ANNUAL EDUCATION RESULTS REPORT

2020-2021

Livingstone Range
SCHOOL DIVISION
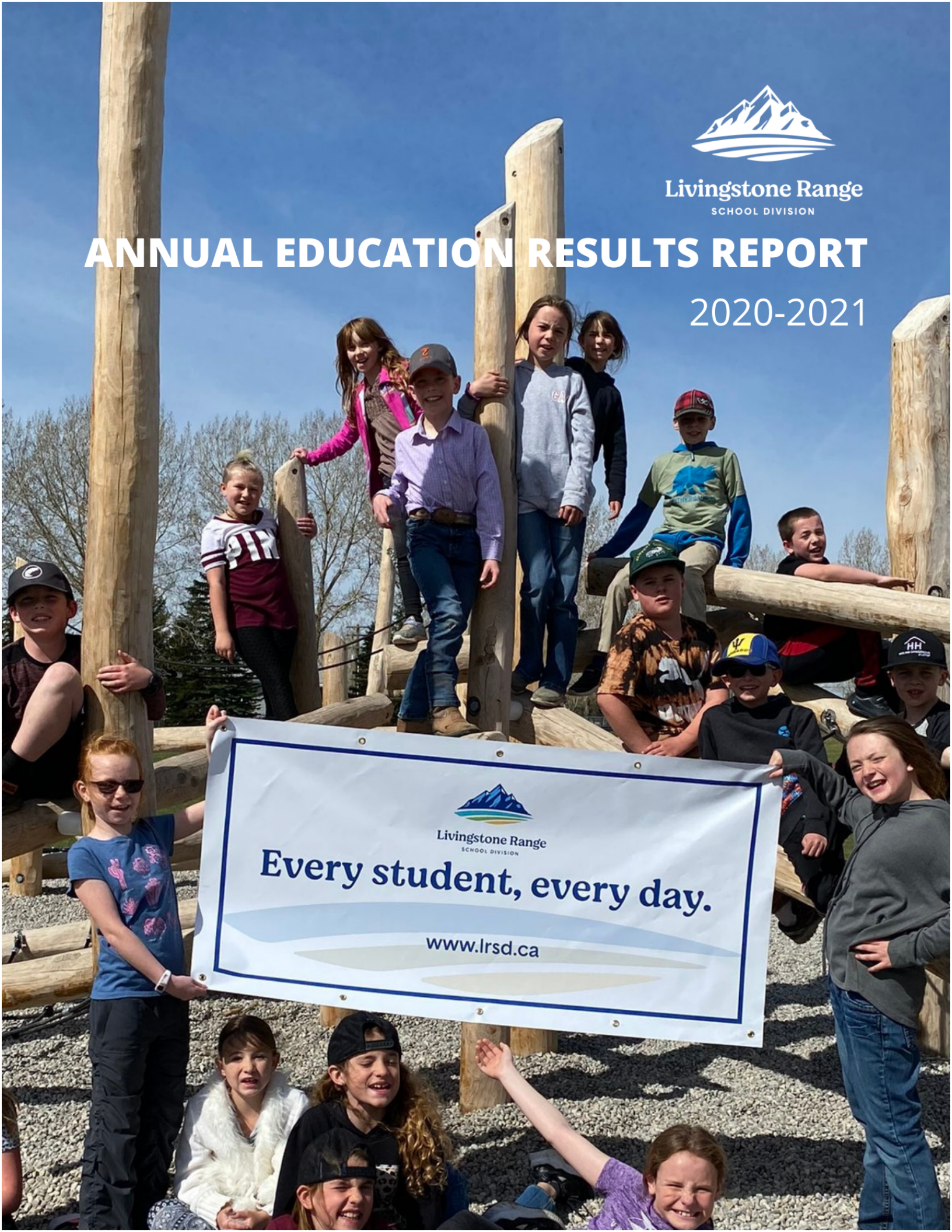
Livingstone Range
SCHOOL DIVISION

Every student, every day.

www.lrsd.ca

Contents

Board of Trustees

Lacey Poytress
Board Chair

Greg Long
Board Vice-Chair

Carla Gimber
Trustee

Lori Hodges
Trustee

Joscelyn Stangowitz
Trustee

Brad Toone
Trustee

Clara Yagos
Trustee

Senior Administration

Darryl Seguin
Superintendent

Jeff Perry
Associate Superintendent, Business Services

Richard Feller
Associate Superintendent, Human and Learning Services

Chad Kuzyk
Associate Superintendent, Curriculum & Innovation

Accountability Statement

The Annual Education Results Report for Livingstone Range School Division for the 2020-2021 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020-2021 was approved by the Board on November 30, 2021.

Lacey Poytress
Board Chair

Foundational Statements

Livingstone Range
SCHOOL DIVISION

Mission

Livingstone Range School
Division inspires excellence
through meaningful
relationships, innovation,
and collaboration.

Vision

Every student,
every day.

Core Values

Student-Centered
Leadership
Integrity
Wellness
Place-Based

Stakeholder Engagement

The Board of Trustees of LRSD believes strongly in involving 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

Additionally, the Board of Trustees has engaged stakeholders in setting priorities for the division, school year calendar, and student success.

Future School Year Calendars | November 2020

Staff, students, parents, school councils, and community members were invited via email, websites, and social media to participate in an online Thoughtexchange.

We Heard: Longer breaks, starting school after Labour Day, and wellness and family time are key considerations for developing a school year calendar.

We Acted: Our 2021-2022 school year calendar was shared publicly in early 2021 and includes longer breaks around holidays to encourage time for wellness.

We Heard: Some stakeholders expressed an interest in a 4-day school week while others expressed interest in a 5 full-day school week.

We Acted: The LRSD Board of Trustees surveyed stakeholders and found that there was sufficient interest in further exploration of a 4-day school week and the Trustees will continue to explore the feasibility of this option.

Defining Student Success | February 2021

Staff, students, parents, and school councils were invited via email, websites, and social media to participate in an online Thoughtexchange.

We Heard: In addition to academic achievement, stakeholders believe that student engagement, safe and caring schools, and life skills would define student success.

We Acted: Our Student Success Plan 2021-2024 prioritizes these key areas with strategies and measurement. A brochure and summary card of this Student Success Plan was given to each student and each staff member in October 2021.

Information regarding formal stakeholder engagement can be found at lrsd.ca/engage.

Publication

Information included in the Annual Education Results Report 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:

- Alberta Education Assurance Measures (AEAMs)
- Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2019-2020 school year was unavailable due to COVID-19
- Data obtained from our 14 community schools and 13 Hutterite Colony Schools from the 2019-2020 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 (2019-2020)

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 (LRSD) inspires excellence through meaningful relationships, innovation, and collaboration.

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 more than 9,500 square kilometers. From the Town of Fort Macleod in the east, to the Crowsnest Pass at the western provincial border, and from the Town of Nanton in the north, to Waterton Lakes National Park at the southern provincial border, Livingstone Range School Division's people are as diverse as its natural landscape.

There were 3,622 (3,407.25 Full-Time Equivalent) during the 2020-2021 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 are 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.
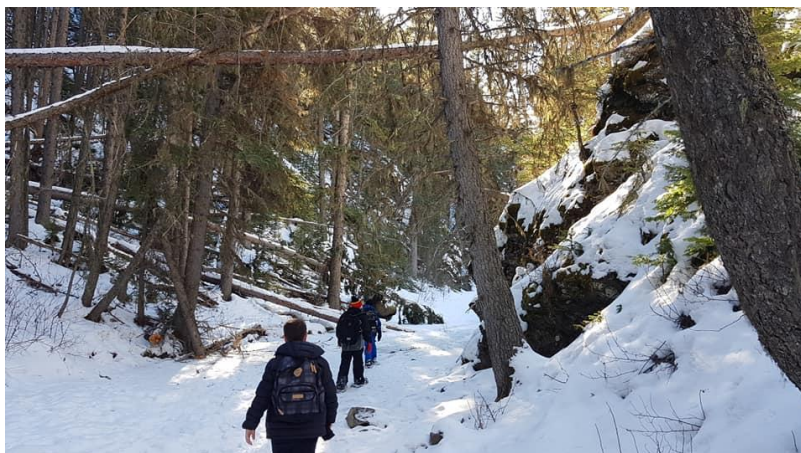
LRSD is dedicated to providing the same learning opportunities in small schools as in our larger sites. To accommodate this desire LRSD has implemented strategies that will allow all students to have equitable access to a variety of programs. These strategies include:

- Dual credit opportunities
- 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
- Summer School

In 2019-2020 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.

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.

Alberta Education Assurance Measures–Overall Summary

Assurance Domain	Measure	Livingstone Range School Divis			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.5	84.1	82.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	83.5	74.4	76.2	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	83.4	83.3	84.4	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	69.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.2	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.7	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.4	89.7	88.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.5	80.7	81.2	79.5	81.8	81.4	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures–Overall Summary–FNMI

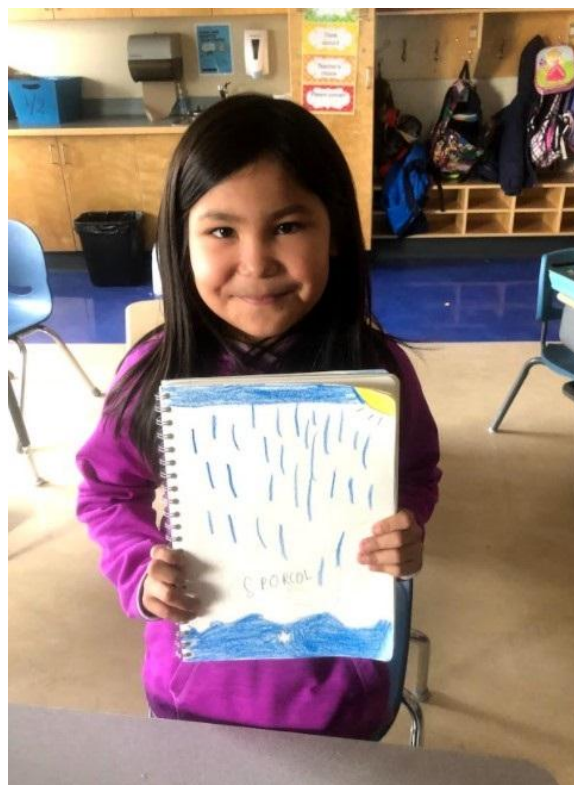**Required Alberta Education Assurance Measures - Overall Summary**

Spring 2021

Authority: 1135 The Livingstone Range School Division (FNMI)

Alberta Government

Assurance Domain	Measure	Livingstone Range School Divis (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	62.9	65.4	53.4	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	53.1	51.4	62.5	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	37.2	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.5	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.5	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	10.0	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Domain: Student Growth & Achievement

STUDENT LEARNING

PAT & DIP results unavailable for 2020-2021 due to COVID-19

Spring 2021
Authority: 1135 The Livingstone Range School Division

Assurance Domain	Measure	Livingstone Range School Divis			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.5	84.1	82.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	83.5	74.4	76.2	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	83.4	83.3	84.4	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	69.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.2	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.7	n/a	n/a	24.1	n/a	n/a	n/a

Student Learning Engagement - Data Summary

Authority: 1135 The Livingstone Range School Division
Province: Alberta

	Livingstone Range School Divis														Alberta								
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,163	84.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	167	86.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	808	71.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Citizenship - Data Summary

Authority: 1135 The Livingstone Range School Division
Province: Alberta

	Livingstone Range School Divis														Alberta								
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,556	81.0	2,429	81.5	1,437	82.7	1,386	84.1	1,161	83.5	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	188	79.5	167	80.2	204	80.5	205	80.4	167	77.8	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	2,166	72.7	2,044	71.8	1,012	74.1	982	78.3	806	78.3	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	202	90.9	218	92.6	221	93.5	199	93.6	188	94.4	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

COMMENTS ON RESULTS

STUDENT LEARNING ENGAGEMENT
During the COVID-19 pandemic year of instruction student learning was frequently disrupted while students moved from in person to online learning and then back to in person learning. We are pleased to see that Livingstone Range School Division students still felt engaged in their learning

opportunities throughout the year. Literacy and numeracy remain focus areas for LRSD. School-based literacy and numeracy teams continued to meet regularly throughout the year to build capacity. The Teacher2Teacher mentorship program included specific sessions on Literacy and Numeracy for our new teachers.

CITIZENSHIP
While LRSD citizenship results have historically been below provincial average, for the last two years, LRSD is above provincial results. LRSD stakeholders indicated in a Feb. 2021 engagement survey that safe and caring schools continue to be very important in defining success for LRSD students. Two of the three division priorities align very well with citizenship and as a result of the Feb. 2021 stakeholder engagement more emphasis in this area will occur in the 2021-22 LRSD Education Plan.

- **Leadership:** Every student and staff member recognizes that their contributions help make their school and the division a better place and,
- **Culture:** Every student and staff member recognizes that they are responsible for positive change

HIGH SCHOOL COMPLETION
The continued effort of LRSD academic counselors and career practitioners have helped LRSD students to complete high school in 3 years at a comparable rate to the province. In addition, LRSD schools have recently implemented a collaborative response model designed to create a systemic process that is action-focused and data-informed ensuring all students experience success. Due to COVID the Division Diploma preparation programming involving Rock the Diploma was not offered to students as writing Diploma exams was optional.

PAT & DIP results were unavailable due to COVID-19

Domain:
Teaching & Leading

Assurance Domain	Measure	Livingstone Range School Divis			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	89.4	89.7	88.7	89.6	90.3	90.2	n/a	n/a	n/a

Education Quality - Data Summary

Authority: 1135 The Livingstone Range School Division
Province: Alberta

|	Livingstone Range School Divis										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,560	88.8	2,437	88.6	1,440	87.8	1,389	89.7	1,160	89.4	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	188	83.9	167	83.8	205	79.6	206	83.1	167	86.0	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	2,169	86.7	2,052	86.6	1,014	86.1	983	89.9	805	86.4	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	203	95.8	218	95.3	221	97.5	200	96.0	188	95.7	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this district, students rated rigor 8.2 out of 10; the Canadian norm for these grades is 8.3.
- In this district, rigor was rated 8.4 out of 10 by girls and 8 out of 10 by boys. The Canadian norm for girls is 8.3 and for boys is 8.2.
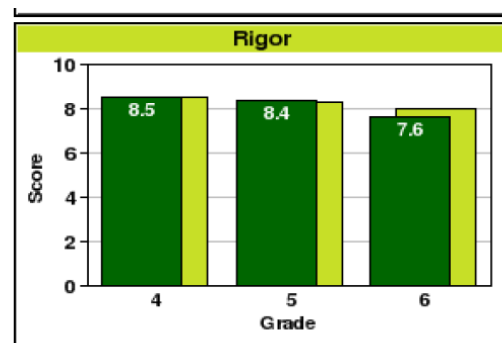
Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
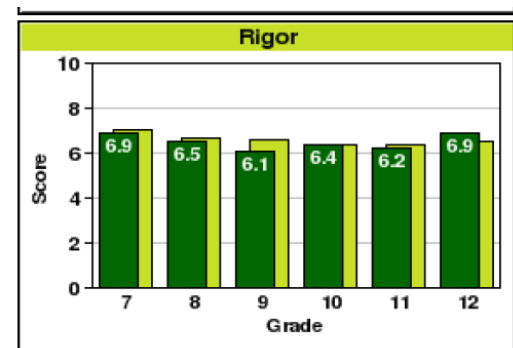
- In this district, students rated rigor 6.5 out of 10; the Canadian norm for these grades is 6.6.
- In this district, rigor was rated 6.4 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.6 and for boys is 6.6.

COMMENTS ON RESULTS

EDUCATION QUALITY

LRSD staff much like those across the province had to quickly shift from in person to online learning and back again depending on COVID-19 in the classroom/school. LRSD staff were incredibly flexible and professionally committed to ensure high quality teaching and learning continued regardless of the learning platform. LRSD's robust focus on continued professional growth continued during the pandemic with staff sharing best practices with each other on Interschool collaboration days and school administration continuing to provide staff with ongoing and responsive professional development based on unanticipated needs that arose during the school year.

In 2019, LRSD began a professional development course for aspiring school leaders. Due to pandemic interruptions, the course spanned two school years finishing up in 2020. In the end, twelve participants completed the course and three of those twelve secured school-based administrative positions for the 21-22 school year.

As part of a continual growth mindset and in alignment with LRSD Administrative Procedures 410, 420, 421 and 431, every year school-based administrators as well as division-based administratration conduct performance evaluations of new staff in addition to regular supervision practices. This past year the following performance evaluations were completed:

Teacher	Administrator	Support Staff
17	4	3

Inter-School Collaboration Days (ISCD) consist of two or three professional development days each year and are dedicated to provide staff an opportunity to organize and model professional learning based on the unique needs and challenges posed in their current assignments and in alignment with jurisdictional goals. ISCD, unlike other LRSD school planning days in which PD may be mandated by school goals, supports staff in choosing their own professional development and is solely decided by each staff member.

Domain:
Learning Supports

Assurance Domain	Measure	Livingstone Range School Divis			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

Authority: 1135 The Livingstone Range School Division
Province: Alberta

	Livingstone Range School Divis										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,163	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	167	86.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	808	82.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	95.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Access to Supports and Services - Data Summary

Authority: 1135 The Livingstone Range School Division
Province: Alberta

|	Livingstone Range School Divis										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,161	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	167	77.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	806	80.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	90.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this district, 92% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 97% of the girls and 88% of the boys in this district with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.
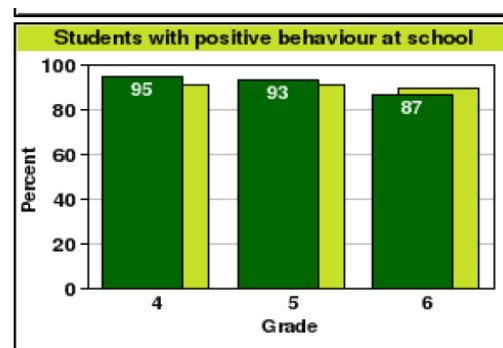
Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this district, 94% of students had positive behaviour; the Canadian norm for these grades is 93%.
- 98% of the girls and 92% of the boys in this district with positive student behaviour at school. The Canadian norm for girls is 97% and for boys is 90%.
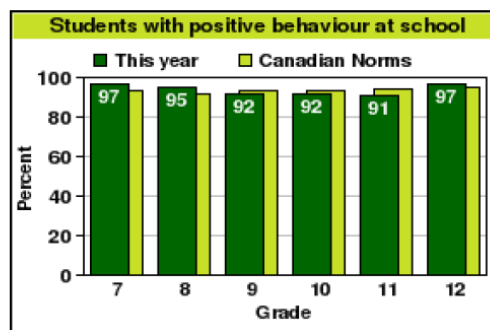
COMMENTS ON RESULTS

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

In addition to the Alberta Education Assurance Measure, LRSD surveyed students to better understand their perspective on students with positive behaviour at school. The results indicate that LRSD students are slightly more satisfied that students exhibit positive behaviour at school than the Canadian norm. In response to the stakeholder feedback from February 2021, the focus on safe and caring school environments and citizenship will continue in future Education Plans for LRSD.

ACCESS TO SUPPORT SERVICES

School-based administration and school-based teams participated in professional development involving the creation of systemic collaborative responses to support students. The school teams have developed action-focused and data-informed processes to ensure all students can experience success. This professional development will continue into the 2021-22 school year.

The division employs numerous support professionals including a Registered Psychologist who supervises a team of Family School Liaison Counselors (FSLC's) who work in every school in the school division assisting students with mental health and wellness assistance. Increased Family School Liaison Counseling continued in LRSD primarily focusing on small group programming and class presentations designed to assist students with the awareness and skills needed to cope better with stress, anxiety and mental wellness. Family School Liaison Counselors (FSLC's) work alongside teachers and students to collectively create a learning environment to support optimal learning for all students.

Additionally, the school division employs Career Practitioners who provide guidance and support to students and families around career paths and post secondary education pursuits. Two Off Campus teachers provide students with placements for work experience, RAP, and Green Certification.

Assurance Domain	Measure	Livingstone Range School Divis (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	62.9	65.4	53.4	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	53.1	51.4	62.5	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	37.2	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.5	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.5	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	10.0	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

FIRST NATIONS, METIS AND INUIT EDUCATION

- Approximately 10% of our student population is First Nations, Metis, and Inuit.
- 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.
- While an Indigenous Elder is available to assist students in all LRSD schools, a formal 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.
- Although the Land-Based Education program could not happen this past spring due to COVID-19, two LRSD staff members were trained as Indigenous Land Camp Instructors through ACTUA and we hope to offer this opportunity in the spring of 2022.
- The Division FNMI Success Coordinator continued to work with teachers and school leaders to build capacity in the new TQS requirements; specifically #5 where teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.
- LRSD created a document entitled Reconciliation is What We Do, outlining the various calls to action related to education and the ways LRSD is working toward reconciliation.
- The LRSD FNMI Staff Working Committee consisting of a staff representative from each school in the division continued to meet regularly throughout the 2020-21 school year to build leadership capacity.

Domain: Governance

Assurance Domain	Measure	Livingstone Range School Divis			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	**80.5**	80.7	81.2	**79.5**	81.8	81.4	n/a	n/a	n/a

Parental Involvement - Data Summary

Authority: 1135 The Livingstone Range School Division
Province: Alberta

	Livingstone Range School Divis										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	390	79.5	380	82.0	423	81.1	402	80.7	354	80.5	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	188	72.3	163	75.1	202	72.6	204	72.0	166	74.1	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	202	86.6	217	88.9	221	89.6	198	89.3	188	87.0	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

COMMENTS ON RESULTS

PARENT 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 the 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.

Over the past two years, the LRSD Board of Trustees have engaged stakeholders more often in preparation for their decision making responsibilities. The Trustees have gathered stakeholder input into the following areas: Budget Priorities, Mission, Vision and Core Values, Defining Student Success, and the development of the Division Calendar. Similarly, LRSD schools have a variety of approaches to involve parents at the school level.

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.

Viewing parents as partners in education, Livingstone Range School Division has provided parents with access to view their child's academic progress via digital platforms, which allows for immediate feedback and information keeping the lines of communication between the teacher and the parent open at all times.

Domain:
Local & Societal Context

LRSD CORE VALUES:
STUDENT-CENTERED • LEADERSHIP • INTEGRITY • WELLNESS • PLACE-BASED

With the establishment of the school division's new vision, mission and core values in 2020, the school division community has embraced the LRSD Core Values.

LRSD students regularly and increasingly have opportunities to learn from their communities and surrounding natural environments. Some of the highlights include:

- Incredible community support in running the Day on the Creek held annually in Pincher Creek
- Extensive use of Flumerfelt Park in Coleman by Horace Allen School
- Livingstone School Ski Academy's partnership with Castle Mountain Ski Resort
- "School as basecamp; community as classroom" philosophy in our 3 Crowsnest Pass Schools
- Outdoor Pursuits programming at Crowsnest Consolidated High School

Students and staff in LRSD have many leadership opportunities available to them. The Livingstone Leaders is a junior high/high school student leadership group which consists of representative student leaders from each of the six junior/senior high schools in the school division. These students spend time learning and practicing their leadership skills and increasing their leadership knowledge every time they meet. They participate in school improvement initiatives and strive to make their schools better places.
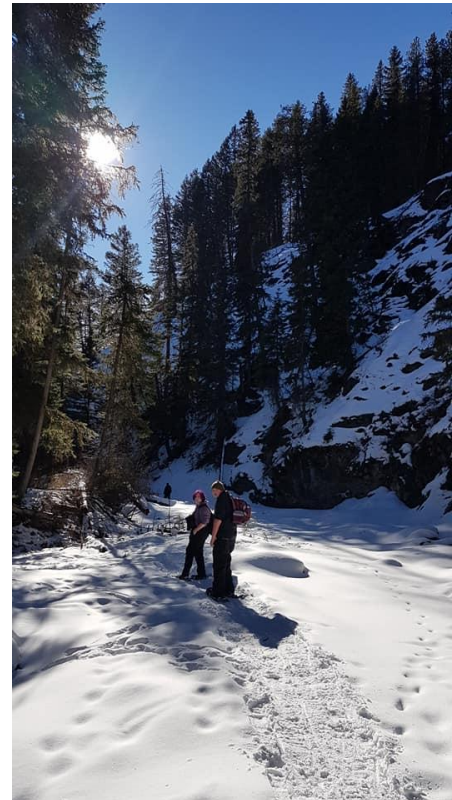

The LRSD FACES Summer Education Program opportunity is well attended each year by students within LRSD and from around the province. This outdoor experiential learning opportunity is student-centered and leadership focused. It aspires to instill integrity in each student by fostering a sense of self-worth. By the end of each session every student leaves better equipped to understand their own personal wellness strategies by connecting with nature and others as a support network.

Summary of Financial Results

The Audited Financial Statements for LRSD, for the period ended August 31, 2021 reflect operating revenues of $52,826,210 and operating expenditures of $51,980,022 resulting in an operating surplus of $846,188. (See accompanying tables.) The Audited Financial Statements 2020-2021 can be found online at https://www.lrsd.ca/our-division/departments/finance.

For this same period, unrestricted net assets decreased by $106,216 to $0, operating reserves increased by $954,706 to $3,747,819, capital reserves decreased by $559,597 to $1,810,548 and investment in tangible capital assets increased by $564,625 to $7,564,245. This leaves the Board with an Accumulated Surplus of $13,115,282 as of August 31, 2021 (an increase of $846,188).

Gross revenue from School Generated Funds totaled $450,836 with related expenses of $387,545 to generate those funds resulting in a net amount of $63,291. The net sources of these funds were fundraising $2,123, non-instructional student fees ($3,761), donations and grants $60,663, and miscellaneous $4,266.
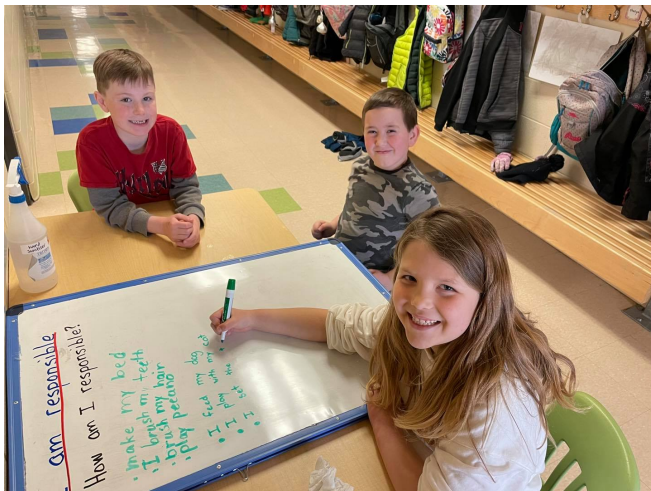
Uses of these Net School Generated Funds totaled $59,257 resulting in a net increase in Unexpended School Generated Funds of $4,034 to a closing balance on August 31, 2021 of $1,758,497.

Additional Information: When the 2020-2021 Budget was created there was a lot of uncertainty around what the school year would look like. As such the budget approved in May of 2020 was created assuming a close to normal school year. As time went on it was apparent that the pandemic was going to continue and that the division was going to need to adjust in order to support students programming in a variety of ways. Return to school funding was announced and put toward providing online programming for students, cleaning and other covid related supplies in schools and on buses as well as maintaining additional custodial time.

The year was anything but normal and although there was intentional spending to support students during a challenging time there were areas where budgeted expenditures were not spent. Some of this was due to the inability to fill positions right away, the inability to get supplies in a timely manner and the change to how schools and the division operate. Examples would be less travel and more online professional development and meetings.

The analysis below will provide greater detail on what was budgeted and what was received and expended during the year.

Variance Analysis on Total Revenues and Total Expenditures

FOR THE PERIOD SEPTEMBER 1, 2020 - AUGUST 31, 2021

Category	Budget	Actual	Difference	% Received / Expended
Revenues	$53,354,777	$52,826,210	$528,567	99.01%
Expenditures	$54,021,480	$51,980,022	$2,041,458	96.22%
Surplus (Deficit)	**($666,703)**	**$846,188**	**$1,512,891**	

Total Revenues: Although AB Education funding was $1,412,753 higher than budgeted (COVID-19 return to school funding, Critical Worker Benefit funding run through schools) overall revenues were lower than budget by $528,567. The lower revenue is accounted for as follows: the weighted moving average enrollment for provincially funded students was lower than budgeted and there were fewer students attending from the neighboring First Nations. Due to COVID there were fewer school activities resulting in lower revenues at the school level (activity related fees and fundraising).

Total Expenditures: Overall expenditures were down $2,041,458 from the original budget. Although there were additional expenditures due to COVID such as cleaning supplies, added custodial time and the use of the return to school funds to accommodate students online, there were many areas where budgets were underspent.

As mentioned above there was lower school revenue due to fewer school related activities, this carries over to the expenditure side as well and makes up a significant portion of expenditures being lower than budget. In addition there were significant savings in Professional Development (PD) and Travel costs given most PD and meetings were online. In non-instructional areas expenditures were below budget for the following reasons: Maintenance - insurance was lower than anticipated, Transportation - fewer sports and field trips, mild winter saw less spent on repairs and maintenance of buses, and fuel prices stayed lower than anticipated. There were also a couple of planned purchases that have been deferred into the new year such as cameras and GPS on the buses. Business and System Admin - Travel costs, contracted services, PD, supplies and insurance were all lower than anticipated.

Information on the impact of the operating surplus on the financial position of the Livingstone Range School Division can be found in the "Facts Sheet on Reserves 2021-08-31" at the following link: https://www.lrsd.ca/our-division/departments/finance

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
2020-2021	3,415.75	$11,192.87	$4,024.88
2019-2020	3,487.25	$10,837.93	$3,604.82
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

Copies of the 2019-2020 Audited Financial Statements for LRSD are available at www.lrsd.ca/our-division/departments/finance. Additional information on school-generated funds can also 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
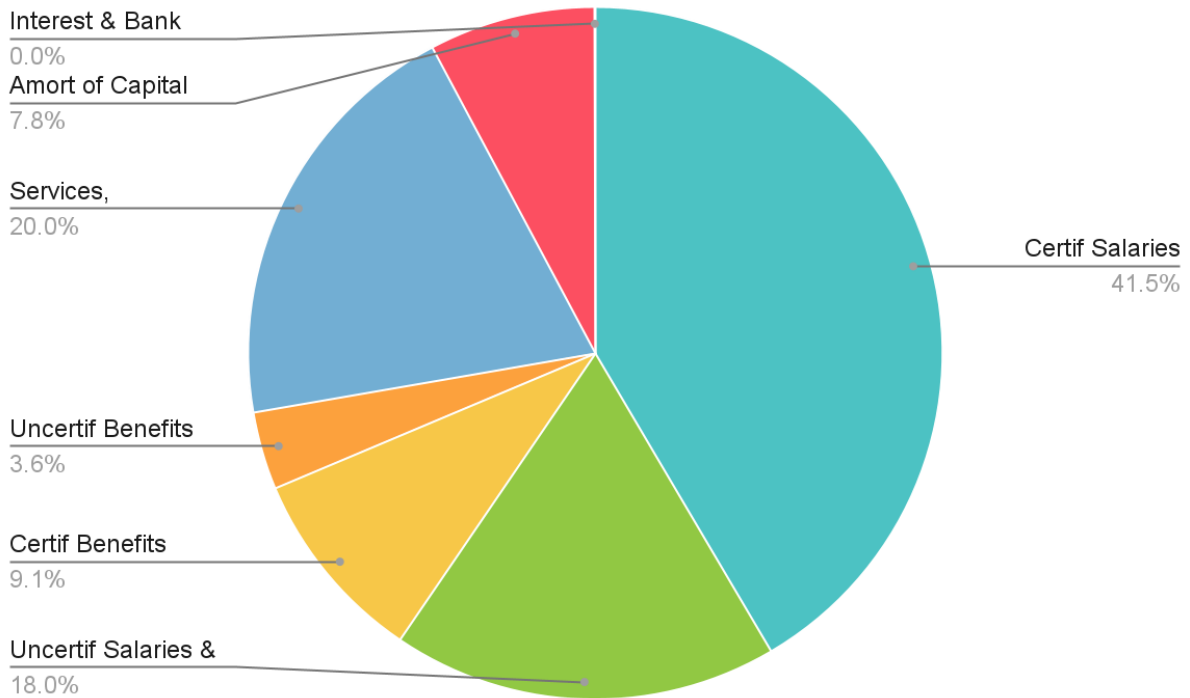
FOR THE PERIOD SEPTEMBER 1, 2020 - AUGUST 31, 2021

Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - Pre Kindergarten	$926,898	1.78%
Instruction - ECS to Grade 12	$37,305,145	71.77%
Board and System Administration	$2,123,774	4.09%
Operations & Maintenance of Schools	$8,638,759	16.62%
Transportation	$2,985,446	5.74%
Total Expenditures	**$51,980,022**	**100.00%**
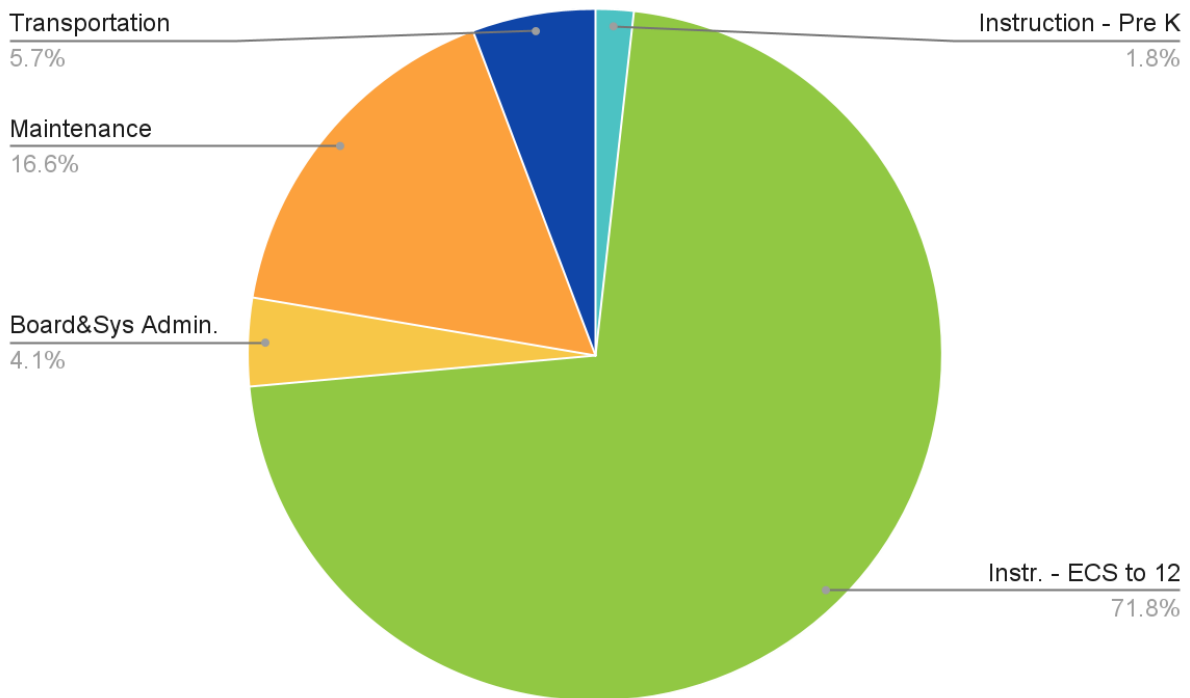
Final Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2020 - AUGUST 31, 2021

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	$21,579,186	41.52%
Uncertificated Salaries & Wages	$9,349,805	17.99%
Certificated Benefits	$4,747,484	9.13%
Uncertificated Benefits	$1,870,075	3.60%
Services, Contracts, & Supplies	$10,392,856	19.99%
Losses on Disposal of Capital Assets	$-	0.00%
Amortization of Capital Assets	$4,034,451	7.76%
Interest & Bank Charges	$6,165	0.01%
Total Expenditures	**$51,980,022**	**100.00%**

Budget compared to Expenditures

FOR THE PERIOD SEPTEMBER 1, 2020 - AUGUST 31, 2021

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	$21,579,186	41.52%
Uncertificated Salaries & Wages	$9,349,805	17.99%
Certificated Benefits	$4,747,484	9.13%
Uncertificated Benefits	$1,870,075	3.60%
Services, Contracts, & Supplies	$10,392,856	19.99%
Losses on Disposal of Capital Assets	$-	0.00%
Amortization of Capital Assets	$4,034,451	7.76%
Interest & Bank Charges	$6,165	0.01%
Total Expenditures	**$51,980,022**	**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 enrollment 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 is to preserve the integrity of the facility long term.

2020-2021 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 priorities and projects, as well as the action required.

Priority ONE Project	Action Required
Community of Nanton | Right-size and modernize J.T. Foster School	• Submitted as Priority One with Alberta Education • Awaiting announcement for approval
Priority TWO Project	**Action Required**
Community of Lundbreck | Right-size and modernize Livingstone School	• Community Round Table (Programming) • Community Disc. (Facilities) • 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) • 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) • Value Management Session (Dependent on Ab Ed)
Other	**Action Required**
Crowsnest Pass Stavely Granum Claresholm Fort Macleod	• Community Round Table Meeting - TBD • Community Round Table Meeting - TBD • Community Round Table Meeting - TBD • Community Round Table Meeting - TBD • 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/our-division/supplemental/capital.

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.

The following tables and charts reflect a summary of budgeted expenditures for the 2021-2022 school year based on the May 2021 budget report. The structure and process by Alberta Education in allocating resources to school divisions changed starting in the year 2020-2021 school year. The allocation provided in the spring of 2021 will be the allocation the division will receive for the year regardless of the enrollment numbers in September. Adjustments will be made in the following year for differences in projected enrollment.

Projected revenues of $53,504,830 are offset by projected expenditures of $54,993,020 resulting in a planned operating deficit of ($1,488,190). This budgeted deficit is to be taken from the following areas: Unrestricted Surplus and Instructional Operating Reserves in the amount of $1,393,190 and Operations and Maintenance in the amount of $95,000. Operating reserves will be accessed to cover COVID Supplies, instructional substitutes and added custodial time. The Pursuits Pilot Program will also be covered by operating reserves to provide addi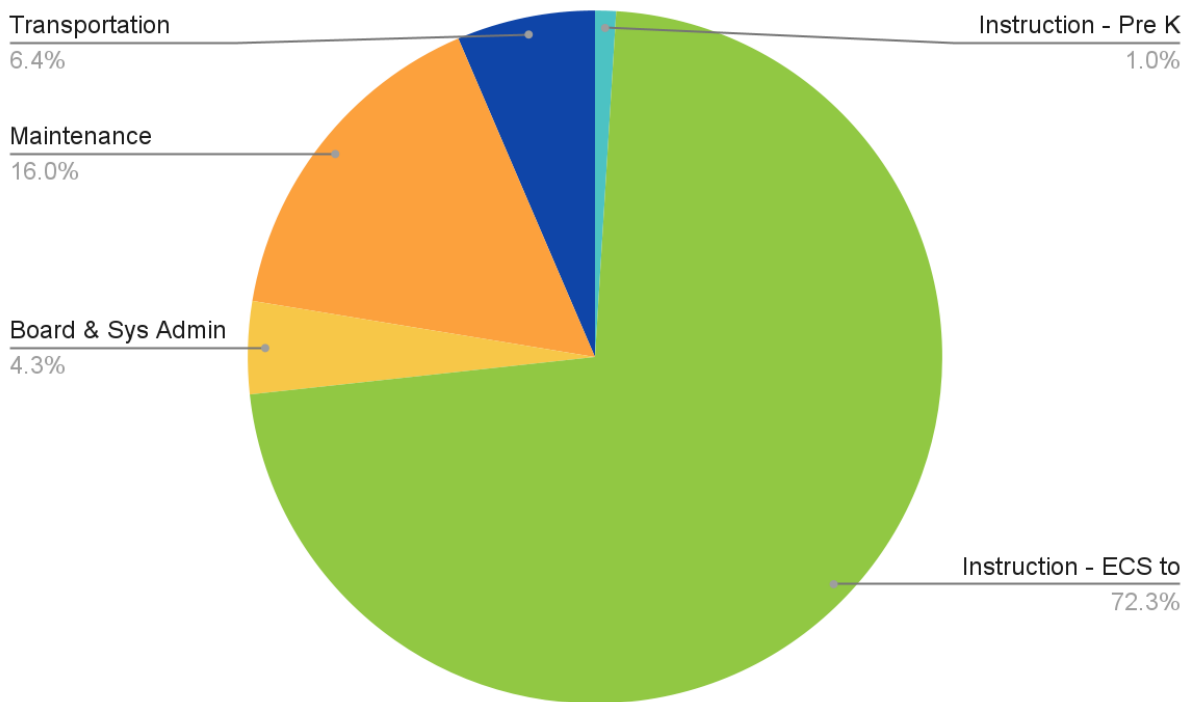tional programming opportunities as well as greater flexibility in adapting to students' needs during these evolving times. Staffing contingencies have also been built into use of reserves versus budgeting for them in the current funding.

For more information on a summary of Budget Highlights, Plans, Assumptions and Risks visit the following link: https://www.lrsd.ca/our-division/departments/finance. 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.

Budgeted Expenditure Summary by Program

**FOR THE PERIOD SEPTEMBER 1, 2020 - AUGUST 31, 2021**

Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - Pre Kindergarten	$535,360	0.97%
Instruction - ECS to Grade 12	$39,760,548	72.30%
Board and System Administration	$2,372,936	4.32%
Operations & Maintenance of Schools	$8,782,607	15.97%
Transportation	$3,541,569	6.44%
Total Expenditures	**$54,993,020**	**100.00%**

Transportation
6.4%

Maintenance
16.0%

Board & Sys Admin
4.3%

Instruction - Pre K
1.0%

Instruction - ECS to
72.3%

Budgeted Expenditure Summary by Object

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	$21,231,052	39.22%
Uncertificated Salaries & Wages	$9,465,382	17.75%
Certificated Benefits	$4,829,122	8.64%
Uncertificated Benefits	$1,994,848	3.67%
Services, Contracts, & Supplies	$13,181,594	23.52%
Losses on Disposal of Capital Assets	$-	0.00%
Amortization of Capital Assets	$4,280,522	7.17%
Interest & Bank Charges	$10,500	0.02%
Total Expenditures	**$54,993,020**	**100.00%**
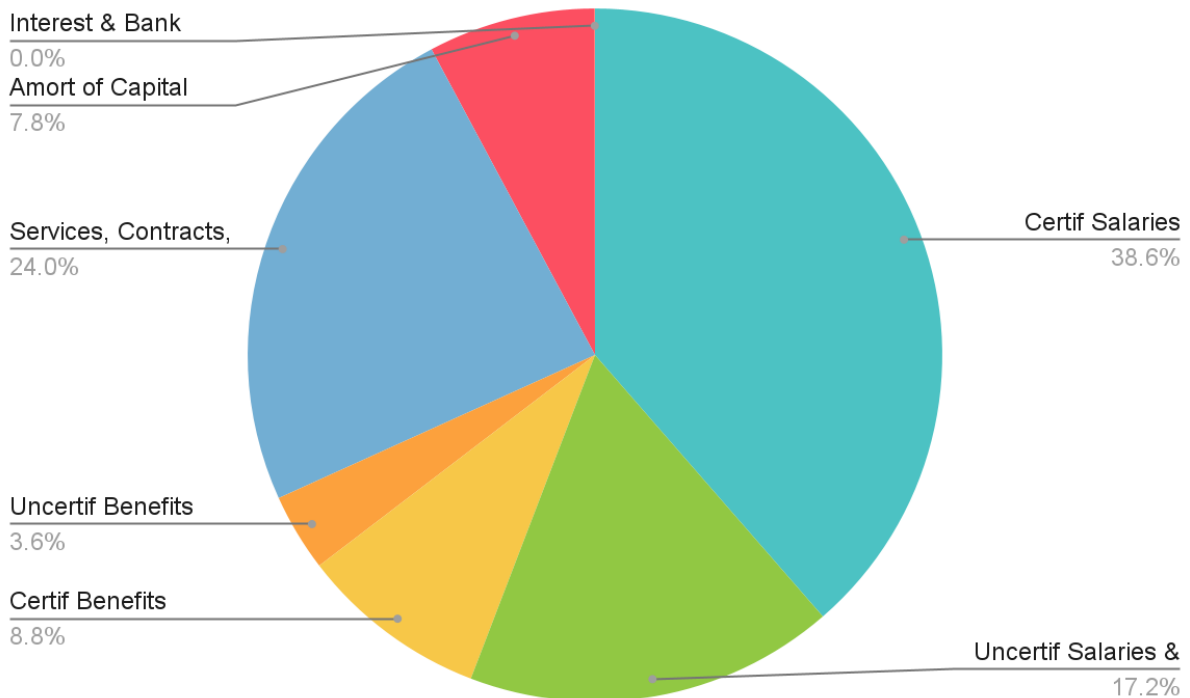
Timelines & Communication

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

A Summary will also be posted to the LRSD website.

LRSD's full AERR & Education Plan as well as summary can be found online at www.lrsd.ca/our-division/aerr-3-year-plan.

Whistleblower Protection

As per Board Policy 20, no disclosures or information under Section 32 of the Public Disclosure Act (2013) have been reported to the Superintendent or designate during the 2020-2021 school year.

Contact Us

LIVINGSTONE RANGE SCHOOL DIVISION

Box 1810, 410 20 Street
Fort Macleod AB T0L 0Z0

Phone: 403-625-3356
Toll-Free: 800-310-6579
Fax: 403-553-0370
Email: hello@lrsd.ab.ca
www.lrsd.ca