

A photograph of three students at a playground. On the left is a young girl with dark hair, wearing a light-colored shirt. In the center is a girl with long red hair, wearing a green shirt with 'PINK PINK PINK' printed on it. On the right is a boy with short brown hair, wearing a blue hoodie. They are all smiling and looking towards the camera. The background shows red and blue playground equipment.

ANNUAL EDUCATION RESULTS REPORT 2021-2022



Dixonville
School

Peace River School Division

Learning Together - Success for All

Peace River School Division

Learning Together - Success for All



MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a Collaborative Response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students. The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our Three-Year Education Plan that focusses on ensuring all students will be literate, numerate, and included with our schools and programs throughout the school division. If you have any questions about this report or our Three-Year Education Plan, please do not hesitate to contact your school principal and or join the School Council to make a positive impact in Public Education. I look forward to a wonderful school year, Learning together - Success for All!

Adam Murray

Peace River School Division

OUR COMMITMENT

The Board of Trustees is committed to ensuring strategic use of available resources to provide high quality educational services to meet the diverse needs of all students within the division. Through this commitment, the division ensures an intense focus on the development of literacy and numeracy skills in an inclusionary environment intended to establish a culture of success for all.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2021-2022 school year was prepared under the direction of the Board 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 jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

*Defainah
Walker*

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Superintendent of Schools
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FOUNDATION STATEMENTS

MISSION

- We foster a safe, caring, and student-centered learning environment where students flourish and develop independence.

VISION

- To be the first choice in education for our community's students and families.

BELIEFS

- All children have talents, skills, and unique abilities.
- All children want to pursue their goals and dreams.
- A love of learning should be fostered for all students and staff, both formally and informally.
- Our school should support the physical, emotional, intellectual, and social development of all students.
- Curriculum and instruction should challenge students academically; foster intellectual curiosity, provide knowledge and develop effective communication, problem solving and critical thinking skills.
- We foster inclusive education where all children reach their full learning potential and decisions are based on the individual needs of the student and founded evidence.





ABOUT

DIXONVILLE SCHOOL

Dixonville School is a K-9 school in the hamlet of Dixonville. Dixonville School offers educational programs for Kindergarten to Grade 9. It is located approximately 39 km north of Grimshaw, Alberta just off Highway 35 on Highway 689. The population of Dixonville is 108 (2016 Statistics).

Dixonville School serves primarily an agricultural and forestry based community. The citizens of Dixonville play a major part in the life of the school. They volunteer their time in various ways. Community recreational facilities, such as the curling rink, provide students with opportunities to take part in the sport of curling. The community skating rink provides regular skating opportunities which enhance the Physical Education program at the school. The Agricultural Society, community businesses and the Dixonville Seniors Club regularly provides hot lunches to our students.

Dixonville School supports and promotes community partnerships. The school is home to the Dixonville Playschool and the Dixonville Community Library. The Library is available to community members after school hours on Tuesday and Thursday, as well as on Saturday's. Dixonville School has a dynamic School Council which meets monthly at 5:30 pm. Everyone is welcome to attend. We have a strong volunteer and corporate community and we rely on community volunteers and local industries for support. The town has a small convenience store, a post office, firehall, and Northern Lights County maintenance shop. These organizations are part of what makes Dixonville School a special, exciting, and safe place for lifelong learning.

OUR VISION

We foster a safe, caring, and student-centered learning environment where students flourish and develop independence.

OUR MISSION

To be the first choice in education for our community's students and families.



2021/2022 ANNUAL EDUCATION RESULTS REPORT

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan, and identifies priority areas of emphasis for ongoing work. This report shares Dixonville School, PRSD and Alberta Education (ABED) data that align with the education plan's performance measures which collectively serve as indicators of success for the 3 strategic goals centered on literacy development, numeracy development, and inclusionary practices.

The local-level (PRSD) data shared in this report include the following:

Literacy: Fountas & Pinnell (F&P) Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT), Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement:

Numeracy: Math Intervention/Programming Instrument (MIPI), Data for Grades 2-10, Numeracy Comprehension Assessment Tool (NCAT), Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement:

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The Provincial-level Alberta Education (ABED) data in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9;

Inclusionary Practices: Alberta Education Assurance Measures (AEAMs).



GOAL ONE

ALL STUDENTS ARE LITERATE

OUTCOME:

All students are reading and writing at or above grade level or meeting their individualized program goals.

At Dixonville School, teachers utilize research-based core resources and instructional strategies to teach literacy skills. Guided reading and phonemic awareness programs, such as Heggerty and Remediation Plus are utilized universally and customized to meet each child's learning goals. Students at Dixonville School have access to decodable readers, colourful and rich literature as well as community and classroom libraries. Empowering writers is used throughout the grades to ensure consistency across the grades and generate writing which is at or above grade level.

We are currently designing a schedule which will allow for common blocks of literacy instruction for targeted and personalized literacy instruction in the areas that each child needs, in small groups. Staff are guided by the Division's Literacy Framework which provides them with the support and guidance they need to ensure students are meeting our division and school's literacy goals.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

62%

All Students, Fall Results:
62% met grade-level expectations

75%

All Students, Spring Results:
75% met grade-level expectations

82%

Indigenous Students, Fall Results:
82% met grade-level expectations

88%

Indigenous Students, Spring Results:
88% met grade-level expectations

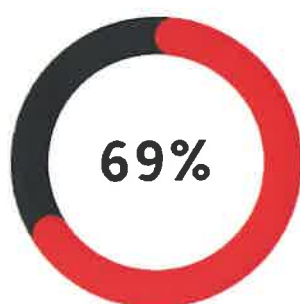
- Students receive targeted instruction such as Heggerty, Remediation Plus, Leveled Literacy Intervention (LLI), to address specific learning needs.



Dixonville
School

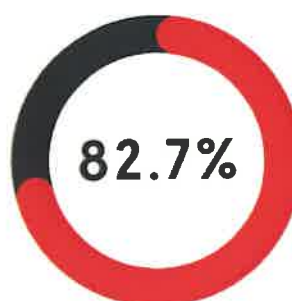
LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool Data

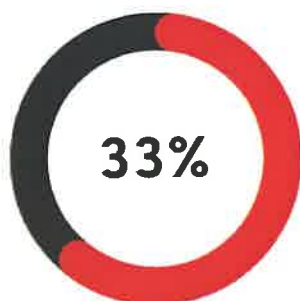


Grades 4-9: 69% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)

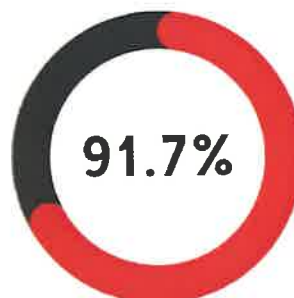


Grades 4-9: 82.7% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-9: 36% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)



Grades 4-9: 91.7% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

- Dixonville School showed a significant increase in results for all students.

LITERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy - Percentage of students meeting or mastering expectations

Grades 1-6: Term 1

Reading Comprehension

89%

Reading Fluency

68%

Writing Content &
Organization

64%

Writing Conventions

36%

Grades 1-6: Term 3

Reading Comprehension

90%

Reading Fluency

86%

Writing Content &
Organization

86%

Writing Conventions

55%

- Our results show an increase in achievement results with a noticeable need for continued support in writing conventions throughout the grades.

LITERACY

ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy - Percentage of Indigenous students meeting or mastering expectations

Grades 1-6: Term 1

Reading Comprehension

100%

Reading Fluency

73%

Writing Content &
Organization

60%

Writing Conventions

40%

Grades 1-6: Term 3

Reading Comprehension

93%

Reading Fluency

87%

Writing Content &
Organization

100%

Writing Conventions

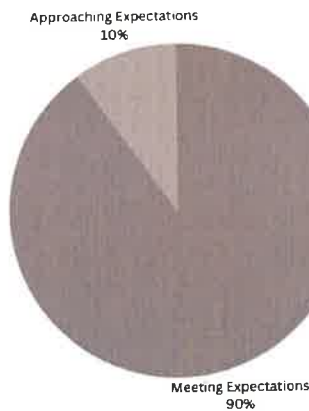
73%

- Indigenous students show an overall increase in achievement results with a noticeable decrease in reading comprehension.

LITERACY AND NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Literacy and Numeracy: Percentage
of Grades 7-9 Students meeting or mastering expectations**

Grades 7-9 January



Grades 7-9 June



Indigenous Students
Grades 7-9 January



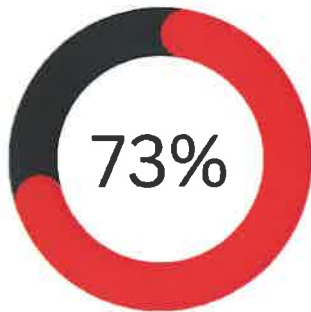
Indigenous Students
Grades 7-9 June



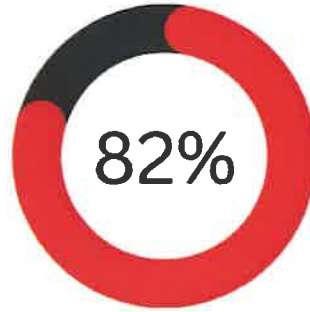
- A reflection of overall achievement in ELA, Social Studies, Math and Science.
- Work is continuing with the division to better utilize our data software (Dossier) to distinguish literacy vs. numeracy results.

LITERACY ACHIEVEMENT RESULTS

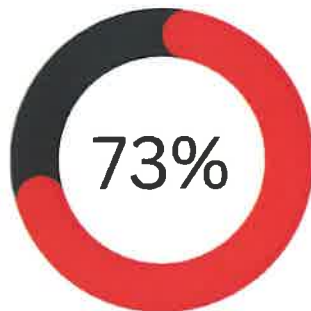
Dixonville School Education Assurance Survey Results: Goal One - Literacy



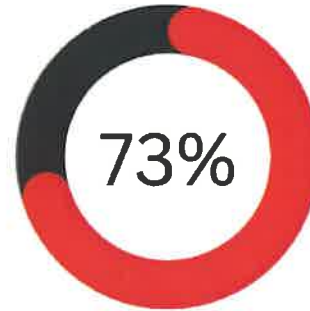
Percentage of students in Grades 3-6 who felt their reading skills have improved.



Percentage of students in Grades 7-12 who felt they have become more confident in their reading skills.



Percentage of students in Grades 3-6 who felt their writing skills have improved.



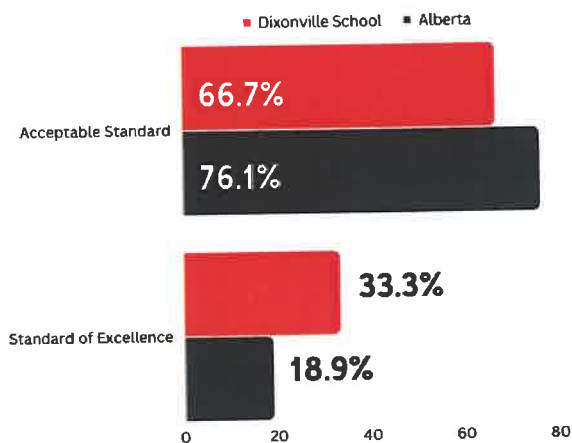
Percentage of students in Grades 7-12 who felt more confident in their writing skills.

- While these numbers are positive, it does indicate a lack of student confidence in personal reading accomplishments.

LITERACY ACHIEVEMENT RESULTS

Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 English Language Arts - All Students



- With only three students enrolled in Grade 6, they fell below the Provincial acceptable standard
- Results show well above the Standard of Excellence due to enrollment

Grade 6 English Language Arts - Indigenous Students

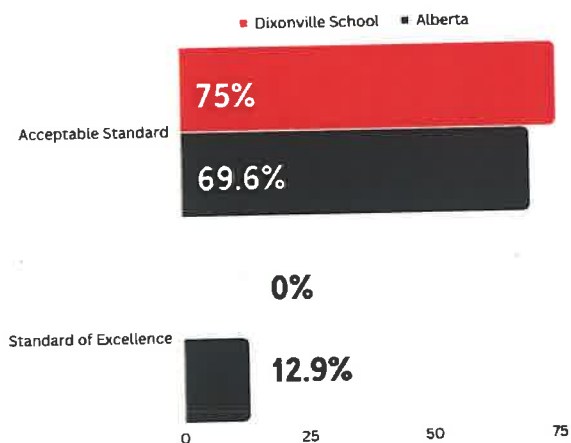
- We did not have self-identifying Indigenous students in Grade 6.



LITERACY ACHIEVEMENT RESULTS

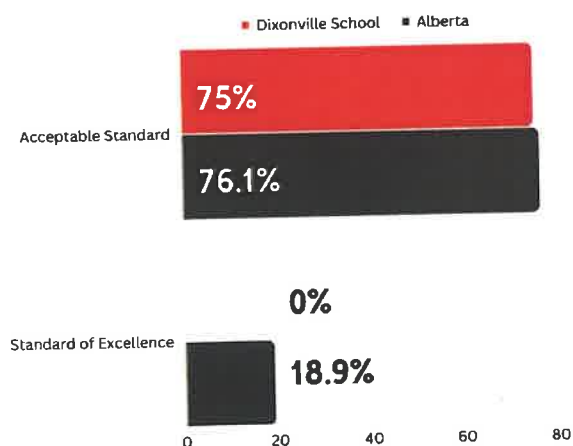
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 English Language Arts - All Students



- Four students were enrolled in Grade 9 and scored 5.4% higher than the Provincial rate.
- Standard of excellence performance indicates a potential area of growth for Dixonville School

Grade 9 English Language Arts - Indigenous Students



Summary of Literacy Achievement Results

- **General Statement**
 - Division-based measures such as Fountas and Pinnell data, Reading Comprehension Assessment Tool (RCAT), and Year-end Report Card data, revealed growth in literacy across all grade levels at Dixonville School. This growth was further verified through the division's survey data that indicate students' confidence in the growth of their literacy.
- **Factors that affected results**
 - COVID-19
 - Learning Loss
 - Attendance
 - Mental Health
- **Next steps**
 - A strong focus on literacy and numeracy will continue to be a priority for Dixonville School educators. We remain committed to utilizing Collaborative Response to ensure our students receive individualized and targeted supports to help them meet their learning goals. In addition, we will continue to monitor student progress using divisional assessment tools alongside teacher observation and instructional leadership.



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

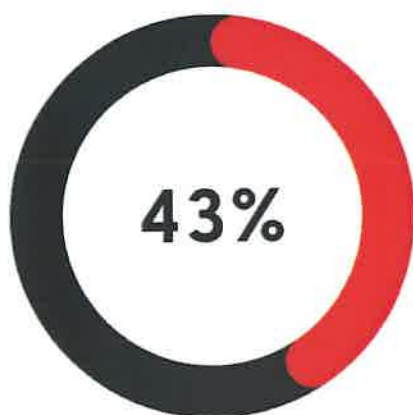
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Dixonville School has implemented the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student's understanding of core numeracy concepts at the beginning of the year. Throughout the year, teachers administer common division-created assessments called Numeracy Comprehension Assessment Tool (NCAT). With this data, our teachers can pinpoint areas of need in their daily instruction and adjust accordingly. At Dixonville School we follow the division's Numeracy Framework which offers guidance and support to achieve our schools numeracy goals.

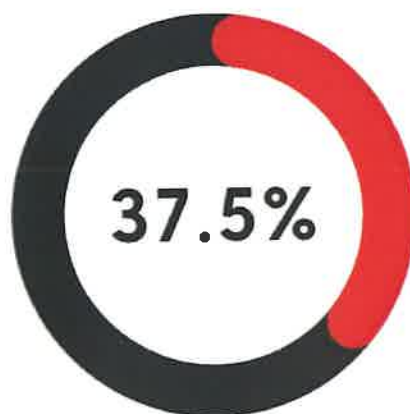
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data

**Grade 2-9
Results for all
students:**



**Grade 2-9 Results
for Indigenous
students:**



- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 43% of Grades 2-6 students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, none of the Grades 7-9 students were successful at starting the year meeting or mastering the core content of the previous grade level.
- The September 2021 results show that 37.5% of Grades 2-9 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level.

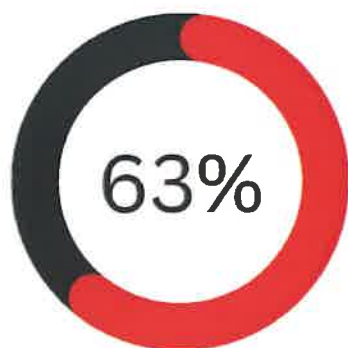


NUMERACY ACHIEVEMENT RESULTS

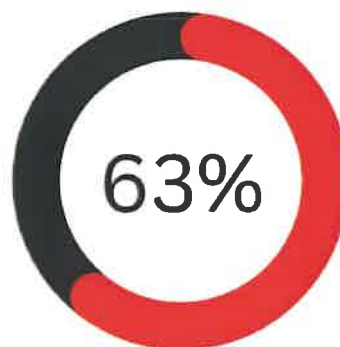
Numeracy Comprehension Assessment Tool Data: All Students Grades 1-9

- The NCAT is a formative assessment tool that assesses student proficiency in 4 core strands of mathematics, and the assessments are administrated at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year. The 2021-2022 NCAT results suggest that from 49% to 66% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

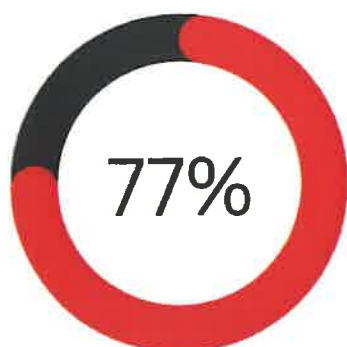
Number Sense



Place Value



Fractions & Decimals



Operations



NUMERACY ACHIEVEMENT RESULTS

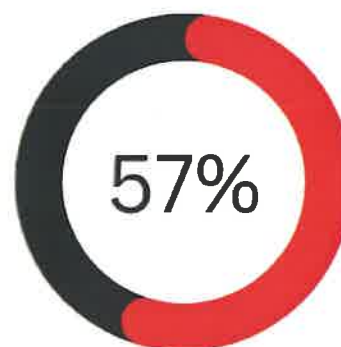
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-9

- The 2021-2022 NCAT results suggest that from 39% to 52% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

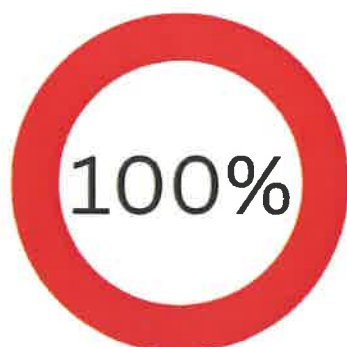
Number Sense



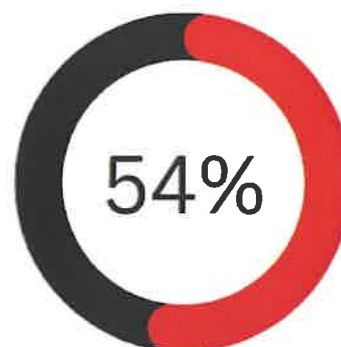
Place Value



Fractions & Decimals



Operations



NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Numeracy: Percentage of
Grades 1-6 students meeting or mastering expectations**

All Students:

Grade 1-6: Term 1
Number Concepts

75.8%

Grade 1-6: Term 3
Number Concepts

75.8%

Indigenous Students:

Grade 1-6: Term 1
Number Concepts

72.7%

Grade 1-6: Term 3
Number Concepts

73.4%

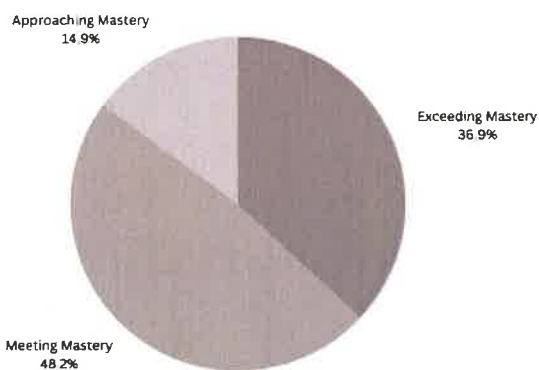
- The Report Card Data for the 2021-2022 school year show consistency in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the number concepts strand of mathematics.



NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Numeracy: Percentage of
Grades 7-9 students meeting or mastering expectations**

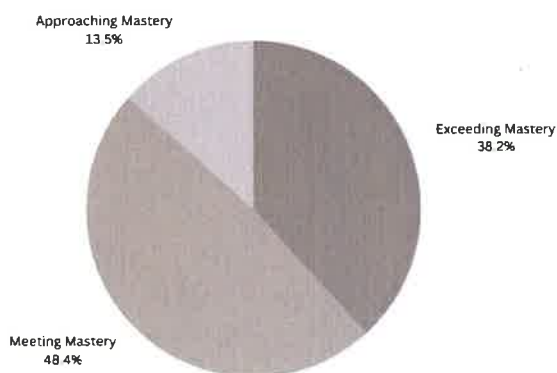
**Grades 7-9 1st Quarter:
All Students**



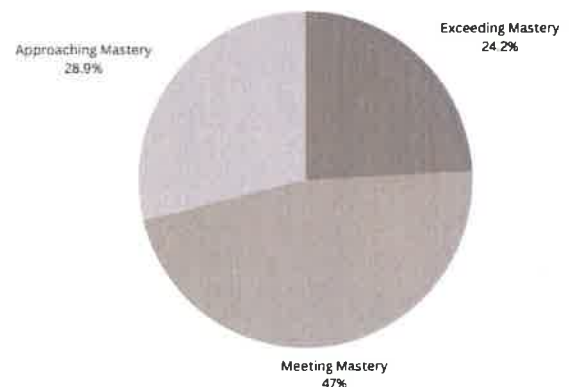
**Grades 7-9 1st Quarter:
Indigenous Students**



**Grades 7-9 3rd Quarter:
All Students**



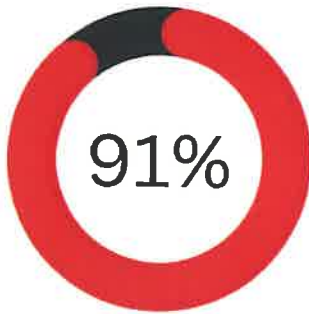
**Grades 7-9 3rd Quarter:
Indigenous Students**



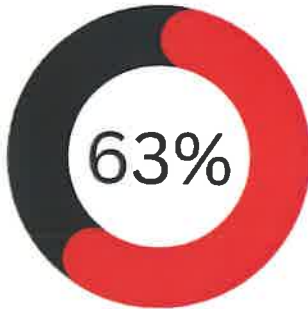
- Students in grade 7-9 maintained their knowledge of math concepts throughout the 2021-2022 school year.

Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy



Percentage of students in Grades 3-6 who felt that their math skills have improved.



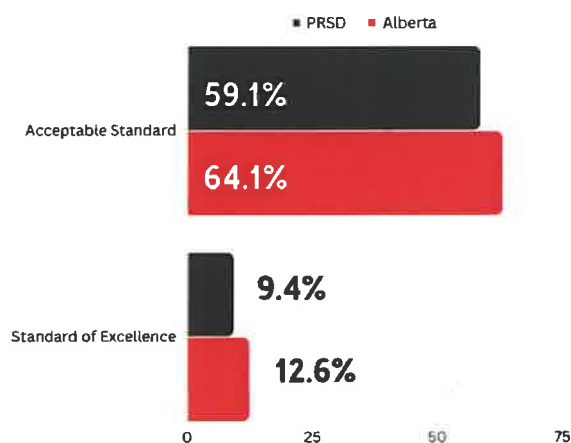
Percentage of students in Grades 7-9 who felt they have become more confident in their math abilities.

- While the results for grades 3-5 are relatively high, improvements need to be made in older students' confidence in their math abilities.

NUMERACY ACHIEVEMENT RESULTS

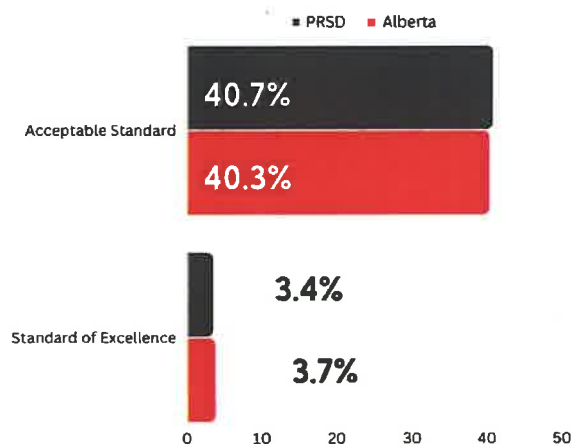
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 Mathematics - All Students

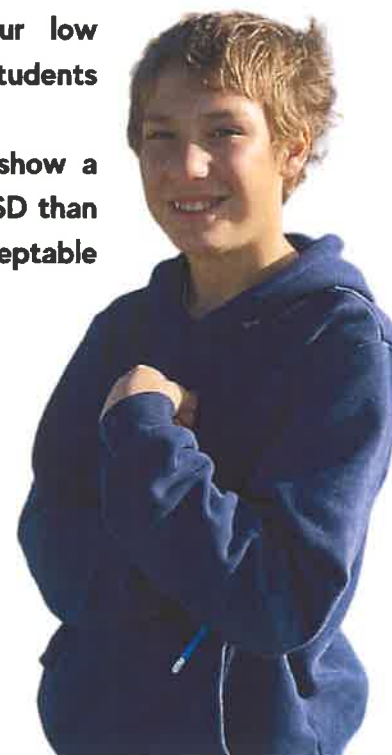


- We had less than six students enrolled in grade six therefore our school-based results have been suppressed.
- PRSD results are slightly lower than the province's results however there is an improvement of 6.8% since 2019.

Grade 6 Mathematics - Indigenous Students



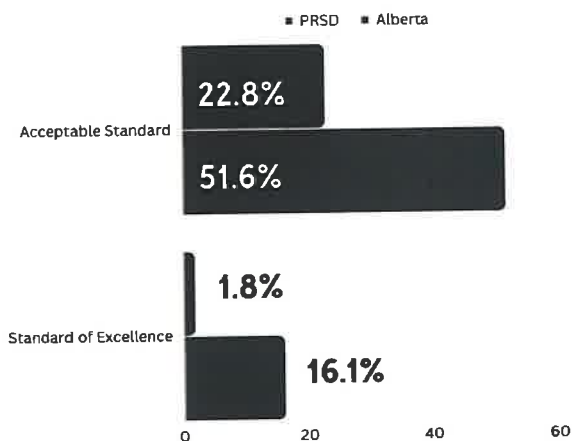
- Dixonville School results are suppressed because of our low population of Indigenous students in grade 6.
- Results shown to the left show a slightly higher result for PRSD than the province for the acceptable standard.



NUMERACY ACHIEVEMENT RESULTS

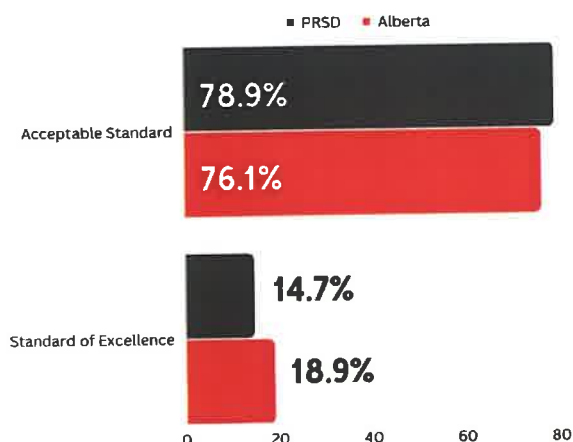
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 Mathematics - All Students



- We had less than six students enrolled in grade six for our school-based results have been suppressed.
- PRSD math results are significantly lower than that of the province.

Grade 9 Mathematics - Indigenous Students



- Dixonville School results are suppressed because of our low population of Indigenous students in grade 9.



Dixonville
School



Summary of Numeracy Achievement Results


- **General Statement**

- Local PRSD measures such as the MIPI, NCAT, and Year-end Report Card data, revealed growth in numeracy development across grade levels throughout the school year. However, there is a lot of room for growth in our numeracy results.

- **Factors that affected results**

- As evidenced by the initial MIPI results, students in PRSD and Dixonville School experience significant learning loss following periods of at-home learning and restrictions. When students are starting the year with gaps in their learning, it was difficult to sustain academic press.

- **Next steps**

- Dixonville School's focus on numeracy will remain a priority for this upcoming school year and beyond. We are going to continue to target instruction, use data-informed strategies, and avail ourselves of supports provided to us by the division coordinators and the province. We will implement the Bridges Math Intervention program school-wide and continue working closely with division coordinators to improve common assessments and establish and maintain numeracy instructional practices to support student learning.
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PRSD GOAL THREE

**ALL STUDENTS ARE SUCCESSFUL THROUGH
INCLUSIONARY PRACTICES**

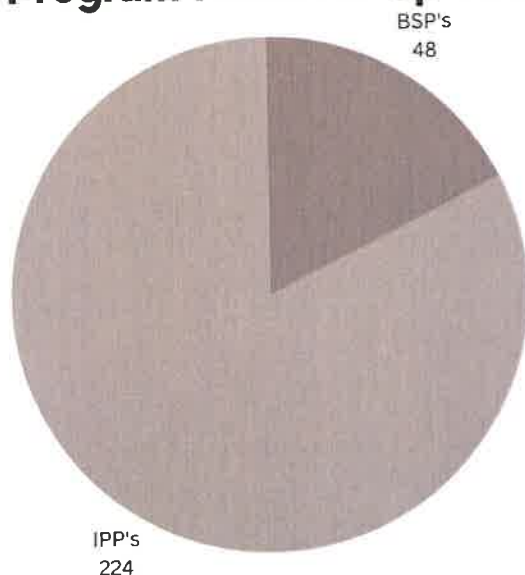
OUTCOME:

All students' academic, physical and socio-emotional needs are met within a culture of inclusion.

Inclusionary Programs and Supports & Student Success - Need to include a piece in order to ensure that all students' learning needs are met. Learning Service team members from PRSD work alongside teachers and parents to develop individual Program Plans (IPPs) and Behavior Support Plans (BSPs) as needed. Through the work of collaborative response, differentiated instruction, and partnerships with local agencies, efforts are made to ensure all students have the supports needed to achieve success.

INCLUSIVE EDUCATION PRACTICES

Divisional Data - Behavioural Support Plans & Individual Program Plans for Special Needs Students

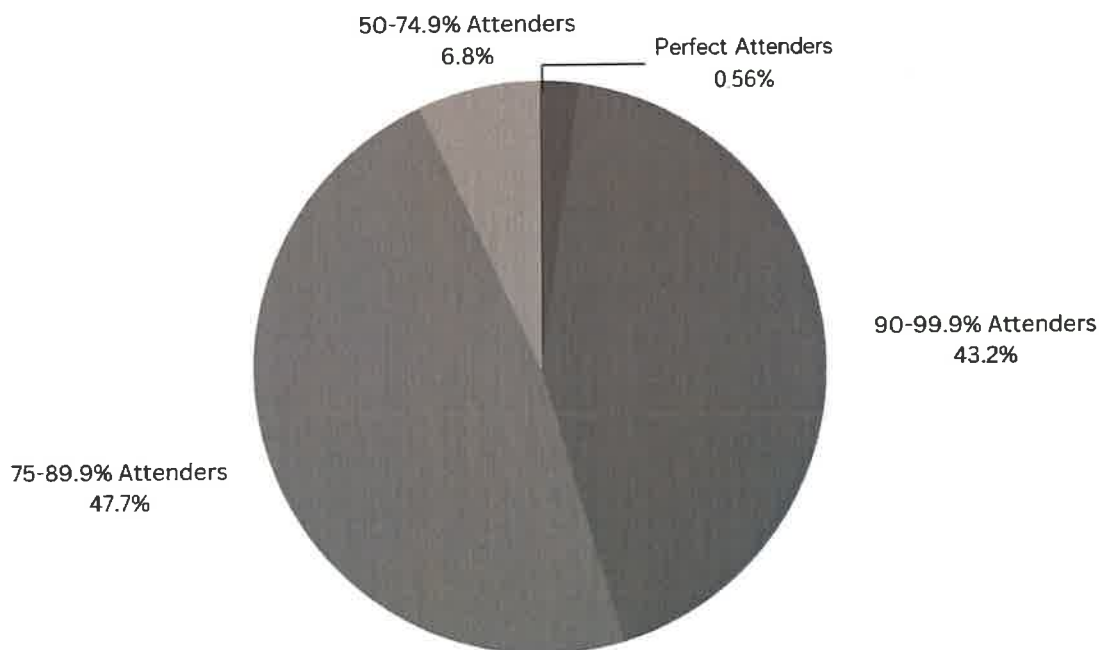


Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 48 BSPs completed and 224 IPP's completed in the 2021-2022 school year

- Out of the total population of nearly 3000 students in the PRSD, BSPs were in place for 48 students and IPPs for 224 students.
- Due to the low population, the numbers for Dixonville School are suppressed.

INCLUSIVE EDUCATION PRACTICES

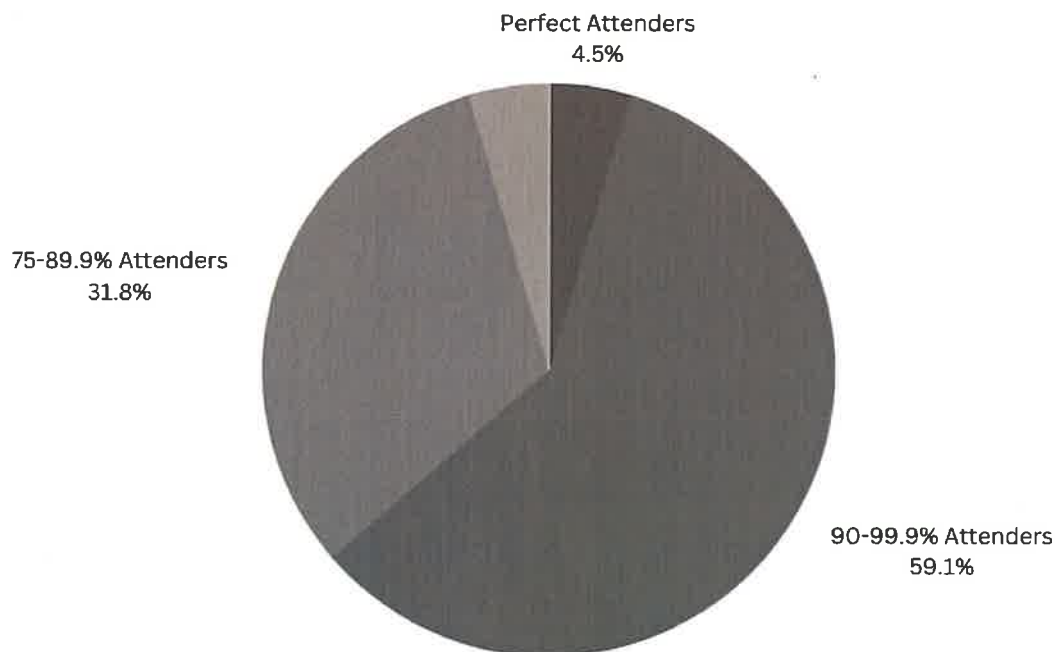
Attendance Data: All Students



- Out of the total number of students at Dixonville School, 43.2% of students had greater than 90% attendance.
- This is an area of concern for some of our students at Dixonville School. Research suggests that an absenteeism of 10% or higher results in lower academic achievement. These numbers were greatly impacted by the COVID-19 Pandemic and efforts will be made to ensure improved attendance going forward.

INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- Out of the total number of students at Dixonville School, 59.1% of students had greater than 90% attendance.
- This is an area of concern for some of our students at Dixonville School. Research suggests that an absenteeism of 10% or higher results in lower academic achievement. These numbers were greatly impacted by the COVID-19 Pandemic and efforts will be made to ensure improved attendance going forward.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 3-6:



- Grades 7-9:



Percentage of students who felt supported by adults in their schools:

- Grades 3-6:



- Grades 7-9:

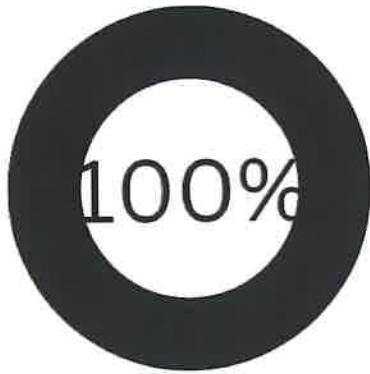


- The results show that all students feel included in their school in their grades 3-6, but that number decreases as they move up in their grades.

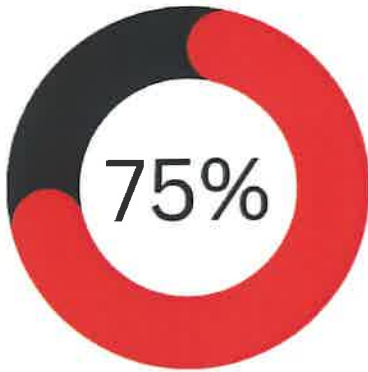


INCLUSIVE EDUCATION PRACTICES

Dixonville School Education Assurance Survey Results: Goal Three - Inclusion



Percentage of students in Grades 3-6 who felt their learning needs were being met.



Percentage of students in Grades 7-12 who felt their academic learning needs were being met.

- Dixonville School students feel their academic learning needs were being met in grades 3-6, but that number decreases as they move up in their grades.



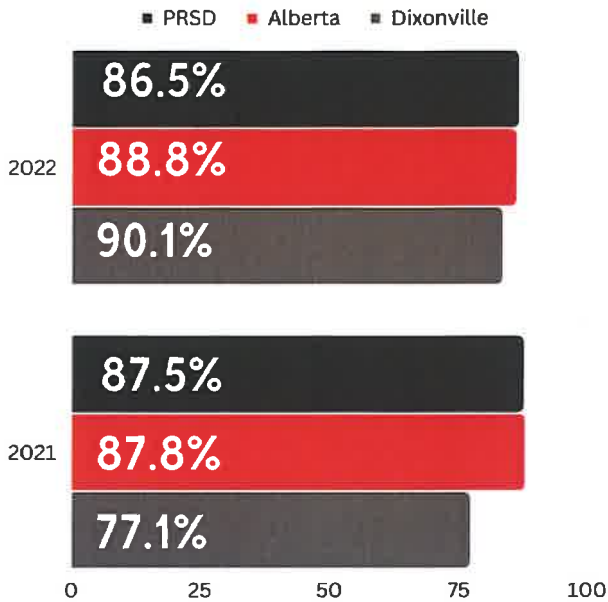
INCLUSIVE EDUCATION PRACTICES

Alberta Education

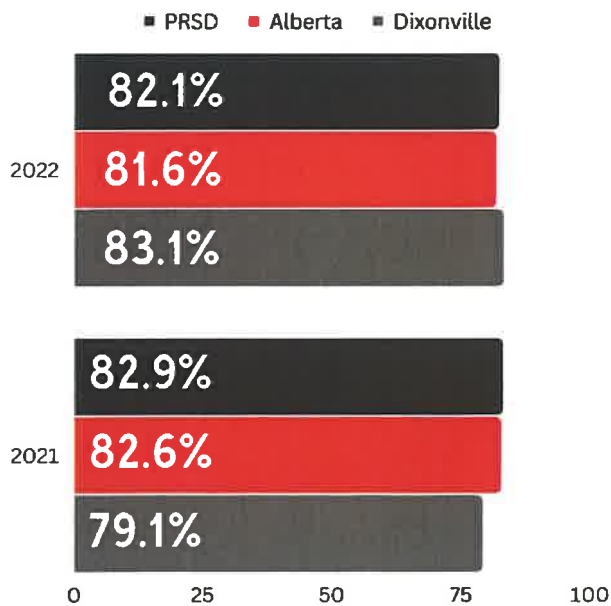
Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division

Welcoming, Caring, Respectful & Safe Learning Environments



Access to Support Services



- Dixonville school experienced growth from 2021 to 2022. 2022 results are shown to be slightly higher than the provincial average.



INCLUSIVE EDUCATION PRACTICES

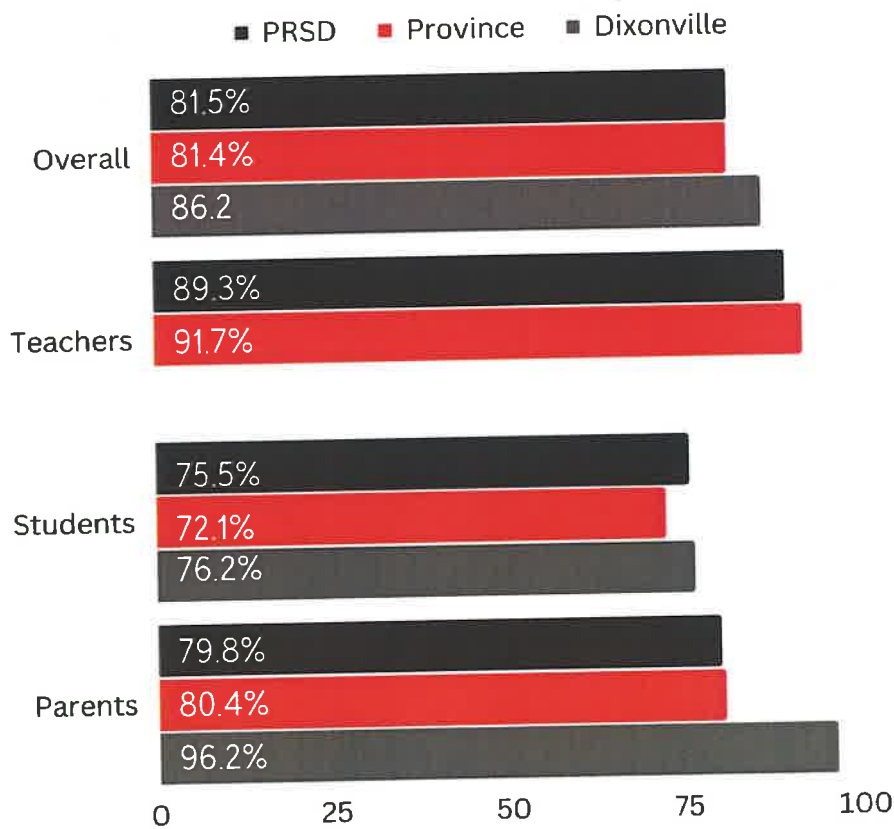
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement: Citizenship

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



- The teacher data is suppressed at Dixonville School because of the low number of teaching staff.
- All scores at Dixonville school are greater than the provincial average.

INCLUSIVE EDUCATION PRACTICES

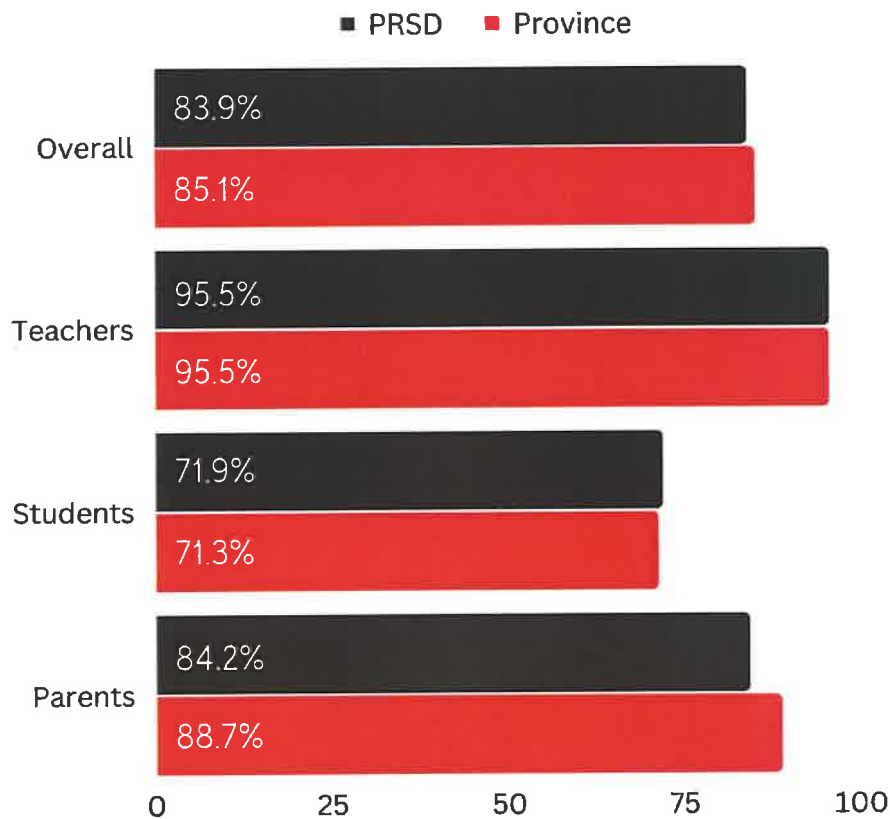
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION




Student Growth & Achievement Overall Summary

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



- Student growth and achievement results have been suppressed for Dixonville School because of the low number of response. Overall, PRSD is on par with the province.



Summary of Inclusive Education Practices


- **General Statement**

- Dixonville School has very few students in IPPs and BSPs so that specific information has been suppressed. Work needs to be done to encourage attendance and address factors that may affect poor attendance rates. A high number of students at our school feel their learning needs are being met.

- **Factors that affected results**

- 2021-2022 as the school year saw a continuation of the effects of the COVID-19 pandemic affecting the attendance of students and staff.

- **Next steps**

- Engaging parents and the greater school community in conversations about attendance and student engagement to ensure we continue to improve inclusive practices is necessary.
- 

BUDGET SUMMARY

Summary of results & overall summary.

Budget Report

Pearce River School District No. 18
2022 - 2023 Spring Budget

SCHOOL: Dixonville

Revenue and Allocations to Budget Center			
	2022 - 2023 Spring Budget	2021-2022 Spring Budget	
AB ED: Service & Supports			
Funding Framework Allocation	\$24,180	\$26,400	
Total AB ED: Service & Supports	\$24,180	\$26,400	
% of Revenue and Allocations to Budget Center	90%	90%	
AB ED: Differential Cost Funding			
FTE Allocation - School, Current Year	\$1,000	\$1,000	
FTE Allocation - PE, Student, Current Year	0 (0 Students)	0 (0 Students)	
FTE Allocation - PE, Student, ECE	0 (0 Students)	0 (0 Students)	
FTE Allocation - PE, Student, Grade 1-12	0 (0 Students)	0 (0 Students)	
Total AB ED: Differential Cost Funding	\$1,000	\$1,000	
% of Revenue and Allocations to Budget Center	4%	4%	
Total Revenue and Allocations to Budget Center	\$25,280	\$27,400	
Expenditures			
	2022 - 2023 Spring Budget	2021-2022 Spring Budget	
Other Staffing Costs			
School Based Certificated Sub Cost	\$2,884	\$2,664	
Days of Roman Certificated Rate	\$2,000	\$2,000	
Teacher Substitute Teacher Daily Rate	\$222.00	\$222.00	
School Based Certificated Sub Benefits	\$2,884	\$2,664	
School Based Certificated Sub Cost	\$2,884	\$2,664	
Sub Teacher Benefit Rates	\$2,884	\$2,664	
Unfilled Subs and Additional Hours	\$500	\$500	
Total Other Staffing Costs	\$13,430	\$13,430	
% of Expenditures	54%	54%	
Contracted Services			
Certificated Instructional Fees	\$1,400	\$1,400	
Uncertificated Instructional Fees	\$650	\$650	
Professional Fees	\$350	\$350	
Staff and Public Relations	\$500	\$500	
Postage & Phone	\$500	\$500	
Advertising	\$150	\$150	
Expense Reimbursement	\$2,100	\$2,100	
Contracted Building Grounds Maintenance	\$2,000	\$2,000	
Total Contracted Services	\$7,650	\$7,650	
% of Expenditures	30%	30%	
Supplies			
Supplies	\$5,800	\$12,100	
Levy Supplies	\$130	\$450	

Budget Report

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Tuesday, November 29, 2022 10:04 AM

SCHOOL: Dixonville - Budget Report


2022 - 2023 Spring Budget

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies		
Furniture & Equipment	\$4,000	\$4,000
Total Supplies	\$14,238	\$16,450
% of Expenditures	56%	60%
Total Expenditures	\$25,268	\$27,480
Summary		
	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$25,268	\$27,480
Total Expenditures	\$25,268	\$27,480
Variance	\$0	\$0



Stakeholder Engagement & Accountability System

The Peace River School Division ensures stakeholder engagement and full accountability through many different measures, such as:

- **Regular Board meetings that are open to the public and streamed virtually for community members to attend;**
 - **Assurance Surveys for students and staff to provide insightful feedback;**
 - **Hosting two Council of School Council meetings throughout each school year;**
 - **Attending Joint Municipalities meetings to engage and communicate with local community stakeholders;**
 - **Student Engagement Sessions;**
 - **Ongoing Anti-Racism Committee meetings;**
 - **Facility tours within the division each year;**
 - **Attending monthly Administrators Meetings;**
 - **Joint Board Meetings with neighbouring school divisions.**
- 

WHISTLEBLOWER PROTECTION

Peace River School Division is committed to maintaining a positive and supportive environment whereby employees are provided with clear guidance for seeking advice and, if necessary, disclosing wrongdoing without fear of reprisal, knowing that such disclosures will be taken seriously.

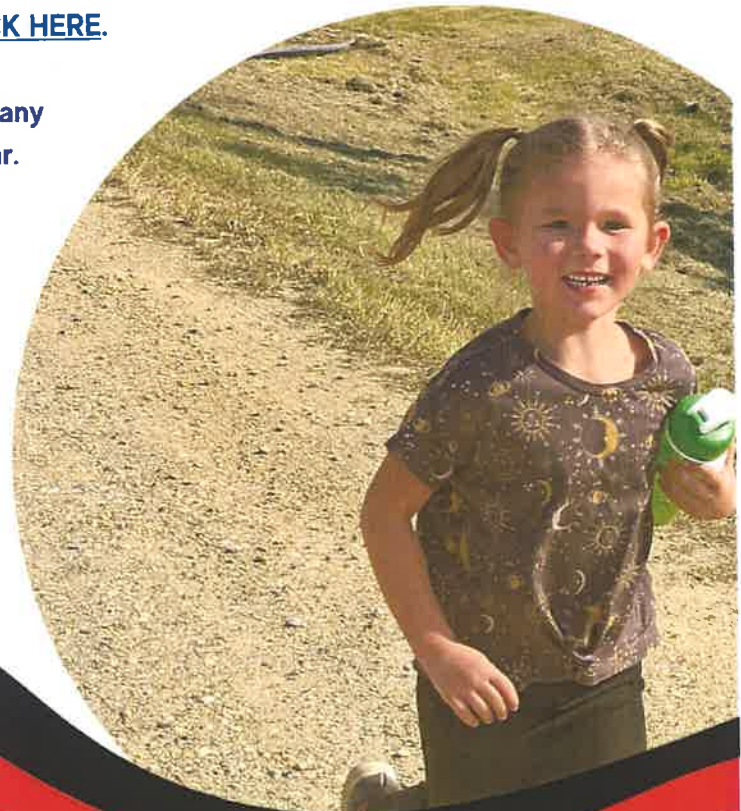
On June 1, 2013, The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act ("The Act") in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards, which an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- Protect employees who make those disclosures;
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals;
- Promote public confidence in the administration of public bodies.

In accordance with the Act, Peace River School Division developed and enacted Administrative Procedure 403 Public Interest Disclosure in December 2013.

To view Administrative Procedure 403 [CLICK HERE](#).

Peace River School Division did not receive any disclosures during the 2021-2022 school year.





TIMELINES AND COMMUNICATION

Dixonville School's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Dixonville School's website at www.prsd.ab.ca;
- Published and distributed to the School Council;
- Made available at all Peace River School Division schools;
- Presented to Alberta Education;
- Displayed and accessible to parents and other stakeholders at Dixonville School, Box 230, 1st Street Main, Dixonville, Alberta.

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