



# Vauxhall Junior and Senior High School



## **vision** *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

## **mission** *(our approach to reaching our desired future)*

engaging and empowering all learners

## *horizon is a learning community that* **values**

continual improvement;  
inclusion and respecting diversity;  
fostering effective relationships;  
welcoming, caring, respectful, and safe learning environments;  
collaboration; and  
accountability.

**2024**  
**2020**

# *Principal's message*

## **Vauxhall High School “Education – a life-long pursuit”**

Vauxhall High School is a rural, regional school serving the communities of Vauxhall, Enchant and Hays and provides programming for approximately 180 students in grades 7-12. We additionally accommodate the Horizon Mennonite Alternative Program, which includes approximately 60 students, for a few classes each day. In our building, the HMAP students take CTS courses like home economics, fashion studies and shop. They also take P.E. and about 20 of their high school students participate in our religious studies class.

This year, due to the Covid-19 Pandemic, we have 10 students that have chosen to enroll in Horizon's “At-Home Learning Program.” At Vauxhall High School (VHS) the emphasis is on learning; the expectation is that everyone in the building learns every day. We believe that learning is an inherently natural activity and that all students are capable of learning. We actively support students with their academic endeavors' and strive to ensure success for all. If the school, or class or students get sick or miss school due to Covid related concerns it is our goal to provide quality online instruction to them.

The core academic program is supplemented by the following complimentary courses: Foods, Fashion Studies, Construction, Mechanics, Woodworking, Art, Information Processing, Financial Management, Legal Studies, Music, Drama and Sports Performance (CTS). The extra-curricular programming, although in a state of stasis and non-competition, thus far, involves an athletic program (cross-country, volleyball, golf, basketball, baseball and badminton), drama, yearbook, Safe and Caring Student Council, a Student Leadership Council and a G.S.A. All students are encouraged to participate in extra-curricular options. Vauxhall High School is an active and caring school. By far, the strength of VHS is the people within the building.

This year we have chosen to give up our multi-graded advisory program to abide by the cohorting mandate given by AHS. We have instead decided to break advisory into groups of students by subjects that can be mentored by teachers that they see every day.

This is the Fifteenth year of our baseball program, the Vauxhall Academy of Baseball. This program stabilized our enrolment, for a time, and has given all of our high school students' access to a sports performance program (CTS modules) which includes a Sports Psychologist, Strength and Conditioning Coach, and an Athletic Therapist. The practice squad has increased to 6 players and the VAB is home to 22 players from across Canada. The VAB is actively fundraising in hopes of building an indoor community center that could be used for year round baseball training as well as many other community activities such as walking for seniors, indoor soccer, indoor golf and so forth. We felt very fortunate that we were able to restart the program after all student athletes were sent home in March.

Like so many rural schools, we are facing a declining enrolment and the accompanying loss of staffing and programming. Working tirelessly the staff, with the help of our community, parent council, and school board, continues to look for ways to stabilize our enrolment. This cooperative and collegial environment has created other spin offs such as partnerships, pride, opportunities and inroads created within our community. We must continue to look for ways to increase or stabilize our enrolment! Or our school's enrolment and programming will continue to decline. This school year we did have an increase of about 4 or 5 students. However, most left smaller communities in their junior high years and would have eventually come to VHS in grade 10.

This is the eighth year of our involvement in high school redesign. We are always working to continue to create relationships through our Covid modified advisory program.

**As within Horizon School Division, Vauxhall High School believes that:**

Education makes a difference.

Every person is unique.

Every person can learn.

Learning is a life-long process.

Education is a partnership among home, community, and school.

The parent is the primary educator.

Every person has inherent value

● **What We are Doing Well**

At-home learning went very well at VHS in regard to the three transitions from school to at-home learning. Teachers and students adapted well to the changes, including multiple quarantining periods of staff and students within the school. Students not comfortable with in-class learning had the opportunity to receive instruction through Horizon School Division's At-Home Learning Program. There was a great balance regarding Division and School supports for learning. It was appreciated that parents were given the choice to make decisions with timely information from the school and division. The school's continuity and re-opening plans were vital in our return to school last Fall. The school was able to still practice a few sports like volleyball, basketball and badminton. This allowed for some semblance of normalcy although there were no competitions. The Baseball Academy was able to continue to live in the dorm and practice as they were considered a family cohort by AHS. They were even able to play 4 games at the end of June with the Lethbridge Bulls as we moved into stage 2 of the re-opening. Grad went very well! The ceremony was postponed until June 18 to allow for an outdoor ceremony with up to 150 people. The ceremony was also streamed for community members, invited guests and families. The staff was able to still make meaningful connections and show their care and concern for student learning and student mental health.

● **WHAT KEY IMPROVEMENT WORK YOU ARE UNDERTAKING**

What the school experienced during the 2020/2021 school year can best be described as depletion. As a school, we need to look for opportunities to replenish our students and staff's minds, heart, bodies and souls. When I look at the difference in the school over the last 15 months, I recognize that staff and students have been depleted. The best way to look at the culture of the school, through a staff perspective, is by relating it to the animated movie Monsters Inc. In order to power the city of Monstropolis, the monsters such as James P. Sullivan and Mike Wazowski would scare children and use scream

energy for power. The city was suffering a scream shortage because children had become desensitized to fear by an over-exposure to television. Without the energy, their city would die. Eventually, a little girl known as Boo sneaked into the monster world with Sully and won the hearts of the two main monsters. The villains Randall and Waterhouse were eventually outed. To end the movie, Sully and Waz figured out that more energy was produced through children's laughter and Monstropolis was saved.

Just like Monstropolis, our school runs off of the screams and the laughter of students. Seeing students smiles, hearing the laughter in the school, in the hallway, the screams of applause after a play or a musical number, the screams and cheers at a baseball, basketball, or volleyball game powers the school and culture with-in it. We have all missed the fun of the school and the energy within. It is up to the staff and students to rebuild the culture of the school.

We are going to recommit to the relationships that were grown through the multi-graded advisory program. We have not had a multi-graded advisory program for the last 15 months and the school has suffered in regard to multi grade relationships and connections.

We need to refocus, as a school on providing FNMI foundational knowledge and its use within all classes. The focus on the TQS and meeting the standard within the school in regard to FNMI was a major vision of the teaching staff before the pandemic. During teacher evaluations, looking at growth plans and during walk throughs it was apparent that we need to refocus and take a more wholistic approach in regard to providing authentic FNMI knowledge, examples and instruction within our curriculums and the school.

Some students struggled with completion of assignments and consistency in learning within the at-home learning periods of the school year. When students came back to school some struggled with the rigor of coursework and completion of assignments. The up and downs of the year have had a dramatic effect in regard to work ethic and assignment completion for some students. As a staff, we need to use our Friday After School Meetings and our Collaborative Response Model to intervene and provide support to students that have had a tough time during the last school year. Early intervention and support in the fall is key.

- Data from Assurance Survey, Staff reporting through PowerSchool, student reports and assessments are guiding planning for our Three Year Plan.

## **Parent Quotes:**

"I happily credit the teaching and support staff of Vauxhall High School with helping me raise my two sons! I have always felt that the staff truly do care about the success of the students, both in and out of the classroom. It's NOT just about being an intellectual, it's about being a better person." Jen Peterson - School Council Chair.

Vauxhall High School is truly a great school. There is a strong balance between sports, the arts and academics. The staff is outstanding, and they are always looking to connect with students and take the extra time to help them be successful. The teachers are always accessible, there is a small town feel but still a very strong school. Once we made the switch to Vauxhall I always felt that the staff was watching out for all children." Novalee Sandau

## ***Our Strategic Priorities***

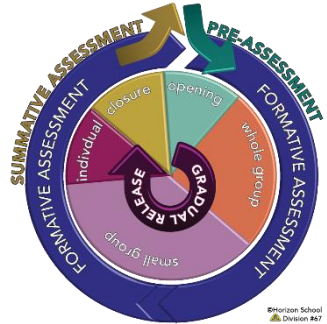
***quality teaching and optimum learning***

***response to intervention***

***Re-establishment of School Wide  
Advisory Program and positive mental  
health within the school.***

***Re-establish genuine FNMI instruction  
within each curriculum and the school.***

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Student Growth &amp; Achievement</b></p> <p>Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> <li>● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)               <ul style="list-style-type: none"> <li>○ Overall and specific course results for all students</li> <li>○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.               <ul style="list-style-type: none"> <li>○ Overall and specific course results for all students</li> <li>○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> <li>● A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment</li> <li>● Parent, and student agreement that children are able to read and write at the level that is expected of them at school.               <ul style="list-style-type: none"> <li>○ Overall and results for parents, and students</li> </ul> </li> <li>● Parent satisfaction that their children are able to do math at the level that is expected of them at school.</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy               <ul style="list-style-type: none"> <li>○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.</li> <li>○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> </ul> </li> <li>● Budget Allocation</li> </ul>
	<ul style="list-style-type: none"> <li>● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.               <ul style="list-style-type: none"> <li>○ Overall and specific course results for all students</li> <li>○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> <li>● A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher, parent, and student agreement that children will be prepared for the next grade level               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Numeracy               <ul style="list-style-type: none"> <li>○ Continue numeracy focus in advisory for junior high students following numeracy strategies from our numeracy leader.</li> <li>○ Numeracy skill development in Junior High Advisory cohorts.</li> </ul> </li> <li>● Budget Allocation</li> <li>● Curriculum Achievement</li> </ul>
	<ul style="list-style-type: none"> <li>● High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> <li>● A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher, parent, and student agreement that children will be prepared for the next grade level               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> </ul>	<p><b>HORIZON INSTRUCTIONAL MODEL</b></p>  <ul style="list-style-type: none"> <li>○ High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.</li> <li>○ Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.</li> <li>○ Focal point of rigor within academic streams as Covid passes have created unbalanced expectations for some students.</li> <li>● Assessment               <ul style="list-style-type: none"> <li>○ Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> <li>○ Re-tool re-assessment policy of school as some students are finding shortcuts and not preparing for exams. They are not reaching their potential as they will defer to a later date.</li> </ul> </li> <li>● Budget Allocation</li> </ul>

<p><b>Teaching &amp; Leading</b> refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning.</p> <p>Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> <li>● Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> <li>○ Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and students</li> </ul> </li> <li>○ Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and students</li> </ul> </li> <li>○ Percent of students who are motivated to do their best at school</li> <li>○ Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> <li>▪ Overall and results for parents, and students</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Learning <ul style="list-style-type: none"> <li>○ Support the LGM school community through opportunities to interact with parents and invite families into school. Events such as meet the teacher BBQ. Invitations to FASPA and creating a comfortable atmosphere for drop-ins and discussions.</li> <li>○ Support a music program for all students working toward adapting it to junior high classes with opportunities such as guitar group and performance activities.</li> <li>○ Re-introduce field trips and learning opportunities for all students.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation \$7,500.00</li> </ul>
		<ul style="list-style-type: none"> <li>○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> <li>▪ Overall and results for parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Life plan <ul style="list-style-type: none"> <li>○ Work with health and CALM teachers to develop plans for life beyond high school.</li> <li>○ Encourage and utilize supports through the Horizon’s Career Counseling and Family Connections Programs.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>○ Percent of parents who are satisfied with the communication they receive from their child’s school</li> </ul>	<ul style="list-style-type: none"> <li>● Budget Allocation</li> <li>● Communication <ul style="list-style-type: none"> <li>○ Increase parental usage of School Messenger and PowerSchool.</li> </ul> </li> <li>● Budget Allocation</li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of staff who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> </ul>	<ul style="list-style-type: none"> <li>● Continual improvement <ul style="list-style-type: none"> <li>○ see School PD plans</li> <li>○ Open dialogue with staff at our TPGP .</li> <li>○ Supervision and support schedule for teachers.</li> <li>○ Best practices shared amongst peers at staff and PD.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school</li> <li>○ Percentage of staff satisfied with the professional development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>



		<p>provided by the school and division</p> <ul style="list-style-type: none"> <li>○ Executive summary of Joint Horizon/ATA PD activities</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>○ Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe.</li> <li>○ Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division.</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusion and respecting diversity <ul style="list-style-type: none"> <li>○ Programs through family connections and our FSLC to supplement current programming within the school to support healthy relationships amongst staff and peers.</li> <li>○ Friday After School and CRM meetings to guide learning through interventions and differentiation. Twenty meetings throughout the school year.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>

## response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Learning Supports</b></p> <p>refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children.</p> <p>Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> <li>● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students.</li> </ul> </li> <li>● A measure assessing that students feel like they belong and are supported to be successful in their learning.</li> <li>● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> <li>○ Teacher, parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> <li>○ Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.</li> <li>○ Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning.</li> <li>○ Bring awareness of the experiences of residential school survivors (e.g. participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity).</li> <li>○ Celebrate within the school the National Indigenous Peoples day on June 21.</li> <li>○ Examine current data and create strategies for schools to maximize the success of FNMI students</li> <li>○ Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way</li> <li>○ Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>

		<ul style="list-style-type: none"> <li>● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> <li>○ Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> <li>○ Percent of staff who feel the school's collaborative response meetings are effective</li> <li>○ Percent of students reaching age-appropriate developmental milestones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative Response <ul style="list-style-type: none"> <li>○ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</li> <li>○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.</li> <li>○</li> </ul> </li> <li>● Budget Allocation</li> </ul>
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<p><b>Governance</b> Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> <li>● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> <li>○ Overall and results for teachers and parents</li> </ul> </li> <li>● Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %).</li> </ul>	<ul style="list-style-type: none"> <li>● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> <li>○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> <li>○ List of partnerships / collaborative projects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Resource Management <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Budget Allocation</li> </ul>
		<ul style="list-style-type: none"> <li>● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> <li>○ Percent of staff who feel the school is cohesive and supportive of one another</li> <li>○ Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder engagement <ul style="list-style-type: none"> <li>○ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.</li> <li>○ Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services.</li> <li>○ Enhance parental engagement through school council and "getting involved" in education initiatives.</li> <li>○ Meet in-person to re-establish social connections.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>

**● Create multi-graded advisory cohorts, work on relationships, mental health and school wide connections through advisory program.**

School Measures	School Strategies
<ul style="list-style-type: none"> <li>● Data from teachers and students through school survey.</li> <li>● Data from assurance surveys.</li> </ul>	<ul style="list-style-type: none"> <li>● Renewal of school wide multi-grade advisory program.</li> <li>● School wide activities to support positive mental health.</li> <li>● Mental health focus for part of each staff meeting</li> <li>● Continued support and guidance from school and divisions mental health team</li> </ul>



(2021 VHS Grads – when they were in Kindergarten)

## Budget information (2021-2022 school year)

Certificated Staff (provided by division)	FTE 10.68
Support Staff (provided by division)	FTE 3.4 Incl Ed 5.8 Sec./Lib. F.S.W.
<b>Decentralized Budget</b>	
<ul style="list-style-type: none"> <li>Anticipated Carryover from 2020-2021</li> </ul>	\$ 0
<ul style="list-style-type: none"> <li>New Revenue for 2021-2022</li> </ul>	\$ 68,000.00
<b>Total Revenue</b>	<b>\$ \$68,000.00</b>
<ul style="list-style-type: none"> <li>Additional staff purchased</li> </ul>	\$ 45,000.00
<ul style="list-style-type: none"> <li>Nutrition</li> </ul>	\$ 20,000

• Supplies	\$ 23,783.00
• Professional Learning	\$ 2,000.00
• Contingency	\$
• Other (specify) Music Program	\$ 7,500.00
• Division Priority 1) Quality Teaching and Learning	\$
• Division Priority 2) Response to Instruction	\$
• School Priority (specify) Restart of Advisory Program	\$ 1,000.00
<b>Total Expenses</b>	<b>\$ 99,283.00</b>
<b>School Generated Funds (carryover from 2020-2021)</b>	<b>\$ 98,000.00</b>

**Vauxhall Jr./Sr. High School**

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