



# Education Plan

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2022-2025



Approved by the Board of Trustees  
on May 25 2022

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# Accountability Statement

The Education Plan for Fort McMurray Public School Division commencing September 1, 2022, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans.

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

The Board approved this Education Plan for 2022-2025 on May 25, 2022.



Linda Mywaart  
Board Chair





# Message from the Chair

## BOARD OF TRUSTEES 2021-2022



Board Chair  
Linda Mywaart



Vice Chair  
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**Doing What's Best for Kids** is the motto of Fort McMurray Public School Division, but this Education Assurance Plan for 2022-2025 attests that it is so much more than just words on a page. Rather, it is an exciting, continuous growth mindset that drives our planning, our strategies, our work, and our actions in our schools and in our community. In spite of some significant change over the past months, FMPSD has not wavered in our commitment to educating all students for personal excellence. This plan openly and honestly identifies challenges and hurdles that we face, and demonstrates the deep level of commitment to addressing them. It gives pause for thought and reflection, but is a narrative infused with possibility, hope and optimism for what lies ahead for each student entrusted to us.

The Board of Trustees (three newly elected in October 2021 and four returning) is off to a strong start for our term and is exemplifying a growth mindset with study and learning specifically focused on broadening and deepening both our understanding and practice of good governance. Our purpose and actions as system governors must be clear to us and to our stakeholders. We are committed to increasing meaningful, robust engagement with parents/guardians, students, staff, and community to grow their understanding of governance and to inform the work done by the Board on behalf of students.

We are very pleased to have hired Ms. Annalee Nutter as the new Superintendent of Schools for FMPSD. Her long, deep history in our Division provides stability through her proven leadership, familiarity, passion and commitment. Ms. Nutter is well known in our community and her cheerful disposition shines throughout her work to encourage us all as we continue to emerge from years fraught with some intense, extraordinary circumstances.

Lingering effects of those extraordinary circumstances continue to present themselves in high rates of anxiety and ongoing mental health challenges, as well as learning loss. In the School Education Plan presentations, the Board heard and saw the collaborative approach embraced by all of our schools that will streamline, continuously improve and consistently wrap supports and services around students in a cohesive manner. Professional Learning Fridays (PLFs) will be planned strategically allowing time for school, grade group, department, and Division-wide brainstorming and collaboration. Parents/guardians will be engaged in old and new ways to bolster and benefit the education and overall development of the students. Our student population is growing in number and complexity, outpacing the funding required to meet the demand, so staff across the Division are working very hard to find efficiencies and stretch the limited dollars. This plan demonstrates the need to review and alter the funding model.

Our staff are to be commended for their passion, professionalism, perseverance, and positivity amidst a variety of ongoing challenges. This Education Plan provides assurance and confidence that our students are in capable hands. In FMPSD we join together to walk the talk of **Doing What's Best for Kids**. Thank you for being part of our journey.

Linda Mywaart  
FMPSD Board Chair



## 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.

## MISSION

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

## VISION

Inspire and engage students for life-long learning.

## FOUNDATION STATEMENTS

# Fort McMurray School Division Profile

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

The Fort McMurray Public School Division is committed to serving the needs of students and the community, working in partnership with the Government of Alberta, the Regional Municipality of Wood Buffalo, industry and community agencies that serve the region. The Division serves 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, and 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 22% 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. Thirty-nine 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 about 1200 per year. This data supports anticipated continued growth in enrollment.

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. The 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, are still lingering.

Despite the challenges, teachers and support staff have focused their work on 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 has 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.





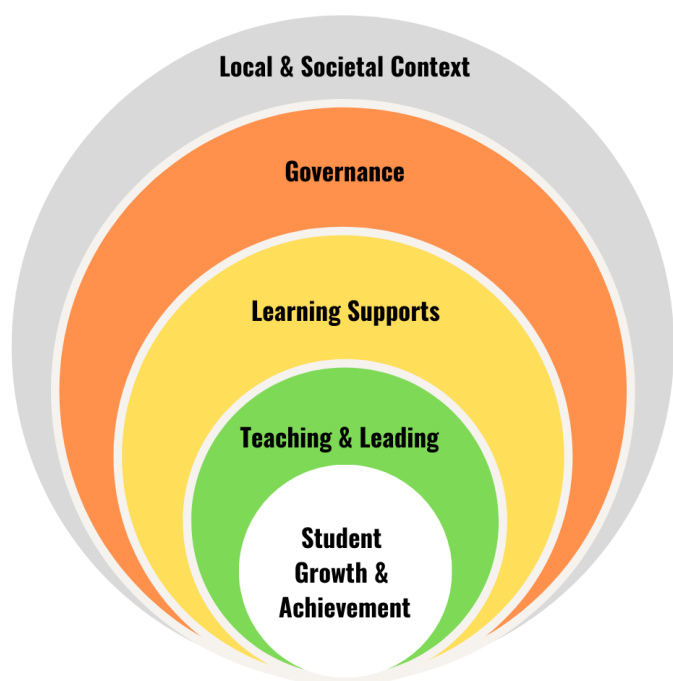
# Assurance Overview

The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the [2022/2023 Funding Manual](#) for School Authorities Assurance Framework.

## CONTINUOUS IMPROVEMENT CYCLE

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

- 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.



### FEBRUARY

The Division gathered feedback from all stakeholders through Thought Exchange to understand community priorities and assist in budget decisions

### MARCH-APRIL

School and Division Assurance Plan review amongst stakeholders using all available data both provincial and local

### APRIL-MAY

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

### MAY

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

### SEPTEMBER+

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

### NOVEMBER

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

# 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](https://fmpsdschools.ca/annualreports.php)



**FMPSDSCHOOLS.CA**



**/FMPSD**



**@FMPSD**



**@FMPSD**

## 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%



# Education Plan 2022-2025



## **PRIORITY #1 - PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS**

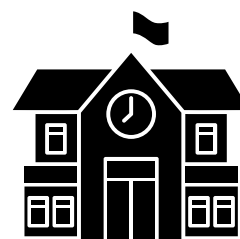
Goal 1: Success for Every Student  
Goal 2: First Nations, Métis & Inuit, and  
English Language Learner Success

***Domain: Student Growth and Achievement***

## **PRIORITY #2 - MAINTAIN SAFE AND CARING LEARNING ENVIRONMENT AND SUPPORTS**

Goal 1: Positive Learning & Working Environment  
Goal 2: Quality Infrastructure for All

***Domain: Learning Supports***



## **PRIORITY #3 -EFFECTIVE STAKEHOLDER ENGAGEMENT**

Goal 1: Parent & Student Engagement

***Domain: Governance***

## **PRIORITY #4 -STRENGTHEN QUALITY TEACHING AND LEADING**

Goal 1: Culture of Excellence

***Domain: Teaching and Leading***



# Education Plan 2022-2025



The Education Plan reflects a continuous improvement cycle at the school level, the division department level, and the division level. Four areas of consideration were used to guide continuous improvement planning, which included:

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

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 school communities.

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

## Links to Department Education Plans

- Teaching and Learning
- Inclusive Learning
- Human Resources
- Business & Finance

## Links to School Education Plans

BEACON HILL PUBLIC SCHOOL  
CHRISTINA GORDON PUBLIC SCHOOL  
DAVE MCNEILLY PUBLIC SCHOOL  
DR. K.A. CLARK PUBLIC SCHOOL  
ÉCOLE DICKINFIELD SCHOOL  
ÉCOLE MCTAVISH HIGH SCHOOL  
FORT MCMURRAY CHRISTIAN SCHOOL  
FORT MCMURRAY COMPOSITE HIGH SCHOOL

FORT MCMURRAY ISLAMIC SCHOOL  
FRANK SPRAGINS HIGH SCHOOL  
GREELY ROAD SCHOOL  
THICKWOOD HEIGHTS PUBLIC SCHOOL  
TIMBERLEA PUBLIC SCHOOL  
WALTER AND GLADYS HILL PUBLIC SCHOOL  
WESTVIEW PUBLIC SCHOOL  
WESTWOOD COMMUNITY HIGH SCHOOL



# Priority #1 - Promote Growth and Success for All Students

## Goal#1 Success for Every Student

### *Assurance Domain: Student Growth and Achievement*

**Local Outcome:** High-Quality learning opportunities for all and Excellence in Student learning outcomes

**Provincial Outcome:** Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.

#### BACKGROUND

Our work with Numeracy and Literacy is paramount to laying the foundation for future success in all aspects of learning. While their journeys will take them on many different roads, the springboard for success will be found in our work in these key areas.

Baseline testing in both literacy and numeracy, with a focus on grades 1-3, has created a wealth of data to base the Division's support plans around. With a lead Coordinator in both literacy and numeracy within the Division, and ensuring a focus on the key findings from the testing for both subjects, a robust plan for literacy and numeracy support was implemented.

In Literacy, creating a space where students can learn how to read, decode, view, design, write, speak, and listen are all key components of developing both their fluency and literacy. This foundational work, as well as teaching students how to apply these skills effectively in a variety of ways, creates opportunities for students to flourish and excel at their own pace and in their own way.

Seeking to individualize learning for students ensures the impact will be seen in not only the data collected but also in student confidence with language skills. Growth as a reader, and communicator, breeds success in all subject areas. Supporting students on their growth as a numerate individual, through a focus on differentiated strategies with numeracy, is fundamental to the individual's comfort and growth with using numbers in a variety of ways. Being able to apply knowledge learned around numeracy becomes critical if students are to reach their full potential.

We will continue extensive testing and leveling of students throughout all grades to ensure support was in place to deal with learning gaps due to COVID. A strong focus on grade 2/3 to support them in their achievement gaps was implemented Division wide, where ten positions were filled to support the learning loss initiative from Alberta Education. These educators not only tested students to find out where their weaknesses were in literacy but also arranged and delivered support to move those same students back towards grade level.

## PERFORMANCE MEASURES

### LITERACY LEARNING OUTCOMES

Percent of students that achieve the acceptable standard and the standard of excellence in:

- Grade 6 and 9 Provincial Achievement Tests (PATs)
- Diploma Exams
- Grade 6 and 9 ELA PATs
- Fountas and Pinnell and Literably results show growth through the year

### NUMERACY LEARNING OUTCOMES

Percent of students that achieve the acceptable standard and the standard of excellence in:

- Grade 6 and 9 Math PATs
- Math 30-1 and 30-2 Diploma Exams
- MIPI results, Mathology, or other Numeracy data collection devices

### HIGH SCHOOL COMPLETION

- Three year high School Completion rate
- Annual dropout rate of student aged 14-18
- The number of high school students who transition to post-secondary, including apprenticeship, within six years
- The number of students eligible for Rutherford Scholarship

### ASSURANCE SURVEY RESULTS

- Stakeholders are satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education
- Parents agree students can get the help they need at school with reading and writing.
- Parents feel their child finds school work interesting
- Teachers, parents, and students who agree that programs for children at risk are easy to access and timely

### FMPSD PARENT ENGAGEMENT

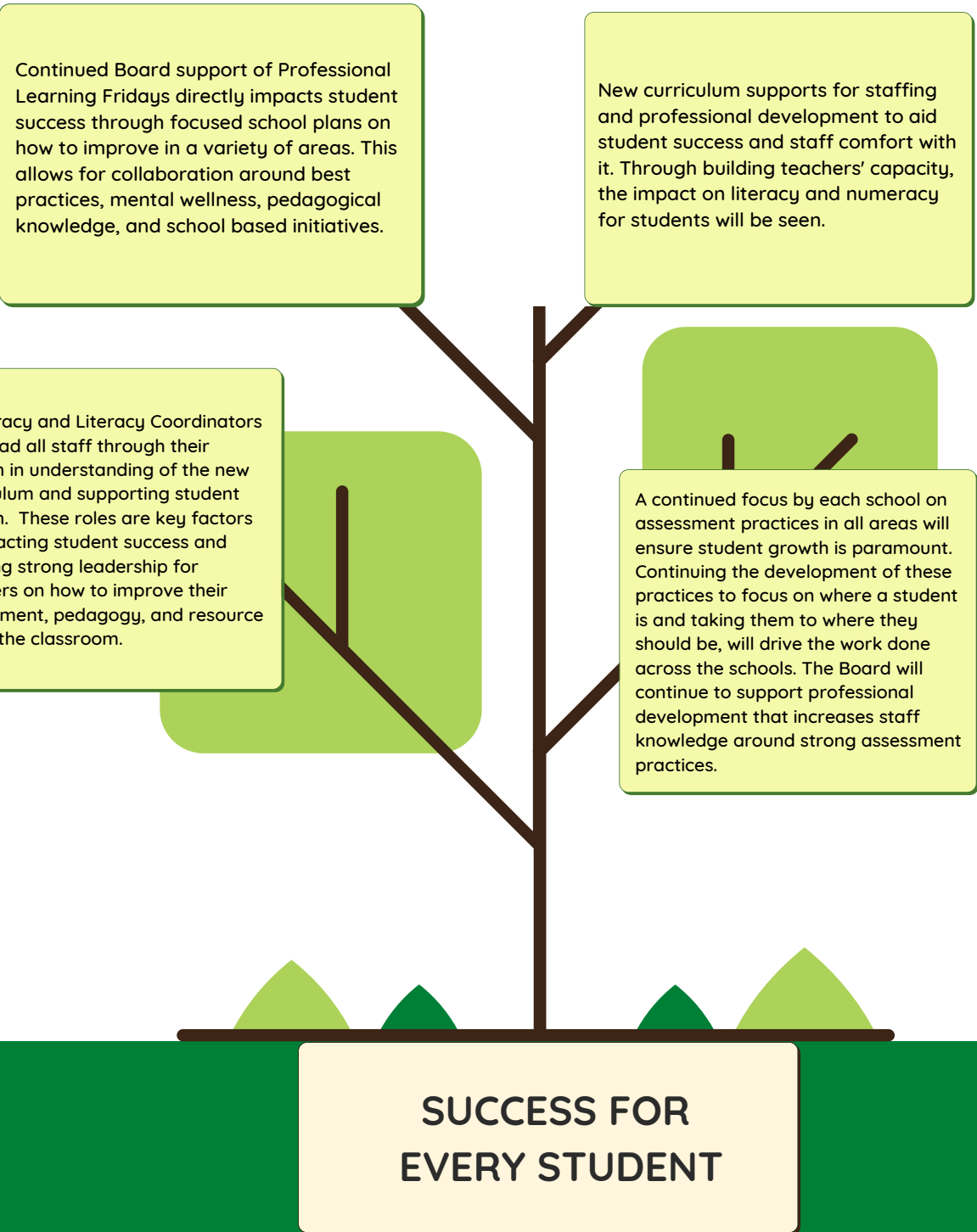
- Parents would like a variety of programs to be continued to be offered, even if there was a cost associated to them

### FMPSD STUDENT SURVEY

- Students in grade 7 and 10 agree:
  - they are demonstrating growth in literacy and numeracy
  - they are engaged in their school work
  - that school staff encourage them to do their best
  - that their individual learning needs are being met

# PRIORITY STRATEGY FOR EDUCATION

FMPSD bases its work in the rich data collected at all schools and responds to that data in informed ways that seek out growth and personal excellence for all students.





# Priority #1 - Promote Growth and Success for All Students

## Goal#2 First Nation, Métis, & Inuit and English Language Learner Success

*Assurance Domain: Student Growth and Achievement*

**Local Outcome:** High-Quality learning opportunities for all and Excellence in Student learning outcomes

**Provincial Outcome:** Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.



### BACKGROUND

There is a strong emphasis placed on strategies, resources and professional learning that supports First Nation, Métis & Inuit (FNMI) students.

Providing specific relatable support To our First Nations, Metis and Inuit students via our Indigenous teachers and support assistants for individual and small group instruction has helped students meet more success.

Another key section of students we are analyzing and reporting on are our English Language Learners (ELL). Their growth is integral to the work of all our teachers as they are spread across classrooms and subjects throughout our Division.

By using proficiency benchmarks, FMPSD is able to use that information as the foundation of the work we are doing with our ELL students in all schools. It is viewed as our shared responsibility to help with language development with these students and offer appropriate support as needed in all areas. Staff have examined and analyzed ELL benchmark data at the division and school level to identify trends, strengths and areas of growth.

We have found success for English Language Learners through intake meetings, and specific programming where needed, community connections with our settlement worker, and partnerships with the Multicultural Association for Language support.

## PERFORMANCE MEASURES

### OVERALL STUDENT LEARNING OUTCOMES

Percent of students that achieve the acceptable standard and the standard of excellence in:

- Grade 6 and 9 Provincial Achievement Tests (PATs)
- Diploma Exams

### HIGH SCHOOL COMPLETION:

- The high school completion rate within Three years of entering Grade 10
- Annual dropout rate of students aged 14-18
- The percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering grade 10
- The percentage of students eligible for Rutherford Scholarship

### INTERNAL FMPSD DATA

- Number of self-identifying students as of end of the year

### FMPSD PARENT SURVEY

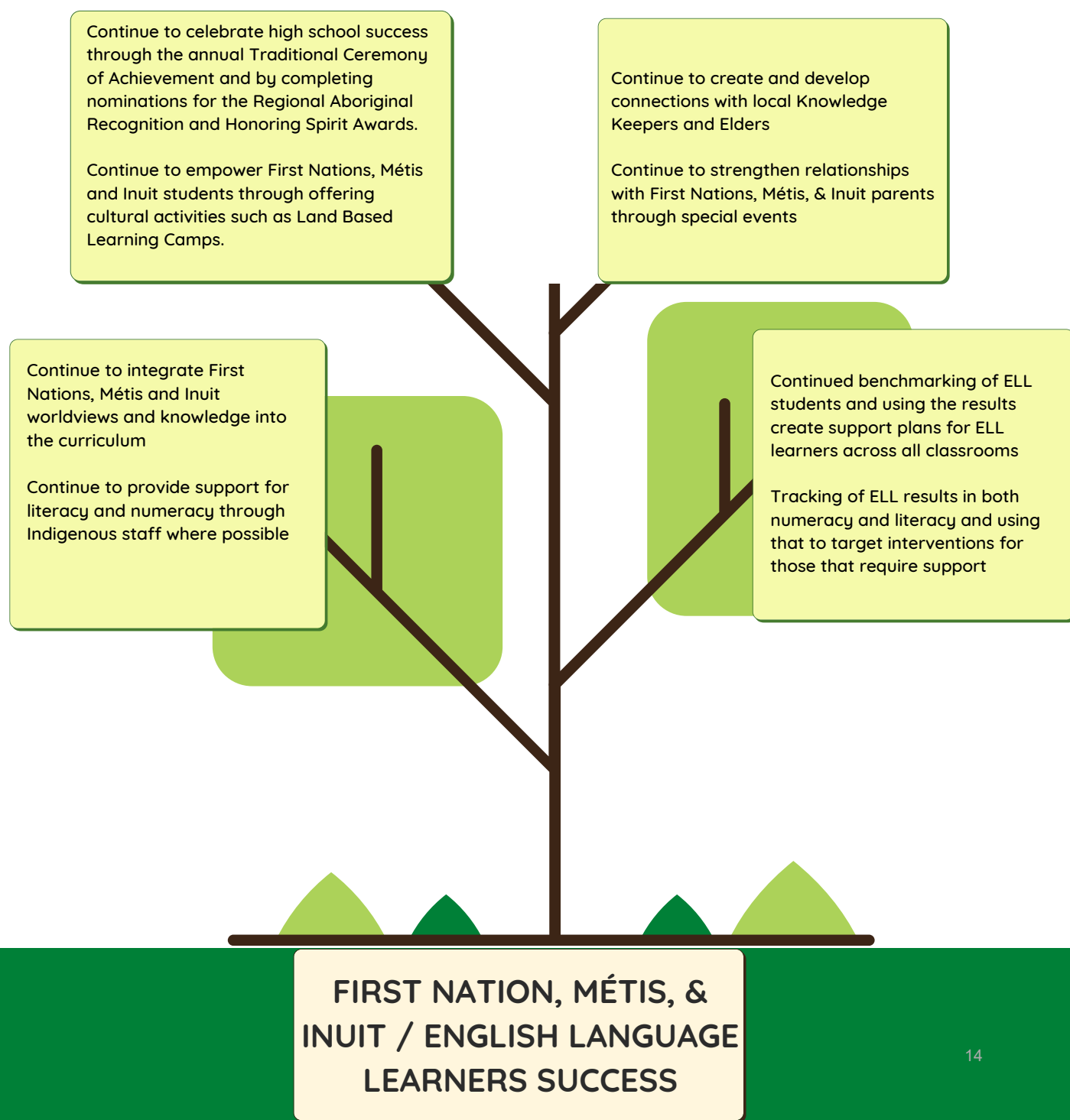
- Satisfaction surveys on Indigenous programs and supports
- FMPSD Student Survey
- Land Based camp surveys
- pre and post class surveys for Gr. 7 Health program

### PERFORMANCE MEASURES OF ENGLISH AS A SECOND LANGUAGE STUDENTS

- Percent of students that achieve the acceptable standard and the standard of excellence in:
- Grade 6 and 9 Provincial Achievement Tests (PATs)
- Diploma Exams

# PRIORITY STRATEGY FOR EDUCATION

FMPSD has a deep commitment to ensuring all staff develop and apply foundational knowledge about First Nation, Métis, and Inuit history and perspectives and that language development and supports for English Language Learners is a shared responsibility for teachers in all subject areas.



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

## Goal#1 Positive Learning & Working Environment

### *Assurance Domain: Learning Supports*

**Local Outcome:** Fort McMurray Public Schools are welcoming, caring, inclusive, respectful, and safe that offer high-quality learning opportunities for all students.

**Provincial Outcome:** Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.

#### BACKGROUND

A key priority for FMPSPD is to provide a safe and caring learning environment for students to experience academic and personal success. The local context requires a spotlight on mental health.

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.

Strategies related to regulation are the identified priority for our mental health supports moving forward as there continues to be an identified need to address mental health for all stakeholders.

There has been an increase in reported family violence and substance use in our community by 25% (as reported by Waypoints, 2021). Parents are asking for counseling support for their children and assistance with meeting their complex needs.

Staff is reporting high workplace and personal stress levels, increased levels of anxiety, and caregiver fatigue.

Students recognize that strong relationships help support learning and have a strong desire for reconnection and to increase mental health support.

## PERFORMANCE MEASURES

### ASSURANCE SURVEY

- Students and parents agree that students are safe at school and treat each other well.
- Parents feel that a school is a welcoming place for their child to be.
- Parents feel that teachers care about their children.

### ACCESS TO SUPPORTS AND SERVICES

- Parents, students, and teachers agree that students have access to appropriate supports and services at school.
- Parents are asking for more specialized support for students with special needs in a more timely manner.

### PARENT ENGAGEMENT

- Parent satisfaction regarding class sizes and specialized services.
- Parent satisfaction for Mental health supports.

### STUDENT ENGAGEMENT

- Students sense of pride in their school
- Anxiety levels for students
- Student desire to engage in Mental Health learning and supports.
- Diversity, Equity, and Inclusion should continue to be a focus moving forward.
- School Culture participation.

### STAFF ENGAGEMENT

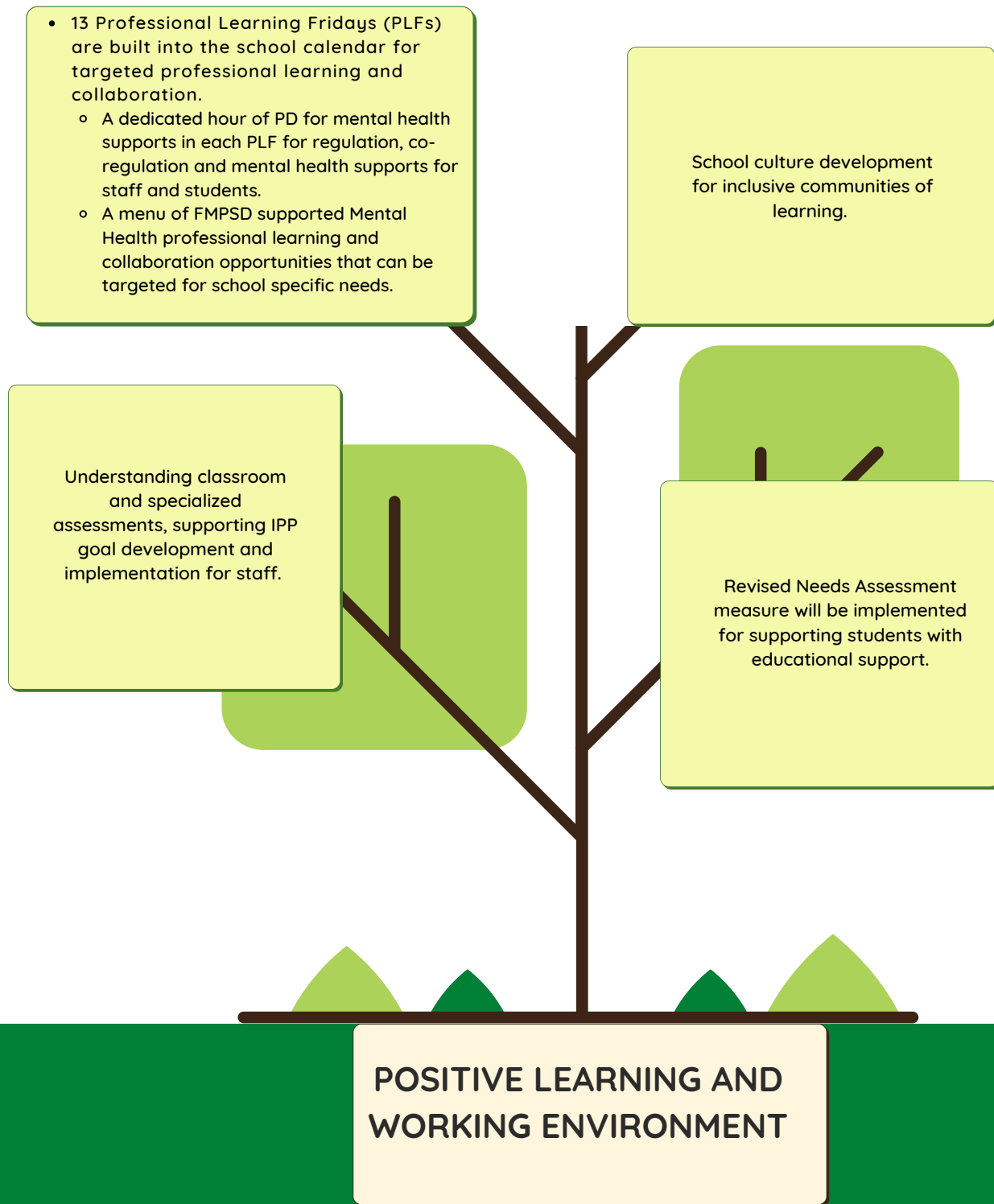
- Staff reported levels of stress (both personally and professionally).
- Staff are feeling supported with coregulation strategies to enable student readiness to learn.
- Staff Absenteeism Records





# PRIORITY STRATEGY FOR EDUCATION

FMPSD will continue to collaborate with stakeholders to ensure the learning and working environments are welcoming, inclusive, caring, respectful and safe.



## PERFORMANCE MEASURES

### FMPSD FACILITIES

- The location and school utilization rates
- The time it takes to receive funding for requested, Modernization's, modular classroom and or new school requests
- The total annual funding for Infrastructure and Capital Maintenance Renewal Funding
- The Deferred Maintenance Renewal levels

### FMPSD TECHNOLOGY

- Technology Maintenance Renewal:
  - Core network and connectivity
  - Staff technology
  - Student technology
- The number of students participating in Science Technology Engineering and Math (STEM)
- The number of students participating in Coding programs
- The number of students participating in the Robotics programs

### STUDENT TRANSPORTATION

- The number of parents registered for buses on the Parent Portal in June
- The number of bus riders in June
- The number of buses in use
- The average bus time

### PARENT SURVEY

- The percentage of parents rating the physical condition of their child's school as excellent, good or fair

### STUDENT SURVEY

- Students in grades 9 - 12 rate the physical condition of their school as excellent, good or fair

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

## Goal#2 Quality Infrastructure for All *Assurance Domain: Learning Supports*

**Local Outcome:** Student learning is supported through the use of effective planning, management, and investment in Division infrastructure

**Provincial Outcome:** Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.

### BACKGROUND

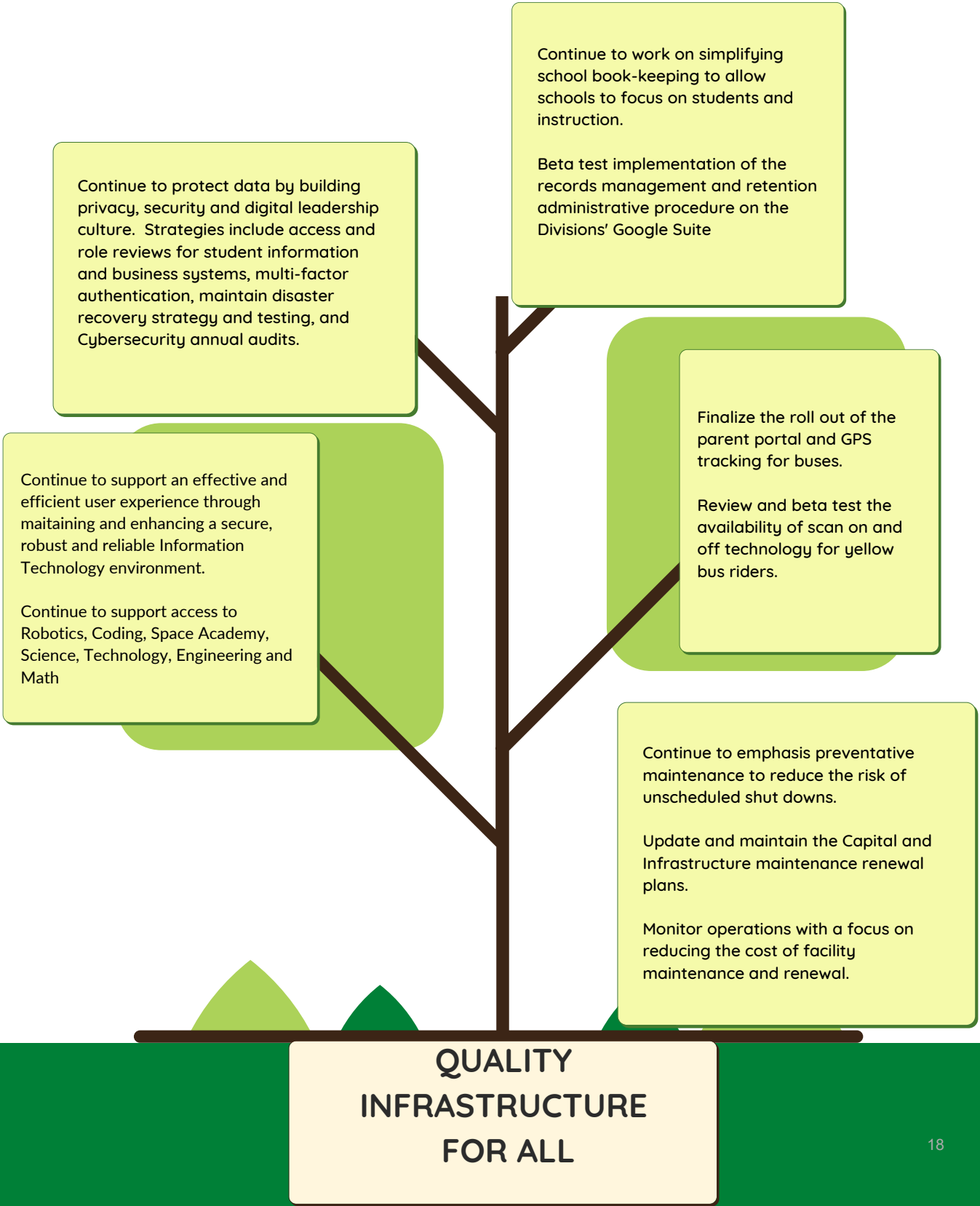
Fort McMurray Public School Division is committed to providing high-quality learning and working environments. The Division does this through effective planning and managing of its infrastructure, which includes facilities, technology and the transportation of students.

Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals, and priorities and in accordance with all statutory, regulatory and disclosure requirements.



# PRIORITY STRATEGY FOR EDUCATION

FMPSD will continue to collaborate with stakeholders to ensure the learning and working environments are welcoming, inclusive, caring, respectful and safe.





# Priority #3 - Effective Stakeholder Engagement

## Goal#1 Parent & Student Engagement

### *Assurance Domain: Governance*

**Local Outcome:** Highly Responsive and Responsible Jurisdiction. The education system at all levels demonstrates effective working relationships.

**Provincial Outcome:** Alberta's K-12 education system is well-governed and managed

### BACKGROUND

Leaders were provided a presentation about Parent Engagement in August of 2021 and then shared the same presentation with their staff to encourage brainstorming ways to further engage parents beyond “volunteering”. Some ways that stakeholders are engaged include:

- 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.
- School leaders meet with their School Councils to explore school achievement measures, identify areas of strength and growth, and develop school assurance plans.
- School and Division staff analyze stakeholder feedback (student, staff, parents) from the Alberta Education Assurance Survey, Our School Survey, and our Survey on Wellbeing.
- Student Advisory Committee for Grades 4-6 & 7-12, and First Nations, Métis, and Inuit representation meet three times a year to provide feedback to The Board of Trustees.
- ThoughtExchange related to budget priorities for all stakeholders including the greater community.
- Budget consultation with stakeholders including staff, parents, School Council Networks, Student Advisory teams, ATA local, and CUPE local.

## PERFORMANCE MEASURES

### ASSURANCE SURVEY

- Parents and teacher satisfaction with parental engagement in decisions about their child's education; student understanding of usefulness of subjects they are learning and satisfaction in the level of interest of the topics.

### THOUGHTEXCHANGE SURVEY

- Parents satisfaction with engagement in their child's education; student feedback about having a voice in matters related to their personal engagement while at school

### OUR SCHOOL SURVEY

- Student satisfaction with their own engagement while at school

### WELLBEING SURVEY

- Staff and student feedback regarding feeling engaged in their own well being

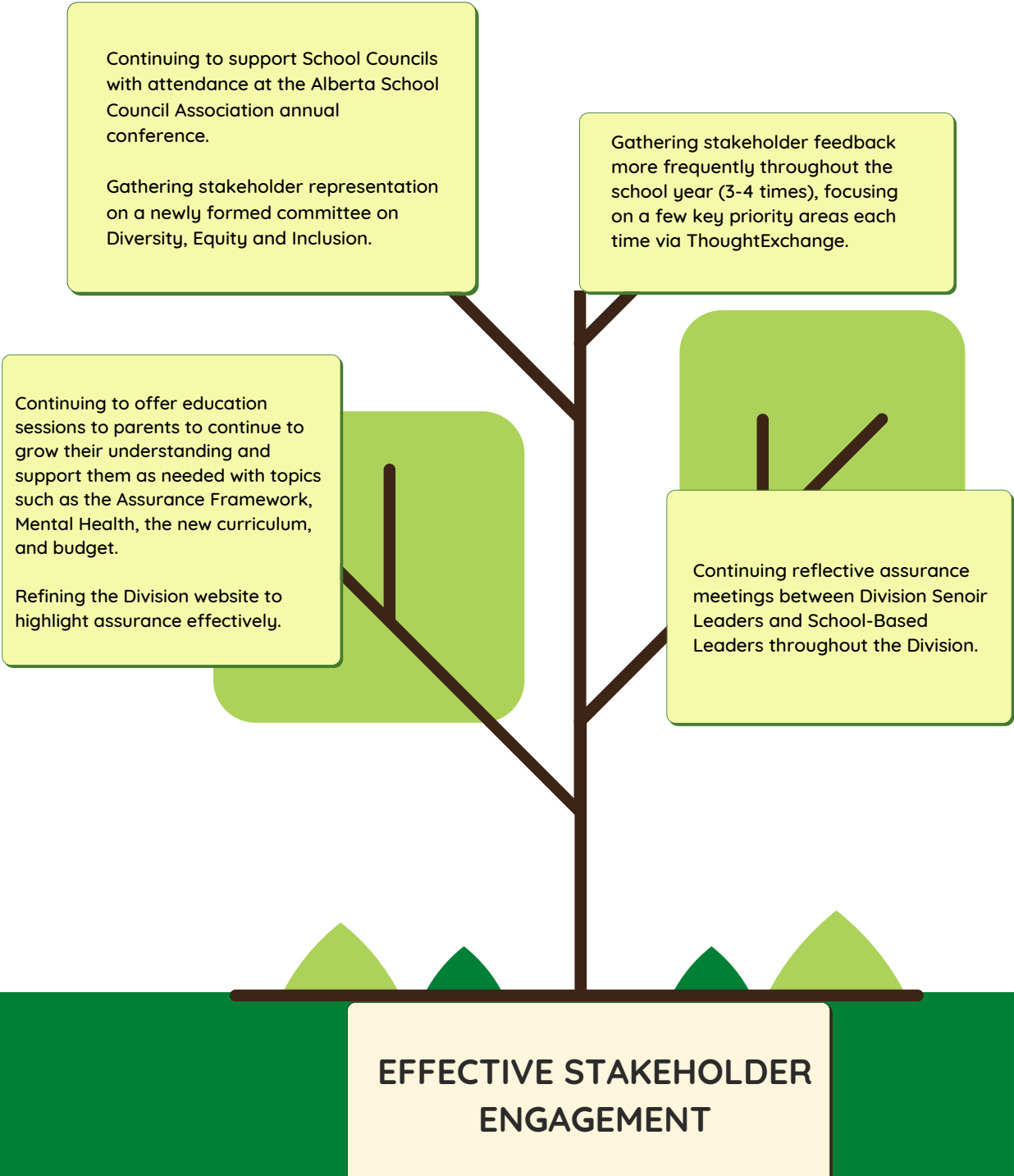
### ADVISORY GROUP FEEDBACK

- Student satisfaction with student engagement in decisions



# PRIORITY STRATEGY FOR EDUCATION

FMPSD will continue to collaborate with stakeholders to ensure the learning and working environments are welcoming, inclusive, caring, respectful and safe.



## PERFORMANCE MEASURES

### ASSURANCE SURVEY

- Teachers reporting in the past three to five years the professional learning for in-servicing received from the school authority was focused, systematic, and contributes significantly to their professional learning; was focused on the priorities of the jurisdiction; and has effectively addressed their professional learning needs.
- All stakeholders are satisfied with the overall quality of basic education.
- All stakeholders indicate the schools in their jurisdiction have improved or stayed the same in the last three years.
- Families satisfied with the quality of education their child's receiving at their school.
- Families satisfied with the quality of teaching at their child's school.

### FMPSD STAFF PROFESSIONAL LEARNING FRIDAY (PLF) SURVEY

- Staff feel that their professional learning time was focused on their learning goals.
- Staff feel the PLF cycle contributed to their understanding of teaching or leading practices.
- Staff plan to apply learning in the classroom

### FMPSD STUDENT SURVEY

- Students in grades 7 and 10 are satisfied with the quality of education they are receiving.
- Students in grades 7 and 10 are satisfied with the quality of teaching at their school Priority Strategy for Education Plan.

# Priority #4 - Strengthen Quality Teaching and Leading

## Goal#1 Culture of Excellence

### *Assurance Domain: Teaching and Leading*

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

**Provincial Outcome:** Alberta has excellent teachers, school leaders, and school-authority leaders

### BACKGROUND

FMPSD is a learning community based on a foundation of strong professional learning opportunities and collaboration amongst the staff. We believe in lifelong learning for all staff and realize that a data driven, proactive plan on how to accomplish that is key to ensuring the largest impact on our staff, and thus our students.

By ensuring we use both the Teaching Quality Standard (TQS), as well as the Leadership Quality Standard (LQS), as the foundation of our planning, we set up our staff for success.

Through a robust set of Professional Learning Friday plans and a strong collaborative learning cycle, both of which are developed yearly for the Division and each school, staff are given time to both share their expertise and hone their own pedagogical skills. A focus on: instruction and assessment for/of learning, mental wellness, leveraging technology, and the practice of a Collaborative Response Model to identify interventions for improvement of students achievement, can be found throughout the plans in the schools. The Board's forward-thinking desire to ensure staff are well equipped has led to this dedicated set of time for collaboration and professional learning. The belief is that for staff to be as effective as possible for our students, they must have ongoing, data supported, opportunities to expand their knowledge and skills.

Through this planning and work, we have seen an impact on student learning and achievement. By establishing professional learning time to create a culture of excellence, we ensure our staff as a whole continue their lifelong learning journey.

As people seek out new growth areas throughout their career, FMPSD has established both strong mentor programs and an Aspiring Leaders group that offers opportunities for those interested. This group meets monthly to develop their leadership capacity at the many different levels within the Division. This succession planning contributes strong leadership quality standard development for participants.

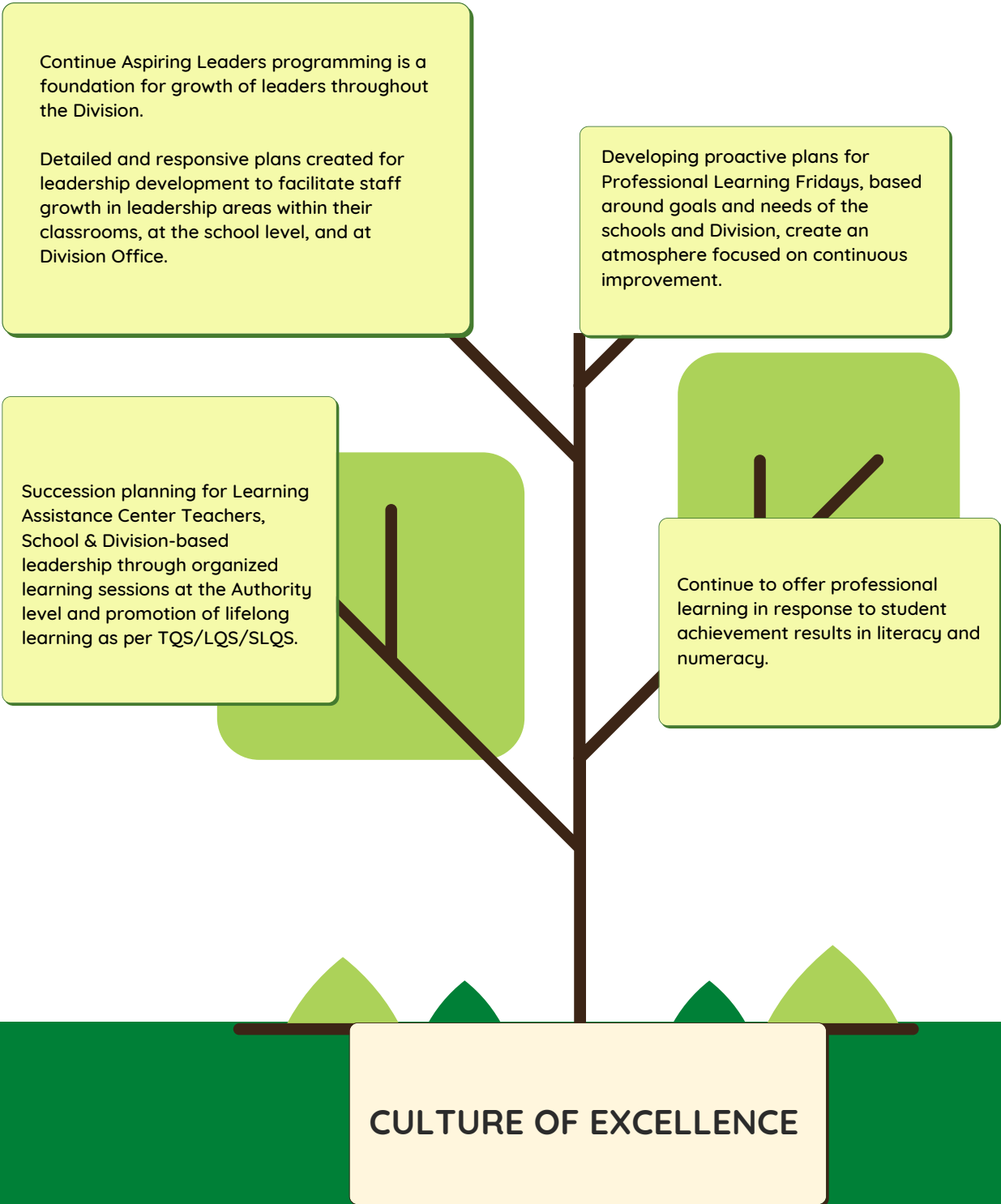
To ensure support for staff is having an impact on their growth, a robust plan of supervision and evaluation is in place within our human resources department. Based solidly in the TQS and LQS, the competencies within those documents become the basis for our work in this area. By ensuring all staff know the expectations, more mutually beneficial conversations and discussions about professional growth at all levels occur.





# PRIORITY STRATEGY FOR EDUCATION

FMPSD will continue to collaborate with stakeholders to ensure the learning and working environments are welcoming, inclusive, caring, respectful and safe.



## GOVERNING PRINCIPLE IN FINANCIAL PLANNING

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

Senior staff utilized the feedback in 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.



Stakeholders can view documents at the following links:  
Budget 2022-23  
Master Facility and Capital Plan



## MENTAL HEALTH

The Child and Youth Well-being (CYWB) panel's discussion with Alberta youth reported input from 524 respondents indicating struggles with mental health issues such as stress, feelings of depression, fear, worry, low motivation, eating disorders, and suicidal thoughts. In all, 37% said that they were either not very confident or not at all confident that their mental well-being would return to how it was before the pandemic.

The local context of Fort McMurray Public School Division includes compounded trauma from the 2016 wildfire, historic 2020 flood, the economic downturn of the oil and gas industry and loss of available support services, all of which had already affected Mental illness in students, parents, and staff. During the 2021-22 school year, 1044 students, or 15.5% of the total student body of FMPSD, utilized counseling services within schools to speak with counselors and mental health therapists. Relative to the CYWB panel's data, 25.77% of Students were seen for anxiety, while 5.27% for depression and 7.76% for suicidal ideation. We also know that some students seek support through community partners so these numbers only give a glance into the needs.

Despite some improvements to access or uptake of certain services during the pandemic, CYWB panel research suggests a greater need for mental health support than what has been available, including building internal workforce capacity. This holds true for FMPSD, and Fort McMurray in general. Finding professionals in these specialized support services has always been challenging for us even prior to the pandemic.

## POVERTY

Changing demographics of the Wood Buffalo region continue to create challenges. The economic downturn over the past several years has brought an increased level of poverty within our community. In October 2020, the Poverty Reduction Network – Wood Buffalo reported that over 4000 families in the community earn less than the average cost of living, and 1 in 3 children are experiencing poverty. School nutrition funds, community partnerships, and social profit grants to support access to healthy food is a growing priority across all school sites.

## THE LEARNING GAP

The COVID-19 pandemic has resulted in significant disruption to normal delivery of educational curriculum for children and youth, due in large part to widespread school closures and shifts to distance learning. The CYWB panel research states that the disruption has been linked to general disengagement and declining academic performance among students, with deeper impacts for those already requiring educational supports before the pandemic.

## FUNDING

The funding model is impacting our ability to support students. Over the last three years, not only have we had increased enrollment, but our special needs population has also increased. This is particularly true in Kindergarten, wherein 2020-21 there were 114 students with severe designations which grew to 142 students in 2021-22. We are predicting 190 for the coming school year, which will increase our need for educational assistants.

The upward trend, which often includes students arriving past the funding date deadline, makes it very difficult to staff. We budgeted for extra supports last year and still grew more than expected, requiring an additional 11 educational assistants that were not budgeted for. Two areas, in particular, have more growth than others: Students with autism grew by 20 students this year, and students with severe behaviors grew by 17. Overall, special needs have grown by 23% since last year and 31% since prior to the pandemic. In addition, with the transient population, and more recently, the influx of immigrants, we are seeing an increased number of special needs students throughout the school year.



# Fort McMurray Public Schools



Doing  
What's  
**Best**  
For Kids

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