



Supporting

Indigenous

Students

in

**Fort McMurray**  
Public Schools



## The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018

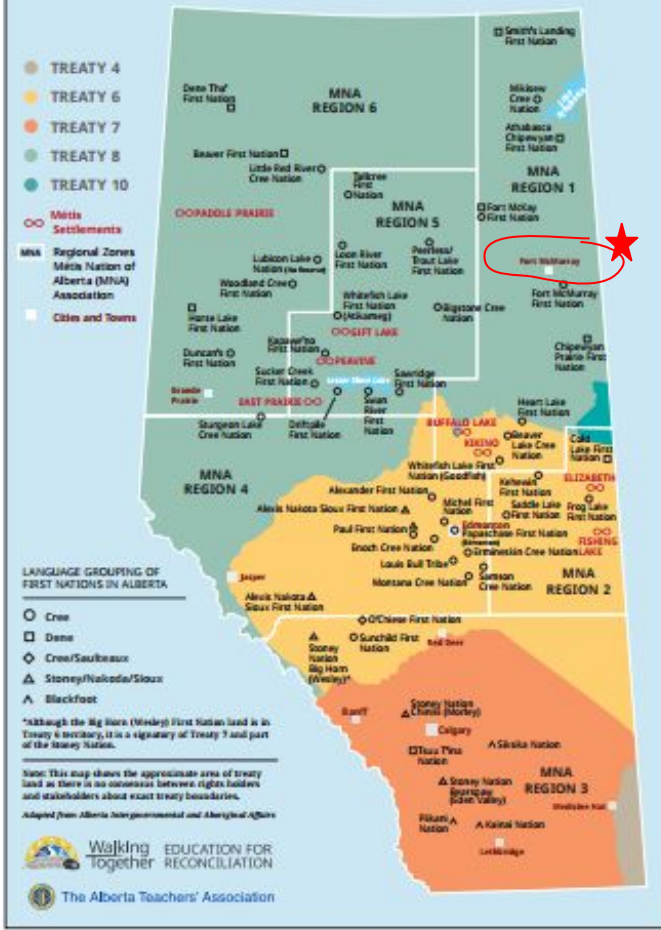


**First Nations, Métis and  
Inuit Education**

- ✓ **Building Effective Relationships**
- ✓ **Modeling Commitment to Professional Learning**
- ✓ **Visionary Leadership**
- ✓ **Leading Learning**
- ✓ **Ensuring First Nations, Métis and Inuit Education for All Students**
- ✓ **School Authority Operations and Resources**
- ✓ **Supporting Effective Governance**



# WE ARE ALL TREATY PEOPLE



Fort McMurray Public School Division acknowledges that we are on Treaty 8 Territory, a traditional meeting grounds, gathering place, and traveling route to the Cree, Dënësulinë, and Métis. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries. We are dedicated to honoring the intent and spirit of Treaty 8.





FMPSD serves the urban community of Fort McMurray, located in the Regional Municipality of Wood Buffalo, which is surrounded by 5 First Nation Communities and 6 Metis Locals. The Urban area population is approximately 76,006 and with surrounding communities a total population of approx. 1 060 59 (2021 Census)

The Division serves 6749 students within 16 schools: 12 elementary, 3 junior/senior high schools, and one outreach secondary school. Our Indigenous students make up 9% of our total student population.

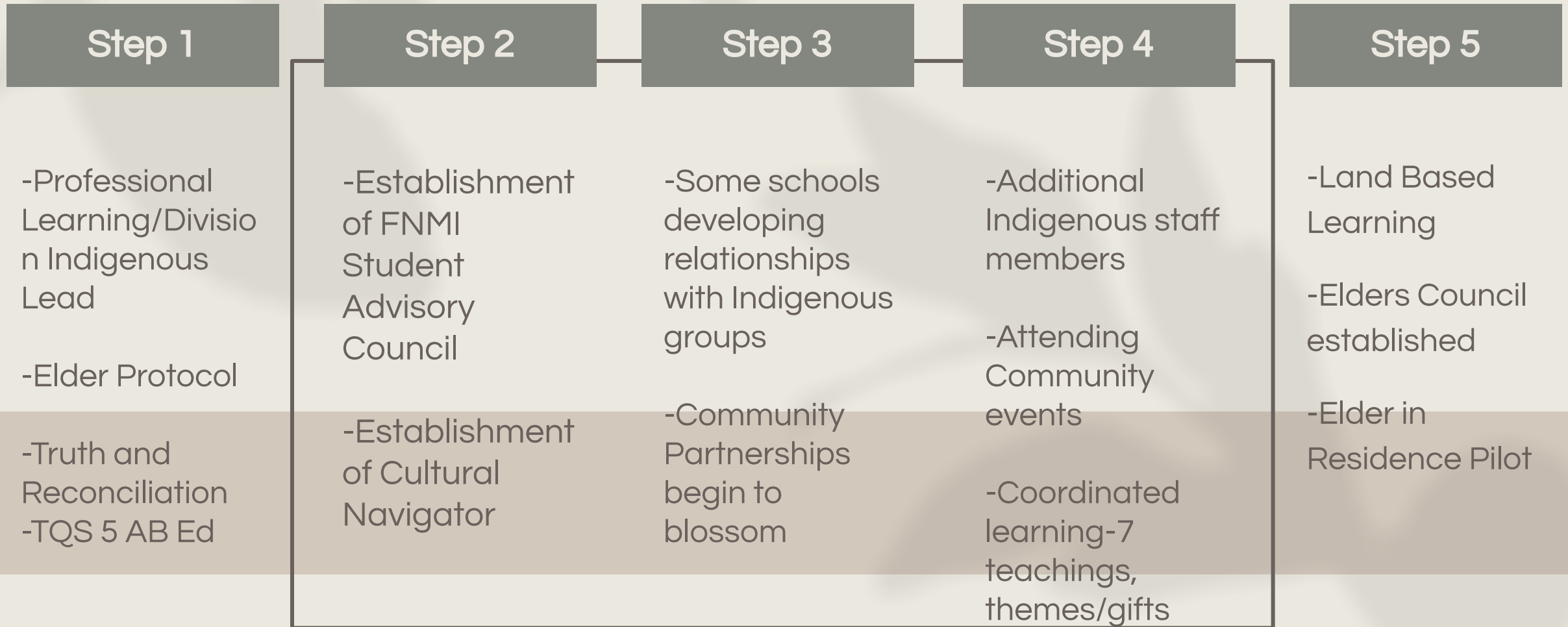


# Our story at FMPSD

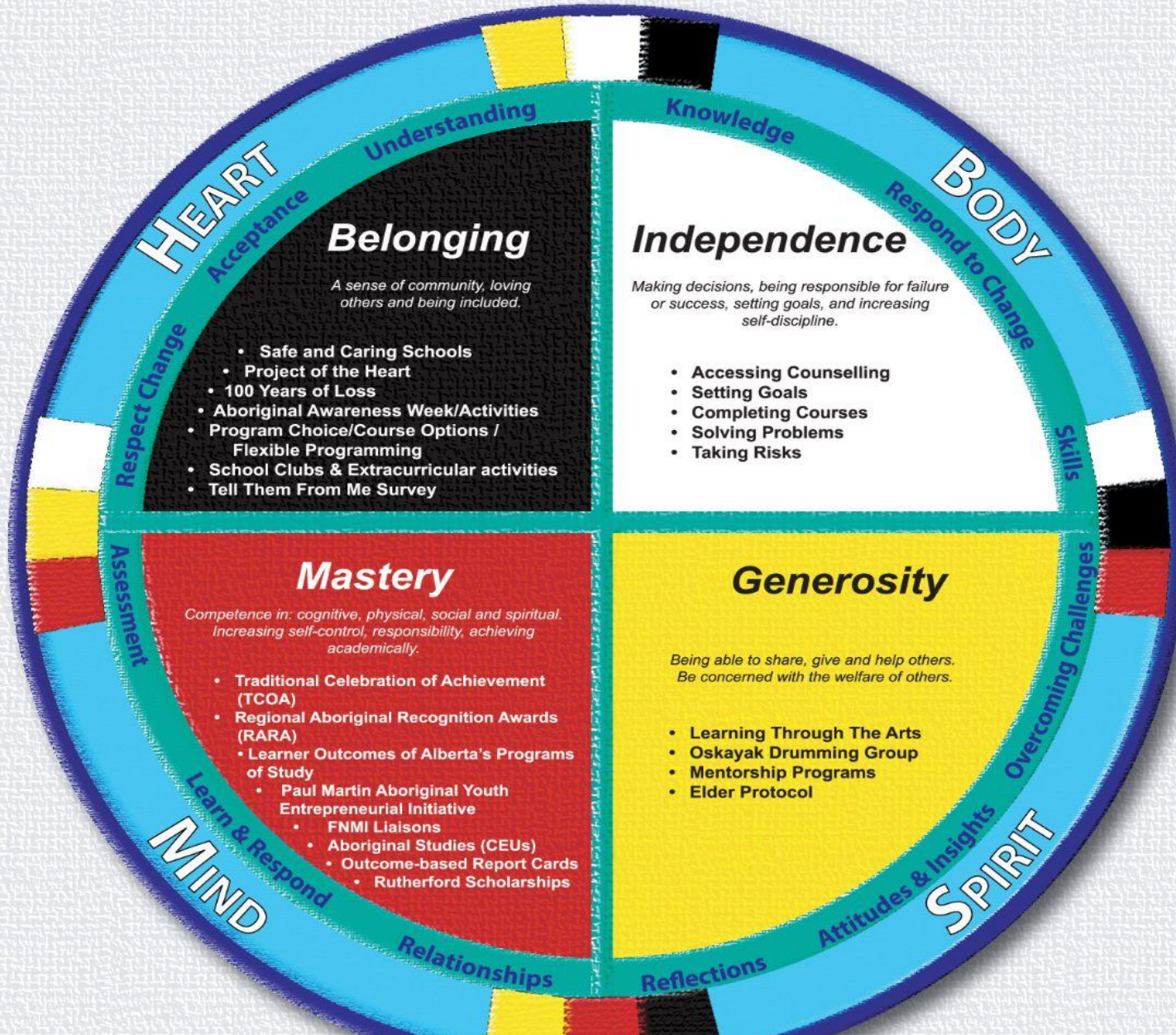
- 1 Well being
- 2 Participation
- 3 Engagement
- 4 Achievement



# Our Story Timeline at FMPSD



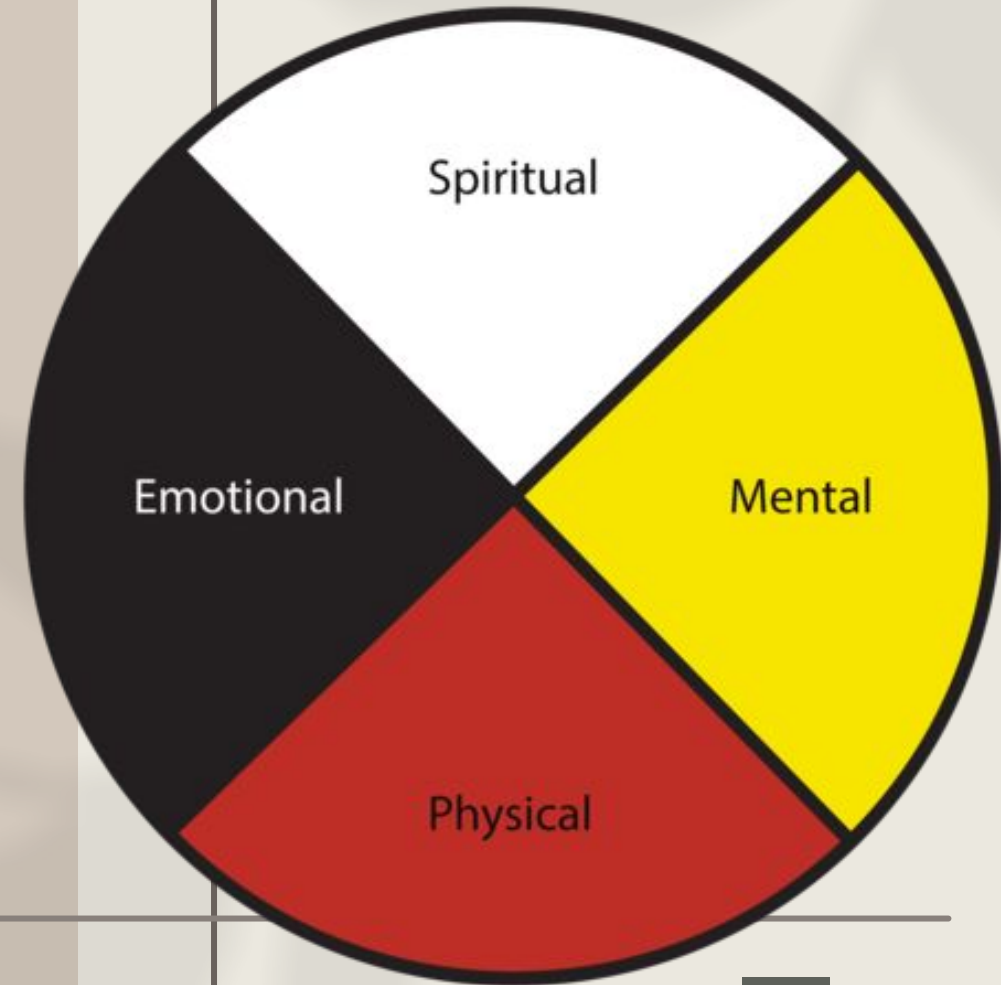






# Well Being

Each of our high schools and some of our Elementary schools now have a gathering space which includes academic support, cultural activities, a smudging area and nutrition station.







How does your school division meet the Well-Being needs of your Indigenous students?





# Reconnection

Back to School Feast

Comfort coming back





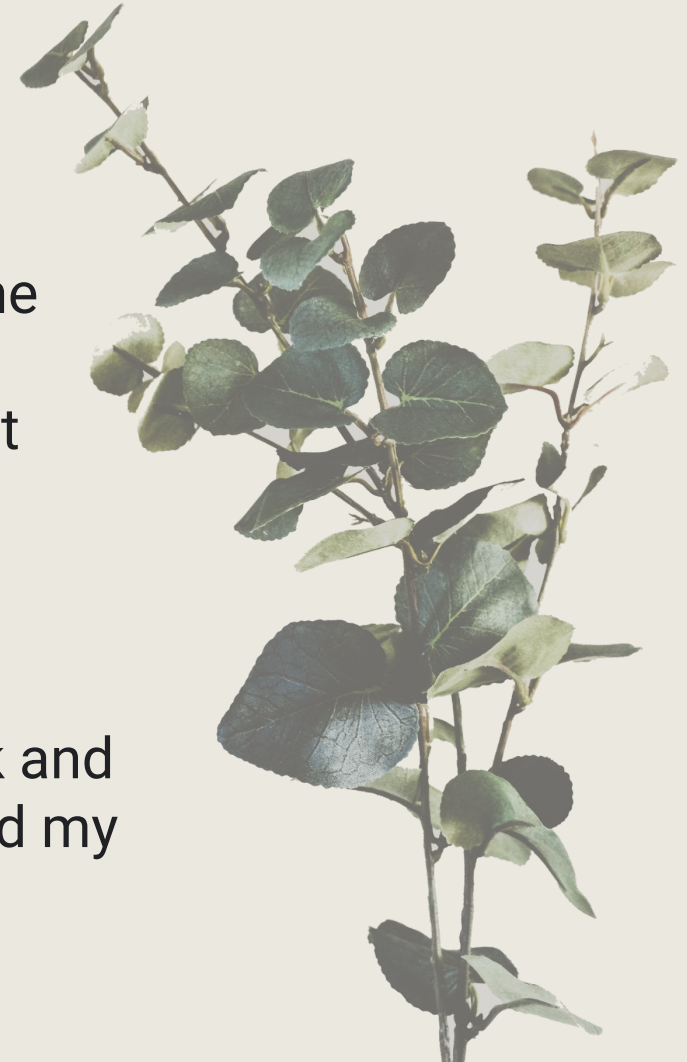
# Participation



“There is nothing like a trip in the bush to help your mental wellness.”

“Being able to go out for those two days had really helped me with my mental state at the time. I was stressed out about school and my home life so getting the opportunity to go out there was amazing.”

“It was great, I’d been having a bad week and being out there completely turned around my mood.”





# Engagement

## What we have learned

Connection is important for students.

Connection to an Elder and their culture

In order to have the connection you need relationships with the experts.





# Elder's Council

Plus two other members





# Who are our Indigenous relationships with?

- Athabasca Tribal Council
- Fort McMurray First Nation 468\*\*
- Athabasca Chipewyan First Nation\*\*
- Mikisew Cree First Nation\*\*
- Fort McKay First Nation
- Chipewyan Prairie Dene First Nation
- McMurray Metis Local 1935\*\*
- Fort McKay Metis
- Fort Chipewyan Metis
- Nistawoyou Association Friendship Centre
- Traditional Teachings Inc. Ltd
- NorthEastern Alberta Aboriginal Business Association



# Parent engagement





# Parent feedback

"I found these camps valuable because I was able to witness students connecting with their culture that might not get that opportunity to do so at home. There has been so much that has been lost over the generations. Having these camps available to our future generations is apart of reconciliation and is so important for our school division to offer. It is the right of these students to be able to learn about their culture in a responsible and authentic way."

"While it will always be important to learn and talk about the history of what happened to the Indigenous peoples of this land, it is also extremely valuable for the kids to see how beautiful and special their traditions, languages, ceremonies and ways of life are. It is not something I could ever truly do properly on my own in a classroom."

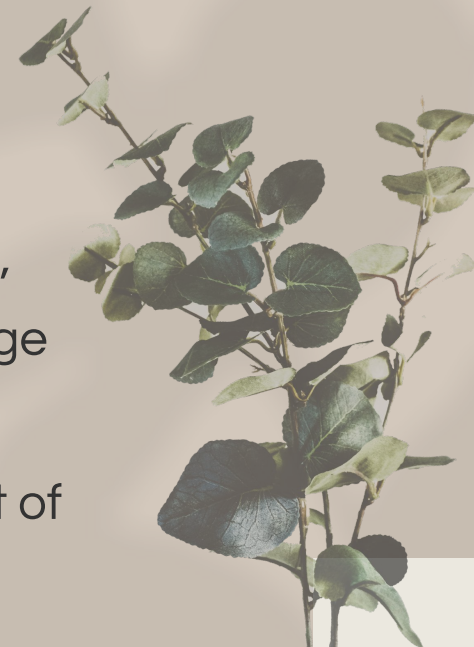
"This land based learning is so beneficial for everyone, not only the students but parents who have volunteered..."



As a system leader how do/will you engage and collaborate (build relationships) with neighboring First Nations, Métis and Inuit leaders, organizations and communities to ensure First Nations, Métis and Inuit education for all of your students, staff, and community?



As a system leader, how do/can you lead the development of effective relationships with First Nations, Métis and Inuit parents, guardians, Elders and Knowledge Keepers, local leaders, and community members in support of reconciliation?



# Achievement



33<sup>rd</sup> Annual

REGIONAL ABORIGINAL RECOGNITION AWARDS

Saturday, June 11<sup>th</sup>, 2022

JUNIOR ACHIEVEMENT  
FEMALE STUDENT  
FORT McMURRAY PUBLIC SCHOOL  
**Isabella Knibb-Kyle**

JUNIOR ACHIEVEMENT  
MALE STUDENT  
FORT McMURRAY PUBLIC SCHOOL  
**Zachary Cardinal**

PIC•COLLAGE



# Drop Out Rate

3 yr rolling average Up slightly from 2.2 to 3.0

## 3 Year Rolling Average

Authority: 3260 The Fort McMurray School Division (FNMI)

Province: Alberta (FNMI)

	The Fort McMurray School Divis (FNMI)					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%
<b>Drop Out Rate</b>	<b>172</b>	<b>2.7</b>	<b>169</b>	<b>2.2</b>	<b>175</b>	<b>3.0</b>
Returning Rate	16	60.3	12	42.2	7	24.1

# High School to Post-Secondary Transition Rates

Authority: 3260 The Fort McMurray School Division (FNMI)

Up from 20.1 to 30.2  
Maintained for 6 year

## Details for 4 Year Rate

	Total Students	Transitioners		Number of Transitioners	Unadjusted Transition Rates	Estimated Attrition	Estimated Out-of-Province Post-Secondary	Transition Rates
		Post-secondary	Apprenticeship					
2017	54	7	3	10	18.5	3.3	1.4	<b>22.4</b>
2018	40	4	1	5	12.5	2.3	0.8	<b>15.4</b>
2019	43	5	0	5	11.6	3.1	1.2	<b>15.6</b>
2020	56	9	0	9	16.1	2.8	1.7	<b>20.1</b>
2021	33	9	0	9	27.3	1.0	0.7	<b>30.2</b>

# High School Completion Rates

Authority: 3260 The Fort McMurray School Division (FNMI)

3&4 year Up from 67.1 to 71.7 and 67.8 to 81.3

## Detail for 4 Year Rate (All Students)

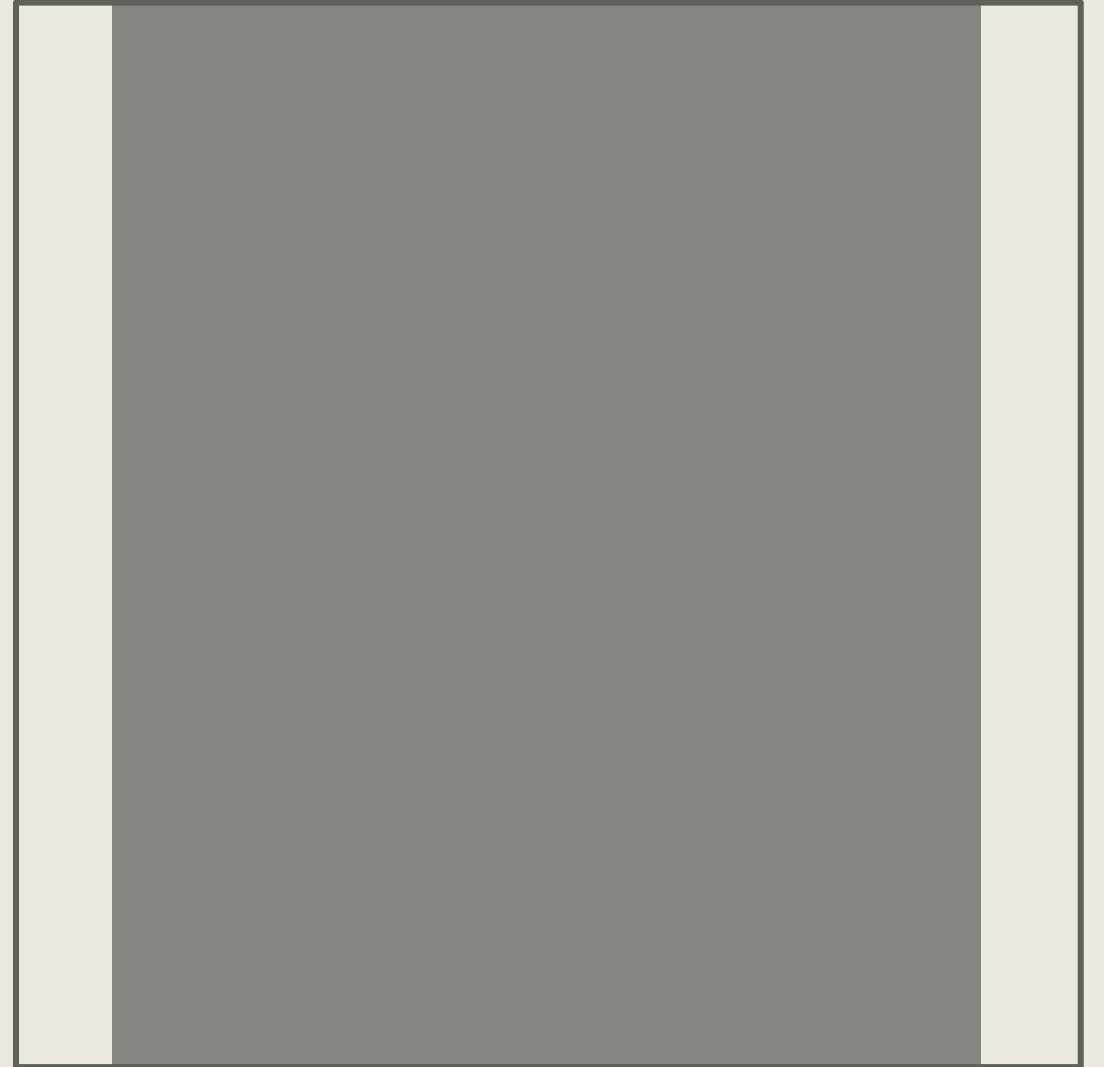
	Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers	Unadjusted Completion Rate	Estimated Attrition	Completion Rate
		High School Diploma	High School Equivalency Diploma	Certificate of Achievement	Post-Secondary Attendance	Apprenticeship	Academic Standing						
2017	54	36	0	1	0	0	0	37	9	8	68.5	3.3	<b>73.0</b>
2018	40	22	0	0	0	0	0	22	12	6	55.0	2.3	<b>58.3</b>
2019	43	25	0	0	0	0	0	25	9	9	58.1	3.1	<b>62.7</b>
2020	56	36	0	0	0	0	0	36	13	7	64.3	2.8	<b>67.6</b>
2021	33	25	0	0	1	0	0	26	4	3	78.8	1.0	<b>81.3</b>



# Student feedback

Elementary Students told us that as far as wellbeing, they are feeling better...78% up to 83%.

High school students told us that their “sense of belonging” has increased from 50% to 62% agreeing this is the case.





# Key Priorities should be:

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## 1. Quality and Effectiveness of Teaching

Are we taking cultural and linguistic differences into account?

Activities and expectations impact students confidence and competence through the deliberate selection of learning activities, curriculum content, and assessment mechanisms.

## 2. Engaging Families

Meeting them on neutral ground. Inviting them to share and participate.

They are partners.

## 3. Direct Support of Students

Physical  
Mental  
Emotional  
Spiritual

A a system  
leader/school  
leader/teacher how  
will you meet these  
key priorities?





# thank you! —

Do you have any questions?

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