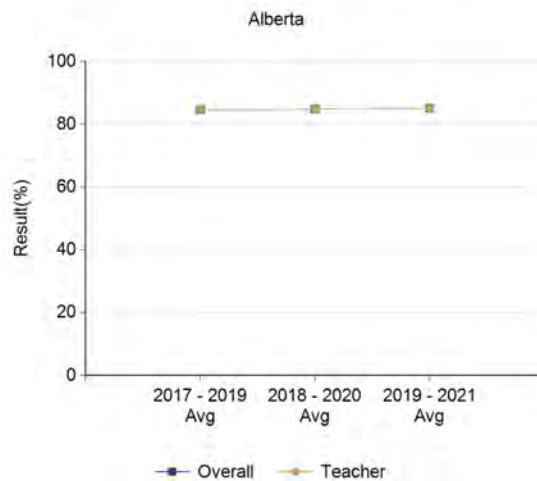
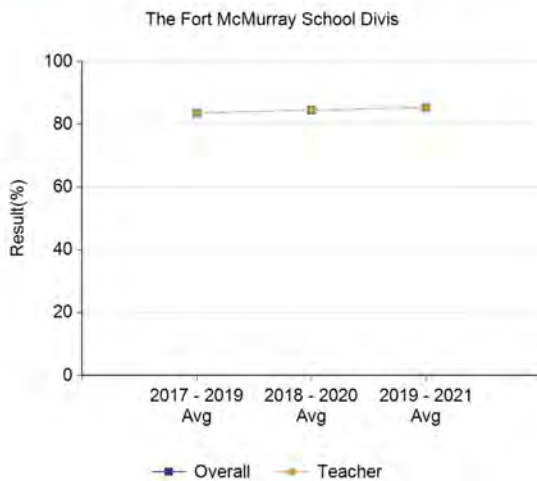
3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division

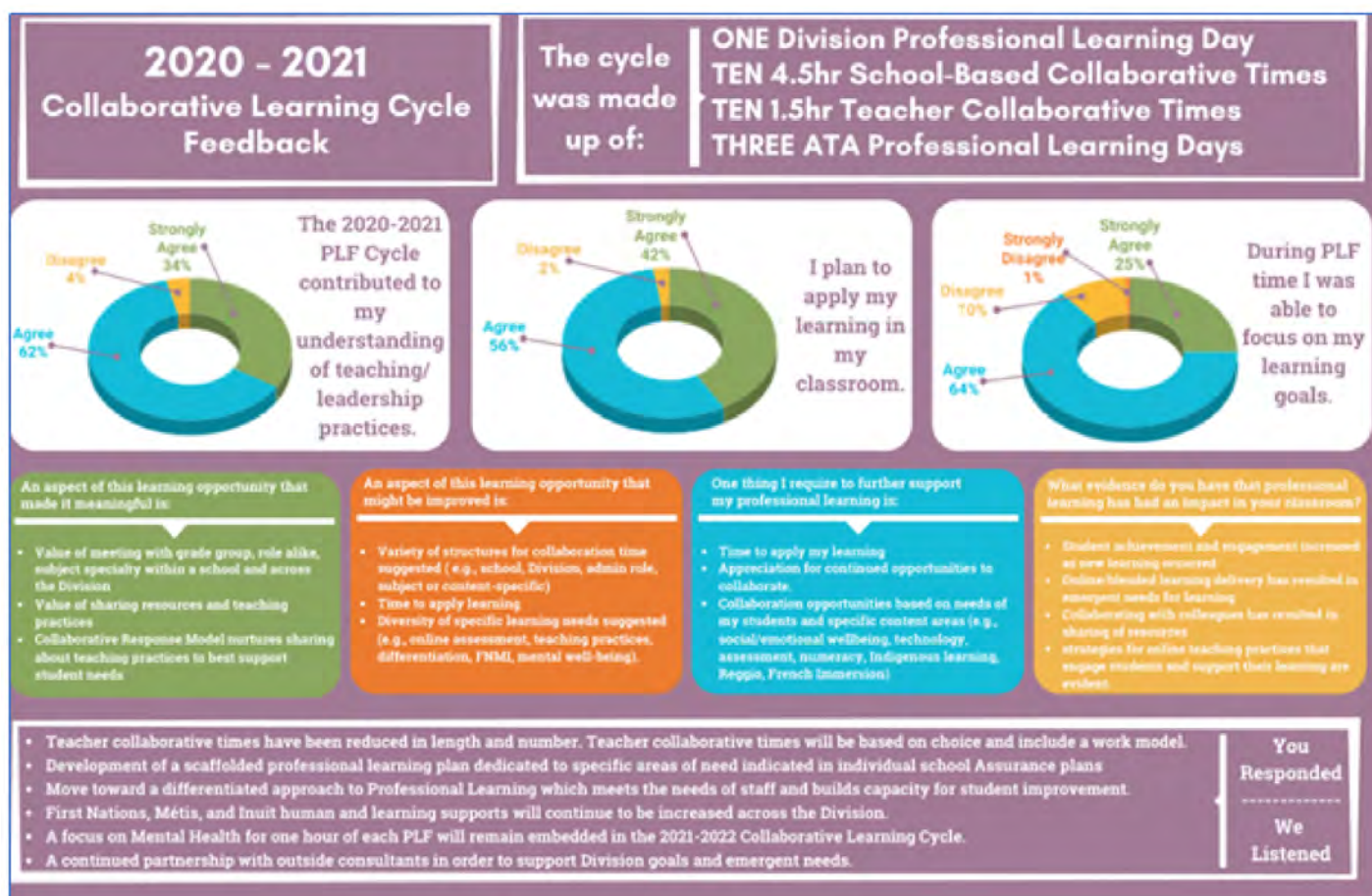
Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	The Fort McMurray School Divis						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	262	83.6	271	84.5	281	85.3	32,263	84.6	33,089	84.8	33,420	85.1
Teacher	262	83.6	271	84.5	281	85.3	32,263	84.6	33,089	84.8	33,420	85.1



Impact of PLFs and adjustments to the cycle itself are based on feedback from staff which a professional Learning committee surveys, analyzes and makes recommendations on. Over the past two years there is a significant increase in the number of staff reporting support of the PLF structure.



Based on last year's data we have refined the PLF structure to 13 school based days, with a shorter amount of time spent on Division wide group time. We have worked individually with each school to create a detailed Professional Learning Plan tailored to their school goals, and we will incorporate the PLF survey three times this year to get feedback, and measure success. We have adjusted the focus of Division wide groups to broader topics under the umbrellas of Instruction, Curriculum and Assessment, allowing staff to sign up for their group of interest. Each group has a minimum of one facilitator and all groups are structured with goals, measures, reflection time and action items which they document for group members.



Teacher Quality Standards/ Leadership Quality Standards Implementation

Fort McMurray Public Schools is dedicated to maintain and enhance the work of teachers and school leaders in relation to the professional practice standards. All teachers certified within the Province of Alberta are required to meet the Teaching Quality Standard (TQS). Principals are held to the Leadership Quality Standard (LQS); Superintendents to the Superintendent Leadership Quality Standard (SLQS). The current professional practice standards came into effect in 2018 and as a division, FMPSD continues to work to deepen the implementation of these standards for professional staff.

Since 2019, teachers and administrators of FMPSD have participated in a survey conducted by the University of Calgary, “Optimal Learning for All Students, Implementing Alberta’s 2018 Professional Practice Standards”. Results from the online survey have provided the division with data to inform the planning for professional learning in the school division.

Leadership Quality Standards

The division has participated in the survey for three years. Year 1 was conducted in Fall 2019, with a respondent group of 8 participants. Year 2 in Fall 2020 with 25 participants and Year 3 in Fall 2021 with results yet to be made available.

Results of the data show that in 2020, leaders who completed the survey show that in all 9 competencies of the LQS the mean results are in the “enacting” phase which indicates that leaders are continuing to adapt to new ways of working relating to the standard. Results for Competency 3 - Embodying Visionary Leadership and Competency 4 - Leading a Learning Community are higher than other competencies, indicating that leaders are approaching the ‘embedding’ phase in their practices.

The results from the Optimal Learning Survey for School Leaders indicate that priority areas for growth relate to LQS1 Fostering Relationships: I establish relationships with First Nations, Metis and Inuit parents/guardians, Elders/Knowledge Keepers, local leaders and community members; and LQS 9 I support members of the school community understand the legal frameworks and policies of the Alberta Education System. Overall, leaders are indicating an area for continued learning is in LQS 5, Supporting the Application of Foundational Knowledge About First Nations, Metis, and Inuit.

In the past year, Fort McMurray Public Schools has provided opportunities to continue to learn in all areas relating to the Leadership Quality Standards. To support the priority areas, leaders were involved in numerous opportunities to support learning history, culture and reconciliation of First Nations, Metis and Inuit. Professional development opportunities regarding supervision and evaluation of teachers, and ongoing conversations through regular meetings with the school leaders group regarding issues relating to legal frameworks.

Ongoing professional development and learning in each of the competencies are part of a continuous improvement plan.

The school division has a number of professional learning opportunities available for leaders, including monthly leaders meetings and learning sessions for new principals, new vice principals and aspiring leaders (induction program). Plans for learning sessions for each of these groups is based on the competencies of the Leadership Quality Standards. Additional learning opportunities for leaders through focused professional development sessions in addition to Results from the Optimal Learning Survey and input from leaders on areas of need, guides the ongoing professional learning for leaders.

FUTURE CHALLENGES

Mental Health

- It is well-established in research that wildfires and other natural disasters have long-term effects on the mental health of affected individuals and communities. Natural disasters are associated with increased incidence of major depressive disorder, generalized anxiety disorder, PTSD, and substance use disorder in children and adults.
- Mental illness, including depression, anxiety, and post-traumatic stress disorder in students, parents, and staff of the Fort McMurray Public School Division resulting from the 2016 wildfire have been exacerbated by COVID-19, the historic 2020 flood, the economic downturn of the oil and gas industry and loss of available support services.

Enrollment Growth

- Enrollment growth continues, despite the effect the downturn has had on capital investment in oilsands. Fort McMurray continues to have a young population with the largest cohort under 19 years of age in the 0 to 4 years old age group
- A growing student population in the city of Fort McMurray, especially early childhood to grade The current enrollment growth supports a 15% increase in enrollment over the next 5 years to 7,200 students, see projection on following page under Enrollment and Growth. This growth is supported by the past 4 years' birth data reported by the Northern Lights Health Authority of 1,200 births per year.
- Division facilities are "wearing out"; the modernization of seven out of fourteen facilities is needed. Modernizing these schools will require an investment from Alberta Education
- The new funding model provides stable funding over time and many aspects of the new model are appreciated. However, there is an additional impact to our division beyond capital projects. Rapidly growing school divisions require staffing, supports, and specialized services in the current year. The three-year weighted average creates a greater reliance on maintaining surplus dollars to maintain essential services as a result of the delay in funding.

BUDGET SUMMARY

Governing Principle in Financial Planning

A broad-based consultation of stakeholders including direct meetings with School-Based Administrators, School Councils, Joint School Council, and a broader engagement of parents, students, staff, and community members through a ThoughtExchange survey tool. Senior staff utilized the feedback in the preparation of a needs/priority-based budget which included individual reviews of each school and departments' 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.

Development and Implementation Principles

The Superintendent, with the assistance of the Associate Superintendent of Business and Finance, is responsible for developing recommendations on the basis of allocation and a recommendation to the Board of Trustees. The Superintendent and or designate(s) is to consult with school administrators, school councils, departments, parents, students and others.

The basis of a needs-based budget first starts with an assessment of the needs of students, and the programs and services to meet those needs. This then forms the backbone for the criteria to equitably allocate resources between schools and departments. The majority of resources are determined by the Alberta Education Funding Manual once the grant rates, and weighted moving average funded enrollment are approved, the total resources can be budgeted. A student to teacher ratio is used to allocate for the standard classroom, which is supplemented by the resources allocated for differentiated categories of student needs which are based on the assessments and complexity of each school. The highest needs are addressed first such as One-to-One Educational Assistants, and the balance of funds are used for lower priority needs.

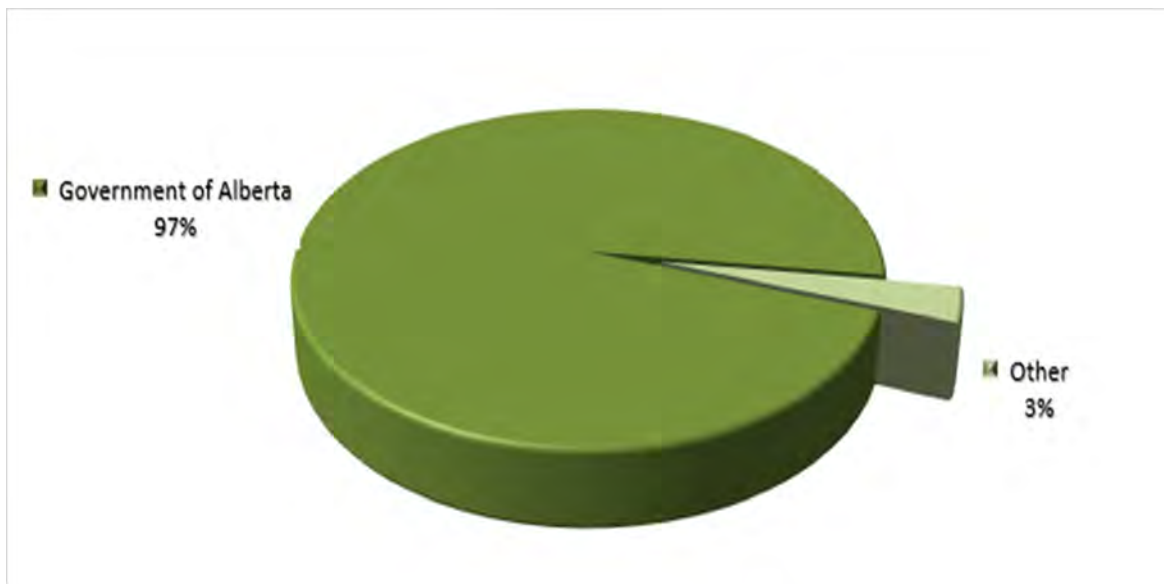
FINANCIAL RESULTS 2020/2021

UNAUDITED STATEMENT OF OPERATIONS for the Year Ending August 31, 2021

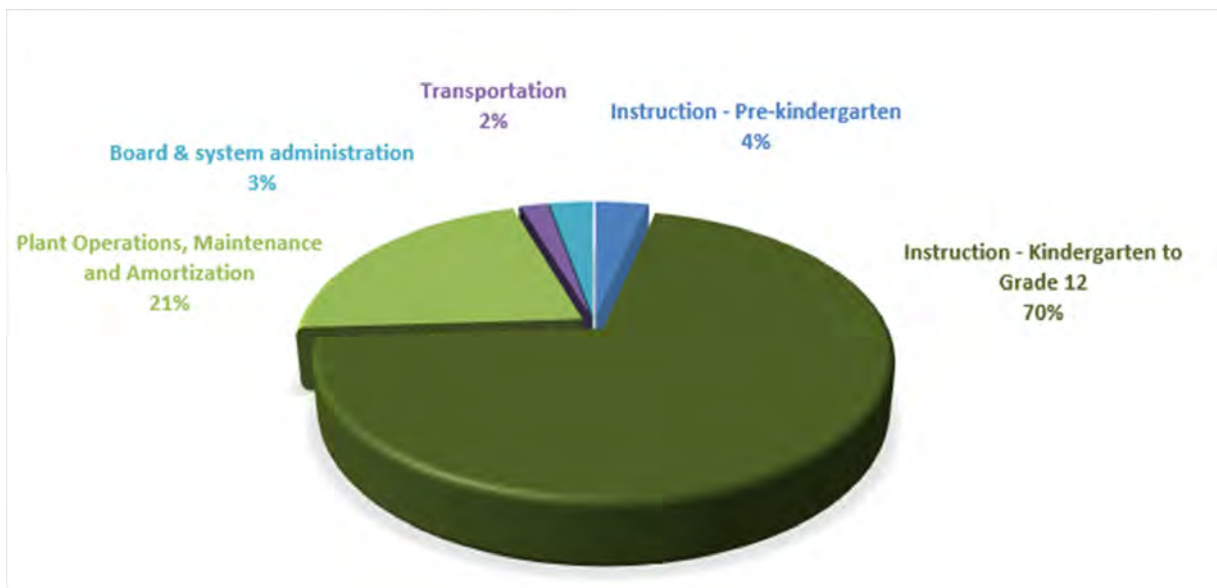
	Budget 2021	Actual 2021
Revenues		
Government of Alberta	90,472,944	90,899,387
Federal Government and other government grants	159,450	60,799
Property taxes		
Fees	1,675,240	810,418
Sales of services and products	832,590	470,055
Investment income	200,000	159,069
Donations and other contributions	900,717	650,539
Other revenue - Rental of facilities	1,322,937	945,663
Total Revenues	95,563,878	93,995,930
Expenses		
Instruction - Pre-kindergarten	3,569,468	3,371,363
Instruction - Kindergarten to Grade 12	71,635,988	67,028,257
Plant operations & maintenance	19,574,770	20,135,633
Transportation	2,587,469	1,750,453
Board & system administration	3,122,920	2,826,324
External services		-
Total Expenses	100,490,615	95,112,030
Annual Surplus (Deficit)	(4,926,737)	(1,116,100)

FINANCIAL RESULTS 2020/2021

Unaudited Revenues as of August 31, 2021



Unaudited Expenditures as of August 31, 2021



BUDGET ACTUAL COMPARISON

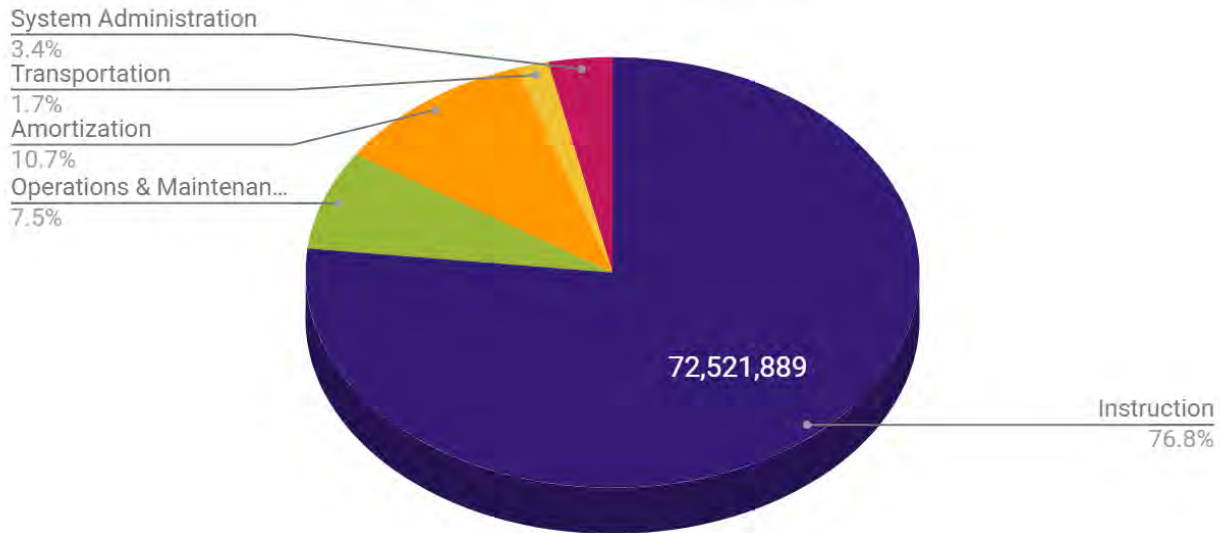
Fort McMurray Public School Division Unaudited Interim Budget Report August 31, 2021

UNAUDITED STATEMENT OF OPERATIONS For the Year Ending August 31, 2021

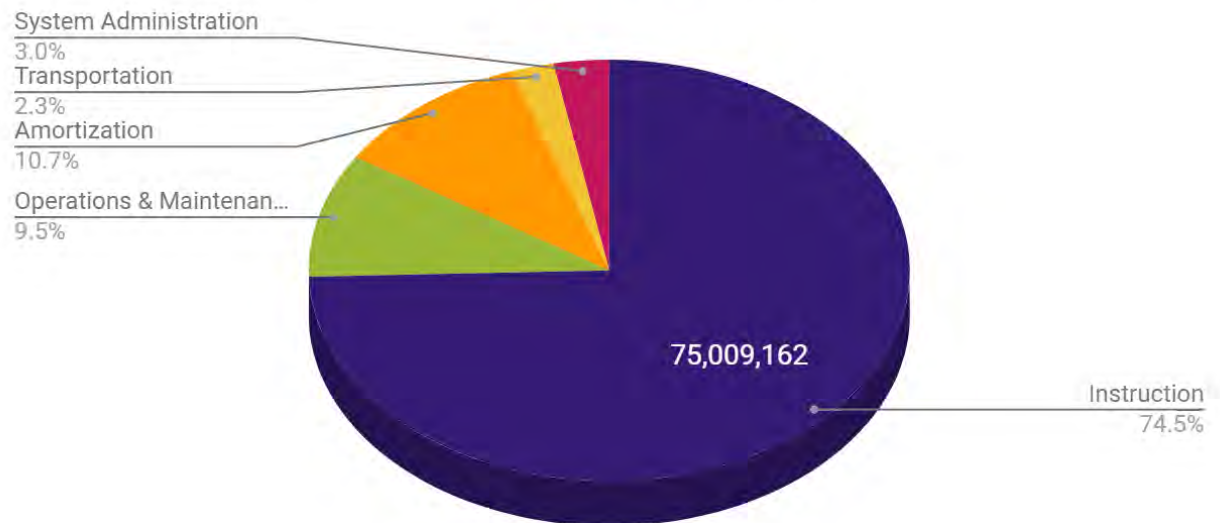
	Actual 2021	Budget 2021
REVENUES		
Government of Alberta	90,899,987	90,472,944
Federal Government and other government grants	60,799	159,450
Fees	810,418	1,675,240
Sales of services and products	470,055	832,590
Investment income	159,069	200,000
Donations and other contributions	650,539	900,717
Other revenues - Rental of Facilities	945,663	1,322,937
Total Revenues	<u>93,995,930</u>	<u>95,563,878</u>
EXPENSES		
Certificated Salaries & Benefits	47,672,411	47,737,373
Non-certificated salaries, wages and benefits	22,814,561	23,042,449
SUBTOTAL	<u>70,486,972</u>	<u>70,779,822</u>
Services, contracts and supplies	13,960,706	19,156,693
Amortization of supported tangible capital	10,664,352	10,554,100
TOTAL EXPENSES	<u>95,112,030</u>	<u>100,490,615</u>
OPERATING SURPLUS (DEFICIT)	<u>-1,116,100</u>	<u>-4,926,737</u>

2021-2022 BUDGETED RESOURCE

Allocation of Revenue by Schools and Department



Allocation of Expenses by Schools and Department



2021-2022 BUDGETED RESOURCE

The resources allocated are in excess of the grants generated resulting in a deficit. The overall deficit is less than planned due to Federal Funding to Support of \$1.8 million for Schools reopening. School activities supported by school generated funds were down by \$1.95 million in revenue and expenditures.

Covid impacted instruction methods by families choosing to do at home learning for over 400 students. In addition, some families chose homeschooling and did not enroll their children in pre and regular kindergarten, these choices resulted in 300 less students than budgeted. These choices by families reduced the overall budget as staffing was adjusted match enrollment at each school end program.

The current funding Framework has reduced the overall funding to the Division in comparison to the previous framework. The Division is appreciative of the COVID-19 relief funding totaling \$1,754,777, to be received in the 2021-2022 school year. The Division's reserves are being utilized to ease the impact of expenditure reductions required to balance the budget. The spring budget plan proposes annual budgeted expenditure reductions until the 2025-26 school year to balance the budget.

The 2021/22 Budget Report is available at:
<http://fmpsdschools.ca/annualreports.php>



ENROLLMENT FORECAST

School	ACTUAL					FORECAST			
	17/18	18/19	19/20	20/21	21/22*	22/23*	23/24*	24/25*	25/26*
BHS	107	127	146	144	158	164	174	190	198
CG	336	453	521	492	567	584	619	645	650
DC	418	480	518	436	503	551	571	608	645
DM	112	242	313	272	372	392	416	422	438
EDF	671	691	696	612	640	632	628	594	573
FMCS	243	265	226	218	225	238	243	252	254
FMIS	289	370	371	316	370	400	400	391	394
GR	88	72	90	420	127	149	153	145	137
TL	205	201	210	191	223	217	218	217	214
TW	251	247	246	197	240	233	231	225	213
WGH	562	566	560	470	508	519	511	518	546
WV	266	274	274	264	289	293	287	294	289
CHS	421	405	403	395	425	405	417	421	427
EMT	639	717	873	1,031	1,199	1,295	1,372	1,485	1,566
FS	201	208	245	190	161	176	178	178	178
WW	660	656	653	656	693	724	773	773	752
TOTAL	5,469	5,974	6,345	6,304	6,700	6,972	7,191	7,357	7,475
% change yr over yr.	5.76%	9.23%	6.21%	-0.65%	6.28%	4.06%	3.14%	2.31%	1.62%

CAPITAL AND FACILITIES PROJECTS

During the 2020-21 school year, the Operations and Maintenance Department completed the extensive flood remediation of Fort McMurray Composite High School. Our staff worked in conjunction with the contractors to ensure that the school was ready for students and staff.

In addition, many maintenance and renewal projects were completed during the 2020-21 school year. Infrastructure and Capital Maintenance Renewal Projects completed total \$2.2 million dollars and covered: window and door replacements, roofing repairs and replacement, asphalt, flooring, heating, ventilation, and air conditioning (HVAC) repair and replacement.

The Division's Capital plan requires new modular relocations and modernizations.

The 2016 Stats Canada Census shows 8.4% of the urban population in Fort McMurray is ages 0 to 4 years old, which would result in a school population of over 7,000 for the Fort McMurray School Division. Birth Rate data and enrollment in pre-kindergarten and kindergarten, support the division growing beyond 7,000

Many Division facilities are over 30 years old and require modernization. These have been prioritized in the Capital Plan. The 7-year Infrastructure Maintenance Renewal (IMR) Plan totals \$23.9 million or \$3.4 million per year. This is more than double our IMR grant allocation of \$1.5 million annually.



CAPITAL AND FACILITIES PROJECTS

Modular classrooms requested:

1. Addition of two new modulares at Christina Gordon to support enrollment growth.
2. Addition of two new modulares at Dave McNeilly to support enrollment growth.
3. Addition of 2 modular classrooms at Frank Spragins High School that will create areas to provide additional support to students as well as instruction space and alleviate current overcrowding.

We would like to thank the department for funding 4 new modulares and the relocation of 6 modulares to support growth and replace 8 worn out portables.

The top three school modernization projects requested:

1. Westwood Community High School
2. École Dickinsfield Public School
3. Greely Road School

The Master Facility and Capital plan is available at:

<http://fmpsdschools.ca/annualreports.php>

Information on IMR is available on page 26, Appendix C of the Master Facility and Capital Plan Report, available at <http://fmpsdschools.ca/annualreports.php>



WHISTLEBLOWER PROTECTION

The Board of Trustee believes that our Ethics and Business Conduct requires our Trustees, managers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

As a representative of the Division, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

In return all should expect a positive supportive environment where they can seek advice and if necessary, disclose wrong doings without fear of reprisal knowing such disclosure will be taken seriously.

Fort McMurray Public School Division's Administrative Procedure on Whistleblower Protection is posted on the website at:

<http://board.fmpsd.ab.ca/HTMLpolicyNew/procedures/AP403.html>.

In the 2020-2021 school year, there were no reports or disclosures received.



SCHOOL GENERATED FUNDS

UNAUDITED SCHOOL GENERATED FUNDS

For the year Ending August 31, 2021

	2021	2020
School Generated Funds, Beginning of Year	<u>\$1,320,433</u>	<u>\$1,182,662</u>
Gross Receipts:		
Fees	113,976	170,313
Fundraising	18,798	52,285
Gifts and donations	77,188	85,840
Grants to Schools	-	-
Other sales and services	<u>90,079</u>	<u>280,481</u>
Plus: TOTAL gross receipts	300,041	588,920
Less: TOTAL Related Expenses and Uses of Funds	277,988	365,029
Less: TOTAL Direct Costs Including Cost of Goods Sold to Raise Funds	<u>32,647</u>	<u>86,119</u>
School Generated Funds, End of Year	<u>1,309,839</u>	<u>1,320,433</u>
Balance included in Deferred Revenue	-	-
Balance included in Accounts Payable	18,295	21,133
Balance included in Accumulated Surplus (Operating Reserves)	<u>1,291,544</u>	<u>1,299,300</u>
School Generated Funds, End of year	<u>1,309,839</u>	<u>1,320,433</u>

FINANCIAL LINKS

The Audited Financial Statement Report for the 2020-2021 school year is available at:
<http://fmpsdschools.ca/annualreports.php> (available in December 2021)

The provincial roll up of financial results is available at:
<https://www.alberta.ca/k-12-education-financial-statements.aspx>

Further information on the use of School Generated Funds can be found on page 12 of the Audited Financial Statements, reference Note 14 and page 17, reference Schedule 8. The Audited Financial Statement Report is available at:
<http://fmpsdschools.ca/annualreports.php> (available in December 2021)

Additional information on School Generated Funds is available at:
<http://board.fmpsdb.ca/HTMLpolicyNew/procedures/AP511.html>

Information on our jurisdiction's budget is available at:
<http://fmpsdschools.ca/annualreports.php>

The Master Facility and Capital plan is available at:
<http://fmpsdschools.ca/annualreports.php>

For additional information, contact:
Business & Finance at 780.799.7900 or business.finance@fmpsdb.ca

Fort McMurray Public School Division
Business & Finance Department
231 Hardin Street Fort McMurray, Alberta T9H 2G2

TIMELINES AND COMMUNICATION

The Board approved the Three-Year Education Plan (3YEP) for 2021/2024 on May 26, 2021 and approved the Annual Education Results (AERR) Report for the 2021/ 2021 year on November 24, 2021. The board anticipates approving a renewed Annual Education Plan for 2022-2023 in May, 2022.

The report can be viewed at: <https://fmpsdschools.ca/annualreports.php>

Paper copies are available by contacting:

Fort McMurray Public School Division
231 Hardin Street
Fort McMurray, AB T9H 2G2
Phone : (780) 799-7900



APPENDIX

Authority Summary Report
Authority Report
Authority FNMI Report
Authority ESL Report



Doing What's Best For Kids

Fort McMurray Public School Division
Business & Finance Department
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business.finance@fmpsd.ab.ca