











Annual Education Results Report

2021-2022



Approved by the Board of Trustees
December 21, 2022

Table of Contents

Accountability Statement	3
Message from Chair	3
Foundation Statements	5
Profile and Local Context	6
Three-Year Education Plan Priorities	7
Planning and Results Report	8
Education Plan 2022-2025 (Link to schools)	8
Public Assurance	9
2021-2022 Annual Education Results Summary	10
Alberta Education Assurance Measures - Overall Summary	11
 Domain: Student Learning	
 Priority #1: Promote Growth and Success for All Students	12
Goal 1 - Success for Every Student	12
Goal 2 - First Nations, Métis and Inuit/English Language Learner Success	20
 Domain: Learning Supports	
 Priority #2: Maintain Safe and Caring Learning Environments and Supports	27
Goal 1 - Positive Learning and Working Environment	27
Goal 2 - Quality Infrastructure for All	33
 Domain: Governance	
 Priority #3: Effective Stakeholder Engagement	38
Goal 1 - Engagement	38
 Domain: Teaching & Leading	
 Priority #4: Strengthen Quality Teaching and Leading	41
Goal 1 - Culture of Excellence	41
FMPSD PLF Feedback	44
Financials & Reports	45
Capital Plan Summary	46
Future Challenges	47
Division Highlights	48
Whistleblower Protection	49
Timelines & Communication	49
Appendix	50

Accountability Statement

The Annual Education Results Report for Fort McMurray Public School Division for the 2021-2022 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 2021-2022 was approved by the Board on December 21, 2022.

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

Message from the Chair

On behalf of the Board of Trustees, it is my privilege to address you at the beginning of this Annual Education Results Report. This report is obviously laden with data and information which are so valuable as we reflect on the path behind us, and muse on the path ahead. But what is less obvious on paper, is the passion, perseverance and professional grit displayed by our staff as they lived out our mission statement during the demanding circumstances of the 2021-2022 school year: “The Fort McMurray Public School Division is a learning community dedicated to educating all students for personal excellence”. Our staff, in every role across the division, are the key to student success of every magnitude, and the Board expresses our deep gratitude to each and every one.

Great staff require a great leader and so the Board successfully completed a comprehensive search for a new superintendent. On April 1, 2022 Ms. Annalee Nutter began her official role as Superintendent of FMPD, hired from within our ranks after more than nineteen years of devoted service to the students, staff and families in our division. The transition was seamless and Annalee, with her strong work ethic, cheerful personality, deep knowledge, and the ability to lead a capable team in our division office and beyond, has already proven herself to be a highly valued and effective leader.

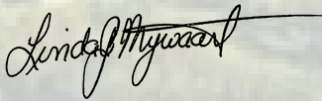
At FMPD we are pleased to acknowledge and applaud successes and are equally ready to identify and collaboratively problem solve on challenges that are faced. While this report shows varying percentages of decline in the division, the overall story in our local context is one of student success and continuous growth across the accountability measures. As we continue to climb the mountain of challenges we have faced in recent years, our results demonstrate that we are above the rest of the province in six of eight measures, and in the other two, the lag is minimal. We celebrate that, but at the same time know that we can and need to improve. All areas of student learning will be reviewed and revised accordingly to maximize the opportunities for our students to succeed. Our focus on literacy over the past few years has paid off. Support for literacy will be maintained to a high standard, but the emphasis will shift to bolstering numeracy. The team is hard at work strategizing and planning for targeted numeracy supports, services, and interventions across the grade levels that will result in growth and increased student outcomes. One of the many ways we will do that is through Professional Learning Fridays. These play a critical role in enhancing the skills and knowledge of our staff by providing focused learning time with their colleagues that can later be put to use in their classrooms.

Message from the Chair

While FMPSD is extremely pleased that enrollment is increasing from year to year, the impact on class sizes is not as pleasing. We continue to be challenged by a funding model that does not keep pace with the growth as it occurs. We are working diligently as a Board and as a division to stretch our dollars and wisely draw down our reserves. In spite of that, class sizes have had to increase and those increases are the most common item mentioned by parents/guardians in our engagement with them. We are committed to serving students as best we can, but holding to our belief that we can do better, we will continue to request and participate in ongoing collaborative conversations to review and revise the funding model.

The Board of Trustees recognizes and takes ownership of what is happening in our division both in terms of the successes and challenges in this report, and we rely on an entire “village” of people as we move forward serving our students. We acknowledge the important role of parents/guardians and community stakeholders and partners and are committed to providing more frequent, more robust information along with additional feedback opportunities and mechanisms. We are confident that our capable staff across the division, in partnership with Alberta Education, will continue on an upward path of continuous improvement and that our students will be given a broad range of opportunities to succeed in their own unique ways. Learning isn’t a one-size fits all, but by working together to meet our students where they are, we collectively live out one vision: to “Inspire and engage students for life-long learning.”

On behalf of the Board of Trustees, thank you to all who walk the education journey with us. Great destinations lie ahead for our students!



Linda Mywaart
FMPSD Board Chair

FOUNDATION STATEMENTS

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 the professional competencies of our staff.

OUR BELIEFS

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 continuous improvement of the professional expertise and competence of our staff.

VISION

Inspire and engage students for life-long learning.

MISSION

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

Fort McMurray Public School Division Profile

The Fort McMurray Public School Division (FMPSD) serves 7,256 students within 16 schools: 12 elementary, three secondary 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. The Division also offers French Immersion, Early Child Development, intervention programming, athletics, fine arts, STEAM, Indigenous education across all grades, as well as provides 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 21% of our total student body. Of this, there are 528 students born outside of Canada from 104 different countries; there are 60 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.

This year FMPSD saw an 8.1% growth in enrollment. Thirty-nine percent of our students population are in early learning to grade three.

The impact of compounding trauma since the 2016 wildfire, the 2020 flood and the 2021 pandemic continues to challenge our stakeholders. The reduced threshold level of anxiety and resiliency continues to impact student learning.

As we continue to overcome the COVID-19 circumstances, we are reminded that our data has been impacted by learning interruptions and restrictions resulting in limited stakeholder involvement. School enrichment activities such as extra curricular, in-person parent school council meetings and volunteerism resumed late in the school year.

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

"As representatives of our community, and based on our understanding of the school and community context, the Board continues to be guided by the FMPSD vision, mission, and beliefs for our collective work in supporting student growth and achievement. This Annual Education Results Report represents the work of FMPSD and our ongoing focus on staff capacity to strengthen and improve student learning."
~Board Chair, Linda Mywaart~

FMPSD BOARD OF TRUSTEES 2021-2025



THREE YEAR EDUCATION PLAN PRIORITIES

Promote Growth & Success for Every Student

1. Success for all students

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

2. First Nations, Métis, Inuit & English Language Learner Success

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

Maintain Safe & Caring Learning Environments & Supports

1. Positive Learning & Working Environment

Outcome: FMPSD schools are welcoming, caring, inclusive, respectful, and safe & offer high quality learning opportunities for all students.

2. Quality Infrastructure for All

Outcome: Student learning is supported through the use of effective planning, management, & investment in Division infrastructure.

Strengthen Quality Teaching & Leading

1. Culture of Excellence

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

Effective Stakeholder Engagement

1. Parent and Student Engagement

Outcome: Highly responsive & responsible jurisdiction. The education system at all levels demonstrates effective working relationships.

Priority: Focus Area

Outcome: Result

Strategy:
How do we get there

Fort McMurray
Public Schools

Planning and Results Reporting

The Education Plan is based on an analysis of the previous years results and sets the stage for our work and efforts to support student growth and achievement. A culture of continuous improvement is nurtured as we review our results, create this report and communicate with stakeholders to determine how we can collectively improve our work and efforts to support student growth and achievement. When reviewing our data we used these inquiry questions, with leaders and staff, to support our continuous improvement cycle:

- 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.



Fort McMurray Composite High School



Links to School Education Results Reports

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

BEACON HILL PUBLIC

CHRISTINA GORDON PUBLIC

DAVE MCNEILLY PUBLIC

DR. K.A. CLARK PUBLIC

ÉCOLE DICKINSFIELD

ÉCOLE MCTAVISH HIGH

FORT MCMURRAY CHRISTIAN

FORT MCMURRAY COMPOSITE HIGH

FORT MCMURRAY ISLAMIC

FRANK SPRAGINS HIGH

GREELY ROAD

THICKWOOD HEIGHTS PUBLIC

TIMBERLEA PUBLIC

WALTER AND GLADYS HILL PUBLIC

WESTVIEW PUBLIC

WESTWOOD COMMUNITY HIGH

Public Assurance

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

The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the Alberta Education [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:

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

The diagram below illustrates the five Alberta Education domains incorporated into the Division and School Education Plans:



FMPSP planning process aligned with Alberta Education Continuous Improvement Cycle.

Development of FMPSP Priorities and Education Plan

- 1 **FEBRUARY**
The Division gathered feedback from all stakeholders through ThoughtExchange to understand community priorities and assist in budget decisions.
- 1 **MARCH-APRIL**
School and Division Assurance Plan review amongst stakeholders using all available data both provincial and local.
- 2 **APRIL-MAY**
Develop priority based budget using data from ThoughtExchange and aligning to needs in school plans.
- 3 **MAY**
Development of School & Division Professional Learning Plans.
Sharing all Assurance Plans with Board.
- 4 **SEPTEMBER+**
Monitor implementation of the Education Plans and provide professional learning to build staff capacity, all focused on student growth and achievement. Make adjustments where needed along the way, incorporating stakeholder feedback at various points in the year.
- 5 **NOVEMBER**
Review results from the previous year 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.
- 6 & 7



2021-2022 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



6781 STUDENTS

24% English Language Learners
16% Early Childhood Learners
11% First Nations, Métis or Inuit
6% Severe Disabilities



694 STAFF MEMBERS

348 ATA Employees
316 CUPE Employees
36 Out of Scope Employees



PARENTS

72.7% of parents are satisfied that they are involved in decisions about their child's education

PROGRAM PRIORITIES

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

STAKEHOLDER ENGAGEMENT

- 89%** of stakeholders are satisfied with the overall quality of basic education.
- 87%** of stakeholders agree that FMPSD learning environments are welcoming, caring, respectful and safe.
- 85%** of stakeholders agree that students are engaged in their learning at school
- 82%** of stakeholders are satisfied that students have access to supports and services

FINANCIAL RESULTS

- Government of Alberta grant revenue makes up 96% of total revenues
- Funding is spent primarily on salaries and benefits at 73.6% of total expenses
- FMPSD is using reserves to support deficit budgets
- Enrollment has increased by 12% over the last 3 years and over the next 3 years are projected to increase by 15%.

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



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2021-22 DISTRICT REPORT CARD

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

Student Learning Engagement

2021-2022 FMPSD 85.2%
2020-2021 FMPSD 87.6%
2021-2022 Alberta 85.1%

Citizenship

2021-2022 FMPSD 81.3%
2020-2021 FMPSD 86.8%
2021-2022 Alberta 81.4%

3 Year High School Completion

2021-2022 FMPSD 84.6%
2020-2021 FMPSD 83.4%
2021-2022 Alberta 83.2%

5 Year High School Completion

2021-2020 FMPSD 91.0%
2020-2021 FMPSD 87.6%
2021-2022 Alberta 87.1%

Education Quality

2021-2022 FMPSD 88.6%
2020-2021 FMPSD 91.0%
2021-2022 Alberta 89.0%

Welcome, Caring, Respectful & Safe Learning Environments

2021-2022 FMPSD 86.6%
2020-2021 FMPSD 90.2%
2021-2022 Alberta 86.1%

Access to Supports & Services

2021-2022 FMPSD 82.0%
2020-2021 FMPSD 85.9%
2021-2022 Alberta 81.6%

Parental Involvement

2021-2022 FMPSD 80.4%
2020-2021 FMPSD 82.7%
2021-2022 Alberta 78.8%

We use the required Alberta Education results along with our own local Fort McMurray Public Schools Division data to gain information about how our students are doing. Alberta Education has urged School Divisions to use caution when interpreting the results from 2021-2022 due to COVID-19, and particularly in Fort McMurray, due to the multiple levels of trauma since 2016.

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

Authority: 3260 The Fort McMurray School Division

Assurance Domain	Measure	The Fort McMurray School Divis			Alberta			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	85.2	87.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	81.3	86.8	86.9	81.4	83.2	83.1	Very High	Declined Significantly	Acceptable
	3-year High School Completion	84.6	83.4	81.1	83.2	83.4	81.1	Intermediate	Improved	Good
	5-year High School Completion	91.0	87.6	86.2	87.1	86.2	85.6	High	Improved	Good
	PAT: Acceptable	68.4	n/a	72.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	16.6	n/a	16.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	66.3	n/a	73.3	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	13.7	n/a	15.6	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	88.6	91.0	91.5	89.0	89.6	90.3	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	86.6	90.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.0	85.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.4	82.7	87.6	78.8	79.5	81.5	High	Declined Significantly	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



Priority #1 - Promote Growth and Success for All Students

Goal 1: Success for Every Student

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

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

BACKGROUND

FMPSD's work with numeracy and literacy is paramount to laying the foundation for future success in all aspects of learning. Individualizing learning for students ensures the impact is not only reflected in the data collected but also in student confidence with language and numeracy skills. Supporting students to become numerate and literate individuals through a focus on differentiated strategies is fundamental to student growth. Being able to apply knowledge learned is critical if students are to reach their full potential.

RESULTS

High School Completion/Post Secondary Transition Rates

Student Growth and Achievement

High School Completion Rates - Measure History

Authority: 3260 The Fort McMurray School Division
Province: Alberta



	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	%
3 Year Completion	349	73.1	326	78.7	283	81.3	279	83.4	345	84.6	Intermediate	Improved	Good	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	357	83.5	350	81.0	332	86.8	288	88.3	282	89.0	High	Improved	Good	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	343	86.0	358	86.6	350	84.3	336	87.6	289	91.0	High	Improved	Good	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

Both the three year and five year high school completion rates have improved from our previous year's results and are above the provincial averages. FMPSD dropout rates in 2021 were 0.9% versus 2.3% provincially. Overall, we have improved from 1.3% in 2020 and 2.6% in 2019 to 0.9% in 2021, despite COVID-19, flood and fire.

The eligibility of FMPSD students for Rutherford Scholarships and the number of students who transitioned to post-secondary within six years are the highest they have been in FMPSD in the previous five consecutive years at rates of 67.2% and 54.1% respectively.

Provincial Data: Academic Measures

Performance Measures		RESULTS						EVALUATION	
-percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)		2017-18	2018-19	2019-20	2020-21	2021-22	Alberta 2021-22	Achievement	
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL STUDENT LEARNING OUTCOMES									
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	74.0	72.5	n/a	n/a	68.4	67.3		
	E	17.6	16.2	n/a	n/a	16.6	18.0		
Diploma Examinations	A	76.6	73.3	n/a	n/a	66.3	75.2		
	E	18.9	15.6	n/a	n/a	13.7	18.2		
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL ENGLISH LANGUAGE ARTS LEARNING OUTCOMES									
Grade 6 PATs - Language Arts	A	90.9	89.2	n/a	n/a	88.5	89.8	The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, there are gaps in data, including being able to calculate a 3 year average, which is required to produce an Achievement result.	
	E	18.7	14.4	n/a	n/a	23.4	22.3		
Grade 9 PATs - Language Arts	A	84.2	85.4	n/a	n/a	83.0	85.4		
	E	16.5	18.7	n/a	n/a	16.0	15.8		
English 30-1 Diploma Examinations	A	86.2	84.4	n/a	n/a	84.8	78.8		
	E	9.9	4.4	n/a	n/a	2.0	9.4		
English 30-2 Diploma Examinations	A	78.9	77.8	n/a	n/a	76.7	80.8		
	E	10.2	3.7	n/a	n/a	10.5	12.3		
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL MATHEMATICS LEARNING OUTCOMES									
Grade 6 PATs - Mathematics	A	77.8	72.8	n/a	n/a	70.2	75.0		
	E	10.9	12.1	n/a	n/a	12.1	14.8		
Grade 9 PATs - Mathematics	A	62.3	59.3	n/a	n/a	52.6	63.7		
	E	16.5	20.2	n/a	n/a	13.6	20.1		
Math 30-1 Diploma Examinations	A	64.1	67.2	n/a	n/a	49.1	63.6		
	E	28.2	21.6	n/a	n/a	24.5	23.0		
Math 30-2 Diploma Examinations	A	53.4	65.7	n/a	n/a	40.0	61.5		
	E	6.9	11.5	n/a	n/a	2.5	11.8		

For the 2021-22 School year, Provincial Achievement and Diploma data should be viewed with caution due to the multiple years of extraordinary events which have impacted education in Fort McMurray.



Alberta Education Assurance: Satisfaction

Performance Measures	RESULTS						EVALUATION		
	2017-18	2018-19	2019-20	2020-21	2021-22	Alberta 2021-22	ACHIEVEMENT	IMPROVEMENT	OVERALL
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL STUDENT LEARNING OUTCOMES									
Teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education	83.3	86.3	85.4	85.2	84.3	82.9	Very High	Declined	Good
Teacher and parent agreement that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	73.1	75.2	79.0	86.6	82.1	81.0	High	Improved Significantly	Good
Teacher, parent and student satisfied with the overall quality of basic education	89.6	90.8	92.3	91.0	88.6	89.0	High	Declined Significantly	Issue
Teacher, parent and student agreement that programs for children at risk are easy to access and timely	85.4	88.4	88.1	86.3	83.0	81.9	Low	Declined Significantly	Concern
Teacher, parent and student agreement students have access to the appropriate supports and services at school	n/a	n/a	n/a	85.9	82.0	81.6	Acceptable	n/a	n/a
Teacher, parent and student agreement their child is engaged in their learning	n/a	n/a	n/a	87.6	85.2	85.1	Acceptable	n/a	n/a
ALBERTA EDUCATION ASSURANCE SURVEY: PARENT RESPONSE									
Parent agreement their child is learning what they need to know	86.0	88.0	94.0	87.0	82.0	n/a	Low	Declined Significantly	Concern
Parent agreement the literacy skills their child is learning at school are useful	n/a	n/a	n/a	96.0	91.0	n/a	Very High	n/a	n/a
Parent agreement the numeracy skills their child is learning at school are useful	n/a	n/a	n/a	96.0	94.0	n/a	Very High	n/a	n/a
Parent agreement students find school work interesting	81.0	81.0	87.0	86.0	83.0	n/a	Low	Declined	Issue
Parents are satisfied with the quality of education their child is receiving at school	90.0	92.0	95.0	94.0	91.0	n/a	Very High	Declined	Good
ALBERTA EDUCATION ASSURANCE SURVEY: STUDENT RESPONSES									
Student agreement the language arts they are learning is useful	n/a	n/a	n/a	86.0	81.0		Low	n/a	n/a
Student agreement the mathematics they are learning is useful	n/a	n/a	n/a	81.0	80.0		Low	n/a	n/a
Student agreement they are engaged in their school work	n/a	n/a	n/a	72.3	70.5	71.3	Very Low	n/a	n/a
Student agreement that school staff encourage them to do their best	90.0	92.0	93.0	93.0	91.0		Very High	Declined	Good

Analysis of The Results

FMPSD's Provincial Achievement Test (PAT) results are close to provincial standards and show a minimal, but steady decline in performance over the previous five years. Diploma Exam (DIP) results are 9% below provincial average and show a 10% decrease over the previous five years. These results are concerning and require the results from each subject area to be analysed in order to pinpoint the issues and then targeted supports put in place. This work is being done at the school level and is supported through staff and individual departments looking at their results, identifying and analyzing the gaps and then creating a plan of improvement. This work is documented in the individual schools' Education Plan goals, strategies and professional development plans.

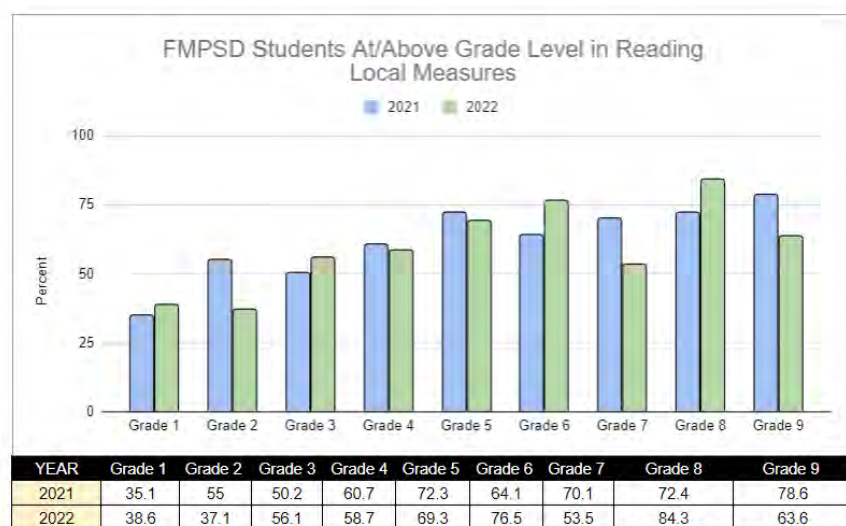
The exceptional circumstances Fort McMurray has experienced since 2016 (fire, flood, pandemic) have impacted students and their results which is noticeable in the decline over the previous five years. To address this there is a two pronged approach: support the mental health, self regulation skills and resiliency skills of our students as well as target their foundational literacy and numeracy skills. This targeted, wrap-around focus will enhance students' skills in the aforementioned domains which will then translate into stronger performance in other subject areas.

Literacy

FMPSD's literacy PAT results have remained fairly consistent over the previous five years and are on pace with the provincial average. Of note is the discrepancy in results between grade six and grade nine, decreasing at a rate of approximately 5%. The DIP English 30-1 results are higher than provincial average and have only decreased in FMPSD by 2% over the previous five years. The English 30-2 results are 4% below provincial average and have also decreased by 2% over the previous five years. To augment provincial literacy results FMPSD also uses local measures such as: the English Letter Name-Sound (LeNS), Castles and Coltheart 3 (CC3), Fountas & Pinnell, and Literably assessments as evidence as to how FMPSD supports more students in achieving a minimum of one year of growth in literacy each year. While many of FMPSD's literacy results are above provincial average the data shows that as students move through the grades their literacy results decline. Understanding this downward trend, FMPSD has expanded the scope of its literacy framework, which is the road map the Division has developed based on research and then curated to meet the needs of our local context to guide teachers through teaching foundational literacy skills.

Over a three year period FMPSD staff have collaborated with parents, staff, students and partner agencies to gather and then analyse a variety of literacy data to best target and identify learning gaps. A reading framework, based on a variety of research, that begins with assessing comprehension and fluency and moves through the scope of phonics was created and FMPSD has been working to build staff capacity and implement this literacy framework across grades 1-6.

During the 2021-2022 school year the literacy framework was honed to target more specifically students in grades 7-9. Of particular significance is the data from our local literacy measures. The students in grade one in 2022 are the children born the year of the fire in Fort McMurray. These children were 3.5 - 4 years old during the flood in Fort McMurray and 4.5-5.5 during the initial stages of the pandemic when much of Fort McMurray, including in person schooling, was shut down. Considering the stress and lack of typical early years learning opportunities for these students that only 38.6% of students are reading at or above grade level. The students in grades two, three, four were also impacted by the same events and this impact can be seen in their lower than expected reading results.

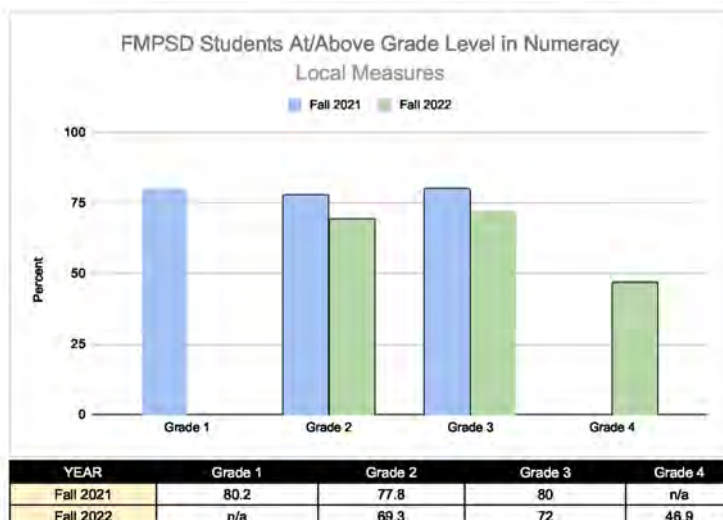


FMPSD staff understand the significance of grade level reading as a predictor of high school completion and while we aren't currently meeting the grade three predictor year, our literacy strategy is focused on the K-9 years with the goal that all students will read at or above grade level by grade 10, which is the last year that studies show is a significant predictor of school completion.

Numeracy

Similar to FMPSD's literacy results, the PAT numeracy results show a decline over the previous five years; grade six PATs decreased from 77.8% to 70.2%, a decline of 7.6% while the grade nine PATs declined from 62.3% to 52.6%, a difference of 10.3%. Both results are below provincial average. The DIP results also denote a decline over the previous five years at a rate of approximately 15% and are below provincial average by 15%-20%. The decline in results from grade six to 12 is also noted. The Division attributes the sharp decline in results as noted in the 2021-2022 school year to the learning loss over the pandemic years; mathematics is difficult to learn amidst significant disruption and inconsistencies in learning opportunities. FMPSD uses the Alberta Education Numeracy Screening Assessment for our students in grades 1-3 and the Math Intervention Programming Instrument (MIPI) in grade 4; this data shows that approximately 75% of students are at or above grade level.

There is a stark contrast between our literacy and numeracy results; students in early grades are far from grade level in literacy and yet their numeracy proficiency is high. As students move through the grades their literacy improves while their numeracy declines. Staff have begun work to understand why this trend exists and are examining teaching methods, staff capacity in recognizing gaps and being able to teach foundational skills, targeted interventions and culture around being "good at reading / math".



Of note is the parent and student belief, as recorded in the AEA Survey, that the mathematics that students are learning is useful. This statement is significant because students believe that what they're learning is useful, and they're engaged in their learning and yet their results are poor. Data shows us that the area of focus must then be on determining what mathematical learning gaps students have and taking the time to remediate them before moving on. A 40% average mark on Math 30-2 indicates that students are not mathematical thinkers and are not proficient in math to a degree that will avail them of all opportunities post school completion.

In recognition of the above, staff have begun in earnest to focus on numeracy using evidence based research. We are developing a numeracy framework similar to the literacy one; a framework that will guide teachers through how to recognize student's mathematical errors and understand the errors for the learning gap they represent and then what skills need to be targeted and taught. The framework will also target the culture that some students believe they are "bad at math"; students will be taught that they make errors, and as with any error one must figure out a different strategy and try again until one is consistently successful. We believe that this shift will create a mathematical mindset that will translate into students demonstrating improved mathematical skills on assessments.

As part of the process of creating the framework, staff are evaluating different math assessment tools, intervention programs and strategies, and are pulling the best from an array of sources to create a path for numeracy instruction that is considerate of our local context and needs. FMPSD recognizes that numeracy is an area where significant growth is required and is confident in the plans to move student competency forward.



BUILDING CAPACITY

At the beginning of the school year, the Division redeployed literacy and numeracy coordinators to support students enrolled in our out-of-school learning program. The coordinators supported both students and teachers in effective teaching and learning literacy and numeracy online; they continued to support teachers and students learning in person. In November, thanks to a federal grant to support learning loss during COVID-19, the Division hired additional staff to teach literacy and numeracy in a pull-out model to students performing below grade level, in grades 1-3.

In determining which resources best meet the needs of staff and students the Division engages in a structured and rigorous process of resource research, consultation with stakeholders and small group trials before a resource is purchased and distributed. In conjunction with implementing resources in schools, the Division calendar devotes 13 days to professional learning where staff learning goals are supported. An emphasis on literacy and numeracy, diversity, and differentiation was highlighted through:

- Professional Learning Fridays (PLF) Professional Development sessions concentrating on individual school staff, grade group teachers across the Division, small group intense professional learning
- Outside of school hours workshops with grade group teachers, run 4 times per year
- Modeling, co-teaching, resource explanation/ set-up /implementation
- Analysis of school data and Collaborative Response Model (CRM) data and support in data interpretation with school staffs
- The Science of Reading professional learning series for staff
- Individual classroom teacher consultation and support
- Common literacy and numeracy assessments in all schools
- Common instructional and intervention resources in all schools
- Common resources to support teachers such as the Heggerty/Mathology curriculums
- Common resources to support students such as decodable readers, manipulatives/ games
- Literacy Framework (K-9); Numeracy Framework under construction
- Literacy and Numeracy PD sessions hosted during staggered entry
- Literacy and Numeracy sessions hosted at Division PD days
- New resources purchased to support new curriculum implementation
- New Curriculum support
- Interventions
- Strategies for Working with ELL Students
- Reading / Math Error Assessments
- Foundational Reading / Math Assessments and Planning Forward



In support of teaching and learning, the Division has also purchased licences for the following based on intentional review of what would best meet our context:

- Science of Reading Self-Paced Modules(K-12)
- Seesaw (ECDP-3)
- Reading Eggs(K-9)
- Jolly Phonics (ECDP-6)
- Literably (7-9 and French Immersion classes)
- Heggerty Primary Curriculum (Gr 1)
- Words Their Way (K-6)
- Bookflix and Trueflix (K-9)
- Equatio (K-12)
- Mathseeds (K-3)
- Mathletics (4-9)
- Mathology (K-3)
- MathUp

FMPD is working collectively with stakeholder groups to offer consistent opportunities to enhance capacity in teaching literacy and numeracy and are doing so in a methodical, individualized manner that honours teachers' experience and expertise and that also results in stronger literate and numerate students.

ENGAGEMENT

During the 2021-2022 school year, schools were not open to the public until spring due to COVID-19. Online and virtual engagement sessions such as school council, FMPSD Networks group and other consultations were maintained in order to keep parents engaged. Through engagement in the Assurance Survey, 81.2% of parents said they were satisfied with the opportunity for students to receive a broad program of studies while 23.5% of parents had concerns about the ease and timeliness of accessing programs for children at risk. Parents agree that their children are able to access help (85% agreement) and find work interesting (83% agreement). As schools will be again open to parents in the 2022-2023 school year and beyond, we expect parent engagement to increase.

OPPORTUNITIES FOR GROWTH

FMPSD acknowledges gaps in student's learning, specifically in literacy and numeracy, as a result of COVID-19 and the disruptions to learning. Our defined literacy and numeracy teaching frameworks and comprehensive sets of resources along with local and provincial assessments support teachers in addressing the learning gaps.

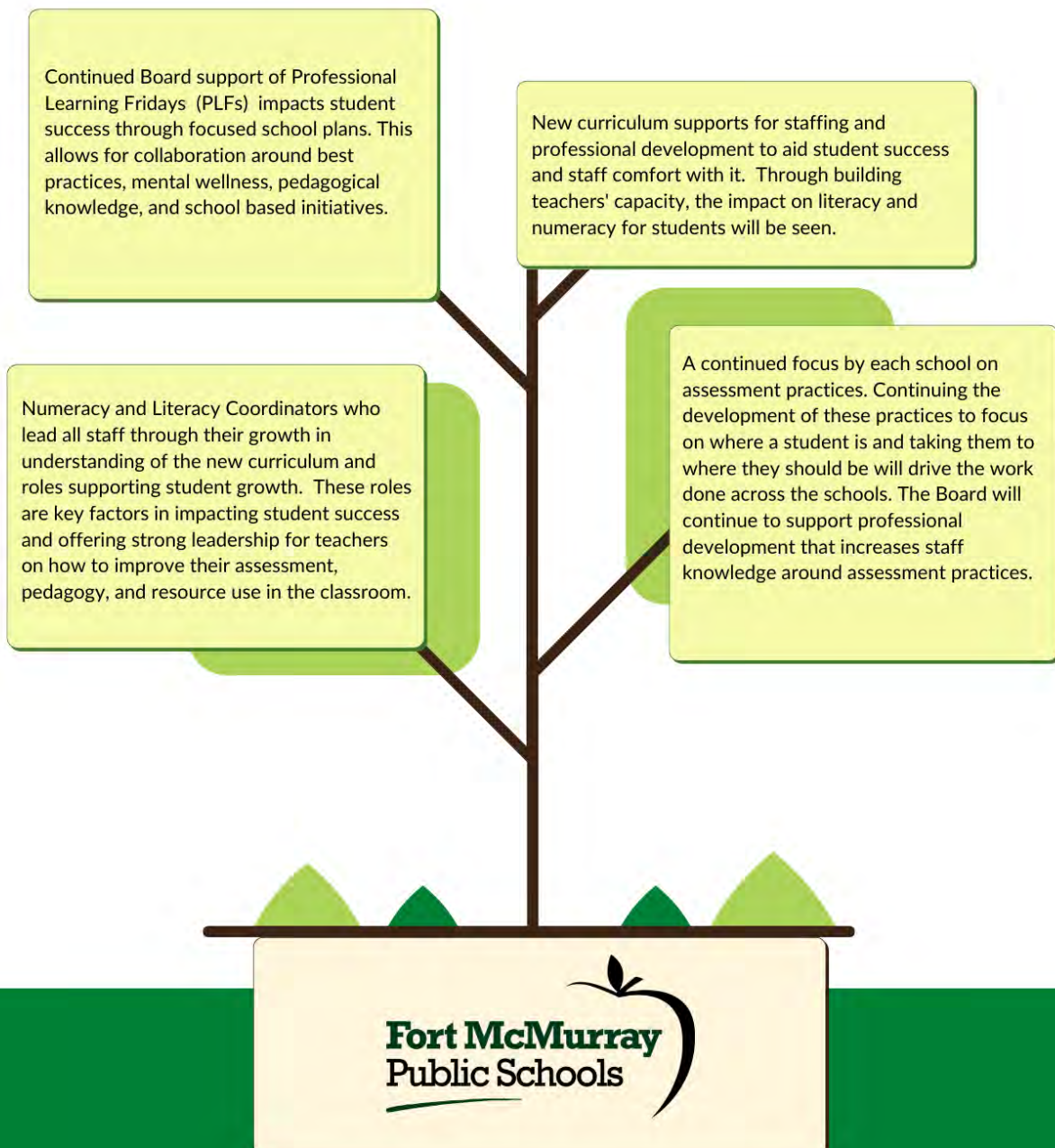


Doing
What's
Best
For Kids



STRATEGIES FOR PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

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





Priority #1 - Promote Growth and Success for All Students

Goal 2: First Nations, Métis and Inuit, and English Language Learner Success

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

FMPSD has a strong emphasis placed on strategies, resources and professional learning that supports First Nation, Métis & Inuit students as well as our English Language Learner students. The growth of our First Nation, Métis & Inuit & English Language Learner students is integral to the work of all our teachers as they are spread across classrooms and subjects throughout our Division. It is viewed as our shared responsibility to help with academic and language development with these students and offer appropriate, relatable support as needed in all areas.

RESULTS

First Nations, Métis and Inuit

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	71.7	67.1	60.4	59.5	62.0	58.4	Low	Improved	Acceptable
	5-year High School Completion	72.9	71.7	73.6	68.0	68.1	65.8	Low	Maintained	Issue
	PAT: Acceptable	53.8	n/a	59.4	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	3.4	n/a	3.8	6.4	n/a	7.4	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	52.6	n/a	65.5	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	1.8	n/a	8.1	8.5	n/a	11.4	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 (WCBSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

High School Completion/Post Secondary Transition Rates

The Fort McMurray School Division (FNMI)													Measure Evaluation		
2017		2018		2019		2020		2021		Alberta 2021					
	N	%	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	41	57.3	42	53.3	53	60.6	37	67.1	56	71.7	3972	59.5	Low	Improved	Acceptable
4 Year Completion	54	73	40	58.3	43	62.7	56	67.6	33	81.3	3729	68.6	Intermediate	Improved	Good
5 Year Completion	51	88	53	78.2	38	70.8	42	71.7	54	72.9	3593	64	Low	Maintained	Issue

Both the 3 year and 4 year high school completion rates for First Nation, Métis & Inuit have improved from our previous year's results and are well above the provincial averages. FMPSD dropout rates declined to 5.0% which may be a result of COVID-19 fears and high compliance with restrictions particularly in the Indigenous community. The number of Indigenous students who transitioned to post-secondary within four years have improved by 10% and are the highest they have been in FMPSD the previous five consecutive years, and almost double that of 2019.

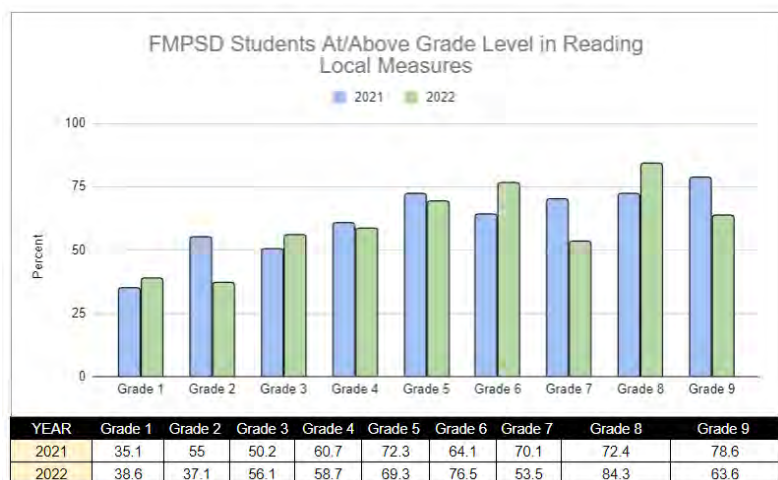
Provincial Data: Academic Measures

Performance Measures -percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)	RESULTS						EVALUATION
		2017-18	2018-19	2019-20	2020-21	2021-22	Alberta 2021-22
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL STUDENT LEARNING OUTCOMES							
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	64.2	64.0	n/a	n/a	53.8	46.4
	E	8.2	59.4	n/a	n/a	3.4	6.4
Diploma Examinations	A	69.7	65.5	n/a	n/a	52.6	68.7
	E	11.9	8.1	n/a	n/a	1.8	8.5
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL ENGLISH LANGUAGE ARTS LEARNING OUTCOMES							
Grade 6 PATs - Language Arts	A	80.0	85.3	n/a	n/a	79.2	58.2
	E	11.4	8.8	n/a	n/a	11.3	7.4
Grade 9 PATs - Language Arts	A	73.5	62.1	n/a	n/a	62.5	49.4
	E	8.8	6.9	n/a	n/a	0.0	3.6
English 30-1 Diploma Examinations	A	86.7	82.6	n/a	n/a	62.5	73.5
	E	13.3	4.3	n/a	n/a	0.0	4.4
English 30-2 Diploma Examinations	A	87.0	70.0	n/a	n/a	75	82.1
	E	21.7	10.0	n/a	n/a	0.0	9.2
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL MATHEMATICS LEARNING OUTCOMES							
Grade 6 PATs - Mathematics	A	65.7	52.9	n/a	n/a	50.9	40.3
	E	0.0	0.0	n/a	n/a	1.9	3.7
Grade 9 PATs - Mathematics	A	48.6	26.7	n/a	n/a	22.9	26.3
	E	2.9	0.0	n/a	n/a	2.1	4.1
Math 30-1 Diploma Examinations	A	*	66.7	n/a	n/a	*	50.9
	E	*	11.1	n/a	n/a	*	10.5
Math 30-2 Diploma Examinations	A	42.9	55.6	n/a	n/a	*	55.2
	E	0.0	11.1	n/a	n/a	*	7.3

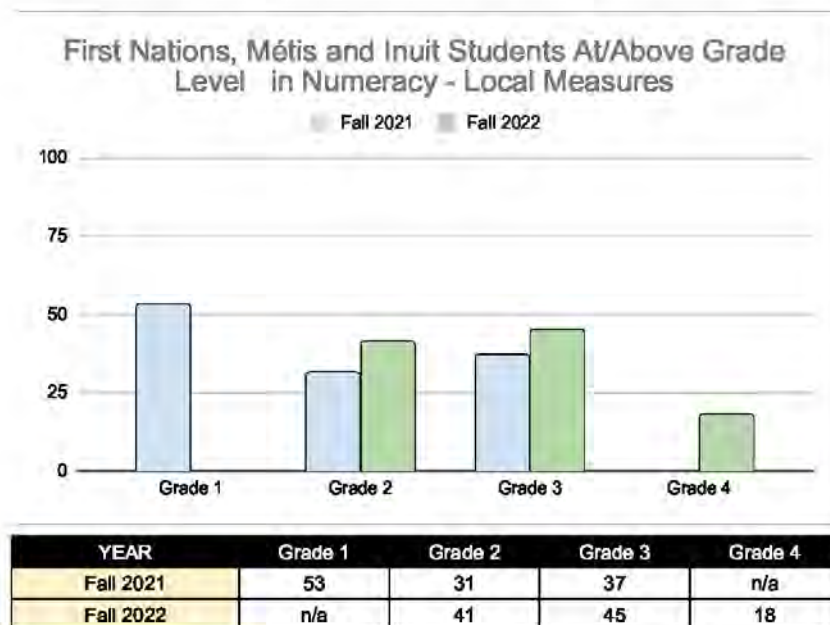
Note: The * indicates that fewer than six students wrote the exam and thus does not meet the threshold to produce aggregate data.

Provincial Achievement data shows that our grade six and nine students were either higher than or equal to provincial measures in the acceptable standard with the exception of Grade 9 Math which was slightly lower. They are slightly below the previous three year average, but we are told to read our results with caution given the historical trauma over the past six years in Fort McMurray. We have limited data for Diploma exams due to low numbers writing, but celebrate improvements at the acceptable level in Social Studies 30-2 & English 30-2 as well as the excellent level for Social Studies 30-2. We will continue to target those First Nations, Métis and Inuit students who require additional supports.

Literacy data gathered locally from the Fort McMurray Public School Division demonstrates that from year to year, First Nations, Métis and Inuit students in grades one to five have made steady improvements. The support they are receiving has helped with their progress. Once First Nations, Métis and Inuit students hit grade six and beyond, there is a decline in their progress which may be linked to the fact that there is less support at the junior high level. We are just beginning to establish a literacy framework here, along with a support system to continue to assist students with their progress. A strong foundation has been built in the early grades.



With less local data gathered for numeracy across the division (grades 1-4), we are careful to analyze with current data. The data only represents a small number of First Nations, Métis and Inuit division students. We know as well that new curriculum implementation will be impactful on our data. The local data is telling us that while Grade two and three First Nations Métis and Inuit students are doing fairly well, those currently in grade 4 will need supports to assist in challenging areas.



English Language Learners

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	96.2	88.0	90.0	78.5	78.7	76.0	Very High	Maintained	Excellent
	5-year High School Completion	96.7	97.8	94.6	86.1	86.9	85.9	Very High	Maintained	Excellent
	PAT: Acceptable	75.6	n/a	73.9	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	23.0	n/a	16.6	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	56.5	n/a	63.5	59.0	n/a	72.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	14.5	n/a	6.9	10.8	n/a	15.3	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

High School Completion/Post Secondary Transition Rates

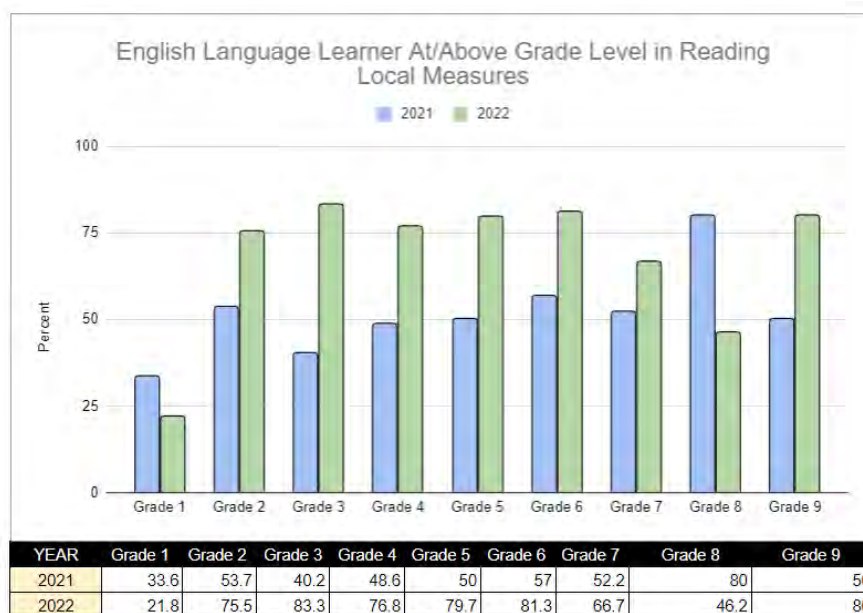
	The Fort McMurray School Division (ESL)										Alberta		Measure Evaluation		
	2017		2018		2019		2020		2021		2021				
	N	%	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	32	68.7	62	91.1	28	91.1	25	88	31	96.5	3646	78.5	Very High	Maintained	Excellent
4 Year Completion	22	96.6	23	89.2	55	92.9	25	96.2	20	100	3278	86.4	Very High	Improved	Excellent
5 Year Completion	22	93.7	21	98.4	22	87.5	55	97.8	23	96.7	2874	86.1	Very High	Maintained	Excellent

Provincial Data: Academic Measures

Performance Measures	RESULTS						EVALUATION
-percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)							Alberta 2021-22
	2017-18	2018-19	2019-20	2020-21	2021-22	Alberta 2021-22	
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL STUDENT LEARNING OUTCOMES							
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	80.4	73.9	n/a	n/a	75.6	65.8
	E	23.5	16.6	n/a	n/a	23.0	15.2
Diploma Examinations	A	76.5	63.5	n/a	n/a	56.5	59.0
	E	28.2	6.9	n/a	n/a	14.5	10.8
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL ENGLISH LANGUAGE ARTS LEARNING OUTCOMES							
Grade 6 PATs - Language Arts	A	95.7	88.1	n/a	n/a	93.3	86.6
	E	21.5	14.9	n/a	n/a	29.8	17.9
Grade 9 PATs - Language Arts	A	82.5	76.2	n/a	n/a	83.6	77.4
	E	25.0	16.7	n/a	n/a	19.1	8.7
English 30-1 Diploma Examinations	A	79.7	65.5	n/a	n/a	73.3	55.5
	E	10.2	0.0	n/a	n/a	0.0	2.6
English 30-2 Diploma Examinations	A	52.9	82.6	n/a	n/a	60.7	63.9
	E	0.0	0.0	n/a	n/a	0.0	3.7
ALBERTA EDUCATION ASSURANCE SURVEY: OVERALL MATHEMATICS LEARNING OUTCOMES							
Grade 6 PATs - Mathematics	A	84.9	82.8	n/a	n/a	81.6	72.9
	E	17.2	17.2	n/a	n/a	19.4	14.6
Grade 9 PATs - Mathematics	A	75	76.2	n/a	n/a	61.1	56.7
	E	35	31	n/a	n/a	18.6	15.6
Math 30-1 Diploma Examinations	A	67.3	55.0	n/a	n/a	46.2	52.2
	E	36.4	5.0	n/a	n/a	23.1	19.2
Math 30-2 Diploma Examinations	A	*	*	n/a	n/a	22.2	46.9
	E	*	*	n/a	n/a	0.0	6.3

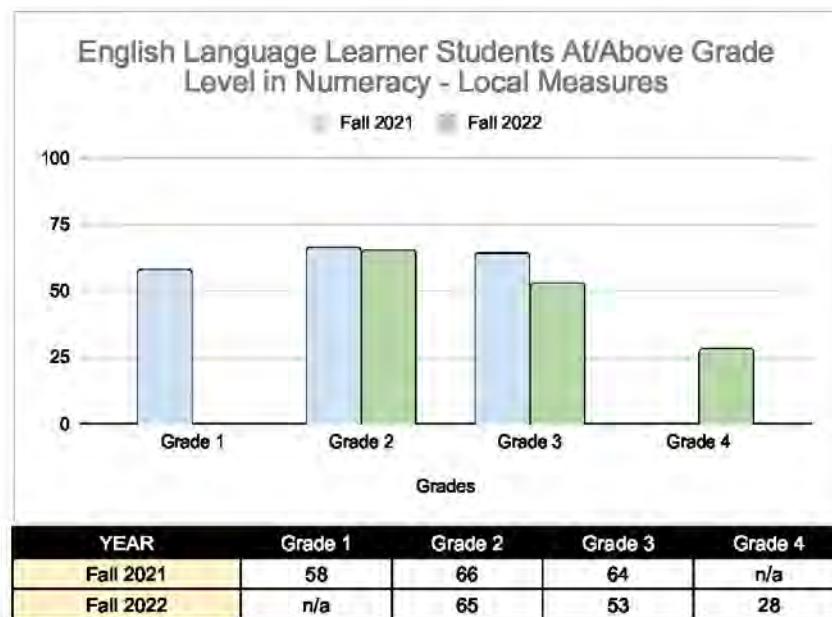
The COVID-19 pandemic resulted in the cancellation of both PATs and diploma examinations. Therefore, there are gaps in data, including being able to calculate a 3 year average, which is required to produce an Achievement result.

English second language learners are performing slightly below the provincial averages in both PAT and DIP exams however, their three, four and five year high school completion rates are excellent. Our partnership with the Multicultural Association provides Elementary school English Language Learners access language specific supports to improve their English speaking skills. We are proud of the supports we have in place to assist them with their success which includes the specific English Language classrooms targeting newcomers to Canada and tutor support in high schools.



Local data collected for Fort McMurray Public School English language learners demonstrates that there were steady improvements to grade seven and then a slight drop before maintaining again in grade eight. It could be that for the grade sevens in 2021 there is a higher need for skills improvement. Continuing to examine data will highlight for each school what their target skills for development will be at the grade eight level this year.

In looking at the numeracy data at the local level, we note a shift from grade three to four where skill levels decreased and continue to work to identify students' specific areas of need deeper at each school level to see where the specific areas of need are. The new curriculum being implemented will also have an impact on future trends in data.



SUPPORTS FOR STUDENTS

Providing specific relatable support to our First Nations, Métis and Inuit students via our Indigenous teachers and support assistants for individual and small group instruction helps students meet more success. We find 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. Students received instruction to support their English language acquisition and supports included individual, small group, whole group instruction, activity and practice.

BUILDING CAPACITY

Professional Learning time at each of the schools allows staff to collaborate, identify and plan for the targeted interventions in support of our First Nations, Métis and Inuit, and English Language Learner students within the collaborative response model. These targeted interventions are focused on:

- universal, targeted and individualized instructional practices
- Indigenous teachers and support workers leading professional learning at the school level
- staff access to Indigenous professional growth through Education Canada and the 4 Seasons of Reconciliation
- focus on diversity to open up a safe environment for readiness to learn

ENGAGEMENT

Last year we increased our engagement with Indigenous parents through early connections before school started and hosted a family feast to begin building relationships after COVID-19. We engaged stakeholders in Indigenous cultural activity nights, and land based learning opportunities as chaperones. Online learning and connections with the broader Indigenous business community were created for families.

We hired a family school liaison (Islamic focus) to support parents as English Language Learners and connect them to community agencies and services. Multiple cultural awareness presentations were provided in order to connect agencies to the needs of parents (ie: CMHA, SOS, CFS). We provided connections to Community Settlement workers for our Refugee parents who were newcomers to Canada (from Ukraine and Africa). We utilized translation and interpretation services for documents, announcements, and ThoughtExchange surveys for our parents.

OPPORTUNITIES FOR GROWTH

First Nation, Métis and Inuit Education

We have had much success supporting our Indigenous students, and so we know the strategies we have in place are working. We will dig deeper into ways to collect refined data which identifies students needing intensive supports. We will continue to find ways to support Indigenous students, such as Jordan's Principle via The First Nations Health Consortium.

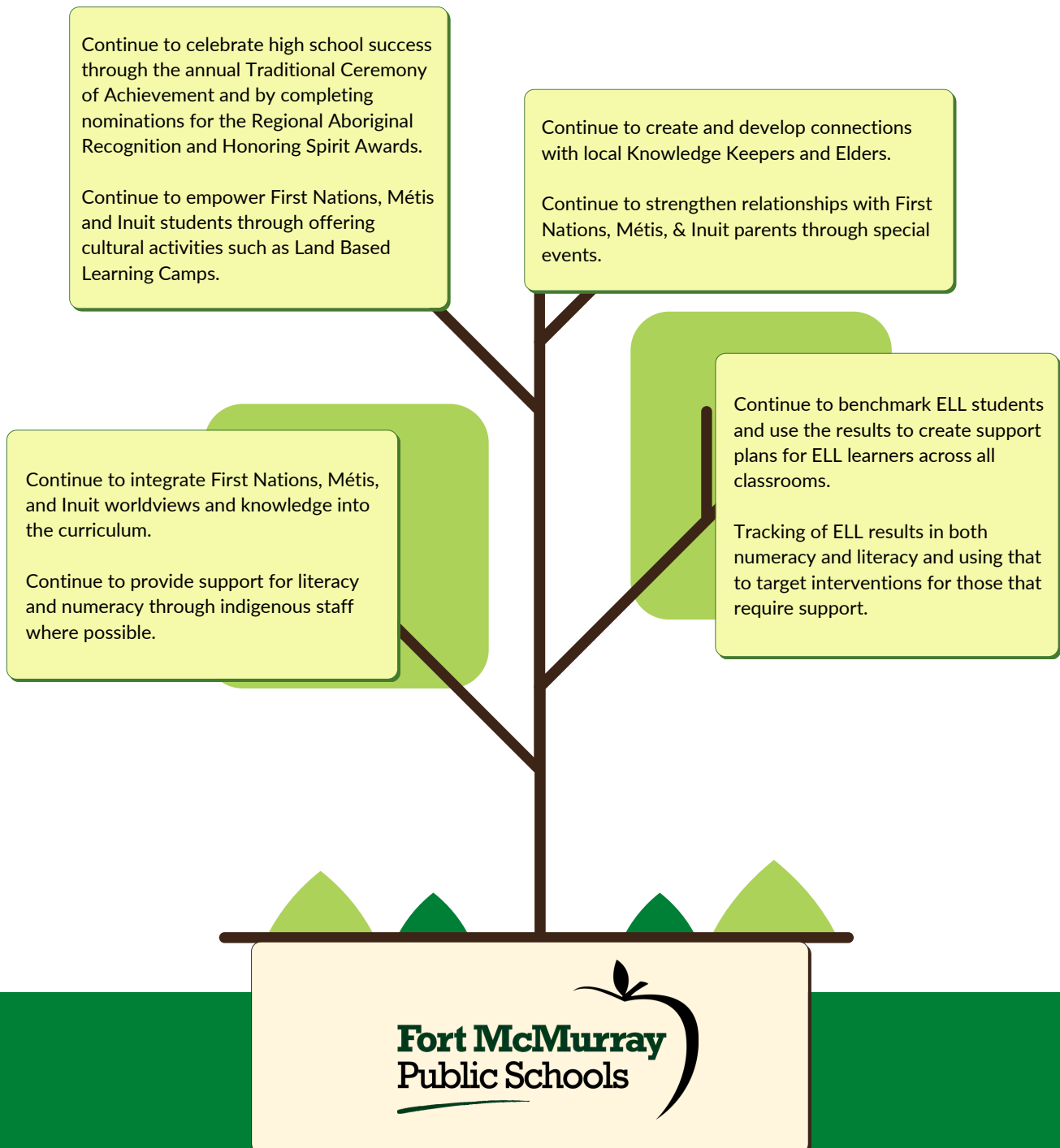
English as a Second Language

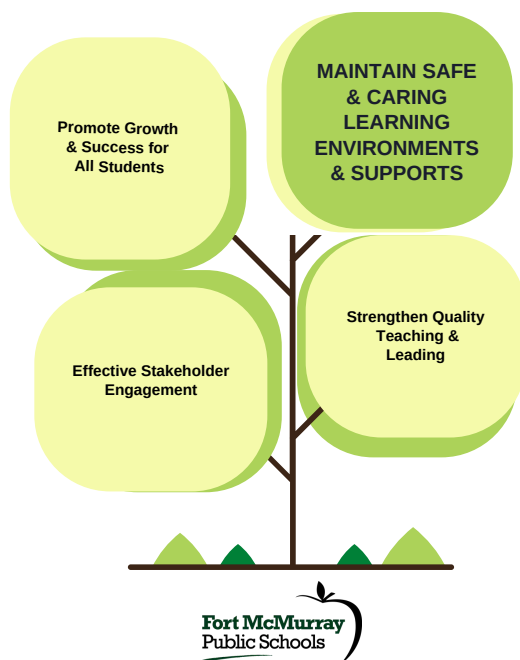
Our English Language Learner (ELL) students, whose language is not yet proficient at grade level, continue to benefit from ELL programming even after the five years of funded service has expired. A continued focus on diversity through building cultural awareness will help strengthen a safe, welcoming environment in which to learn. Through a partnership with the Multicultural Association of Wood Buffalo, students will continue to be able to access the ELLA (English Language Learning Assistance) program to develop their English language acquisition and parents will benefit from our use of translation and interpretation services.



STRATEGIES FOR PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

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





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

Goal 1: Positive Learning & Working Environment

Local Outcome: Fort McMurray Public Schools are welcoming, caring, inclusive, respectful, and safe and 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 FMPSD 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. 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 and staff recognize that strong relationships help support learning and have a strong desire for reconnection and to increase mental health support.



RESULTS

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

The Fort McMurray School Division (FNMI)

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

	2021	2022	Alberta 2022
	%	%	%
Overall	90.2	86.6	86.1
Parent	89.6	86.5	86.9
Student	83.6	79.9	77.7
Teacher	97.4	93.5	93.6

Percentage of Parents that agree...	2020-2021	2021-2022
Students at your child's school care about each other	83%	80%
Students at your child's school respect each other	80%	75%
Students treat each other well at your child's school	81%	76%
Teachers care about your child	96%	92%
Your child is safe at school	92%	93%
Your child is safe on the way to and from school	96%	94%
Your child is treated fairly by adults at school	92%	89%
Your child's school is a welcoming place to be	96%	93%

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	The Fort McMurray School Divis						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	2,616	82.0	n/a	n/a	n/a	n/a	249,570	81.6
Parent	n/a	n/a	n/a	n/a	316	77.9	n/a	n/a	n/a	n/a	31,684	77.4
Student	n/a	n/a	n/a	n/a	2,001	83.8	n/a	n/a	n/a	n/a	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	299	84.3	n/a	n/a	n/a	n/a	30,951	87.3

Percentage of Parents that agree...	2020-2021	2021-2022
At school, there are appropriate supports and services available to your child to help with their learning	80%	85%
When your child needs it, teachers at your child's school are available to help them	89%	86%
You can get the support you need from the school to help your child be successful in their learning	87%	80%
Your child can easily access programs and services at school to get help with school work	80%	77%
Your child can get the help at school with problems that are not related to school work	74%	67%

B.3 Program of Studies - At Risk Students

Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	The Fort McMurray School Divis										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,843	85.4	3,332	88.4	2,669	89.1	2,576	86.3	2,616	83.0	Low	Declined Significantly	Concern	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	240	79.1	310	83.2	308	85.6	335	80.8	316	76.5	Intermediate	Declined Significantly	Issue	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	2,351	84.1	2,754	85.2	2,068	85.9	1,927	85.4	2,001	83.8	Intermediate	Declined	Issue	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	252	92.9	268	96.7	293	95.7	314	92.7	299	88.6	Very Low	Declined Significantly	Concern	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,845	89.9	3,332	91.3	2,670	92.6	2,579	92.0	2,621	89.3	Very High	Declined Significantly	Acceptable	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	243	90.2	310	92.1	309	94.6	335	91.4	318	88.7	Very High	Declined Significantly	Acceptable	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	2,350	84.5	2,754	85.1	2,067	85.3	1,930	87.0	2,004	84.7	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	252	95.1	268	96.9	294	97.9	314	97.7	299	94.6	High	Declined	Acceptable	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

B.2 Satisfaction with Program Access

Measure History

Authority: 3260 The Fort McMurray School Division

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	The Fort McMurray School Divis										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,828	75.5	3,318	76.8	2,660	81.9	2,555	79.5	2,600	75.9	Intermediate	Declined Significantly	Issue	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	230	62.6	300	65.3	300	78.5	318	74.1	308	69.3	High	Maintained	Good	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	2,348	82.6	2,750	83.0	2,066	84.5	1,925	82.3	1,994	80.7	Intermediate	Declined Significantly	Issue	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	250	81.2	268	82.2	294	82.8	312	82.1	298	77.7	Intermediate	Declined	Issue	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

The FMPSD has been able to implement targeted wellness support for staff as a result of collecting data on reported stress levels within our division in the aftermath of the COVID-19 pandemic. Staff at schools have been under intense pressure and stress; which impacts the learning environment.

The height of felt stress levels was reached in November of 2021, but has been slowly declining over the past year. Staff consistently reported that personal stress has been approximately 10% lower than occupational stress throughout this time. Supporting staff wellness impacts safe, caring and welcoming environments as it directly relates to optimal teaching and learning. This data indicates that the FMPSD needs to continue to be committed to a wellness framework for the benefits of all stakeholders.

Safe & Caring continues to remain at the very high range for the FMPSD. We scored higher than the province in all measures of Learning Supports. Stakeholders reported the following:

- 82% agree that students have access to appropriate supports and services at school
- 89.3% agree that students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly at school
- 75.9% agree are satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community
- 83% agree that programs for children at risk are easy to access and timely.

Survey results indicate that the Program of Studies for At Risk Students is an area of concern. Although it is still higher than the provincial average. Specifically, teachers have expressed concerns in the area of learning and social gaps as well as dysregulation.

Staff self-reported stress levels have been significantly higher over the past two years. Nearly 50% of our surveyed staff reported a stress level of 7/10 or higher.

FMPSD Staff Stress Levels	
	Staff that indicated a measure of 70% or above
Jan 2021	43.2%
Nov 2021	48.8%
Jan 2022	46.4%
May 2022	44.0%

In 2022 we further investigated occupational versus personal stress levels to learn how to better target supports for staff. There is a correlation between higher staff absenteeism and stress levels.



SUPPORTS FOR STUDENTS

Fort McMurray School Division continuously evaluates student needs via a needs assessment process, which informs the appropriate allocation of resources. We have prioritized resources to employ a Division play therapist, family therapist and trained mental health therapists in each school. Through community partnerships and specialized consultants, who returned to in person services in March of 2022 after COVID-19 restrictions were lifted, also support schools. Community partnerships include: Some Other Solutions, Canadian Mental Health Association, Family Supports for Children with Disabilities, and Alberta Health Services. Programs that are provided through these agencies (ie: mentorship) are paramount in re-establishing lost connections.

BUILDING CAPACITY

FMPSD builds teacher capacity through collaboration and partnerships at the school, Division and community levels. Our Division calendar devotes 13 days to professional learning where staff learning goals are supported. An emphasis on wellness, diversity and differentiation was highlighted through:

- embedded professional learning in every LAC meeting to support students learning needs and environments
- embedded Mental Health Professional Development each Professional Learning Friday
- Leadership development of aspiring LAC's cohort
- The Regulated Classroom© resource was piloted in the Division
- training for staff in Violent Threat Risk Assessment (Risk To Others) for wrap around services
- Professional Development Day focused on Diversity, featuring FMPSD student voices
- Diversity, Equity and Inclusion Committee established to determine a Division plan
- specialized program referral process refined for LACs

ENGAGEMENT

Parents have engaged in multiple ways, including:

- Circle of Security Groups
- wrap around meetings, consultations and meetings began to return to in-person settings
- tours established for Specialized Program referrals
- open houses for specialized learning (ECDP, early entry)
- Childhood Experiences Questionnaire (CHEQ) 80% parent engagement
- Parent input on YMM Podcast Topics

Opportunities for Growth

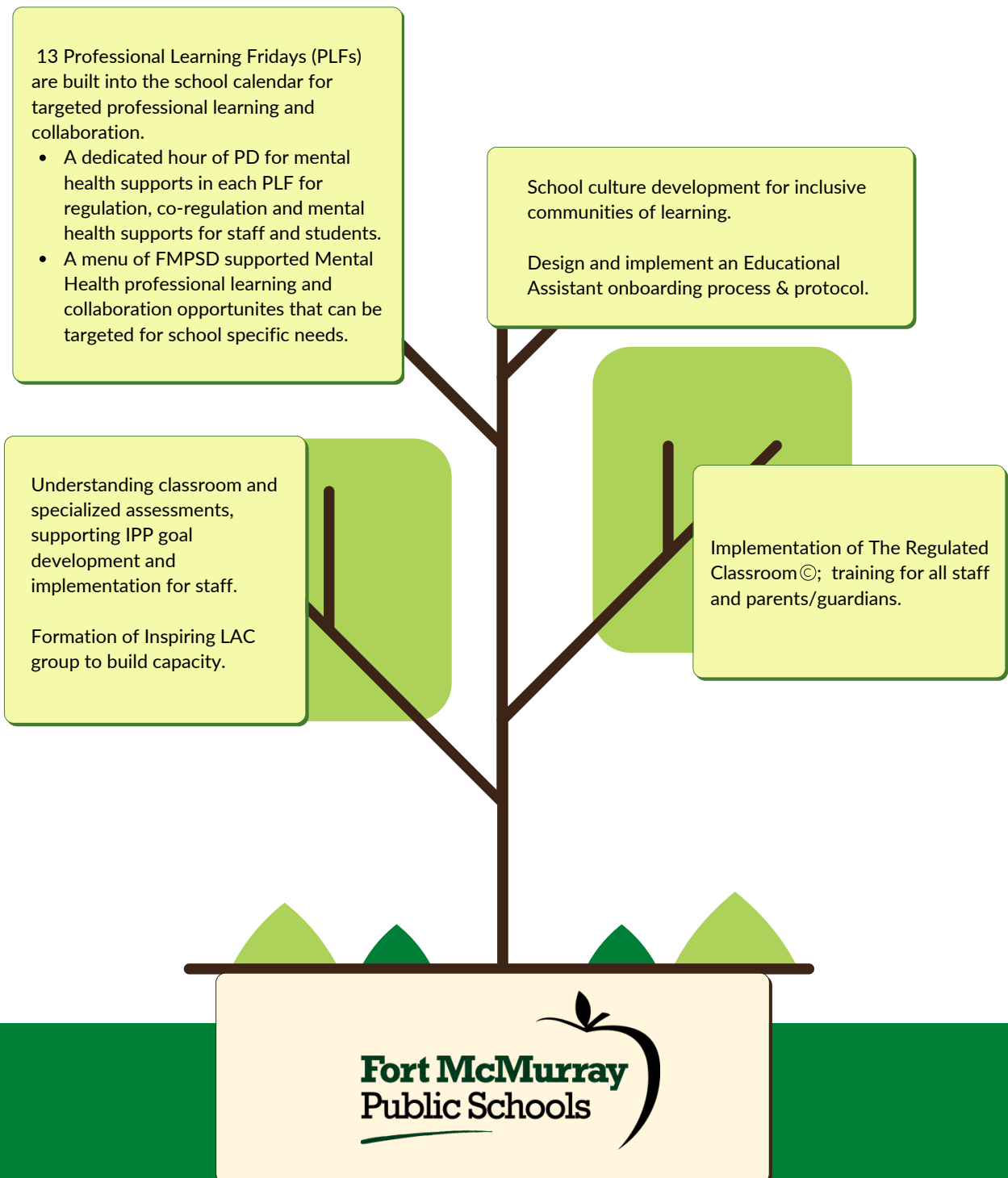
We will continue to provide specialized learning support for Learning Assistant Center (LAC) teachers monthly (ie: Tourette's, FASD, Level B & C Assessments, Individualized Program Planning, and Behaviour Intervention Strategies) as well as professional learning for all staff. Also needed will be further refining referral services to best meet the needs of the learner. It will be important to educate stakeholders on the capacity-building opportunities we have for them:

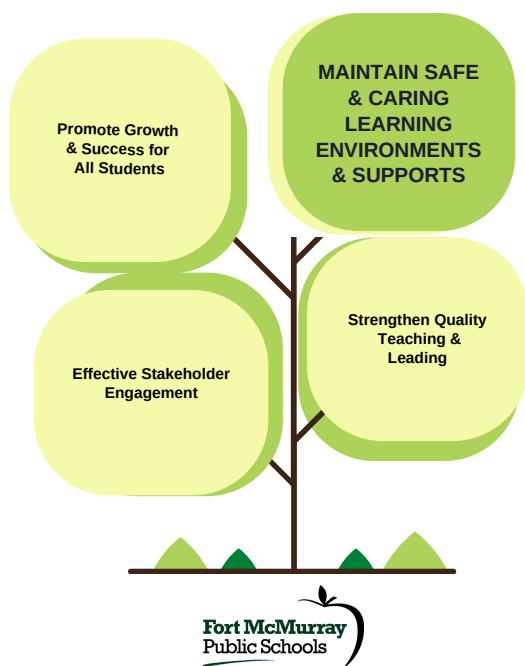
- The Regulated Classroom © → co-regulation strategies for staff and students
- Parent engagement in The Regulated Classroom© learning
- School site trained trainers in The Regulated Classroom © in each school within FMPSD
- Mental Health learning will continue for staff and will be connected to the staff wellness plan, as we are cognizant that a long term commitment is required for improved wellness



STRATEGIES TO MAINTAIN SAFE & CARING LEARNING ENVIROMENTS & SUPPORTS

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





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

Goal 2: Quality Infrastructure for All

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.

RESULTS

Facility Services

With the exclusion of capital requests, Infrastructure, Maintenance and Renewal (IMR) tasks, and general seasonal maintenance, the Operations and Maintenance (O&M) Department completed 2765 work orders in the 2021-2022 school year.

Via the FMPSD ThoughtExchange survey, there were concerns over school parking lot congestion and additional school custodial services.

The (O&M) department prioritized staff training to help support facility operations and foster cohesive work and process relations among the team.

The Modular Classroom Project relocated six portables from École McTavish to École Dickensfield and new washrooms were built. Decisions on which projects to proceed with were based on community engagement, resources and Division work capacity.

Additionally, two new modulars were added to École Dickinson. Christina Gordon public school also received two new modulars.

Infrastructure Renewal and Capital Maintenance Funding have been stable at nearly 1.5 million dollars a year which has allowed the Division to maintain the operations of facilities but not address the ongoing maintenance requirements (deferred maintenance).



Deferred Maintenance Summary

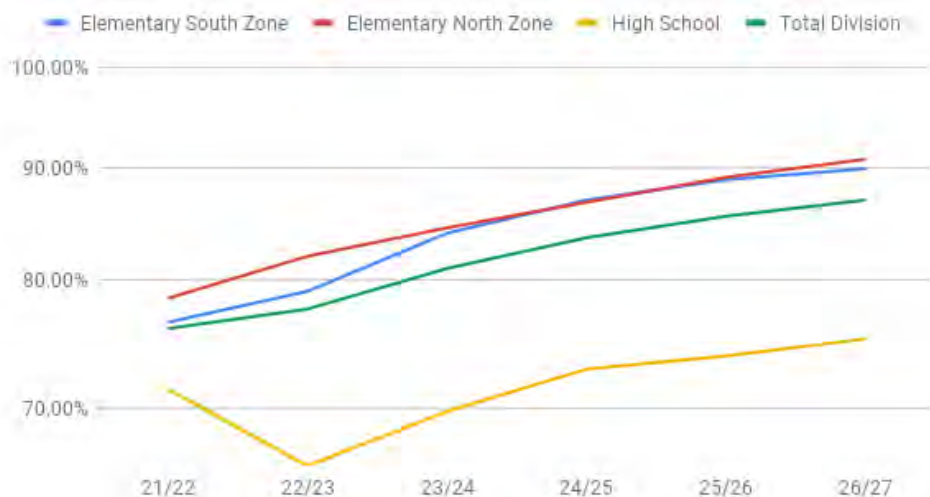
The chart below shows Fort McMurray Public School Division's priorities for modernization. If we fixed everything, every year, the amount of funding required would be 7.9 million dollars per year for the next seven years. Items to be fixed include electrical service, boilers, roofs, plumbing, and building systems both interior and exterior, including the grounds and parking lots.

Seven Year Infrastructure & Capital Maintenance Renewal Summary

Priority Ranking	Schools	Deferred 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027	YEAR 6 2027-2028	YEAR 7 2028-2029	TOTAL
1	Westwood Community High	9,757,489	457,625	1,475	216,236	7,127,439	7,440	30,000	165,000	17,762,704
2	École Dickensfield	3,014,303	226,038	516,281	454,534	488,486	341,000	253,000	445,000	5,738,642
3	Timberlea	2,585,915	79,292	44,319	145,959	129,742	1,892,201	270,000	330,000	5,477,428
4	Westview	3,186,866	38,000	114,007	454,676	341,937	4,907	650,000	240,000	5,030,393
5	Greely Road	55,922	1,700,000	743,945	812,766	110,115	71,498	270,000	215,000	3,979,246
6	Beacon Hill	1,350,688	113,000	296,000	257,613	192,729	15,372	120,000	215,000	2,560,402
7	Thickwood Heights	1,299,574	114,000	95,000	18,040	110,014	28,897	112,000	275,000	2,052,525
8	Dr. Clark	115,950	281,038	97,000	57,000	33,236	1,044,915	150,000	440,000	2,219,139
9	École McTavish	450,000	350,000	190,000	280,000	325,000	350,000	350,000	215,000	2,510,000
10	Walter & Gladys Hill	250,000	211,000	250,000	250,000	243,000	211,000	600,000	420,000	2,435,000
11	Dave McNeilly	150,000	250,000	250,000	250,000	210,000	220,000	270,000	340,000	1,940,000
12	Christina Gordon	150,000	250,000	250,000	250,000	210,000	220,000	270,000	310,000	1,910,000
13	Fort McMurray Composite	25,000	88,765	53,188	233,149	265,632	300,000	400,000	515,000	1,880,734
TOTAL		22,391,707	4,158,758	2,901,215	3,679,973	9,787,330	4,707,230	3,745,000	4,125,000	55,496,213

Fort McMurray Public School Division has had a slight drop in utilization rates due to the addition of the High school wing at École McTavish but this will increase over time, given our growth pattern in enrollment.

FMPSD Utilization



Student Transportation

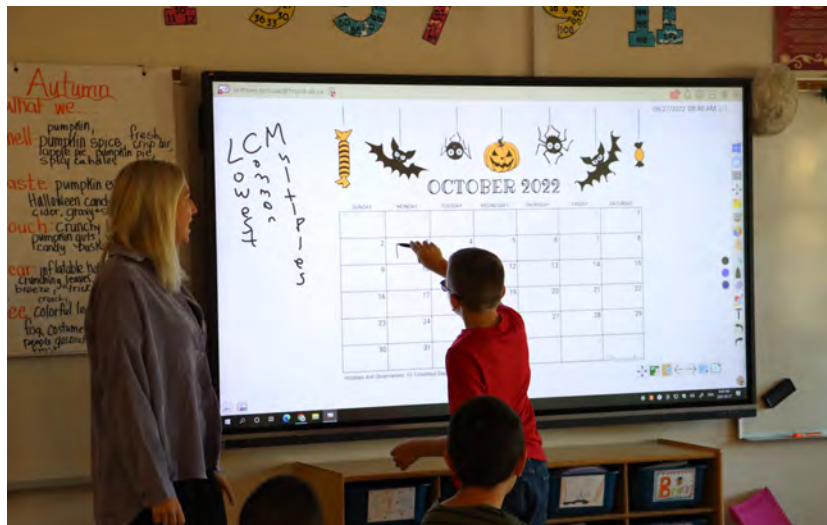
Transportation is another component of quality infrastructure for FMPSD. For the 2021-2022 school year, the Division transported 730 students each day on 18 buses. Ninety-three percent of bus riders arrive at their destination in under 60 minutes, 70% of which were under 20 minutes of ride time.

Since 1995, FMPSD has had a Joint Bussing agreement with the Separate and Francophone School Divisions which decreases costs and increases bussing availability and routes.

Transporting students safely is a priority and as such FMPSD introduced GPS mapping on all buses; this technology optimizes routes and generates real time bus and thus student location data which enhances safety for all. There was a 210% increase from the previous school year in parent GPS access registration.

Despite a Division student enrollment increase of eight percent, the bus ridership remained stable while public transit pass utilization by students increased.

In the FMPSD ThoughtExchange survey, people recommended increasing fees to reduce the bussing deficit while others recommended reducing fees to make bussing more affordable. Various people wanted to keep the bus system as is, and some suggested stopping the Joint Agreement with public transit to increase FMPSD ridership. Suggestions were made to expand the bussing service by reducing the walk zones.



Information Technology

The ThoughtExchange survey results focused primarily on faster Internet, and people requested an increase in technology in every school. Being responsive to requests and the previously understood need for additional wifi capacity, FMPSD replaced one third of all Wifi access points across the Division.

The replacement of switches was delayed due to supply chain shortages and logistical issues regarding shipping. Those delays forced the Division to alter its strategy from switch replacement to a 5% fiber refresh within our total schools and transceiver changes in 10% of our schools. These changes directly led to the continued support of staff and students accessing bandwidth.

Internet-based threats related to ransomware, viruses and security breaches have also increased and as such FMPSD upgraded 50% of LAN firewalls and 33% of WAN firewalls. To ensure that staff and students are safe online, FMPSD firewall policies were reviewed and enhanced to facilitate the implementation of content filters which made all inappropriate adult internet content inaccessible within the FMPSD network.

In an effort to ensure that students and staff have seamless teaching and learning experiences while using technology, more than 25% of classrooms were upgraded with technology which may have included interactive whiteboards, projectors and/or classroom FM systems to project a teacher's voice. Fifty percent of all teacher classroom desktops were either replaced or refreshed, 140 staff laptops were added into the Division and distributed, and 650 student Chromebooks were added into classrooms.

Core Network and Connectivity have been maintained during the pandemic with no equipment being kept in use beyond manufacturers' recommendations. The Technology department completed 3193 Service Request Orders (SROs) in the 2021-2022 school year.

OPPORTUNITIES FOR GROWTH

The department will continue to improve reporting systems with department heads with a goal to keep department and school heads updated with their finances to understand how budgets are trending as the school year progresses. Scheduled surveys and feedback from schools will identify areas of potential improvement. The Finance department continues to work closely with Human Resources to convert leaves and overtime to be managed digitally. The testing of the HR onboarding process will be completed and fully operational in the next school year.

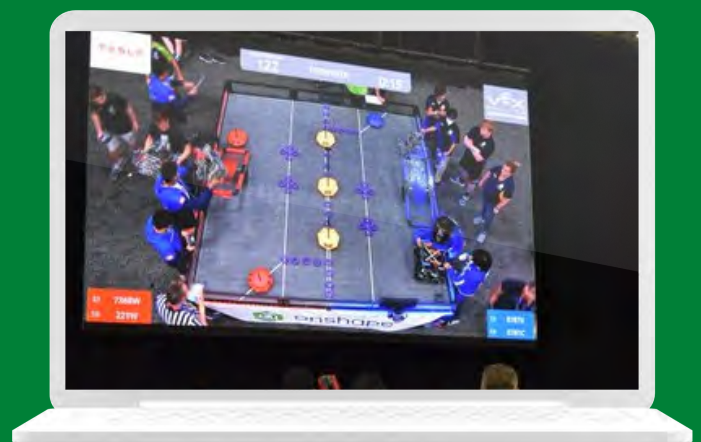
The Operations and Maintenance department continues to manage & prioritize the IMR/CMR funding to maintain quality infrastructure for the school community. Operations & Maintenance is currently reviewing the three-year and seven-year IMR / CMR project plans in preparation to finalize this year's list of projects. Westwood Community High School is the Divisions' number one modernization priority and includes the rehabilitation and repurposing of the former YMCA spaces.

The implementation of bus registration through the Parent Portal has had a noted increase for the yellow buses. The transportation department will continue to promote and increase the parent portal GPS mapping utilization. We will continue to partner with the Regional Municipality of Wood Buffalo and the Separate School Board to optimize bus routes for transportation services. An Ad Hoc Traffic Safety Committee has been established by the Board to identify issues and propose solutions.

The Information Technology department will continue to support an effective and efficient user experience by maintaining and enhancing a secure, robust and reliable IT environment. Refreshing 1/3 wireless networks, 2/3 of all switches (which will enhance bandwidth experience). Privacy and security strategies include access and role reviews for information and business systems, multi-factor authentication and the maintenance of the Data Disaster Incident Response Plan (DDIRP).

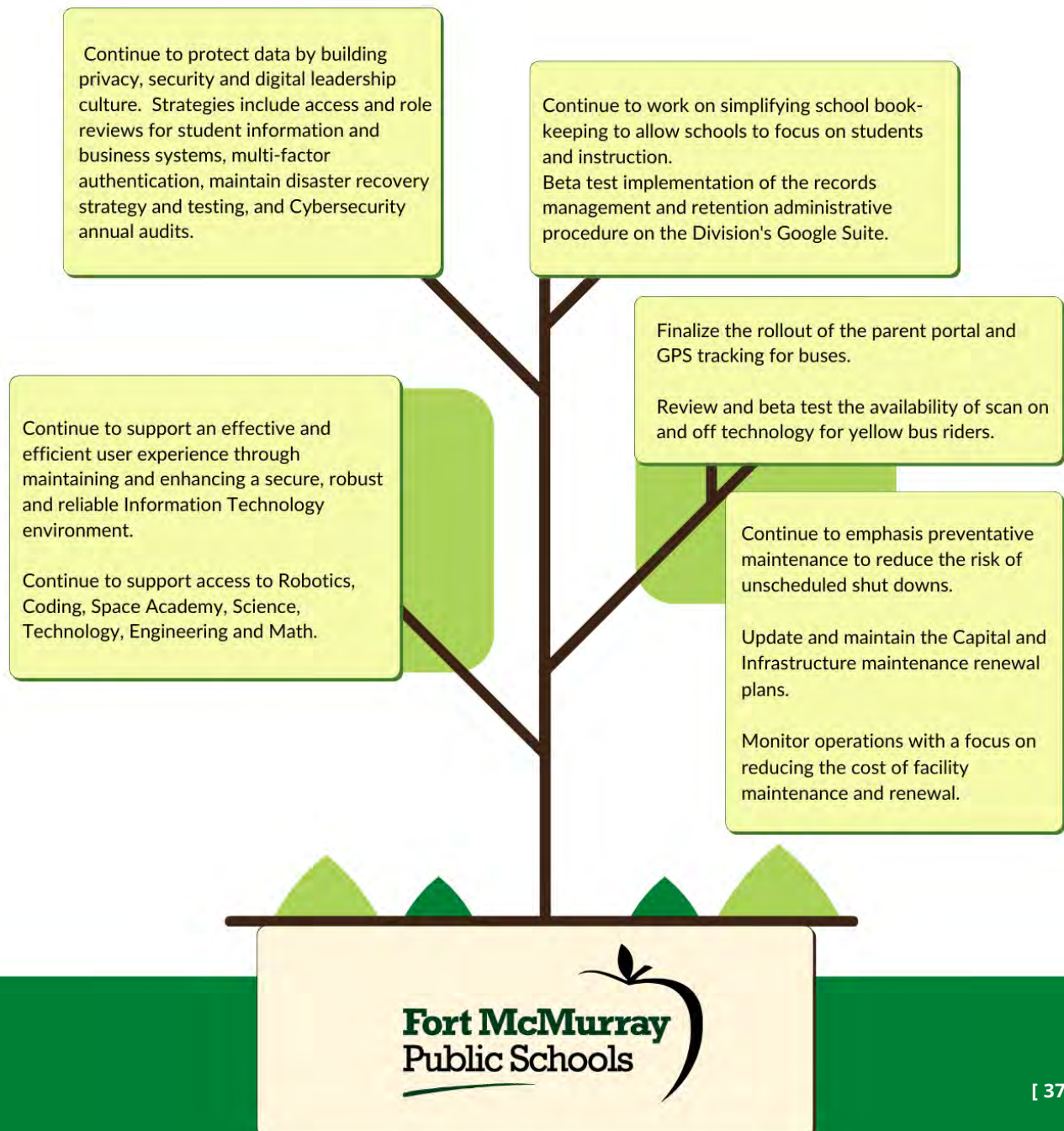
The department will continue to implement student and business information systems based on data collected from multiple sources, infrastructure and cloud technology projects to maintain and facilitate changes to the education and business needs of the organization.

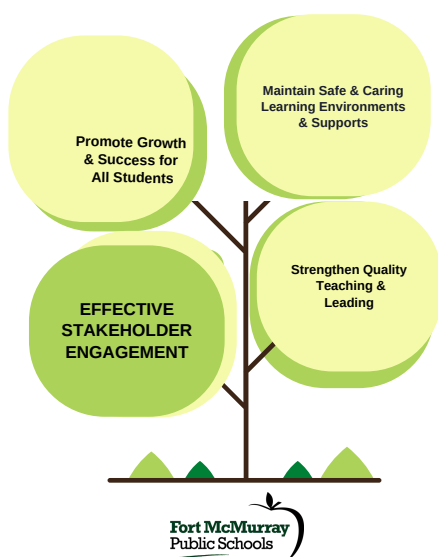
Core Network and Connectivity technology were prioritized within all FMPSPD-hosted devices and networks. The location including all wired and wireless connectivity related to FMPSPD networks and the speed of the switches, their capacity to handle data and their ability to process networking rules in decisions, are major considerations in refresh and replacement not just the manufactures end of life date. There are ever-increasing demands for technology services from all stakeholders. In order to support any time, any place instruction and learning, more than 65% of devices now in each school are wireless, and the need for wireless access to the network has increased.



STRATEGIES TO MAINTAIN SAFE & CARING LEARNING ENVIROMENTS & SUPPORTS

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





Priority #3 - Effective Stakeholder Engagement

Goal 1: Parent & Student Engagement

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

Parent engagement is encouraged to help support student learning and promote student success. Research shows that student achievement is positively impacted when parents are involved in their child's education. Leaders were provided a presentation about parent engagement 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: providing feedback concerning policies, resources, supports, budgets, and learning priorities at school council meetings. Parents also provide input through exploring school achievement measures and developing school education plans, through the Alberta Education Assurance Survey and through ThoughtExchange engagement tool related to budget priorities which is in addition to budget consultation.

RESULTS

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

	The Fort McMurray School Divis											Measure Evaluation		
	2018		2019		2020		2021		2022					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	
Overall	489	81.5	573	86.6	601	88.6	648	82.7	614	80.4	High	Declined Significantly	Issue	
Parent	237	75.4	305	79.3	307	84.2	334	74.0	316	72.7	Very High	Declined Significantly	Acceptable	
Teacher	252	87.7	268	94.0	294	93.0	314	91.4	298	88.1	Intermediate	Declined Significantly	Issue	

The 2021-22 Alberta Education Assurance survey data shows that 80.4% of FMPSD parents and teachers are satisfied with the parental involvement taking place within the Division, which is above the provincial average. However, only 59% of parents are satisfied that they are involved in making decisions about their child's school.

Percentage of parent satisfaction with:	2017-18	2018-19	2019-20	2020-21	2021-22
The extent they you involved in decisions about their child's overall education	82	86	88	77	80
The extent they are involved in decisions about their child's school	62	65	74	56	59
That their input into decisions about their child's school is considered	71	79	82	76	70
The opportunity to be involved in decisions about their child's overall education	81	85	86	82	77
the opportunity to be involved in decisions about their child's school	81	83	88	80	77

The previous upward trend has been affected by COVID-19 and the fact that parents were restricted from coming into our school buildings. However, the overall satisfaction remains relatively high.

BUILDING CAPACITY

We continue with engagement through utilization of ThoughtExchange for budget priorities. Joint Networks Meetings among school council reps, Administrators, Sr. leaders and trustees allows parents to have input and contribute to decision making opportunities. Sharing the presentation on parent engagement with Administrators, Staff and School Councils helped to clarify the many ways parents can be engaged in schools. A newly created Home Education website helped inform parents of FMPSD's support for Home Education and allowed them to make informed decisions about their child's education.

ENGAGEMENT

We value the voice of our families and continually look for ways to involve them. We engaged parents on various topics throughout the school year such as:

- Mental Health: wrap around meetings; Circle of Security Groups, Roots of Empathy
- Academics: Childhood Experiences Questionnaire (CHEQ) 80% parent engagement; flexible options for parents teacher interviews (virtual/in-person); literacy nights at schools; Individualized program plans
- Budget: ThoughtExchange input for prioritizing funds; School Council consultation
- Open communication; ThoughtExchange, Networks meetings, Board Meetings open to the public; open houses at schools; awareness about what students are learning in the classrooms and building understanding about the Truth and Reconciliation Commission of Canada's calls to action, promoting and supporting parents with accessing the AEA Survey.
- FNMI: phone calls to families; feast for families; family learning events such as beaver teachings, Sky stories, Sky Teachings with Elders and Knowledge Keepers.
- Home Education: Family BBQs, information session about home education at FMPSD; early literacy session

Other engagement efforts included regular school communication and monthly newsletters—used to inform students and families about what's taking place within the school and Division. News releases further enhanced communication by informing families about recent successes, decisions and challenges within the Division. Social media platforms were used to further connect with families—especially around the COVID-19 guidelines and protocols.

OPPORTUNITIES FOR GROWTH

We will continue to engage families in ways that are already successful. We are now working on public education for parents including a learning series which will be held about 8 times this year.

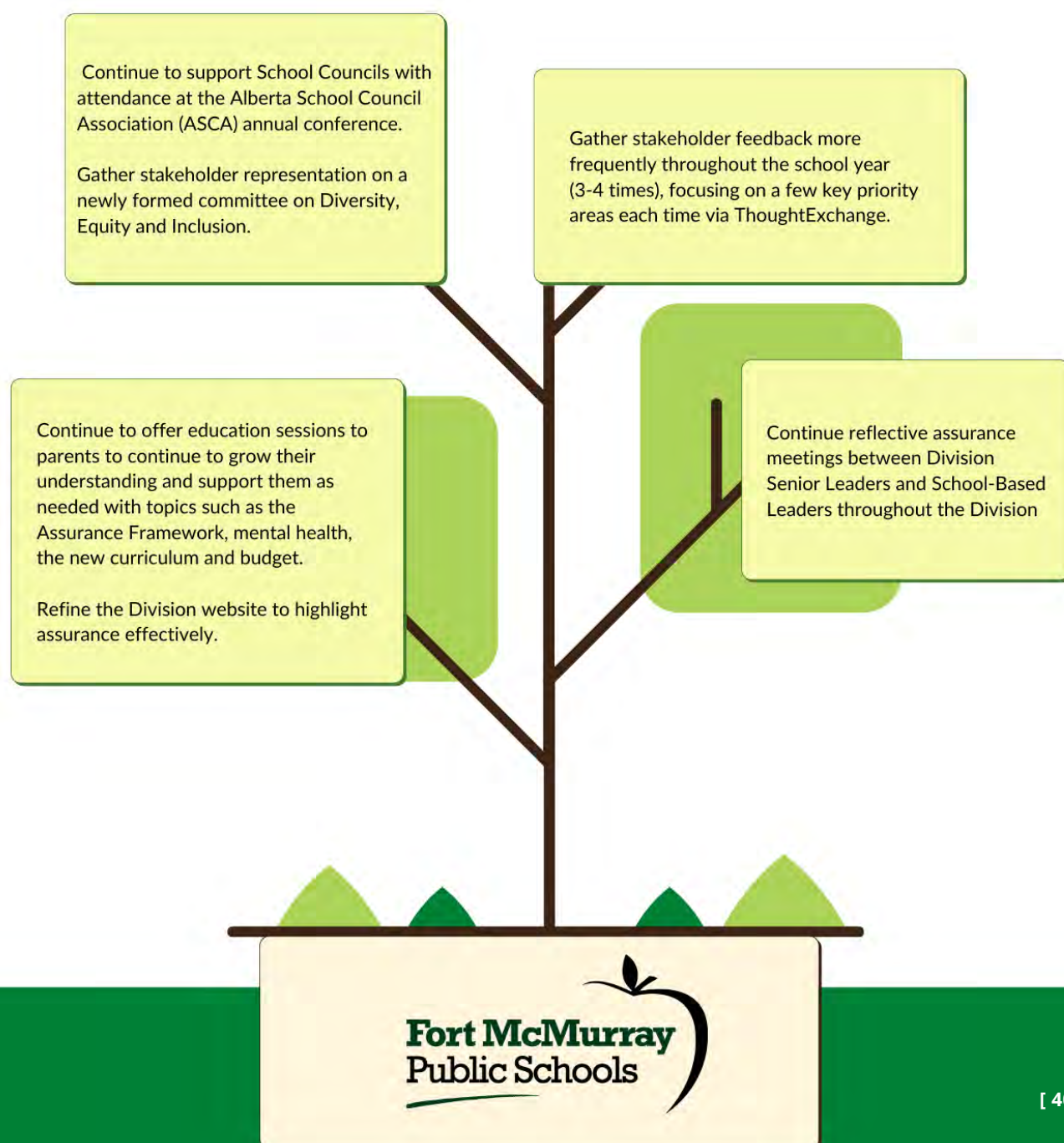
The learning series will highlight important topics such as the Education plan, the Results Report, and budget. The learning series provides an opportunity to ask more questions as well as clarify any misconceptions about the topics presented and anything that comes up in the ThoughtExchange.

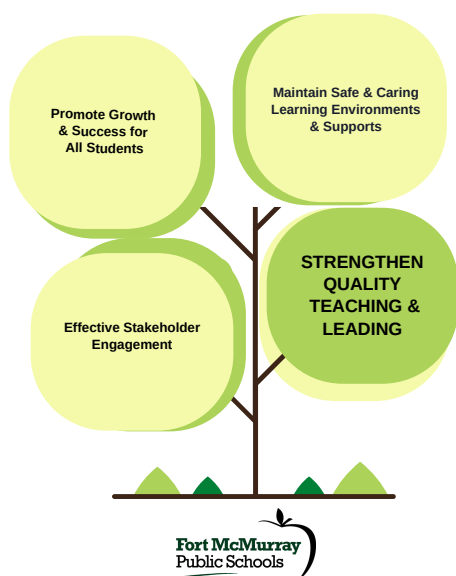
It will be important to review past practices on parent engagement with Administrators as much was lost during COVID-19 by way of having parents more involved in the schools. We will seek feedback on effective communication and how to elicit active family engagement.



STRATEGIES FOR EFFECTIVE STAKEHOLDER ENGAGEMENT

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





Priority #4 - Strengthen Quality Teaching and Leading

Goal 1: Culture of Excellence

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 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, developed yearly for the Division and each school, staff are given time to share their expertise and hone their pedagogical skills.

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.

RESULTS

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 Divs												Alberta											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	250	82.9	268	81.8	294	88.9	310	89.8	298	86.7	Intermediate	Maintained	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,819	84.9	30,280	83.7	
Teacher	250	82.9	268	81.8	294	88.9	310	89.8	298	86.7	Intermediate	Maintained	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,819	84.9	30,280	83.7	

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 to their on-going professional growth	2017-18	2018-19	2019-20	2020-21	2021-22
Been focused on the priorities of the jurisdiction	91	90	94	94	91
Effectively addressed your professional growth needs	78	78	86	87	84
Significantly contributed to your on-going professional growth	80	77	86	88	85

Academic Measures

Overall 86.7% of staff are satisfied with in-servicing received from the school authority. This is higher than the average for the province and is also demonstrated in the local data where last year, we measured their satisfaction on three different occasions. What teachers are learning is contributing to their teaching practice according to 91% of staff and 96% said they planned to apply their learning. Evidence of the impact has been provided through examples in the qualitative data from our surveys.

Teachers are reconnecting with students and families. They have seen improvements after targeted interventions have been implemented and students are more engaged.

COVID-19 has impacted the satisfaction with Education Quality; all school jurisdictions have seen a decline since the onset of the pandemic. Stakeholders within FMPSD agree that schools in FMPSD have improved or stayed the same at a rate that is above the provincial average.

ENGAGEMENT

We have shared presentations on the impact of Professional Learning Fridays to the Networks group and at Board meetings. We have also discussed Professional Learning Fridays when we do calendar consultation with parents. We continue to encourage parents to participate in the AEA survey and remove any potential barriers for them to do so. We have provided parents with opportunities to engage in literacy learning through family activity nights.



BUILDING CAPACITY

We have been working on building capacity in staff by differentiating based on their school specific learning needs. Some of the areas we have done this in are:

- Prioritizing 13 Professional Learning Fridays within the school calendar
 - Collaborative and comprehensive school plans developed
- Staggered entry week literacy / numeracy teaching strategy workshops
- After school literacy / numeracy teaching strategy boot camps
- PLF time Literacy, Numeracy, Mental Health and FNMI learning sessions
- Grade group collaborative time for new Curriculum learning
- CRM - once student need is identified, targeted teaching strategies identified
- School level book studies
- Intense K-3 fundamentals of teaching literacy instruction for teachers
- Structure for: mentoring; co-planning, teaching, feedback cycle
- New teacher orientation
- Division-led PD Day - focus on enhancing teacher capacity
- Risk to Others (Violent Threat Risk Assessment) Training for school leadership teams
- Instructional Coaching for Education Department staff
- Leaders meetings professional development opportunities including Fierce Conversations
- A Mental Health Menu created for schools to choose a focus for PLF time



OPPORTUNITIES FOR GROWTH

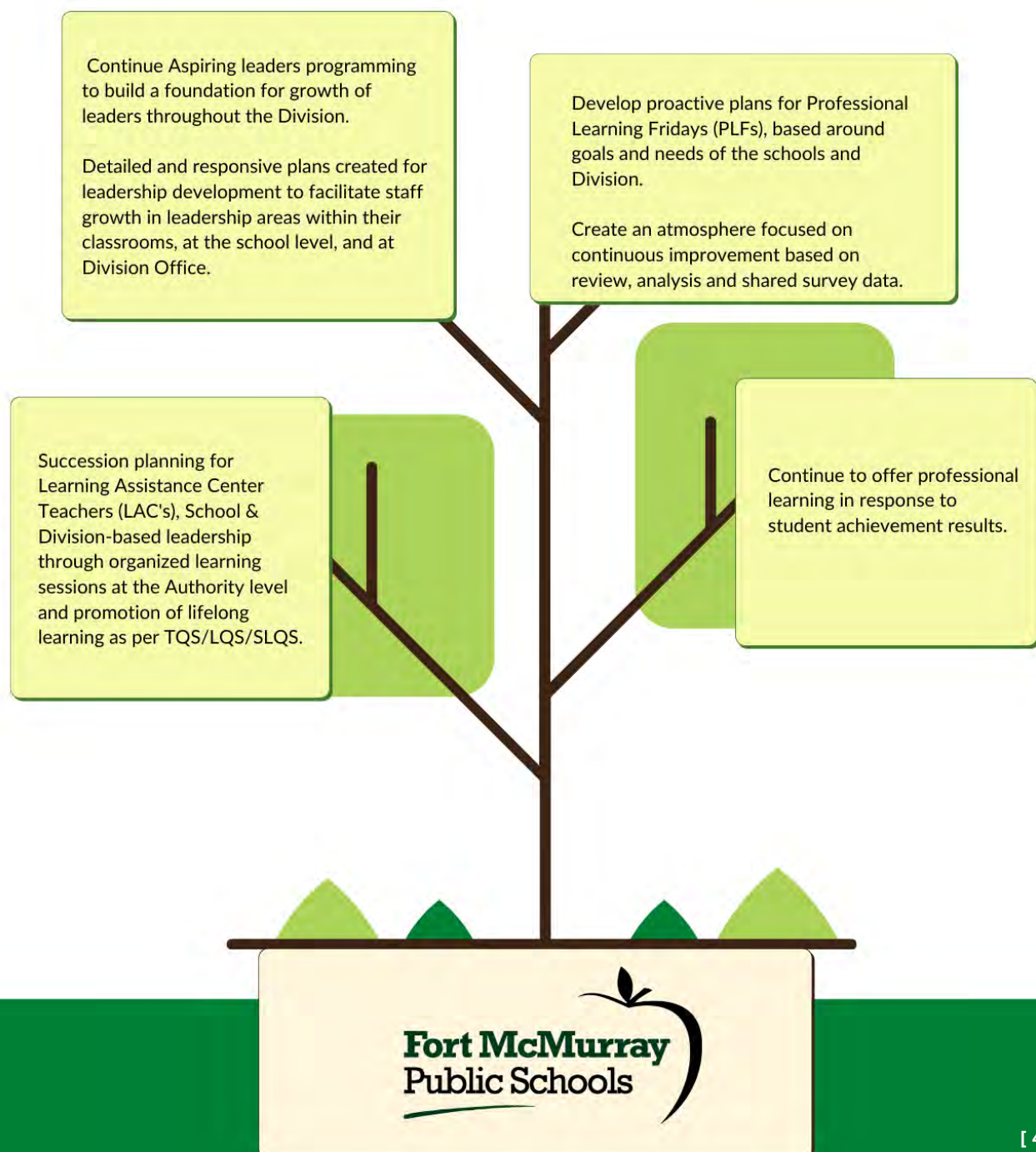
Reviewing data to recall the success of past practices in Leadership development and creating more robust opportunities will be important to grow leaders within our system.

Based on local data and feedback, the gift of 13 professional learning Fridays will need to include time for staff to collaborate on future implementation of the new curriculum.

Communication to parents about PLF's during our parent learning series is an opportunity to further increase understanding of what is happening during this time and how it impacts students. Schools can share their PLF plan summary at the school council meetings and further post on the school website so information is public and easy to access.

STRATEGIES TO STRENGTHEN QUALITY TEACHING & LEADING

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



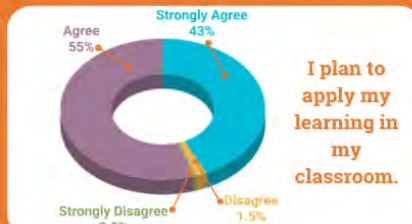
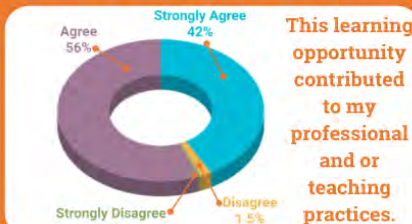


The intent of Division Professional Learning is to support professional practice capacity resulting in optimum learning for all students.

- ✓ Fostering Effective Relationships
- ✓ Engaging in Continuous Learning
- ✓ Demonstrating a Professional Ethic of Knowledge
- ✓ Establishing Inclusive Learning Environments
- ✓ Applying Foundational Knowledge about First Nations, Métis, and Inuit
- ✓ Planning to Legal Frameworks and Policies

To do this we will provide opportunities for teachers to collaborate with others to build personal and collective capacities and expertise in order to support Divisional goals.

Jan 14th, 2022 PD Day Stronger Together Diversity, Equity, Inclusion



An aspect of this learning opportunity that made it meaningful is:

"I loved the sessions led by the students, it was so profound to hear voices of our students and how we can be supportive in our classrooms."

It's relevance to what we do as educators and the lack of representation for all students. It forced me to reflect on my own role and what I can do and do differently to help move forward."

An aspect of this learning opportunity that might be improved is:

"I feel like we have had many versions of this PD where we get a little bit of diversity from many sources. What we need is more intensive training where we spend several PDs on one topic and develop school-based action plans."

Deeper learning for some of us that have already learned "the tip of the iceberg."

One thing I require to further support my professional learning is:

"Please continue to give us the chance to debrief with colleagues at the end of the day, I find this reflection time helpful in solidifying my understanding of the day's presentations."

Would be nice to have some PD time down the line to come back and have an additional conversation about how it's going."

The PLF Cycle Contributed to my Understanding of Teaching/Leadership Practices



I Plan to Apply my Learning



2021 - 2022 Collaborative Learning Cycle Feedback

The cycle was made up of:

- 1 Division Wide Professional Learning Day
- 4 Full-Day School-Based Collaborative Times
- 9 Five Hour School-Based Collaborative Times
- 9 One Hour Teacher Collaborative Times
- 3 ATA Professional Learning Days

During PLF Time I Was Able to Focus on my Learning Goals



Professional Learning Time at my School Met the Criteria of the Alberta Assurance Framework & Research on Professional Learning



An aspect of this learning opportunity that made it meaningful is:

- Collaboration time with colleagues
- A focus on numeracy and literacy
- Collaborative Response Model
- Reconciliation Education
- Content-specific learning
- Focus on best practice
- Identifying and working on areas for growth
- New resources

An aspect of this learning opportunity that might be improved is:

- Increased focus on specialty areas
- More unstructured time with colleagues
- Time to implement learning and to build resources
- Less mental health videos and more learning about social-emotional learning and how to support student mental health
- Ability to change groups

One thing I require to further support my professional learning is:

- Learn about what we can use/do in our classrooms to support mental health
- More time with teachers who are teaching the same grade level/subjects
- Time to reflect on learning and Collaborative Response time
- More variety in mental health hour learning

What evidence do you have that professional learning has had an impact in your classroom?

- Positive relationships with students and families
- Students are improving in areas focused on
- Students are more engaged
- Growth in student literacy
- Increased quality of assessments used in class
- Ability to teach and reach students in my classroom, according to their specific needs
- Positive student feedback

- Teacher collaborative times will remain online to maximize time and allow for division-wide collaboration.
- Teacher collaborative times will be based on choice and include a work model.
- There will be one extra full day school-based collaborative time and teacher collaboration based on school goals will be encouraged.
- Opportunities to collaborate on the new curriculum will be provided at the Division and school level.
- A focus on Mental Health for one hour of each PLF will remain embedded in the 2022-2023 Collaborative Learning Cycle.
- A continued partnership with outside consultants in order to support Division goals and emergent needs.

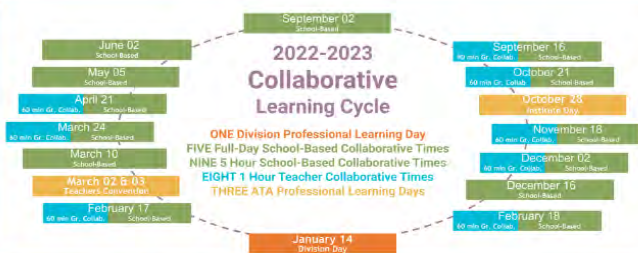
You
Responded

We
Listened



Moving Forward...

FMPSD will continue to provide collaborative professional learning time to build capacity and support Division goals.



Financials & Reports

Summary of Financial Results 2021-2022

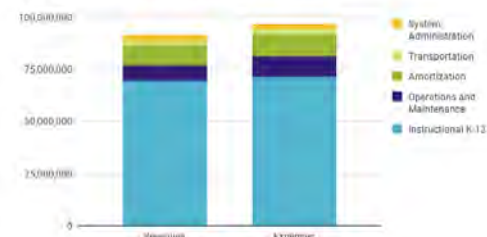
FMPSD budget provides stability for schools, maintains essential services required for Division operations and supports the mission and beliefs of the Division. (see pg. five "Profile and Local Context")

With the assistance of the Associate Superintendent of Business and Finance, the Superintendent 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.

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 other needs.

Budgeted Schedule of Program Operations



2022-2023 Budgeted Resources

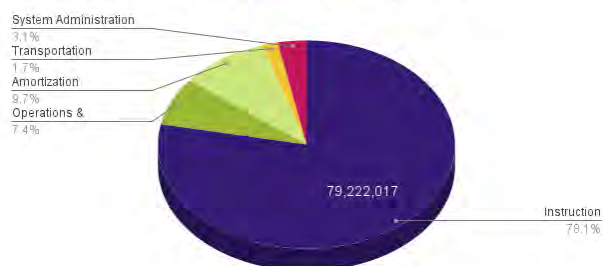
The resources allocated are in excess of the grants generated resulting in a deficit. The overall deficit is less than planned due to the Provincial COVID-19 Relief Funding of \$1.754 million. School activities supported by school generated funds were down by \$1.3 million in revenue and expenditures.

Staffing continues to be a challenge with shortages of substitutes, casuals and replacement staff. With staff turnover, the average budgeted costs were reduced, which in turn reduced the deficit.

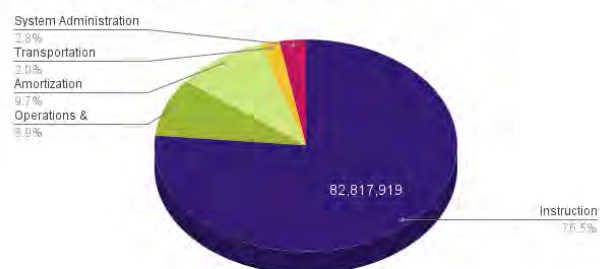
The current funding Framework has reduced the overall funding to the Division in comparison to the previous framework. The Division's reserves are being utilized to ease the impact of expenditure reductions required to balance the budget. The spring budget plan proposes annual budgeted expenditure reductions until the 2025-26 school year to balance the budget.

The 2022-23 Budget Report is available at: <https://www.fmpsdschools.ca/board/annual-reports>

Allocation of Revenue by Instruction and Department



Allocation of Expenses by Instruction and Department



Stakeholder Budget Consultation Process

January - February

- Broad stakeholder engagement: ThoughtExchange Survey; Engagement results

February

- Committee of the Whole - Budget Overview
- Board approves preliminary budget assumptions
- Calendar consultation with stakeholders

March

- Networks Budget Assumptions Review and Discussion
- Board provided with a review of the Provincial Budget Announcement
- Board meeting with ATA/CUPE
- Board review of ASBA Provincial Budget Analysis

April - May

- High level budget presented to approved by the Board of Trustees
- Staff work with schools and departments on 2022-2023 budget

May - June

- Board of Trustees meeting - Budget presented to and approved by the Board



Capital & Facilities Projects

In order to meet the growing birth rates of the region and the increase in early learning enrollment, the Division's Capital plan requires new modular relocations and modernizations.

Modular classrooms requested:

- Addition of four (4) new modulars at Christina Gordon to support enrollment growth.
- Addition of four(4) new modulars at Dave McNeilly to support enrollment growth.
- Addition of six (6) modular classrooms at École McTavish to support enrollment growth.

The top three school modernization projects requested:

- Westwood Community High School including former YMCA
- École Dickinsfield Public School
- Greely Road School

The Master Facility and Capital plan is available at:
<https://www.fmpsdschools.ca/board/annual-reports>

Information on CMR/IMR is available on page 26, Appendix C of the Master Facility and Capital Plan Report, available at <https://www.fmpsdschools.ca/board/annual-reports>



THE LEARNING GAP

The COVID-19-19 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, we are seeing an increased number of special needs students throughout the school year.

Future Challenges

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.



Fort McMurray Public Schools

Doing
What's
Best
For Kids

2021-2022 YEAR IN REVIEW

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 2021-2022 academic year featuring many student/staff accomplishments.

Here are a few highlights:



A record-breaking first for FMPSD - we had THREE Schulich Leader Scholarship winners this year: Rion Schultz, Manorama Joshi and Nabihah Hussaini - from École McTavish, Westwood, and Composite High respectively - together they accumulated \$810,000 in scholarships! Congratulations all! Individual details follow later on the list.



Congratulations to Ali Usmani, 15, our grade 8 student at Westwood Community High School, who secured third place at the National Spelling Bee Championships! The 35th Annual Championships were held in Toronto this June.



Congratulations to our Elders' Council which won the Public School Boards' Association of Alberta's (PSBAA) Award for "Promoting and Advancing the Calls to Action of the Truth and Reconciliation Commission (TRC) as it relates to Education in Alberta," this June. We are grateful to our Elders for their time and wisdom to help us promote Indigenous Education in 16 schools.



Annalee Nutter was appointed the new Superintendent of Schools this January. Ms. Nutter, who has been with the Division for almost 20 years as a teacher, School Administrator and Division leader.



We had 15 students on YMM Parent magazine's latest Top 20 Under 20 coveted list! Proud of these amazing youth! Collage courtesy: YMM Parent.



FMPSD swept the Wood Buffalo Regional Science Fair once again! For the second year in a row Team Wood Buffalo was made up of FMPSD students only. Dhyan Patel, Manorama Joshi, Sparsh Patel, and Nishka Rai (photo collage in order from top L-R) - all Westwood Community High School students who were selected for the virtual Canada Wide Science Fair (CWSF) held in Fredericton, NB this May.



Sparsh Patel placed fourth in Canada at the Canada Wide Science Fair (CWSF) - a first for FMPSD, Westwood, and Fort McMurray! And, he secured a Silver Medal in the Excellence Award accumulating \$6,000 in scholarships. The CWSF was held virtually this year in Fredericton, NB this May. Way to go, Sparsh! In addition, Team Wood Buffalo - all made up of Westwood students for the second year in a row did very well! Manorama Joshi secured a Senior Bronze Medal, Dhyan Patel - Senior Bronze and Nishka Rai brought home Intermediate Bronze along with a Shad Canada Scholarship Award.



We celebrated the sixth annual Partners in Education event virtually last November. Thanks to everyone who helps us in Doing What's Best For Kids.



Mettie-Rae Mitsopoulos was named our new Assistant Superintendent, Human Resources and Administration. Congratulations!



Congratulations are in order for Scott Barr, who will be our new Director of Human Resources and Administration; Cynthia Shelley, new Director of Inclusive Learning; and Jen Quigley, who will be Director, Teaching and Learning. (Collage in order).



Congratulations to our new Board of Trustees sworn-in last October. Clockwise Collage: Angela Adams, Jonathan Lambert, Malcolm Setter. Bottom L-R: Tim O'Hara, Jason Schulz, and Lorna Spargo. Linda Mywaart was re-elected Chair and Angela Adams re-elected Vice Chair unanimously.



It's a record-breaking achievement, and we are so very proud of Manorama Joshi, who has been offered over \$600,000 in scholarships including FOUR from Schulich Leader Scholarships! Our grade 12 Westwood Community High School student, Manorama is the first-ever FMPSD and Westwood student to garner three Schulich Scholarships at the same time, Canada's coveted prize offered to only 100 students across the nation.



Congratulations Rion Schultz, our grade 12 École McTavish Public High School student, who won the \$100,000 Schulich Leader Scholarship - one of only 100 winners across Canada!



A first for Composite High School in its history - Nabihah Hussaini secured an \$80,000 Schulich Leader Scholarship - yes, one of only 100 in Canada!



Last October Frank Spragg Public High School became the first and only school in Fort McMurray to achieve Rainbow Space designation. The announcement was made by Pride YMM during a ceremony at the school. Their Rainbow Spaces initiative promotes and fosters safer and more inclusive spaces, organizations, and businesses. École McTavish was also designated this April. And, Dr. Clark joined the ranks as the first elementary school Rainbow Space this year.



Wow to Westwood Robotics on heading to the prestigious VEX World Championship in Dallas, Texas! They did an outstanding job as they competed alongside over 820 teams in attendance from across the globe.



FMPSD, Fort McMurray Catholic Schools and Northland School Division came together in May to celebrate the 25th Annual Traditional Celebration of Achievement (TCOA) at Keyano Theatre. The beautiful event recognized and honoured the First Nations, Métis, and Inuit graduates of Wood Buffalo, and saw 26 Indigenous grads from FMPSD.



Indigenous students from École McTavish High School participated in FMPSD's first-ever Dene Hand Game tournament in High Prairie. They placed fifth out of 15 teams and returned with some incredible memories.



Michael Gambler Gillis, our grade 6 Thickwood Heights Public School student received the prestigious Honouring Spirit: Indigenous Student Award this June. Presented annually by the Alberta School Boards' Association, the award was given to only 12 Alberta students, selected from more than 270 nominees from across the province!



Congratulations to Shafiq Sabar (left) and Nial Patel, who were appointed to Adriana LaGrange, Alberta Minister of Education's Youth Council. Both students graduated from Westwood Community High School this year, and were two of 40 students from across Alberta to be appointed to the council after more than 350 applications were received.



Fort McMurray Public School Division (FMPSD) congratulates our student Manorama Joshi, and staff members Danny Tulk and Shirley-Ann Oldhall on winning the prestigious Heart of Wood Buffalo Excellence Awards held last July.



We had a wonderful year of land-based learning with hide camp, beaver and fish teachings along with fall and winter camps. Our amazing Elders' Council, and Knowledge-Keepers were engaged to help students and staff learn about Indigenous ways, and their own heritage.



Congratulations to our FMPSD Staff named to the coveted YMM Magazine Top 50 Under 50 list! Julia McDougall honoured as Community Builder. Top 50: Karla Power, Christina Gordon Public, Miguel Borges, Division Office, Nadine Gurner, McTavish High. Photos courtesy: YMM Magazine.



Way to go Irene Olayinka, our Westwood student on receiving a prestigious \$70,000 TD Scholarship for Community Leadership!

Registration is open for all FMPSD schools. Call the Division Office at 780-799-7900.

Follow us on Twitter @FMPSD for real time updates. Like us on Facebook: Fort McMurray Public School Division. Instagram: @FMPSD

Whistleblower Protection

The Board of Trustees 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: <https://www.fmpsdschools.ca/board/procedures/5074>



Timelines & Communication

The Board approved the Three-Year Education Plan (3YEP) for 2022-2025 on May 25, 2022 and approved the Annual Education Results (AERR) Report for the 2021-2022 year on December 21, 2022. The board anticipates approving a renewed Annual Education Plan for 2023-2024 in May, 2023.

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

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 FIRST NATIONS, MÉTIS AND INUIT REPORT

AUTHORITY ENGLISH LANGUAGE LEARNER REPORT



FMPSD First Nations, Métis and Inuit Teachers & Elders
From left to right: Sage Mitchell, Lorraine Corrigan, Lorraine Albert,
Cleo Reece, Polly Anna McBain and Julia McDougall.



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