



ANNUAL EDUCATION RESULTS REPORT 2021-2022



E.E. Oliver Elementary School



**Peace River
School Division**

Learning Together Success for All



MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 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

It has been an honor to have joined E.E. Oliver Elementary School this year as principal. I truly enjoy my role serving students and our community. Our school motto is 'Engaged Learning for a Successful Future.' This begins with authentic learning opportunities where our students can learn through collaboration and determination to build critical thinking skills.

The staff at E.E. Oliver care about the students and the community we serve. Our school goals align with divisional goals of success for all; our goal is for students to continue to improve in literacy and numeracy through inclusionary practices. We want our students to have the skills and knowledge to be successful.

I look forward to the opportunity to connect with our families and community and to collaborate further on what excellence looks like for your child. This report highlights some of our past success and strategies for moving forward in success for all.

Laura Krumpholtz
Principal
EE Oliver 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:

E xcellence
A ccountability
G rowth
L eadership
E mpathy
S afety





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 +

21

STUDENTS

SCHOOLS

500 +

69

STAFF

BUS ROUTES



ABOUT

E.E. OLIVER ELEMENTARY SCHOOL



E.E. Oliver Elementary School is a K-6 school that serves the community of Fairview, Alberta. Our school draws from a rural geographical area including the communities of Bluesky and Whitelaw. Many of our students families serve the community of Fairview and are involved in farming and oilfield services.

E.E. Oliver Elementary School shares it's gymnasium, industrial kitchen and ancillary space with the Town of Fairview. The E.E.O. community use center is a hub for events outside of school hours. The space is equipped to host events with hundreds of guests, making EEO the true heart of the town.

OUR VISION

At E.E. Oliver Elementary School we will be an inclusive, inspiring, learning focused community that equips students with knowledge and skills to ensure a successful future.

OUR MISSION

The EEO community will provide an atmosphere where there are high expectations for learning, using a holistic, flexible, and responsive plan with a future oriented mindset.

Engaged Learning for a Successful Future



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

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.

EEO teachers use instructional strategies to teach the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies can include guided reading and phonemic awareness programs such as Heggerty and UFLI. Students at EEO have access to classroom libraries as well as our school library. Staff have access to the Division's Literacy Framework which provides guidance, resources and supports to help ensure students are meeting our division and school's literacy goal.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

35.7%

All Students, Fall Results:
35.7% met grade-level expectations

39.5%

All Students, Spring Results:
39.5% met grade-level expectations

28%

Indigenous Students, Fall Results:
31.1% met grade-level expectations

28%

Indigenous Students, Spring Results:
34.1% met grade-level expectations

35.6%

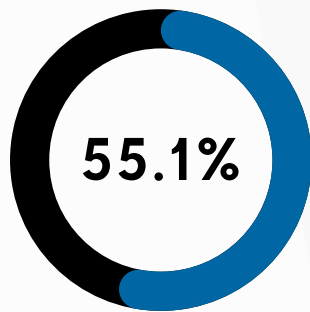
51.4%



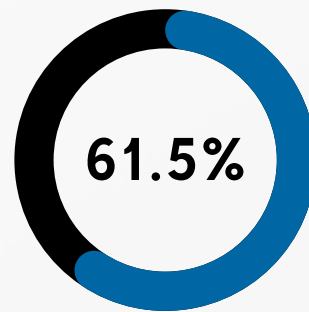
LITERACY

ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool Data

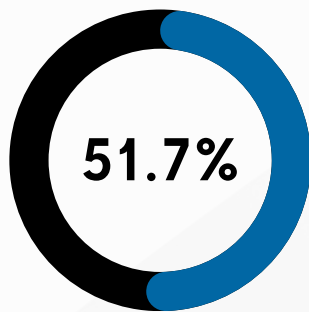


Grades 4-6: 55.1% of students assessed during the fall administration of RCAT were meeting grade-level expectations in **Identifying and Interpreting ideas and details.**

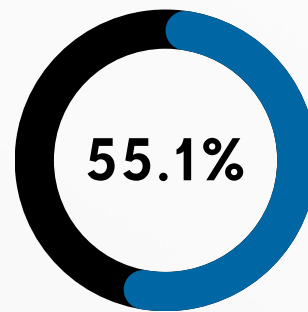


Grades 4-6: 61.5% of students assessed during the winter administration of RCAT were meeting grade-level expectations in **Identifying and Interpreting ideas and details.**

[See full data results HERE](#)



Grades 4-6: 51.7% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in **Identifying and Interpreting ideas and details.**



Grades 4-6: 55.1% of Indigenous students assessed during the winter administration of RCAT were meeting grade-level expectations in **Identifying and Interpreting ideas and details.**

LITERACY

ACHIEVEMENT RESULTS

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

Grades 1-6: Term 1

Reading Comprehension

57.5%

Reading Fluency

56.7%

Writing Content &
Organization

55.8%

Writing Conventions

49%

Grades 1-6: Term 3

Reading Comprehension

62.7%

Reading Fluency

59.4%

Writing Content &
Organization

59%

Writing Conventions

61.8%



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

50%

Reading Fluency

54.4%

Writing Content &
Organization

39.1%

Writing Conventions

37.7%

Grades 1-6: Term 3

Reading Comprehension

48%

Reading Fluency

52%

Writing Content &
Organization

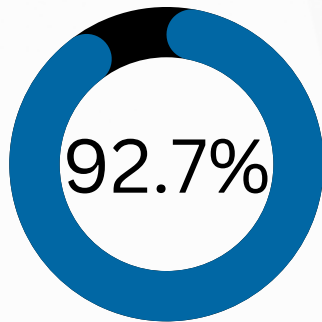
35.5%

Writing Conventions

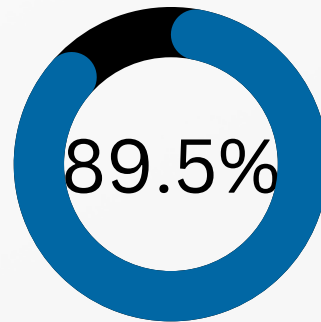
44.6%

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.



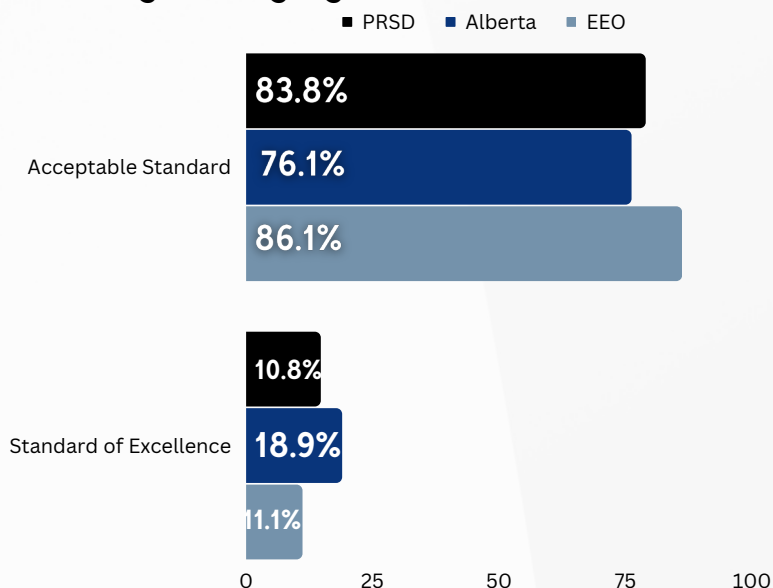
Percentage of students in Grades 3-6 who felt their writing skills have improved.

- Students in grade 3-6 at EEO strongly feel their reading and writing skills have improved. We will continue to foster student growth in this area to ensure continued student success.

LITERACY ACHIEVEMENT RESULTS

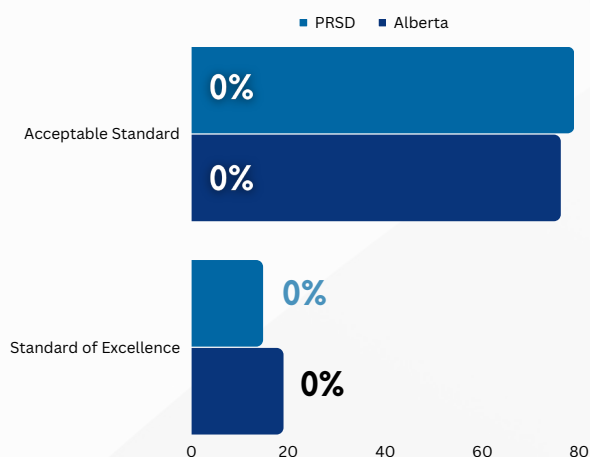
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 6 English Language Arts - All Students



- EEO remains above both the divisional and provincial acceptable standards for Grade 6 ELA PAT results.
- EEO is above the divisional average for the standard of excellence for Grade 6 ELA PAT results.

Grade 6 English Language Arts - Indigenous Students



- EEO's results for Indigenous students have been suppressed due to limited data.

Summary of Literacy Achievement Results

- **General Statement**

- Literacy achievement results were measured using data sources that include Fountas & Pinnell Benchmark Assessments (K-6), the Reading Comprehension Assessment Tool (RCAT; 4-6), report card data, and Provincial Achievement Testing (PAT; Grade 6) results. Student survey data shows students feel their reading and writing skills have improved throughout the school year. We continue to implement daily, scheduled intervention, as well as new research and evidence based resources and strategies to help our students rebound from Covid related learning loss.

- **Factors that affected results**

- Student Mental Health
- Lower elementary students in school for the first time
- Attendance
- LLIP made a positive difference for grade 2/3
- Time for intervention in the schedule
- Writing is taught throughout the year

- **Next steps**

- Targeted interventions in/out of class
- Mental Health Supports
- Review attendance policy



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

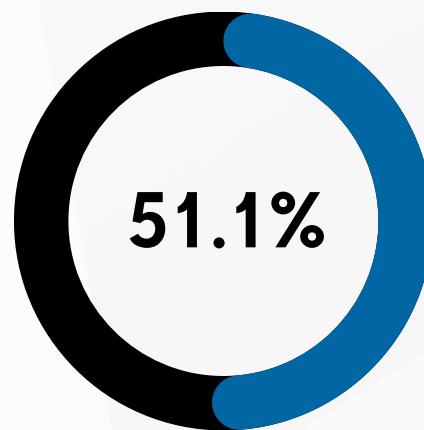
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Numeracy achievement results were measured using data sources that include beginning of the year MIPI (Math Intervention Programming Instrument) Assessment data, NCAT (Numeracy Common Assessment Tool) data, report card data, and Provincial Achievement Testing (PAT; Grade 6) results. Peace River School Division actively works to improve numeracy through the use of a divisional Numeracy Framework. We look forward to implementing new research-based intervention programming (Bridges) at EEO to help support our students' continued growth and learning.

NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: All Students Grades 2-6

Grade 2-6
Results:



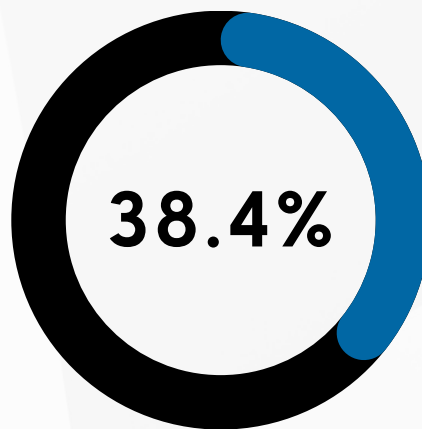
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 51.1% of Grades 2-6 students started their school year meeting or mastering the core concepts from the previous grade level.



NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: Indigenous Students Grades 2-6

Grade 2-6
Results:



- The September 2021 results show that 38.4% of Grades 2-6 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level.

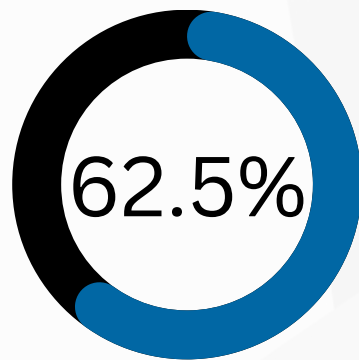


NUMERACY ACHIEVEMENT RESULTS

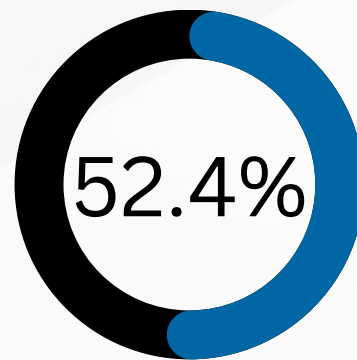
Numeracy Comprehension Assessment Tool Data: All Students Grades 1-6

- 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 1-6 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 32% to 63% of students had met or mastered the concepts in these 4 numeracy strands at the time of test administration.

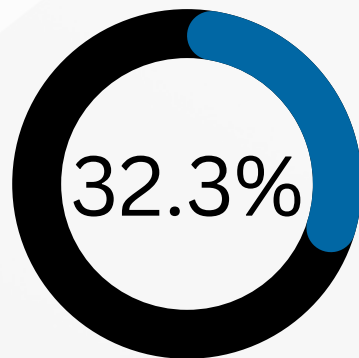
Number Sense



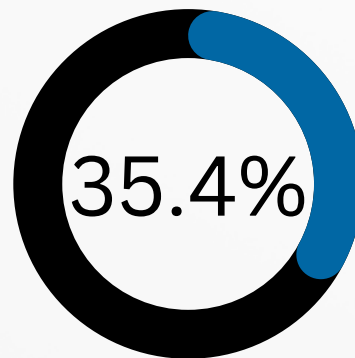
Place Value



Fractions & Decimals



Operations

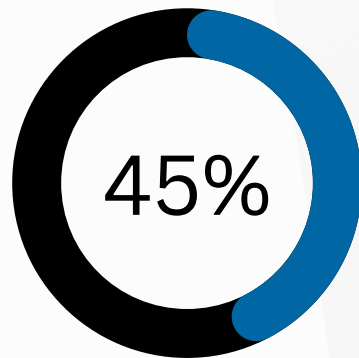


NUMERACY ACHIEVEMENT RESULTS

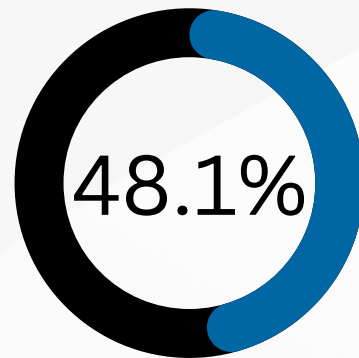
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 1-6

- The 2021-2022 NCAT results suggest that from 21% to 48% of Indigenous students had met or mastered the concepts in the 4 core numeracy strands at the time of test administration throughout the year.

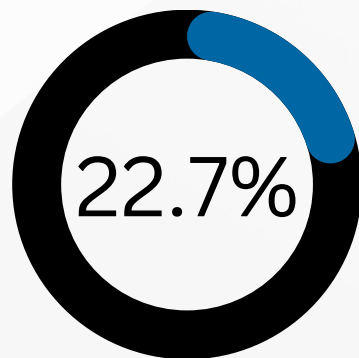
Number Sense



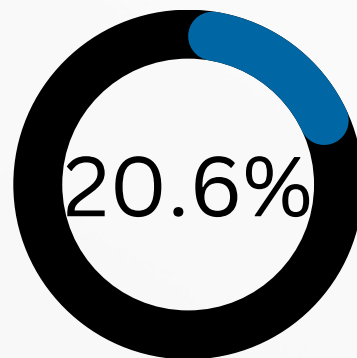
Place Value



Fractions & Decimals



Operations



NUMERACY ACHIEVEMENT RESULTS

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

All Students:

Grade 1-6: Term 1
Number Concepts

75.4%

Grade 1-6: Term 3
Number Concepts

82%

Indigenous Students:

Grade 1-6: Term 1
Number Concepts

65%

Grade 1-6: Term 3
Number Concepts

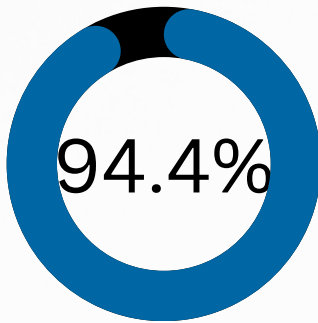
62.5%

- The Report Card Data for the 2021-2022 school year show growth 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

PRSD Education Assurance Survey Results: Goal Two - Numeracy



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

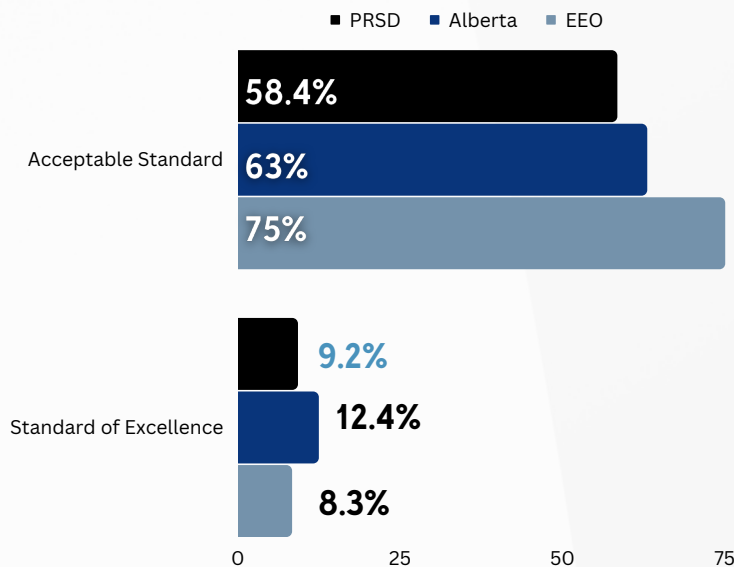
- EEO prides itself in inspiring life-long learning. Our students feel their numeracy skills have improved and have confidence in their mathematical abilities.



NUMERACY ACHIEVEMENT RESULTS

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

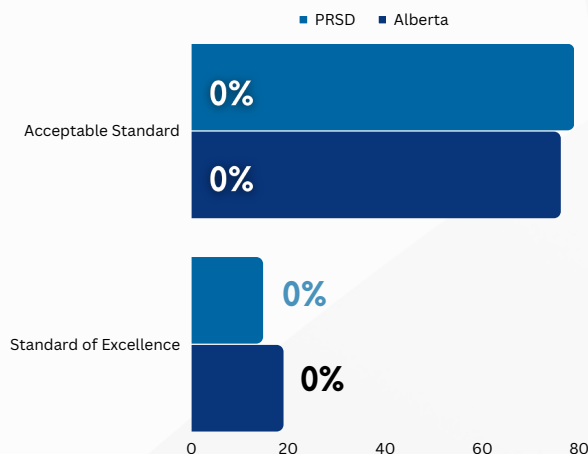
Grade 6 Mathematics - All Students



- PRSD results are slightly below the provincial average, however we continue to implement research-based programming in our classrooms at EEO, as well as a continued focus on our divisional numeracy framework.

- EEO Grade 6 PAT results rank above both the provincial and divisional acceptable standard averages at 75%.

Grade 6 Mathematics - Indigenous Students



- EEO is slightly below the divisional average for the Grade 6 Mathematics PAT standard of excellence

- EEO's results for Indigenous students have been suppressed due to limited data.

Summary of Numeracy Achievement Results

- **General Statement**

- Numeracy achievement results were measured using data sources that include beginning of the year MIPI (Math Intervention Programming Instrument) Assessment data, NCAT (Numeracy Common Assessment Tool) data, report card data, and Provincial Achievement Testing (PAT; Grade 6) results. Overall, reporting data shows EEO students demonstrated growth in number concepts. Student survey data shows the majority of students feel their numeracy skills have improved throughout the school year. We look forward to implementing new research-based intervention programming (Bridges) to help support our students' continued growth and learning.

- **Factors that affected results**

- Tests administered in the Fall, measure learning from the previous school year do not produce intended results.
- Attendance
- Student mental health
- Student behavior

- **Next steps**

- Intervention groups in the classroom, small groups
- New programs, ex. Bridges
- Classroom Structure
- Bringing back manipulatives post-Covid



PRSD GOAL THREE

**ALL STUDENTS ARE SUCCESSFUL THROUGH
INCLUSIONARY PRACTICES**

OUTCOME:

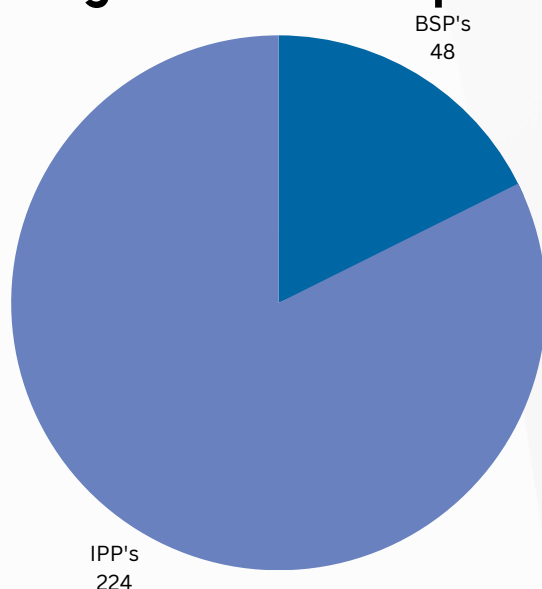
All students' academic, physical and socio-emotional needs are met within a culture of inclusion.

Inclusionary Programs and Supports & Student Success –

EEO continues to support students through inclusionary practices, working together with the Divisional Learning Services Team as well as Peace Collaborative Services to provide additional programming to students including, Speech, Occupational Therapy, Physical Therapy, Hearing, Vision, and Psychological Services. Teachers work collaboratively to develop Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs) as needed. EEO prides itself as an inclusionary school in which students are provided with the supports they need to be successful in all domains.

INCLUSIVE EDUCATION PRACTICES

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

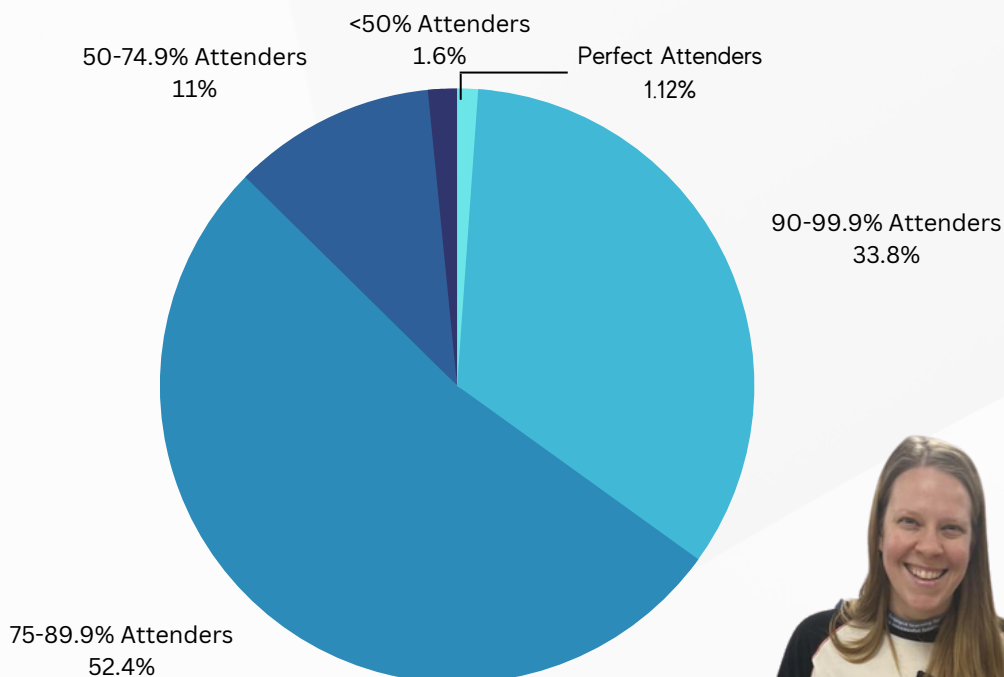


Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 48 BSPs completed and 224 IPP's completed in the 2021-2022 school year

- EE Oliver School continues to support students through the creation of Individualized Program Plans (IPPs) to effectively meet student learning needs. During the 2021-2022 school, approximately 1 in 4 students was supported through an IPP. In total 11 students received additional behaviour support through a proactive Behaviour Support Plan (BSP).

INCLUSIVE EDUCATION PRACTICES

Attendance Data: All Students

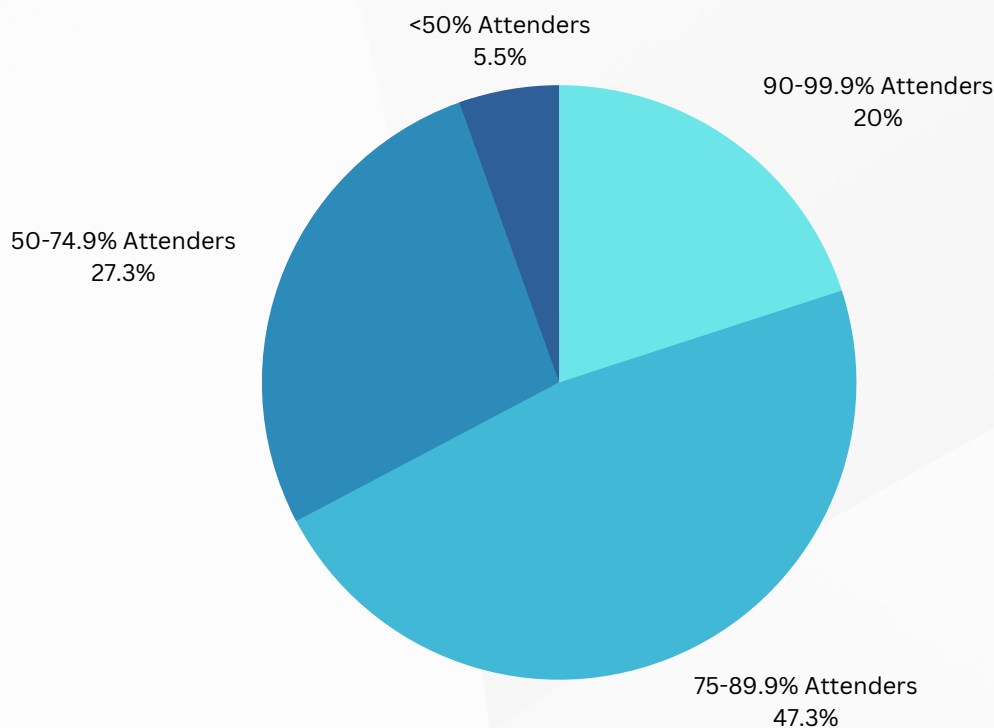


- EE Oliver student attendance shows 33.8% percent of students attended 90% and above, with approximately 85% of the school population attending more than 75% of the time.
- Attendance remains an area of focus at EEO. Students with an absentee rate of 10% and above face greater academic challenges and loss of social connection due to increased time away from school.



INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- EE Oliver Indigenous student attendance data shows 20% percent of students attended 90% and above, with approximately 67% of the school population attending more than 75% of the time.
- Attendance remains an area of focus at EEO. Students with an absentee rate of 10% and above face greater academic challenges and loss of social connection due to increased time away from school.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 3-6:



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

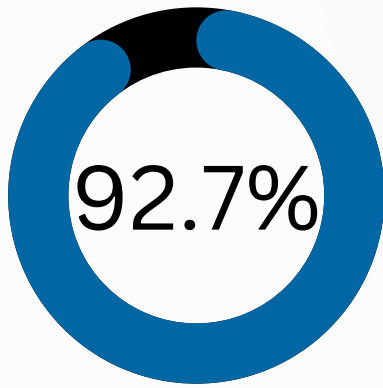
- Grades 3-6:



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.

- EEO prides itself in inspiring life-long learning. 92.7% of students in grades 3-6 feel they are adequately supported and that their learning needs are being met.



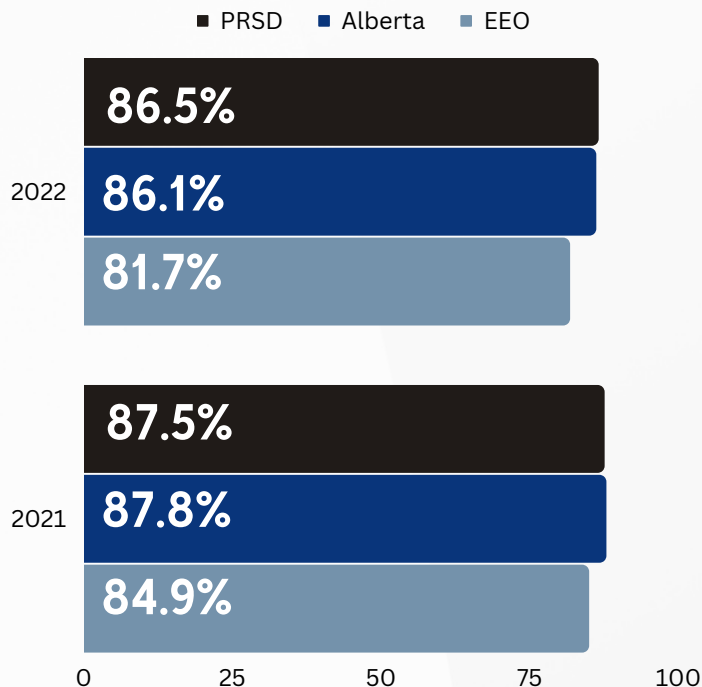
INCLUSIVE EDUCATION PRACTICES

Alberta Education

Welcoming, Caring, Respectful & Safe Learning Environments

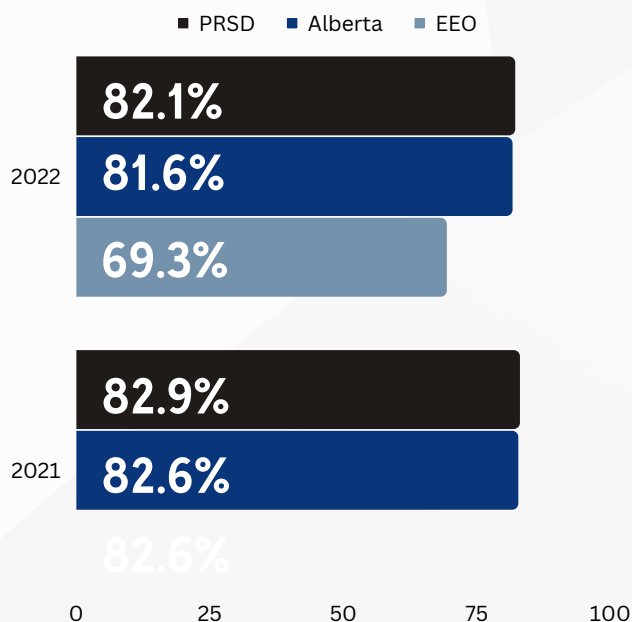
Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



- PRSD continues to ensure that students are provided welcoming, caring, respectful and safe learning environments in line with the provincial average.

Access to Support Services



- PRSD strives to ensure all students have access to supports as needed through the use of a Collaborative Service Provider Model (Peace Collaborative Services - PCS) and remains above the provincial average.



INCLUSIVE EDUCATION PRACTICES

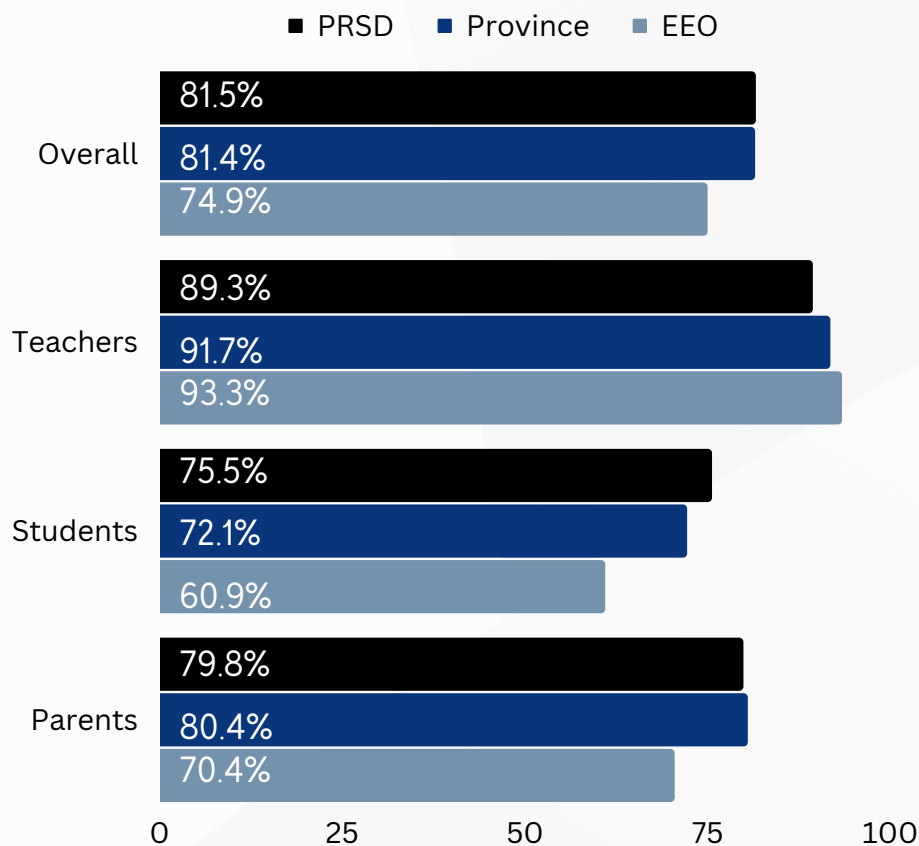
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement: Citizenship

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



- PRSD remains at or above the provincial average for parents, teachers, and students who are satisfied students model the characteristics of active citizenship.
- EEO data for student growth and achievement in the area of citizenship remains below the provincial and divisional averages.

INCLUSIVE EDUCATION PRACTICES

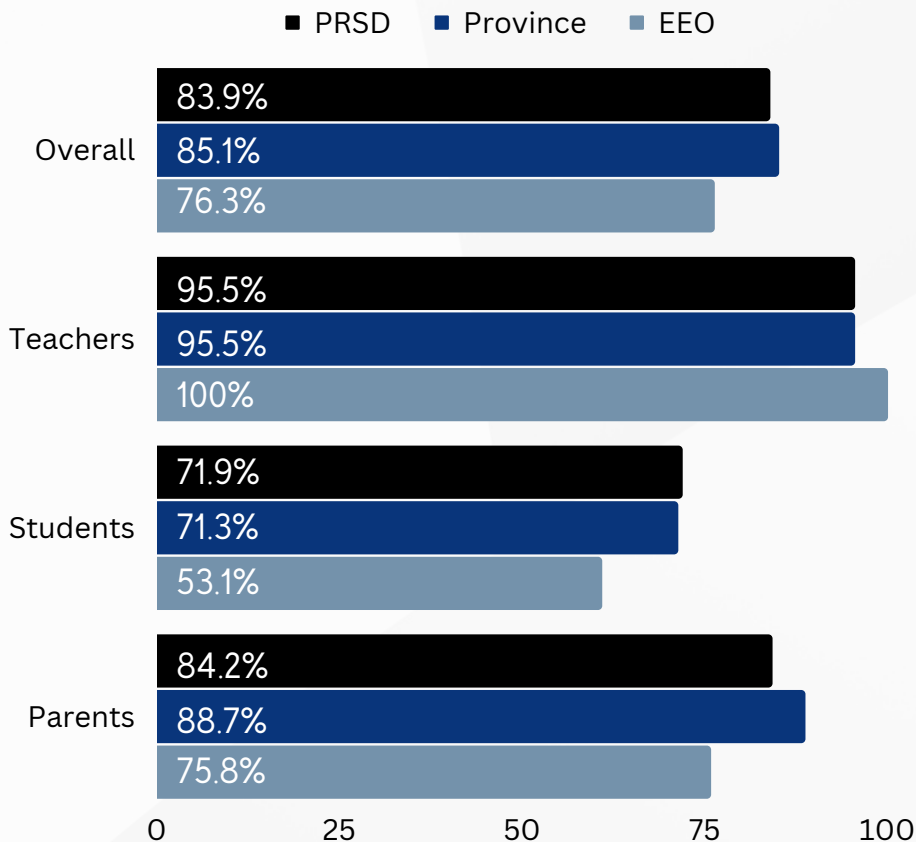
Alberta Education Survey Results

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.



- PRSD remains at or above the provincial average for student growth and achievement, with a high percentage of teachers, students, and parents who agree students are engaged in their learning at school.
- EEO's overall data for student growth and achievement is below the divisional and provincial averages. We will continue to focus on improving student engagement.

Summary of Inclusive Education Practices

- **General Statement**

- EEO strives to ensure student academic and social emotional learning needs are met through the use of Individualized Program Plans and Behaviour Support Plans. We work closely with division level Learning Services to ensure appropriate supports for all students to be successful. EEO works collaboratively with Peace Collaborative Services to provide and implement inclusive programming for students requiring additional services such as Speech, Occupational Therapy, Physical Therapy, Vision, and Psychological Services. In addition, we can support students mental health, and social-emotional development through programming provided by our school-based Family-School Liason Worker and access to Divisional School Social Worker services.

- **Factors that affected results**

- EEO prides themselves in their inclusivity
- All staff readily available to support students and their learning
- Staff cohesion

- **Next steps**

- Reviewing PBIS plan as a school
- Initiatives with Shelley Moore
- Professional Development Opportunities
- Access to mental health supports for students and teachers
- Mental health programming

BUDGET SUMMARY

Budget Report

Peace River School Division No. 10

2022 - 2023 Spring Budget

SCHOOL: E.E. Oliver Elementary

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$97,974	\$106,786
Total AB ED: Service & Supports	\$97,974	\$106,786
% of Revenue and Allocations to Budget Center	99%	99%

AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 Spring Budget
FNMI Allocation: School: Current Year	\$3,600	\$3,600
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	60 Student	60 Student
Total AB ED: Differential Cost Funding	\$3,600	\$3,600
% of Revenue and Allocations to Budget Center	4%	3%

Transfers	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Transfer: School Operations: Room Closures	(\$2,952)	(\$2,952)
Total Transfers	(\$2,952)	(\$2,952)
% of Revenue and Allocations to Budget Center	-3%	-3%

Total Revenue and Allocations to Budget Center	\$98,622	\$107,434
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Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Based Certificated Sub Cost	\$6,660	\$6,438
Days of School Certified Subs	30.00 Days	29.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$666	\$644
School Based Certificated Sub Cost	\$6,660	\$6,438
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$1,500	\$1,000
Total Other Staffing Costs	\$8,826	\$8,082
% of Expenditures	9%	8%

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Certificated Inservice/Reg Fees	\$4,000	\$3,200
Uncertificated Inservice/Reg Fees	\$800	\$1,000
Staff and Public Relations	\$1,500	\$0
Postage & Phone	\$1,020	\$800
Advertising	\$300	\$200
Expense Reimbursement	\$4,500	\$4,000
Field Trips	\$7,500	\$6,391
Contracted Building Grounds Maintenance	\$4,000	\$6,000
Total Contracted Services	\$23,620	\$21,591



BUDGET SUMMARY

SCHOOL: E.E. Oliver Elementary - Budget Report

2022 - 2023 Spring Budget

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
% of Expenditures	24%	20%

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies	\$54,676	\$67,261
Library Supplies	\$5,500	\$5,500
Furniture & Equipment	\$6,000	\$5,000
Total Supplies	\$66,176	\$77,761
% of Expenditures	67%	72%

Total Expenditures	\$98,622	\$107,434
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Summary

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$98,622	\$107,434
Total Expenditures	\$98,622	\$107,434
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 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;
- 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:



[HTTPS://WWW.EEOLIVERELEMENTARY.CA](https://www.eeliverelementary.ca)



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