

# DIXONVILLE SCHOOL VIABILITY REVIEW FEEDBACK REPORT

## 2025



Dixonville  
School

# Dixonville School Viability Review: Stakeholder Feedback

## Friday, April 25, 2025

### **Themes** (Based on feedback received over a 4.5 week period between March 14 and April 14, 2025)

1. **The Central Role of Dixonville School in the Community:** The Dixonville community considers the school's significance as more than just an educational institution. In the feedback, the school is described as a multi-generational hub, the heart of the community, a "village" for raising children, a source of pride, and a vital location for community events and resources like the public library. Its closure is seen as a loss that extends beyond education, impacting social cohesion and community identity.
2. **Transportation and class sizes:** Much of the feedback included concerns about the possibility for increased bus rider times leading to student fatigue and reduced family time. The Dixonville community expressed a strong desire to keep their youngest members in their own community, reducing the potential for emotional distress related to forced school transitions. Some of the feedback also included concerns over the larger class sizes at Grimshaw Public School, and the fear of losing a supportive and individualized learning environment.
3. **Perceived Flaws in the Viability Report and Decision-Making Process:** Some of the feedback indicated a perceived flaw in the data and methodology used to justify the viability review process. Concerns include alleged inaccuracies and lack of transparency in the viability report, statistically improbable enrollment projections, a perceived predetermined outcome, insufficient consultation with the community and staff, and a rushed decision-making process.
4. **School of Choice:** Questions were raised in the feedback regarding Alberta's Choice in Education Act and the Peace River School Division's apparent lack of clear and updated policies. It was argued that unclear or outdated policies may be contributing to enrollment shifts and that addressing these policy gaps is a preferable alternative to closing Dixonville School.
5. **Alternative Solutions and Future Opportunities:** Some of the feedback emphasized the desire for the PRSD to explore options other than closure or program alteration. Suggestions included additional engagement with the community and providing the school with one additional year to raise enrolment. Other solutions included exploring the implementation of a Mennonite Education program, similar to that of Berwyn's Lloyd Garrison School; adjusting catchment areas; and making decisions based on the potential for future population growth attributable to possible nuclear power development.

### **Categories**

1. **Enrollment Commitment Letters:** The community circulated a letter through the mail requesting that parents in the Dixonville area sign an enrollment commitment letter indicating they would send their child to Dixonville School in the 2025-2026 school year. At the end of day, April 14, Communications Coordinator Kristin Dyck had received 10 signed letters, indicating there were 22 students in the Dixonville area who would attend the school in the 2025-2026 school year.

2. **Letters from Community Organizations:** The Board of Trustees received four letters from community organizations in support of Dixonville School.
  - a. The **County of Northern Lights** wrote that the school in Dixonville is the heart of the rural community, and a place that fosters close-knit, supportive relationships and lifelong connections. The County also expressed concerns over the viability of the entire Hamlet should the school close at the end of this school year. The letter respectfully requests that the Board continue to support the full K-9 program at Dixonville.
  - b. The **Dixonville Community Library** wrote that should the school close, it is likely the library will be forced to close their doors as the library is currently housed within the school building.
  - c. Similarly, the Board of the **Dixonville Playschool Society** wrote that as another user of the Dixonville School building, they too may be left without a suitable space to continue offering programming in Dixonville should the school close at the end of this school year.
  - d. The **Dixonville L.I.F.E Ag Society** wrote about the commitment from the community to support students in Dixonville, and the school's mission of learning together, success for all. The letter highlighted the volunteer hours invested in creating spaces the school staff and students utilize such as the outdoor skating rink, the community forest, and the curling rink, at no additional cost to the school division.
3. **Letters from Students:** The Board received 13 letters from current and former students of Dixonville School highlighting their own experiences and proposals for the future of their school. The letters highlighted reasons for transferring to Grimshaw Public School (drama and art classes, team sports), as well as fond memories and experiences at Dixonville School. Several letters cited a bully-free atmosphere, the advantages of a small school population, the connection to the community, and the individualized education support received at Dixonville School.

One of the student letters did recommend a complete closure due to declining enrollment. Two letters recommended a K-6 learning environment. One of the letters suggested a K-12 learning environment, while the remaining letters either did not make a suggestion regarding grade-level configuration or requested for the school to remain as a K-9 school.

4. **Letters from Parents or Community Members:** The Board received feedback documents from nine different community members or parents. Each letter highlights a variety of concerns and are summarized in the feedback themes above.
5. **Feedback gleaned from the Public Meeting:** During the public meeting held on Wednesday, April 2, the Board heard 35 separate comments or questions from members of the Dixonville community regarding the viability of the school. This feedback is summarized in the Dixonville Public Meeting Notes, and captured in the feedback themes above.
6. **Community Petition:** A community petition was submitted on April 14, containing 91 signatures of Dixonville School community members, including current students, parents, and other community members, as well as the names of six additional people who did not sign the petition. The petition requested that the Board revisit and revise the Dixonville School Viability Report in an effort to ensure the data is accurate. Secondly, the petition requested that the Board reconsider its decision to assess the viability of Dixonville School before the end of the current school year, instead giving the school an additional year of operations, with no programming or staffing alterations, and if possible, widening the catchment area of the school to sustain increased student enrolment.

# ENROLLMENT COMMITMENT LETTERS



Dixonville  
School

To All Concerned Parents of Dixonville,

The Peace River School Division has initiated a consultation process regarding the possible closure of Dixonville School due to concerns outlined in their viability report. As part of this process, a public meeting will be held on April 2, 2025, at 6:30 PM at Dixonville School to discuss the future of our school with the board.

This is an urgent matter that will have a profound impact on our children, our families, and the entire Dixonville community. Dixonville School has always been the heart of our community, providing quality education, a close-knit learning environment, and a foundation for our children's future. The loss of our school would devastate not only our students but also the entire community, affecting families, property values, and the very identity of Dixonville.

The biggest factor the board is considering is enrollment. The report currently states that 38 students are enrolled, but projections suggest that number may drop to between 21 and 31 students next year. This underestimation could unfairly influence the board's decision. It is absolutely critical that we provide them with the most accurate and up-to-date information on enrollment to demonstrate strong community support and show that Dixonville School remains viable and essential.

We are asking all parents who intend to enroll their children in Dixonville School next year to complete and sign the attached letter of support.

Once completed, please drop off your letter at Dixonville School between March 31 to April 8 (due to spring break) for delivery to the board before April 14, 2025. Alternatively, you can mail or email it directly to the board no later than April 14, 2025 or bring it in person to the meeting on April 2nd. Please see the reverse for options for delivery.

This is a critical moment for the future of Dixonville School. If we want to keep our school open, we must act now. Please make your voices heard by attending the meeting and submitting your letter of support. Together, we can fight for the future of our children and our community.

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We the undersigned parent/parents of the child/children listed would like the Peace River School Division to know that we fully intend to send our child/children to Dixonville School for the 2025/2026 school year.

Student name: SAWYER LUKAC Age: 8

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent Signatures:  Parent Names (Please Print): KASHIA PUSKA

\*Also a 3yr old for Dixonville Preschool in the fall with future hopes of attending from kindergarten on.

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Student name: Philip Hiebert Age: 13

Student name: George Hiebert Age: 12

Student name: Peter Hiebert Age: 10

Student name: Debbie Hiebert Age: 7

Student Name Esther Hiebert Age 5

Parent Signatures:

Parent Names (Please Print):



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Student name: Melissa Sorensen Age: 12

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent Signatures:   


Parent Names (Please Print):  
Karl Sorensen  
Karin Sorensen

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Student name: Carlene Flett Age: 11

Student name: Waylon Flett Age: 9

Student name: Holten Flett Age: 6

Student name: Age:

Parent Signatures:

Parent Names (Please Print):



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Student name: Zakira Woods Age: 14

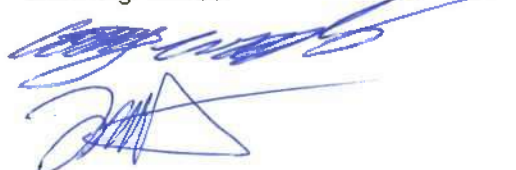
Student name: Abby Parkin Age: 13

Student name: Walker Woods Age: 12

Student name: Izzy Parkin Age: 10

Student name: Waylon Parkin Age: 8

Parent Signatures:



Parent Names (Please Print):

Corey Woods  
Tanya Parkin

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Student name: Phyneas Brulotte Age: 12

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent Signatures:



Parent Names (Please Print):

Travis Brulotte

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Student name: Hudson McGregor Age: 8

Student name: Jaxon McGregor Age: 6

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent Signatures: Emily McGregor

Parent Names (Please Print): Emily McGregor

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Student name:

Haydon Siemens

Age:

10

Student name:

Age:

Student name:

Age:

Student name:

Age:

Parent Signatures:

L. Siemens

Parent Names (Please Print):

LORI SIEMENS

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Student name: Soren Kristensen Age: 9

Student name: Barrick Kristensen Age: 7

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Student name: \_\_\_\_\_ Age: \_\_\_\_\_

Parent Signatures



Parent Names (Please Print):

Michelle Kristensen  
Shane Kristensen



We the undersigned parent/parents of the child/children listed would like the Peace River School Division to know that we fully intend to send our child/children to Dixonville School for the 2025/2026 school year.

Student name:

Allison Vancleave

Age: 12

Student name:

Age:

Student name:

Age:

Student name:

Age:

Parent Signatures:

Barb Vancleave  
Blaine Vancleave

Parent Names (Please Print):

Barb Vancleave  
Blaine Vancleave



# LETTERS FROM COMMUNITY ORGANIZATIONS



Dixonville  
School



## COUNTY OF Northern Lights

#600, 7th Ave NW, PO Box 10, Manning AB T0H 2M0  
Phone 780-836-3348 Fax 780-836-3663  
Toll Free 1-888-525-3481

Board of Trustees  
Peace River School Division  
c/o Kristin Dyck, Communications Coordinator  
Email: dyckk@prsd.ab.ca

April 8, 2025

### **RE: Letter of Support for Dixonville School – Response to Viability Review**

Dear Chair Crystal Owens, Vice Chair Lacey Buchinski, Trustees Dyck, Leitch, Giesbrecht, Rushton, and Superintendent Dr. Jeff Thompson,

I am writing to you on behalf of the Council of the County of Northern Lights of which Dixonville is one of our hamlets, in response to the recent consideration of school closure or program alteration at Dixonville School. I urge you to keep Dixonville School open as a full K–9 facility.

Dixonville School is more than just an educational institution; it is the heart of our rural community. The school fosters a close-knit, supportive environment where students receive individualized attention, grow with confidence, and build lifelong connections. Its presence sustains our local identity and keeps our community vibrant.

Closing or reducing the programming at Dixonville School would have serious consequences—not just for student learning and mental well-being, but for the viability of the hamlet of Dixonville as a whole. Families may be forced to relocate, and our community will suffer both socially and economically. Long bus rides to Grimshaw or Manning are not a suitable substitute for the intimate, supportive environment that our local school provides.

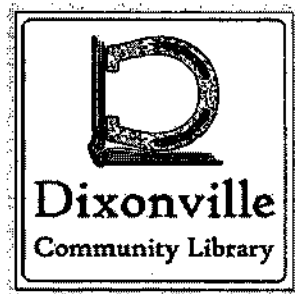
While I understand the challenges facing the Board in terms of enrollment numbers and fiscal responsibility, I believe that solutions other than closure exist and should be explored. Investments in rural education should not be viewed as costs, but as commitments to future generations. The value of small schools is not always visible on paper but is felt deeply by those who live, learn, and grow within them.

I respectfully urge the Board to recognize the irreplaceable value of Dixonville School and to reject any option that involves closure or significant program reduction. Please continue to support the full K–9 programming at Dixonville and preserve the spirit and strength of this community for years to come.

Thank you for your time and consideration of this important matter.

Sincerely,

**Gerhard Stickling - CAO County of Northern Lights**



#3, Hwy 689 West, Box 206, Dixonville, Alberta T0H-1E0

Peace River School Division  
4702 51 St.  
PO Box 380  
Grimshaw, Ab.  
T0H 1W0

March 19th, 2025

Dear Ms. Dyck,

I write to you today on behalf of the Dixonville Community Library Society (DCLS) concerning the possible closure of the Dixonville Public School. This letter is in response to Superintendent Thompson's request for feedback.

While the DCLS has no specific feedback on the information provided to date by the Superintendent, we do have some concerns given our tenancy within your building. Let me begin by stating the obvious, if you close our school the Dixonville Library will be likely forced to cease operations given the current state of local infrastructure. This means that in-house programming and access to print materials will no longer be available to Ward 3 residents within our area. Community building activities such as our weekly arts programs, children's summer camp reading program, teen movie nights, winter trivia nights, drop in coffee service, and a Librarian who helps our visitors access online and print resources.

In the County of Northern Lights, literacy in general and high school completion have been real challenges. A public library and the resources it provides are on the front line in advancing both reading and financial literacy while supporting our K-12 students in particular regardless of what school they attend.

The Dixonville Library accessed an average of 320 separate resources per week last year and our Librarian and volunteers logged approximately 700 hours while helping visitors obtain close to 5000 print and a further 500 e resources. We also provided an additional 700 items from our collection to other users around the province through the Inter Library Loan program. We are the only place outside of Grimshaw and Manning where people can have free wifi and also have access to the internet using public computers, which were accessed 322 times last year. Furthermore, our Library has

supported our residents by providing bursaries for post secondary education for Ward 3 residents since 2023. These bursaries can be for as much as \$5000 each, they come with no strings attached, and we support any student engaged in a vocational or academic program that will lead to a certificate, diploma, or degree. Lastly, our little library is a safe space. It's a warm, nurturing environment with predictable hours of operation where all are welcome. You can have a coffee, check your email, read a newspaper, or play a game. None of these life affirming, community building, youth supporting, literacy nurturing activities will be possible without our Library. Clearly, the Dixonville School is much more than just a building - it's a central pillar of our community.

In closing, I remind you of your obligations to the Dixonville Community Library should you choose to pursue school closure. Specifically, the Agreement for the Operation of a Public Library Housed in a School Facility made between the Peace Library Board and the PRSD Board of Trustees, signed on April 12th, 2010 requires six months notice in writing via registered letter for a notice of termination of the agreement, which would allow us to continue to operate in our current space until the end of October 2025. This span of time will be critical to our efforts to chart our way forward and possibly pursue the disposal of our assets as necessary and set forth in the aforementioned Agreement between PLS and PRSD and with the similar Agreement in place between DCLS and PLS.

Thank you very much for your attention to this matter, and for your service to our community.



Therese Vance  
Chairperson  
Dixonville Community Library Society

CC

Carolyn Kolebaba, Chair, Peace Library Board  
Brenda Yasinski, Councillor, Ward 3, County of Northern Lights  
Tracy Demeester, Principal, Dixonville Public School

Dear PRSD Board of Trustees,

I am writing to express our deep concern regarding the potential closure of Dixonville School and the significant impact it will have on the Dixonville Playschool program. The closure of the school does not just affect the students but also disrupts early childhood education opportunities within our community.

The Dixonville Playschool program has benefited greatly from being housed within the school building. The facility provides a safe, structured, and engaging environment for our youngest learners, while also fostering meaningful interactions between playschool students and older students. These interactions play a vital role in early social development, offering younger children the opportunity to learn from their older peers and easing their transition into formal schooling.

With the closure of Dixonville School, the playschool program will be left without a suitable location. Finding an alternative space that meets the necessary safety, accessibility, and educational requirements poses a significant challenge. The absence of a proper facility could lead to the discontinuation of the program altogether, leaving local families without a crucial early education option for their children.

I urge you to consider the far-reaching effects this decision will have on our community. The playschool is more than just a program; it is an essential stepping stone for young learners and a valuable part of Dixonville's educational landscape. I respectfully request that the Board explore viable solutions to ensure that both the school and playschool remain accessible to the families who rely on them.

Thank you for your time and consideration.

Sincerely,

Dixonville Playschool Society Board



Box 5, Dixonville, Alberta T0H-1E0

Peace River School Division  
4702 51 St.  
PO Box 380  
Grimshaw, Ab.  
T0H 1W0

April 5th, 2025

Dear PRSD Board,

I write to you today on behalf of the Dixonville L.I.F.E. Ag Society concerning the possible closure of the Dixonville Public School. This letter is in response to Superintendent Thompson's request for feedback.

While the LIFE Ag Society has no specific feedback on the information provided to date by the Superintendent, we do have some concerns given the importance of the school to our community and the very close relationship this Society enjoys with the school. The old saw, it takes a village to raise a child, very much describes the basis of this relationship and is reflected in the breadth and depth of the community's commitment to supporting the students and the school's mission.

This commitment is manifest in the volunteer hours invested in preparing venues such as the outdoor skating rink, the community forest, and our curling rink for use by the students. These facilities are available at no cost to the school. The curling rink has been an integral part of the school PE program for several years and is used by the after-school Junior Curling Club organized by the school. It is also the home for the Howie Howe Memorial Bonspiel held each year, who's stated goal is "...to support the physical, emotional, intellectual and social development of all students." Furthermore, our community forest with its walking trails is an integral part of efforts to support the mental health of our students.

Pursuit of the Howie Howe goal is integral to all of LIFE Ag organized activities that support the students both directly and indirectly. Activities such as the plethora of community events that showcase student involvement while also fostering the spirit of



volunteerism within the school through fundraisers for extracurricular learning opportunities, highway cleanup, cemetery cleanup, tending to the community forest and walking trails, and helping out with various development projects around the community. While much of this would continue on without the school, its presence adds an intentionality to the planning of these activities that would not otherwise be there, and there is an openness to school staff seeking to leverage a pedagogical dimension of all these activities.

Lastly, while the outdoor skating rink was built and maintained solely with LIFE Ag funds, it is on PRSD property and as such, is a joint use facility. Any future disposition of the property will need to take this into account.

In closing, I would urge the Board to take into account the unique relationship this community has with our school as reflected in the wide range of connections between the school and the LIFE Ag Society as your deliberations continue.

Thank you very much for your attention to this matter, and for your service to our community.

Darren Kuester  
President  
Dixonville L.I.F.E. Ag Society

CC

Dan Williams, Minister of Mental Health and Addiction Alberta  
Brenda Yasinski, Councillor, Ward 3, County of Northern Lights  
Tracy Demeester, Principal, Dixonville Public School

# LETTERS FROM STUDENTS



Dixonville  
School

Alex

Grade 11 - GPS since Grade 8

What I liked about Dixonville School was how close everyone was. Everyone was like a family and everyone is very close. The reason I left Dixonville was because I wanted to be able to experience more, ex: Drama class, Art class, more students, bigger school, etc. Dixonville School is a great place for younger grades because the teachers <sup>can</sup> pay individual attention to each student so they can learn in ways that they need but once they're older it's better for them to experience a bigger school. I don't think it's a good idea to close Dixy's school because it's a great ~~place~~ <sup>environment</sup> to grow up in but once students are ready to leave they have a good, humble experience to go off of.

Emma

Grade 8 - GPS since 2023 September

~~What I liked about Dixonville School~~ What I liked about Dixonville School is that everyone knew each other, and everyone was friends. Dixonville gave me so many friends that I still love to this day. Although I did like the school, classes, and teachers, I felt that I wanted more opportunities, and GPS provided that. I left mainly to play sports and to meet more people but I did love everyone at Dixonville, and it was a really supportive school.

Meg

Holy Family left Dixonville School in Grade 9 Graduated @ Glenmary 2019

Everyone was so close; bullying was pretty much non-existent because everyone knew everyone; we all hung out. The <sup>only</sup> downside was the lack of extra curriculars, Mrs. ~~Amey's~~ Drama class ~~was awesome~~ and Al Dumas teaching guitar lessons was great. There was a lady that taught us sewing. I DK now why that all stopped. The lack of sports was really ~~sucky~~ <sup>sucky</sup>. But Dixonville school was a really great school.

Dear Peace River School Division Board of Trustees,

My name is Shelly Lamouche, I'm in grade seven and I go to Dixonville school. This email comes to you to discuss the school's options on whether it should close or not.

In this matter I think the school should close completely. sure it is easy to just send your kid to your local school, but is your kid actually learning what they need to know? I know my sister learned grade five social when she was in grade four and now she's learning grade four social when she is in grade five, i honestly don't find that right. I know it's easier to teach two different grades with the same materials when you're one teacher because then you have enough time to teach three grades, but if that's the problem then the school shouldn't be open. Plus, I know we're behind on subjects and materials we need to know. Compared to my younger cousin, I'm practically uneducated, and I'm in grade seven. They were in grade three when they learned half the stuff I'm learning now!

Another problem I would like to bring up is the amount of kids that will be in it throughout the next few years. I know this is why this whole thing started, that's just what I heard at least. I heard a classmate say that at least 27 kids would be here next year, but there might be less or more. Plus, there apparently are no kindergarteners signed up to join next year, nor playschool kids. Then there is also the fact that kids will leave this school this year. Some of us couldn't because of the curriculum we were following so we had to stay in this school. There are a few kids who will want to leave, the only reason they didnt was because their friends or their parents won't let them.

The third topic of the day that will be brought up by me is how the school treats the kids. Maybe it's just my luck, but the school treats each kid differently. It's like the kids whose parents work at the school get special treatment for some odd reason. I remember my friend telling me about this kid who pushed my other little sister in the boot room for no reason, and the teacher did nothing about it. His mom just happened to work at the school as well. I think that is why a few kids left, but I don't speak for all of them.

I see a problem with the bussing, we did the math and we would spend 200 hundred days on a bus. One solution to the problem is to create a bus stop like spot where parents bring their kids, or they drive them to the school if they are close enough. Sure it's tiring to wake up every morning to drive your kid to school or a bus stop, but what do you think the bus drivers do? Don't you feel sorry for them? If you really don't want to send your kids, then just homeschool them.

"Well, won't we have to move the library?" Yes. think about it though. Where is a building that never gets used, always being bought and then sold. The general store. Maybe some don't agree with me because now they would have to drive all the way to peace river, grimshaw, or manning for a quick snack. I think we all did it anyways though because, who wants a bag of chips for ten dollars when you can probably get it for three at Dollarama? When someone buys the store they gotta raise the prices to get their money back, but no one wants to get skittles for

Dear Peace River School Division Board of Trustees

Hi, my name is Bryce Sorensen. I am a grade 9 student at Dixonville School. I think the School should be changed to a K-6 school for the 2025-2026 school year.

Using the time from table 20 of the viability report, Did you know that if the school were to close. The current kg students would be traveling 200 days of their lives to grade 9 on a bus Kg they will have spent 200 days on a bus according to table 20. The 7-9 have grown and can handle the bus ride to Grimshaw, but K-6 should have the opportunity to go to Dixonville School. Some kids outside of Dixonville already have a long bus ride, and it would just be longer if the bus went to Grimshaw.

Also, if you close the school, what are you going to do with it? The money that you have put into Dixonville School is a lot. It's worth it to keep it operational. If you sell it it's not going to go for a lot of money. The land price is not the best in Dixonville. The store in Dixonville only went for 61,000 in 2024 on Rithchie Brothers. That's not a lot for a store.

The school is the bulk of our community in Dixonville. The school hosts track & field with community engagement, community events, and concerns. I have been at this school since kindergarten, and this school has given me a great education. Dixonville School meets the needs of all children to make sure that they have a proper education. I know this firsthand from when I went to Grimshaw School, and it was nothing like Dixonville. Dixonville School has a major history in Dixonville dating back to 1931.

The community is small, but we still have kids here who deserve Dixonville School. Dixonville School does offer a safe, caring, and student-centered learning environment. If you ask anyone who has gone to Dixonville School. Did they give you a proper education? They would most likely say yes. I may be leaving next year, but this school deserves to be open with its great learning opportunities.



Demeester, Tracy <demeestert@prsd.ab.ca>

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**k-9**

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**Klassen, Benny** <klassenb1@prsd.ca>  
To: Tracy Demeester <demeestert@prsd.ab.ca>

Wed, Apr 2, 2025 at 10:11 AM

Dear Peace River School Division Board of Trustees,

My name is Benny and I am a grade 7 student at Dixonville School. I want you to keep my school open because I have learned lots of stuff this year. If they closed Dixonville I would be home schooled. I learn more by being in school then I do when I'm home schooled. I wouldn't want to go to Grimshaw and my parents don't want me to go to Grimshaw. There are too many people in Grimshaw and I would have to travel a long way everyday to go to school.



Dear Board of Trustees and Peace River School Division,

We love our school, and we are very sad to hear that it might close or change the structure. We want to share why we think keeping our school open is important for us, our families, and our whole community.

First, our school is more than just a place to learn, it is like a second home. Our teachers know us well and help us when we struggle. In a small school, we get more attention and support, which helps us do better in our work. Throughout the years, our confidence has improved, as well as our assessment scores. If our school closes, we will have to go to a bigger school that is outside of our community, where we won't know many people. This could make learning harder for us.

Second, traveling to another school would take a long time. Some of us live far from town, and taking a long bus ride every morning and afternoon will be tiring. That means we will have less time for family, activities after school, and homework. It will also be harder for our parents to come to school events because they would have to travel far.

Also, being in a small school makes it easier for us to build strong friendships. We know all of our classmates, and we support each other. If we move to a bigger school, it will be harder to stay close with our friends, and we might feel lonely or left out. Keeping our school open means we can continue learning with the friends we have grown up with and feel comfortable around.

Another great thing about small schools is that we get to do a variety of hands-on learning projects. We have the chance to learn important life skills like cooking, canning, woodworking and other trade skills, gardening, fish raising. These experiences help us learn in a fun and practical way, and they prepare us for the future. In a larger school, there might not be as many opportunities for these types of projects because there are too many students and not enough space or time.

Our school is also very important for our community. It is a place where families come together for events like concerts, sports games, games, pancake breakfast, holiday celebrations, and so much more. If our school closes, our town will lose an important gathering place, and it won't feel the same. Finally, closing our school will make it harder for young families to want to live in our town. People want to move to places where there are good schools for their children. If we don't have a school, fewer families will stay, and our community could shrink.

We hope you will listen to our voices and think about how closing our school will affect us and our town. We love our school, and we want to keep learning and growing here. Please help us keep our school open!

Sincerely,

Hayden, Izzy, and Carlene on behalf of the students of grades 4, 5, and 6 at Dixonville School

Dear Peace River School Board of Trustees,

My name is Philip, a grade 7 student from Dixonville School and I just want to talk about how to maintain the school as a K-9. I have good friends at this school the school has good schooling

I like this school because the school has a lot of fun activities for the students to do for example in the winter the students can stay in for one recess for activities.

I also want to talk about my siblings they have some good friends here and if the school shuts down my siblings will have to make more friends and from what i've heard that school has a lot of bullies. So thats why the school should not be closed.

## Peace River School Division Board of Trustees

As a student of Dixonville School, I believe that my opinion matters; and I appreciate this opportunity to voice it. I'm just going to come out and see it. Dixonville school is more than just a building. Its more than just staff and students. It's a home. It's a family. If you ask me, I could tell you the names of every single student and staff member in this school.

In this School, everyone is wanted. We are respected. And most of all we are supported. In this school, everyone tries their all and if they aren't or can't, the teachers and staff help guide and encourage students to succeed. If given the chance, Dixonville School could flourish. We have resources, we have programs, and we have willing teachers.

I feel that if this school opened to grade 12, we would have many more students. To do this, we could use our current art room as a grade 10,11,12 classroom. Although more teachers would be expensive, with one or two more teachers, this idea could come to life.

Not only do we have to think about this school, but we have to think about the community. With Dixonville School at the heart of it, taking this school away would be devastating to everyone. Putting on numerous community events including our communi-tea, christmas concert, and more; who knows what our community would look like without these activities.

Our library is also connected to this school. Not only does the library provide books, but it offers a place for people to come together. Young and old; conversing and learning. Without this building, you would be burdening even more people to find their own solution.

According to the \$10 and a Dream history book, the original building was built in 1931; making this place over 90 years old. Sure, there have been many renovations over the years, but the same heart and soul is still present. And being able to walk through those doors every day and know that I am entering a piece of history, now that's special.

Your motto is "Learning together, success for all." So why should we put a price tag on education??? You say that we have school of choice, but you only provide bussing to Grimshaw?? If money is such a problem; then why can't we look for solutions?

So yes. It is true. Dixonville School does foster a safe, caring, and very student centered learning environment. Even more than that though, students do flourish and develop independence.

Thank you for considering my opinion.

walker

Dear Peace River School Division Board of Trustees

I am a student from Dixonville School and I don't like the idea of the school shutting down because this school has really good learning and teachers.

If you do shut the school down then open more <sup>buses</sup> routes.

so that's why I don't want the school to shut down.

For the current kindergarten kids

Dear, Peace River School Division Board of Trustees

I am Zakira Woods and a student attending Dixonville School. I believe that you are only thinking of the money factor involving the possible school closure. Yes, I know schools cost a tremendous amount, but what effect does that have on the community? What effect will this have on future generations to come?

The school is a big part of our community. If you get rid of our school, it will be like taking away a baby's pacifier, the baby doesn't like it, we don't like it.

Picture yourself in our situation, being told that the school <sup>you</sup> ~~we~~ attend has a possibility of closure or even cutting the grades down, giving students only one option of schooling, no choice but to go to Grimshaw, yes it is school of choice, but is there a bus open for Dixonville to go to Manning Schools? or even Peace River Schools? No, there are not. Is it really a school of our choice, or is <sup>our</sup> ~~our~~ choice of which school we want to attend being limited to Grimshaw Public School? Is that really fair to our education? Sure, busing and fuel is expensive, but if given the option I know I would go to a different school and I am pretty sure my siblings would also take that option.

You say "Learning Together - Success for All" but is it really success if you take away a big piece of Dixonville's heart? Learning together is learning from the community not only from peers, but the people who live here. When you say "Success for all" ~~I think you mean success for you, not us, but your success. If you don't actually live, learn, grow, flourish, and teach here your opinion to me matters as much as a dung beetle's, sure you may find that offensive, but I find it offensive that you are trying to close our school, reduce staff, and change the grade allowance in Dixonville.~~ <sup>To me that means keeping Dixonville open because we are successful here.</sup>

Our education should be more important to you than the money you think is lost, our education at Dixonville School should mean more to you than a money waste factor.



# LETTERS FROM PARENTS AND COMMUNITY MEMBERS



Dixonville  
School



Dear Members of the Board of Trustees,

I hope this message finds you well.

I am writing regarding the Dixonville School viability report. I have serious concerns about the projected enrollment numbers cited in the report. To date, no clear explanation has been provided about how these projections were calculated.

Given the lasting impact of this decision on families and the community, I respectfully request that no final decision regarding Dixonville School be made until a full and transparent explanation of the enrollment projections is provided.

As a parent and a member of the Dixonville community, I believe it is essential that clear, verifiable information be made available when decisions of this magnitude are being considered.

Thank you for your attention to this important matter. I look forward to your response.

Sincerely,

Barb Vancleaf

780-953-4511



Dyck, Kristin &lt;dyckk@prsd.ab.ca&gt;

**Hi there.**

2 messages

**Callie Ducharme** <callieducharme1996@icloud.com>

Sun, Apr 13, 2025 at 7:23 PM

To: dyckk@prsd.ab.ca

Hi there I got this email from Kashia Psyka

I was sad to be informed there is an open debate if the school division should keep Dixonville school open. I went to school there growing up as Ive been born and raised in Dixonville Alberta, / Peace region, my grandparents attended that school, such as my mother and aunties and uncles, it's not just a school it's connected through many generations for some people, people I've went to school with in junior high have there own children attending Dixonville school. They have such amazing teachers who thrive with helping and teaching children not just basic school work life skills as well. Phenomenal experiences as well such as art class, sports events and many more, they involve the community and families in school events such as concerts, school dances, community activities etc. Dixonville school is keeping families together I strongly advise to keep the school open not many people would want their children to attend schools farther away from them especially if there was a incident at school not many parents drive as well in the community/ elders / caregivers. Please consider my Opinion thank you for your time and for reading my input on this debate.

Sent from my iPhone

**Dyck, Kristin** <dyckk@prsd.ab.ca>

Mon, Apr 14, 2025 at 8:32 AM

To: Callie Ducharme &lt;callieducharme1996@icloud.com&gt;

Thank you Callie, I have received your feedback and included it in the package for the Board of Trustees.

[Quoted text hidden]

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## **Dear Members of the Peace River School Division Board,**

I am writing to express my deep concern about the proposed closure of Dixonville School. As a mother to a student currently in grade 2, and another future student, the prospect of losing our school is heartbreaking not only for my family but for the entire community.

The division claims to support school choice, yet it appears that this principle is applied selectively. The current mandate to send our children to Grimshaw School, if ours is closed, is problematic. Many students have voiced their reluctance to attend Grimshaw due to issues including overcrowding, bullying, drug use, and violence that are not adequately addressed by the staff. The Grimshaw School building is already insufficiently sized to accommodate its current population, and adding more students from Dixonville would exacerbate these problems. The well-being and safety of our children should be paramount, and they deserve to learn in a healthy and secure environment, which Dixonville School provides. Maybe a change to catchment areas is needed so Dixonville School can ease some of these issues for the Grimshaw School.

Furthermore, the Dixonville School Viability Report contains incorrect numbers and lacks transparency regarding how these figures were determined. It is unfair that our school should suffer due to the division's lack of accuracy and clear policies. This situation also affects our entire community, as land taxes are intertwined with the schools. The closure of Dixonville School would lead to changes in land taxes and property values, which would be detrimental to our community's economic stability. Additionally, closing Dixonville School would result in the absence of a school within the County of Northern Lights, one of the largest counties in Alberta.

The decision from the Peace River School Division has been abrupt, despite the claim that this outcome was anticipated three years ago. If the division foresaw this situation, the community should have been notified earlier to allow for proper planning and discussions. Closing the school on such short notice is unreasonable and harmful to the students' educational and emotional well-being.

Moreover, there are upcoming construction projects in the area that will lead to an increase in population. This growth will inevitably result in more students needing access to local schools. Closing Dixonville School at this critical juncture would be short-sighted and detrimental to the future educational needs of our community.

Dixonville School has been the center hub of our community for almost 100 years. It provides shows for the community, houses the library, and has a preschool program among many other community-oriented activities. The school is not just an educational institution; it is a vital part of our community's social fabric.

I urge you to reconsider the closure of Dixonville School for at least one more year without any changes to programming or staff. The impact on our children, our community, and our county is too significant to ignore. Let us work together to find a solution that keeps Dixonville School open and thriving for future generations.

Thank you for your attention to this matter.

Sincerely,

Kashia Pyska

780-898-8518



Good evening. My name is Karl Sorensen. I was a former student here from 1985 to 1995. So I believe I'm year one in this report as part of the 73 students that year. I now have 2 kids going to school here, one in grade 7 and one in grade 9.

I'd like to ask you a few questions on the school of choice legislation that was passed back in 2020. Could you briefly tell me the intent of that legislation?

*In Alberta, the Choice in Education Act (Bill 15) passed in 2020, strengthens the province's history of educational choice, recognizing the choice in public schools, separate schools, Francophone schools, private schools, charter schools, early childhood services, and home education as valued options for parents.*

Since that legislation came out according to the viability report our student population has pretty steadily decreased over those years.

The viability report states that currently 34 Dixonville students attend a school of choice outside of Dixonville School. 16 of those students choosing another public school in Grimshaw Public School. So NOT a different type of school, just a different public school. So then what specific policies does the Peace River School Division have to facilitate this school of choice option to parents?

- AP 305 - School Attendance areas
- AP 562 - Transportation Service areas

#### AP 562

3. Is there a formal application process with the Division for this?

5. So is this outside of school of choice legislation? (I.e. reasons other than this procedure). Not school type or program specific?

Is that discussion or letter ever passed along to the Division so that if there is a common theme of "matters" it can be addressed by the division? Why not?

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I have AP 305 - School attendance areas with me as well. Has this procedure been updated since 2020 with school of choice legislation?

Why not?

*#6 on there states "When students are admitted into a school outside of their designated attendance area, the parents will be responsible for transportation at their own expense."*

Are any Dixonville students responsible for their transportation expenses as per this policy?

I have with me this evening AP 304 from the Parkland School Division just west of Edmonton. It is an 8 page document and 2 page registration form specifically detailing the process of enrollment in a school or program of choice there.

I'd just like to go over a few points in it compared to our division,

*3.1. Perceived variance in core program offering shall not be deemed to be a valid rationale for school-of-choice.*

Is there anywhere in PRSD's policies it states something like this?

Why not?

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*8. With specific reference to school-of-choice registration, the Superintendent or designate may declare that a school, or schools, or a grade, or grades, in a specific area are open, or closed, to school-of-choice registration, based on facility utilization or availability of resources; notably:*

*8.1. Facility maximization and capacity for predicted growth.*

*8.2. Staff availability and expertise, and/or*

*8.3. Classroom population, (i.e. the teacher complement in a grade or school is maximized).*

Is there anywhere in PRSD's policies that it states something like this?

Has Grimshaw Public School, since being built, ever been at capacity?

Since we're all here today talking about the under utilization of Dixonville Public School and the near capacity utilization of Grimshaw Public School. Wouldn't it be wise for the division to have a policy in place such as this one to help balance utilization of rural schools in our division such as Dixonville? So that Grimshaw Public School is not over crowded and Dixonville School is in a viability review process? Or that Nampa remains viable vs sending all the students to Peace River.

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Finally I'd just like to say, I hope the board will consider what I've brought up today. I believe I have clearly pointed out where PRSD is lacking in clear policy around the school of choice legislation and I don't believe Dixonville School should be the casualty of the division's lack of clear policy towards the school of choice legislation. Fix your policies, don't close the school. Thank you.



Dyck, Kristin &lt;dyckk@prsd.ab.ca&gt;

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## Dixonville School Viability Report Feedback

1 message

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**Karl Sorensen** <karlsorensen@hotmail.com>

Sun, Apr 13, 2025 at 8:40 PM

To: Kristin Dyck &lt;dyckk@prsd.ab.ca&gt;, "Thompson, Jeff" &lt;thompsonj@prsd.ab.ca&gt;

Good evening,

I am going to email one more time specifically for the feedback requested before April 14th. I re-read my Aunt Nancy's writeup in the Dixonville history book and could almost hear her in my ear telling me that she would like that submitted as her contribution to the feedback. She is now 90 years old and living in a retirement home in Calgary, however I KNOW she'd want something submitted in her name to the feedback so I have attached her writeup. I have highlighted the last part because I felt that was very interesting to see as that was written 47 years ago now, not much has changed.

I know we still don't have the results back from the attempt I made to get an indication of enrolment next year. However, I was talking with Jeff last week and really this will be just another guess. The PRSD projections are a guess too. They were done 4 months ago and I'm saying now they're wrong because things have changed. By the time we hit September it will be 4 months from now and April's will be wrong too. I just learned the other day that a family has moved back to Dixonville with 3 young kids, so even just in a couple weeks things have changed.

So, I'll say this. Table 3 in the viability report shows the total populations for Dixonville School at the end of September for the past 10 years. The mean deviation for those numbers is 3.8% however this report has projected a decrease of 28%. That is well outside of the normal range for the past 10 years. As I said to Jeff this should have automatically initiated a review of the projected enrolment as it is statistically out of the norm. As Jeff said, we won't know for sure until we have butts in the seats in September. So, let's have butts in the seats in September. Give Dixonville School another year to see if these projects are correct. But let's not close a school based on one guess because that's all it really is, a guess, a projection. This is what we think there will be. If we're actually at that number next year it will be much clearer of a decision if we have to make it for the next year. But don't sell the farm because you don't think it will rain. We always say, seed into dust and your bins will bust. We don't quit when it looks like all is lost, we keep going. Things change; rain will come. Actually, it was Lori Leitch's husband's quote that always goes through my head. Every day it doesn't rain is just one more day closer to when it will rain. You have to have hope and I believe we will see the numbers in Dixonville School again. This community isn't going anywhere.

So, with that I will leave with my Aunt Nancy's quote from one of the very first teacher's at Dixonville School, Mrs. McGrath, "Life is a mirror. If you frown at it, it frowns back at you; if you smile, it returns the greeting."

Thank you,  
Karl Sorensen



**Nancy Millar Dixonville School Writeup In 10 Dollars And A Dream.pdf**  
18167K



## FOUR DIXONVILLE STUDENTS WON THE GOVERNOR GENERAL MEDAL AWARD



Verna Beebe, 1950 Winner.



Nancy Sorensen, 1951 Winner.



Annie Marion Chop, 1958 Winner.



Diana Lee Gibbons, 1961 Winner.



Presentation night. Jack Kennedy, Chairman, P.R. School Division; Danny Lee Gibbons, W. D. McGrath, Superintendent of P.R. School Division.

### DIXONVILLE SCHOOL by Nancy Sorensen Millar

My memories of Dixonville school are all wrapped up with the McGrath's. I had Mrs. McGrath for grades 1, 2 and 3; Mr. McGrath for 7, 8 and 9 so for the majority of the time I was at Dixonville school, I had contact with those two special people.

Mrs. McGrath, with a roomful of kids in three different grades and at every level of achievement, somehow managed to keep us all interested and learning and enthusiastic. She taught us to read by the phonic method — I remember long lists of letter combinations which we had to sound out correctly. I also remember her making a different picture with colored chalk on the blackboard every month. It was a very great honor to be able to help with one of those pictures.

For grade five, I was in the old old school, and I can

remember writing pages and pages of notes from the blackboard. We were taught very thoroughly how to organize material and how to study it. We also had to look for pictures a lot, as I recall.

Just south of the old school was solid bush and we used to eat our lunches out there at noon hour. We seemed to spend a lot of time in grade five plotting against one another. Beryl Thompson and I were great friends and we'd scheme great plans against someone else — and of course, they would be doing exactly the same thing on our behalf.

For grade six, I was in the church and we had Mrs. Stephens for a teacher. It must have been very cold in the church most of the time because Mrs. Stephens used to wear one dress on top of another. She'd be right in style these days with the layered look! However, we were quite



awful to her and used to try to count the number of dresses she had on each day — the record was five, I think. She wore her hair in a bun, which generally fell out during the day and we made fun of that too. She believed in the basics in her teaching, which meant we got a lot of drill in both arithmetic facts and grammar, both of which I have to admit I have been grateful for since.

For grades 7, 8 and 9, I was back in the main school and those were the best years of all. Mr. McGrath never lost his sense of humor and learning was really fun for me. The only thing I didn't like about school was the fact we had to take vitamin pills at noon. The pills were a greenish color and if you broke the outside skin, a perfectly horrid green liquid oozed out. I couldn't swallow them to save my soul, so I used to stick them in my sandwiches and hope they'd slide down with some bread. On one occasion, I traded sandwiches with one of the Melnyk girls and she got the pill. Another week I just couldn't face them so I put them in the pocket of my dress each day, thinking I'd dispose of them later. But I forgot to, and Mom discovered them when they all burst open as the dress went through the wringer of the washer.

I still can't take a pill without gagging.

We were certainly a creative lot — particularly at noon hours. I remember the boys used to climb up one side of the cloakroom and down the other into the library, and the trick was to manage it in between Mr. McGrath's rounds. We also used to dance in the auditorium at noons, either practising for the coming festival or just for the fun of it. The boys weren't always too keen on dancing so the girls did both parts. To this day, I can lead in the schottisch or heel-toe polka, if I have to — and if I get the chance, which is more to the point!

And speaking of festivals, I hope that someone else — somewhere in this book pays a proper tribute to them. I don't know when they started, nor how, but I do know that for some years in the 40's, Dixonville school participated with other district schools at the festival which was held, I believe, in North Star. There were competitions for choral and solo singing; choral and individual recitations; elocution; solo and group dancing, and drama. Dixonville school, at one time or another, had a go at everything, I think, and thanks to the enthusiasm and direction of the McGrath's mainly, we always did well for a school our size. What we lacked in finesse, we made up for in enthusiasm. One year, I sang a song in the wrong tune from beginning to end, and I got third on the basis of my spirited delivery. See what I mean?

I particularly remember the dancing at the festival and again, we often got marks for sheer energy and effort as much as for our skill. Mrs. McGrath taught us tapdancing, Scottish dancing, folk dancing — whatever was called for that year, she'd have a go at it. The mothers would get together and make baggy pants and short skirts and velvet vests — whatever was needed. The school really was the focal point of the community in those early years. There was an excitement and a sharing that was very special.

Sometimes it was hard to get to school, and I particularly remember Jim Russell's van that served the west road one winter. It was a horse drawn sleigh, covered with a tarp and spread round with straw for us to



A cup won.



Mr. McGrath and girls in a play — Mickey Reinders, Doris Cox, Vera Hanson, Hilda Reinders, Doris Lounsbury, Dorothy Savage, Thelma Bakken.



Festival — Dutch dancers.



Festival dancers: Audrey Thompson and Jim Sorensen.





Festival dancer, Nancy Sorensen — Highland Fling.

sit on. In the midst of all this sat a stove, which would have a live fire in it on the very cold days. It worked very well, and it was sure better than walking, but people would have a fit nowadays and the government would probably ban it.

When the regular bus started running on the west road, brother Jim and I still had to walk a mile out to the bus stop. Once we got to the road, we'd have a big argument over whether the bus had already come and who should walk up the hill to see if the Melnyk's were still waiting by their gate. I usually lost the fight (or maybe I just wanted to get to school more than Jim did) so I'd start up the hill — only to have to run like crazy back down again because the van would always appear just then.

When the roads got too wet in the spring, we generally had to walk the whole way for a few days and that was fun because we'd join up with the Melnyk's first, then with Delbert, Beryl and Audrey (Tom and Lee were still little then) and finally Betty and Carol Thompson. Sometimes the Harvie boys would have picked us up first, so we were quite a gang by the time we got to the school. I wonder how the teachers got any work out of us at all.

Mr. McGrath generally ran a pretty tight schedule in

junior high, but one morning he arrived in a carefree mood and decided we could listen to records for a change. There was nothing educational about the records, as I recall. He just didn't feel like getting to work. Naturally, that was the day that Mr. Hooper arrived for an unscheduled inspector's visit. Mr. McGrath got quite ruffled and we didn't often see him that way.

Through the years, the National Film Board representative would appear once in awhile to show us films. We'd all trail out to the auditorium to watch whatever was on that day. Generally the films were of an educational nature — how steel was made or how rivers formed — but the film rep usually tried to end with a film on a lighter vein. That was why we saw *The Loon's Necklace* so many times . . . and do you know? It's still making the rounds.

Mr. McGrath was instrumental in organizing the DYS (Dixonville Youth Society) which was responsible through the years for bringing in films, organizing weiner roasts and picnics for the young people and most important of all, as far as I was concerned, organizing dances.

They were the best, those dances. We did square dancing — Neil Harvie called the dances and the boys learned to whirl the girls off their feet. We did schottisches and polkas and waltzes and tag dances and squat dances . . . and you name it. We had the supper waltz and the scramble for the right partner to share our bologna sandwich and coffee with. We had dances in the winter and dances in the summer and in between times too. It was good fun.

The school was always part of anything the community planned, and vice versa. There was no division between school and community — and that fact was always most obvious on the last day of school when the community held the annual Dixonville picnic. The picnic was held on the school grounds, the school teachers left their classrooms and went out to work in the booth, the proceeds more than likely went to buy something for the school. The two worked together always.

We were lucky to have been part of both the school and the community at that time.

Mrs. McGrath wrote the following in my autograph album April 12, 1946. It says a lot for what she and Mr. McGrath taught us by example in the early days of Dixonville school.

"Life is a mirror. If you frown at it, it frowns back at you; if you smile, it returns the greeting."

#### **DIXONVILLE YOUTH SOCIETY — by Thelma (Bakken) Hawryluk**

Looking back over the years, the years become blurred, and our memory fails us. As far as I can recall it was around 1937 that Mr. McGrath started up the Dixonville Youth Society or D.Y.S. as it was known ever since. It was a club started in the school to teach students to organize their own entertainment, and the mechanics of running a club. It provided a valuable lesson for some of us and entertainment for many. The club purchased a projector and we obtained films through the film board and the people in Dixonville and area enjoyed movies. A grand turnout we used to have, too.



Dear Members of the Peace River School Board,

I am writing to express my concern regarding a recent issue I became aware of during discussions about the potential closure of Dixonville school. Specifically, I am troubled by the fact that members of the community who work within the school, regardless of whether or not they have children currently attending, are not allowed to voice their opinions at the school board meetings.

It is my belief that the perspectives of those who work directly in our schools—whether as teachers, support staff, or other essential personnel are invaluable when it comes to making informed decisions about the future of the school. These individuals are deeply invested in the well being of the students and the school environment, and they have unique insights into the day to day functioning and challenges of the school that cannot be overlooked. While it is understandable that priority should be given to parents of current students, it is equally important to recognize the contributions of those who play an essential role in the operation of the school.

By excluding these community members from contributing to the discussion, we risk losing out on valuable input that could inform a more comprehensive and well rounded decision making process. After all, the implications of school closures affect not just students, but also the dedicated staff who work hard every day to create a positive and enriching learning environment.

I respectfully urge the board to reconsider this policy and allow all community members, including those who are employed within the school, the opportunity to participate in the dialogue surrounding such an important issue. The perspectives of all stakeholders, parents, staff, and community members—are crucial in ensuring that any decisions made are in the best interest of everyone involved.

Sincerely,  
FALLEN DONNELLY

Dear PEACE RIVER SCHOOL DIVISION

I am writing to express my deep concern regarding the potential closure of Dixonville school. As a proud member of this community, I have witnessed firsthand the invaluable role our school plays in shaping the lives of our children, fostering a sense of belonging, and serving as a cornerstone of our tight-knit community.

Dixonville school is more than just an educational institution, it is a place where our children not only learn academic skills but also develop essential life skills such as teamwork, respect, and responsibility. The dedicated staff and teachers go above and beyond to create an environment that nurtures each student's potential, and the positive impact on their personal growth is immeasurable.

Beyond academics, our school serves as a gathering place for families and a source of pride for the entire community. Many have formed lifelong friendships through involvement with the school, and we fear that its closure would create an irreparable loss to the social fabric of our area.

I understand that financial constraints and other considerations are driving this decision. However, I urge you to consider the long-term consequences of closing our school. The ripple effect would not only affect the children, but also their families, and the community as a whole. It will result in longer commutes for students and the erosion of community ties.

Instead of closing Dixonville school, I ask that you continue to explore alternative solutions. There may be opportunities for collaboration with local organizations, fundraising initiatives, or adjusting resources to ensure the school remains operational. We are more than willing to work together to find ways to keep the doors of our school open for future generations.

Please know that the community stands behind Dixonville school, and we are eager to partner in any way that will help keep it a vibrant part of our little community.

Thank you for your time and consideration. I look forward to the opportunity to discuss this matter further and hope that we can work together to secure the future of our beloved school.

Sincerely,

Fallen Donnelly  
A concerned parent and community member  
780-831-0018

Kent Russell  
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[info@ktrsigns.com](mailto:info@ktrsigns.com)  
780-617-1700  
March 19th, 2025  
Board of Trustees  
Peace River School Division  
4702 - 51st ST  
Grimshaw, Alberta T0H-1W0

**Subject: Response to AP15 Viability Study on Dixonville School**

Dear Board of Trustees & Superintendents,

I am writing to formally express my concerns regarding the AP15 Viability Study currently being conducted on Dixonville School. As a community member, I wish to emphasize the critical role this institution plays within our region and the significant implications any decision regarding its future may have.

Dixonville has provided education since 1931, and now, 95 years later, we are faced with the potential loss of this vital institution. Throughout its history, Dixonville School has been the cornerstone of our community, fostering academic excellence and social development. Unfortunately, declining enrolment has led to this viability review. While such evaluations are a necessary part of responsible governance, the situation remains deeply concerning. Dixonville School has previously consistently provided students with a personalized and safe learning environment, deeply embedded within a close-knit and engaged community. This review was anticipated, as it has been for many rural schools within the division. However, the question at hand is not merely one of declining enrolment but rather understanding **why** this decline has occurred and whether proactive leadership interventions could have mitigated it.

My name is Kent Russell, and I have been a long-standing resident of Dixonville. The strength of this community is why we chose to raise my family here. The presence of Dixonville School played a major role in this decision. Our youngest child currently attends the school, and my wife serves as a staff member and parent, making this matter even more deeply personal to us. The closure of this institution would disrupt not only our family but many others who have built their lives around the school's presence.

The ramifications of Dixonville School's closure extend far beyond students and staff. This decision would have widespread effects on the entire community and the Peace Region as a whole. Dixonville has produced skilled, successful individuals who have contributed significantly to society, underscoring the importance of keeping the school operational. Rural schools offer stability, a strong sense of identity, and accessibility to quality education elements that can often be lost in larger urban settings. From a governance perspective, we recognize that school divisions, like all organizations, must maintain financial sustainability. However, effective leadership requires foresight in addressing concerning trends before they escalate into crises. In this case, the downward trend in student enrolment has been evident, yet minimal effort has been made to engage with families who have chosen to relocate their children. As a parent who transferred one of my children to GPS, I was never contacted by central administration to discuss the reasons behind my decision, instead I was actually threatened by the previous Superintendent for calling out the obvious lack of leadership engagement, and I know other parents who have shared similar experiences. There has been no systematic outreach to determine how the school division could address concerns or improve retention rates.

The past two years have been particularly troubling in terms of school administration. As a parent, I have never been more disappointed in the handling of key issues. Professional assessments have identified student needs, yet administrative decisions have often overlooked what is in the best interests of those students. Dixonville is a tight-knit community, and PRSD must recognize that leadership decisions should not rely solely on administrative reports. A hands-on approach one that actively engages families and staff is essential to truly understanding the root causes of declining enrolment.

Many community members believe Dixonville has been neglected by PRSD's leadership team for the past six years. Effective leadership engagement within schools and communities yields measurable benefits, much like in any well-run business:

1. **Strengthening Relationships** – Open communication fosters trust and ensures that staff, students, and community members feel valued. This leads to improved morale and stronger retention rates for both students and staff.
2. **Enhanced Understanding of School Operations** – Direct engagement with administration and staff allows leadership to develop a deeper awareness of school dynamics and challenges. Informed decision-making should be based on firsthand interactions, not secondhand reports.
3. **Community Engagement** – PRSD must work toward rebuilding its relationship with the community. Strong school-community ties foster a more collaborative and supportive educational environment.
4. **Accurate Performance Evaluations** – Without direct engagement, it is impossible to conduct fair and effective staff assessments. Oversight and accountability are critical to ensuring strong leadership within schools. When leadership is absent, challenges are often left unaddressed until they become insurmountable.

Beyond the educational impact, PRSD must also consider the economic repercussions of closing Dixonville School. The closure of rural schools frequently results in declining property values, diminished local business activity, and a reduced ability to attract new families to the region. This is not merely an educational issue—it is a matter of economic sustainability and rural preservation.

In preparation for the April 2nd meeting, I, along with other concerned parents, have compiled the following questions that we look forward to PRSD's response too:

#### **Strategic Enrolment & Retention**

1. What formal assessments have been conducted to determine the primary causes of Dixonville School's enrolment decline?
2. Has PRSD engaged in direct outreach with families who have transferred their children elsewhere to systematically gather and analyze their reasons for leaving? If so, can this data be shared with stakeholders?
3. What specific retention strategies has PRSD implemented over the past five years to maintain or increase enrolment at Dixonville School?
4. Has PRSD explored alternative program offerings—such as specialized academic tracks, trades-focused curriculum, or hybrid learning models—to attract and retain students before considering closure?

#### **Leadership Engagement**

1. Can PRSD provide a historical record of senior leadership engagement with Dixonville School, including site visits, town halls, and direct interactions with parents and staff?
2. Given the well-documented correlation between leadership visibility and institutional success, what measures has PRSD taken to ensure that decision-makers have firsthand, qualitative insights into the challenges at Dixonville School?
3. What is PRSD's formal process for evaluating school administrators, and how frequently is performance assessed through direct observation rather than secondary reports?

#### **Economic & Community Impact**

1. Has PRSD conducted a comprehensive economic impact assessment regarding the potential closure of Dixonville School, including its effects on property values, local business vitality, and regional demographic stability? If not, does PRSD intend to conduct such an analysis before making a final determination?
2. What logistical and financial support mechanisms does PRSD plan to provide to displaced students and families in the event of a closure?
3. What proactive steps have been taken to explore community partnerships, provincial funding opportunities, or alternative revenue streams to support Dixonville School's continued operation?



If PRSD proceeds with the closure of Dixonville School, it will be doing a great disservice to this community. This decision will have long-lasting consequences, and it will not be forgotten. The fate of Dixonville now rests in your hands, and I urge you Crystal, Lacey, Marie, Lori, Dave, and Edith to consider; If this were your community, how would you respond?

I leave you with one question for you to take away, Can you clearly say to yourself that The Division and the Board have critically examined and fully understood the underlying factors driving families to leave Dixonville School? Have all avenues been thoroughly explored to ensure a comprehensive grasp of the complexities influencing their decisions?

Sincerely,

Kent Russell  
780-617-1700

To whom this letter may concern;

April 14, Mon. 2025

I'm here today writing this letter on short notice of hearing about closure of Dixonville school. I moved here to Dixonville in '79. I came from a large school of 500+ students. I was a student in the larger school who was a wallflower only. Lost in the classroom, as long as I was quiet, good, but may have had some learning disabilities. I went unacknowledged. Falling in grades. We moved to Dixonville school (A small school) coming into gr. 9. Boy was I noticed. Couldn't hide. They had me learning, the marks were coming up. Confidence was rising. Graduated Gr. 12 diploma. Also did work experience in Manning in MES doing Educational Assistance for kindergarten. Married. Parents of 2 kids in Dixonville. I have had the honor and Privilege of working with the PRSD #10 for many years. (20+ yrs) as an E.A. with an E.A. Diploma. I also did extra curricular. Art club after school hours. But any students that were going to another school but lived here couldn't join because they couldn't make it back to our school in time. Now my grand children all come here to Dixonville school, a school of their choice. I volunteer here at the school. It is a beautiful school worth the weight in gold. It's worth every penny to keep it open. So many people want to see this school staying the way it is in the Dixonville Area and in the Peace Country. Dixonville school offers so much to our growing children and the people around.

Even to give us another year to see if the enrollment changes and time look at different strategies to hopefully grow our school larger in different ways. Through advertizing ways, Brochures, talking to others outside and inside our community.

I have a question:

What would happen if there could be a way to have students of choice based here. Could the buses do that in all fairness. If not why? We need more time to see the viability

Concerned; Judy and Wayne Woods



— continued —  
of this school,

I would like to see the school stay as is, present. K-9.

Busing students from K-9 has too many hours sitting on a bus with higher risks of highway hazards, which we do know can happen, and has happened. It is the children who lose out here. With the longer bus ride does mean they will most likely not be participating in a lot of extra-curriculum activities.

(girl guides, 4-H activities, craft activities, library activities + movies, Art, skating and curling). Most of these students when upon getting home have outside chores that they do, because of 4-H calves, chickens, dogs, etc... along with family time and any kind of homework that may need to be done. The stress and tiredness burden the children more with learning also.

These students who are at this school (Dixonville) are at this school, because it is their school of choice. But by busing them to another school is not. The teachers and programs that are being taught are just amazing, the best.

The education is the best. This school offers so much more than most schools. Agriculture, (Green house, gardening hands on carpentry, planting, growing, harvesting, canning, marketing, critical thinking) Forestry (building (carpentry) birdhouses, student bird feeding, analyzing different species, identification) Fisheries (hands on growing fish eggs into big enough fish to release back into the lakes to repopulate fish eco-system. Hatchery (Children learn how eggs become chicks hands on). The Public library in the school (extends to Community Activities and the Knowledge of History in this community.) The 4-H students (extends in their speeches through writing and speaking. This school is so vital to our community.

Hilroy

Dixonville School is essential in meeting the educational needs of Dixonville children while ensuring their overall wellbeing.

Peace River School Division (PRSD) states on their website “Engaging our students, staff, and public is very important to us and we believe that it takes a village to raise a child.” At the April 2, 2025 public meeting regarding the viability report for the Dixonville School, the community showed up and clearly articulated that we are a village wanting to raise our children, we are not okay with the school division moving our children to an outside community and essentially separating our children from their village.

PRSD Vision: “First choice for students: We are a dynamic learning community focusing on student success”

The Dixonville students need PRSD to stand behind their vision statement and focus on providing Dixonville students with the opportunity to continue being successful within the Dixonville School.

At the April 2, 2025 public meeting regarding the viability report on Dixonville School, many Dixonville students spoke and a majority clearly expressed that Dixonville School is their first choice school, the one where they have experienced the support needed to maximize their success. Some of the students explicitly stated that they had previously exercised their ‘school of choice’ option and attended Grimshaw School, and shortly after they returned to Dixonville School because they were much more successful and supported at Dixonville School. The Dixonville community is asking PRSD to stand behind their vision statements, allowing students to attend their first choice school, Dixonville School, and be successful within their own village of support here in their local community.

Recalling that Acts are written laws enacted by a legislative body and that the preamble in these Acts explains the purpose and the fundamental principles and values behind the Act, I’m going to briefly highlight some relevant sections in Alberta’s Children’s First Act, starting with the preamble:

Whereas the well-being, safety, security, education and health of children are priorities for Albertans;

Whereas Albertans recognize that children are the future of the province and that ensuring that every child has the opportunity to become a successful adult will benefit society as a whole;

Children’s Charter

2(1)The children’s charter must recognize the following principles:

b) that a child's familial, cultural, social and religious heritage is to be recognized and respected;

c) that needs of children are a central focus in the design and delivery of programs and services affecting children;

e) while reinforcing and without in any way derogating from the primary responsibility of parents, guardians and families for their children, that individuals, families, communities and governments have a shared responsibility for the well-being, safety, security, education and health of children.

(Children's First Act, 2019, preamble & sec 2(1))

I also want to highlight some guiding principles from the Alberta Child, Youth and Family Enhancement Act as these reflect the priorities of the government in protecting and caring for children.

### **Guiding principles**

**1.1** This Act must be interpreted and administered in accordance with the following principles:

- (a) the best interests, safety and well-being of children are paramount;
- (b) the well-being of families and communities is crucial to the well-being of children;
- (c) children benefit from
  - (i) lasting relationships with people with whom they have connections, including family, friends, caregivers and other significant individuals,
  - (ii) connections with their culture and cultural communities and opportunities to form those connections, and
  - (iii) permanent, formalized ties with people who care about them;

(Child, Youth and Family Enhancement Act, 2023)

As an Albertan, I care about our Albertan Children, who ARE the future of our province and who have the right to the opportunity to become a successful adult. More specifically, I am here to support the children that reside in and around Dixonville currently, and who will reside here in the future. Dixonville is a rural community serving many farm families and this farming culture and the strong community connections that result from living in a small rural farming community needs to be acknowledged; it would be detrimental to remove our farm-family rural

children from their local rural community and interfere with their social connections within their own community. The Child, Youth and Family Enhancement Act states that children benefit from connections with their culture and cultural communities and having lasting relationships with people with whom they have connections. (Child, Youth and Family Enhancement Act, 2023, sec 1.1(a)(ii))

The students at Dixonville School expressed that their school environment is a tight-knit community, with strong connections. The school staff understand and appreciate the rural-farm-life culture and help the students to keep connected to this via encouraging community connections within the school. The students at Dixonville School have expressed feeling like outsiders at the larger schools; this could negatively impact their sense of well-being and their ability to focus on educational activities. The parents of these students have spoken, they are the ones with primary responsibility for their children and they are requesting their children be able to continue to be educated in our own community. We are asking the PRSD board to hold the government accountable to their 'shared responsibility' for the well-being, safety, security, education and health of our children (Children's First Act, 2019, Sec 2(1)) through supporting this essential educational institution, Dixonville School, within our Dixonville community.

The existence of Dixonville School, as it currently functions serving Kindergarten through Grade 9, is essential in providing children in the community with the opportunity to become successful adults through promoting their wellbeing, health and education. The community has stepped up to show that they support and take responsibility for the children's best interest, well-being, safety, security and education; now the community is asking PRSD to collaborate with us to come up with solutions that enable Dixonville School to remain open as it currently is.

The Education Act in Alberta sets out goals, roles and responsibilities of the education system in Alberta and we read within it's preamble:

"Whereas the education of children and students is important to Alberta's prosperity and social well-being"

"Whereas students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self;

"Whereas the educational best interest in of the child is the paramount consideration in making decisions about a child's education"

(Education Act, 2012, preamble)



The education options of the children in our community need to nurture a sense of belonging and a positive sense of self, this is a shared responsibility that requires collaboration, engagement and empowerment of all partners in the education system to ENSURE that all students achieve their full potential. The Education Act is based upon the idea that the educational best interest of the child is paramount in making decisions about the child's education – it is in the best interest of the children in the Dixonville area to be able to attend Dixonville School, as it currently is, without being bused off to a different community.

A number of Dixonville student spoke at the April 2, 2020<sup>5</sup> public meeting regarding the viability of Dixonville School, and the students expressed that they feel safe, cared for and respected at Dixonville School; some of the students expressed previous experiences with larger schools whereas they did NOT feel safe, seen, and cared for. Dixonville School is serving the needs of local children and it needs to remain open in consideration of the best educational interest of the local children.

Educational success is directly linked to the overall health and well-being of the child, therefore in order to best meet the educational needs of children in this community, we need to consider the whole child and take into consideration their physical, emotional, social, spiritual and cultural needs also; and then use these considerations we need to work together to create a plan to meet these needs.

Sleep needs must be considered. Humans do not function at their best when overtired, and a child's sleep habits impact their ability to learn. According to research "sleep loss is one of the most striking problems of modern society" (Curcio, Ferrara, and De Gennaro, 2006). Sleep deprivation has various consequences such as sleepiness and impairments in neurocognitive and psychomotor skills. Experimental evidence reinforces that disrupted or poor sleep is usually followed by inefficient daytime behaviour and variability in performance. In simpler terms, lack of sleep can result in restlessness(hyperactivity), inability to focus, not being able to think clearly or logically (problem solving skills), inability to remember information or organize information and thoughts, as well as interfering with ability to emotionally regulate and interact with others. There are educational, social, emotional and physical implications of not getting enough sleep.

Additional studies found that as sleep duration increases, it offers a buffer to children against the impact of negative emotions and shyness on children's academic achievement. Short sleep durations were related to decreased academic achievement with shy students and when students displayed negative emotions. (Berger, Diaz, Valiente et. Al, 2018)

Sleep matters. Children need to get enough sleep to be able to focus on the learning that needs to happen at school and to be successful in their academic environments.

I'm going to break down sleep needs by age categories to provide additional clarity on how this relates to Dixonville School. The table shows the recommended sleep times for children based on age, how that translates into their available waking hours and the amount of time their formal school takes. I included the amount of time that would be used up if children have the 'longest' bus rides as listed in the March viability report:

Activity	Preschool (3-5)	Elementary (6-12yrs)	Jn/Sn (13-18)
Sleep needs	13 hours	10-12 hours	8-10 hours
24 hour day minus sleep	11 hours (remaining waking hours)	12-14 hours (remaining waking hours)	14-16hours (remaining waking hours)
In-school 8:30-3:30 (subtract 7 hours)	4 hours (remaining waking hours)	5-7 hours (remaining waking hours)	7-9 hours (remaining waking hours)
Bus ride, max time 1h 24 mins each direction = 2 h 48m	1 hour 12 mins (remaining waking hours)	2 hours 12 mins-4 hours 12 mins (remaining waking hours)	4 hours 12 mins – 6hours 12 mins (remaining waking hours)
Morning routine			
Breakfast			
Supper			
Bedtime routine			
Outside time			
Chores			
Extracurricular			
Unscheduled play			
Homework			
Hygiene			
Social interactions/friends			

You'll notice I left a lot of blank spaces in this table. I acknowledge that all these other things take varying lengths of time for each child, but these are also some essential parts of a child's day. This is not a complete list of activities, yet there is very minimal remaining waking time left in a 24 hour day after we take out time for sleep recommendations, school time and long bus rides. Time is precious and limited; there are a lot of things that children need to fit into their day, bus-ride time is NOT a growth/beneficial time for these kids, and as such is essentially wasted time in their days, using up their remaining available waking hour without offering value to the children's growth or wellbeing.

If we only look at children's educational needs we might think a little extra bus-ride time is not a big deal. However, the reality is, lost time in a child's day is a big deal because they have so many needs outside of their educational day that require time, and they also need adequate sleep to maximize their potential for success.

We must remember that the whole child is protected under Alberta's Children's Act. Including their well-being, safety and security and their health as well as their education.

Bus-ride times would generally increase for children to be bused to an outside community. This is a concern for time management needs for these children but also for the actual bus-ride experience. At the April 2, 2025 viability meeting, a bus driver expressed how some kids can essentially be gone from 7am-5pm and that these long bus rides are extremely hard on the children. I have personally dealt with my kindergarten and Grade 1 children being completely exhausted after their school day with the bus-ride time – and that was just to get to Dixonville! We, as a family, were already having a difficult time doing anything other than getting ready for school, eating breakfast, bus ride, attending school, bus ride, preparing and eating supper and completing bedtime routines – my public-school attending children were completely exhausted and it impacted their ability to interact with each other and everyone within the family, as well as their ability to participate in any activities (at home or extracurricular) on school days. The idea of longer bus-rides to a community that is 30 minutes farther away (from Dixonville) would intensify these challenges and interfere with children's sleep, resulting in further negatively impacting the child.

In addition to the time-specific concerns about busing it also needs to be said that bus drivers are hired to transport the children safely to and from school, they are not supervising the conversations or interactions that are happening between all the students within the bus. I personally remember being bullied on the bus for multiple years, bullying policies and good intentions alone can not guarantee protection for the children. Longer bus rides equals more opportunities for young children to be exposed to potentially inappropriate conversations and social interactions (ie bullying, or kissing on the bus) etc. I do NOT fault the drivers for this, but the reality is that they cannot monitor every child at every moment while watching the road and driving safely, which leaves the children essentially unsupervised while often tired and bored while having to sit still for long amounts of time on either side of a long school day; these circumstances can result in inappropriate interactions during busing with potential for harm to children's self-esteem or well-being. It is essential to minimize busing times for students and to protect those students from the potential detrimental impact of longer bus rides. Bus rides which would be required if all Dixonville children were being bussed to a community that is an additional 40+ km away from Dixonville Town.

With the child's education taking up 7 hours of their limited daytime hours we need to also consider what other activities need to be fit into these children's day in order to help these children to be successful.

“Free play time”: Research shows that kids need unstructured play time to benefit their executive functioning (regulating thoughts and actions in order to meet goals; planning,

multitasking, initiating goal-directed behaviours) and to predict important life outcomes – kids who spend more time in unstructured play (ie free time playing without adult direction on the play; this is NOT organized sports but child-directed play time) display better self-control and ability to meet self-directed goals. (Barker, Semenov, Michaelson et. al, 2014)

Chores: Research shows that childhood chores are the best predictors for executive function which can be linked to later successes in life. Childhood chores help kids develop greater self-worth, confidence, work ethic and empathy for others. Self-care chores included things such as laundry, cleaning up after playing, organizing their belongings, cleaning their bedroom. Family chores include things such as helping with cooking, preparing the table for a meal, washing or drying dishes or unloading a dishwasher, caring for younger siblings, cleaning the bathroom or taking a phone message. These types of family-care and self-care chores were specifically looked at, that is to say kids benefit from having chores within their family and within their own homes. (Tepper, Howell, and Bennett, 2022)

Parent Connection: Research shows that as time spent with parents increases, so do children's overall wellbeing. There is a benefit to children when they are able to spend increased amounts of time with their parents or primary caregiver; this indicates that these children benefit from time at home where they can have increased time with their parents or primary caregiver (Li and Guo, 2023).

Essentially the research shows children need to have time at home with their primary caregiver, engaging in chores and unstructured play, in order to best benefit their wellbeing, their executive function (which directly impacts their education) and their future success. PRSD needs to preserve the current functioning of the Dixonville School to minimize busing time for children and in doing so will also be maximizing these children's opportunity for healthy development by enabling them to be more engaged within their family, and freeing up precious time for these children to be able to engage in the evidence-based important activities of chores within their family and unstructured play time.

Peace River School Division website states that PRSD “views families as the key influence in a child's life, and continues to welcome their involvement” yet the current proposed options in the March 2025 Dixonville School viability report indicated PRSD would prefer to remove children from their home community and ship them to a PRSD selected school in an alternative community.

Dixonville School currently employs many of the parents of students attending the school, further enabling the childrens' parents and families to be a key influence in their own childrens' lives. Grandparents and extended families within the community are also involved within the school as volunteers or attending school-hosted community events. Dixonville School, as it

currently functions, does reflect a school that views families as a key influence in a child's life, welcoming families involvement. Sending these same children to an outside community makes maintaining family connections and key influence increasingly difficult. Dixonville community ask PRSD to stand behind their statement that they view families as the key influence in a child's life, by enabling our children to attend school in the same community where their families reside and where currently their families are very involved within their local Dixonville School.

When I reviewed the March 13, 2025 Dixonville School Viability Report I see some major concerns – NONE of the options reflect the potential of continuing to run the school as it currently operates; none of the options discuss ways to bring more students into the school and some of the data is missing in the report. Specifically, I live in the area and have 6 children, 5 of my children have attended Dixonville School in various ways throughout the years, specifically some part-time/shared schooling in the school in 2022/2023 during which time the numbers in the report indicate my children were not included in the report (the grade levels in which they were registered included 1 of my children in Grade 8 and yet zero Grade 8's were recorded in the report for that year). Currently I have 2 children enrolled in PHLC, one in Grade 2 and one in Kindergarten, these children we also not on report for this year; my three older boys attend North Star Academy Online this year (Grades 7, 8, and 10), they were also not included in the viability report (table 17). Our family prioritizes a Christian Education, which is not currently available locally, therefore we most often choose to homeschool however we remain registered with PRSD as much as is possible and have needed and accessed Dixonville School for parts of our family's educational needs. Dixonville School has been very welcoming and accommodating of our children when circumstances have arrived resulting in us having some children within the regular public schooling system. This coming September I have a child eligible for Kindergarten, yet it was announced at the April 2 meeting that there were NO children kindergarten age for next September. I am definitely concerned that if my children were missed on the report, that others may have been missed also. On observations, there are many new Mennonite children within Dixonville Community, if these children were also missed on the viability report, perhaps there would actually be a much larger potential student body in the area and many young up-and-coming potential students for the school. With such a rushed timeline from announcing a viability review until the decision date, it leaves one to wonder how much information has been missed and if PRSD has actually looked at the variety of options out there rather than just the four dire-looking options included in the viability report.

While at the public meeting discussing the viability report I was the community member that asked about children from our community being transported to Llyod Garrison School (LGS) in Berwyn. PRSD is offering Mennonite Culture (K-12) programing at other schools within the division, LGS being one of them. The Dixonville population doesn't appear to be shrinking, it appears that an increasing number of Mennonite families are moving into the area. With PRSD

already able to offer an alternative program of Mennonite culture at LGS, why haven't they explored the possibility of offering this program at Dixonville School? This could potentially bring our own communities' children, who are currently transporting to Berwyn LGS for the Mennonite culture program, back into our own local school. I implore PRSD to seek out the cultural and educational needs of the new students in the area and the students that are currently utilizing 'school of choice' options, especially at LGS which is another small-community school, and determine if offering alternative programs at Dixonville School might actually be the best option and first choice for a number of children residing in the Dixonville area.

According to table 17 in the viability report there are three children in K-4 currently choosing to be transported from Dixonville to LGS and 4 more in Grades 5-8; there is the potential to reduce travel time for these children therefore benefitting their overall wellbeing (as per sleep-needs and aforementioned research indicating additional needs to maximize children's well-being and success). As Albertans we need to care about the future of all our Albertan children because they ARE the future of our province. PRSD needs to step up and put forth some effort to truly help the students within their school board region to be successful by asking what the children need and why they are currently choosing to be bused to outside communities.

Dixonville School is a viable school. The definition of viable is "able to exist, perform as intended, or succeed"; the school is able to successfully meet the educational needs of the children in the Dixonville community and surrounding area and provide them with a safe and secure school focusing on student success. Dixonville School is able to maintain and appreciate the culture of the rural-farm-based children attending, and encourage the maintenance and development of healthy meaningful connections with these children and their families and local community members. The real question is if PRSD is willing to accurately assess the educational needs of all the children in the community and adjust the programming or initiate alternate programming within the school, to further meet the needs of the children within the community; reducing programming and shutting down the school are NOT the only options, they are simply the only options PRSD has presented in the viability report. PRSD needs to contact the families and students that reside in the area that are currently seeking out alternative education options requiring additional traveling time and determine if small changes or implementing additional alternative programming such as Mennonite culture might be able to offer better solutions. Continuous innovation, implementing new or better ideas, this is what is needed to make Dixonville School even better, NOT removing our children from our community in order to bus them to a school that is farther away.

In addition to looking into reaching out to the growing Mennonite community, there is also the potential for growth if a Nuclear power plant does become a reality, which currently appears to be very likely. Dixonville has a beautiful, well maintained school facility with many recent

renovations and repairs. This school has the potential to house more students as families move into the area in upcoming years; whereas the newly built school in Grimshaw is already at around 90% capacity and some of that is in portables, which families and students have expressed that portables don't feel nearly as safe, secure or welcoming as having students housed within a single school building. Our children 'are entitled to a welcoming, caring, respectful and safe learning environment' (Education Act, 2012, preamble). Keeping Dixonville School open means having a facility ready to accommodate new students when other buildings are at capacity. Good stewardship involves more than just budgeting for future years, in also includes considering funds already spent and maximizing the use of current facilities. Dixonville School has had \$7.3 million invested into the facility in the past 25 years; PRSD will not recover those funds via sale of, or demolition of the building, therefore good stewardship involves determining a way to maximize the use potential of the facility.

It is also important for PRSD to acknowledge that the Dixonville School currently houses the public library system and the community's playschool within its building. The Library promotes lifelong growth and learning, as well as offering a variety of educational and creative activities to students and community members. It is a safe location for children in the community to make healthy connections within the community and have access to a variety of resources and learning activities. The Playschool group works to provide young children with beneficial opportunities to prepare them for their formal education in their future. These are educationally linked public resources that function within the Dixonville School and closure of the school would further negatively impact the children in the community by removing the space in which these both operate; potentially ending their existence within the community also.

Dixonville, sitting nearly central between Manning and Grimshaw, has residents that live closer to one or the other of these communities; parents may work or shop at either of these communities. The viability report failed to state that students historically were able to choose which town, Manning or Grimshaw, in which to attend High School. My husband was one of the students who chose to attend High School in Manning. The current 'options' in the viability report fails to acknowledge that some families might prefer to send their children to Manning, yet all children would be forced to be bused to Grimshaw. Dixonville currently falls within PRSD Ward 3 and yet the school division is presenting only options to bus the students into a Ward 4 school. With some students residing closer to Manning they would be justified in requesting to attend that school, which falls within our current Ward 3, especially if their parents work there or chose to engage in business more frequently in Manning rather than Grimshaw. How would transportation cost be impacted if families desired their children to bus to Manning, a school within their current Ward 3? Could PRSD accommodate these children's school of choice? Why is Manning no longer listed as an option for these children?



The Dixonville School is the main employer in Dixonville, the Dixonville store has the potential to also employ a few people however the Dixonville store also gets some of its business from the parents and families of students that attend Dixonville School and/or are in Dixonville to volunteer or join in on a community activity happening at the school. The Dixonville School is more than just a small school, it is a central hub and the workplace of many residents in the area, bringing together residents in healthy relationships as they all work together with the goal of helping our children grow to be successful adults. According to the Child, Youth and Family Enhancement Act 1.1.6, PRSD needs to consider the health of the community as this directly impacts the well being of the children in that community. Dixonville community would be negatively impacted if Dixonville School closed down, which would impact the wellbeing (and successes) of the children in the community as well.

The rushed manner of the viability review, along with all of the above mentioned concerns and questions, leaves the public concerned that all potential options have not been explored and as such that the viability report should be accepted only as a report of information to consider moving forward in future years. PRSD should take immediate initiative to reach out to the Dixonville community members and students and determine what programming needs to be altered or implemented within the Dixonville School building to maximize its potential and to enable the Dixonville School to continue to function as a first choice for so many of the Dixonville community families and students. Rather than removing all student choice by reducing capacity or closing down the local school and forcing the families to choose options within Grimshaw, which are NOT their first choices, I implore PRSD to seek out how they can make Dixonville School better able to meet the needs of the children in the community that are not currently registered at Dixonville School; explore the option of allowing Junior High and/or High school students to take their courses online from PRSD Virtual Education Program (VEP) or through shared online programs via Paul Rowe High School, Grimshaw High School or Peace River High School, while still attending the physical school building in Dixonville. Welcome the PRSD homeschooling children use the building; Exploring the option of offering the alternative programming of Mennonite Culture within Dixonville School to meet the needs of the growing number of Mennonite children in the area (and perhaps bring in some more students desiring Mennonite culture that might live north of Dixonville and currently consider LGS to be too far of a transport); or as mentioned by Robert McLoed at the viability meeting, develop a program specifically to bring kids in who might want a specialized program not currently offered in the North.

I encourage PRSD to put a stop to the immediate rushed change via all the undesirable options listed in the March 13 Viability report, allow Dixonville School to operate as it has been for the upcoming 2025/2026 school year with potentially introducing additional programming to increase student numbers within the beautiful Dixonville School facility. I ask PRSD to seek out the needs

of students in the area and then offer programs within the school that best meets MORE children's needs. PRSD can and should take initiative to consider all children's best interest and present options that reflect caring for the entire well-being of the children served in the Dixonville community area. In acknowledgement of the funds previously invested in the Dixonville School building, I encourage PRSD to consider how to be a good steward of the building via expanding the educational services offered within this building and bringing more students into it.

I implore PRSD to, according to Policy 15, School and Program Viability 4.6.4 to 'Not proceed with any action by the Board' as presented in the March 13, 2025 viability report; rather to take action to come up with a better option to meet the needs of the children in Dixonville Community and find a way within the division to increase the usage of the school via implementing relevant alternative programming to bring more children into the school.

Thank You for Your Time and Consideration

Trista Petkus, Parent and Community Member

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To the Communications Coordinator Krista Dyck,

I am writing in concern of the closure of Dixonville school. I feel it will be harmful to the children of the community. Too early of mornings and late nights. Time spent with family is shorter. Also harmful for learning because of being tired. I have seen high school kids I know going to Grimshaw and they are falling asleep at 7:00 because so tired let alone sending kindergarten and elementary, junior high.

Myself I attended Dixonville school as a child. I was raised in the community. The school went to grade nine. I ended up quitting because of the fear of going to a different school I know other students that did the same thing. My older siblings got their high school at the Dixonville school it went to high school at that time. I ended up getting my high school from an upgrading in our Dixonville Hall.

I was at the school meeting with everyone. It seemed like things were already decided. This was just a formality. It should have been addressed way back when they figured numbers were short. Doesn't seem right to shut down a perfectly good school. Just seems like a way of getting everyone into the bigger schools and shutting little schools down. Just like the rest of the world with global agendas stuff.

Thanks

Susan Pawluski

# **FEEDBACK RECEIVED DURING THE APRIL 2 PUBLIC MEETING**



Dixonville  
School



# Dixonville School Public Meeting Record of Attendance

April 2, 2025

6:30 p.m. - 9:00 p.m.

Name

Parent, Community Member, Representative of  
Local Organization (Please Specify)

Melodee Cameron Grandparent

Aarin Sorensen Parent

Karl Sorensen Parent

Shane Kristensen Parent

Nichelle Kristensen Parent

Ben Trick Kristensen Student

Kashia Puska Parent

Robert McLeod Mayor, Town of Manning, Past Principal

Dan Archer

Brian-Jennifer Bruce community member

Trish Russell Parent

Kent Russell Parent / community member

Allie Ramer Parent / community member

Pete Ramer Parent / community member

# Dixonville School Public Meeting Record of Attendance

April 2, 2025

6:30 p.m. - 9:00 p.m.

Name

Parent, Community Member, Representative of  
Local Organization (Please Specify)

Susie Klassen Sister

Agatha Klassen Mom

Hilda Bergen caretaker

Susana Bergen caretaker / community member

Jeannette Petkus community member  
" "

Cliff Petkus

Kendal Russell ~~h/w~~ Parent

Dave Demaster Community

Jeff Turke Community Member

Brielle Russell - Student

Melissa Sorensen - Student

Allison Vandicaf - Student

Sophie Foster - Student

Carlene Flett - Student

# Dixonville School Public Meeting Record of Attendance

April 2, 2025

6:30 p.m. - 9:00 p.m.

Name

Parent, Community Member, Representative of  
Local Organization (Please Specify)

Molly Foster - student

Kayla Schug

- Local Councillor - County of Northern Lights

Richard Sticking

- CAO - County of Northern Lights

# Dixonville School Public Meeting Record of Attendance

April 2, 2025

6:30 p.m. - 9:00 p.m.

Name

Parent, Community Member, Representative of  
Local Organization (Please Specify)

DARREN KUBSTED	PRESIDENT AG. SOCIETY
Annette Kuester	Community Member
Brenda Gossink	County of Northern Lights Counsellor
Sharlane Morrison	Community member
Zoe Morrison	<del>Former</del> Former student
Susan Pawlusk	Community member
Joy Sarazen	Community member
GLADYS BRUCE	Community member
Christina McGregor	Community Member
Aimee McGregor	Parent, Community Member
Travis Brulotte	Parent, Community Member
Allen Donnelly	Parent, Community Member
Dan Bruster	Dixonville Community Library Society
Laure Flett	Community Member

ee

# Dixonville School Public Meeting Record of Attendance

April 2, 2025

6:30 p.m. - 9:00 p.m.

Name	Parent, Community Member, Representative of Local Organization (Please Specify)
Tim Klein	COMMUNITY MEMBER
Nathan Sorensen	//
Jenny Sorensen	//
Wendy Parkin	Grand parent
Mike Parkin	Grand parent
Corey Woods	Parent
Tanya Parkin	Parent
Zakira woods	Student
Waglon Parkin	Student
Abigail Parkin	Student
Walker woods	<del>Student</del> Student
IZZY	Student
GARY THESE	CNL councilor
Terry Ungarian	Reeve County of Northern Lights

# Dixonville School Public Meeting Record of Attendance

April 2, 2025

6:30 p.m. - 9:00 p.m.

Name

Parent, Community Member, Representative of  
Local Organization (Please Specify)

Dexter Petkus

Community member

Trista Petkus

Parent/Community Member

Cheryl Rogers

Community member

Candice Russell

Community member

Amanda Flett

Community Member

Hanses Moskey

Community member

Kristi King

Parent/Community Member

1. Karl Sorensen

- a. **School of Choice Legislation comments**, provided a summary of the legislation. "Our student population has pretty steadily decreased over those years." **What specific policies does PRSD have to facilitate School of Choice for parents?**
  - i. We have an AP that talks to it regarding Transportation. We don't have a board policy because it's parental choice. Really the only thing that a parent has to do is talk to the school and state that it is their choice.
- b. **Is that letter ever passed along to the Division, so that we can assess if there are common themes?**
  - i. No, we don't ask for that information at a Divisional level. We can't be in a position where we can convince parents to do something differently.
- c. Only AP we have is on the transportation end of it. AP 305: School Attendance Areas, when was the last time that that was updated? It says it was revised November, 2019. It says parents will be responsible for **transportation at their own expense**
  - i. Right now we have the bus that goes from here to Grimshaw. Grades 9-12, if there is room on the bus, then we get them on the bus.
  - ii. If they went to Peace River, then we don't have a bus that goes there, so parents would be required to transport
- d. Do we have a specific registration form for the School of Choice? Admin 304 from Parkland - 8 page document, and 2 page registration form for School of Choice.
  - i. Jeff: Because of the size of their jurisdiction, they may need to hammer that down more thoroughly. We don't have a lot of students moving through schools for School of Choice.
  - ii. Rhonda: If we put in a roadblock for families, then students can just go to Holy Family, and we have to bus them for free because of our cooperative busing agreement.
- e. **Has GPS been at capacity?** There are school divisions that can deem a school closed to School of Choice because of their population and they cannot take anymore students.
  - i. According to the government model of how many students fit in that building, we have never been at 100%, **we have been close, 90%**
- f. **PRSD has some work to do "I don't believe that Dixonville School should be the casualty of the Division's lack of policy toward School of Choice. Fix your policies."** (emotional)

2. Bryce Sorensen, Grade 9 student: I think the school should be changed to a K-6. Shared that Kindergarten students would spend a lot of their life on the bus. If you close the school, what are you going to do with it? If you sell it, you're not going to get a lot for it. The store only went for \$61,000 in 2024. The School is the heart of our community in Dixonville, Track and Field, Community Engagement and concerts. DS meets the needs of all students.
3. Travis Brulotte, parent: Projected numbers for the beginning of next year. **There was a form being sent around to confirm that our students are going to go next year. Does that number make a difference? Also asked for clarification on the clawback that may happen for overestimating student enrolment.**
4. (Didn't catch a name) Parent: Questioned the decision making involved in the original design of GPS including portables. Also questioned the safety of the portables vs. brick and mortar building.



5. **Melody Cameron:** I love this school. What happens to a kid who is shy? The EAs are great, the Library is wonderful. What are you going to do with this building? Maybe adjust the school boundaries to draw more kids to Dixonville vs. Grimshaw or Manning.
6. Dan (Dixonville Library Society): Requested clarification regarding the Joint Use Agreement, specifically the Division's responsibility to provide six months notice before ending the agreement. He stated that there are no alternate empty buildings in the community. Closing the school means closing the library.
7. Abby Parkin, Grade 7 student: If given the chance, Dixonville School could flourish...we have to think about the community. Taking away the community events would devastate the community. The library provides a place to be together. The same heart and soul is still present as was when the building was constructed in 1931. Dixonville does foster a safe and caring learning environment where students can learn and flourish.
8. Michael, student: I don't like the idea of the school shutting down because this school is a really good place and has really good teachers.
9. Kent Russel, parent: When will my questions be answered.
10. Mary, community member: Formerly taught in Dixonville for close to 40 years, also attended the school from Grade 1-11 and Valedictorian in Fairview in Grade 12. "I was just one of a number of students who went on from here who went on to receive very significant success." If the nuclear plant comes through, there would be a great chance for an increase in population as a bedroom community.
11. A Parent who was a 3rd Generation Dixonville graduate, with kids who are 4th Generation: Bussing students, especially the young ones, it's really hard on them. I like the idea of K-6. We know it would be difficult to reopen once closed.
12. Judy Woods: Can Dixonville be promoted more prominently as an excellent educational choice for families? Believed residents of Deadwood would prefer to send their kids to Dixonville. Small schools offer closeness and community. "I know it's not about the mushy stuff, and it's based on facts." The road should go both ways (DX students choosing GPS, and GPS students choosing DX). We've always had to make that choice, even though it's not our choice to send them away. If we can find a way, we may get through this.
13. Robert McLeod, Mayor of Manning, former DX principal: Spoke to the crowd. Spoke of the review that happened in 1999-2000 regarding the Jr. High program. "We were asked to assess the viability of Dixonville School. We looked and we said, is this school viable or not? Is this community viable or not?" "This could be a very special school for the gifted, or the non-gifted." "This is the heartbeat of this community. We cannot let these schools and these buildings go." We were there when Nampa was challenged. Now Speaking to the Trustees: Your job is to educate, It's not to make sure the north survives. That's our job. But that starts right here in the school. What about marketing a music program for gifted students, or math and science. It's in survival mode now but better times are coming. I believe that.
14. Sara Woods, student: I believe you are only considering money. This school is a big part of our community. It would be like taking away a baby's pacifier, the baby doesn't like it, but we don't like it. Is it really the school of our choice? ... You say learning together, success for all, but is it really learning if

you take away a big part of Dixonville's heart? Our education at Dixonville School should mean more to you than money.

15. Kristi King, parent: The money that's being taken away from other schools. I utilized school of choice and sent my kids to Grimshaw because of sports etc. My kids did not do well. We brought them back to Dixonville, and all of their grades improved. So by taking the kids in Dixonville and sending them to Grimshaw, you are going to take away from Grimshaw because they are already overworked and understaffed there.
16. Wendy Parkin: When I look at what you have brought forward, the projections come out, funding is based on projections and can't be changed, and now you come to the community, but there isn't time to respond. Give the community a year, give them time to see what they can do. See if there is a possibility to build this community and find the students.
17. Another student: K-7 I have attended this school. My opinion of this. I honestly don't care if the school closes or not, but at the end of the day, isn't the school going to close anyway. How many people would move into this town, as the years go on, the decline is going to happen anyways.
18. Terry Ungarian, County of Northern Lights: Low enrollment, less funding from the province, even if you doubled that number it wouldn't change immediately. There are some very passionate people here, Dixonville is a hamlet in CNL, so this becomes very concerning to us. I really encourage you to push the pause button on this. It's a shame we live in one of the wealthiest provinces in the country and we can't come up with enough money to keep the school afloat. It's very concerning for the County, we seen this happen in Keg River. It had a big effect on the community...At the end of the day, if the population doesn't increase then that's not good. I hear a lot of passionate people here tonight, and I stand with them.
19. Darren Kuester, resident, business owner, former Trustee: Thanks to the board for coming out and having this meeting. Karl had brought up some good points about school choice. For a long time this division fought to keep school of choice out of legislation and it didn't happen. If you sit down at the end of the day and think about what is best for that student, it's best to have them where they want to be. This board has its hands tied. There are options on the table. It's up to this community to make a difference. The community is the only people who can do anything about it.
20. Grade 4,5,6 classroom students (2): We love our school and we are very scared that it might close. We want to share why our school is important to us. 1. Our school is our second home. Our teachers know us and know us well. 2. We get more attention and support which helps us, throughout the years our assessment scores have improved. 3. Travelling to another school will take a long time, taking a bus ride every morning and afternoon will be tiring. It will also make it harder for our parents to come to events. 4. A small school allows us to have strong friendships. 5. We get to do a variety of hands-on learning projects, cooking, canning and other skills. These experiences help us learn in a fun and practical way. 6. Our school is very important to our community 7. Won't be good for the growth of our town. "We hope you listen to our voices." "Please help us keep our school."
21. Laura Flett, resident, grandparent: I know you can't run deficits. I think that we need to take the people in mind. Your deficits aren't huge. I think you could go to the Minister and ask to make allowances. Because if you close the school, you kill the community.

22. Karl Sorensen: Asked for clarification on whether the government would make a funding adjustment if enough letters of commitment from parents were gathered.
23. Bryce Sorensen: With the bussing - would you have to get new buses?
  - a. We replace about 10% of the buses every year.
  - b. Merlin: Buses are inspected every six months (Bryce: Really?!?)
24. Question clarifying the funding based on school populations and whether moving money from one school to another is a typical practice.
25. Library Representative: Highlighted special programming and a bursary for students from the library, three per year up to \$5,000 each. "That all goes away if we don't have a library."
26. Parent: Concern over bathroom schedules for young children with hour+ bus rides. Concern raised over communities that have lost schools. "How's Brownvale? How's Whitelaw?"
27. Sophie, Grade 8 student and class vice president: Dixonville is an excellent community where the school is the centre of the town. Dixonville school finds a way for each school to learn their own way. The garden would go to waste. The garden we made together has enough space to feed the community. Closing the school down would take away everything. Question: If you come from Dixonville and you have to go to Grimshaw, maybe the Dixonville School students would get pushed to the side because we aren't original. Why can't we go from here to Manning? I really want this school to stay open.
28. Travis Brulotte: Estimate for kids was 26-31, what's the process for that estimation?
29. Tim H, former student: There's a lot of emotion and passion here. I want to reinforce what Darren said. That passion and emotion can be challenged. We are going to leave here with a bunch of thoughts and ideas in our heads and some of those are conflicting . . . Don't think about next year, or tomorrow, think about way down the road...Get in touch with the powers that be - and that's way over top of these guys.
30. Tanya Parkin - If we knew our numbers have been dwindling, what has been done to stop that or change that? Recommended letting communities know that their small school is at risk, well before the viability review process is started.
31. Molly Foster, student: I want this to stay open. We may be small but we make a big impact. Shutting down the school is the worst thing you could do. Shuts down opportunities. Dixonville may become actually deserted. Heart is Christmas concerts, food drives, etc. Our school might be small, but so are diamonds. I have two types of ADHD and learning is often tricky for my mind. And I still learn what I need to know.
32. Bria Russell, Class President - memories, histories and our futures. Been here since playschool.
33. Unique programming that Dixonville offers, are there additional funding sources available?
34. Brenda Yasinski - A lot of the points I wanted to make have already been made. One last urge to the board to keep the school open one more year.
35. What are you guys doing to help us keep our kids in our community?

# COMMUNITY PETITION



Dixonville  
School

# Petition for the Review of Dixonville School Viability Report and the Peace River School Division Policies

April 12, 2025

The Dixonville School is more than just a building; it is the heart and soul of our close-knit community. The road that leads to this educational sanctuary is well-tread, born from a rich history that will soon celebrate its centennial. Yet, our cherished Dixonville School is in danger due to a viability report with incorrect numbers and outdated policies imposed by the Peace River School Division.

Dixonville School is set to turn 100 in just six short years. The history it has built over time is incalculable, marking significant milestones in the lives of families past, present and future. Having nurtured our children's minds for generations, this modest school's importance is laced within every facet of our community. Yet, a cloud of uncertainty hangs over us as we grapple with the potential loss of this historic institution.

The basis for this concerning situation lies with the question of our school's viability, as identified by the Peace River School Division through assessment reports. But we believe in the significance of accurate data. Our demand is for the Peace River School Division to revisit and revise the Dixonville School Viability Report, ensuring it reflects the true numbers and realities of our school. Improper calculations and outdated metrics must not undermine our children's right to a quality education.

Furthermore, we urge the Peace River School Division to reconsider its policies relating to school operations, specifically policies that challenge the survival of small rural schools. We propose giving our school 1 more year of operations, with no programming or staffing changes, and possible widening of the catchment area for the Dixonville School to sustain student enrollment, thereby insuring the continued operation of our community's educational lynchpin.







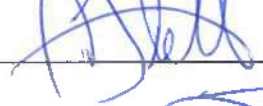




We cannot standby while our beloved school is threatened by inaccurate statistics and outdated regulations. Your attention to this matter is crucial to safeguarding the Dixonville Schools legacy and guaranteeing that our children continue to have a safe and community based educational environment.

Thank you for your understanding and support.









Sincerely,

The Community Members signed on attached pages.

**Petition for the Review of Dixonville School Viability Report  
and the Peace River School Division Policies**

<b>Name</b>	<b>Contact</b>	<b>Signature</b>
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Jennifer Bruce	780-219-0618	Jennifer Bruce
Brian Bruce	780-625-6057	

**Petition for the Review of Dixonville School Viability Report  
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**Petition for the Review of Dixonville School Viability Report  
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Tom Watson	780-219-7109	Tom Watson
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Joe Mitchell	780-219-5035	Joe Mitchell
Rebecca Russell	780-219-3948	Rebecca Russell
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Michelle Kristensen	780.814.1099.	Michelle Kristensen
Kevin Gentry	519 802 1159	Kevin Gentry
Pamela Loughhead	226-450-2594	Pamela Loughhead
LEONARD PAWLUSKI	780-625-8076	Leonard Pawlowski
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Fallen Donnelly	780-831-0018	Fallen Donnelly

**Petition for the Review of Dixonville School Viability Report  
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Brenda Jason	780 836-5703	B Jason
Kim Dechant	780 836 8777	Kim Dechant
Marjorie Brasher	<sup>2424</sup> 780 836-2424	Marjorie Brasher
Ernest Pauwode		Ernest Pauwode
Loreane McGregor		LOREANE MCGREGOR
Betty Lepchuk		Betty Lepchuk
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GLADYS BRUCE	780.971.2159	Gladys Bruce
Esther Gordon	780 625 5898	Esther Gordon

Frank Nooskey 780-836-0502 Frank N

**Petition for the Review of Dixonville School Viability Report  
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<b>Name</b>	<b>Contact</b>	<b>Signature</b>
Kathy Woods	780-617-2246	Kathy Woods
William Woods	780-618-2246	William Woods
Kiara Woods	780-617-3251	Kiara Woods
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L. Doug Kennedy	780 617 0058	L. Doug Kennedy
LESLEY KENNEDY	780-219-7825	Lesley Kennedy
Derek Lukac	780-864-8975	Derek Lukac
SUSAN SIEMENS	780-926-1018	Susan Siemens
Jeanette Bonnah	780-625-1387	Jeanette Bonnah
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Cheryl Rogers	780-971-2026	Cheryl Rogers
Barto Varchleaf	780-953-4511	Barto Varchleaf

Petition for the Review of Dixonville School Viability Report  
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Name	Contact	Signature
Brian Russell	780 971-2506	Brian Russell
Wanda Russell	780 971-2506	Wanda Russell
Stephan Forget	780 219-6460	Stephan Forget
Crystal Lambert	780 626-4968	Crystal Lambert
Community members who were not available		
to sign but still wanted to have their names		
included & to show support. Communications of this		
can be provided.		
Kathy S. Woods		
Lee Woods		
Donna Amos		
Robert Amos		
Trista Petkus		

Ross Kinden 780-618-5587 *Ross Kinden*  
Jackie Wald 780-625-4919 *Jackie Wald*  
Tom Woods 780-625-8750 *Tom Woods*

*Tom*