




# ANNUAL EDUCATION RESULTS REPORT 2021-2022







*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, 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

Fairview High School is a diverse learning community where students are encouraged to find success by challenging their potential.

Students attending FHS have a variety of opportunities to engage in the learning process. Through the provision of courses in different academic pathways, all students can succeed.

Students are encouraged to get involved in the school community by joining one of our many teams or clubs. The school and staff are here to assist you in your academic and personal achievement. We are excited to work with all of you and it is our sincere hope that your time in school will be enjoyable and rewarding.



*Shannon Fraser*  
Fairview High School





# ABOUT

## THE PEACE RIVER SCHOOL DIVISION

### OUR VISION

First Choice for Students:  
We are a dynamic learning  
community focused on  
student success.

### OUR MISSION

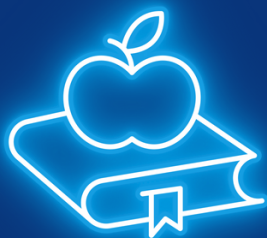
Learning Together -  
Success for All



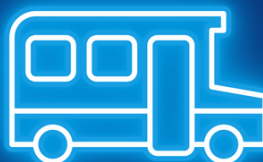
2,900 +  
STUDENTS



21  
SCHOOLS



500 +  
STAFF



69  
BUS ROUTES





# ABOUT FAIRVIEW HIGH SCHOOL

Fairview High School, home of the Cobra's, offers complete programming for grades seven through twelve. There are 265 students enrolled as of September 30th, 2022. There are 138 students in grades 10-12 and 127 in grades 7-9. Our schools programming covers both academic and non academic courses coupled with a variety of electives and a robust sports program. There are two groups in each of the Junior High grades. In addition to the core curriculum (Mathematics, Language, Science and Social Studies), Junior High students receive instruction in Art, Home Economics, Industrial Arts, and CTF option courses.

In High School, we offer a diverse program of studies that works to address the needs of all learners including several streams of Mathematics, English, Social Studies, and Science (Physics, Biology, Chemistry). FHS has a close relationship with the Fairview and Area Learning store (FALS), an outreach school housed within the same walls as FHS. Through a team approach, our high school students have access to the courses needed to meet their graduation requirements.

## OUR VISION

We are a learning community that experiences success by challenging the potential of all who come through our doors.

## OUR MISSION

Experience Success -  
Challenge Potential





# 2021/2022 ANNUAL EDUCATION RESULTS REPORT

**AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION**

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 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 and Diploma Exam (DIPs) Results;

**Numeracy:** Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

**Inclusionary Practices:** Alberta Education Assurance Measures (AEAMs).





# PRSD GOAL ONE

## ALL STUDENTS ARE LITERATE

### OUTCOME:

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

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Literacy Programs, Dedicated Divisional Support  
Programs, Literacy Framework.



# LITERACY ACHIEVEMENT RESULTS

## Fountas & Pinnell BAS I and II Data

43.3%

All Students, Fall Results:  
43.3% met grade-level expectations

52.4%

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

18.5%

Indigenous Students, Fall Results:  
18.5% met grade-level expectations

20.0%

Indigenous Students, Spring Results:  
20.0% met grade-level expectations

35.6%

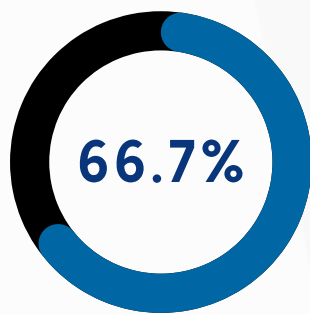
- The spring F&P results were skewed due to a lack of assessment completion resulting from staff turnover.
- This equated to 52 completed out of 136 students, 17 of whom are of indigenous descent.



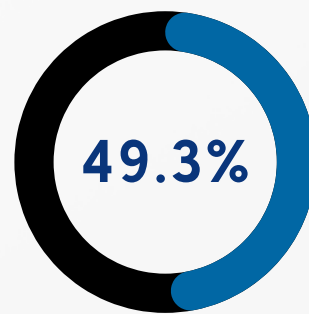
# LITERACY

## ACHIEVEMENT RESULTS

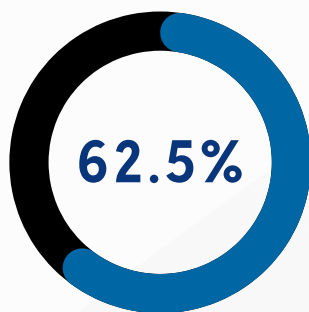
### Reading Comprehension Assessment Tool Data



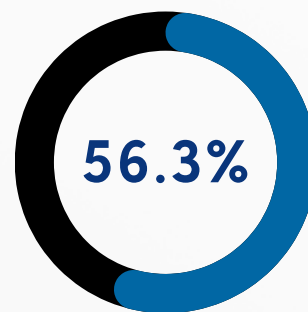
Grades 7-12: 66.7% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 7-12: 49.3% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 7-12: 62.5% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 7-12: 56.3% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

- These values were derived from students who did complete the RCAT's.
- The winter administration of the RCAT was completed by 108 fewer students. than in the fall. This was a new process as part of the literacy framework so we expect to see improved participation rates in future.

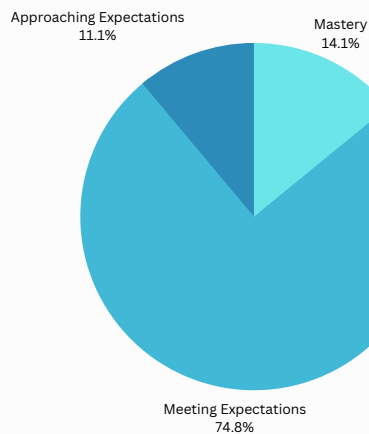


# LITERACY

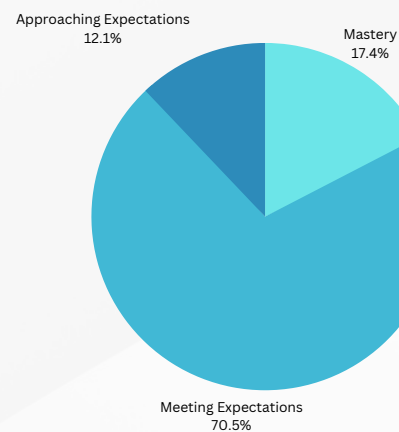
## ACHIEVEMENT RESULTS

**Year-End Report Card Data for Literacy: Percentage of Grades 7-12 Students meeting or mastering expectations**

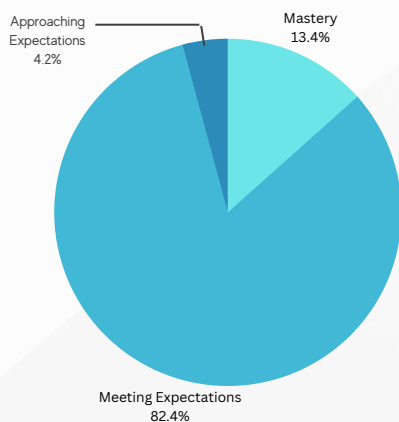
Grades 7-9 Quarter 1



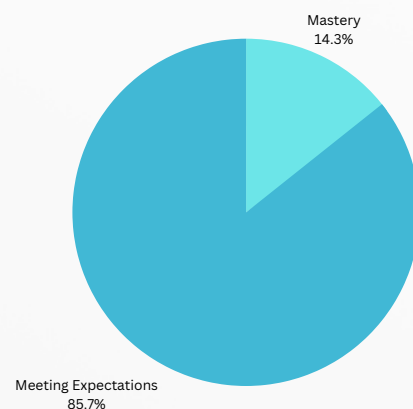
Grades 7-9 Quarter 3



Grades 10-12 November



Grades 10-12 January

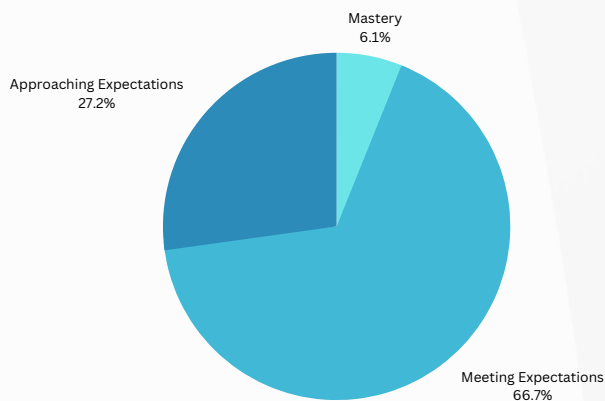


- This data represents an overall average of all core courses for students:
- Final exam weightings were reduced to 10% in June of 2022.

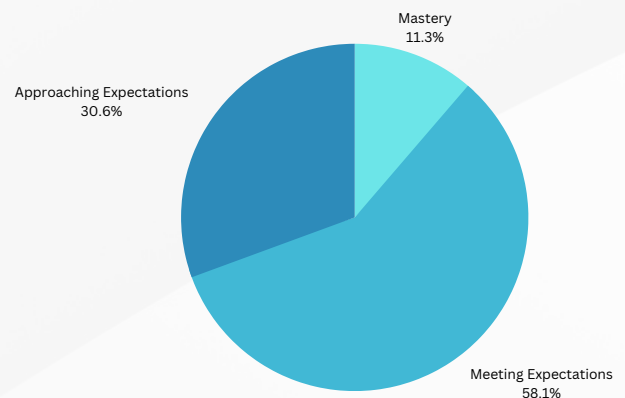
# LITERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Literacy: Percentage of Grades 7-12 Indigenous Students meeting or mastering expectations**

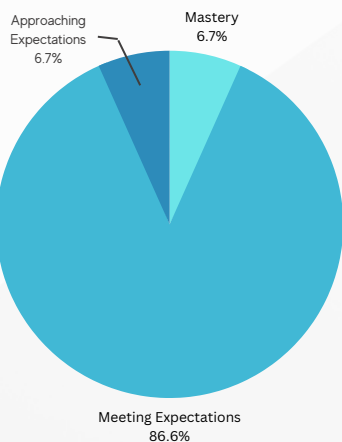
Grades 7-9 Quarter 1



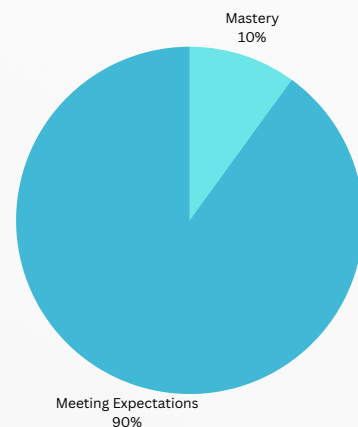
Grades 7-9 Quarter 3



Grades 10-12 November



Grades 10-12 January

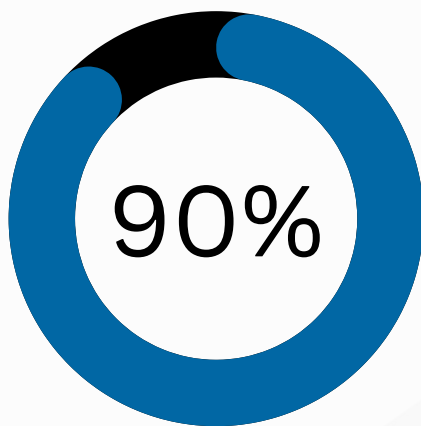


- This data represents an overall average of all core courses for students.
- Final exam weightings were reduced to 10% in June of 2022.

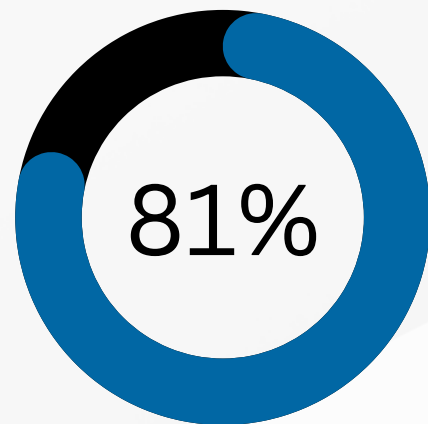


# LITERACY ACHIEVEMENT RESULTS

**PRSD Education Assurance Survey  
Results: Goal One - Literacy**



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



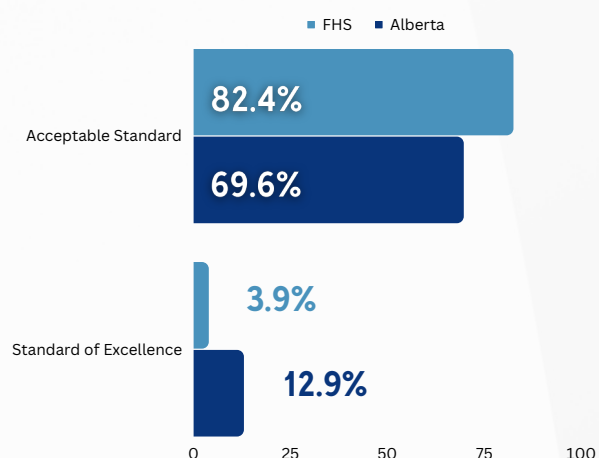
Percentage of students in Grades 7-12  
who felt they have become more  
confident in their reading skills.

- Based on 203 respondents from the Three Year Education Plan Survey.

# LITERACY ACHIEVEMENT RESULTS

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

### Grade 9 English Language Arts - All Students



- 82.4% of students achieved an acceptable standard on the ELA 9 PAT (12.8% above the provincial average), and 3.9% achieved a standard of excellence.
- This was the first PAT written since June 2019.

### Grade 9 English Language Arts - Indigenous Students

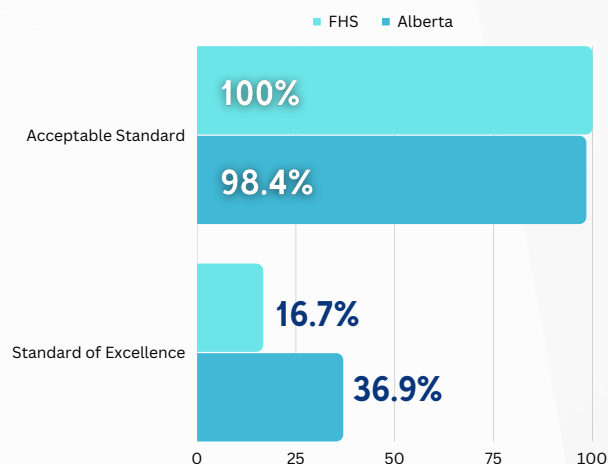
- Disaggregated data is not available as there was not a sufficient number of students who wrote this exam.



# LITERACY ACHIEVEMENT RESULTS

## Alberta Education - Student Growth & Achievement in Literacy Diploma Exams Acceptable/Excellence

### English Language Arts 30-1 - All Students:



- 100% of students achieved an acceptable standard on the ELA 30-1 diploma (1.6% above provincial average) and 16.7% received a standard of excellence.
- Diploma exam weightings were decreased to 10% by AB. Ed. for this semester.
- ELA 30-2 results are not available as the course was scheduled in the first semester when diploma exams were cancelled.

### Indigenous Students:

- Disaggregated data is not available as there was not a sufficient number of students who wrote this exam.

# Summary of Literacy Achievement Results

- **General Statement**

- The Fountas and Pinnell results demonstrated a positive trend in the number of students meeting grade-level expectations for reading and comprehension abilities. Students verified this trend through PRSD's survey data where the majority of students from grades 7-12 reported they felt their reading and writing skills had improved throughout the year. Further, FHS students achieved an acceptable standard at a rate higher than the provincial average on both the grade 9 ELA Provincial Achievement Test and the ELA 30-1 diploma exam. Grade 9 ELA students achieved an acceptable standard on their PAT's that was very comparable to pre-pandemic levels (within 2% of the 2018-2020 average).
- The Reading Comprehension Assessment Tool (RCAT) provides information relating to five reading comprehension skills. The data on page 9 of this document highlights one of these skills: identifying and interpreting ideas and details. A decrease in this metric between fall and winter RCAT administrations is not ideal. When comparing fall and spring RCAT results, the outcomes are marginally improved. Additional work needs to occur in this area, especially with respect to improving literacy achievement in grades 7-9.

- **Factors that affected results**

- Inconsistencies in the deployment of the Fountas and Pinnell benchmark assessment and the Reading Comprehension Assessment Tool (RCAT) contributed to discrepancies in data collection between semesters. This is partially attributed to their recent implementation as part of our assessment regime, high levels of student absences, and staff turnover.

- **Next steps**

- Literacy development remains a priority for the upcoming school year. We remain committed to Collaborative Response and our collective responsibility to ensure all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. Teachers will continue to use a variety of assessment tools to gather information about students' literacy development. This information is shared among all teachers so that instructional activities can be purposefully delivered to meet the needs of all students.





# 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.

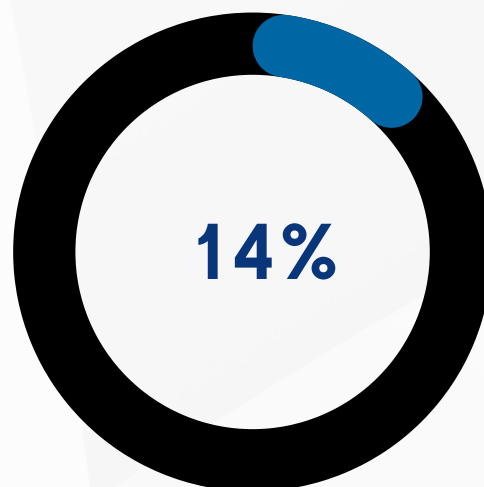
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Numeracy Program Information, Divisional Support  
Programs, Numeracy Framework

# NUMERACY ACHIEVEMENT RESULTS

## Mathematics Intervention/Programming Instrument (MIPI) Data: All Students Grades 7-10

Grade 7-10  
Results:



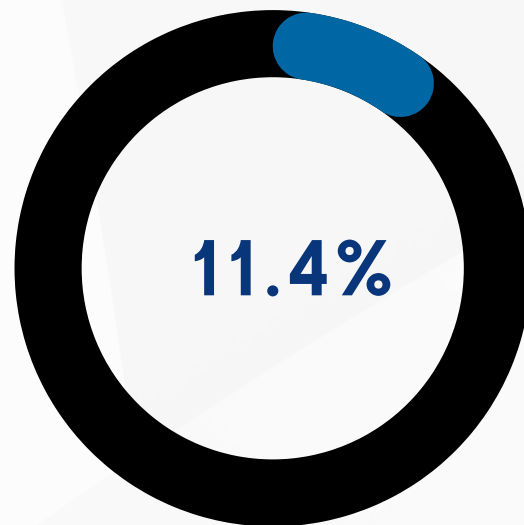
- This result shows the proportion of students in gr. 7-10 at the meeting/mastery levels of this assessment.
- This is a new assessment within our assessment regime.
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 14% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.



# NUMERACY ACHIEVEMENT RESULTS

**Mathematics Intervention/Programming Instrument  
(MIPI) Data: Indigenous Students Grades 7-10**

**Grade 7-10  
Results:**



- The September 2021 results show that 11.4% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.
- The events that transpired in 2020-2021 are a considerable driver of this poor result.

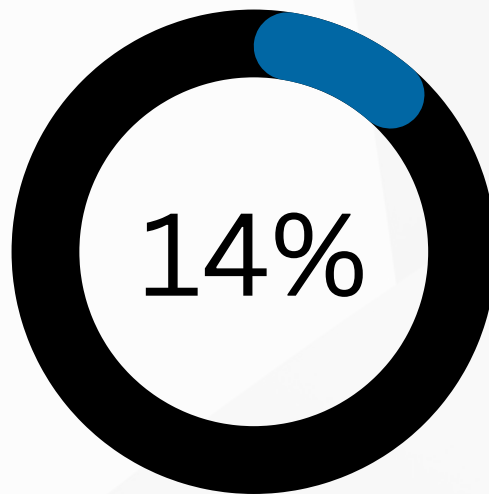


# NUMERACY ACHIEVEMENT RESULTS

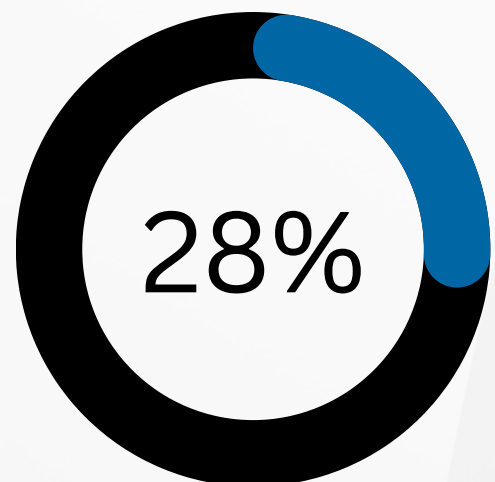
## Numeracy Comprehension Assessment Tool Data: All Students Grades 7-9

- The NCAT is a formative assessment tool that assesses student proficiency in 2 core strands of mathematics, and the assessments are administered at various points throughout the Grades 7-9 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 14% to 28% of students had met or mastered the concepts in these 2 numeracy strands at the time of test administration.

### Number Sense



### Operations

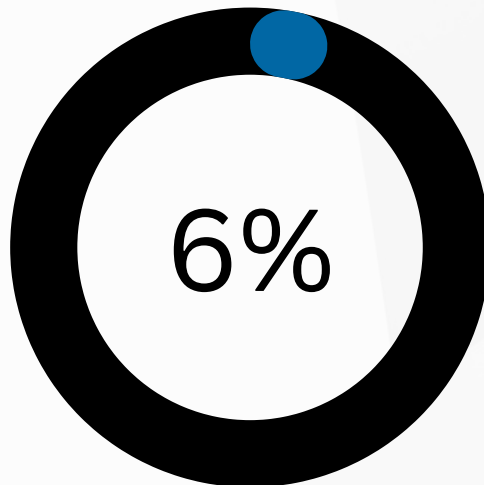


# NUMERACY ACHIEVEMENT RESULTS

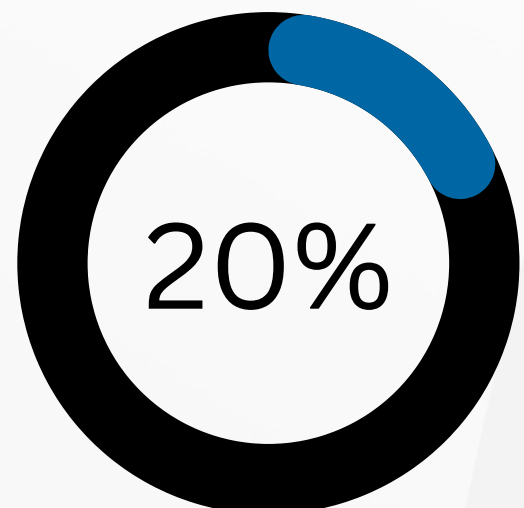
## Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 7-9

- The 2021-2022 NCAT results suggest that from 39% to 52% of Indigenous students had met or mastered the concepts in these 2 core numeracy strands at the time of test administration.

### Number Sense



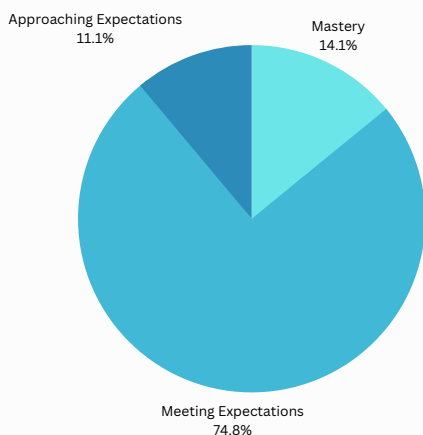
### Operations



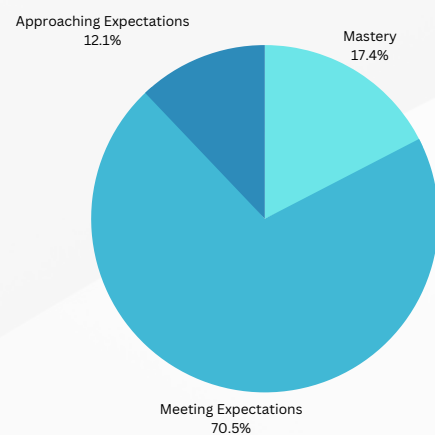
# NUMERACY ACHIEVEMENT RESULTS

**Year-End Report Card Data for Numeracy: Percentage of  
Grades 7-12 students meeting or mastering expectations-  
All Students**

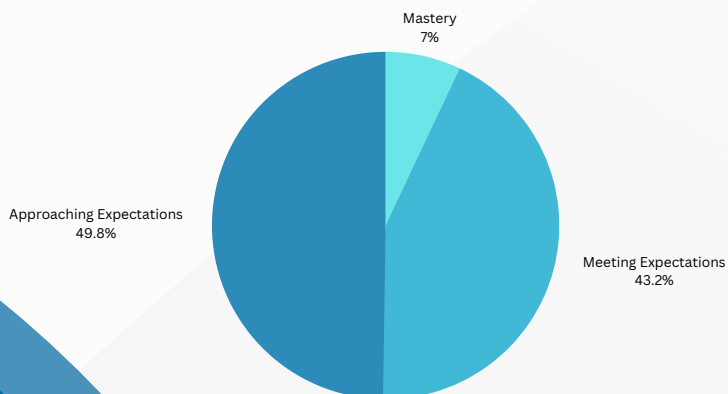
**Grades 7-9 January**



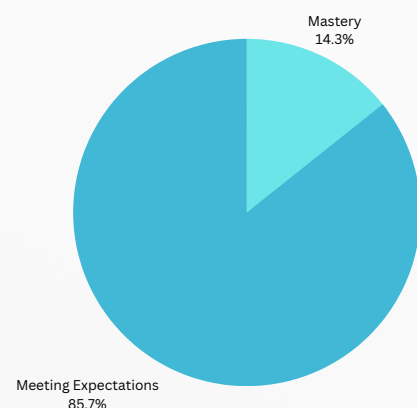
**Grades 7-9 April**



**Grades 10-12 November**



**Grades 10-12 January**



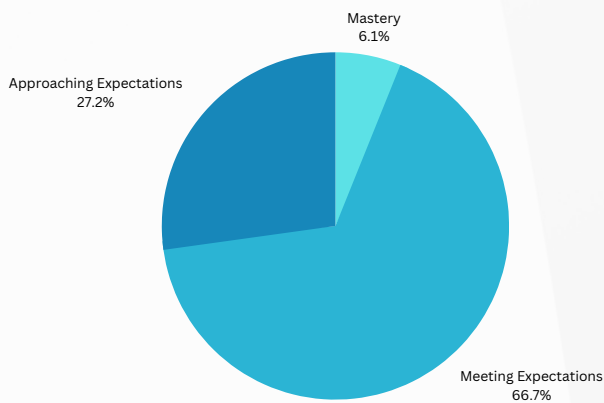
- This data represents an overall average of all core courses for students.
- Final exam weightings were reduced to 10% in June of 2022.



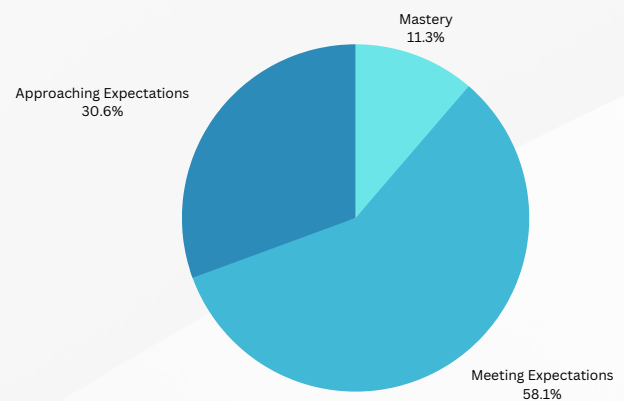
# NUMERACY ACHIEVEMENT RESULTS

**Year End Report Card Data for Numeracy: Percentage of Grades 7-12 Indigenous Students Meeting or Mastering Expectations**

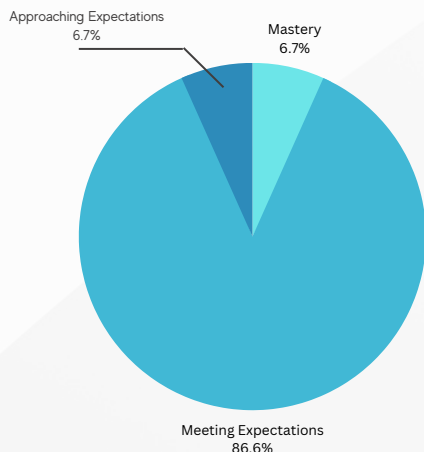
**Grades 7-9 January**



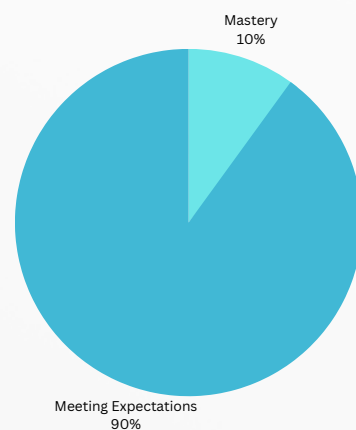
**Grades 7-9 April**



**Grades 10-12 November**



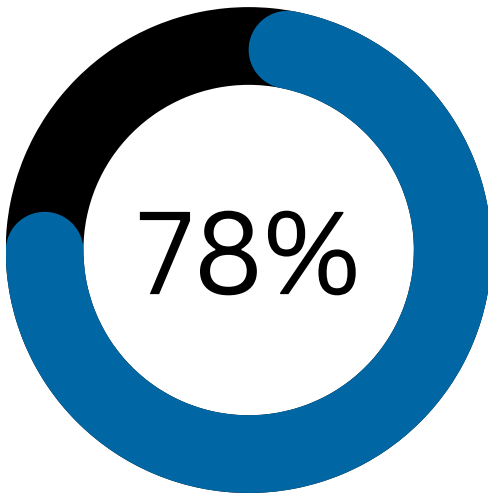
**Grades 10-12 January**



- This data represents an overall average of all core courses for students.
- Final exam weightings were reduced to 10% in June of 2022.

# Numeracy Achievement Results

## PRSD Education Assurance Survey Results: Goal Two - Numeracy



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

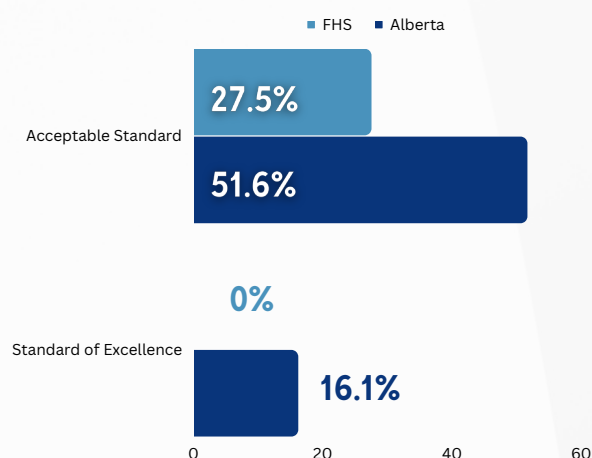
- Students are demonstrating growth in their numeracy skills and have expressed increasing confidence in their abilities. The NCAT, MIPI, and PAT results in math are of concern and work will continue toward improving these areas in the coming year.



# NUMERACY ACHIEVEMENT RESULTS

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

### Grade 9 Mathematics - All Students



- PAT weightings were reduced to 10% as per provincial directives.
- Only 14 of 49 students achieved the acceptable standard on the grade 9 Math PAT.
- No students achieved a standard of excellence on the grade 9 Math PAT.

### Grade 9 Mathematics - Indigenous Students

- Disaggregated data is not available as there was not a sufficient number of students who wrote this exam.



# NUMERACY ACHIEVEMENT RESULTS

## Alberta Education - Student Growth & Achievement in Numeracy Diploma Exams Acceptable/Excellence

- There were no mathematics diplomas written by students at Fairview High School last school year.



**Peace River School Division**

*Learning Together - Success for All*

# Summary of Numeracy Achievement Results

## • General Statement

- The Mathematics Intervention/Programming Instrument (MIPI) suggest students did not retain math concepts from the previous year or struggled to learn them in the first place. The Numeracy Comprehension Assessment Tool (NCAT) data suggest students in grades 7-9 generally lack an understanding of number sense and operations however this conflicts with the report card data where 88% of students are at a meeting or mastery level for the academic expectations in the course. The grade 9 math PAT did not demonstrate the desired level of student achievement. There is a need to intensify the focus on numeracy instruction and assessment to address the overall underperformance in this area.

## • Factors that affected results

- The numeracy framework being used in PRSD is new. The assessment regime it prescribes, including the MIPI and NCAT's, is also new for many staff and students. Implementation challenges will be sorted out in time as these assessments become more commonplace.
- The pandemic caused many challenges that impacted student learning. Teachers' ability to establish and maintain the academic press necessary for maximized student learning was significantly diminished. This meant they were not able to cover all of the curricular objectives in all of their courses which was further magnified by an abundance of student absences.
- The June administration of final exams, PAT's, and DIP's, were weighted at only 10%. Many teachers noted this decreased weighting had a negative impact on student-learner attributes. Attributes which are typically present when those exams are given higher weightings.

## • Next steps

- Small group intervention PD for numeracy school leads to support Jr. High in implementing small group numeracy interventions.
- Embedding extra numeracy classes for Jr High students in their schedules
- Working on foundational math skills in class without calculators
- Concrete (manipulatives) and visual representations of mathematical concepts to help develop students' foundational knowledge
- Ongoing practice and review of basic math facts to support computational and procedural fluency
- Using specific mathematical vocabulary regularly within class



# 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.

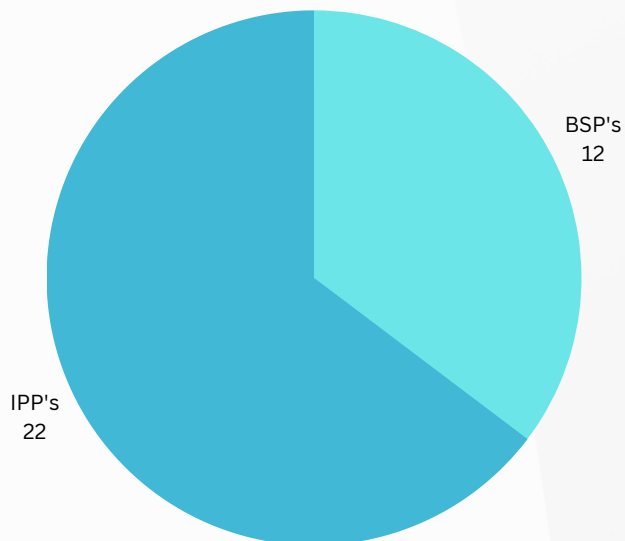
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Inclusionary Programs and Supports & Student Success



# INCLUSIVE EDUCATION PRACTICES

## School-Based - Behavioural Support Plans & Individual Program Plans for Special Needs Students

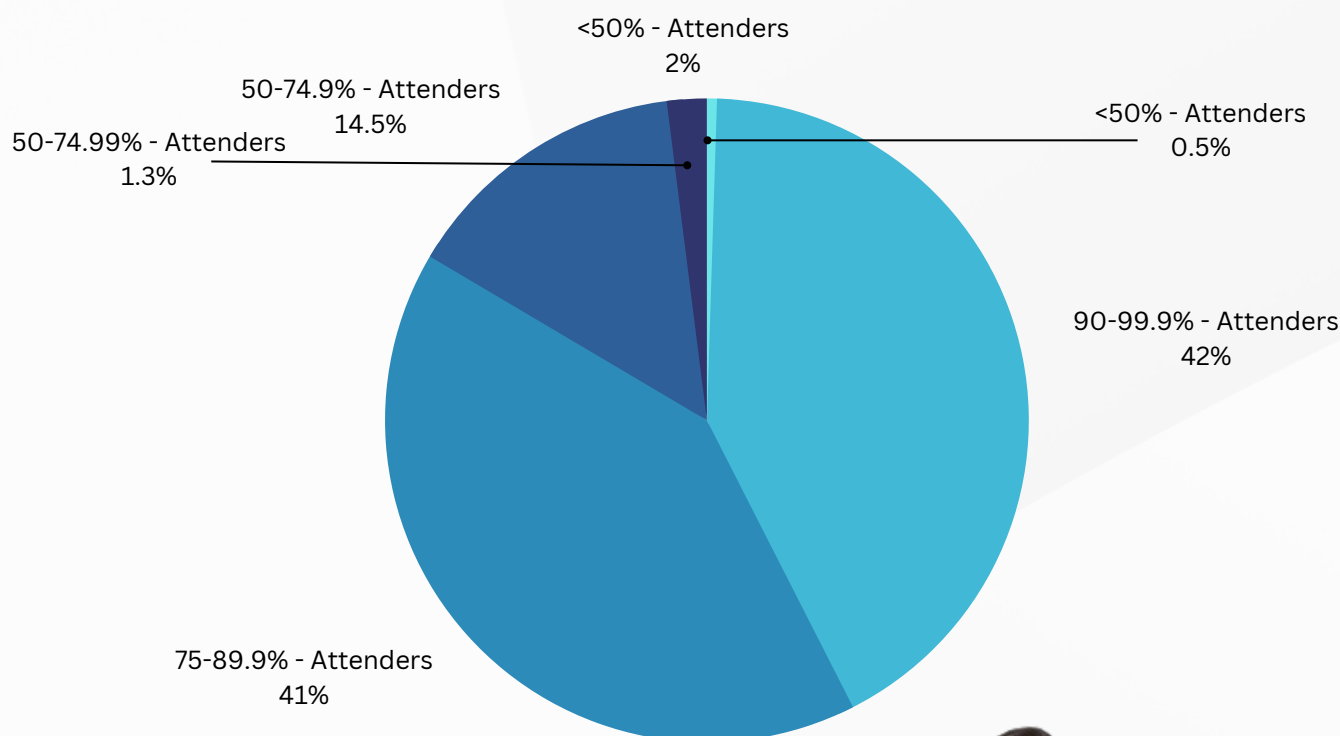


Regarding School-Based data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 12 BSP's completed and 22 IPP's completed in the 2021-2022 school year

- 22 students at FHS require additional support and receive individualized programming in the area of academics, while 12 students receive additional support in the area of behaviour.

# INCLUSIVE EDUCATION PRACTICES

## Attendance Data: All Students

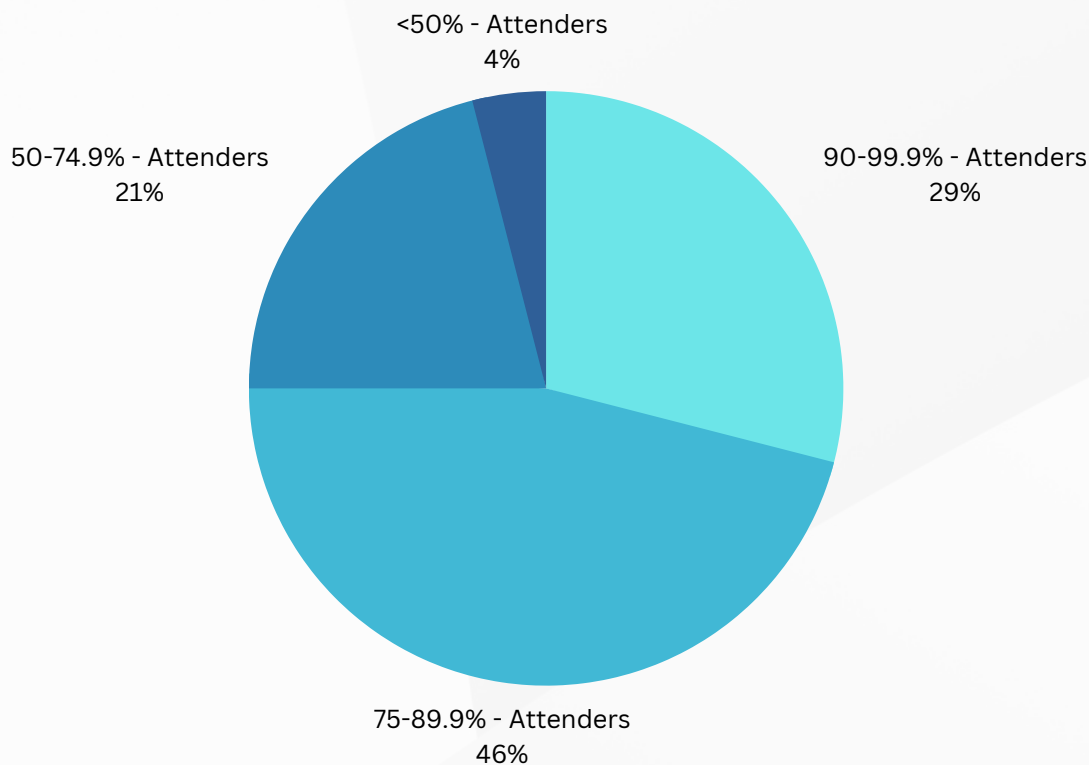


- Student attendance was a challenge during the 2021-2022 school year.
- 42% of students attended over 90% of the school year.
- A further 41% of students attended over 75% of the school year.



# INCLUSIVE EDUCATION PRACTICES

## Attendance Data: Indigenous Students



- 29% of students attended over 90% of the school year.
- A further 46% of students attended over 75% of the school year.
- There is a considerable difference between the aggregated and disaggregated data with respect to those who attended over 90% of the school year.



# INCLUSIVE EDUCATION PRACTICES

## PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 7-12:



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

- Grades 7-12:



- Fairview High School affords students many opportunities to get involved and build a sense of inclusion in the school community. A robust sports program, yearbook committee and Students Union are a few examples of these.
- FHS staff genuinely care about the well-being and academic achievement of their students. To see this recognized by 94% of the student population is wonderful.

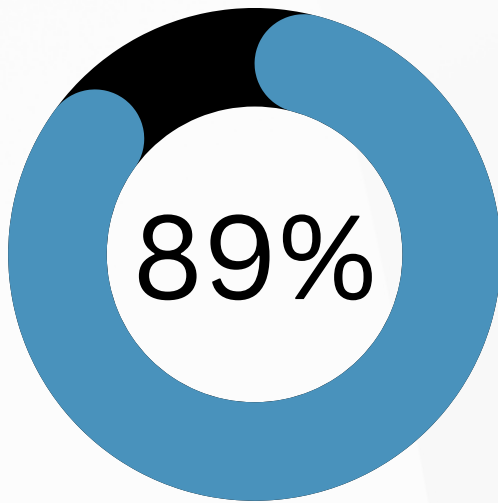




# INCLUSIVE EDUCATION PRACTICES

## PRSD Education Assurance Survey Results:

### Goal Three - Inclusion



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

- FHS offers a range of programming options which are meeting the needs of 89% of its students.
- This survey result does not provide additional information for this metric. A deeper understanding is unavailable with respect to what academic learning needs are missing for the remaining 11% of the student population.



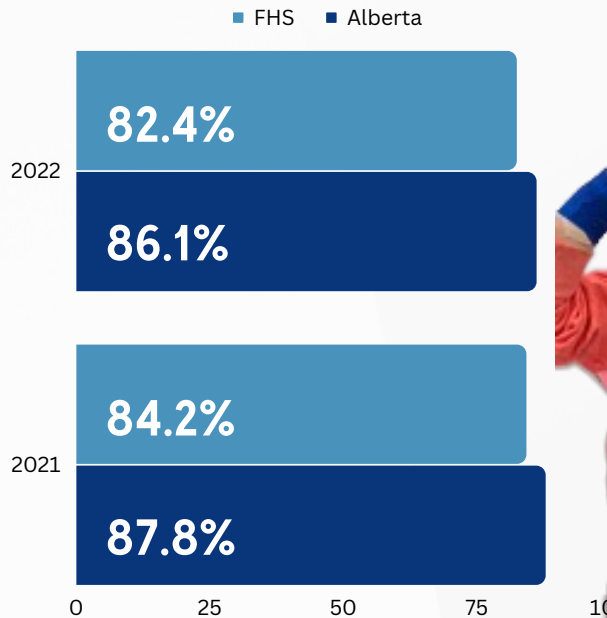
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education

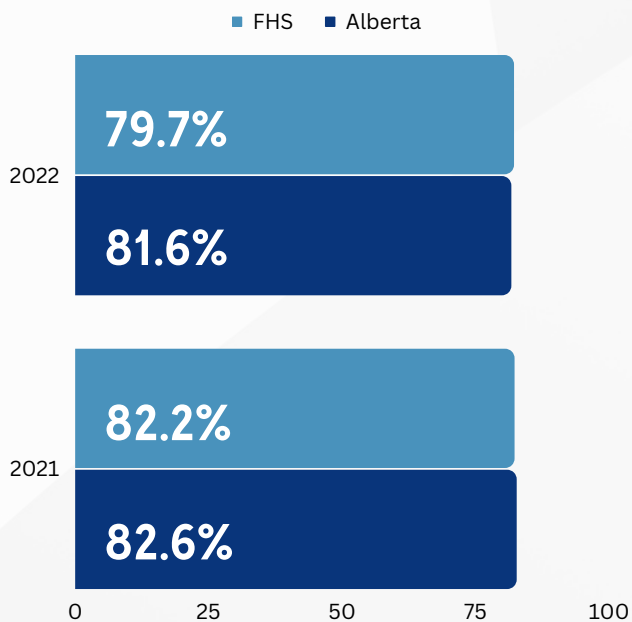
### Welcoming, Caring, Respectful & Safe Learning Environments

Assurance Measures - Overall Summary Results

Authority: 1402 Fairview High School



### Access to Support Services



# INCLUSIVE EDUCATION PRACTICES

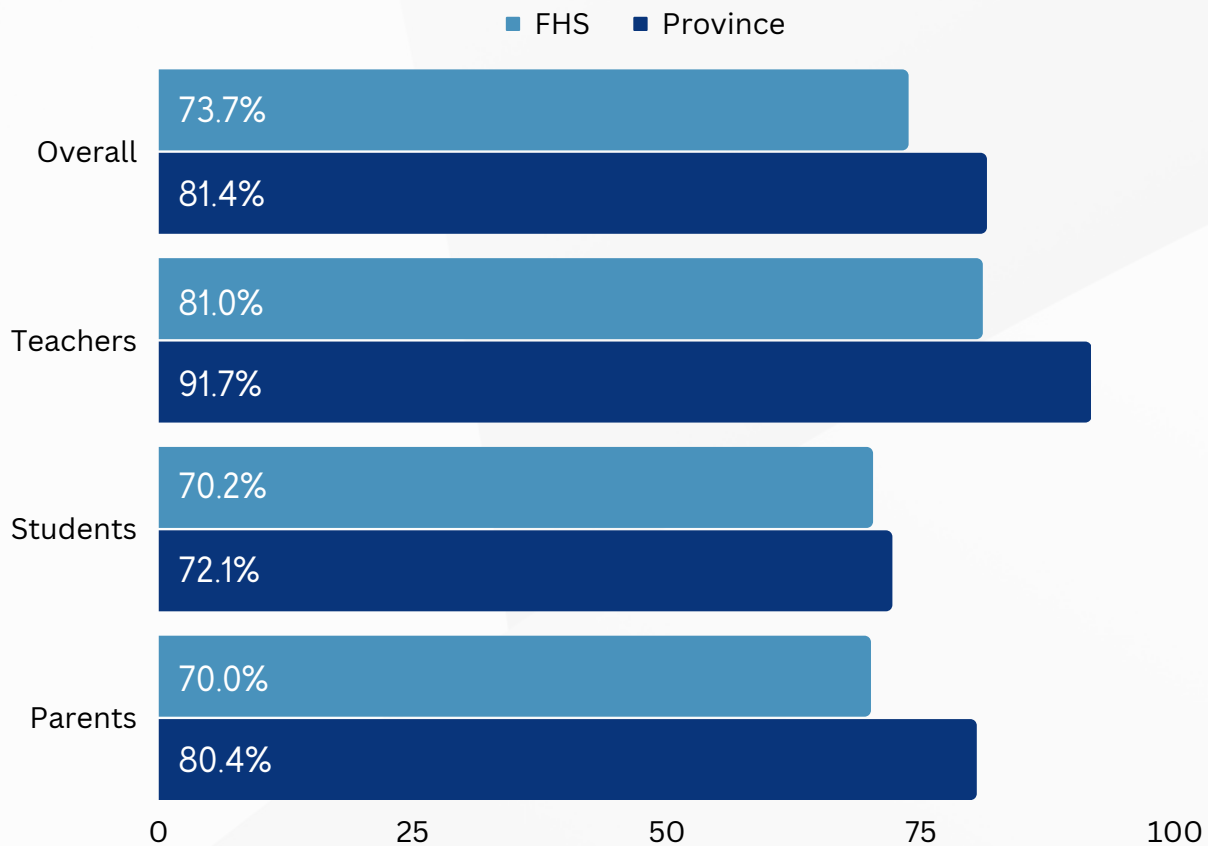
## Alberta Education Survey Results

AUTHORITY: 1402 FAIRVIEW HIGH SCHOOL



### Student Growth & Achievement: Citizenship

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



- There were 90 respondents from which this data was generated.  
Respondents by category: 6 parents, 72 students, and 12 teachers.
- Parent responses suggest FHS explore additional opportunities for students to be involved in community-based activities.
- Approximately 90% of student respondents (grade 7 and 10) felt they were encouraged to try their best when at school.

# INCLUSIVE EDUCATION PRACTICES

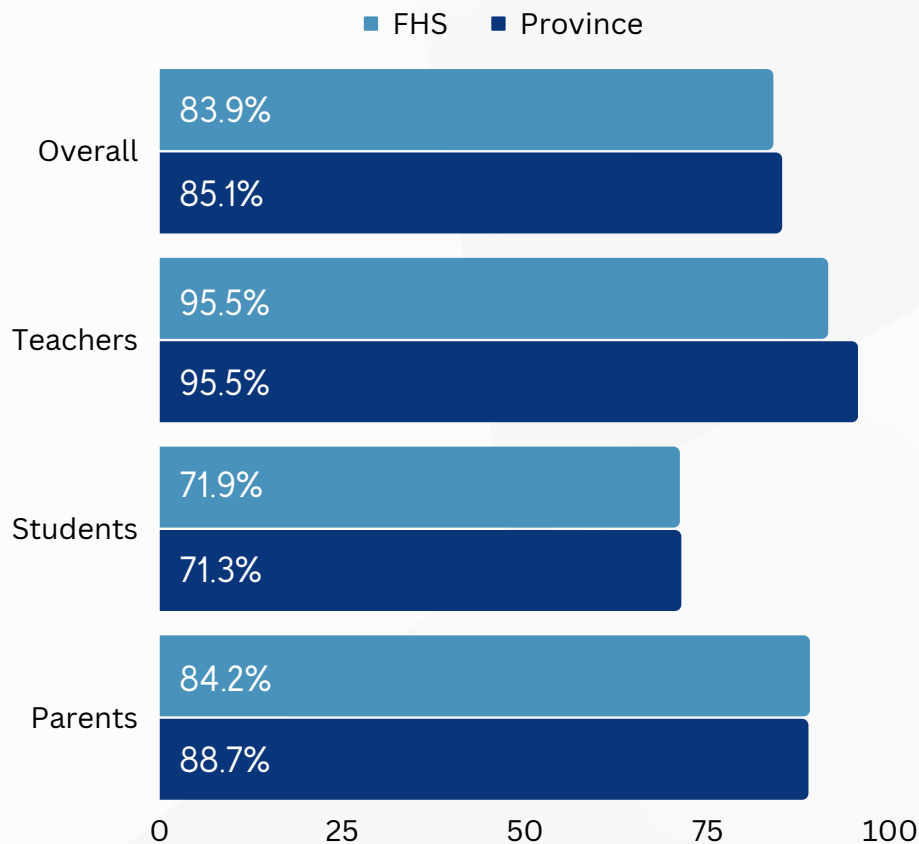
## Alberta Education Survey Results

AUTHORITY: 1402 FAIRVIEW HIGH SCHOOL



### Student Growth & Achievement Overall Summary

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



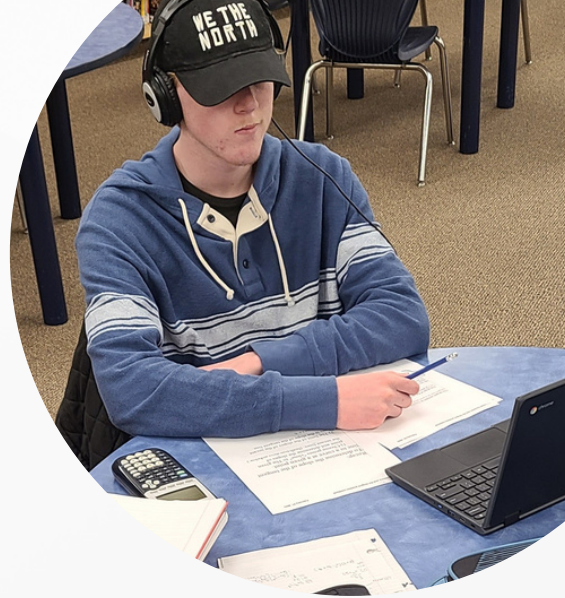
- FHS results are very consistent with those of the province.



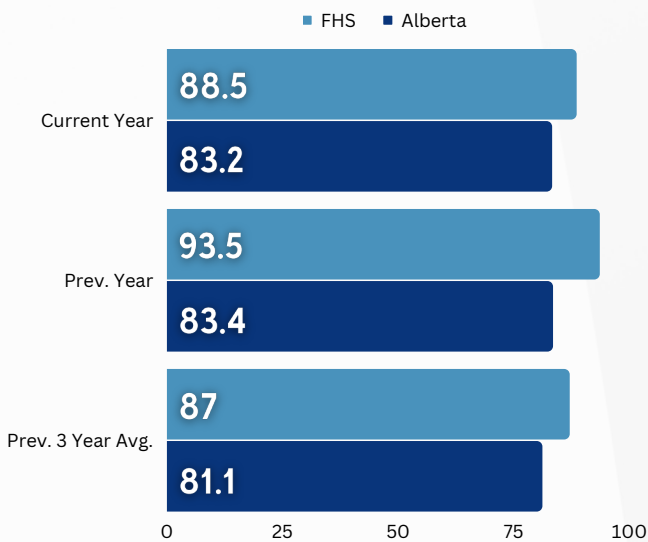
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Survey Results

AUTHORITY: 1402 FAIRVIEW HIGH SCHOOL

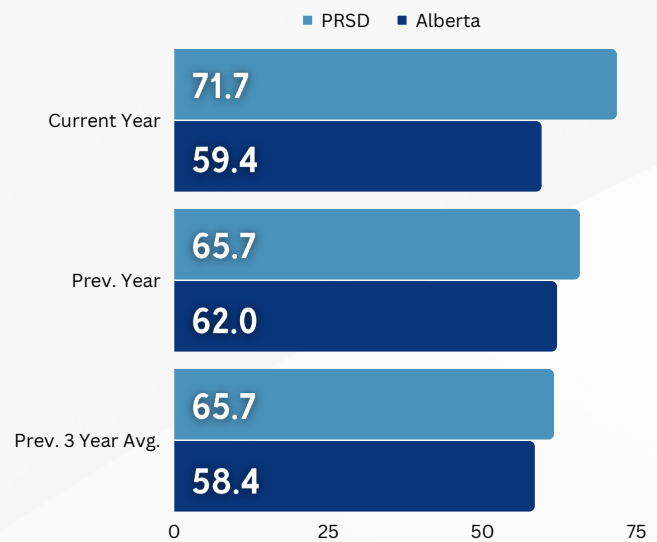


### 3-Year High School Completion Rates: All Students



- 88.5% of FHS students completed high school within three years. This is a decrease of 5% from the previous year however it is still better than the provincial average.

### 3-Year High School Completion Rates: Indigenous Students



- These values are based on ten students.
- There was a 6% increase in 3-year high school completion rates year over year.
- Disaggregated data indicate efforts must continue in supporting our indigenous students with obtaining their graduation requirements within a three year time span.

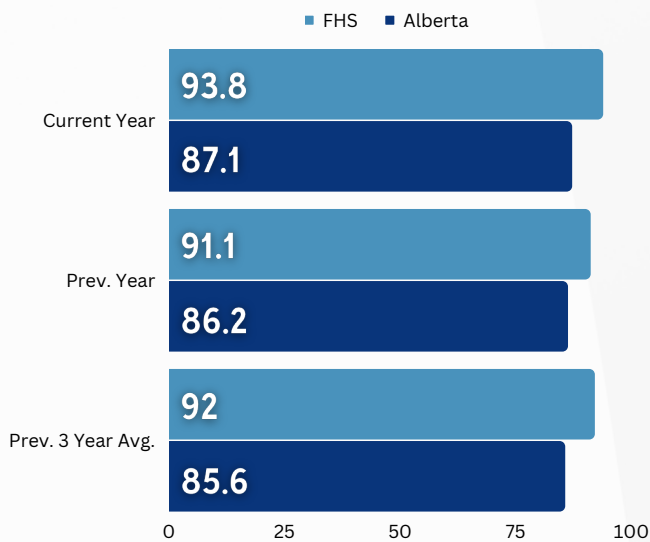
# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Survey Results

AUTHORITY: 1402 FAIRVIEW HIGH SCHOOL

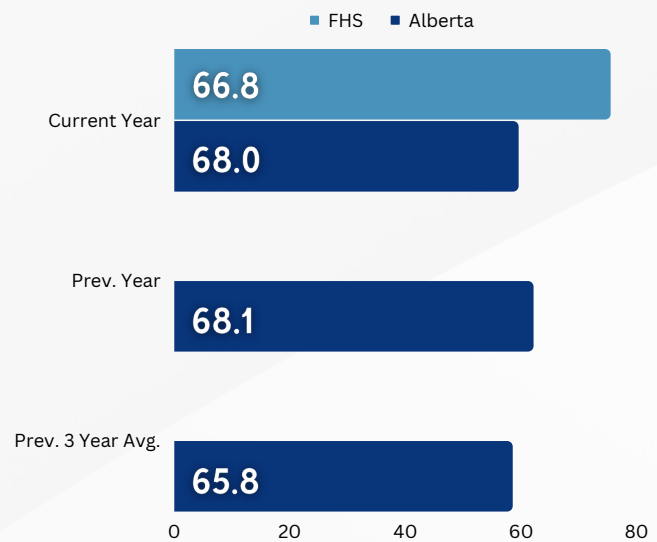


### 5-Year High School Completion Rates: All Students



- 93.8% of students completed high school within 5 years. This was a slight increase from the previous year. Our results on this metric are consistently above the provincial average.

### 5-Year High School Completion Rates: Indigenous Students



- Data for 5-year high school completion rates specific to indigenous students was suppressed in 2020 due to fewer than six students being included in the data set.
- Suppressed data does not mean these students did not finish high school within the five year time frame, however.

# Summary of Inclusive Education Practices

## • General Statement

- FHS students receive a variety of supports to meet their learning needs. Students who attend school on a regular basis are finding success in their programs and this is reflected in graduation rates which surpass those of the provincial average. Students have expressed they feel supported by adults at school to learn to the best of their ability. Student citizenship data is quite low with respect to the parent and student survey results. Continued efforts are needed to support the three-year graduation rates of our indigenous student population as well.

## • Factors that affected results

- Student attendance has been negatively impacted over the past couple of years due to the pandemic. Staff absenteeism rates have also been impacted for the same reason. This has created many challenges with respect to FHS' ability to achieve its three strategic goals. We are optimistic for the future and hope students/staff will be able to attend classes on a more consistent basis.
- Opportunities, typically available, for students to model the characteristics of active citizenship have been diminished through some of the restrictions previously imposed during the pandemic.

## • Next steps

- Continue to promote the importance of attending school on a consistent basis. We understand there are barriers to this and hope they can be overcome in the future.
- Opportunities for students to model the characteristics of active citizenship will be more readily available in the future. We will explore these and make the development of these characteristics a greater priority while seeking opportunities to share them with the broader community. Further, teaching students about the characteristics of an active citizen will be beneficial.
- Continue allocating certificated FTE to the role of academic counsellor. This has been an integral piece to ensuring high school students are on track to not only graduate but move into post-secondary education.
- Allocate certificated FTE specific to providing learning supports for our FNMI student population in an effort to improve graduation rates over the long term.

# BUDGET SUMMARY

## Budget Report

Peace River School Division No. 10

2021-2022 Spring Budget

### SCHOOL: Fairview High

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$116,403	\$102,375
<b>Total AB ED: Service &amp; Supports</b>	<b>\$116,403</b>	<b>\$102,375</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>97%</b>	<b>97%</b>

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$3,300	\$3,300
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	55 Student	55 Student
<b>Total AB ED: Differential Cost Funding</b>	<b>\$3,300</b>	<b>\$3,300</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>3%</b>	<b>3%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$119,703</b>	<b>\$105,675</b>
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#### Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$13,320	\$13,320
Days of School Certified Subs	60.00 Days	60.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$1,332	\$1,332
School Based Certificated Sub Cost	\$13,320	\$13,320
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$700	\$700
<b>Total Other Staffing Costs</b>	<b>\$15,352</b>	<b>\$15,352</b>
<b>% of Expenditures</b>	<b>13%</b>	<b>15%</b>

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$3,500	\$3,500
Student Awards	\$8,000	\$3,400
Postage & Phone	\$1,800	\$1,775
Advertising	\$0	\$500
Expense Reimbursement	\$2,000	\$2,000
Field Trips	\$4,000	\$4,000
Contracted Building Grounds Maintenance	\$3,700	\$3,627
Contracted Equipment & Vehicle Maintenance	\$2,000	\$1,000
Association Fees	\$300	\$300
<b>Total Contracted Services</b>	<b>\$25,300</b>	<b>\$20,102</b>
<b>% of Expenditures</b>	<b>21%</b>	<b>19%</b>

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$63,180	\$55,800
Library Supplies	\$2,000	\$500





# BUDGET SUMMARY

SCHOOL: Fairview High - Budget Report

2021-2022 Spring Budget

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Furniture & Equipment	\$13,871	\$13,921
<b>Total Supplies</b>	<b>\$79,051</b>	<b>\$70,221</b>
<b>% of Expenditures</b>	<b>66%</b>	<b>66%</b>

<b>Total Expenditures</b>	<b>\$119,703</b>	<b>\$105,675</b>
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## Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$119,703	\$105,675
Total Expenditures	\$119,703	\$105,675
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>



# 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

The Peace River School Division's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Peace River School Division website at [www.prsd.ab.ca](http://www.prsd.ab.ca);
- Published and distributed to each School Council within the Division;
- Made available at all Peace River School Division schools;
- Presented to Alberta Education;
- Displayed and accessible to parents and other stakeholders at the Division's Central Operations, Box 380, 4702 – 51 Street, Grimshaw, Alberta.

# CONNECT WITH US:



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