



ANNUAL EDUCATION RESULTS REPORT 2022-2023



Dixonville
School



Peace River
School Division

Learning Together - Success for All

MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2022-2023 Annual Education Results Report. This report includes details about the strategies utilized during the school year, the results achieved and the priorities that lie ahead. The board is committed to providing students with the best educational experiences possible through engaging and inclusive learning environments, and by providing students with the supports they need to ensure their mental and emotional wellness needs are met.

Our divisional goals continue to revolve around literacy, numeracy and inclusion. We remain committed to the strategies that we believe will lead to significant success in these three areas, and will continue to implement Collaborative Response as an important change initiative in fostering a culture of success for all!

Thank you to all stakeholders for contributing to this plan, and for supporting us in our commitment to continuous improvement. We are looking forward to a great year ahead!

Crystal Owens
Peace River School Division Board Chair



ADVOCATES OF PUBLIC EDUCATION

The Peace River School Division (PRSD) Board of Trustees are local community members who are elected to advocate for public education and schools within the division.

Entrusted by the community, our duty is to ensure that students and teachers are able to thrive in educational environments that support them in reaching their full potential.

As leaders, the PRSD Trustees model collaboration, teamwork, innovation and inclusive mindsets. Through critical thinking and problem-solving lenses, our job is to identify priorities within the division and to allocate resources to successfully address them.

Together, we keep open minds, deliberate with essential stakeholder groups, and create opportunities for the division to reach its goals in literacy, numeracy and inclusion.

Representing diverse backgrounds ourselves, the PRSD Board of Trustees value and celebrate diversity and believe in providing students with educational experiences that best meet their individual needs.

Our commitment to bettering public education is focused on creating pathways of success for all Peace River School Division students!

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 2022-2023 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.


Board Chair
OwensCry@prsd.ab.ca


Superintendent of Schools
MurrayA@prsd.ab.ca



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. We are seeing good progress as a result. Great job PRSD staff and students!

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 focuses on ensuring all students will be literate, numerate, and included. 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



MESSAGE FROM THE PRINCIPAL

At Dixonville School, we strive to be the first choice in education for our community students and families. Our vision statement encapsulates our aspiration to provide top-notch learning opportunities and support systems that empower students to excel academically and personally. Our mission at Dixonville School is to create a safe, caring, and student-centered learning environment. We firmly believe that education is not solely about academics but also about nurturing the social, emotional, and physical well-being of our students. We strive to foster a sense of belonging and community where students feel supported and valued.

At Dixonville School, our vision and mission serve as guiding principles in everything we do. We are dedicated to providing a comprehensive education that enables our students to flourish and develop independence. Together, with the support of our dedicated teachers, families, and community, we are building a brighter future for our students.

Tracy Demeester
Peace River School Division

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. 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, fire hall, and the 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.



2022/2023

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:

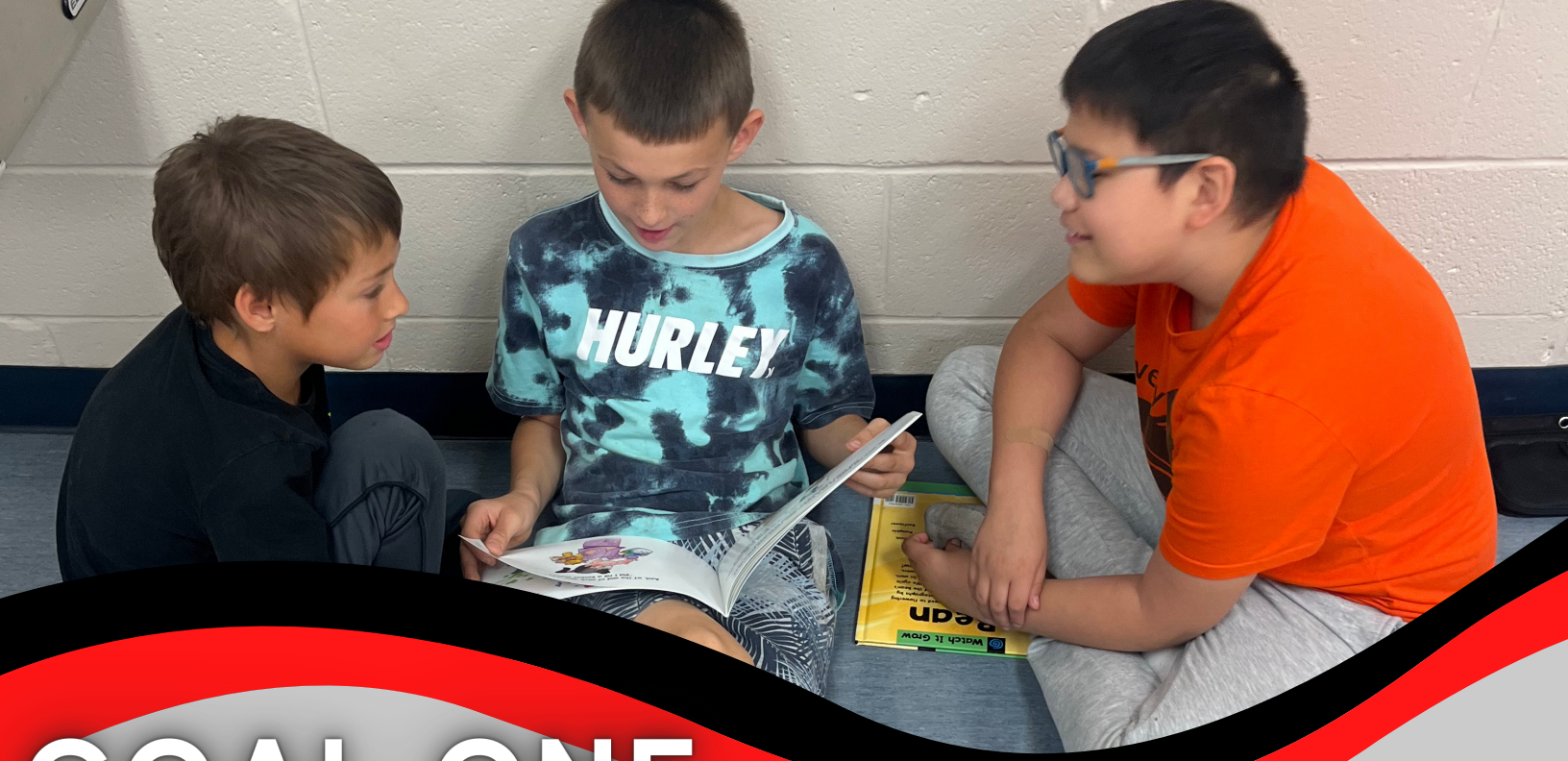
Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices..

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

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6.

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6.

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, Reading A-Z, Leveled Literacy Intervention (LLI), Fluency Tutor and Remediation Plus are utilized universally and customized to meet each child's learning goals. Students at Dixonville School have access to decodable readers, colorful and rich literature, as well as community and classroom libraries. Empowering Writers is used throughout the grades to ensure consistent vocabulary for students to generate a variety of writing skills across the grades.

We have designed a schedule which will allow for common blocks of literacy instruction for targeted and personalized literacy instruction in the areas that each student needs, in small groups. Staff are guided by the Division's Literacy Framework which provides the support and guidance needed to ensure students are meeting divisional and school literacy goals.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

56.1%

All Students, Fall Results:
56.1% met grade-level expectations

56.3%

All Students, Spring Results:
56.3% met grade-level expectations

63.7%

Indigenous Students, Fall Results:
63.7% met grade-level expectations

63.6%

Indigenous Students, Spring Results:
63.6% met grade-level expectations

- Students receive targeted instruction such as Heggerty, Remediation Plus, and Leveled Literacy Intervention (LLI) to address specific learning needs. A shift in assessment practices show more accurate Spring results.

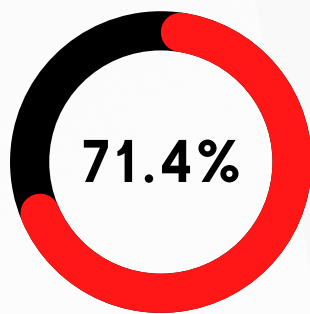


Dixonville
School

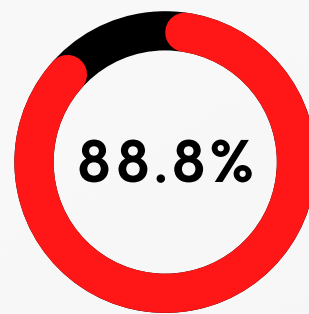
LITERACY

ACHIEVEMENT RESULTS

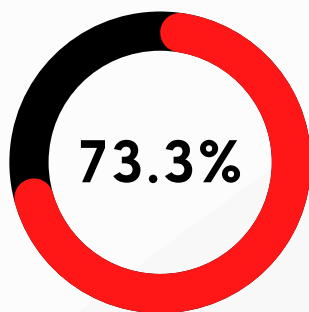
Reading Comprehension Assessment Tool Data



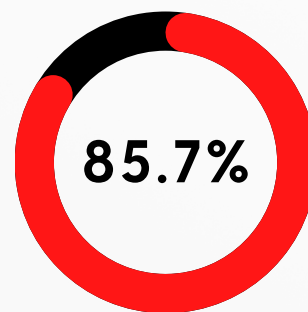
Grades 4-9: 71.4% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-9: 88.8% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-9: 73.3% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-9: 85.7% 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. We focused on comprehension during school-wide guided reading cycles.

LITERACY

ACHIEVEMENT RESULTS

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

Grades 1-6: Term 1

Reading Comprehension

81.5%

Reading Fluency

78.6%

Writing Content &
Organization

74.1%

Writing Conventions

66.7%

Grades 1-6: Term 3

Reading Comprehension

90.7%

Reading Fluency

93.8%

Writing Content &
Organization

90.3%

Writing Conventions

90.4%

- In January 2023, daily school-wide intervention for reading and writing was implemented which may have influenced the results. Overall there was an increase in the achievement results for literacy.

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

80%

Reading Fluency

76.3%

Writing Content &
Organization

80%

Writing Conventions

73.3%

Grades 1-6: Term 3

Reading Comprehension

94.1%

Reading Fluency

93.8%

Writing Content &
Organization

88.2%

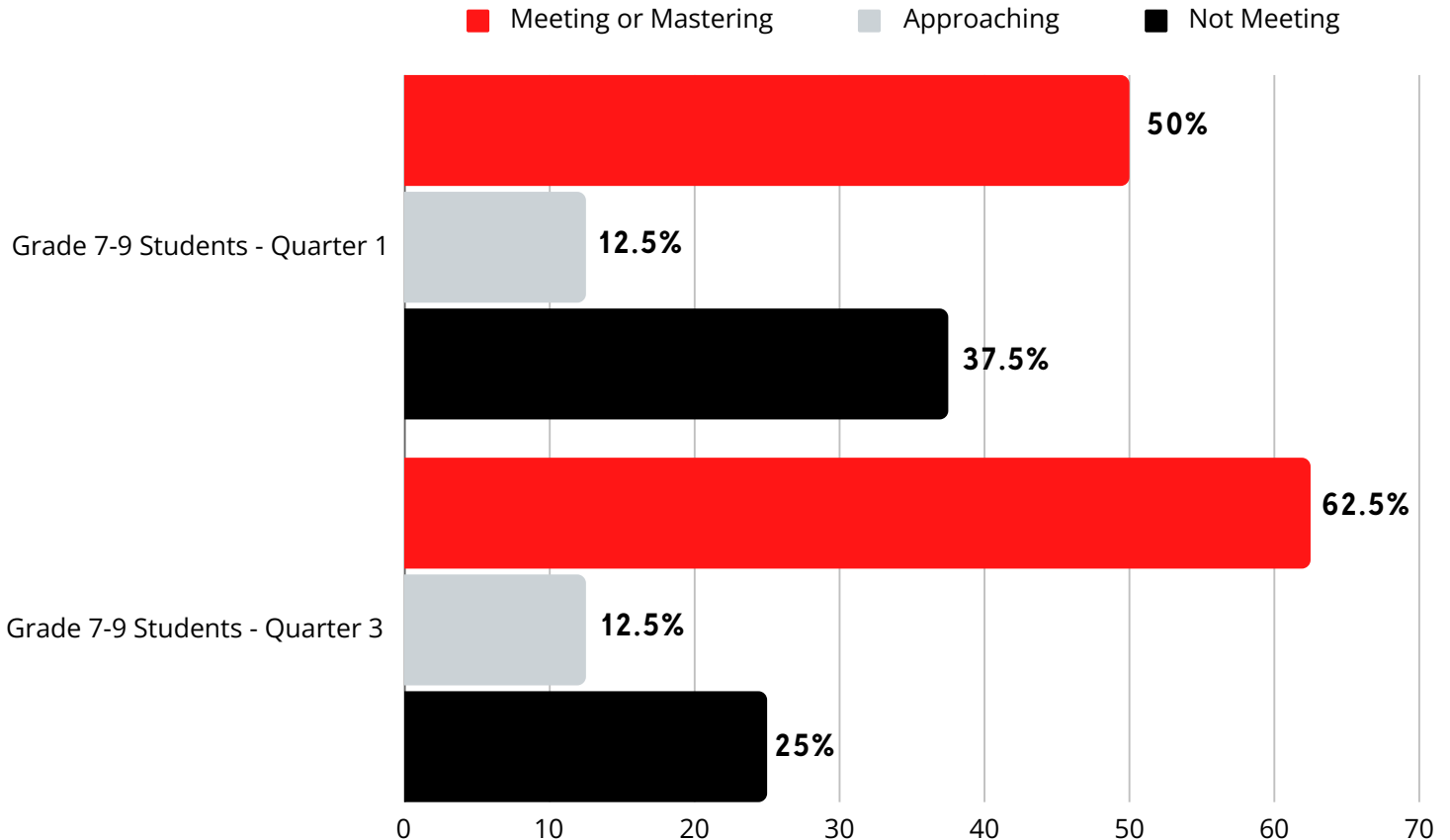
Writing Conventions

88.2%

- Indigenous students show an overall increase in achievement results, with the implementation of the school-wide literacy interventions.

LITERACY AND NUMERACY ACHIEVEMENT RESULTS

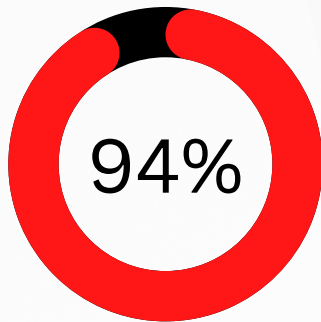
Year-End Report Card Data for Literacy and Numeracy: Percentage of Grades 7-9 Students meeting or mastering expectations



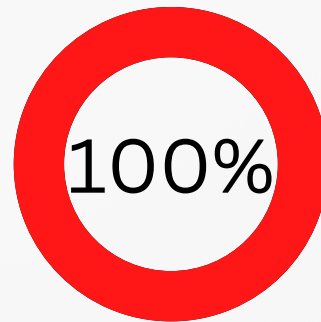
Due to low self-identified Indigenous students, results are suppressed.

LITERACY ACHIEVEMENT RESULTS

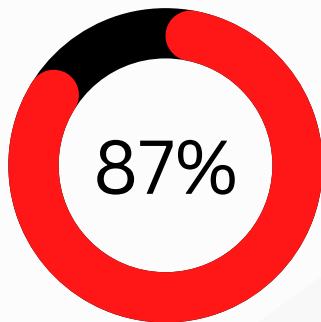
Dixonville School Education Assurance Survey Results: Goal One - Literacy



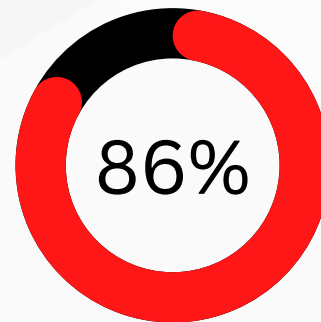
Percentage of students in Grades 3-6 who felt their reading skills have improved.



Percentage of students in Grades 7-19 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.



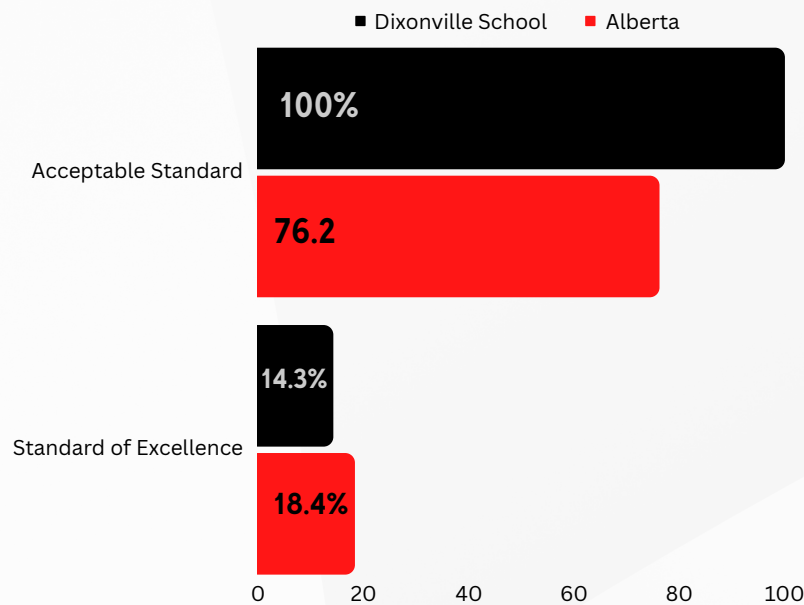
Percentage of students in Grades 7-9 who felt more confident in their writing skills.

- Students at Dixonville School are more confident in their reading skills than their writing skills.

LITERACY ACHIEVEMENT RESULTS

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

Grade 6 English Language Arts - All Students



Grade 6 English Language Arts - Indigenous Students

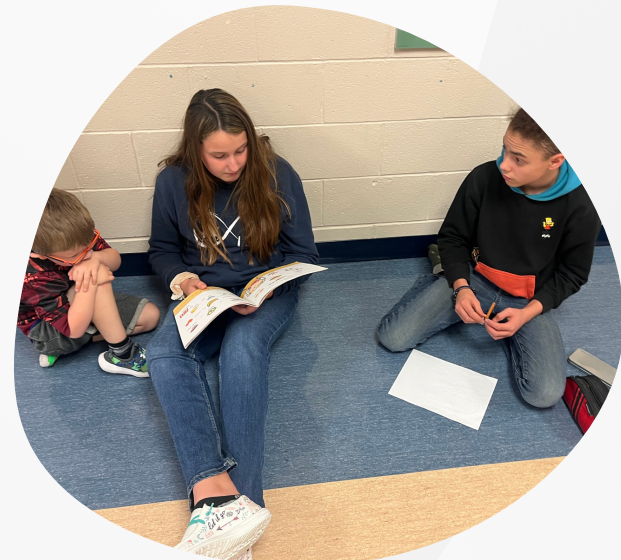
- Results are suppressed due to low indigenous student numbers.

Grade 9 English Language Arts - All grade 9 and Indigenous Students

- Results are suppressed due to low student numbers.



Dixonville
School



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**

- Learning Loss
- Attendance
- Mental Health
- Although COVID-19 protocols were minimized, the school experience 2 illness outbreaks resulting in an increase of absences
- Daily school-wide intervention

- **Next steps**

- A strong focus on literacy 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:

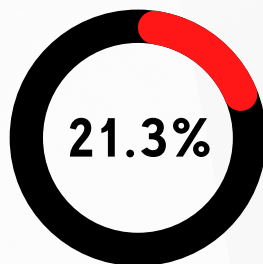
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Dixonville School has implemented the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student's understanding of core numeracy concepts at the beginning and end of the school 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.

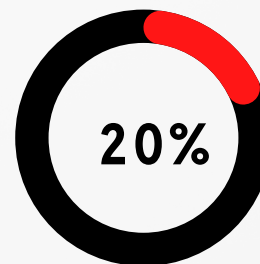
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data

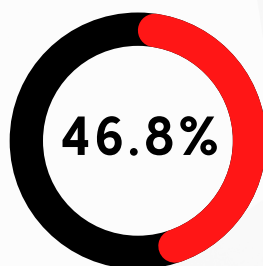
Grade 2-9 Fall
Results for all
students:



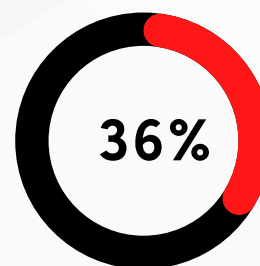
Grade 2-9 Fall
Results for
Indigenous students:



Grade 2-9
Spring Results
for all students:



Grade 2-9 Spring
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. Additionally, the MIPI was administered at the end of the year to determine how well they can apply key concepts for the upcoming 2023-2024 school year. The September 2022 results show that 21.3% of Grades 2-9 students started their school year meeting or mastering the core concepts from the previous grade level. The March 2023 results show that 46.8% of Grade 2-9 students ended their school year meeting or mastering the core concepts for the upcoming grade level.

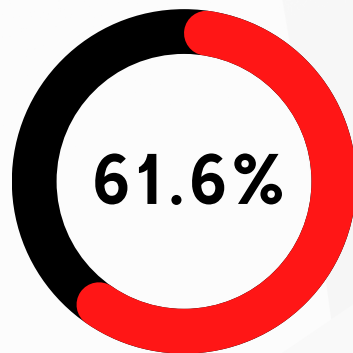
The September 2022 results show that 20% of Grades 2-9 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. The March 2023 results show that 36% of Grades 2-9 Indigenous students ended their school year meeting or mastering the core concepts for the upcoming grade level.

NUMERACY ACHIEVEMENT RESULTS

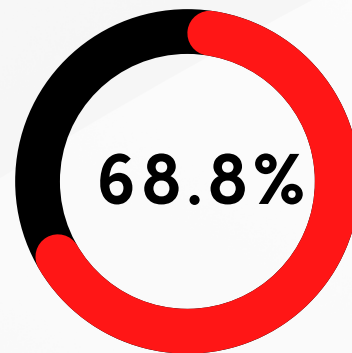
Numeracy Comprehension Assessment Tool Data: All Students Grades 1-9

- 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 2022-2023 NCAT results suggest that from 30.6% to 68.8% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

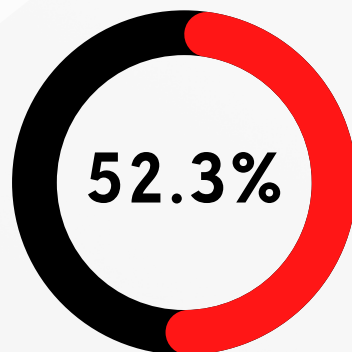
Number Sense



Place Value



Fractions & Decimals



Operations

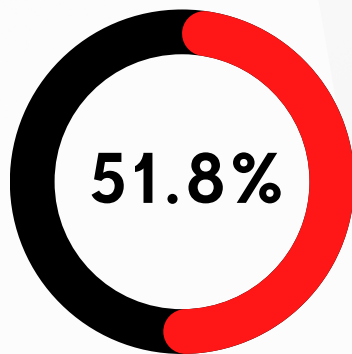


NUMERACY ACHIEVEMENT RESULTS

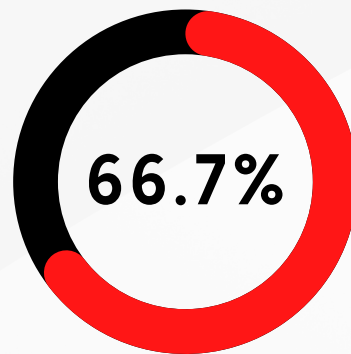
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-9

The 2022-2023 NCAT results suggest that from 28.6% to 66.7% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

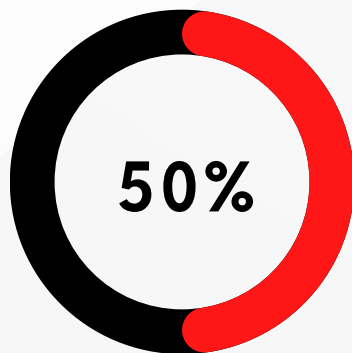
Number Sense



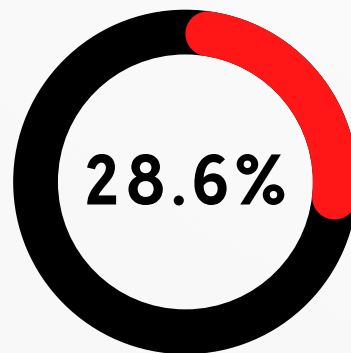
Place Value



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

82.8%

Grade 1-6: Term 3
Number Concepts

93.9%

Indigenous Students:

Grade 1-6: Term 1
Number Concepts

88.2%

Grade 1-6: Term 3
Number Concepts

94.1%

The Report Card Data for the 2022-2023 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.

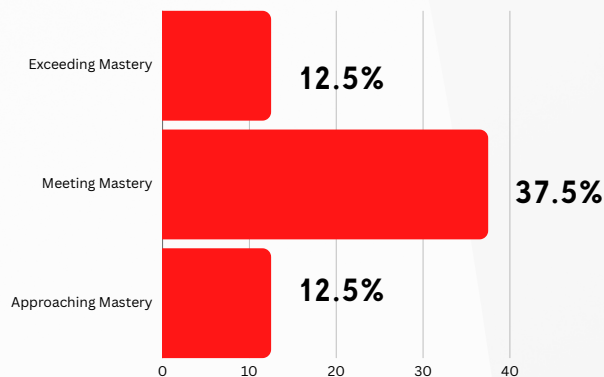


NUMERACY

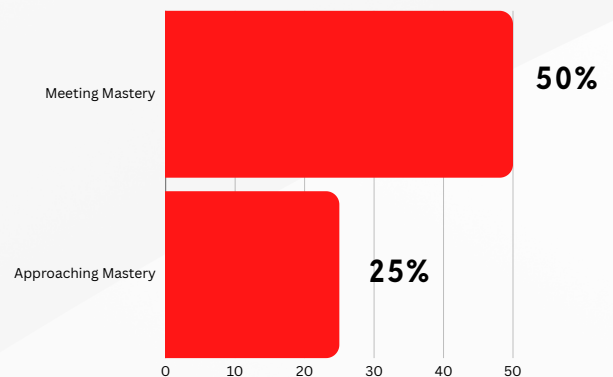
ACHIEVEMENT RESULTS

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

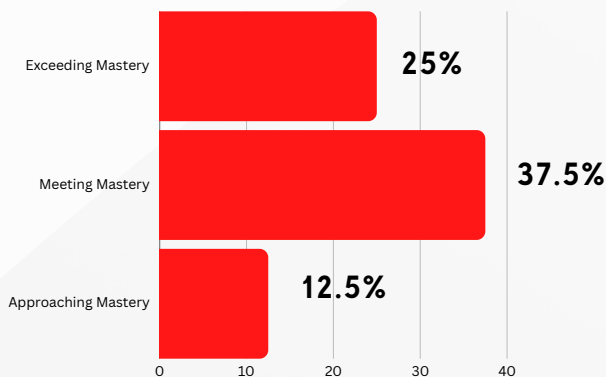
**Grades 7-9 1st Quarter:
All Students**



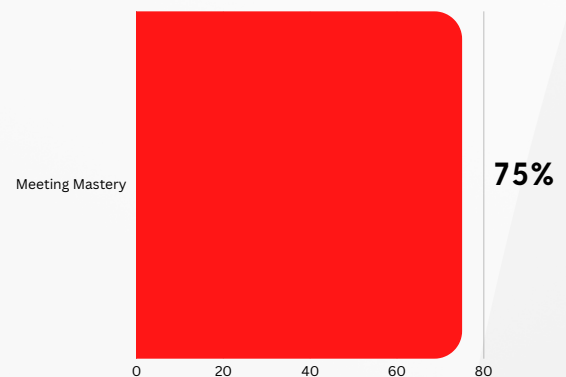
**Grades 7-9 1st Quarter:
Indigenous Students**



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



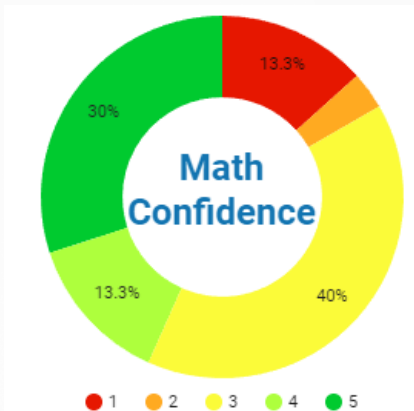
**Grades 7-9 3rd Quarter:
Indigenous Students**



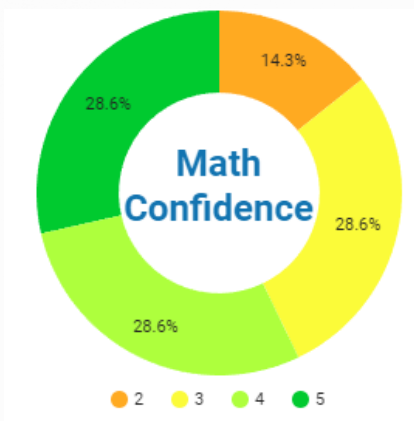
- Students in grade 7-9 maintained their knowledge of math concepts throughout the 2021-2022 school year.

Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy



Percentage of students in Grades 3-6 who felt confident in their math abilities.



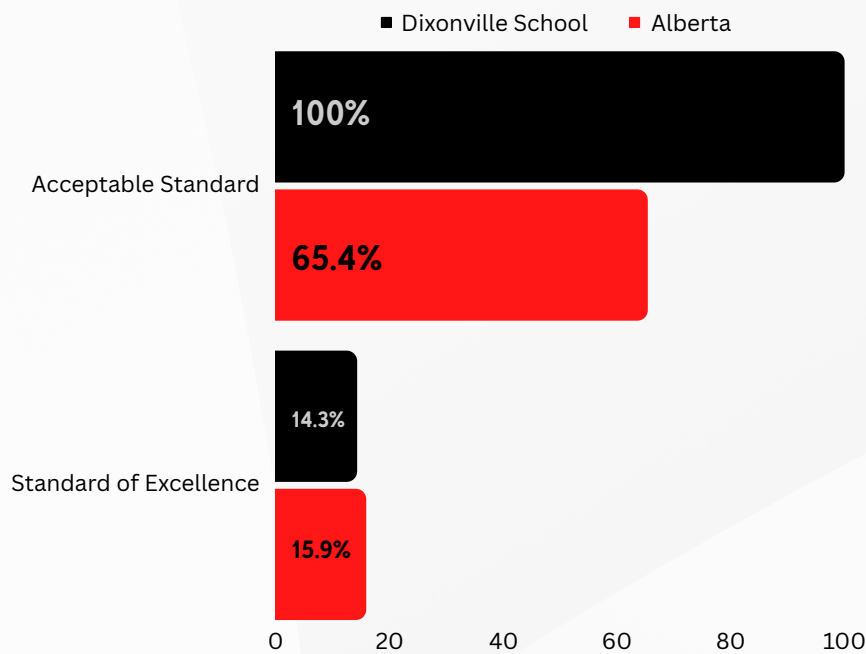
Percentage of students in Grades 7-9 who felt they have become more confident in their math abilities.

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



Grade 6 Mathematics - Indigenous Students

- Dixonville School results are suppressed because of our low population of Indigenous students in grade 6.

Grade 9 Mathematics - PAT Results

- Due to our low population of Grade 9 students, all PAT results are suppressed.

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. Other factors that may have affected results are:
 - Attendance
 - Mental Health
 - Although COVID-19 protocols were minimized, the school experienced two illness outbreaks resulting in an increase of absences
 - Daily school-wide intervention

- **Next steps**

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



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.

In order to ensure that all students learning needs are met, Learning Services 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

Behavioural Support Plans & Individual Program Plans



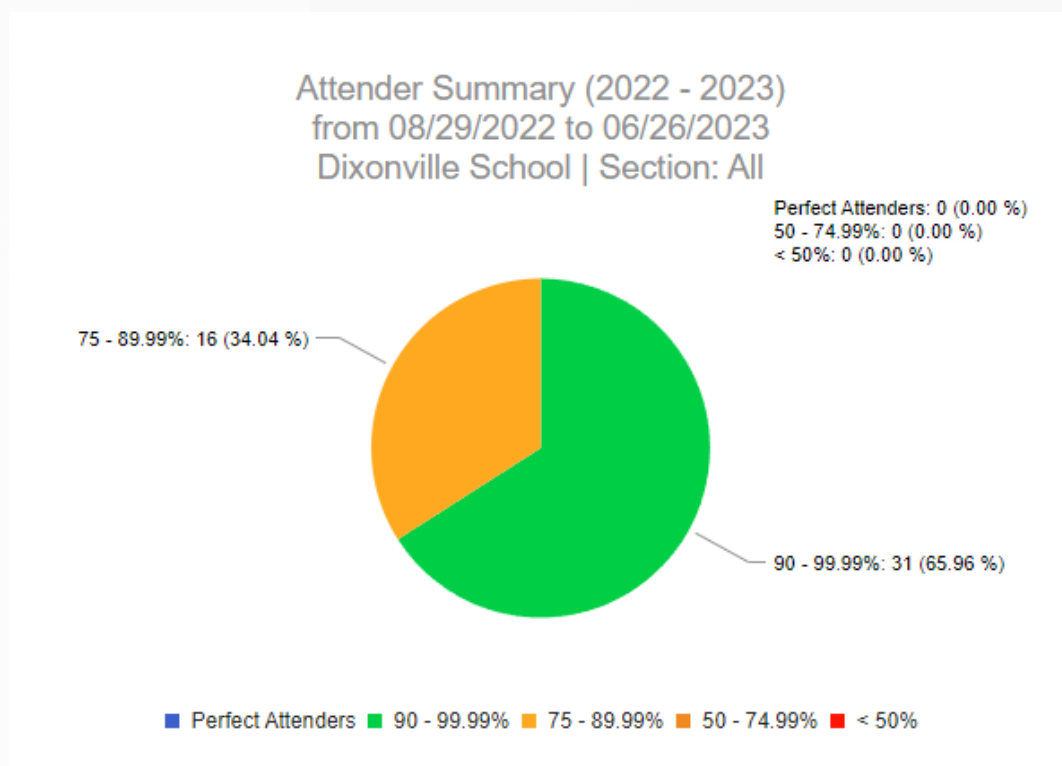
IPP's
12

Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 12 IPP's completed in the 2022-2023 school year. BSP information is suppressed due to low numbers.



INCLUSIVE EDUCATION PRACTICES

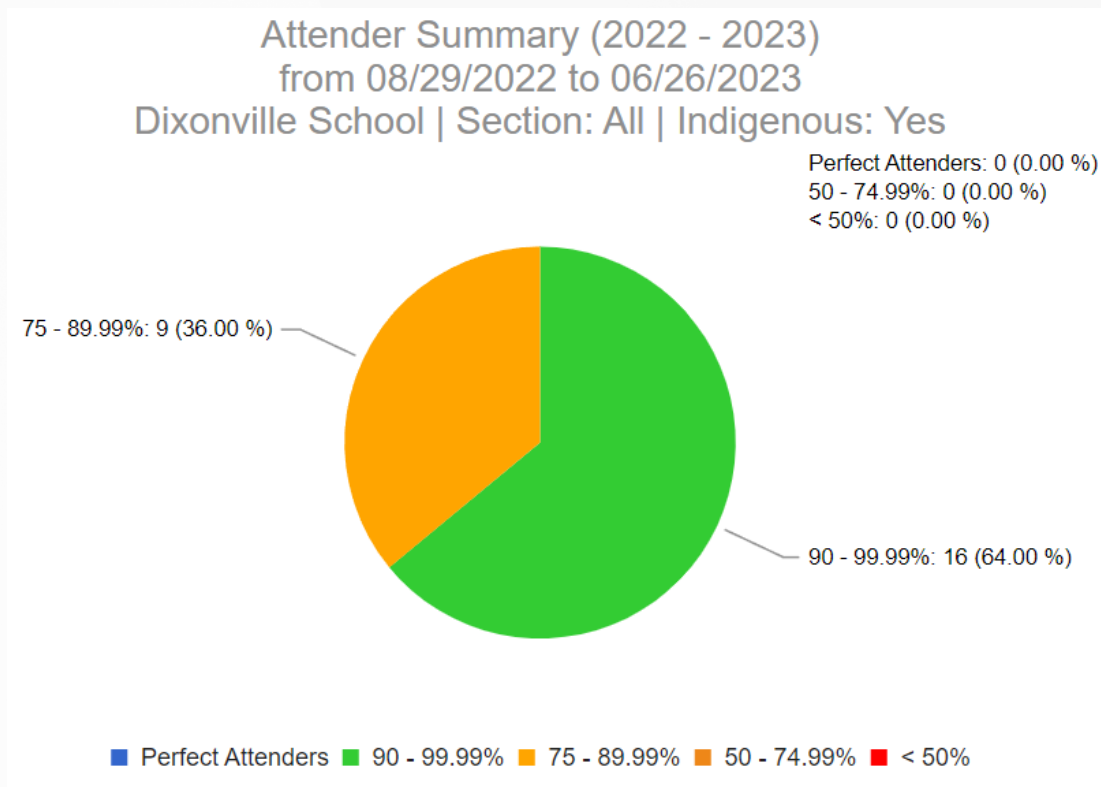
Attendance Data: All Students



- Out of the total number of students at Dixonville School, 65.96% of students had greater than 90% attendance. This could be a result from increased efforts put in place to support students. We implemented a leadership program, school garden, Therapy animals, Skills Canada Try-A-Trade, and mentorship opportunities.
- Despite the COVID-19 protocols being reduced, there were two outbreaks of the flu within the school. Additionally, extreme cold weather, resulting in bus cancellations, also impacted out attendance numbers.

INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- Out of the total number of students at Dixonville School, 64% of students had greater than 90% attendance. This is an increase in attendance from last school year.
- 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 impacted by two outbreaks of the flu. Measures have been put in place to help support and increase attendance.

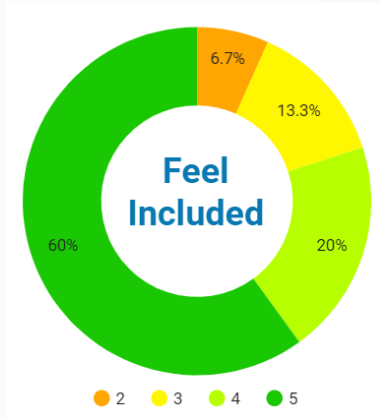


INCLUSIVE EDUCATION PRACTICES

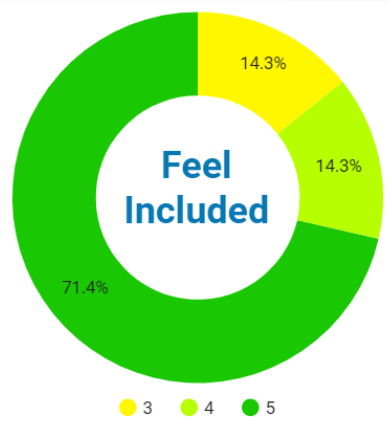
PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 3-6:

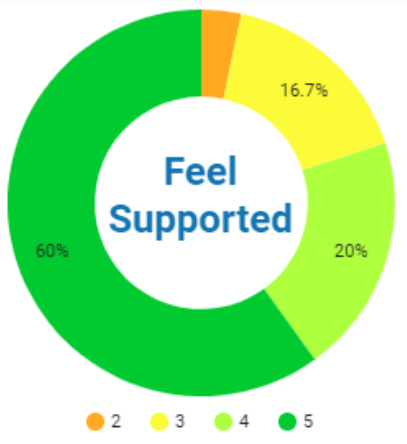


- Grades 7-9:

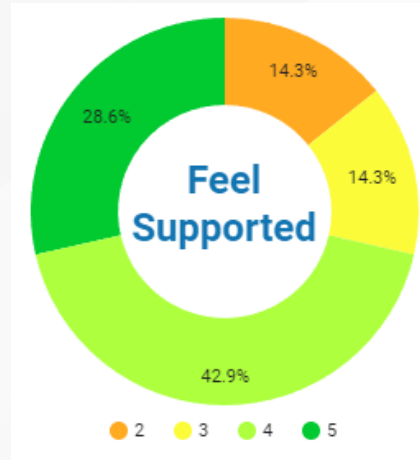


Percentage of students who felt supported by adults in their schools:

- 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.

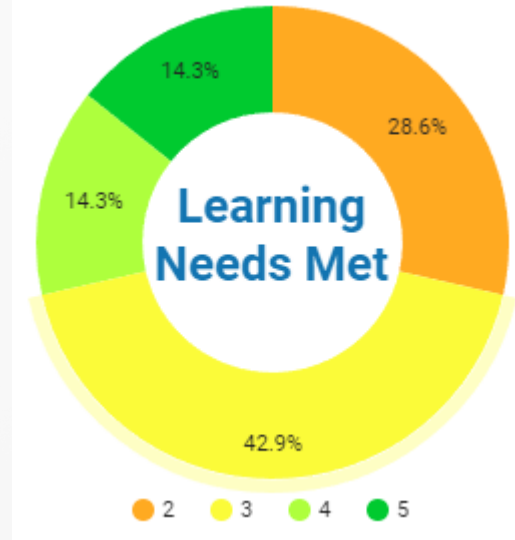
INCLUSIVE EDUCATION PRACTICES

Dixonville School Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6



Grades 7-12



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.



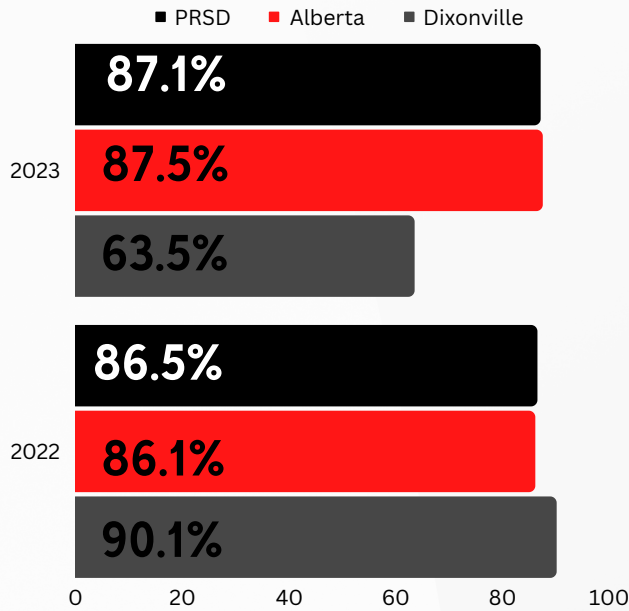
INCLUSIVE EDUCATION PRACTICES

Alberta Education

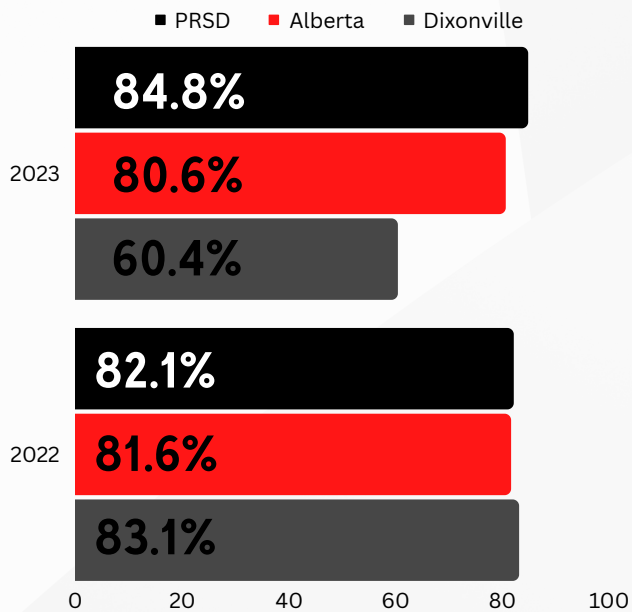
Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division

Welcoming, Caring, Respectful & Safe Learning Environments



Access to Support Services



- Dixonville school experienced a decline from 2022 to 2023.

INCLUSIVE EDUCATION PRACTICES

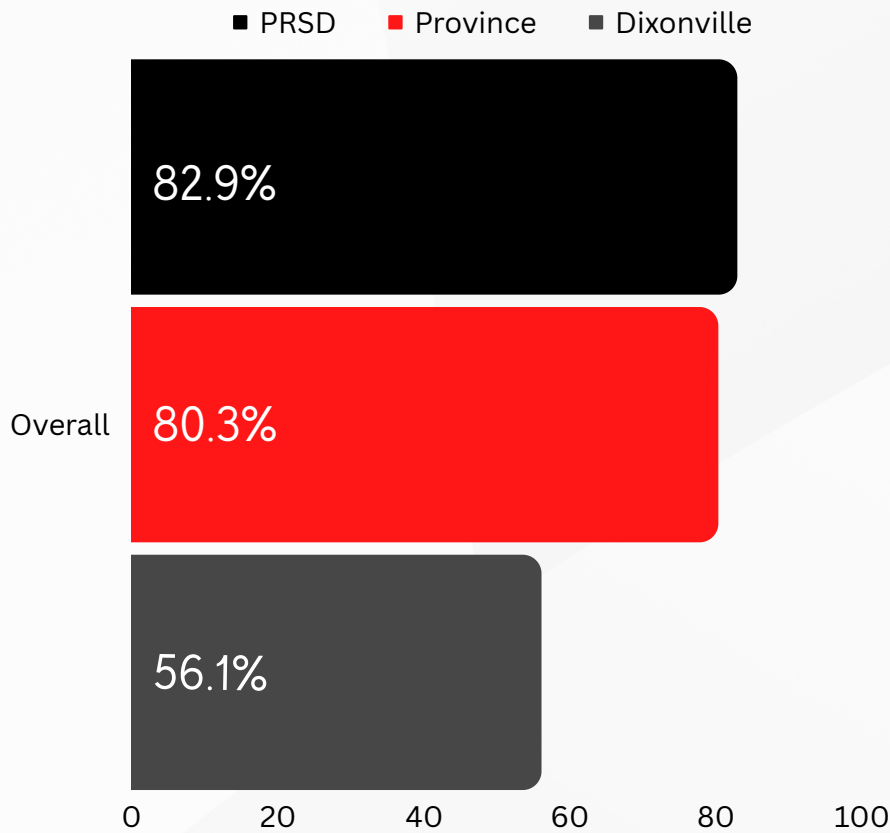
Alberta Education Survey Results

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 and parent data is suppressed at Dixonville School because of the low number of respondents and teaching staff.

INCLUSIVE EDUCATION PRACTICES

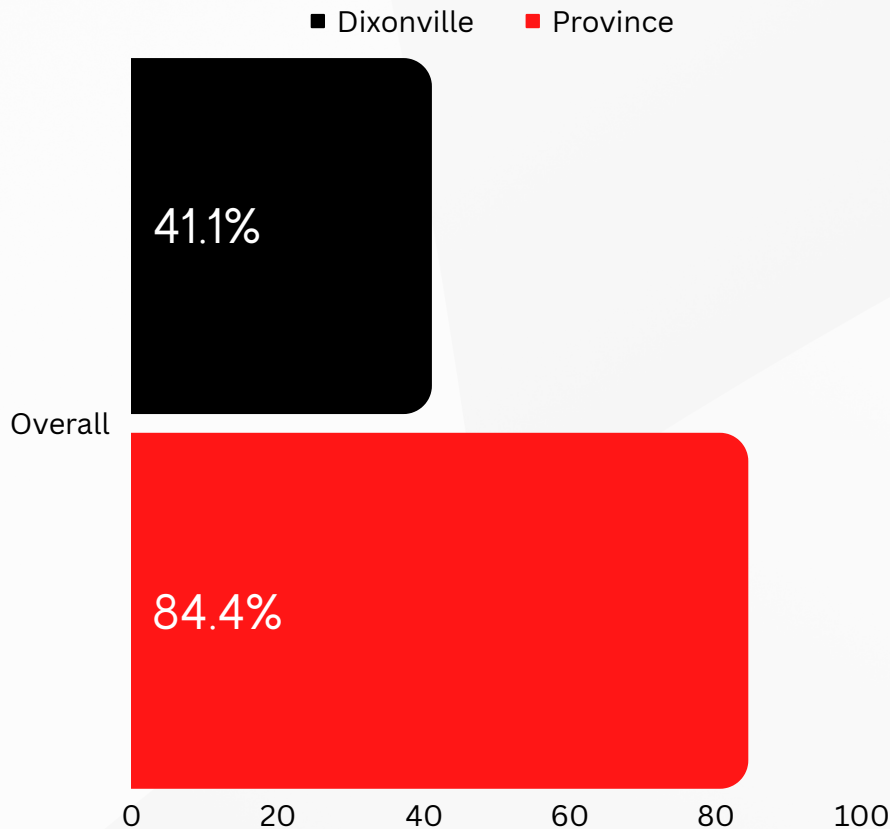
Alberta Education Survey Results

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 respondents and teaching staff. 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

Peace River School Division No. 10
2022 - 2023 Spring Budget

SCHOOL: Dixonville

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$24,188	\$26,400
Total AB ED: Service & Supports	\$24,188	\$26,400
% of Revenue and Allocations to Budget Center	96%	96%
AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 Spring Budget
FNMI Allocation: School: Current Year	\$1,080	\$1,080
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	18 Student	18 Student
Total AB ED: Differential Cost Funding	\$1,080	\$1,080
% of Revenue and Allocations to Budget Center	4%	4%

Total Revenue and Allocations to Budget Center	\$25,268	\$27,480
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Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Based Certificated Sub Cost	\$2,664	\$2,664
Days of School Certified Subs	12.00 Days	12.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$266	\$266
School Based Certificated Sub Cost	\$2,664	\$2,664
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
Total Other Staffing Costs	\$3,430	\$3,430
% of Expenditures	14%	12%

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Certificated Inservice/Reg Fees	\$1,400	\$1,400
Uncertificated Inservice/Reg Fees	\$650	\$650
Professional Fees	\$350	\$350
Staff and Public Relations	\$500	\$500
Postage & Phone	\$500	\$500
Advertising	\$100	\$100
Expense Reimbursement	\$2,100	\$2,100
Contracted Building Grounds Maintenance	\$2,000	\$2,000
Total Contracted Services	\$7,600	\$7,600
% of Expenditures	30%	28%

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies	\$9,888	\$12,100
Library Supplies	\$350	\$350

Budget Report

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Tuesday, November 29, 2022 10:04 AM

SCHOOL: Dixonville - Budget Report

2022 - 2023 Spring Budget

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Furniture & Equipment	\$4,000	\$4,000
Total Supplies	\$14,238	\$16,450
% of Expenditures	56%	60%

Total Expenditures	\$25,268	\$27,480
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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.

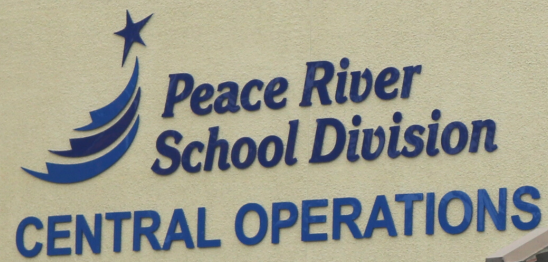




TIMELINES AND COMMUNICATION

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.



*Peace River
School Division*
CENTRAL OPERATIONS

CONNECT WITH US:



[HTTPS://WWW.DIXONVILLESCHOOL.CA/](https://www.dixonvilleschool.ca/)



[HTTPS://WWW.FACEBOOK.COM/PROFILE.PHP?ID=100057583002777](https://www.facebook.com/profile.php?id=100057583002777)