



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



TABLE OF CONTENTS

Message from the Board Chair.....	3
Message from the Superintendent	5
Message from the Principal	6
About the Peace River School Division.....	7
About Peace River High School.....	9
Alberta Education Results Report Introduction.....	11
Literacy Achievement Results.....	12
• Reading Comprehension Assessment Tool (RCAT) Data	13
• Report Card Data	14
• PRSD Education Assurance Survey Results	16
• Provincial Achievement Test Results - Grade 9	17
• Provincial Diploma Exam Results	18
• Summary of Literacy Achievement Results	19
Numeracy Achievement Results	20
• Mathematics Intervention/Programming Instrument Data (MIPI)	21
• Division Report Card Data	23
• PRSD Education Assurance Survey Results	31
• Provincial Achievement Test Results - Grade 6	32
• Provincial Achievement Test Results - Grade 9	33
• Provincial Diploma Exam Results	34
• Summary of Numeracy Achievement Results	35
Inclusive Education Practices	36
• Behaviour Support Plans and Individual Program Plans	37
• Attendance Data	37
• PRSD Education Assurance Survey Results	38
• Alberta Education Assurance Measures: Safe and Caring Schools.....	39
• Alberta Education Assurance Measures: High School Completion Rates	40
• Summary of Inclusion Education Practices	41
Summary of Financial Results	42
Accountability Statements	44
Communication Plan	45



MESSAGE FROM THE BOARD CHAIR

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

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

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

Crystal Owens
Peace River School Division Board Chair



ADVOCATES OF PUBLIC EDUCATION

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

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

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

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

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

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

OUR COMMITMENT

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

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2022-2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Crystal Owens
Board Chair
OwensCry@prsd.ab.ca

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



MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. We are seeing good progress as a result. Great job PRSD staff and students!

The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a collaborative response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students.

The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our Three-Year Education Plan that focuses on ensuring all students will be literate, numerate, and included. If you have any questions about this report, or our Three-Year Education Plan, please do not hesitate to contact your school principal, and/or join the school council to make a positive impact in public education. I look forward to a wonderful school year, Learning Together ~ Success for All!

Adam Murray
Peace River School Division



MESSAGE FROM THE PRINCIPAL

Welcome to Peace River High School! As a school community, we aspire to support all students as they transition to the next phase of their lives. Peace River High School offers a wide variety of challenging, enjoyable, and successful curricular opportunities.

Our goal, as a staff, is to provide all students with the opportunity to excel in academics, athletics, and various Career Technology Study opportunities so they may become positive, contributing members of our school and community. Peace River High School has a dynamic, hardworking staff who are committed to make sure the needs of all our students are met. I believe PRHS is an amazing place for students from diverse backgrounds to grow educationally, get involved, and have a meaningful high school experience. In many cases, a student's high school experience sets the stage for successes later in life and provides a lifetime of positive memories.

We are very grateful for every family and student that walks through our doors and we strive to make their learning experience as positive and uplifting as possible. We look forward to working with our students, families and guardians to make each and every year better than the last!

Wade Johnson

Peace River High School



Peace River School Division

ABOUT PEACE RIVER SCHOOL DIVISION

OUR VISION

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

OUR MISSION

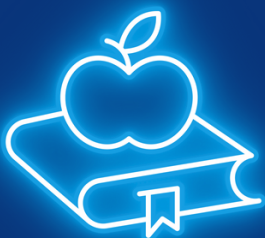
**Learning Together
- Success for All!**



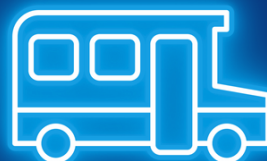
**3000+
STUDENTS**



**21
SCHOOLS**



**500+
STAFF**



**69 BUS
ROUTES**



Peace River School Division

PEACE RIVER SCHOOL DIVISION FOUNDATION STATEMENTS

“

OUR MOTTO

Pride in Public Education
Respect, Responsibility and Integrity
Student-Centered; Promoting Success and Safety
Diversity Celebrated; Differences Embraced

”

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.



ABOUT

PEACE RIVER HIGH SCHOOL

OUR VISION

Preparing individual citizens for tomorrow

OUR MISSION

Peace River High School, experience success!

OUR VALUES

Proud
Honourable
Respectful
Successful



286
STUDENTS



GRADES
9-12



17
TEACHING
STAFF



13
SUPPORT
STAFF

ABOUT PEACE RIVER HIGH SCHOOL

We are located in Peace River, a town of about 7000 people with a surrounding population of about 20 000. The town is the major retail centre for the area. Farming, health, forestry and oil plants/servicing are major employers. Our school is a modern facility with Smartboards and digital projectors in all regular classrooms and multimedia hardware to meet the needs of the 21st Century learner. We have one to one student to technology devices.. We also have a student work centre (learning common) with group and single work stations, library learning common, a media studies lab, and class set of Chromebooks in the office for sign out and 5 sets of iPads available for sign out at the library Our facility has a two station gym and fitness centre, an outside basketball court and an irrigated sports field with a multifunctional scoreboard.

Instruction is provided in all levels of English LA, Social Studies, Sciences and Mathematics, Physical Education, French Immersion, Fine Arts (Art and Drama), Practical CTS (Industrial Arts, Cosmetology, Foods, Fashion Studies, Natural Resources, Sports Performance, Information Processing and Visual Communications). There is an integrated Knowledge and Employability (K & E) program available to students.

We engage in shared programming through a Virtual Education Program within our school division for a variety of courses. This allows more flexibility for student scheduling and addressing their academic needs.

Grade 9 Mathematics, Science, Social Studies, English Language Arts, and French Language Arts are offered as semestered courses. Students write their provincial exams in January and June. Grades 9s are able to select up to four Core Support Courses that include Drama, Woods, Cosmetology, Metals, Yearbook, Fashion, Archery, Outdoor Pursuits and Project-Based Learning.

Extra-curricular activities include teams that routinely reach the provincial level of competition in volleyball, basketball, badminton, golf, cross-country, rugby, track and field, and football. Football is a combined program between Peace River School Division and Holy Family School Division, called the Peace River Pioneers. In addition to sports, we have a variety of other groups that students participate in from year to year including an Interact Rotary Youth Group, Gener8, Women in Science, Engineering and Technology (WISEST), League of Leadership (school-based leadership group), Gay/Straight Alliance (GSA), Northwest Regional Skills Canada Competitions, and others.

Peace River HS has Teacher Advisors for Grade 12 who help students and parents with the planning of student timetables and accessing post-secondary information. The Advisors also update students with scholarship information through the newsletter, posters and website. All students are also assigned to a Teacher Advisor (Success Teacher) who assists with help and resources from grade 9 to 11 and teaches the Health 9 or Learning Strategies 10/11 locally developed courses. This is part of the High School Redesign initiative.

Project Peace is a mental health capacity program that allows Peace River HS and other Peace River area schools to access a youth support worker and other Project Peace supports through universal programming such as Be your Own Boss, Rainbows and Restorative Practices with our students and staff. Universal programming in classes such as CALM and Health dealing with social, emotional and mental health concerns and are a tremendous asset to our programs.

We are currently engaged in a partnership with Careers: The Next Generation, in conjunction with Northern Lakes College and local industry to offer Dual Credit programming and to assist in placements for our Work Experience, Registered Apprenticeship Program (RAP) and Green Certificate Program.

Peace High students regularly qualify for Rutherford scholarships and a variety of post-secondary bursaries and scholarships.

2022/2023 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. It also identifies priority areas of emphasis for ongoing work. This report shares PRSD and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

The local-level (PRSD) data shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **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: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI)** Data for Grades 2-10, **Numeracy Common 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 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.



PRSD GOAL ONE

ALL STUDENTS ARE LITERATE

OUTCOME:

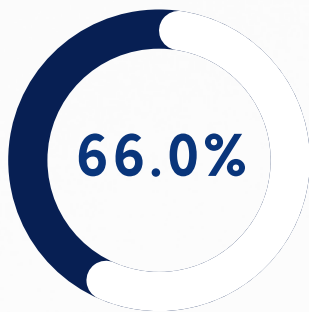
All students are reading and writing at or above grade level or meeting their individualized program goals.

Literacy Programs, Dedicated Divisional Support
Programs, Literacy Framework.

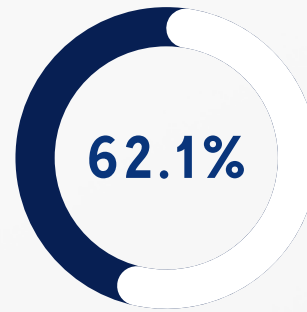
LITERACY

ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool Data



Grades 9-12: 66.0% of students assessed during the fall administration of RCAT were meeting grade-level expectations on Identifying and Interpreting.



Grades 9-12: 62.1% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations on Identifying and Interpreting.



Grades 9-12: 84.8% of students assessed during the spring administration of RCAT were meeting grade-level expectations on Identifying and Interpreting.



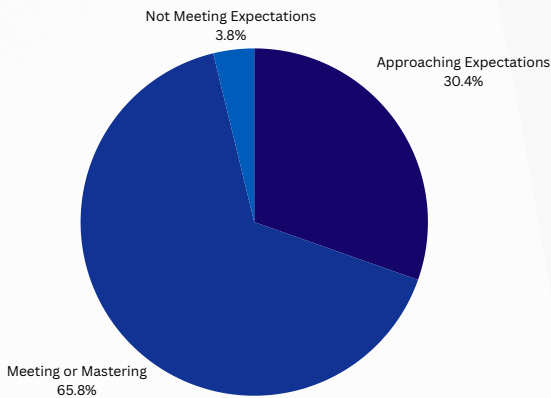
Grades 9-12: 81.0% of students assessed during the spring administration of RCAT were meeting grade-level expectations on Identifying and Interpreting.

These values were derived from students who completed the RCATs. This assessment was a new process as part of our literacy framework so we anticipate seeing improved participation rates moving forward. This data set indicates growth for our students from the fall to spring assessment periods as well as growth from the 2021-2022 school year.

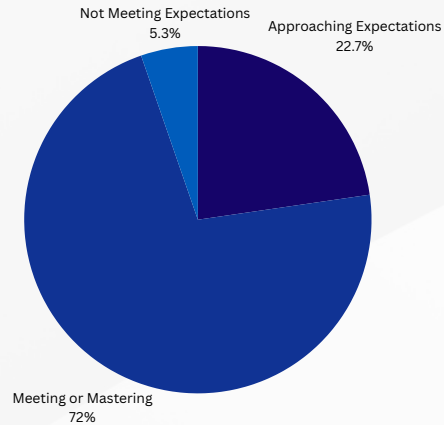
LITERACY AND NUMERACY ACHIEVEMENT RESULTS

Aggregate Report Card Data for Literacy and Numeracy: Percentage of Grades 9-12 Students approaching, meeting, or mastering expectations in core subjects

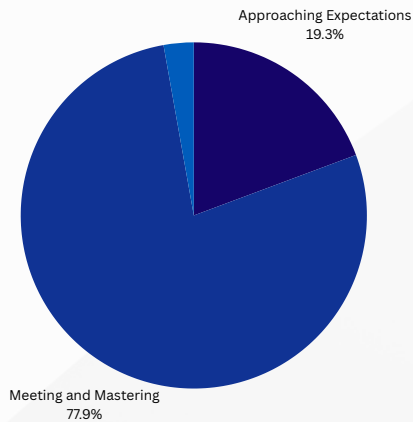
Grade 9 January



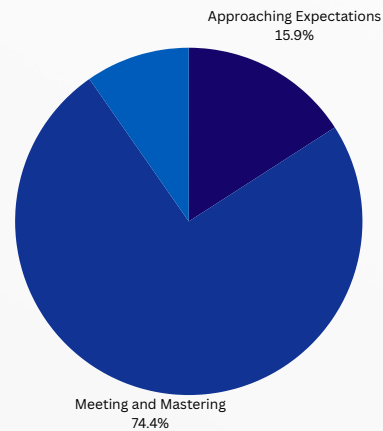
Grade 9 June



Grades 10-12 January



Grades 10-12 June



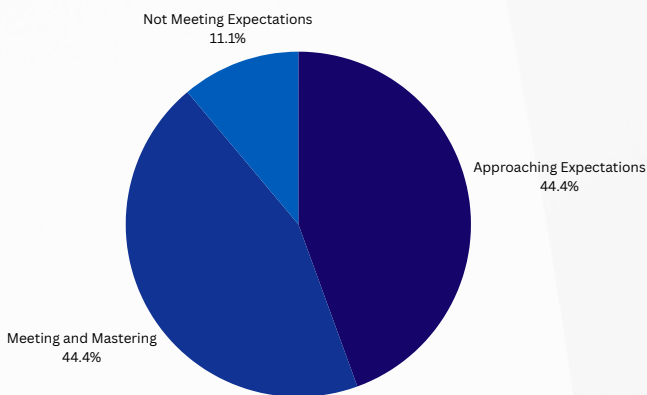
Summary of Results:

- This data reflects overall achievement based on report card data for core subjects.
- The results show growth in achievement for Grade 9 students, with more students meeting or mastering expectations by the end of the year.
- Results for January and June for Grades 10 -12 reflect end-of-semester grades for separate courses. Less than 10% of students were not meeting expectations at the end of their courses.

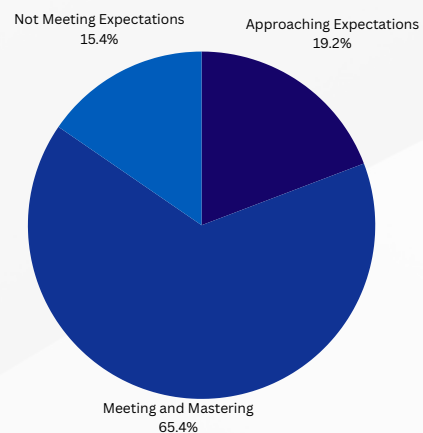
LITERACY AND NUMERACY ACHIEVEMENT RESULTS

Aggregate Report Card Data for Literacy and Numeracy: Percentage of Grades 9-12 Indigenous Students meeting or mastering expectations in core subjects.

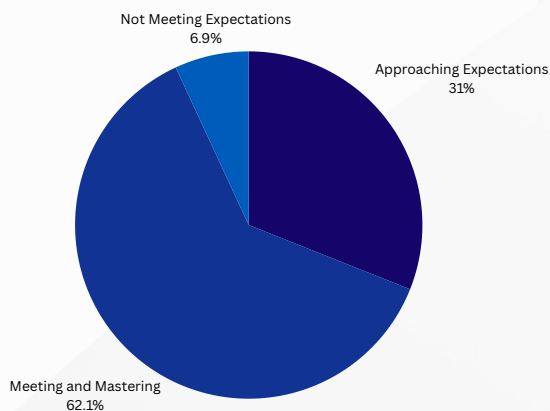
Grade 9 January



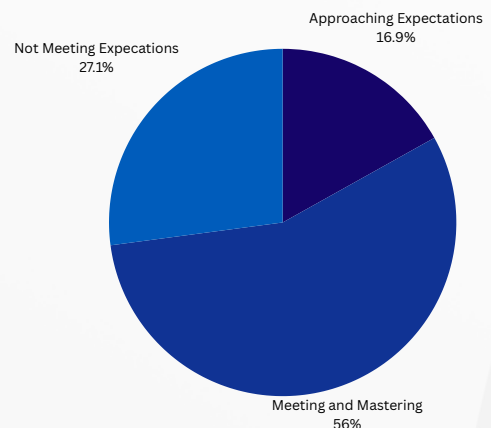
Grade 9 June



Grades 10-12 January



Grades 10-12 June



Summary of Results:

- This data reflects overall achievement based on report card data for core subjects.
- The results show growth in achievement for Grade 9 Indigenous students, with more students meeting or mastering expectations by the end of the year.
- Results for January and June for Grades 10 -12 reflect end-of-semester grades for separate courses. More than 55% of Indigenous students were meeting and mastering the course expectations by the end of each semester.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy



92.2%

Percentage of students in Grades 9-12 who felt they have become more confident in their reading skills.

88.6%

Percentage of students in Grades 9-12 who felt more confident in their writing skills.

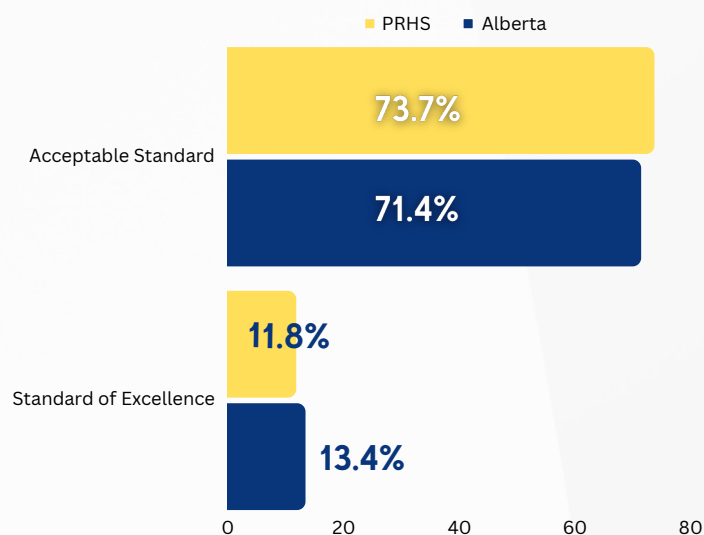
- Students were surveyed mid year. A vast majority of students are confident in their reading and writing skills. This will allow for continued growth in student achievement as students are entering with a positive mindset.

LITERACY

ACHIEVEMENT RESULTS

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

Grade 9 English Language Arts - All Students



- At Peace River High School, our students performed 2.3% above the provincial average for Acceptable Standard and within 1.6% of the provincial average for Standard of Excellence.
- The percentage of Acceptable Standard performance for our students increased by 8.4% from 2021-2022 to 2022-2023.
- This was the first year in many that ELA 9 was offered as a year-long, course, with students being taught every other day. ELA was previously taught every day for one semester.

Grade 9 English Language Arts - Indigenous Students

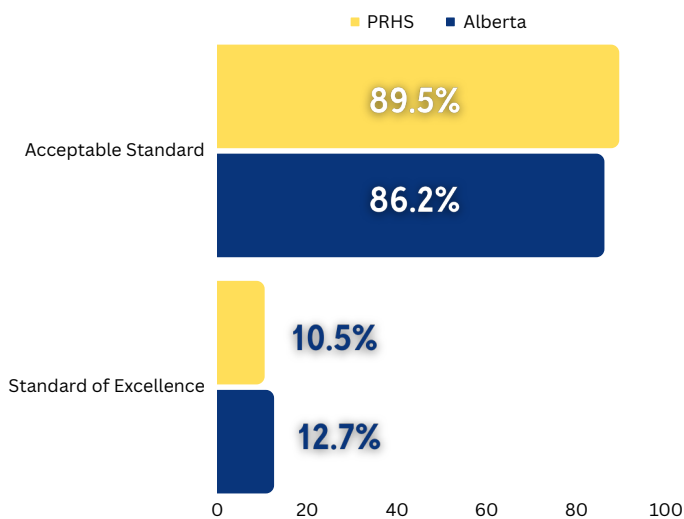
- No report is available

LITERACY

ACHIEVEMENT RESULTS

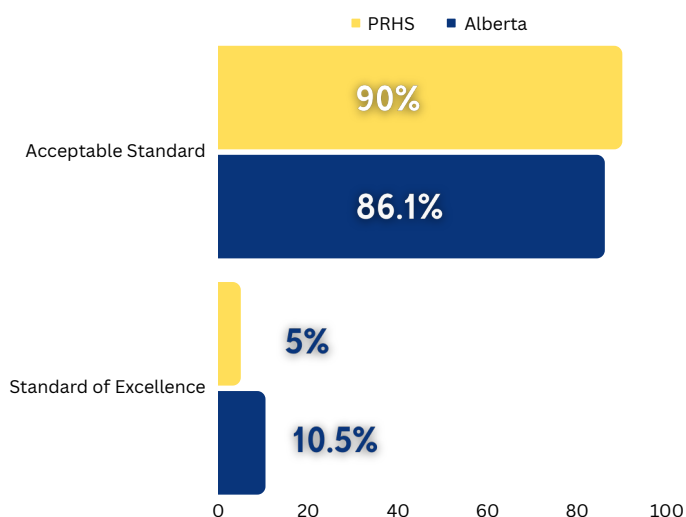
Alberta Education - Student Growth & Achievement in Literacy Diploma Exams Acceptable/Excellence

English Language Arts 30-2



- 89.5% of Peace River High School students achieved an Acceptable Standard on the ELA 30-2 Diploma Exam (+7.4% above the Provincial average) and 10.5% achieved a Standard of Excellence (-2.2% below the Provincial average).
- 100% of our Peace River High School students achieved a school-awarded Acceptable Standard. When blending the results, every PRHS student enrolled in ELA 30-2 in 2022-2023 received a passing grade.

English Language Arts 30-1



- 90% of Peace River High School students achieved an Acceptable Standard on the ELA 30-1 Diploma Exam (+3.9% above the Provincial average) and 5% achieved a Standard of Excellence (-5.5% below the Provincial average).
- 100% of our Peace River High School students achieved a school-awarded Acceptable Standard. When blending the results, every PRHS student enrolled in ELA 30-1 in 2022-2023 received a passing grade.

Summary of Literacy Achievement Results

General Statement

- A vast majority of students at Peace River High School communicate confidence in their reading and writing skills.
- The number of PRHS students who achieved an Acceptable Standard was above the provincial average in both Grade 9 and Grade 12 ELA PATs and Diplomas
- Local measures including report card data as well as PRSD survey data indicated an overall growth in literacy during the school year.

Factors that affected the results

- Peace River School Division literacy framework provides structures and supports that give direction to literacy instruction in our school.
- Due to the recent implementation of the RCAT assessments, there were inconsistencies in administration, data collection and students taking the assessment seriously.
- This was the first year in many that ELA 9 was offered as a year-long, course, with students being taught every other day. ELA was previously taught every day for one semester. Year-long literacy instruction may have been a factor contributing to the overall success of students on their PAT.

Next steps

- Continued focus on literacy achievement remains a priority moving forward.
- Various levels of Collaborative Response meetings focussed on identifying needs and supports for individual learners.
- Continue ELA 9 as a linear, full-year course to provide year-long literacy instruction.
- Including one block of literacy/numeracy support for Grade 9 students into our timetable. Targeted individual and small-group support and interventions to build literacy skills.
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Continued work with the Divisional Literacy Coordinator and the structures of the Literacy Framework.
- Focus on increasing participation and student buy-in with the RCAT assessments.



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

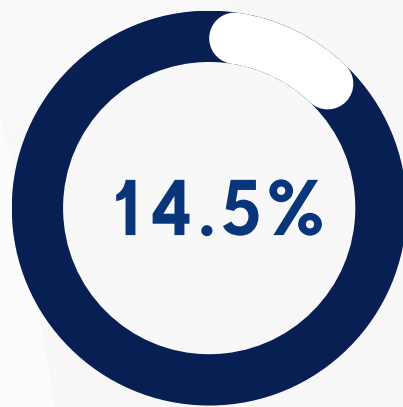
OUTCOME:

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: Students in Grade 9.



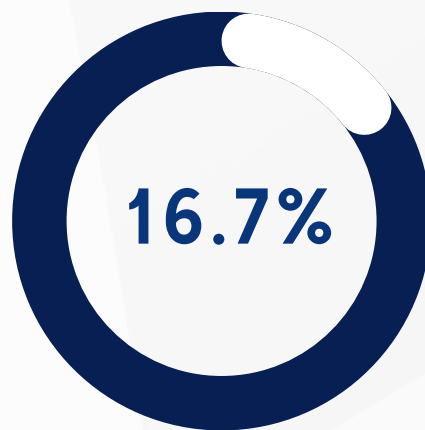
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results show that 14.5% of Grade 9 students started their school year meeting or mastering the core concepts from the previous grade level. The MIPI data is based on a total of 55 Grade 9 students who completed the assessment, out of the 80 possible students. The MIPI is a new benchmark assessment tool within our assessment structures.



NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: Indigenous Students Grades 9

Grade 9 Results:



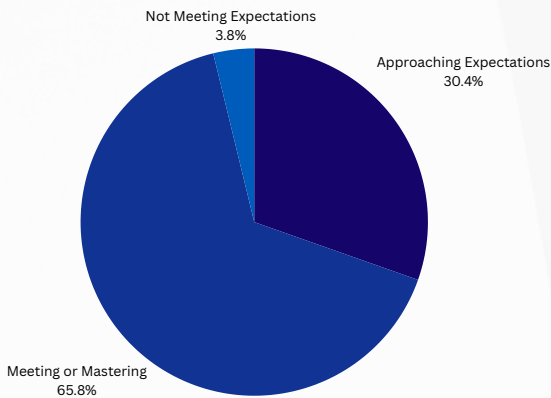
- The September 2022 results show that 16.7% of Grade 9 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. These results are based on 18 Indigenous students who completed the MIPI assessment, out of a possible 27.



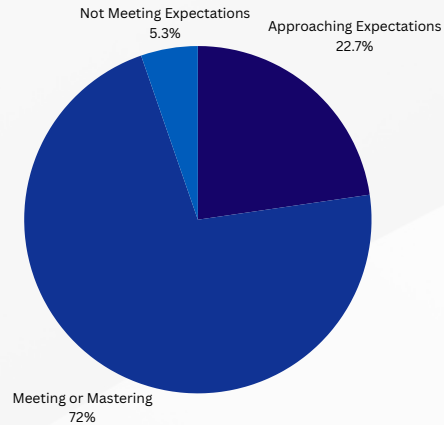
LITERACY AND NUMERACY ACHIEVEMENT RESULTS

Aggregate Report Card Data for Literacy and Numeracy: Percentage of Grades 9-12 Students approaching, meeting, or mastering expectations in core subjects

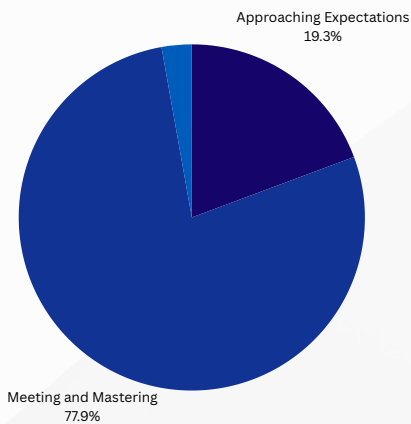
Grade 9 January



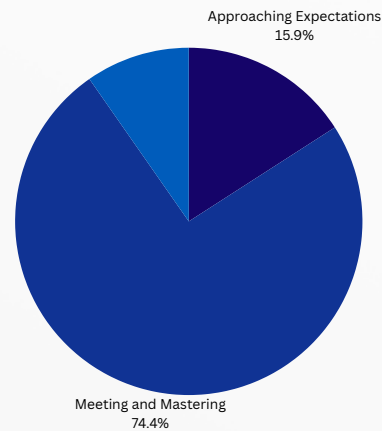
Grade 9 June



Grades 10-12 January



Grades 10-12 June



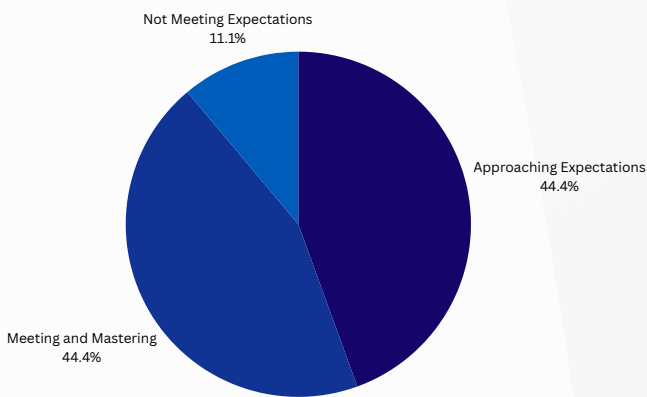
Summary of Results:

- This data reflects overall achievement based on report card data for core subjects.
- The results show growth in achievement for Grade 9 students, with more students meeting or mastering expectations by the end of the year.
- Results for January and June for Grades 10 -12 reflect end-of-semester grades for separate courses. Less than 10% of students were not meeting expectations at the end of their courses.

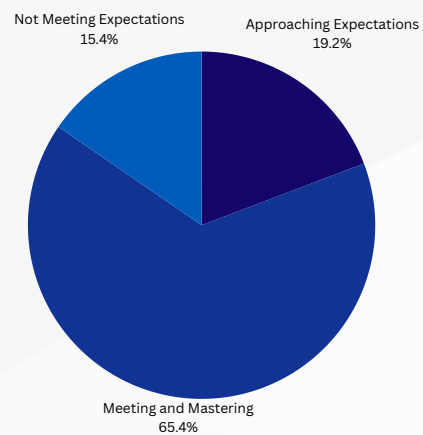
LITERACY AND NUMERACY ACHIEVEMENT RESULTS

Aggregate Report Card Data for Literacy and Numeracy: Percentage of Grades 9-12 Indigenous Students meeting or mastering expectations in core subjects.

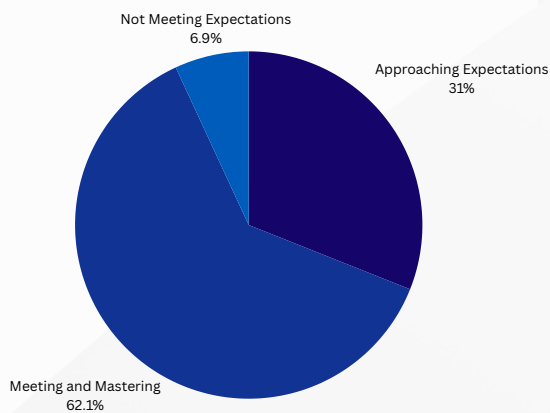
Grade 9 January



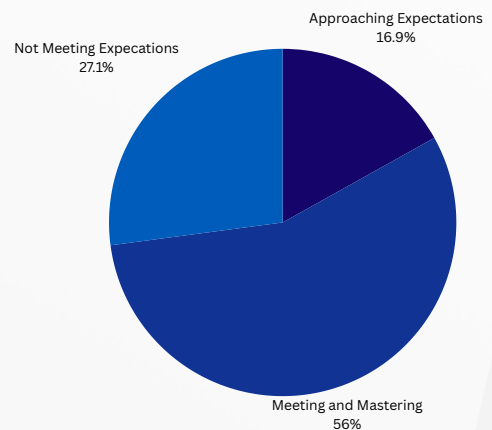
Grade 9 June



Grades 10-12 January



Grades 10-12 June

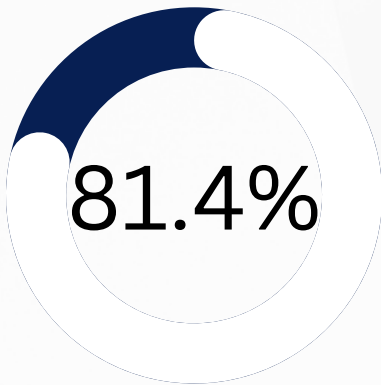


Summary of Results:

- This data reflects overall achievement based on report card data for core subjects.
- The results show growth in achievement for Grade 9 Indigenous students, with more students meeting or mastering expectations by the end of the year.
- Results for January and June for Grades 10 -12 reflect end-of-semester grades for separate courses. More than 55% of Indigenous students were meeting and mastering the course expectations by the end of each semester.

Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy



Percentage of students in Grades 9-12 who felt they have become more confident in their math abilities.

- Students were surveyed mid-year and a vast majority expressed confidence in their math abilities.

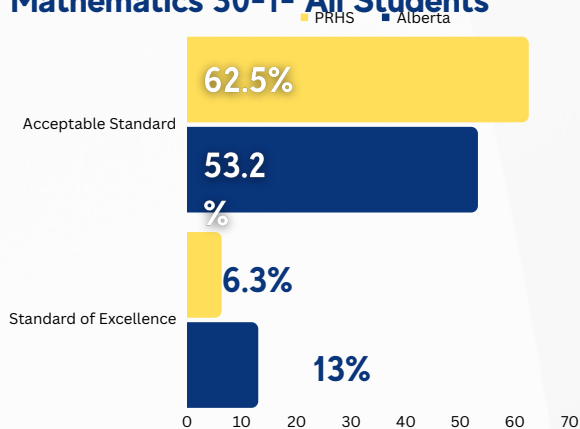


NUMERACY ACHIEVEMENT RESULTS

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

Grade 9 Mathematics - All Students

Mathematics 30-1- All Students



- At Peace River High School, our students performed +9.3% above the provincial average for Acceptable Standard and within -6.5 % of the provincial average for Standard of Excellence.
- The percentage of Acceptable Standard performance for our students increased by 39.2% from 2021-2022 to 2022-2023.
- This was the first year in many that Math 9 was offered as a year-long, course, with students being taught every other day. Math was previously taught every day for one semester.

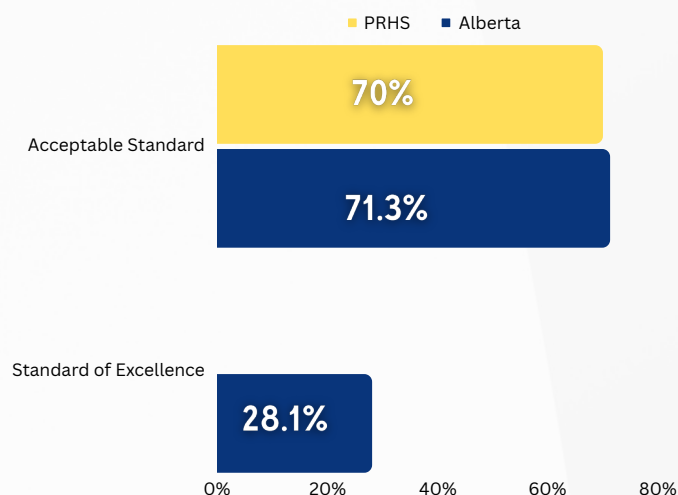
Grade 9 Mathematics - Indigenous Students

- Disaggregated data report not available.

NUMERACY ACHIEVEMENT RESULTS

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

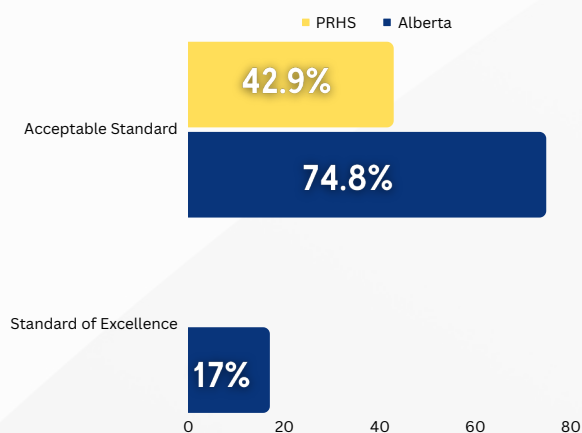
Mathematics 30-1- All Students



- At Peace River High School, our students performed within -1.3% of the provincial average for Acceptable Standard for Math 30-1. 90% of PRHS students enrolled in Math 30-1 passed the course based on their blended mark.

- Our students were -31.9% lower than the provincial average for Acceptable Standard for Math 30-2. While the Diploma exam scores were lower than the provincial average, every student enrolled in Math 30-2 passed the course, based on their blended mark.

Mathematics 30-1- All Students



- We do not have comparative data from 2021-2022 to report on as semester I diploma exams were cancelled due to COVID-19.



Summary of Numeracy Achievement Results

• General Statement

- Report card data shows growth in achievement over the course of the semester. This growth was further verified with the PRSD survey in which students expressed increased confidence in their math abilities.
- MIPI results from the start of the year did not demonstrate the desired level of achievement, however by the end of the year, our Grade 9 students outperformed provincial averages for Acceptable Standard on the PAT, therefore demonstrating tremendous growth over the year.
- Math 30-1 results were very close to the provincial average for Acceptable Standard, whereas Math 30-2 results did not demonstrate the desired level of achievement,

• Factors that affected the results

- The Numeracy Framework, including the MIPI and NCAT assessments, is new to the Division. As the assessments become more familiar and habitual, we should see participation rates and achievement increase.
- This was the first year in many that Math 9 was offered as a year-long, course, with students being taught every other day. Math was previously taught every day for one semester. Year-long numeracy instruction may have been a factor contributing to the overall success of students on their PAT.
- The pandemic caused many challenges that impacted student learning. This included student absenteeism and gaps in the learning of pre-requisite skills. This may have been a factor contributing to the lower results in the Math 30-2 Diploma exam.

• Next steps

- Continued focus on numeracy achievement remains a priority moving forward.
- Various levels of Collaborative Response meetings, focussed on identifying needs and supports for individual learners.
- Including one block of literacy/numeracy support for Grade 9 students into our timetable. Targeted individual and small-group support and interventions to build numeracy skills.
- Continued focus on increased effectiveness of Formative Assessment in all classes.
- Continued work with the Divisional Numeracy Coordinator and the structures of the Numeracy Framework.
- Focus on increasing participation and student buy-in with the MIPI and NCAT assessments.



PRSD GOAL THREE

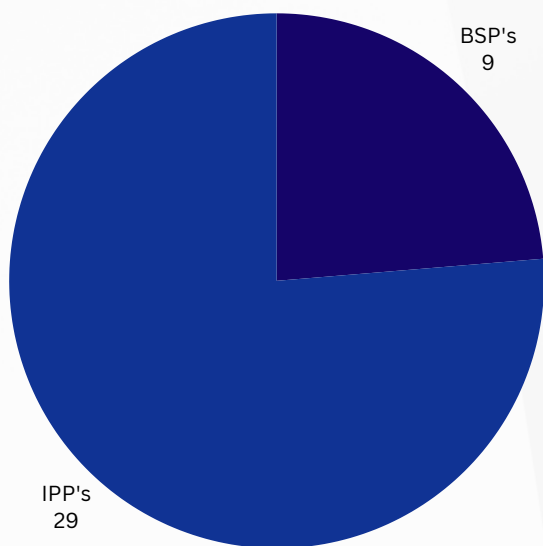
ALL STUDENTS ARE SUCCESSFUL THROUGH
INCLUSIONARY PRACTICES

OUTCOME:

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

INCLUSIVE EDUCATION PRACTICES

Peace River High School Data - Behavioural Support Plans & Individual Program Plans for Special Needs Students

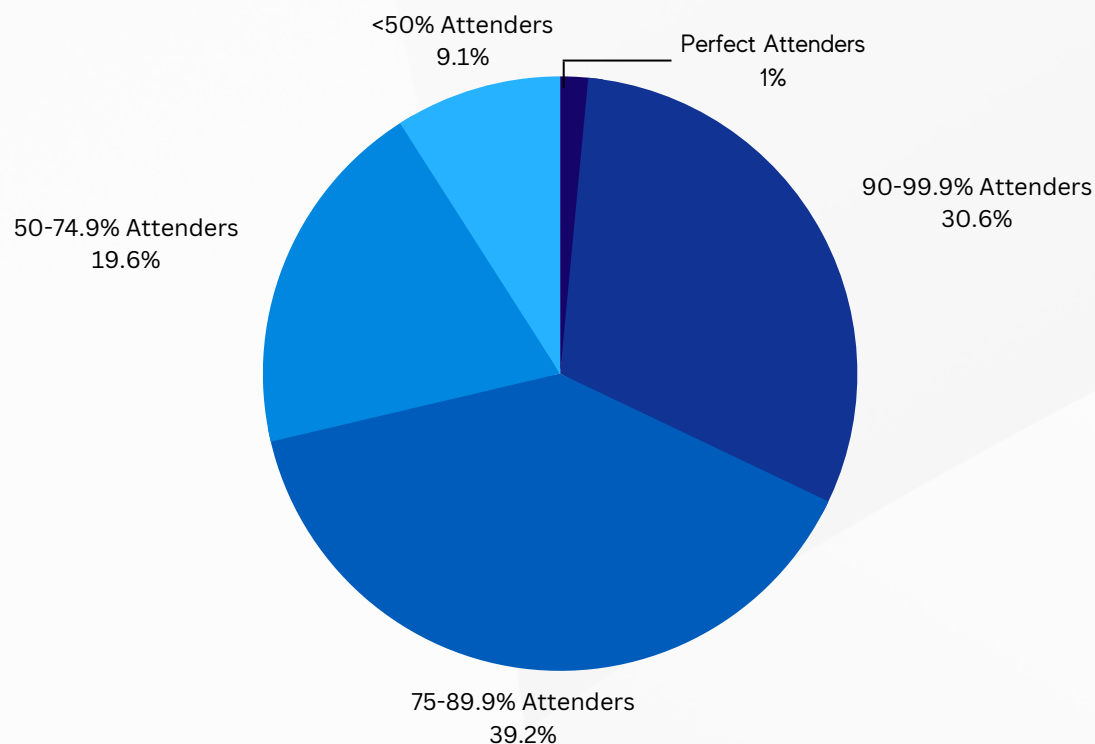


Regarding Peace River High School data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 9 BSPs completed and 29 IPPs completed in the 2022-2023 school year. This works out to approximately 13% of PRHS students requiring individualized plans that enable them to be included and successful in the classroom with their peers.

- 29 IPPs were created for students with Inclusive Education codes; 12 with severe codes and 17 with mild/moderate codes. 9 BSPs were created; 5 for students with severe codes, and 4 for students with mild/moderate codes. In addition to providing supports and accommodations to these students, there are several non-coded students who also utilize accommodations that enable them to be included and successful at school.

INCLUSIVE EDUCATION PRACTICES

Attendance Data: All Students

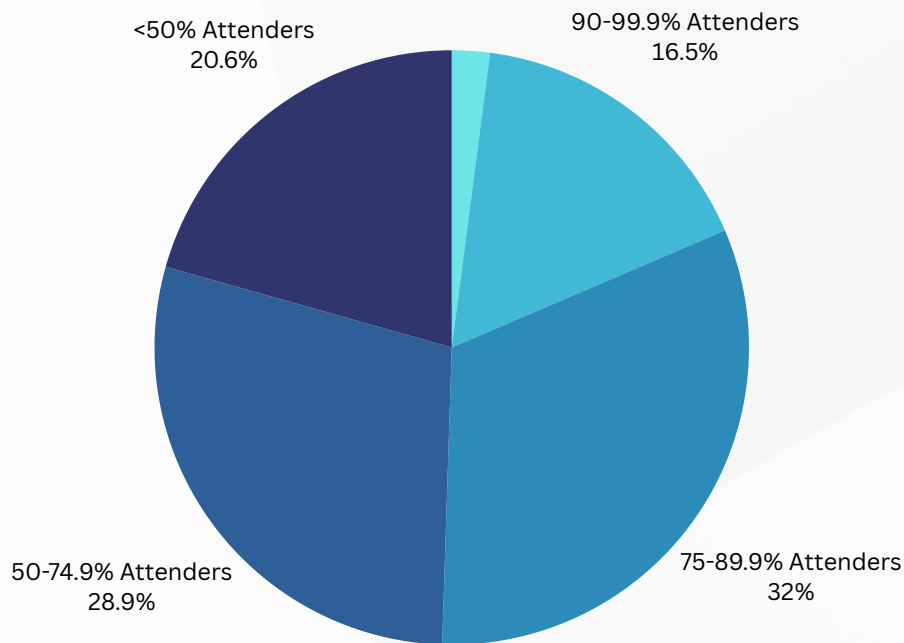


- The overall attendance has improved from previous years.
- We have an automated system of contacting home when students are absent in the morning and afternoon to facilitate information sharing with parents.
- Teachers connect with families through email and phone calls to increase communication.



INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- We have a larger than average group in the 50-75% range compared to the overall data.
- Our indigenous coordinator will make attendance plans for our students in the yellow zones.
- We have hired an Indigenous Family Liasson worker to help address this area of concern.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their school:

- Grades 9-12:



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

- Grades 7-12:



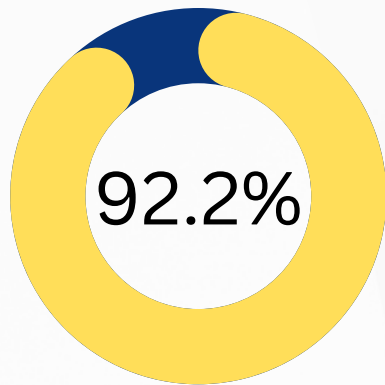
- Peace River High School offers many opportunities for students to become involved in the school community. A strong athletics program, yearbook, and student leadership fosters a sense of belonging and inclusion.
- In an ongoing effort to meet the needs of all students, at Peace River High School we work together in various levels of school-based Collaborative Response teams, with Divisional staff, and with various outside agencies.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion



Percentage of students in Grades 9-12 who felt their academic learning needs were being met.

- Based on Divisional survey data, a vast majority of students feel as though their learning needs were being met.
- At Peace River High School we offer a range of academic programming options, including dual-track academics (English and French Immersion) and a vast array of electives.



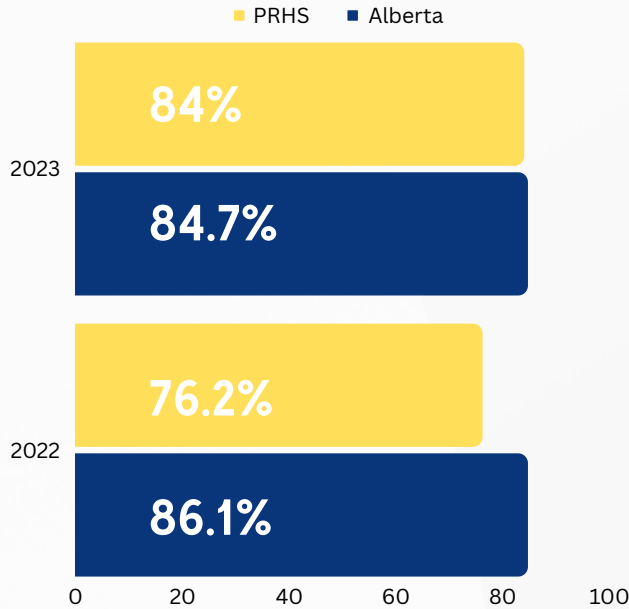
INCLUSIVE EDUCATION PRACTICES

Alberta Education

Assurance Measures - Overall Summary Results

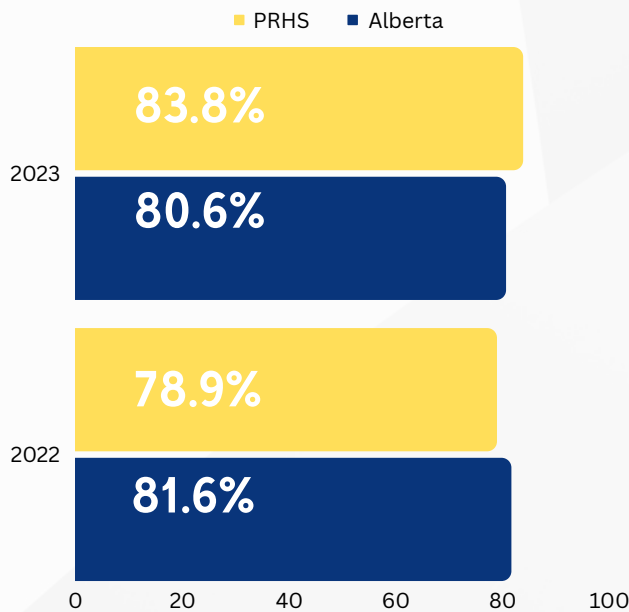
Authority: 1511 Peace River High School

Welcoming, Caring, Respectful & Safe Learning Environments



- Based on the Alberta Education Assurance Measure results, the majority of parents, students, and teachers surveyed believe that Peace River High School is a welcoming, caring, respectful, and safe learning environment. We had an 8% improvement over the previous year.

Access to Support Services



- Based on the Alberta Education Assurance Measure results, the vast majority of parents, students, and teachers surveyed believe that they have access to support services at Peace River High School. Our measures are above the provincial average.



INCLUSIVE EDUCATION PRACTICES

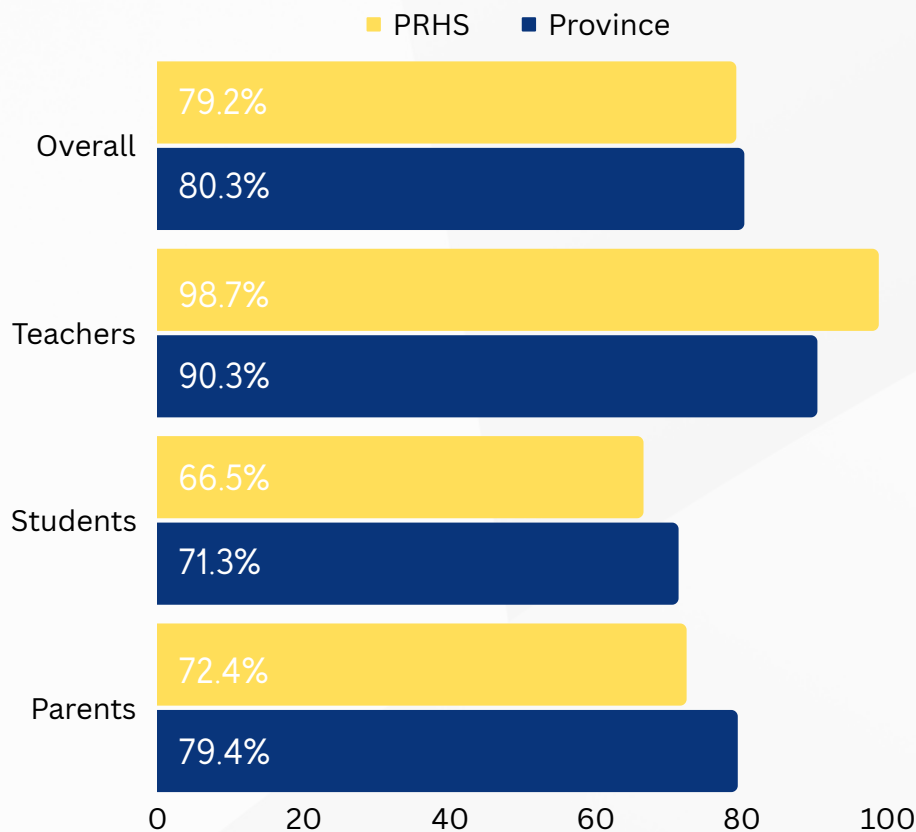
Alberta Education Survey Results

AUTHORITY: 1511 PEACE RIVER HIGH SCHOOL



Student Growth & Achievement: Citizenship

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



- Based on the Alberta Education Assurance Measure results, a majority of students, teachers, and parents surveyed are satisfied that Peace River High School students model the characteristics of active citizenship.
- We saw a 12% increase in our overall results in this area compared to the previous 2 years.
- Communication of the definition of citizenship and awareness of the opportunities for students in citizenship and work preparation is crucial to the success of the programs.

INCLUSIVE EDUCATION PRACTICES

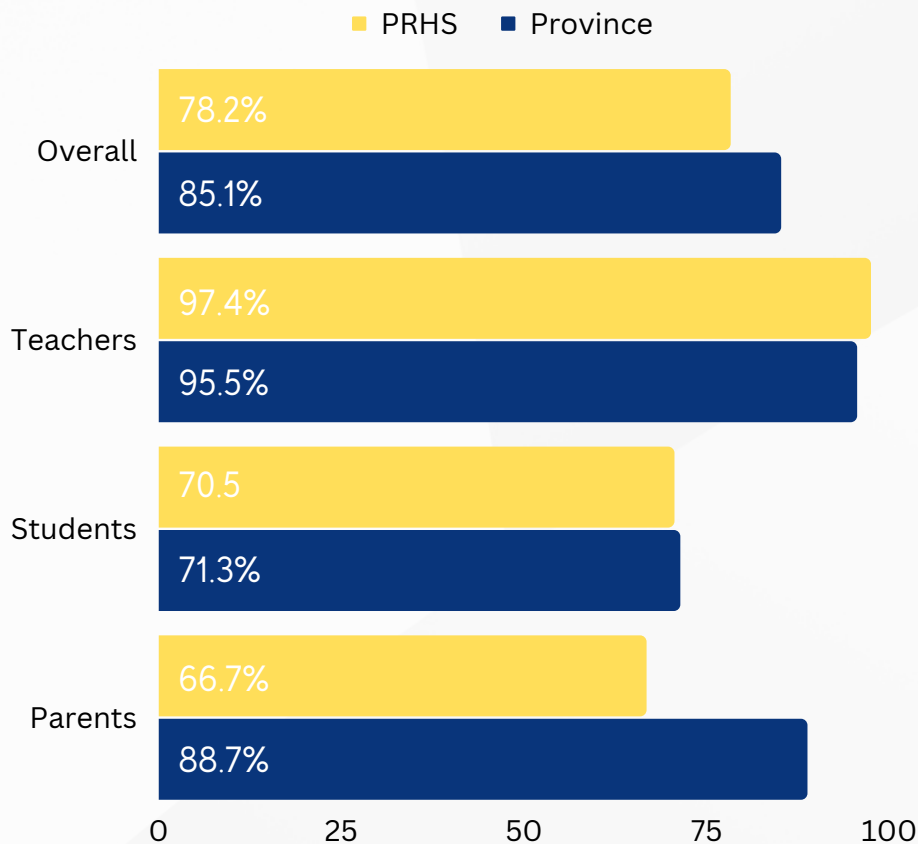
Alberta Education Survey Results

AUTHORITY: 1511 PEACE RIVER 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.



- Based on the Alberta Education Assurance Measure results, a vast majority of students, teachers and parents surveyed believe that students at Peace River High School are engaged in their learning at school.

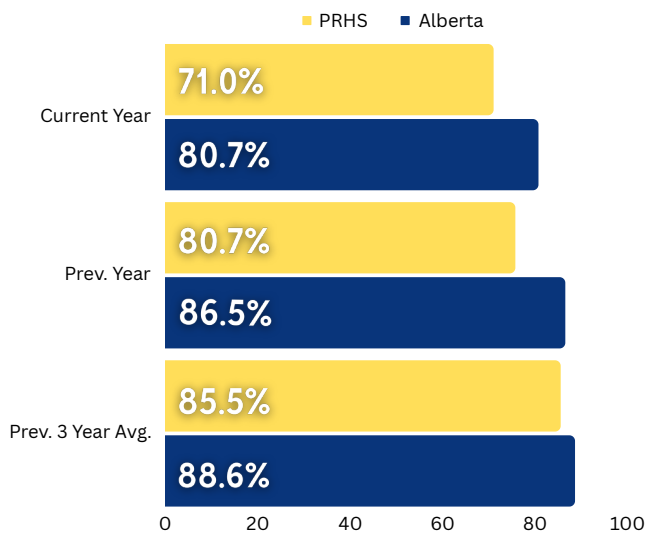
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1511 PEACE RIVER HIGH SCHOOL

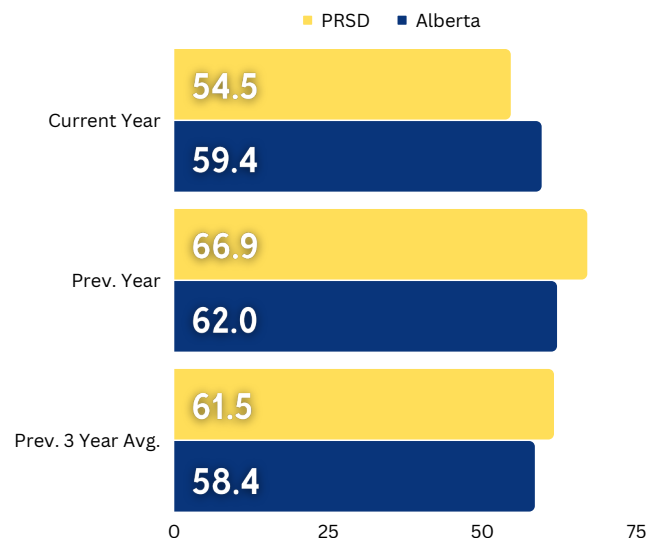


3-Year High School Completion Rates: All Students



- We saw a 5% decrease in the percentage of Peace River High School students who completed high school within three years. However, the current year is consistent with the previous 3-year average.

3-Year High School Completion Rates: Indigenous Students



- Dissaggregated data indicates that we must continue our efforts in supporting our Indigenous students with completing high school within three years.

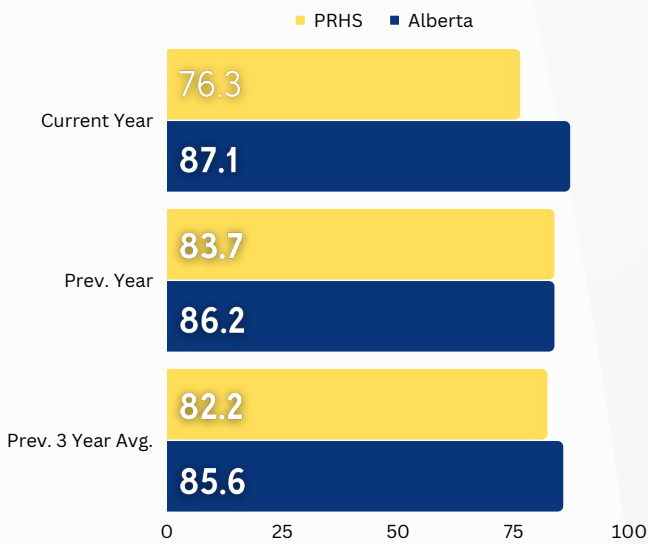
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1511 PEACE RIVER HIGH SCHOOL

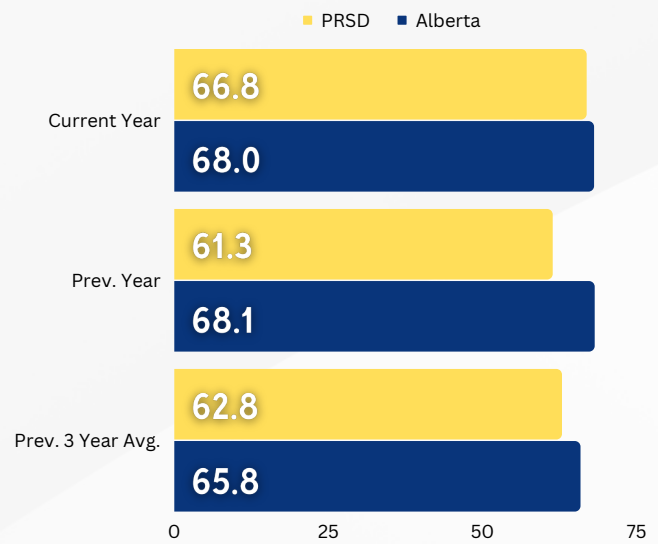


5-Year High School Completion Rates:
All Students



- We saw a 7% decrease in the percentage of Peace River High School students who completed high school within five years.

5-Year High School Completion Rates:
Indigenous Students



- Peace River High School has shown a 5.5% growth in the 5-Year High School Completion Rate for our Indigenous students. We are very close to the provincial averages on this measure.

Summary of Inclusive Education Practices

• General Statement

- Based on the PRSD survey data, as well as the Alberta Education data, the majority of Peace River High students, and their parents believe that our school demonstrates strong inclusive education practices and a safe and welcoming learning environment. The vast majority of students feel as though their learning needs are being met.
- Students with specialized academic and behavioural programming needs were supported through Individualized Program Plans and Behaviour Support Plans.
- A decrease in 3 year high school completion rate was noted. Continued efforts to increase this measure will remain a priority.

• Factors that affected results

- At Peace River High School we embed multiple layers of collaborative team meetings into our schedule and utilize a tiered continuum of supports to address students' academic, behavioural and social-emotional needs.
- Student attendance has been negatively affected due to the pandemic. This has created some challenges that affected Peace River High School's abilities in achieving desired results in all measures of our three PRSD goals.
- Opportunities for students to demonstrate the characteristics of active citizenship were reduced over the last couple of years due to restrictions imposed by the pandemic on extra-curricular participation as well as the ability for guests to visit our school, and students to visit the community.

• Next steps

- Continuation of the layered collaborative structures and processes to address student needs and achievement.
- Continued efforts to support students in completing high school within 3 years will remain a priority. Strategies include maintaining our Grade 12 grad prep course, working together as administration and Success Teachers to help students develop a four-year education plan, starting in Grade 9 through the use "My Blueprint" in the Learning Strategies courses and Health. We have added a career/guidance counselor role to further assist in these efforts.
- Focus on communication with parents and students surrounding attendance concerns.
- Maintaining Inclusion Coach time to develop programs to address the individual needs of students.
- Continue with our commitment to offering a range of programming and course options in order to provide meaningful and engaging learning opportunities for all students.
- Continue with our commitment to offering a range of extra-curricular activities and other opportunities to engage in active citizenship. Focus on increased communication of the definition of, and opportunities for our students to engage in activities that allow them to demonstrate the characteristics of active citizenship.

BUDGET SUMMARY

Budget Report

Peace River School Division No. 10
2023-2024 Spring Budget

SCHOOL: Peace River High

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Funding Framework Allocation	\$124,424	
Total AB ED: Service & Supports	\$124,424	
% of Revenue and Allocations to Budget Center	100%	

Total Revenue and Allocations to Budget Center **\$124,424**

Expenditures

Contracted Services	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Pd Expenses - Certificated	\$3,000	
Pd Expenses-Uncertificated	\$500	
Professional Fees	\$500	
Staff & Public Relations	\$4,000	
Postage & Telephone	\$3,000	
Meeting Expenses	\$500	
Field Trips	\$4,500	
Bldg Ground Maintenance	\$3,000	
Equipment Maintenance	\$0	
Total Contracted Services	\$19,000	
% of Expenditures	15%	

Supplies	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Supplies	\$73,674	
Library Supplies	\$2,000	
Furniture & Equipment	\$20,000	
Total Supplies	\$95,674	
% of Expenditures	77%	

Uncertificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Uncertificated Salary	\$1,200	
Uncertificated Subs	\$500	
Total Uncertificated	\$1,700	
% of Expenditures	1%	

Certificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Certificated Subs	\$8,050	
Days of School Certified Subs	35.00 Days	
Certified: Substitute Teacher: Daily Rate	\$230.00	
Total Certificated	\$8,050	
% of Expenditures	6%	

Total Expenditures **\$124,424**

Budget Report

Tuesday, February 06, 2024 3:08 PM

SCHOOL: Peace River High - Budget Report

2023-2024 Spring Budget

Summary

	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Revenues and Allocations To Budget	\$124,424	\$0
Total Expenditures	\$124,424	\$0
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:



WWW.PRSD.AB.CA



[@PEACE RIVER SCHOOL DIVISION](https://www.facebook.com/PEACE RIVER SCHOOL DIVISION)



[@PEACE_RIVER_SCHOOL_DIVISION](https://www.instagram.com/PEACE_RIVER_SCHOOL_DIVISION)



[@PRSD10](https://twitter.com/PRSD10)



[@PRSD2022](https://www.tiktok.com/@PRSD2022)