



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



**Dixonville
School**



MESSAGE FROM THE PRINCIPAL

At Dixonville School, we aim to be the preferred choice for education among our community's students and families. Our vision reflects our commitment to offering exceptional learning experiences and support systems that empower students to thrive both academically and personally. Our mission is to cultivate a safe, nurturing, and student-focused environment. We believe education goes beyond academics; it encompasses the social, emotional, and physical well-being of our students. We work to create a sense of belonging and community, ensuring every student feels valued and supported.

Our vision and mission guide all our efforts at Dixonville School. We are dedicated to delivering a well-rounded education that fosters student growth and independence. With the collaboration of our devoted teachers, families, and community, we are working together to create 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.

WE ARE DYNAMITE!



2023/2024 ANNUAL EDUCATION RESULTS REPORT

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares PRSD and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three 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 2-3 and Grades 4-9 who are achieving >50% on the RCAT
 - Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12
 - Divisional Report Card Data
 - Divisional Survey Results Regarding Literacy Achievement
 - Elk Island Catholic School Phonological Awareness EICS PA results are suppressed
 - Writing Assessment Tool (WAT)
- **Numeracy:**
 - Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10
 - Numeracy Comprehension Assessment Tool (NCAT) Data for Grades 1-9
 - Elk Island Catholic School Math Assessment (EICS MA)
 - Divisional Report Card Data
 - Divisional Survey Results Regarding Numeracy Achievement
- **Inclusionary Practices:**
 - Divisional Data Regarding Programming for Special Needs Students
 - Divisional Data Regarding Student Absenteeism
 - Divisional Survey Results Regarding Inclusionary Practices

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

- **Literacy:**
 - ELAL Provincial Achievement Tests (PATs) for Grade 6 students were not conducted this year and Dixonville School did not have any students enrolled in Grade 9.
- **Numeracy:**
 - Provincial Achievement Tests (PATs) Results for Grade 6 students were not conducted this year and Dixonville School did not have any students enrolled in Grade 9.
- **Inclusionary Practices:**
 - Alberta Education Assurance Measures (AEAMs).



SCHOOL GOAL ONE

ALL STUDENTS ARE LITERATE

OUTCOME:

ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING 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), and Remediation Plus are implemented 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 programs. 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

Division Fountas & Pinnell BAS I and II Data

36.6%

All Students, Fall Results:
36.6% met grade-level expectations

58.6%

All Students, Spring Results:
58.6% met grade-level expectations

42.8%

Indigenous Students, Fall Results:
42.8% met grade-level expectations

52.4%

Indigenous Students, Spring Results:
52.4% met grade-level expectations

Summary

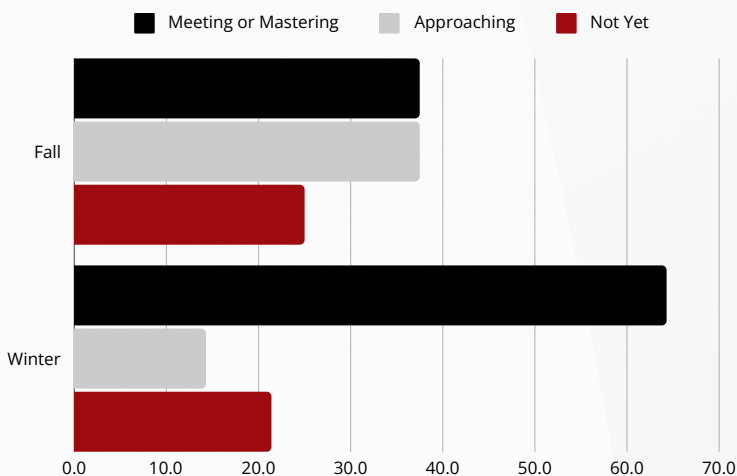
Students receive targeted instruction such as Heggerty, Remediation Plus, and Leveled Literacy Intervention (LLI) to address specific learning needs. School-wide collaborative response and guided reading show improved results in the spring for all students and Indigenous students.



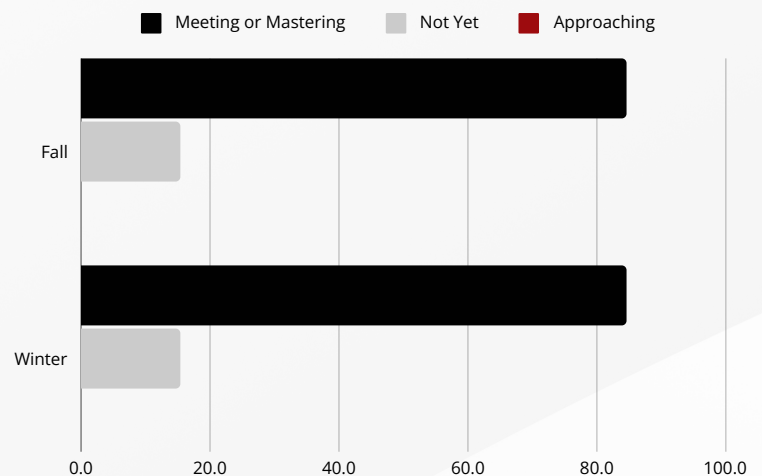
Dixonville
School

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT) Data



Results of Non-Indigenous students during the Fall Assessment



Results of Indigenous students during the Fall Assessment

Summary

The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

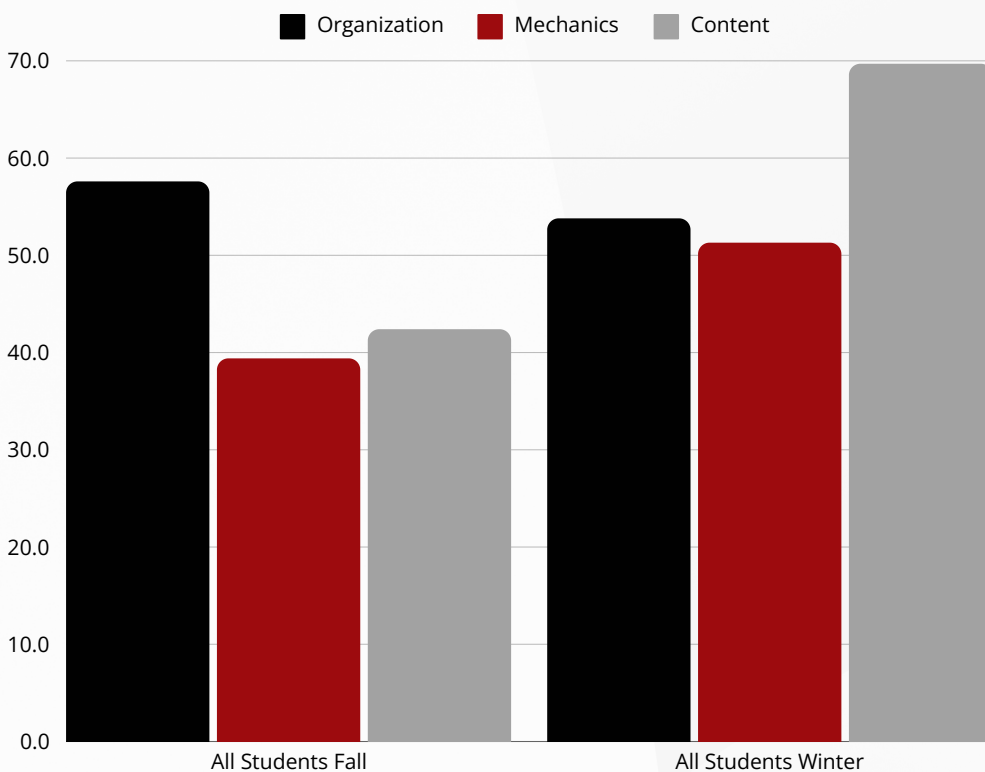
This set of data indicate significant growth for our non-indigenous students who were meeting or mastering for the fall assessment compared to the winter assessment. The data also shows that there was a smaller number of non-indigenous students who were approaching or not yet meeting grade level content from the fall assessment to the winter assessment.

This set of data indicate that 84.6% of indigenous students were meeting or mastering grade level content for both the Fall and Winter terms.

In order to fully achieve the mission of success for all, the division's goal is to continue to promote achievement growth for all students while narrowing the gap between our Indigenous and non-Indigenous learners.

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Summary

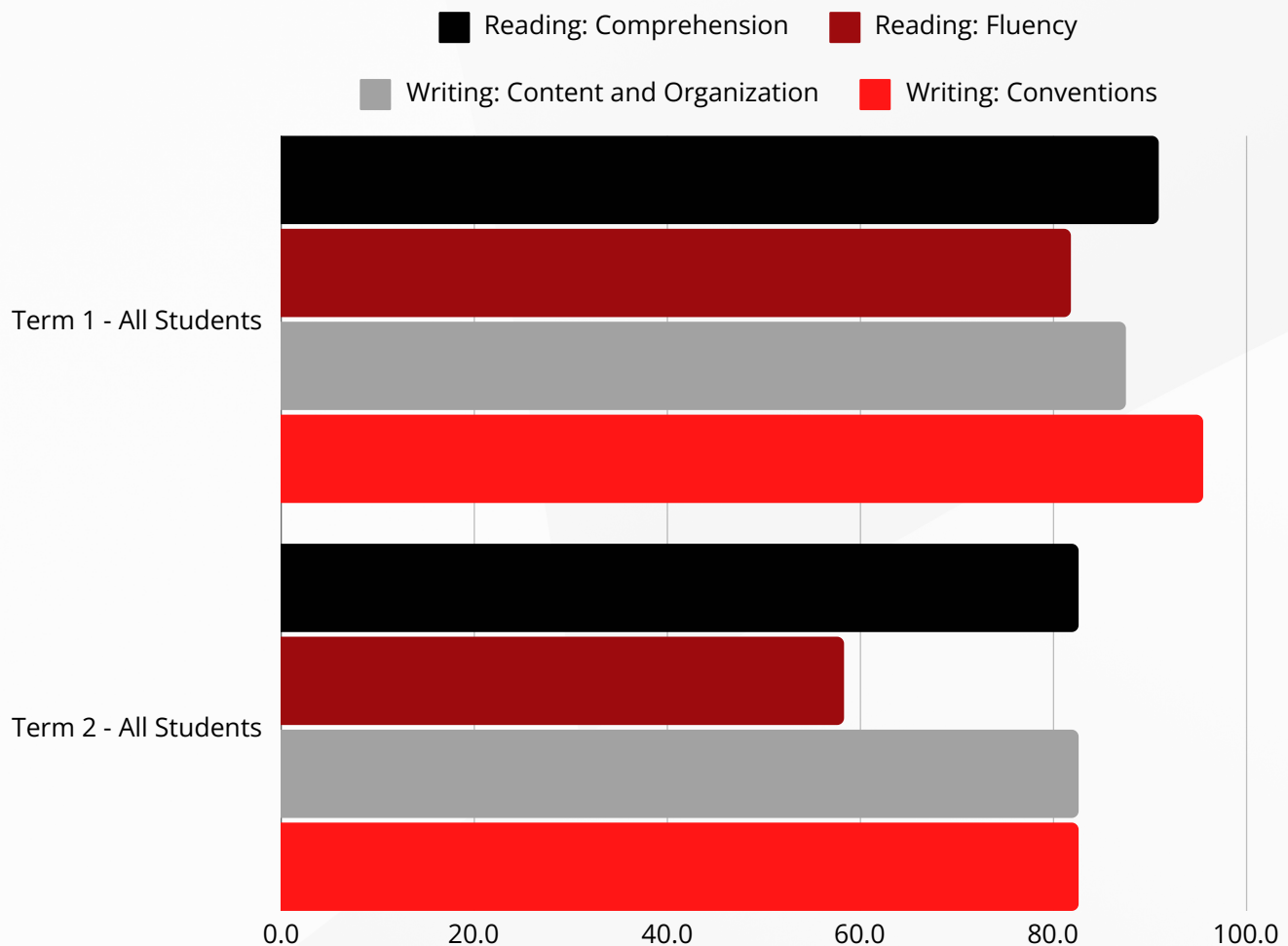
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes.

The Writing Assessment Tool (WAT) data for 2023-2024 show that around 50% or less of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods in most categories, there remains significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-2024



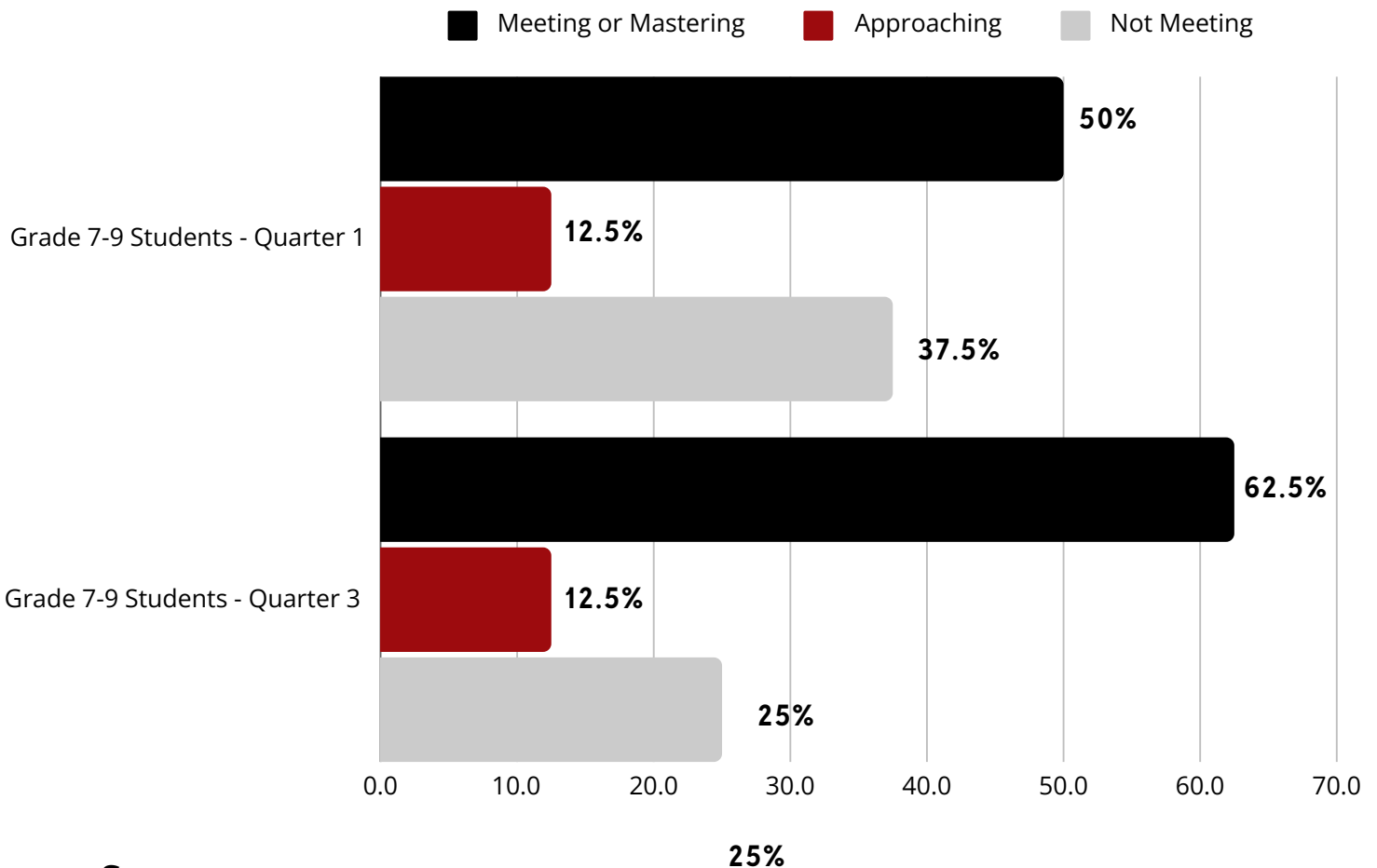
Summary

The report card data indicate that from the Term 1 report to the Term 3 report there was a decrease in the percentage of Grade 1-6 students meeting grade-level expectations in all areas of Reading and Writing. Due to this decrease, further importation work is required to ensure our students are meeting program expectations. As a school, we will work to eliminate the achievement gaps for all students by continuing whole-school intervention cycles to help students continue their growth.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 7-9 students meeting or mastering expectations in 2023-2024



Summary

The report card data indicate there was an increase in the percentage of Grades 7 through 9 students meeting grade-level expectations in all areas of Reading and Writing and a decrease of students who were not yet meeting. While this is positive, the data does show that more work can be done to move students from not yet meeting or approaching grade-level expectations. Bridging the gap will be achieved through the use of whole-school intervention for both reading and writing.

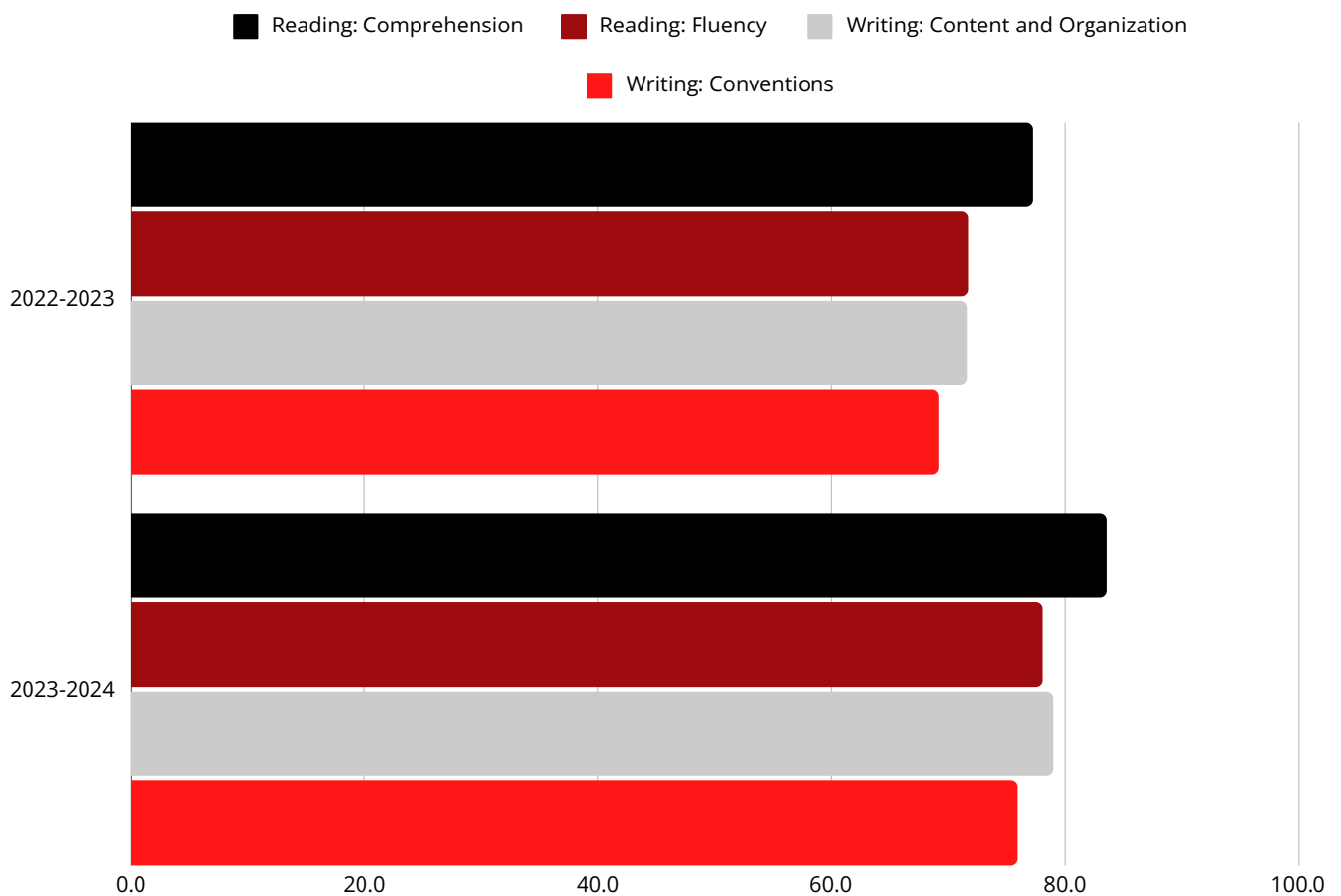
Due to low self-identified Indigenous students, results are suppressed.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

Year-over-year comparison - Term 3 Results



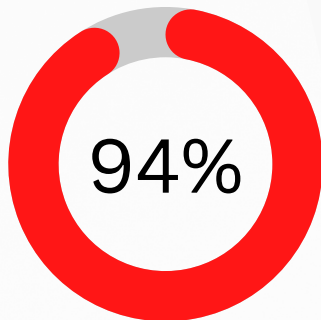
Summary

The year-over-year comparison of report card data indicate there was an increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. The school experienced a 6.4% gain in reading comprehension and reading fluency, and a 7% gain in writing structures. This growth could be due to the implementation of targeted literacy programs that focus on individualized student needs. Additionally, increased teacher training and access to high-quality resources could have contributed to improved instructional practices and student engagement.

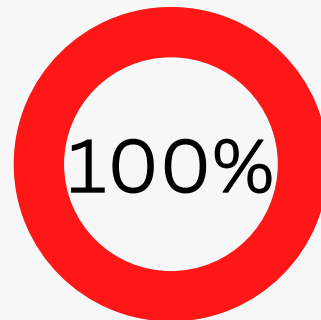
Due to low self-identified Indigenous students, results are suppressed.

LITERACY ACHIEVEMENT RESULTS

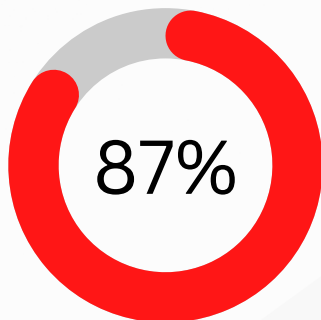
Dixonville School Education Assurance Survey Results: Goal One - Literacy



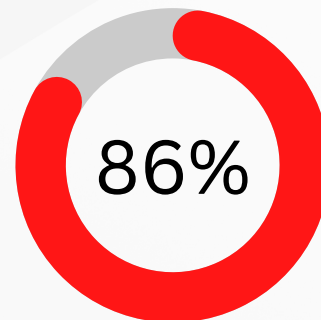
Percentage of students in Grades 3-6 who felt their reading skills have improved.



Percentage of students in Grades 7-9 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.



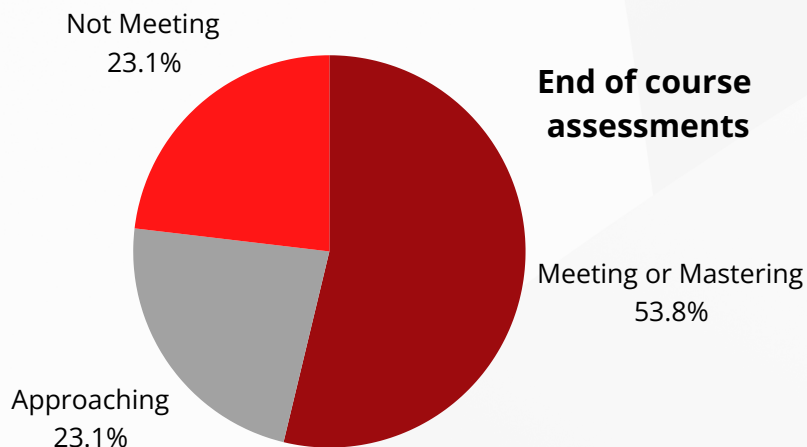
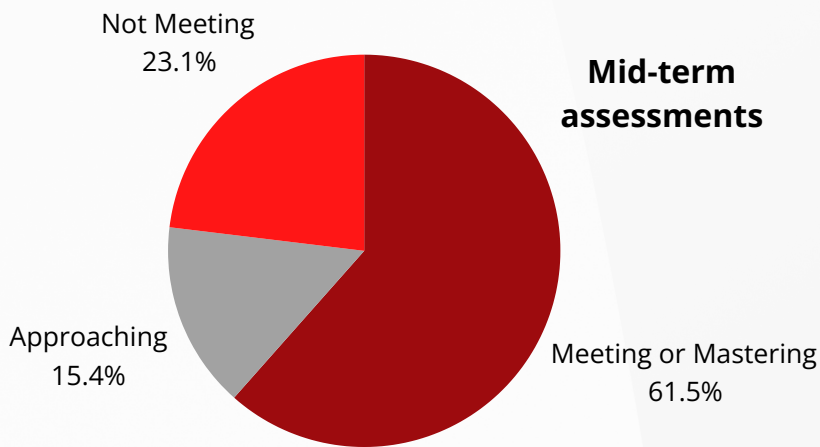
Percentage of students in Grades 7-9 who felt more confident in their writing skills.

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

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 7-9 students meeting or mastering expectations: 2023-2024



Summary

The Grades 7-9 school report card data indicate that there was a decrease in percentage of students who were meeting or mastering grade-level expectations. This decrease may stem from curriculum and division adjustments, potentially lowering standards to accommodate diverse learning needs. Additionally, challenges such as inadequate support for foundational skills may leave students less prepared to meet higher academic demands.



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.



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

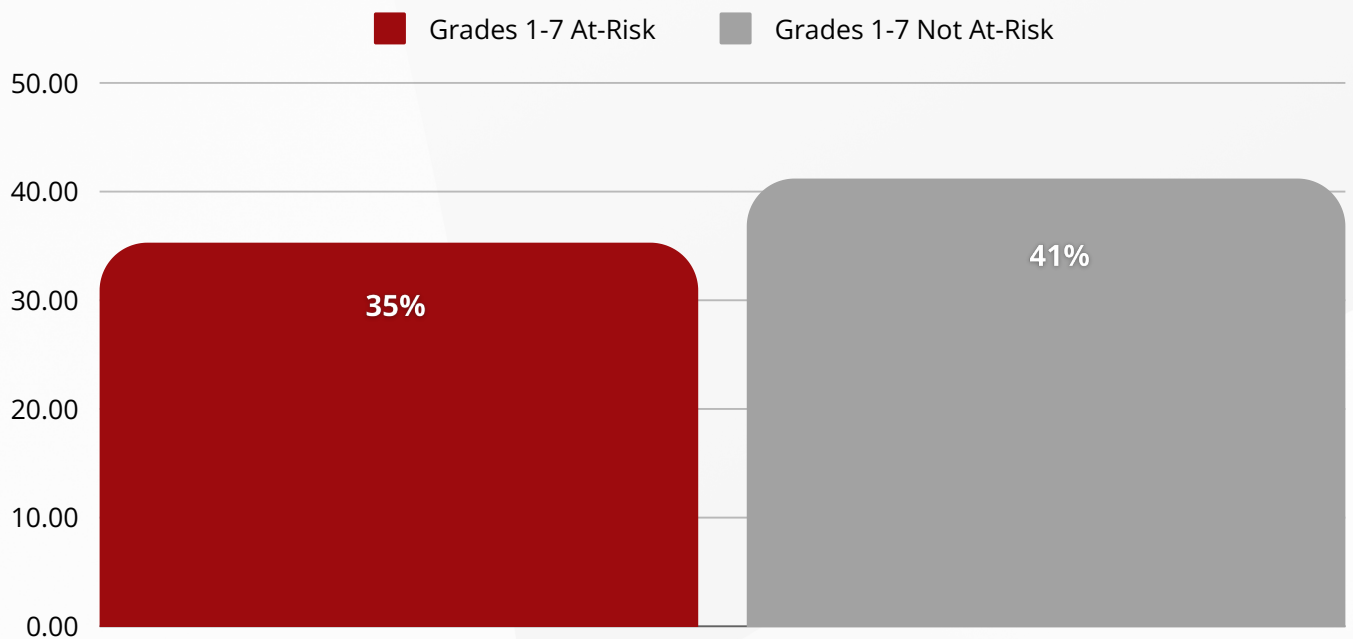
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The Division has invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. The Division used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data. The Division student data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results for the Division is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, the Division is able to identify and implement specific strategies to help narrow any gaps.

The Division's staffing includes a Program Coordinator for Numeracy who works collaboratively with other Learning Services team members to provide extensive supports to teachers throughout the Division. Furthermore, the Division's Numeracy Framework provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

Division Elk Island Catholic Schools Math Assessment Data (Grade 1-7)



Percentage of Non-Indigenous students considered “At-Risk” or “Not At-Risk” during the Fall Assessment
There was no students in grade 3 during the 2023-2024 school year.

Spring Results

Non-Indigenous Students



Grade 1-7 At-Risk



Grades 1-7 Not At-Risk

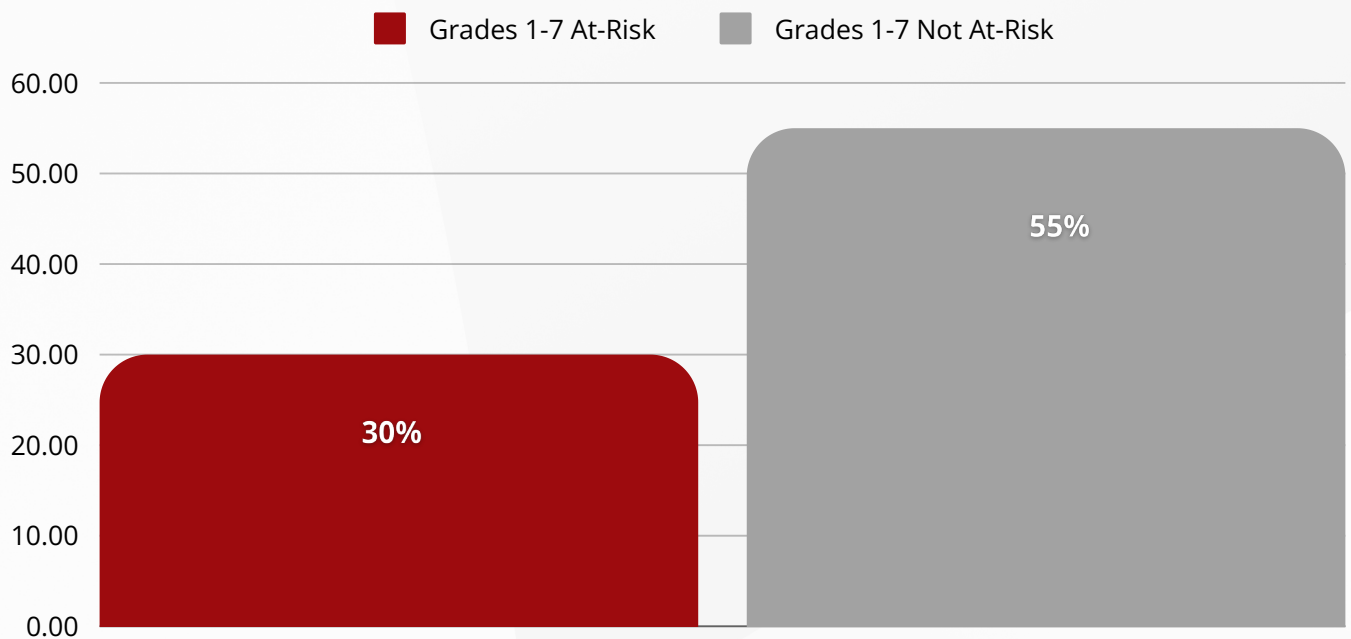
Summary

The EICS is administered at the beginning of the year to determine how well students understand key concepts from previous year’s work, which provides a useful starting point for the current year’s instruction. Additionally, the Mathematics Intervention/Programming Instrument was administered to grade 8 and 9 students to determine understanding of key concepts from previous years work. Due to low student numbers, MIPI results are suppressed. When administered again in the spring to test student growth, the results showed a significant increase of students Not At-Risk.

[Overview of Divisional Literacy and Numeracy Assessments](#)

NUMERACY ACHIEVEMENT RESULTS

Division Elk Island Catholic Schools Math Assessment Data (Grade 1-7)



Percentage of Indigenous students considered "At-Risk" or "Not At-Risk" during the Fall Assessment

Spring Results

Indigenous Students



Grade 1-7 At-Risk



Grades 1-7 Not At-Risk

Summary

The EICS is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. Additionally, the Mathematics Intervention/Programming Instrument was administered to grade 8 and 9 students to determine understanding of key concepts from previous years work. Due to low student numbers, MIPI results are suppressed.

When administered again in the spring to test student growth, the results showed a decrease in number of students At-Risk and an increase of students Not At-Risk.

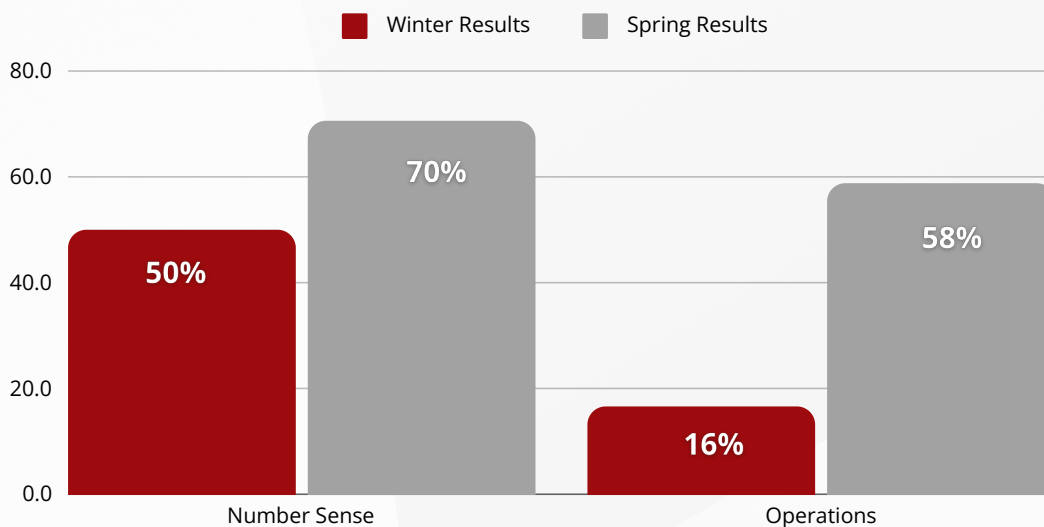
[Overview of Divisional Literacy and Numeracy Assessments](#)

NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT)

Data

Grade 1-9 year-over-year comparison of Non-Indigenous student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in two core strands of mathematics, Number Sense and Operations. The assessments are administered in the winter term and the spring term to Grades 1-9. These assessments provide a snapshot of student progress at from the beginning of the school year to the end. The 2023-24 NCAT results suggest a growth of non-Indigenous students that had met or mastered the concepts in these core numeracy strands in the winter term to the spring term, and teachers used this information to inform their planning and instruction for the remainder of the year.

Similar trends can be seen in the data regarding our Indigenous students. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

Winter Results

Indigenous Students Meeting or Mastering Expectations



Number Sense



Operations

Spring Results

Indigenous Students Meeting or Mastering Expectations



Number Sense



Operations

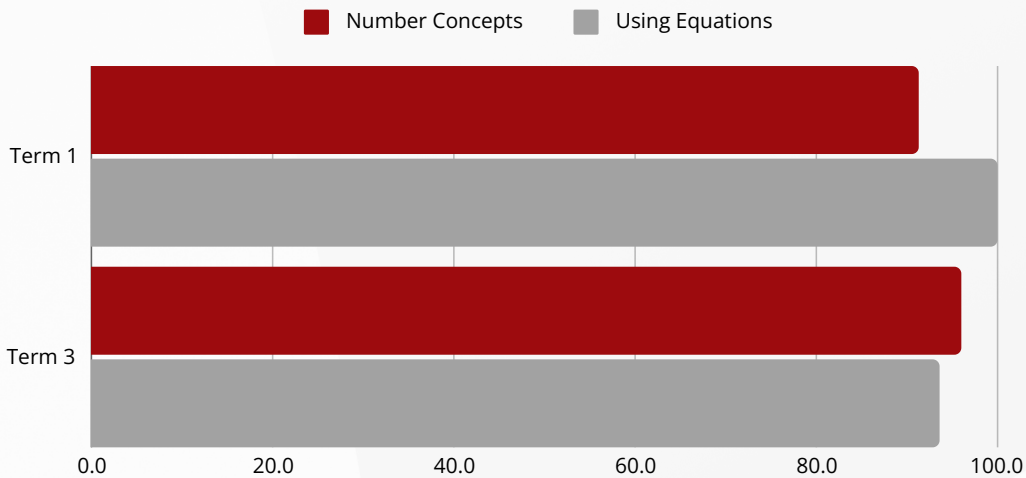


NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy:

Percentage of Grades 1-6 Students Meeting or Mastering Expectations

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24

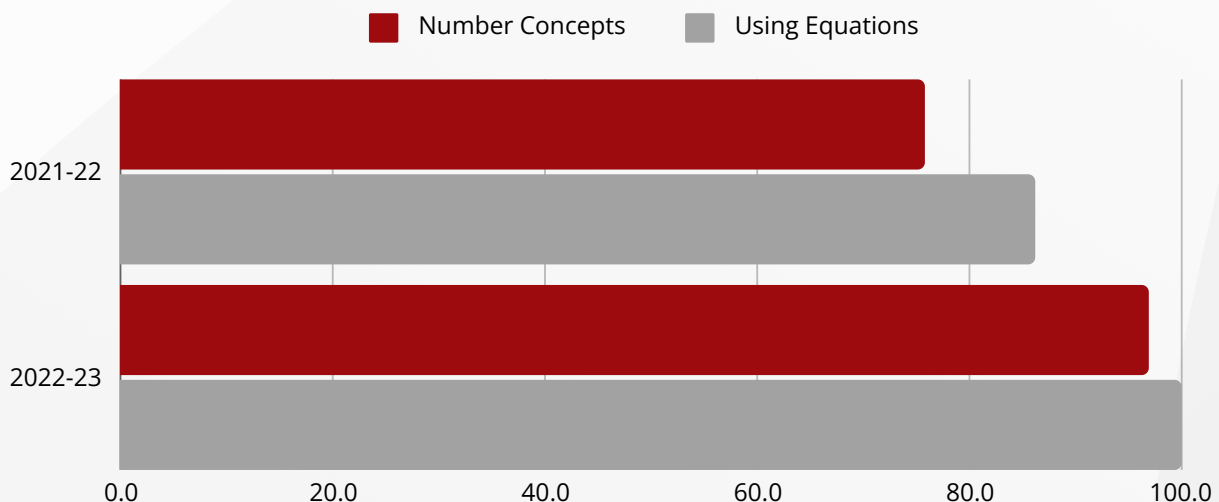


Summary

The Report Card Data for the 20223-24 school year showed growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. However, there was a slight decrease in the percentage of Grade 1-6 students who met or mastered the core learning outcomes in the Using Equations strand of mathematics.

As shown in the graph below, growth is also evident in the results from our students in the year-over-year comparison. While there is an anomaly in the data from the Indigenous students in the year-over-year data for number concepts, significant growth is evident in the area of using equations.

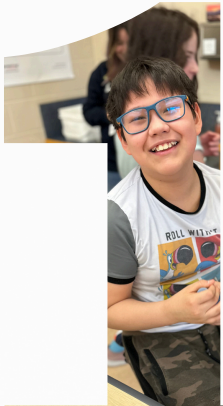
Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



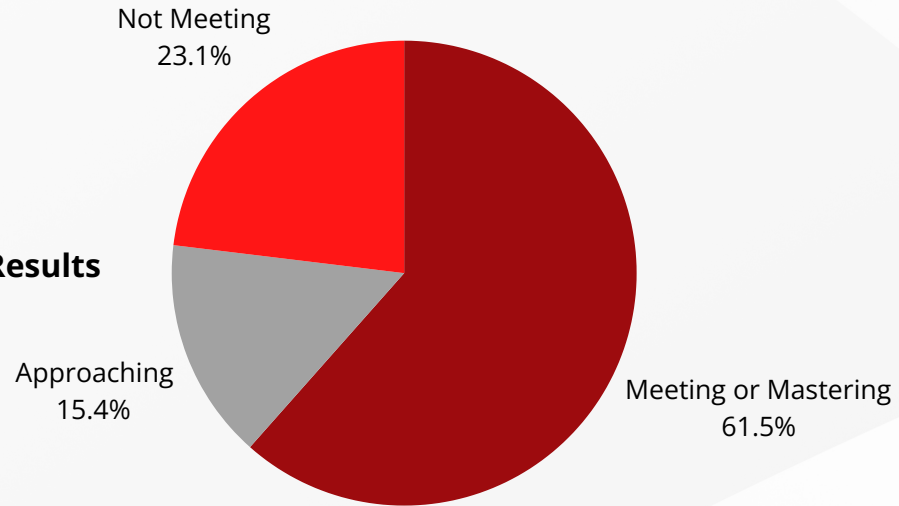
NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

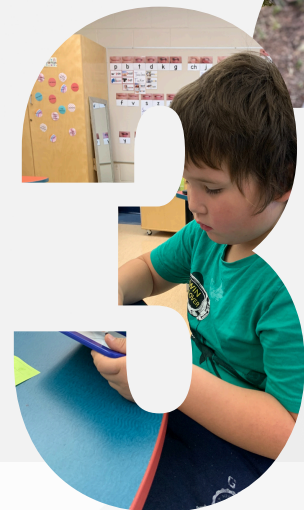
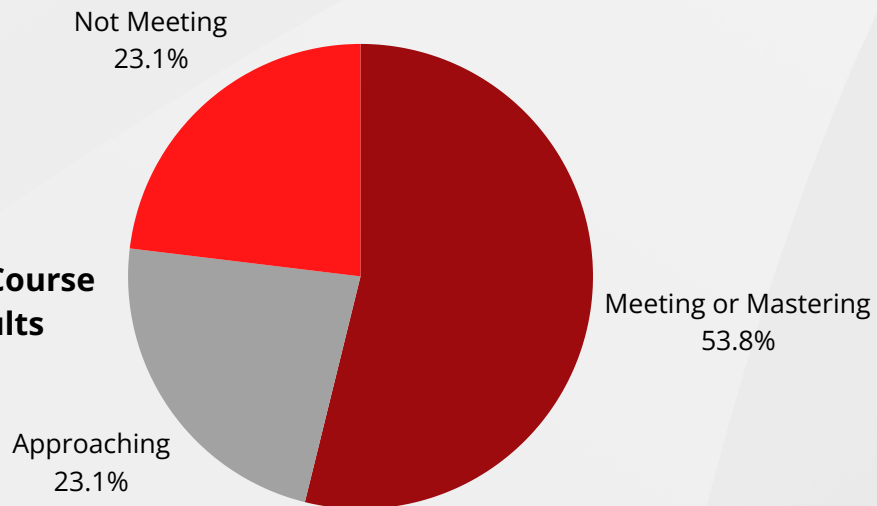
Percentage of Grades 7-12 Students Not Meeting, Approaching or Meeting/
Mastering Expectations



Mid-term Results



End of Course Results

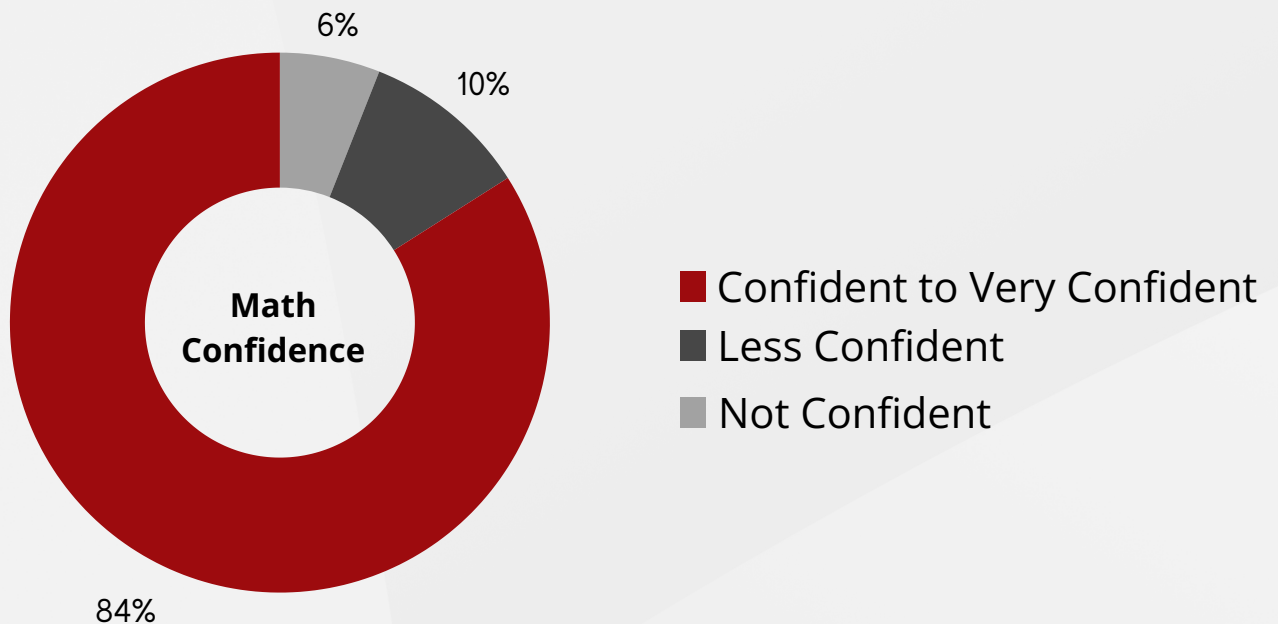


The Report Card Data for the 2023-2024 school year show consistency in the percentage of Grades 7-9 students who met or mastered the core learning outcomes in the number concepts strand of mathematics, however, there was a slight decrease in those who met or mastered expectations.

NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-9



Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 84% (combined percentages from students who answered either three or greater on the survey) of Grades 3 to 9 students felt confident in their numeracy skills.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)



Summary of Numeracy Achievement Results

General Statement

Local PRSD measures such as the Division Elk Island Math Assessment data, NCAT data, and Year-end Report Card data, revealed growth in numeracy development across grade levels throughout the school year. Due to low student numbers, some of the assessment results were suppressed. Additionally, there was no Mathematics Provincial Achievement Tests (PAT) for grade 6 students in the 2023-2024 school year meaning there are no results to report. To add, we did not have any grade 9 students registered in the 2023-2024 school year so there are no results included in this report. According to student surveys, there was a high number of students who felt confident in their mathematic ability. Although much of the data suggested there was an overall growth in student percentages, there is a lot of room for growth in our numeracy results.

Factors that affected results

The PRSD's achievement data indicates our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, implementation of new curriculums and combating learning loss still pose to be a challenge in regard to growth of student percentages. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall low attendance levels.

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 guided math intervention school-wide and continue working closely with division coordinators to improve common assessments and establish and maintain numeracy instructional practices to support student learning.



SCHOOL GOAL THREE

**ALL STUDENTS ARE SUCCESSFUL
THROUGH INCLUSIONARY PRACTICES**

OUTCOME:

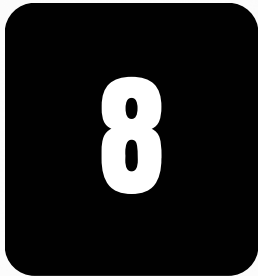
**ALL STUDENTS' ACADEMIC, PHYSICAL, AND SOCIO-EMOTIONAL
NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.**

In an effort to ensure the needs of all students are met, teachers and ICoach support students with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, including the learning services team, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data

Number of BSPs Implemented

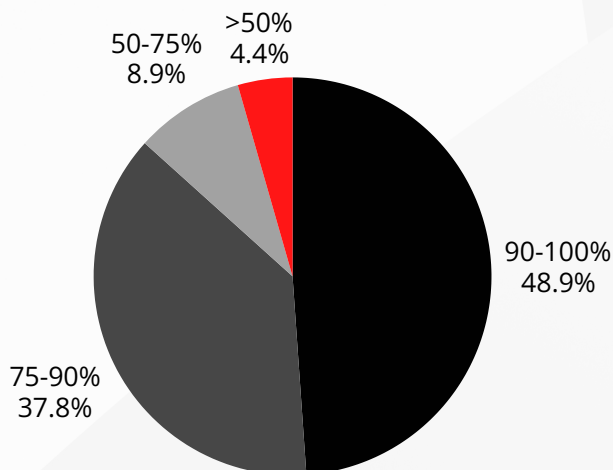


Number of IPPs Implemented



Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 8 BSPs and 16 IPPs implemented in the 2023-24 school year. The total population of students within Dixonville School in the same school year was 48. As such, **approximately 1 in every 3** students in the PRSD required specialized supports during the school year as part of their educational programming.

Attendance Data 2023-2024



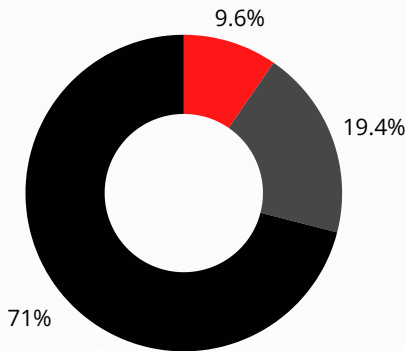
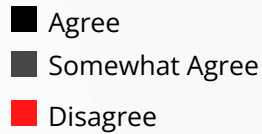
The 2023-2024 attendance data indicate that 49% of the Dixonville School students attended school over 90% of the time.

The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were not where we want them to be, we are working to create attendance plans to suit the needs of our students.

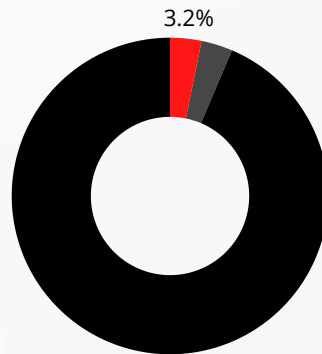
INCLUSIVE EDUCATION PRACTICES

PRSD Student Assurance Survey Results: Goal Three - Inclusion

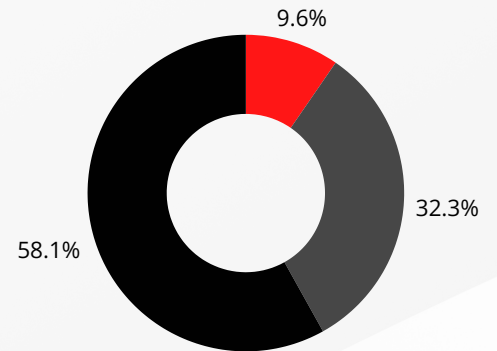
Grades 3-9:



Felt included



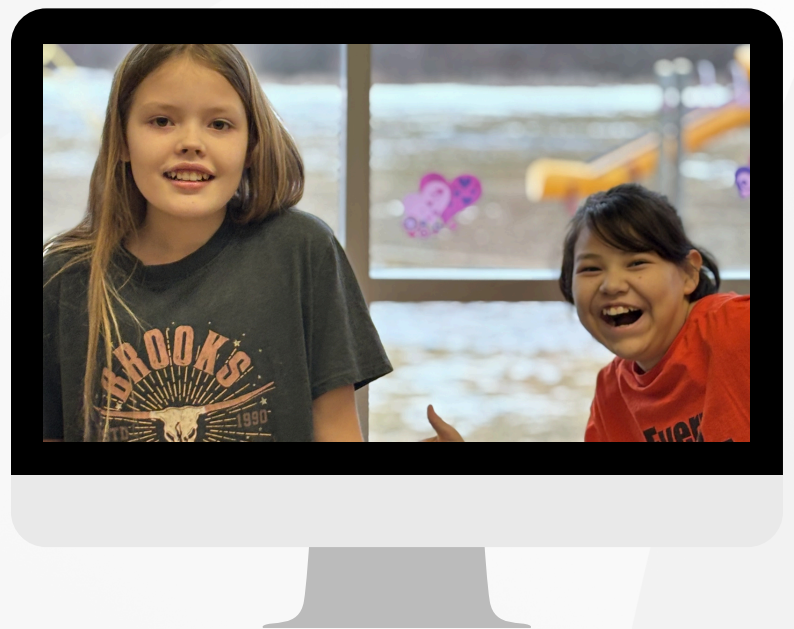
Felt supported



Learning Needs Met

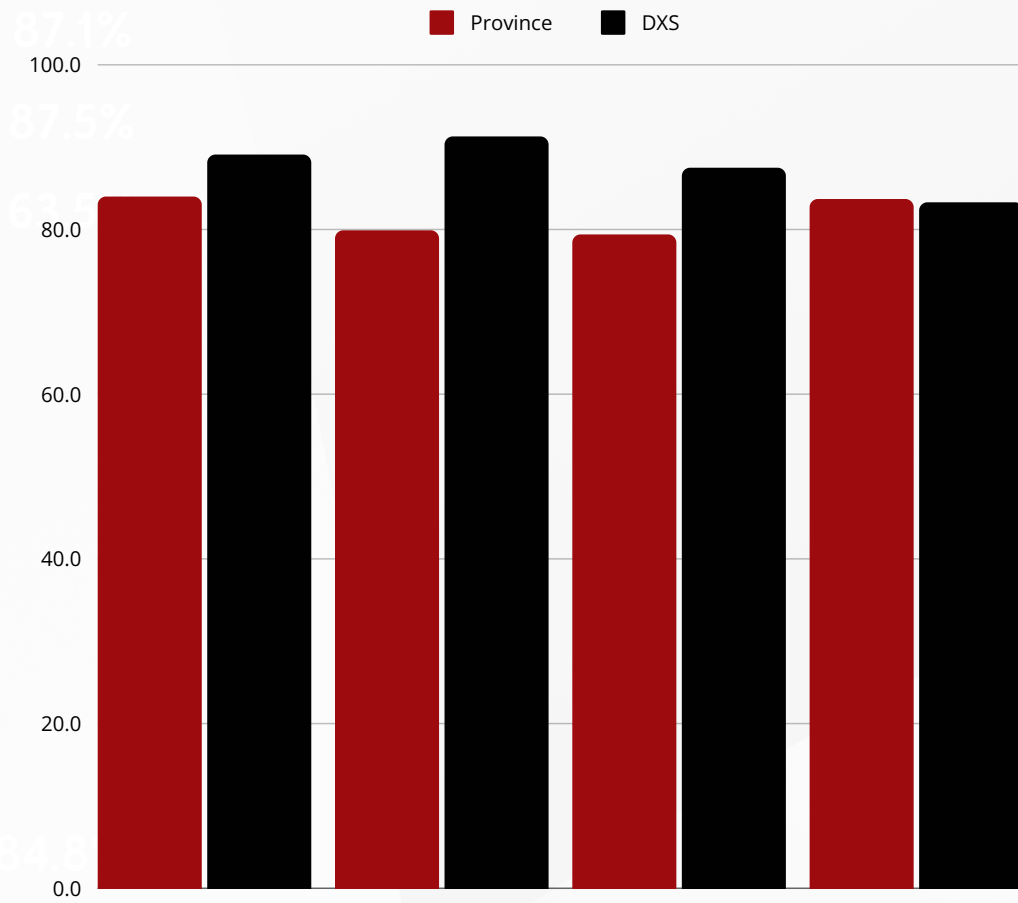
Summary

Based on data above, students at Dixonville School feel included and supported. Although this data shows positive outcomes, more work can be done to ensure that students feel their learning needs are met and different practices can be introduced to help with inclusion, support, and a caring environment to support citizenship and engaged learning.



INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results



Welcoming, Caring, Respectful and Safe Learning Environment

Access to Support Services

Citizenship

Engaged Learners



Summary of Numeracy Achievement Results

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.

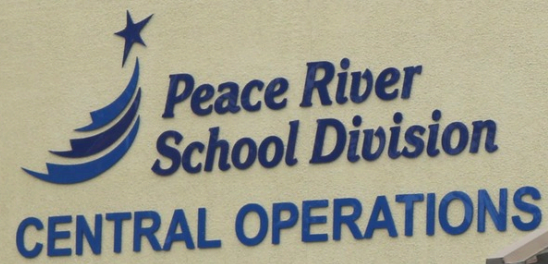




TIMELINES AND COMMUNICATION

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.



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