



Livingstone Range School Division

Annual Education Results Report

2018-2019

Three-Year Education Plan

2019-2022



Livingstone Range
SCHOOL DIVISION NO. 68





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Accountability Statement

The Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Livingstone School Division (LRSD) were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

LRSD has embarked upon a strategic plan designed for all students to have success. This document is designed to keep school communities informed of the direction our division is committed to following and reflects an ongoing contribution from the Board of Trustees, Division Office leaders, school based administrators, teachers, support staff, parents, and students.

In support of our vision "To be leaders in providing quality education to rural students in a dynamic learning environment", LRSD has established three WIG's (Wildly Important Goals) as part of our strategic plan to ensure students are well prepared for the future:

1. Leadership
2. Academics
3. Culture

The Board approved this combined Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan for 2019-2022 on November 27, 2019.

[original signed]

Lori Hodges
Board Chair

Foundation Statements

Vision

To be leaders in providing quality education to rural students in a dynamic learning environment.

Mission

To develop critical thinkers and lifelong learners who become contributing citizens. This will be accomplished through consistent delivery of high quality programming and teaching that is responsive to diverse student needs and interests in an inclusive environment.



Core Values

LRSD models and promotes a safe and caring environment of mutual respect within the education community. Accountability for excellence in student achievement is supported by the following behaviours:

- Transparent and effective communication;
- Collaborative decision making;
- Commitment to success and achievement;
- Recognition and celebration of accomplishments.

Guiding Principles

- Decisions must be student centered.
- Decisions must take into account our rural geography.
- Schools and communities must work collaboratively to provide the best quality educational opportunities for students.
- Decisions are best made closest to the child through site-based decision-making.

- Decisions reached must be affordable now and sustainable in the future.
- Equitable access to programming opportunities for students within their communities.
- Program delivery must be flexible and responsive to student needs.
- Accountability must be built into every decision.
- Decisions must reflect board policies.

Stakeholder/Community Involvement

The Board of Trustees of LRSD believes strongly in involving all stakeholders in the planning and reporting process; most importantly parents, students, staff, and communities. The Board has an Assurance Framework Policy that clearly articulates the need for transparency, collaboration and full parental, student and staff involvement throughout this process. Schools within our jurisdiction are expected to:

- Review data with their School Councils and School Staff;
- Review and revise school-based Annual Education Plans.
- Display 'scoreboards' in the school highlighting school priorities and progress

Publication

Information included in the Results Report and Three Year Plan will be communicated to parents and the public on the Livingstone Range School Division website at <https://www.lrsd.ca/our-division/aerr-3-year-plan>, and at School Council Meetings.

Information to determine the progress in LRSD was primarily gathered through the use of:

- Data obtained from our 14 community schools and 13 Hutterite Colony Schools from the 2018-2019 school year
- Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2018-2019 school year
- OurSCHOOL Surveys administered to students (Grades 4-12)
- OurSCHOOL Surveys administered to parents in select schools
- LRSD Schools' Three-Year Plans
- Schools' Annual Education Results Report (2018-2019)

Progress towards achieving provincial and local goals in the Education Plan was measured using designated performance measures and educational indicators developed by the school board, division office personnel, and school administrators.



Profile of Livingstone Range School Division

Where the prairies meet the Rocky Mountains in southwestern Alberta, Livingstone Range School Division provides quality education to rural students in a dynamic learning environment. Our Division is home to 14 schools and 13 Hutterite Colony schools in 8 distinct communities. The Division serves a population of approximately 25,000 and spans a distance of over 100 kilometers from Fort Macleod in the East, to the Crowsnest Pass in the West, and a distance of over 300 kilometers from Nanton in the North, to Waterton in the South.

There were 3,596 (3,453 Full Time Equivalent) during the 2018-2019 school year, with an operating budget of approximately \$53 million.



The School Division is bordered by two First Nation communities, Kainai (Standoff) and Piikani (Brocket). While both of these communities have their own education systems that are federally funded some students choose to attend schools in LRSD. In addition to those students that attend school from the reserve, LRSD also has numerous self-identified First Nation students that live in the local communities.

Livingstone Range School Division has a close working relationship with the two First Nation school boards located in the area. These strong foundations have allowed the division to develop positive First Nations cultural awareness in its schools. This process has led to a positive approach to developing strategies to meet the educational needs of the FNMI population in LRSD schools. Indications of success in this area are highlighted by the increase in the number of students completing high school although challenges still exist requiring LRSD schools to be innovative and supportive in efforts to improve student success.

The economy of the area is predominantly agriculture/ranching based with mining, wind energy and the oil and gas industry also providing employment. Some agricultural processing, service industry, and light manufacturing is present in the area. Many of the rural communities have experienced population decline in past years, and this trend is forecasted to continue into the foreseeable future. This makes it a challenge to offer comprehensive programs and services in some communities.

In many of our rural schools the number of students per grade is small which has necessitated some combined classes and multi-graded classrooms. Furthermore, school subjects are often cycled in multi-graded classrooms, which results in students writing exams a full year after completing the course. Given this interval, it is understandable that achievement data may fluctuate from year to year depending on the cycle. High schools with low enrolment often have to combine classes in order to offer courses.

Due to our small numbers staff are able to build strong professional relationships with students and ensure they have more individual attention and assistance.

LRSD is dedicated to provide the same learning opportunities in small schools as in our larger sites. To accommodate this desire LRSD has implemented strategies that will allow all students to have equitable access to a variety programs. These strategies include:

- Dual credit opportunities
- Video-conferencing
- CTS programs that allow for the movement of equipment and teacher from location to location
- Utilization of teacher expertise in a variety of locations
- LRSD Virtual School
- Partnership with other rural boards (Alberta Open Learning Consortium) to offer programs that will meet the needs of all schools and students.

In 2019-20 LRSD implemented the Enhanced Learning Model, a partnership with Wolf Creek School Division to ensure that our high school students have equitable access to high quality learning opportunities.





Trends & Issues

- Continued collaboration with stakeholders and communities is necessary to strengthen First Nations, Métis, and Inuit education programs, policies, and initiatives. FNMI students make up about 10% of the LRSD student population.
- The Piikani Board of Education has increased the requirements for Piikani students to access post-secondary funding. LRSD serves many Piikani students who will be impacted by this decision.
- Using technology effectively to enhance student achievement and engagement.
- The lack of reliable internet in many rural communities throughout our school division is an ongoing concern for some students to complete assignments and access course content outside of school facilities.
- Continuing to collaborate with school jurisdictions to expand learning opportunities and increase student experiences and to offer a breadth of programming.
- Supporting the increased number of students who present with complex learning, social-emotional, behavioural and medical challenges. Providing mental health supports in schools, building capacity in staff and students effectively removing barriers to student success.
- Continuing partnerships with the SouthWest Regional Collaborative Service Delivery (SWRCSD), Bow River RCSD (BRCSD) as well as Alberta Health Services to support students with complex needs.
- Increasing early intervention strategies and wrap around support services to reduce the achievement gap that exists in those beginning school.
- Professional development to continue preparing teachers and administrators for the new standards (Teaching Quality Standard, Leadership Quality Standard).
- Ensuring student achievement results consistently meet provincial standards in all schools.
- Improving provincial achievement results for students in Grade 6 and 9. Improving standard of excellence on Provincial Achievement Tests and Diploma Examinations.
- Many children have left the school division boundaries to attend Christian based schools.
- Many parents have chosen to homeschool their children with a provider that is from a distance. Several of these home school students are choosing a Christian based provider. LRSD has taken a more robust approach to attract homeschool families living within our boundaries to access LRSD as their homeschool provider. As a result, our homeschool numbers are continuing to increase.
- Approximately 10% of the LRSD student population is ELL learners.
- A significant concern for the Board is the anticipated continued deficit in Transportation funding. Costs exceeded revenues in 2017-18 by \$289,902 and \$392,582 in 2018-19.



Summary of Accomplishments & Celebrations

- Safe and Caring results improved and remain high.
- Maintained results measuring a broad range of programming options for students.
- Education quality remains high.
- Citizenship increase has been steady over the past three years.
- Work preparation remains high.
- Parent involvement results in the past three years remains high.
- Livingstone Ski Academy numbers continue to increase. The school has grown from 170 K-12 students four years ago to over 250 students today.
- FACES summer program has grown to over 400 students since inception and now operates 10 summer sessions. Great parental and student feedback is shared each year on the experience.
- High numbers of teachers express great satisfaction with the support provided to them from the Behaviour Support Team and the Numeracy Lead Teacher.
- First Nations students feel a strong sense of belonging in their respective schools.
- OurSchool survey results indicate that First Nations students strongly value education.
- Hockey Academy exists in MHHS and JTF.
- School improvement results have steadily increased in the past three years and remains high.
- Diploma exam results have improved with LRSD students achieving greater than the provincial average in ELA 30-1, ELA 30-2, Soc 30-1, Soc 30-2 and Math 30-2.
- Numerous LRSD students participate in Regional Skills competitions with many moving on to Provincial Skills events. One student won Provincial Gold for Hairstyling this past year.

LRSD Wildly Important Goals (WIGs), Outcomes, & Strategies

LEADERSHIP

Every student and staff member recognizes that their contributions help make their school and the division a better place.

Leadership Outcomes

- Everyone recognizes the value of their contributions to the school and the division
- Students and staff feel empowered to use their skills and talents to help improve their school and the division
- Structures are in place to involve and support students in school improvement efforts
- Increased number of employees are prepared and ready for new leadership opportunities
- Staff and students participate in distributed leadership opportunities

CULTURE

Every student and staff member recognizes that they are responsible for positive change.

Culture Outcomes

- Students are empowered with leadership and life skills needed
- Reconciliation is occurring through learning about First Nations, Metis and Inuit history, culture, languages, contributions and perspectives
- Students are engaged in giving back to their community
- Innovation and place based education initiatives are supported
- Students feel an increased sense of belonging
- Our schools are viewed as safe and caring spaces
- Student and staff wellness is a priority

ACADEMICS

Educators empower students to lead their own learning.

Academic Outcomes

- Students will have access to enabling, flexible, and rigorous learning environments
- Students are enabled to set, own, and achieve their academic goals
- Schools have structures in place to support all students in being successful
- Enhanced partnerships with parents and community members exist
- Students complete high school making successful transitions to lifelong learning, careers, and active citizenship.



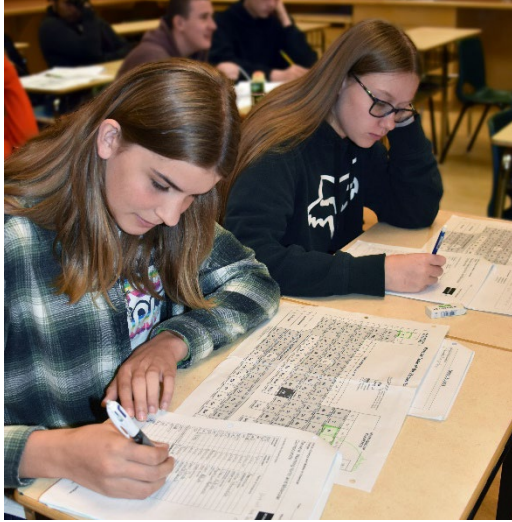
Accountability Pillar Summary

2018-2019

Measure Category	Measure	Livingstone Range Sch Div			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.0	87.7	87.6	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	75.4	75.1	74.3	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	87.8	88.6	88.6	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	4.5	3.6	2.6	2.6	2.3	2.9	Intermediate	Significantly Declined	Issue
	High School Completion Rate (3 yr)	75.3	75.1	78.9	79.1	78.0	77.5	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	68.5	69.4	70.4	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	18.0	15.6	15.8	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.0	85.6	86.2	83.7	83.0	83.0	Intermediate	Declined	Issue
	Diploma: Excellence	14.0	10.4	15.4	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	35.5	39.6	39.7	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	58.9	59.2	57.2	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	55.5	54.3	55.4	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	78.3	79.6	79.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	82.7	81.5	80.7	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	81.1	82.0	79.6	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	78.0	76.1	77.7	81.0	80.3	81.0	High	Maintained	Good

Accountability Pillar Summary - FNMI 2018-2019

Measure Category	Measure	Livingstone Range Sch Div (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	7.8	5.0	4.7	5.4	4.8	5.6	Low	Maintained	Issue
	High School Completion Rate (3 yr)	44.2	50.7	56.6	56.6	53.3	52.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	35.0	33.3	36.9	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	2.3	0.8	2.5	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.8	89.6	80.1	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
	Diploma: Excellence	7.7	6.3	5.5	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	10.2	10.9	11.9	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	43.8	40.6	29.5	37.1	35.9	34.0	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.9	28.3	31.5	34.2	33.0	32.8	Low	Improved	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



OUTCOME 1

Alberta's Students are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.1	70.5	69.4	68.5	69.5	69.0	Low	Maintained	Issue	70.0	70.5	71.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.2	14.7	15.6	18.0	13.9	18.0	Intermediate	Maintained	Acceptable	16.0	16.5	17.0

COMMENTS ON RESULTS

- Further investigation into these results indicate that the main areas of concern are lower than expected achievement in Math 6 and Science 6 as well as ELA 9 and Math 9. As a result, many of the strategies listed below are focused on improvement in these areas. We are continuing to work on building our staff capacity in numeracy as one of our main priorities in 2019-20.

LEAD MEASURES (STRATEGIES)

- All staff participate in the Divisional Day math presentation with Nat Banting.
- The numeracy lead teacher will meet individually with and continue to support each grade 6 and 9 math teacher in 2019-20 whose results are not at expectations. Instructional strategies as well as understanding the data and the context will be the focus of these meetings.
- School based numeracy lead teachers will continue to meet regularly throughout the year to build capacity.
- Teacher Mentorship Program to be expanded over a two-year period and will include specific sessions on Numeracy and Literacy for our new teachers.
- The numeracy committee will model and support the implementation of small group instruction in mathematics classrooms to differentiate instruction within an inclusive framework.
- Inter-School Collaboration Days will continue in 2019-20 allowing teachers of various subject areas the opportunity to meet and build capacity in the four core areas of instruction.
- School Numeracy lead teachers will lead/facilitate PD sessions at jurisdictional sessions and within their respective schools on an ongoing basis.
- Professional development focused on increasing understanding of K&E identification, programming, and assessment will occur.
- The Numeracy Lead will model and support the implementation of Number Talks into K-9 classrooms to develop computational fluency.

- The Behaviour Support Team will continue to provide assistance around classroom management, individual behaviour observation, strategies and capacity building to provide students & teachers with an improved learning environment.
- Professional development focused on Balanced Literacy.
- Staff will build capacity in using a literacy benchmark.
- Staff will build pedagogical capacity in concept-based understanding.
- Staff will utilize a data dashboard in determining school/classroom strengths and gaps.
- Senior Administration will schedule regular check-ins with schools to follow up with school plans, provide support, resources and guidance as necessary.

LAG MEASURES (EVIDENCE OF SUCCESS)

- All staff in attendance at Divisional Day will attend a numeracy session presented by Nat Banting on Aug. 30, 2019.
- 100% of Grade 6 & 9 math teachers whose results are not at expectations receive support through the Numeracy Lead Teacher by June 30, 2020.
- 90% of school based numeracy lead teachers regularly participating in Numeracy Lead Meetings by June 30, 2020.
- 90% of new teachers participating in the numeracy and literacy session for Teacher2Teacher by November 30, 2019.
- 25% of teachers using the small group instruction framework in their classroom as identified on teacher survey in Spring 2020.
- 25% of teachers using an identified strategy on a regular basis to build computational fluency in their classroom as identified on teacher survey in Spring 2020
- 60% of Grade 6 and 40% of Grade 9 students who write will achieve the acceptable standard on Part A of the Math Provincial Achievement Test by June 30, 2020.
- 3 full day sessions on ISCDays specific to numeracy and literacy.
- 72% of Grade 6 and 62% of Grade 9 students who write will achieve the acceptable standard on the Math Provincial Achievement Test by June 30, 2020.
- 10% of Grade 6 and 15% of Grade 9 students who write will achieve the standard of excellence on the Math Provincial Achievement Test by June 30, 2020
- 25% of K-6 staff attend a professional learning event regarding Balanced Literacy
- 100% of K-6 schools will provide literacy benchmark data
- 75% of teachers in K-4 will be comfortable with Concept Based Pedagogy as identified on a teacher survey in Spring 2020
- 25% of teachers will leverage a data dashboard in their classroom as identified on teacher/administrator survey in Spring 2020

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.2	86.7	85.6	81.0	83.4	83.0	Intermediate	Maintained	Acceptable	84.0	85.0	86.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.5	15.4	10.4	14.0	15.5	15.0	Intermediate	Maintained	Acceptable	16.0	17.0	18.0
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	75.0	81.8	79.8	75.1	75.3	78.0	High	Declined	Acceptable	76.0	77.0	78.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	2.1	2.2	3.6	4.5	3.0	Intermediate	Declined Significantly	Issue	3.0	2.8	2.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	57.2	57.6	54.3	54.3	55.5	55.0	Intermediate	Maintained	Acceptable	56.0	56.5	57.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	58.1	54.3	59.2	58.9	60.0	Intermediate	Maintained	Acceptable	60.0	60.5	61.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.2	42.5	36.9	39.5	35.5	40.0	Low	Declined	Issue			

COMMENTS ON RESULTS

- Further investigation of results indicate that the dropout rate is higher due to a number of students starting grade 10 with LRSD but moving out of province or country thus not showing high school completion within 3 years of entering grade 10. LRSD normally has very strong results in this area but given the high transience of these students the results this year were unusually low. We will continue to monitor this focus area to see if there are any trends forming or if this result was a one-time occurrence.
- A number of LRSD students pursue the trades where the requirements for post-secondary do not include a 30 level math or science course. This may be a reason for lower than provincial average in those grade 12 students writing four or more diploma exams.

LEAD MEASURES (STRATEGIES)

- LRSD will maintain a team of three Career Practitioners who will continue to:
 - Facilitate Post-Secondary Trips and Fairs
 - Hold 1-1 meetings for transition planning for all Grade 12 students
 - Provide personal coaching for high school completion
- Continue to support students working toward high school completion through 2 Divisional Off-Campus teachers who oversee Work Experience/RAP/Green Certificate.
- Increase the level of Family School Liaison Counseling time available to students in our Division.
- Inter-School Collaboration Days will continue in 2018-19 allowing teachers of various subject areas the opportunity to meet and build capacity in the four core areas of instruction.
- Implementation of the Enhanced Learning Model (ELM) to support students in achieving higher diploma exam results.
- Diploma preparation programming (Rock the Diploma) will be provided to all students writing a 30 level diploma exam in 2018-19.
- Sr. Admin. will schedule regular check-ins with schools to follow up with school plans, provide support, resources and guidance as necessary.

LAG MEASURES (EVIDENCE OF SUCCESS)

- Number of high school students meeting with Career Practitioners to develop individual plans for graduation by June 30, 2020.
- Overall student attendance improves by June 30, 2020 compared to the previous year due to increased student access to support.
- Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results) (AE) by June 30, 2020.
- Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results) (AE) by June 30, 2020.
- 70% of Diploma Exam students will participate in Rock the Diploma Exam Prep offerings by June 30, 2020.
- Our school survey results indicate a reduction in the levels of anxiety and depression in our students.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.5	79.6	81.0	81.5	82.7	82.0	Very High	Improved	Excellent	83.0	83.5	84.0





OUTCOME 2

First Nations, Métis, and Inuit Students in Alberta are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	36.0	41.4	33.3	35.0	39.5	36.0	Very Low	Maintained	Concern	41.5	42.0	42.5
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.9	2.9	0.8	2.3	2.7	2.5	Very Low	Maintained	Concern	3.0	3.5	4.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	64.4	86.4	89.6	78.8	66.2	79.5	Very Low	Declined	Concern	68.2	69.0	70.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.1	6.1	6.3	7.7	12.3	8.0	Low	Maintained	Issue	13.0	13.5	14.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	40.4	68.7	50.5	50.7	44.2	51.0	Very Low	Maintained	Concern	45.0	47.0	50.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	8.6	2.1	7.1	5.0	7.8	4.0	Low	Maintained	Issue	5.0	4.5	4.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.1	36.4	29.8	28.3	44.9	29.0	Low	Improved	Acceptable	32.0	35.0	37.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	22.9	25.0	40.6	43.8	35.0	Very Low	Improved	Issue	44.0	45.0	46.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	2.9	14.3	10.6	10.9	10.2	11.5	Very Low	Maintained	Concern	11.0	11.5	12.0

COMMENTS ON RESULTS

- Approximately 10% of our student population is First Nations, Metis and Inuit. We are working closely with both Kainai and Piikani on the creation of new Education Services Agreements.
- When reviewing the achievement data it becomes very clear that First Nations, Metis and Inuit students are not finding success in the provincial learning agenda at the same rate and to the same degree as non-indigenous students.
- An Elder in Residence support person has been implemented in 3 of our 4 schools with higher FNMI populations. A Success Coach has been in place in the other school. We believe these supports will help our FNMI students complete high school and will help students in the coming years be more successful in school.

LEAD MEASURES (STRATEGIES)

- LRSD FNMI Success Coordinator will continue to work with teachers and leaders to build capacity in the new TQS requirements; specifically #5 where teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.
- Increase student engagement through cultural visibility and practices in schools.
- Increase Indigenous History, Culture, and Ways of Knowing in classrooms.
- Increase opportunities for teachers and leaders to learn from each other through ongoing professional development structures – FNMI Staff Working Committee, Inter School Collaboration Days, data sharing and collaboration meetings between schools and school divisions.
- Increase parental engagement in their child’s academic goals through school identification and tracking of Indigenous students progress and needs.
- Increased use of Indigenous knowledge systems in classrooms (land, elders, language, relationships)
- Sr. Admin. will schedule regular check-ins with schools to follow up with school plans, provide support, resources and guidance as necessary.

LAG MEASURES (EVIDENCE OF SUCCESS)

- Number of PD sessions offered by our FNMI Success Coordinator designed to build teacher and principal capacity by June 30, 2020.
- Increased participation of First Nations, Metis and Inuit students in education, as indicated by increased attendance from 83% to 85% by June 2020; Increase in high school completion rate by 2% by June 2020.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the PATs from 39.5% to 41.5% by June 30, 2020.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the DIPs from 66.2% to 68.2% by June 30, 2020.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the PATs from 2.7% to 3% by June 30, 2020.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the DIPs from 12.3% to 13% by June 30, 2020.



Outcome 3

Alberta has Excellent Teachers, Schools, & School Authority Leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	71.7	72.9	74.8	75.1	75.4	75.5	Intermediate	Maintained	Acceptable	77.0	77.5	78.0

COMMENT ON RESULTS

- LRSD is committed to continual growth in working with staff, students, and stakeholders to ensure a welcoming, caring, safe, and respectful learning environment. A concerted effort has taken place in the last few years to increase the number of educational opportunities for students in LRSD by offering an increased number of courses available for students .
- To increase the courses available schools have implemented hockey academies, synergy groups, passion projects, Trickster Theatre, Drumming groups and Experiential Learning Days & Weeks
- The Division Virtual school provides increased opportunities for students to participate in language programs that otherwise may not be available in their school.
- Increased opportunities for extra-curricular sports have occurred in a number of LRSD schools as schools have responded to expressions of student interests.
- LRSD has increased opportunities for elementary schools to be introduced to friendly competition through hosting jurisdictional tournaments in triple ball, basketball, and track and field.
- LRSD hosts an annual art gala to support and champion student’s artistic endeavours.
- The FACES summer school program has grown from 17 students to over 400 students in recent years with 10 sessions running throughout the summer.
- LRSD supports student voice through the Regional council of Student leaders who develop projects based on their schools data to support academic achievement and the health and wellness of their peers.
- LRSD has recently implemented many dual credit opportunities with several post-secondary institutions allowing students to earn high school credit at the same time as post-secondary credits.

LEAD MEASURES (STRATEGIES)

- Continue working with the Wisdom and Guidance Council to support the development of a Land Based Education opportunity.
- Continue to collaborate with neighbouring school jurisdictions (Kainai Board of Education/Piikani Board of Education) to expand learning opportunities and increase First Nations experiences and to offer a breadth of programming.
- Increased Dual Credit opportunities will be offered to LRSD students.
- Continued promotion of LRSD Art Gala.
- Continued involvement in the Film Festival.
- Mountain Biking and Outdoor Pursuits programs implemented at CCHS & Livingstone Schools will continue.
- JTF and MHHS will continue with Hockey Academies.
- Ongoing Technology Research & Development projects will take place.
- Continue to offer Virtual School courses in core and optional areas like second languages.
- Greater promotion and awareness of the opportunities available in this area to students and parents by school and division communications staff.
- Implementation of the Enhanced Learning Model (ELM) will allow students more access to instruction in a wide variety of course offerings.
- Crowsnest Pass schools will continue with community conversations around education focusing on innovative ways to create meaningful learning experiences for students in the Crowsnest Pass.
- Schools not currently offering art, drama, music, or second languages will seek innovative ways to expand course offerings to students.

LAG MEASURES (EVIDENCE OF SUCCESS)

- Land Based Education program created in 2019 for operation in the summer of 2020.
- Number of students accessing Dual Credit opportunities by Feb. 28, 2020
- Maintain the current number of entries in art gala by October 31, 2020.
- Increase the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education from 75.4% to 77% by June 30, 2020.
- 70% of Diploma Exam students will participate in Rock the Diploma Exam Prep offerings by June 30, 2020.
- Diploma Exam results will increase for both Acceptable and Standard of Excellence by June 30, 2020.
- By April 30, 2020 a plan will be developed to meet the educational needs of students attending school in the Crowsnest Pass.



Outcome 4

Alberta's K-12 Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.7	86.8	88.2	87.7	89.0	89.0	Very High	Improved	Excellent	89.5	90.0	90.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.1	88.5	88.8	88.6	87.8	89.0	High	Maintained	Good	88.0	88.5	89.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.2	79.8	78.4	79.6	78.3	80.0	High	Maintained	Good	80.0	80.5	81.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	62.7	65.4	68.6	70.1	70.7	70.5	n/a	n/a	n/a	71.0	71.5	72.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.1	77.4	79.5	82.0	81.1	82.5	High	Maintained	Good	81.5	82.0	82.5
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.5	80.7	76.3	76.1	78.0	77.0	High	Maintained	Good	79.0	80.0	81.0

LEAD MEASURES (STRATEGIES)

- Communications Coordinator will work with schools on ways to increase promotion of their school plans and priorities to the public. Part of this work will involve the creation of school promotional videos.

LAG MEASURES (EVIDENCE OF SUCCESS)

- 100% of schools will post their school improvement plans to their websites and each school will have a scoreboard to display their priority areas and progress summary by Jan. 31, 2020.
- Increase the percentage of teachers, parents and students indicating that their school and schools in the jurisdiction have improved or stayed the same the last three years from 78% to 79%.
- Three school promotional videos will be created by May 31, 2020.



Summary of Financial Results

The Audited Financial Statements for LRSD, for the period ended August 31, 2019 reflect operating revenues of \$54,199,484 and operating expenditures of \$53,667,831 resulting in an operating surplus \$531,653. (See accompanying tables.) The Audited Financial Statements 2018-2019 can be found online at <https://www.lrsd.ca/download/233812>.

For this same period, unrestricted net assets decreased by \$264,444 to \$397,173, operating reserves decreased by \$1,944,264 to \$2,814,425, capital reserves increased by \$2,327,224 to \$2,438,690 and investment in tangible capital assets increased by \$413,137 to \$6,920,059. This leaves the Board with an Accumulated Surplus of \$12,570,347 as of August 31, 2019.

Gross revenue from School Generated Funds totaled \$1,043,941 with related expenses of \$1,125,601 to generate those funds resulting in a net amount of (\$81,660). The net sources of these funds were fundraising (\$7,680), non-instructional student fees (\$34,134), donations and grants (\$22,266), and miscellaneous (\$17,759).

Uses of these Net School Generated Funds totaled \$55,996 resulting in a net decrease in Unexpended School Generated Funds of (\$137,656) to a closing balance on August 31, 2019 of \$1,640,102. The following table reflects the historical comparison of spending on a per-student basis for Livingstone Range School Division:

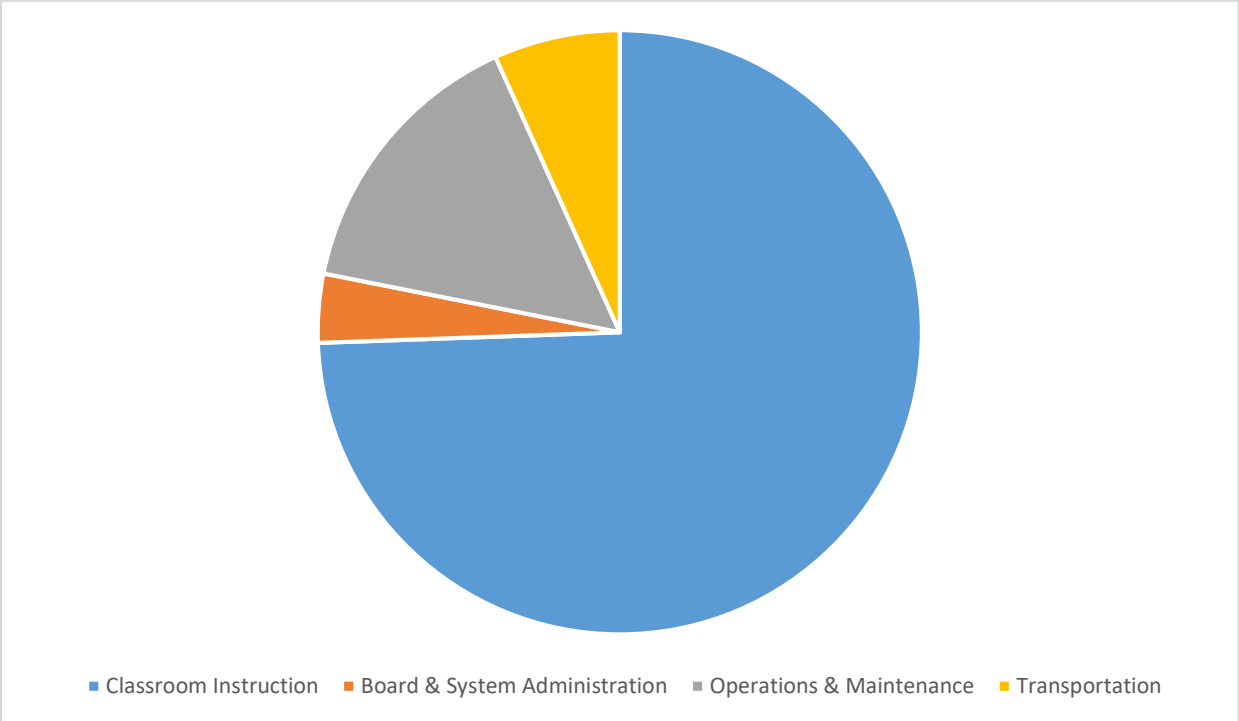
Year	Enrollment	Instructional Spending Per ECS - Grade 12 Year / Student	Support Services Spending Per ECS - Grade 12 Year / Student
2018-2019	3,453.25	\$11,603.63	\$3,982.75
2017-2018	3,448.25	\$11,777.51	\$4,027.57
2016-2017	3,456.25	\$ 11,351.19	\$3,908.93
2015-2016	3,384.00	\$ 11,057.98	\$3,552.77
2014-2015	3,385.50	\$ 11,214.10	\$3,426.36
2013-2014	3,445.50	\$10,521.03	\$3,468.23
2012-2013	3,499.75	\$10,266.12	\$3,413.11
2011-2012	3,605.25	\$10,254.86	\$ 3,505.93
2010-2011	3,659.50	\$ 9,627.14	\$ 3,822.43
2009-2010	3,777.00	\$ 9,659.85	\$ 3,251.14
2008-2009	3,785.00	\$ 8,847.96	\$ 3,056.80
2007-2008	3,845.00	\$ 8,574.98	\$ 3,071.15
2006-2007	3,901.00	\$ 7,513.96	\$ 2,813.68
2005-2006	4,095.00	\$ 7,292.00	\$ 2,591.22
2004-2005	4,195.00	\$ 6,954.48	\$ 2,355.58
2003-2004	4,337.00	\$ 6,368.74	\$ 2,302.12
2002-2003	4353.00	\$ 6,436.49	\$ 2,161.08

Copies of the 2018-2019 Audited Financial Statements for LRSD are available at www.lrsd.ca (About, LRSD Results and Reports, Financial and Capital Reports). Additional information on school-generated funds and their uses can be found in the Audited Financial Statements. The web link to the provincial roll-up of jurisdiction AFS information is [Alberta Education and School Jurisdictions Financial Statements](#).

Final Expenditure Summary by Program

FOR THE PERIOD SEPTEMBER 1, 2018 - AUGUST 31, 2019

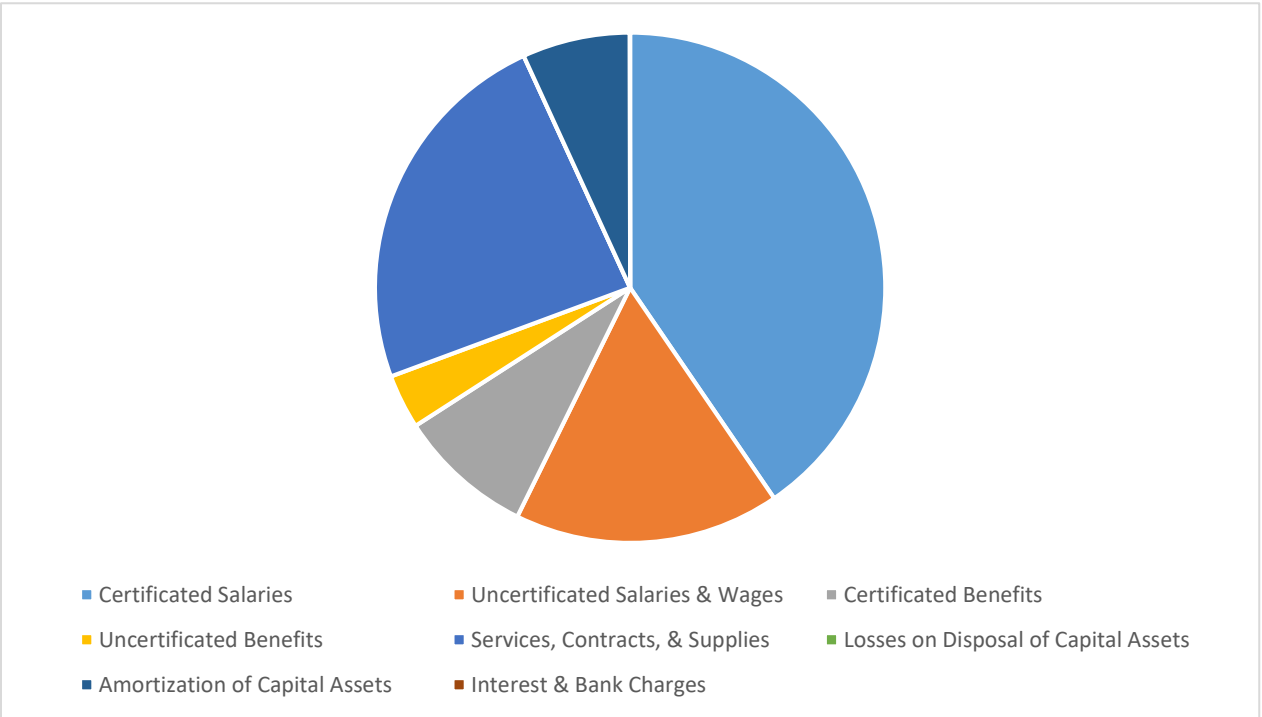
Expenditure	Total Category Expenditures	% of Total Expenditures
Classroom Instruction (ECS - Grade 12)	\$39,954,214	74.44%
Board & System Administration	\$1,973,967	3.68%
Operations & Maintenance of Schools	\$8,121,351	15.13%
Transportation	\$3,618,299	6.75%
Total Expenditures	\$53,667,831	100.00%



Final Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2018 - AUGUST 31, 2019

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,705,700	40.45%
Uncertificated Salaries & Wages	\$9,039,406	16.84%
Certificated Benefits	\$4,623,115	8.61%
Uncertificated Benefits	\$1,849,669	3.45%
Services, Contracts, & Supplies	\$12,770,594	23.80%
Losses on Disposal of Capital Assets	-	0.00%
Amortization of Capital Assets	\$3,665,852	6.83%
Interest & Bank Charges	\$13,495	0.02%
Total Expenditures	\$53,667,831	100.00%



Summary of Capital and Facilities Projects

NANTON SOLUTION PROJECT – MODERNIZATION OF J.T. FOSTER SCHOOL

The number one priority on the LRSD Facility Plan is the modernization of the J.T. Foster School.

Originally the number one priority was a Nanton Solution that would potentially see both schools in Nanton modernized. Through the events that will be identified below it was determined that it was in the best interest of the division to modernize J.T. Foster now and A.B. Daley at a later date. A.B. Daley is in good condition and functions very well as compared to J.T. Foster and other schools within the division.

The planning for this project commenced in June of 2015 when a community discussion was held in Nanton in order to gather feedback from community members on what they value and prioritize for future programming and potential partnerships opportunities.

Structural and electrical reviews were completed to gain a greater understanding of the facilities condition and potential limitations in planning a future modernization.

The year 2016 realized further community discussions on the values and priorities for the future of Nanton Schools. This event was well attended and provided valuable information to be used in a value management session.

In April of 2016 a value management session organized by Alberta Education through an independent facilitator was held in Nanton to further discuss the future of Nanton schools. Participants invited to this meeting were representatives from Alberta Education, Alberta Infrastructure, Architects, Cost Consultants, Town Representatives, Representatives from Community Organizations, School Principals, School Council Chairs, LRSD Trustees from ward 1, LRSD Senior Management and LRSD Facilities Personnel. The intent of the meeting was to take information from the community discussions, past facility studies and other relevant information (such as enrolment trends, potential growth of the community) and review available options and possible scope of future projects.



Of all the options available it was determined that maintaining two schools and focusing on modernizing J.T. Foster to provide a facility that will meet the needs of junior and high school students now and into the future was the best option. It also provides opportunities to partner with the community with any potential excess space.

A potential partnership meeting was held in Nanton with an invitation to all community groups to explore potential opportunities. The biggest challenge for potential partners will be to acquire the funds necessary to modernize the excess space to their needs. When a modernization project is approved through Alberta

Education the funds approved are only sufficient to cover the costs to modernize the space the school will use. Funds must come from a potential partner to modernize partner space. This has been the same practice followed in other LRSD communities such as Fort Macleod (larger gymnasium and Fort Macleod Kids First Family Center) and Stavely (separate entrance for community use of the library).

In the fall of 2018 Board members, Senior Management and the J.T. Foster Administration team attended a public Council meeting in the Town of Nanton to propose a committee to discuss potential partnerships within the community as well as logistical needs in the event the project is approved by AB Education for funding.

J.T. Foster School is in need of a modernization to update its facilities to better meet the needs of today's students and to address foundation issues with the high water table and slow deterioration of the foundation walls. At this point this is not a health and safety issue but preserving the integrity of the facility long term.

2019-2020 THREE-YEAR CAPITAL PLAN AND TEN-YEAR FACILITY PLAN

Based on an independent facility review by Ferrari Westwood Babits Architects the Board of Trustees for the Livingstone Range School Division have approved the following facility plan. The table below identifies the priority and projects, as well as the action required and timeline.

Priority ONE Projects	Action Required
Community of Nanton Right size and modernize J.T. Foster School	Submitted as Priority One with Alberta Education Await announcement for approval
Priority TWO Projects	Action Required
Community of Lundbreck Right size and modernize Livingstone School	Community Round Table (Programming); Community Disc. (Facilities); Prior to VMS Value Management Session; (Dependent on Ab Ed)
Priority THREE Project	Action Required
Community of Pincher Creek Right size and modernize Pincher Creek Schools	Community Round Table (Programming); Community Disc. (Facilities); Prior to VMS Value Management Session; (Dependent on Ab Ed)
Priority FOUR Project	Action Required
Community of Nanton Modernize A.B. Daley School	Community Round Table (Programming); Community Disc. (Facilities); Prior to VMS Value Management Session; (Dependent on Ab Ed)
Other	Community Round Tables
Crowsnest Pass	Community Round Table Meeting - TBD
Stavely	Community Round Table Meeting - TBD
Granum	Community Round Table Meeting - TBD
Claresholm	Community Round Table Meeting - TBD
Fort Macleod	Community Round Table Meeting - TBD

LRSD's Three-Year Capital Plan and Ten-Year Facility Plan can be found online at <https://www.lrsd.ca/download/213158>.

Budget Summary

In accordance with LRSD Administrative Procedures 500 and 511, the School Division budget addresses the vision, mission, priorities, key results, and strategies to be achieved in a manner that provides the best quality education, and meets the needs of all children in the system, at the most reasonable cost to the taxpayer. Strategic priorities are reviewed periodically and confirmed annually in the School Division's Three Year Education Plan.

June 2019 Spring Budget Report

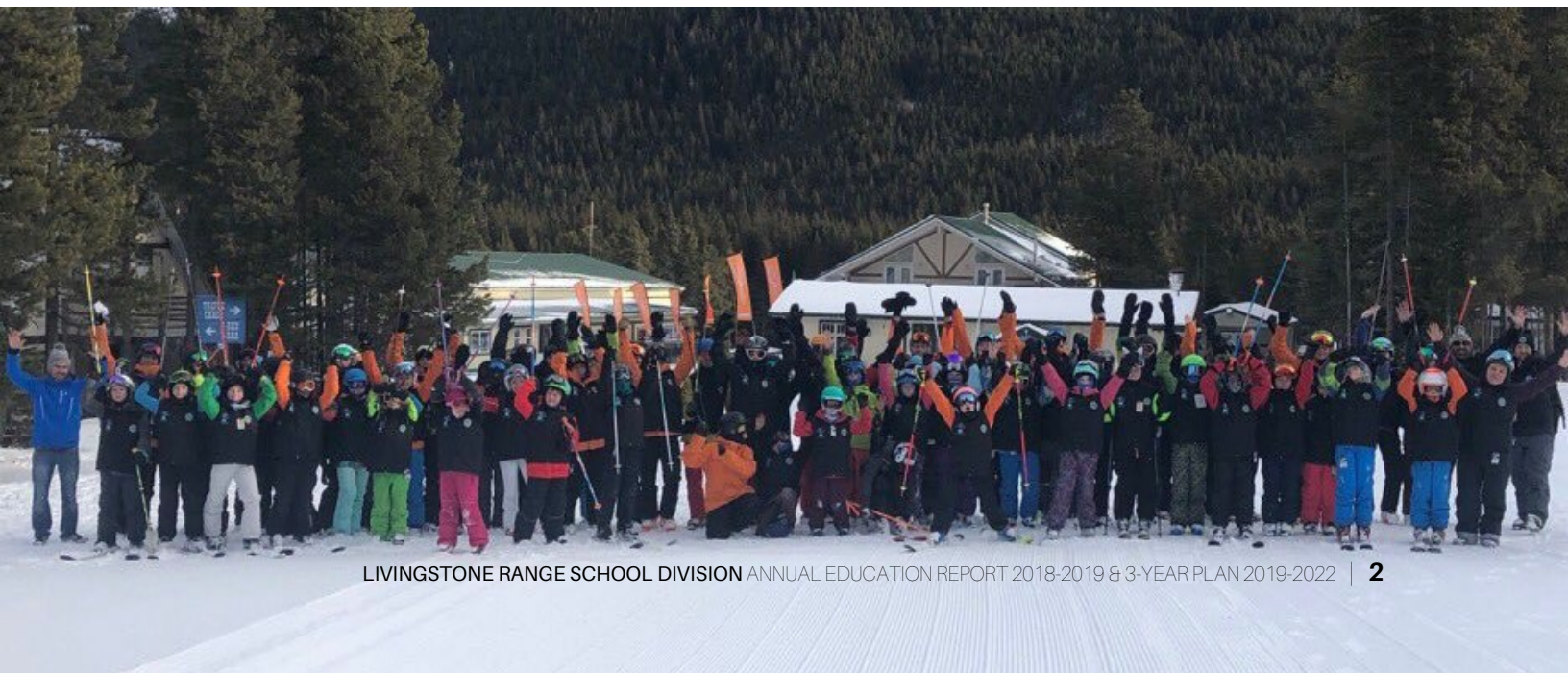
The following tables and charts reflect a summary of budgeted expenditures for the 2019-2020 school year based on the June budget forecasted enrolment for September 30, 2019. Projected revenues of \$51,999,053 are offset by projected expenditures of \$52,819,053 resulting in a budgeted operating deficit of (\$820,000). This budgeted deficit is all in the Instruction area and is projected to be recovered from operating reserves within the Instruction area, which totaled \$2,031,109 as at August 31, 2019.

The LRSD Budget Report 2019-2020 can be found online at <https://www.lrsd.ca/download/233780>.

All School Division accounts, including school-generated funds, are maintained in accordance with Canadian generally accepted accounting standards. The budgeted figures as well as the results are reported using the format provided by Alberta Education.

Fall 2019 Budget Update

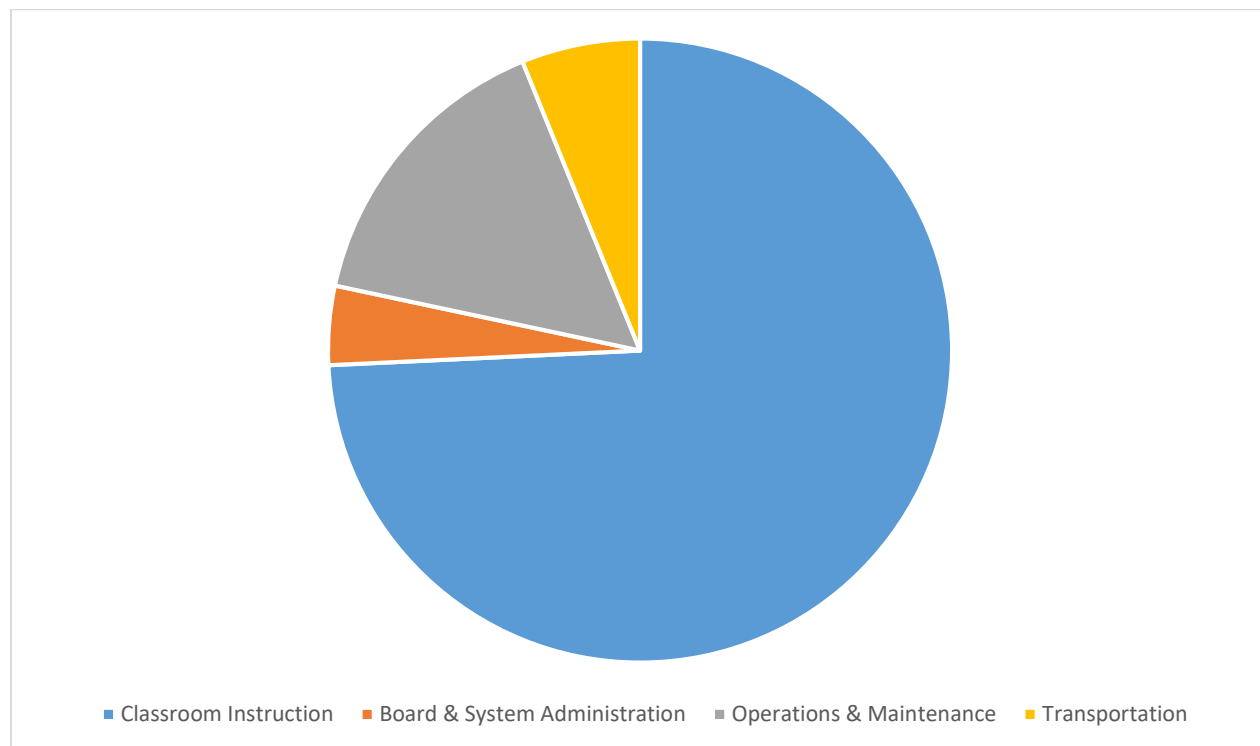
More detailed information on the fall update can be obtained from our jurisdiction website www.lrsd.ab.ca or by contacting the LRSD office at (403) 625-3356.



Budgeted Expenditure Summary by Program

FOR THE PERIOD SEPTEMBER 1, 2019 – AUGUST 31, 2020

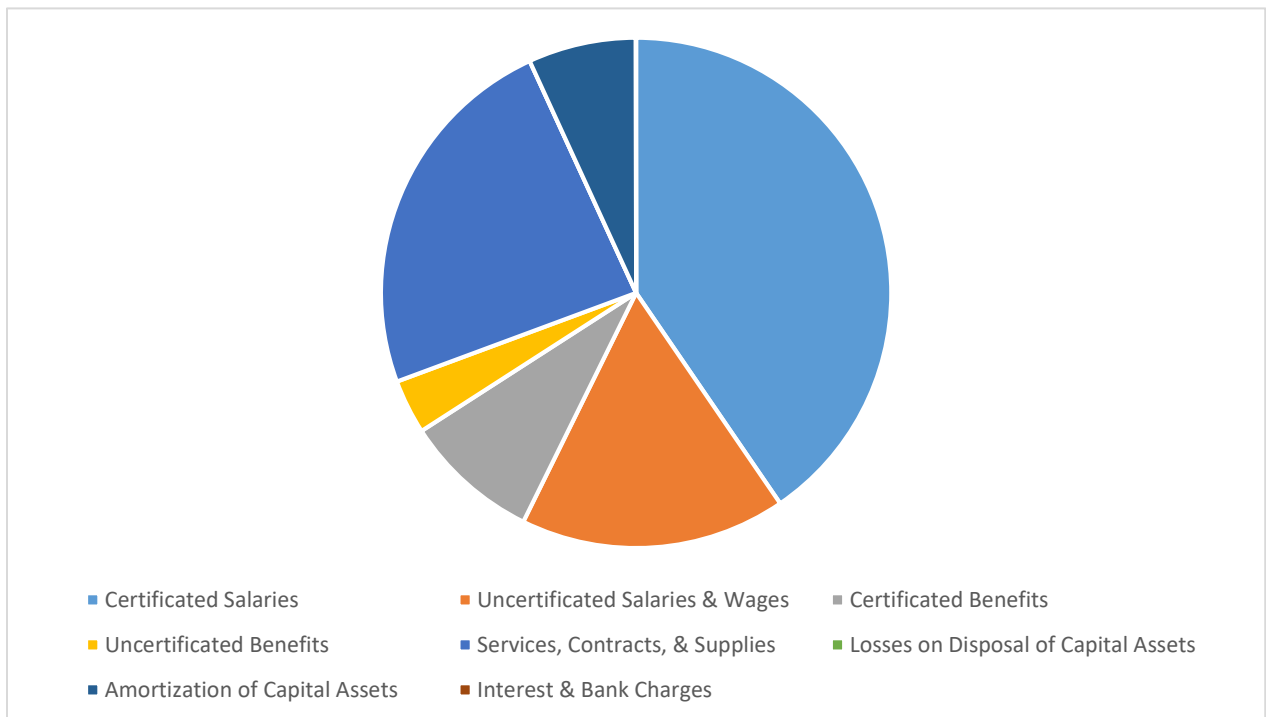
Expenditure	Total Category Expenditures	% of Total Expenditures
Classroom Instruction - (ECS - Grade 12)	\$39,217,402	74.25%
Board & System Administration	\$2,160,875	4.09%
Operations & Maintenance of Schools	\$8,193,397	15.51%
Transportation	\$3,247,379	6.15%
Total Expenditures	\$52,819,053	100.00%



Budgeted Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2019 – AUGUST 31, 2020

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,105,096	39.96%
Uncertificated Salaries & Wages	\$9,179,867	17.38%
Certificated Benefits	\$4,751,322	9.00%
Uncertificated Benefits	\$1,881,475	3.56%
Services, Contracts, & Supplies	\$12,221,980	23.14%
Losses on Disposal of Capital Assets	-	0.00%
Amortization of Capital Assets	\$3,668,509	6.95%
Interest & Bank Charges	\$10,804	0.01%
Total Expenditures	\$52,819,053	100.00%





Class Size Initiative 2018-2019 DATA

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:	Livingstone Range School Division No. 68 [A.1135]
Number of Schools Reported:	14
Total Number of Schools:	14
Total Number of FTE Teacher Assistants:	64.7
Number of FTE Teacher Assistants assigned to students with special needs:	47.9

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Average Class Size	19.2	17.7	17.4	21.5	21.1	21.7	22.3	21.2	23.3	17.9	15.9	18.2
Number of Students with Severe Disabilities per class	0.7	1.1	1.3	0.5	0.5	0.3	0.4	0.5	0.6	0.4	0.2	0.4
Number of Mild/Moderate Students per class	1.0	0.9	0.9	0.9	1.0	0.8	1.3	1.3	1.3	1.7	1.2	1.3
Number of Gifted/Talented Students per class	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of ESL Students per class	1.0	0.3	0.4	1.4	1.1	1.4	1.0	0.8	1.1	1.0	1.0	0.7
Smallest Class	9.0	4.0	7.0	3.0	2.0	16.0	6.0	1.0	3.0	1.0	1.0	3.0
Largest Class	30.0	30.0	34.0	38.0	31.0	37.0	49.0	40.0	39.0	39.0	37.0	40.0

Parental Involvement



Parents play a key role in their child’s educational progress and LRSD believes that input from the parents is key to ensuring a strong system. As part of the School Board’s obligations under Section 12 of the School Councils Regulation to provide opportunity for school councils to be involved in developing school education plans, Livingstone Range School Division works with parents via School Councils, Wisdom and Guidance Council, Regional School Council and through public engagement sessions.

School Board Trustees attend School Council Meetings on a regular basis and provide updates on Divisional and Board activities. In addition, they bring information back to the Board from the parents and report these at Board meetings. Regional School Council provides the parents the opportunity to gain further information in regards to

new policies, procedures, trends and updates from the division and province. Community engagement sessions allow parents the opportunity to discuss current trends, issues and concerns with the school administrators and the board.

Parents also sit on the Divisional Calendar Committee which offers them the opportunity to be part of the process in setting the school division calendar every two years. Parents have access to viewing their child’s academic progress via PowerSchool, which allows for immediate feedback and information.

Based on feedback from teachers, parents and students, the degree to which students feel that they belong at school, are supported and successful in their learning continues to demonstrate strong results over the past several years.

Timelines & Communication

Information included in the Results Report and Three Year Plan will be communicated to parents and the public on the LRSD website (www.lrsd.ca), and at School Council Meetings.



An Executive Summary will also be posted to the LRSD website as well as highlights in the local newspapers.

Information to determine the LRSD was primarily gathered through the use of:

- Data obtained from our 14 community schools and 13 Hutterite Colony Schools from the 2018-2019 school year.
- Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2018-2019 school year.
- Provincial Surveys administered to all students grades 4-12
- LRSD Schools' Three-Year Plan, and
- Schools' Annual Education Results Report (2018-2019).
- Data obtained from our Numeracy Lead Teacher.
- Data obtained from our Behaviour Support Team.
- Information shared from our Early Learning Coordinator.
- Information shared from our Clinical Team Leader.

Progress towards achieving provincial and local goals in the Education Plan was measured using designated performance measures and educational indicators developed by the school board, central office personnel, and school administrators.

LRSD's full AERR & Three-Year Plan as well as summary can be found online at <https://www.lrsd.ca/our-division/aerr-3-year-plan>.

Whistleblower Protection

As per Board Policy 20, no disclosures or information under the Public Disclosure Act have been reported to the Superintendent or designate during the 2018-2019 school year.





Contact Us

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Livingstone Range School Division

Annual Education Results Report

2018-2019

Three-Year Education Plan

2019-2022



Livingstone Range
SCHOOL DIVISION NO. 68