



ANNUAL EDUCATION RESULTS REPORT 2021-2022





**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 2021-2022 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!

Defainah Walker

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!



Peace River School Division

Learning Together - Success for All

Peace River School Division

Learning Together - Success for All



MESSAGE FROM THE SUPERINTENDENT

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

Adam Murray
Peace River School Division



MESSAGE FROM THE PRINCIPAL

I am so proud of the collaborative work Red Earth Creek School staff demonstrate each day to support the success of all students within our school. Staff at Red Earth Creek School continuously strive to improve the access students have to quality instruction and resources to support their academic achievement and overall growth and development. Red Earth Creek School staff continue to utilize the Collaborative Response approach to ensure all students are provided differentiated learning and promote an inclusive educational environment which meets the needs of all students.

Here at Red Earth Creek School we pride ourselves in provide a safe and caring learning environment where students learn through hands on learning activities and real life experiences. Thank you to all of our parents and community members who actively support the staff and students at Red Earth Creek School to provide the best possible learning experiences for all of our students. Your support is greatly appreciated!

Crystal Sanders
Red Earth Creek School

OUR COMMITMENT

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

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2021-2022 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Defainah Walker
Board Chair
WalkerD@prsd.ab.ca

Adam Murray
Superintendent of Schools
MurrayA@prsd.ab.ca



FOUNDATION STATEMENTS

PRINCIPLES & BELIEFS:

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring;
- We have expectations of high standards;
- We strive to foster attitudes and habits necessary to work effectively and productively;
- We organize programs and resources to maximize students' potential for success;
- We believe in collaboration between home, school and community for effective schooling.

OUR MOTTO:

Pride in Public Education

Respect, Responsibility and Integrity

Student-Centered; Promoting Success and Safety

Diversity Celebrated; Differences Embraced





ABOUT

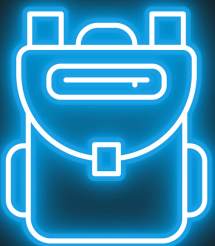
THE PEACE RIVER SCHOOL DIVISION

OUR VISION

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

OUR MISSION

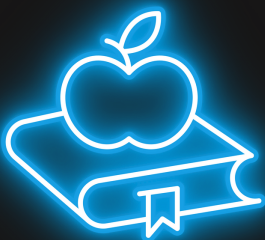
Learning Together -
Success for All



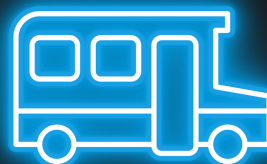
2,900 +
STUDENTS



21
SCHOOLS



500 +
STAFF



69
BUS ROUTES



ABOUT

RED EARTH CREEK SCHOOL

Red Earth Creek School is located in the Hamlet of Red Earth Creek approximately 164 kilometers from Peace River. We have a school population of approximately 90 students from kindergarten to grade twelve. Red Earth Creek School has a teaching staff of 5 along with 5 support staff.

Red Earth Creek School strives to provide a safe and caring learning environment for all students. Through a targeted focus on the three goals outlined within the following document Red Earth Creek School stakeholders work together to provide students with learning opportunities and supports that ensure all students achieve their learning goals.

Staff and students strive each day to achieve Red Earth Creeks motto:

Respect
Encourage
Collaborate
Succeed Together!

OUR VISION

First Choice for Students:
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OUR MISSION

Learning Together -
Success for All



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.

Literacy Programs, Dedicated Divisional Support
Programs, Literacy Framework.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

27.6%

All Students, Fall Results:
27.6% met grade-level expectations

38.2%

All Students, Spring Results:
38.2% met grade-level expectations

20%

Indigenous Students, Fall Results:
20% met grade-level expectations

28%

Indigenous Students, Spring Results:
28% met grade-level expectations

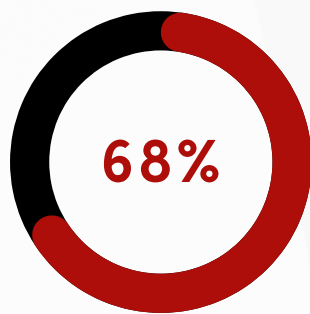
- In the 2021-2022 school year we saw an increase of 10.6% of students meeting grade-level reading expectations by the end of the school year.
- We also saw an increase of 8% of Indigenous students who were meeting grade level reading expectations by the end of the school year.



LITERACY

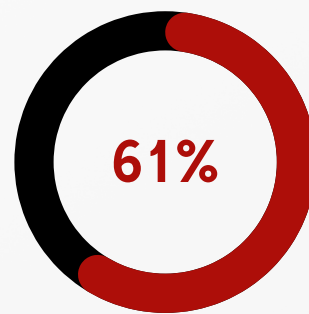
ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool Data

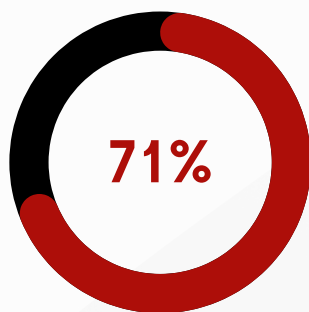


Grades 4-12: 68% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)

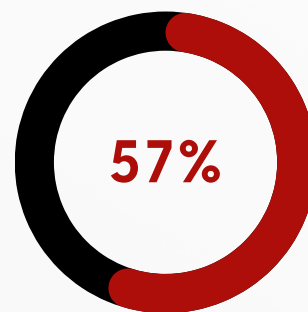


Grades 4-12: 61% of students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 4-12: 71% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

[See full data results HERE](#)



Grades 4-12: 57% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

- There was an overall slight decrease in students meeting grade-level expectations from the fall to winter assessment periods. This is partly due to an increase in attendance and therefore assessment completion during the winter assessment administration.

LITERACY

ACHIEVEMENT RESULTS

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

Grades 1-6: Term 1

Reading Comprehension

47.8%

Reading Fluency

47.8%

Writing Content & Organization

50%

Writing Conventions

41.3%

Grades 1-6: Term 3

Reading Comprehension

54.2%

Reading Fluency

37.5%

Writing Content & Organization

41.7%

Writing Conventions

41.7%

- We saw a 6.4% increase in students reading comprehension from term 1 to term 2.
- There were some slight decreases in other areas of reading this may be due to insufficient assessment data for the final reporting period of many students



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

28.6%

Reading Fluency

32.1%

Writing Content &
Organization

35.7%

Writing Conventions

25%

Grades 1-6: Term 3

Reading Comprehension

45.2%

Reading Fluency

32.2%

Writing Content &
Organization

35.5%

Writing Conventions

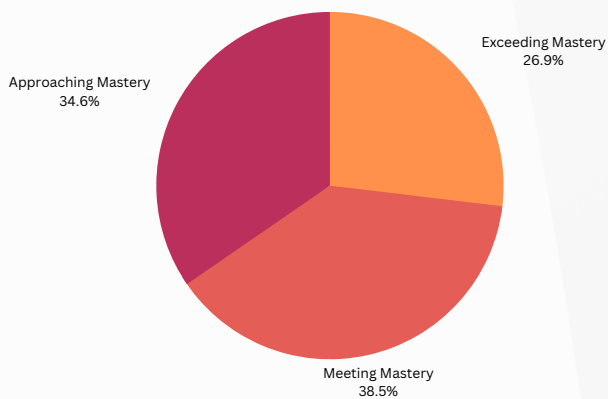
32.2%

- We saw an overall increase in Indigenous students meeting grade-level reading expectations for the 2021-2022 school year.
- The most significant improvement was seen in the area of reading comprehension with an increase of 16.6%.

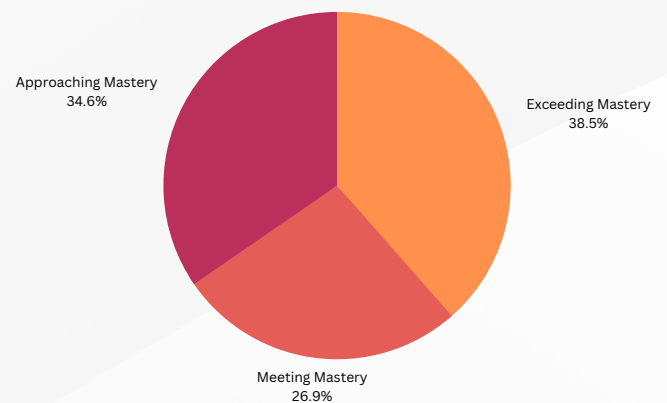
LITERACY ACHIEVEMENT RESULTS

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

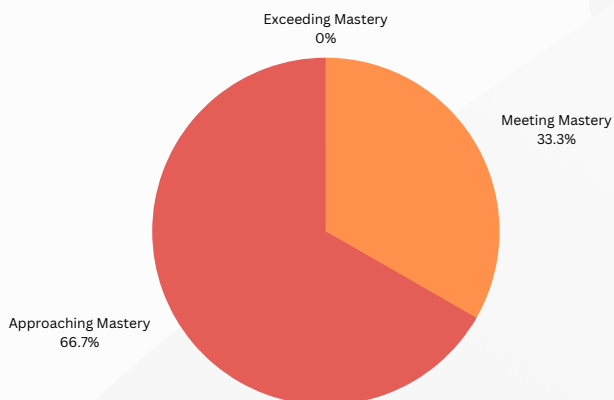
Grades 7-9 January



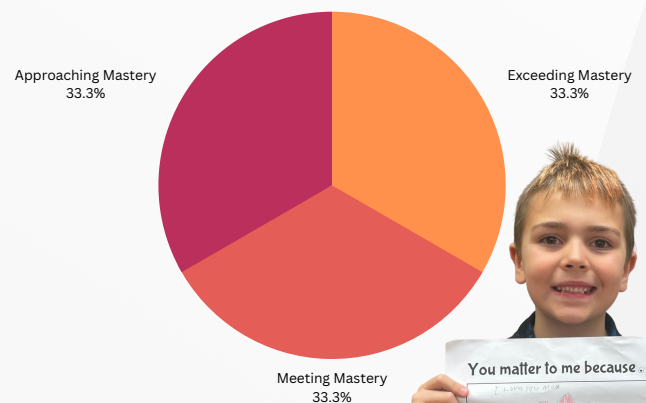
Grades 7-9 April



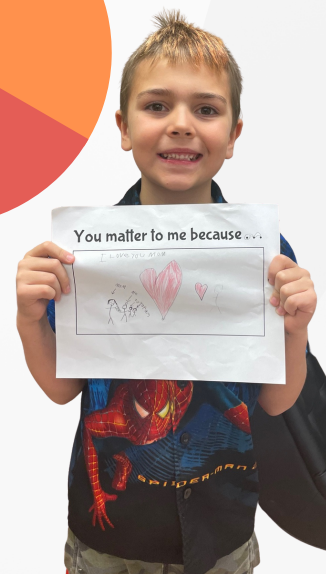
Grades 10-12 November



Grades 10-12 January



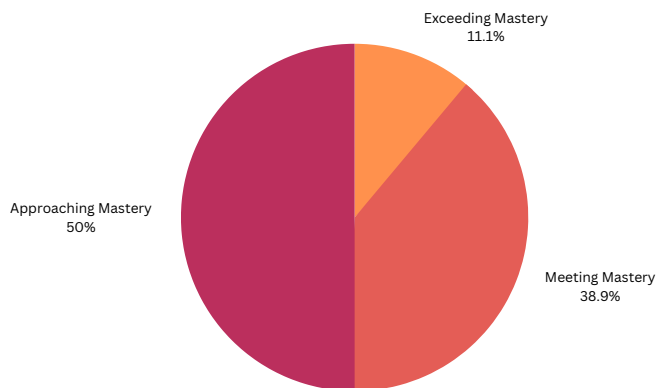
- There was an increase of 11.6% of students who were exceeding mastery in literacy for our grade 7-9 students
- We saw 33.3% of our grade 10-12 students move to exceeding mastery during the January reporting period.



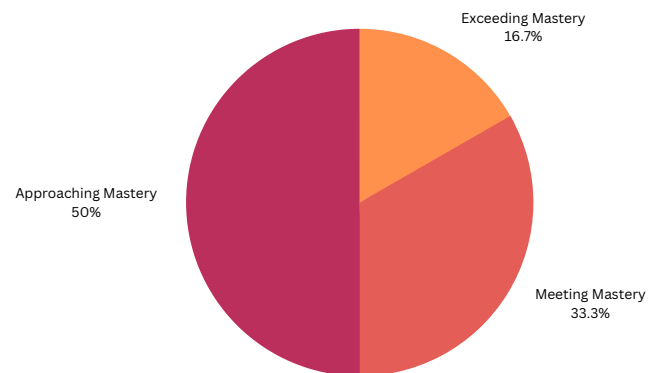
LITERACY ACHIEVEMENT RESULTS

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

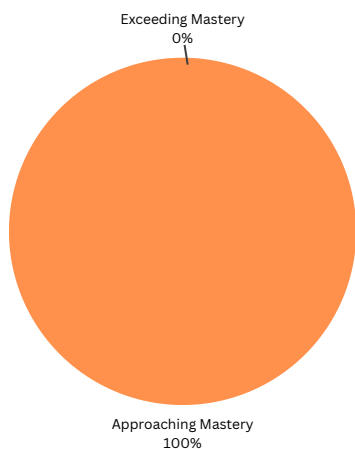
Grades 7-9 January



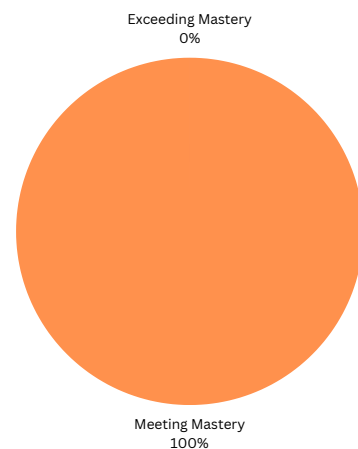
Grades 7-9 April



Grades 10-12 November



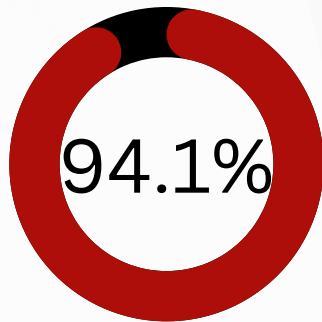
Grades 10-12 January



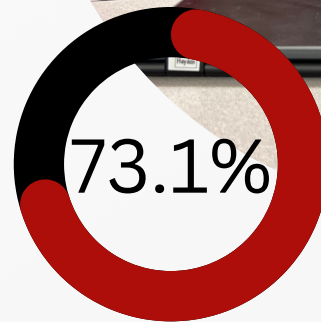
- While our grade 7-9 students remained fairly constant in their literacy skills during these reporting periods, our high school students saw all students move from approaching grade level to working at grade level during semester 1.

LITERACY ACHIEVEMENT RESULTS

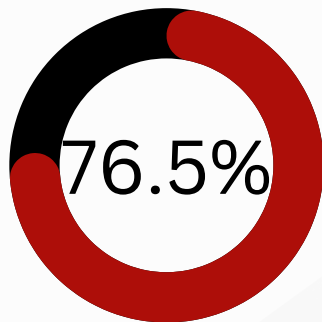
PRSD Education Assurance Survey Results: Goal One - Literacy



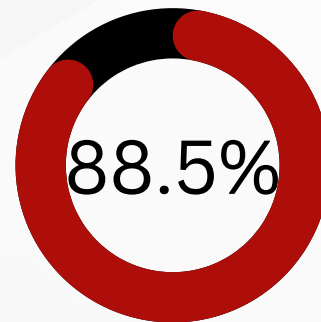
Percentage of students in Grades 3-6 who felt their reading skills have improved.



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



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



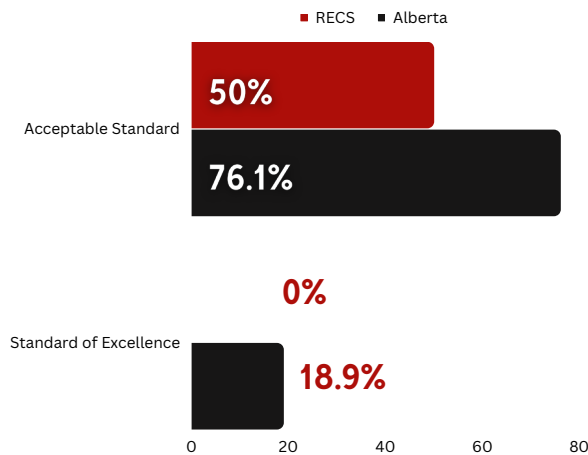
Percentage of students in Grades 7-12 who felt more confident in their writing skills.

- Our elementary students demonstrated a higher degree of confidence in reading than in writing, while a higher percentage of junior and senior high students indicated that they are more confident in their writing skills this year.

LITERACY ACHIEVEMENT RESULTS

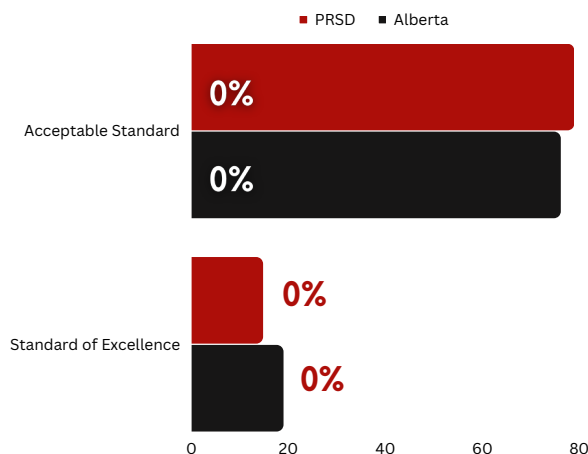
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 English Language Arts - All Students



- In 2022 we had all students enrolled in grade 6 write the PATs. There was a slight decrease in the percent of students at acceptable standard.

Grade 6 English Language Arts - Indigenous Students



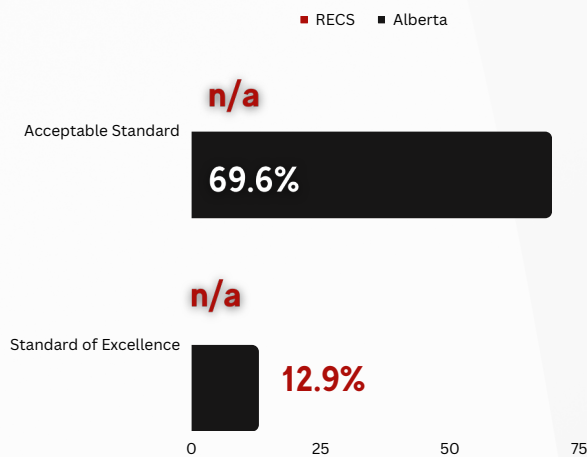
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LITERACY ACHIEVEMENT RESULTS

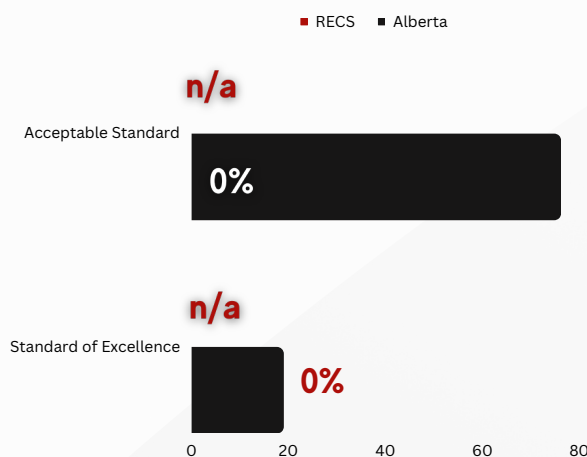
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 English Language Arts - All Students



- This information has been suppressed due to limited data available.

Grade 9 English Language Arts - Indigenous Students



- This information has been suppressed due to limited data available.

LITERACY ACHIEVEMENT RESULTS

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

All Students:

- This information has been suppressed due to limited data available.

Indigenous Students:

- This information has been suppressed due to limited data available.



Peace River School Division

Learning Together - Success for All



Summary of Literacy Achievement Results

- **General Statement**

- In 2022 most of the data for literacy achievement has been suppressed.

- **Factors that affected results**

- Due to the limited number of students writing the grade 6 and grade 9 PATs most of the results were suppressed

- **Next steps**

- Red Earth Creek School will continue to develop resources, professional development and collaborative procedures that enhance students growth in all areas of literacy.



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

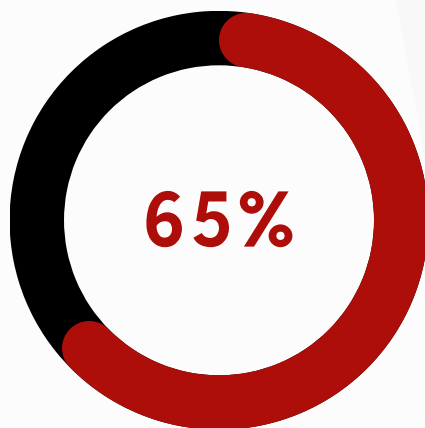
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Numeracy Program Information, Divisional Support
Programs, [Numeracy Framework](#)

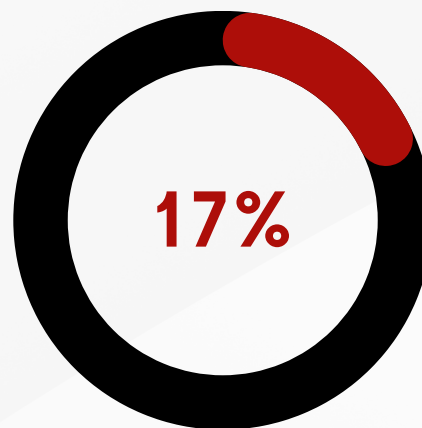
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: All Students Grades 2-10

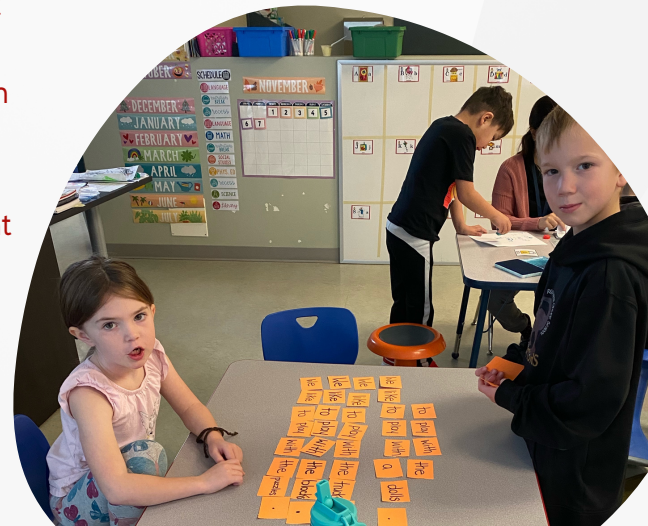
**Grade 2-6
Results:**



**Grade 7-10
Results:**



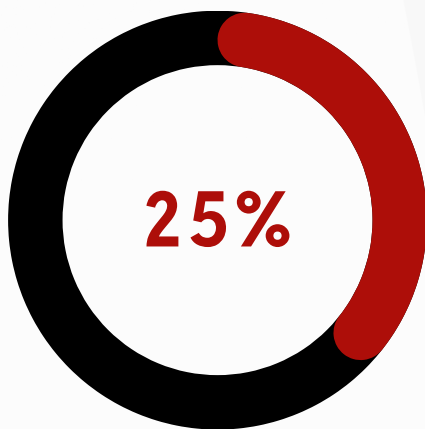
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 65% of Grades 2-6 students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 17% of Grades 7-10 students commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.



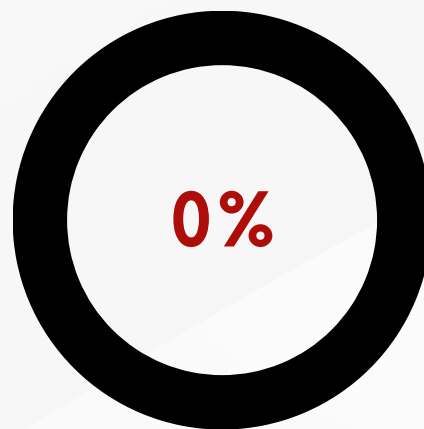
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: Indigenous Students Grades 2-10

**Grade 2-6
Results:**



**Grade 7-10
Results:**



- The September 2021 results show that 25% of Grades 2-6 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, none of Grades 7-10 students who completed the MIPI commenced the 2021-2022 school year meeting or mastering the core content of the previous grade level.

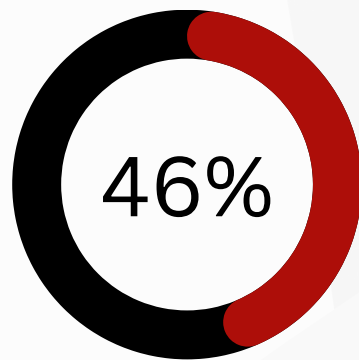


NUMERACY ACHIEVEMENT RESULTS

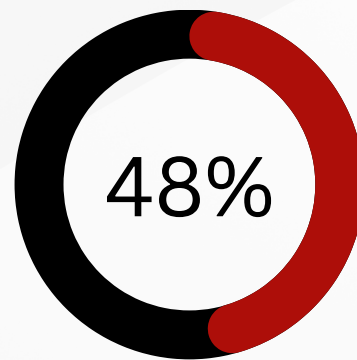
Numeracy Comprehension Assessment Tool Data: All Students Grades 1-9

- The NCAT is a formative assessment tool that assesses student proficiency in 4 core strands of mathematics, and the assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year. The 2021-2022 NCAT results suggest that from 15% to 56% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

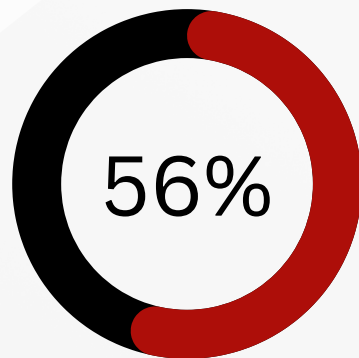
Number Sense



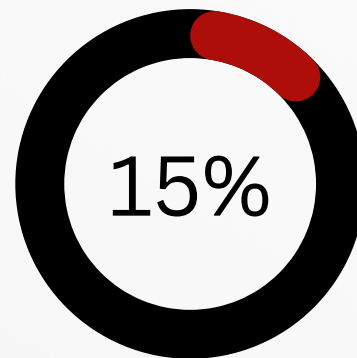
Place Value



Fractions & Decimals



Operations

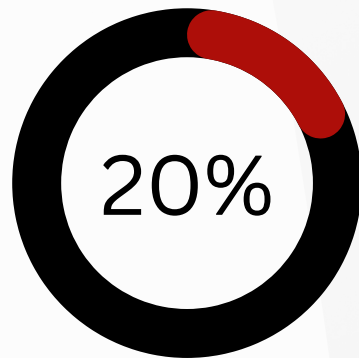


NUMERACY ACHIEVEMENT RESULTS

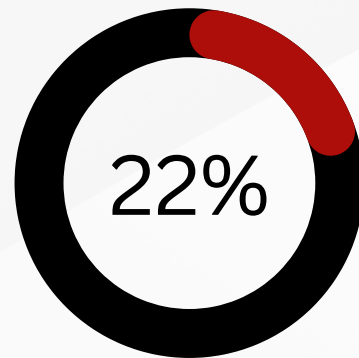
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-9

- The 2021-2022 NCAT results suggest that from 7% to 22% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

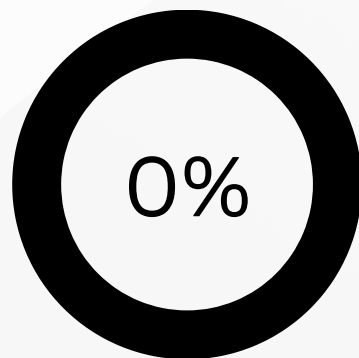
Number Sense



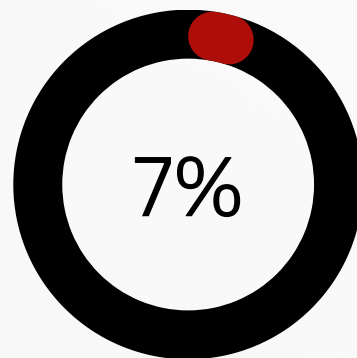
Place Value



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

69.6%

Grade 1-6: Term 3
Number Concepts

63.3%

Indigenous Students:

Grade 1-6: Term 1
Number Concepts

56%

Grade 1-6: Term 3
Number Concepts

48.4%

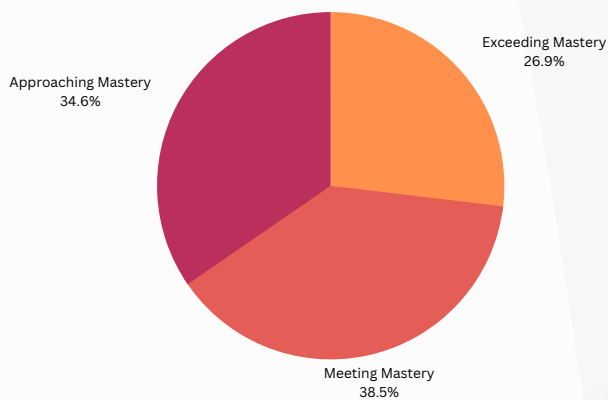
- The Report Card Data for the 2021-2022 school year show a decrease in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the number concepts strand of mathematics.



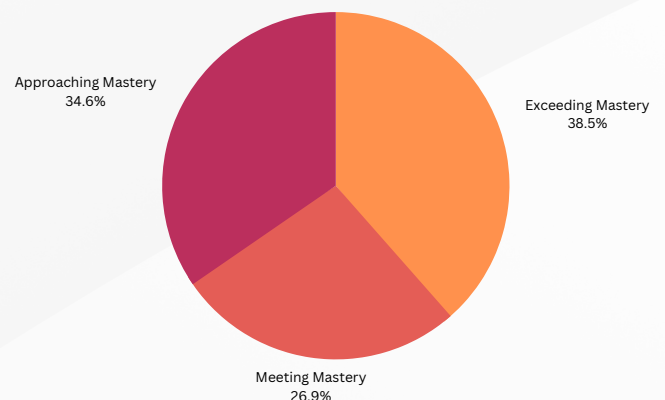
NUMERACY ACHIEVEMENT RESULTS

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

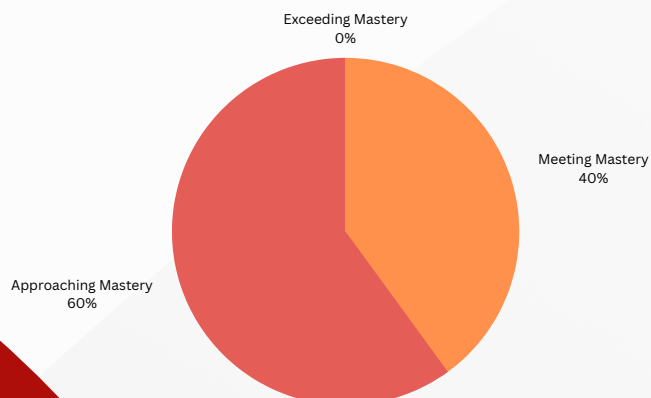
Grades 7-9 January



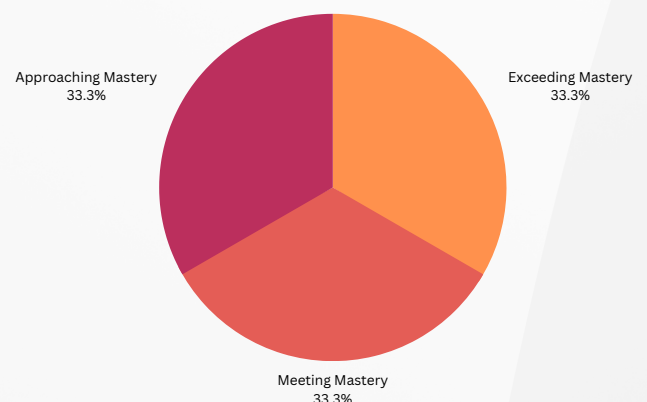
Grades 7-9 April



Grades 10-12 November



Grades 10-12 January

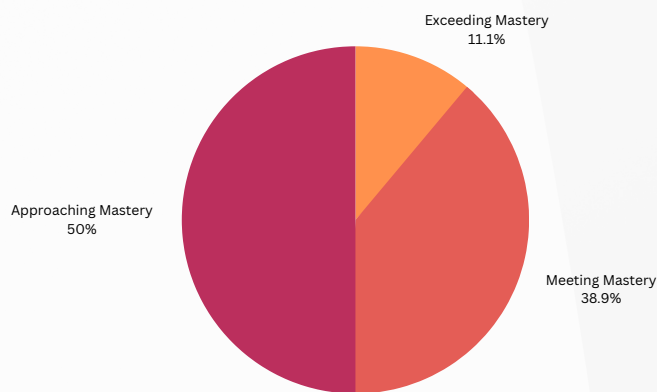


- In grades 7-12 we saw an increase of students meeting numeracy expectations with mastery.
- While we also saw the percentage of students approaching mastery in grades 7-9 stay consistent, while we saw a decrease in students not yet meeting grade level expectations in grades 10-12

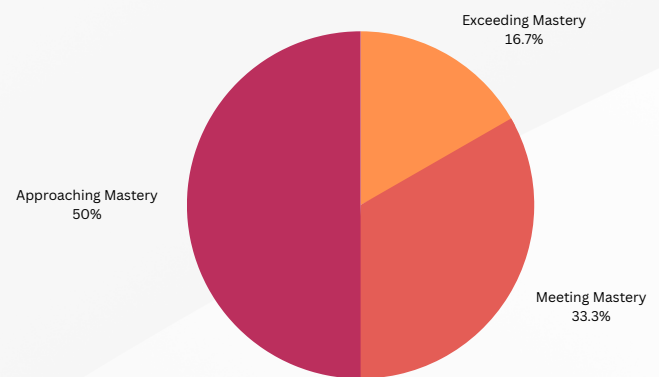
NUMERACY ACHIEVEMENT RESULTS

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

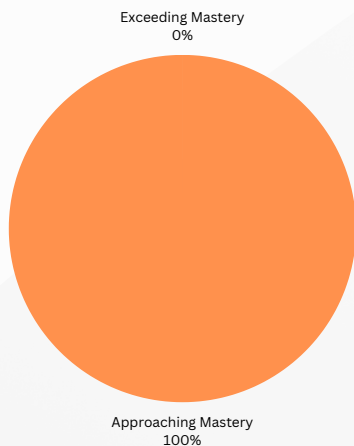
Grades 7-9 January



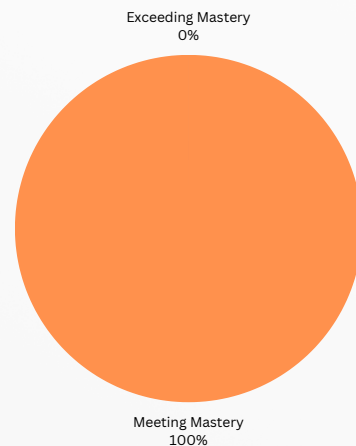
Grades 7-9 April



Grades 10-12 November



Grades 10-12 January



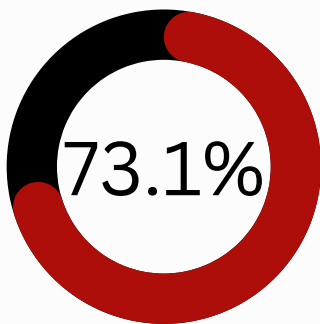
- We saw an increase of students in grades 7-9 move from meeting with mastery to exceeding mastery, although the students approaching mastery remained consistent
- We saw all students in grades 10-12 move from approaching mastery to meeting mastery in the area of numeracy

Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy

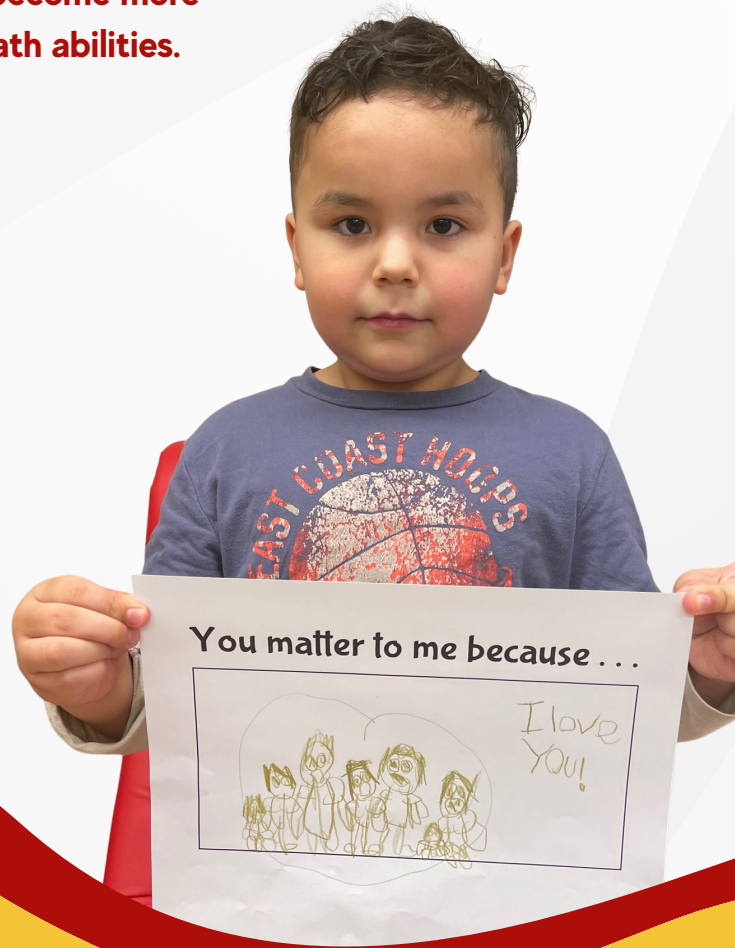


Percentage of students in Grades 3-6 who felt that their math skills have improved.



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

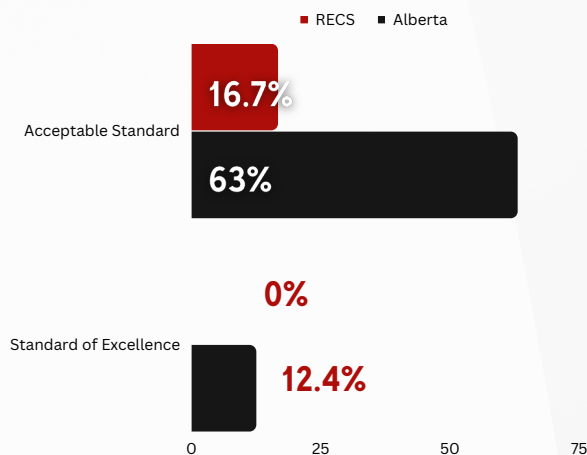
- The majority of our students within grades 3-6 were felt their math skills had improved, while 73% of our grade 7-12 students were feeling more confident in the math abilities.



NUMERACY ACHIEVEMENT RESULTS

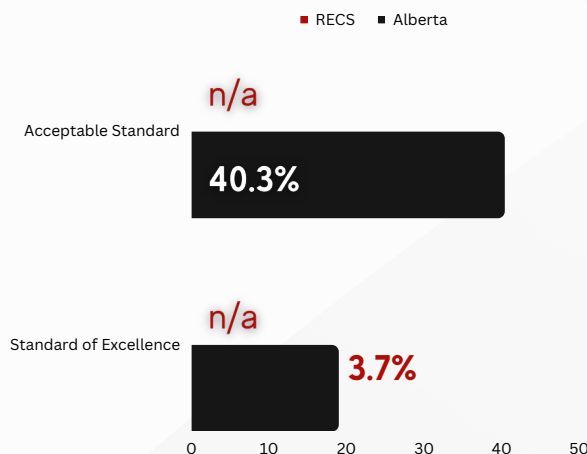
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 Mathematics - All Students



- Our PAT results demonstrated that 16.7% of our grade 6 students meet acceptable standards in the area of numeracy

Grade 6 Mathematics - Indigenous Students

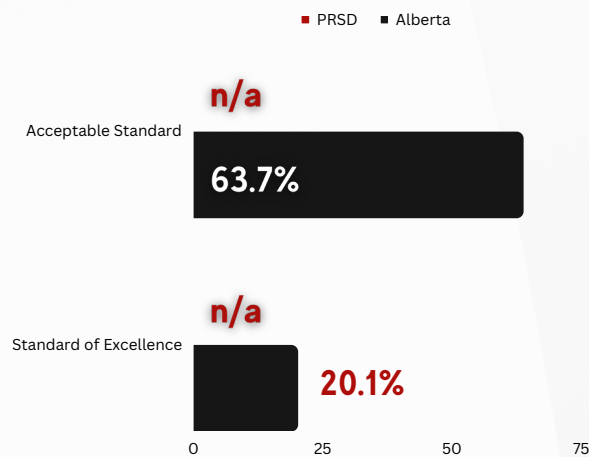


- This information has been suppressed for Red Earth Creek School due to limited data available.

NUMERACY ACHIEVEMENT RESULTS

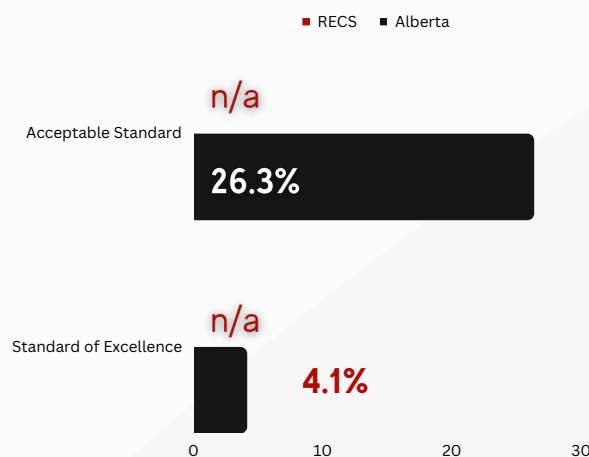
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 Mathematics - All Students



- This information has been suppressed due to limited data available.

Grade 9 Mathematics - Indigenous Students



- This information has been suppressed due to limited data available.

NUMERACY ACHIEVEMENT RESULTS

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

All Students:

- This information has been suppressed due to limited data available.

Indigenous Students:

- This information has been suppressed due to limited data available.



Peace River School Division

Learning Together - Success for All



Summary of Numeracy Achievement Results

- **General Statement**

- In 2022 most of the data for numeracy achievement has been suppressed.

- **Factors that affected results**

- Due to the limited number of students writing the grade 6 and grade 9 PATs most of the results were suppressed

- **Next steps**

- Red Earth Creek School will continue to develop resources, professional development and collaborative procedures that enhance students growth in all areas of numeracy.



PRSD GOAL THREE

**ALL STUDENTS ARE SUCCESSFUL THROUGH
INCLUSIONARY PRACTICES**

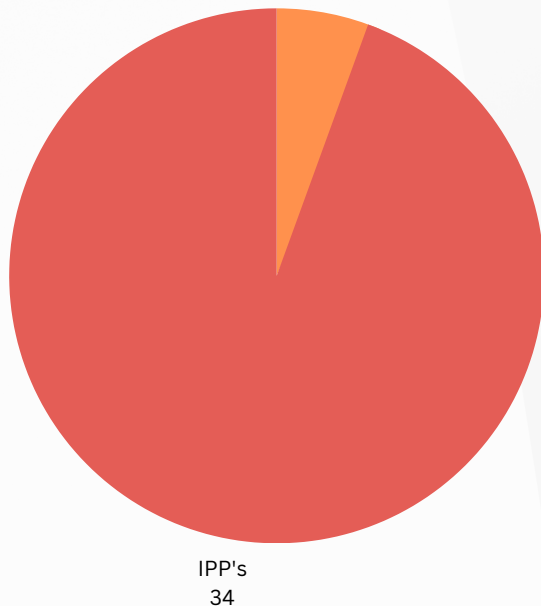
OUTCOME:

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

Inclusionary Programs and Supports & Student Success -
Need to Include a piece here.

INCLUSIVE EDUCATION PRACTICES

Red Earth Creek School Data - Behavioural Support Plans & Individual Program Plans for Special Needs Students

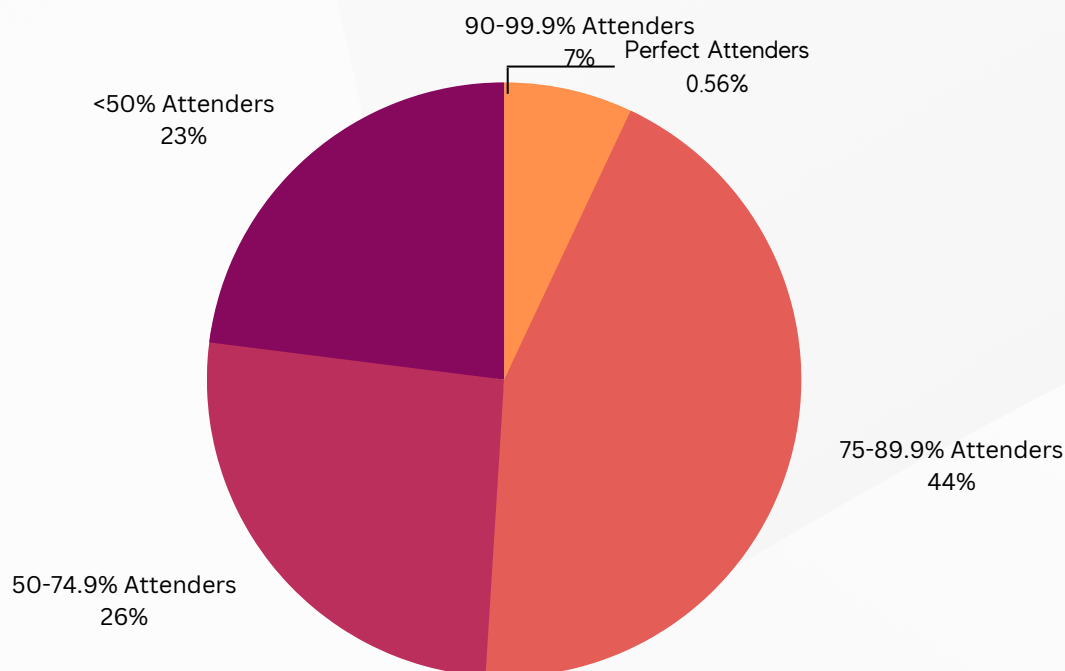


Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 2 BSPs completed and 34 IPP's completed in the 2021-2022 school year

- Red Earth Creek strives to ensure the individual academic and social-emotional needs of all students are being supported through the development of individualized program plans where required.

INCLUSIVE EDUCATION PRACTICES

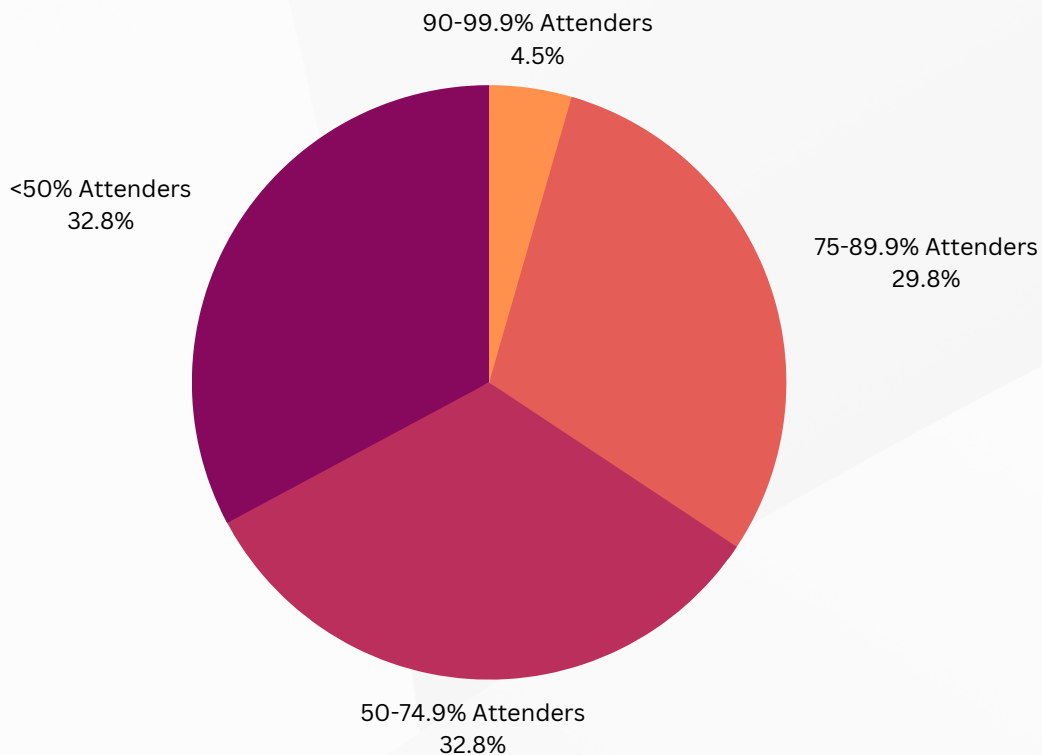
Attendance Data: All Students



- As a school we saw a downward trend in attendance during the months of October, January and April/May
- Often, our attenders in the 60-89.9% range are excused absences due to illness, medical appointments, or necessary travel with family due to lack of childcare

INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- Our Indigenous school population demonstrates an increased percentage of students within the 74.9% or less attendance categories.
- Monday's and Friday's tend have a lower attendance amongst our Indigenous population.
- October and January tend see a decrease in attendance on average.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 3-6:



- Grades 7-12:



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

- Grades 3-6:



- Grades 7-12:



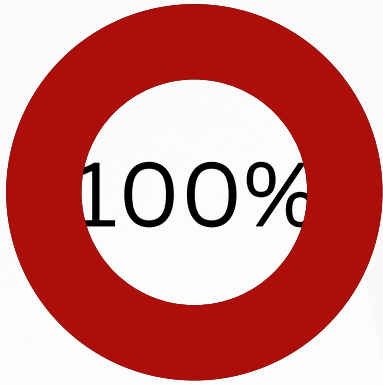
- Most students from grades 3-12 identify feeling included and supported within the school community.



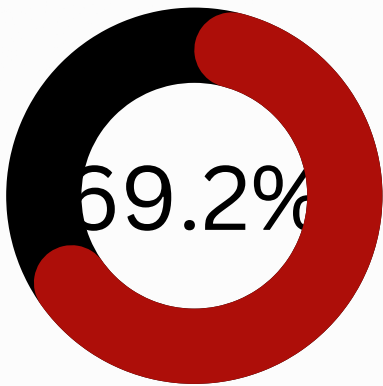
INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion



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



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

- While 100% of students in grades 3-6 felt their learning needs were being met we saw a decline in percentage of students in grades 7-12 who feel their learning needs area also being met.



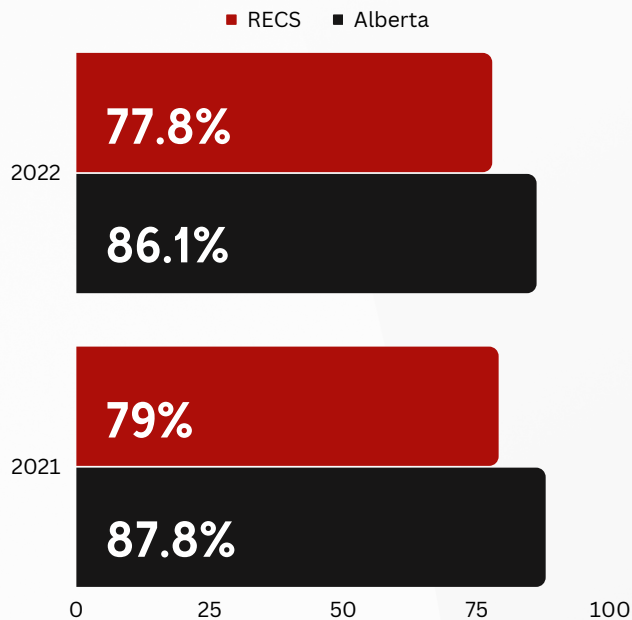
INCLUSIVE EDUCATION PRACTICES

Alberta Education

Welcoming, Caring, Respectful & Safe Learning Environments

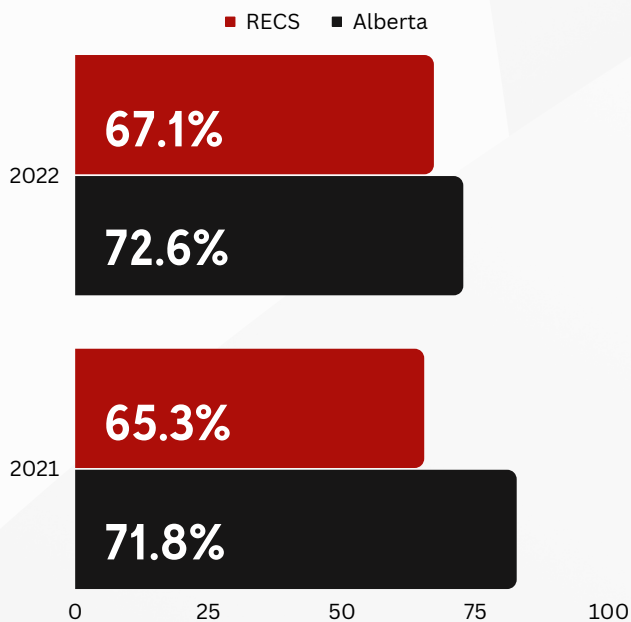
Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



- Red Earth Creek School has received a fairly stable overall percentage who agree that students are safe and cared for while at school.

Access to Support Services



- Red Earth Creek School has seen a slight increase in the percentage of those satisfied with the accessibility of programming at the school.



INCLUSIVE EDUCATION PRACTICES

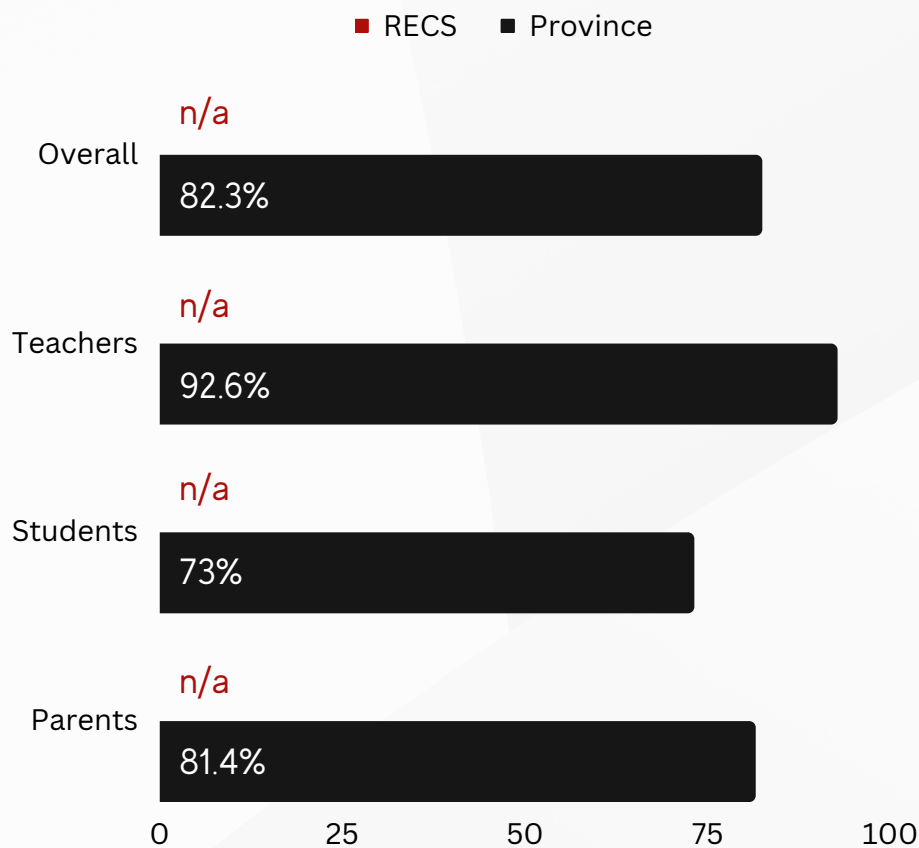
Alberta Education Survey Results

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.



This information has been suppressed for Red Earth Creek School due to limited responses received.

INCLUSIVE EDUCATION PRACTICES

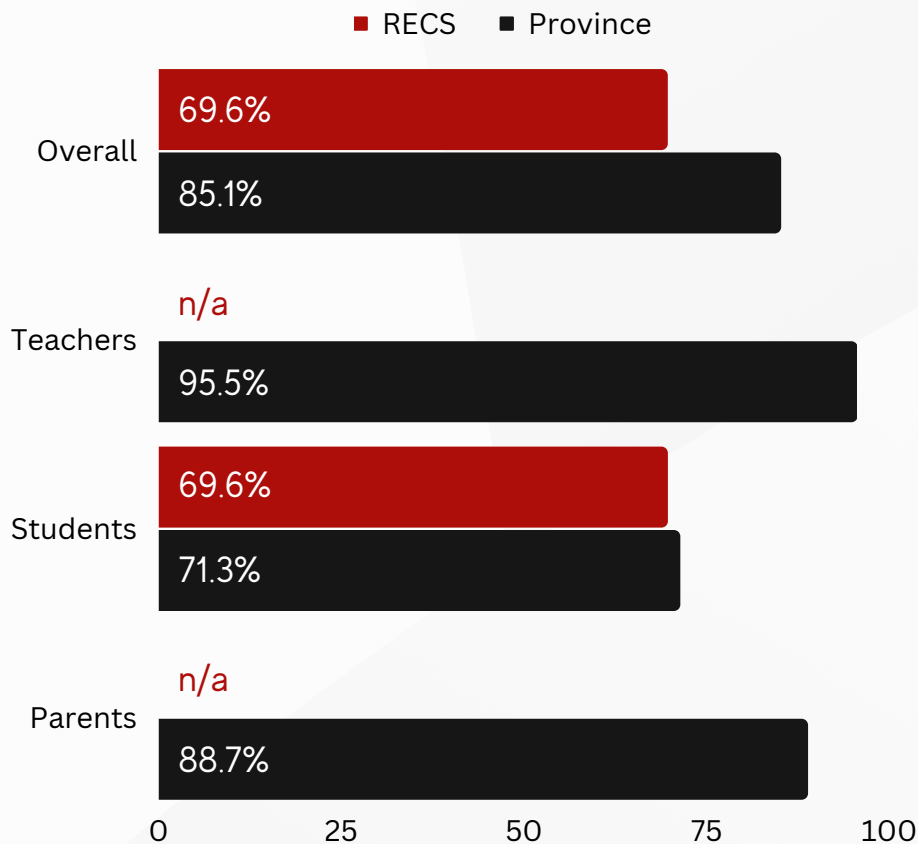
Alberta Education Survey Results

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.



- This majority of this information has been suppressed due to limited responses available.
- Almost 70% of the students at RECS felt they were engaged in their learning at school.

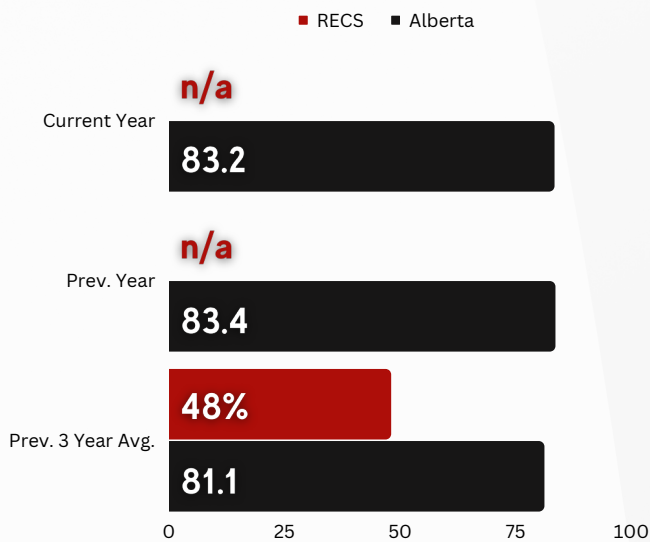
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

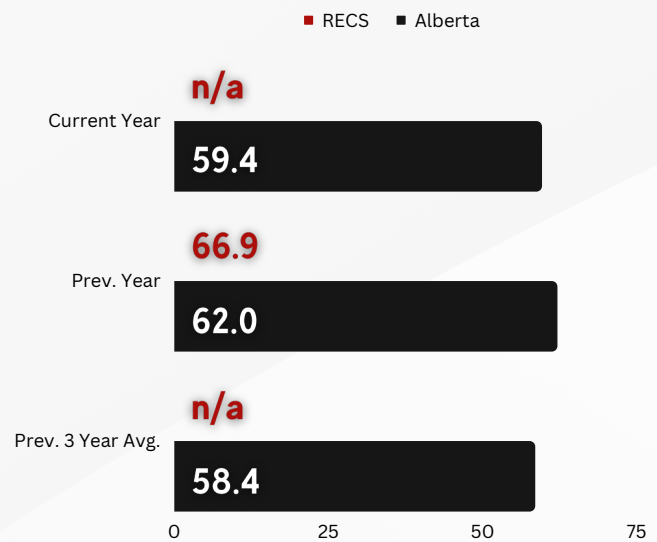
AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



3-Year High School Completion Rates: All Students



3-Year High School Completion Rates: Indigenous Students



This information has been suppressed for Red Earth Creek School due to limited data available.

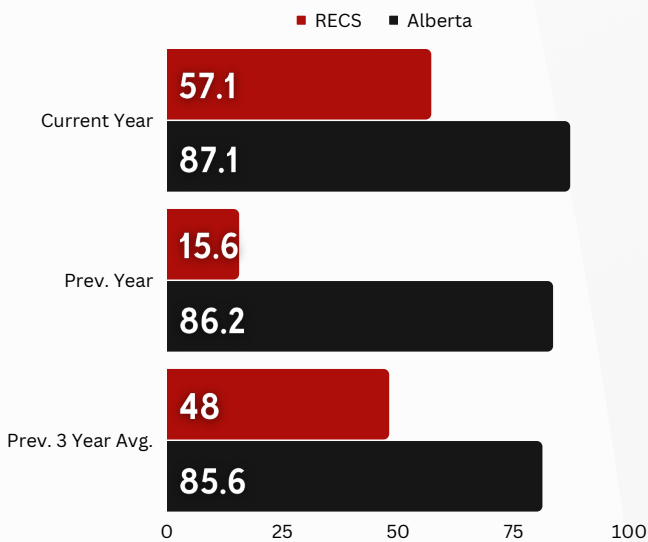
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

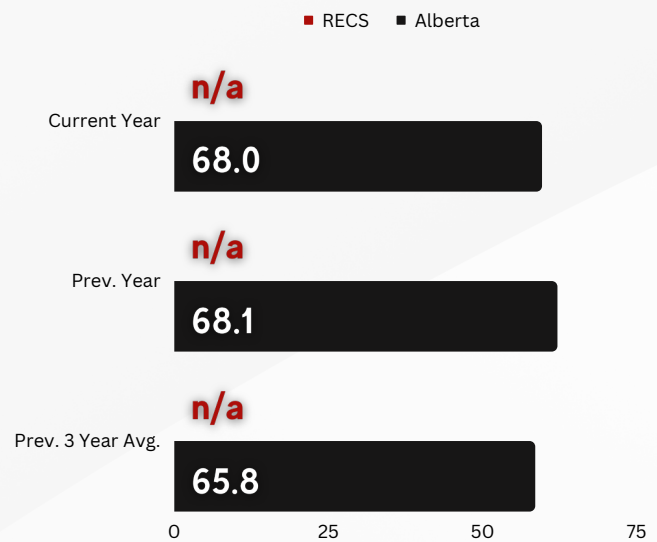


5-Year High School Completion Rates: All Students



- We have seen a substantial increase in 2022 for the 5-year high school completion rate of students

5-Year High School Completion Rates: Indigenous Students



- This information has been suppressed for Red Earth Creek School due to limited data available.

Summary of Inclusive Education Practices

- **General Statement**

- We have seen results around inclusive education practices maintained while in some areas we have seen a slight increase in the results

- **Factors that affected results**

- Lack of responses have lead to a lot of suppressed data

- **Next steps**

- Red Earth Creek School will continue working on developing a comprehensive PBIS plan, IPPs, and collaborative response practices that address the areas outlined

BUDGET SUMMARY

Budget Report

Peace River School Division No. 10
2021-2022 Spring Budget

SCHOOL: Red Earth Creek

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$42,656	\$38,250
Total AB ED: Service & Supports	\$42,656	\$38,250
% of Revenue and Allocations to Budget Center	96%	96%

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$1,800	\$1,800
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	30 Student	30 Student
Total AB ED: Differential Cost Funding	\$1,800	\$1,800
% of Revenue and Allocations to Budget Center	4%	4%

Total Revenue and Allocations to Budget Center	\$44,456	\$40,050
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Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$2,220	\$3,330
Days of School Certified Subs	10.00 Days	15.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$222	\$333
School Based Certificated Sub Cost	\$2,220	\$3,330
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Total Other Staffing Costs	\$2,442	\$3,663
% of Expenditures	5%	9%

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$3,000	\$3,000
Staff and Public Relations	\$1,500	\$0
Postage & Phone	\$400	\$400
Advertising	\$0	\$147
Expense Reimbursement	\$3,883	\$3,883
Field Trips	\$10,000	\$2,000
Contracted Building Grounds Maintenance	\$1,584	\$0
Total Contracted Services	\$20,367	\$9,430
% of Expenditures	46%	24%

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$15,657	\$22,957
Library Supplies	\$990	\$0
Furniture & Equipment	\$5,000	\$4,000
Total Supplies	\$21,647	\$26,957



BUDGET SUMMARY

SCHOOL: Red Earth Creek - Budget Report

2021-2022 Spring Budget

Supplies % of Expenditures	2021-2022 Spring Budget 49%	2020-2021 Spring Budget 67%
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Total Expenditures	\$44,456	\$40,050
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Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$44,456	\$40,050
Total Expenditures	\$44,456	\$40,050
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

The Red Earth Creek School's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Red Earth Creek School website at www.redearthcreekschool.ca
- Published and distributed to the School Council;
- Made available at Red Earth Creek Schools main office;
- Presented to Peace River School Division;

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