



Livingstone Range
SCHOOL DIVISION

ANNUAL EDUCATION RESULTS REPORT

2021-2022



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Board of Trustees



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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 2021-2022 was approved by the Board on December 19, 2022.

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.

Honoring Truth & Reconciliation | September 2021

To understand how we can best support all students and staff, Trustees and Senior Administration invited stakeholders to share how we can honor and support Truth and Reconciliation throughout the year. From September 3 to 20, 113 staff, students, parents, and community members shared 106 thoughts and 1,892 ratings in our online Thoughtexchange tool.



We Heard: The comments suggest we can honor Truth and Reconciliation in 5 theme areas:

1. Learning through Traditional Teachings & Experiences
2. Avail ourselves of Elders' Wisdom & Leadership
3. Engaging & Understanding in classrooms and schools
4. Learning With & From through professional development
5. Recognize September 30: National Day for Truth & Reconciliation

We Acted: Livingstone Range School Division honoured September 30th as the National Day for Truth & Reconciliation. The Division held its first Indigenous Land Based Camp in the 21-22 school year and relied heavily on local Blackfoot Elders to lead traditional teachings and experiences. Several professional development activities were scheduled throughout the year by the school division and individual schools.

Help Us Name the Crowsnest Pass Site | March 2022

Staff, students, parents, and the public were invited via email, websites, social media, and an open house to submit name ideas that best reflect the unique Crowsnest Pass education facility and its place-based programming. From March 1 to 14, 2022 19 respondents representing 8 communities provided 27 name suggestions through Survey Monkey and paper copy submissions.



We Heard: Stakeholders used descriptive words that relate to the beautiful location and important learning opportunities available on the site.

We Acted: With stakeholder input, the Board of Trustees passed a motion to name the facility PEAKS Campus. The acronym PEAKS stands for Place-based Experiences, Adventures, and Knowledge for Students, which describes the rich opportunities that await students at the site and throughout each

community served by the school division. The word "campus" speaks to our purpose of education and of the site's potential for future buildings and learning spaces.

Student Success Plan Measurement Survey 2022 | May 2022

From May 11 to 20, 2022 staff, parents, and Grade 11 & 12 students were invited to provide feedback on progress toward select goals in the Livingstone Range School Division's Student Success Plan 2021-2024 (which was developed with stakeholder engagement). This is the first school year that the plan has been in place and this Measurement Survey was our first opportunity to

reflect on how we are doing. 712 respondents provided feedback through Survey Monkey to questions in our priority areas of Safe & Caring, Engagement, and 21st Century Knowledge, Skills, and Attributes (Life Skills).



We Heard: Students, parents, and staff are aware of and find positive benefits from Family School Liaison Counsellors, who help optimize the learning, development, and well-being of students. Our efforts to provide place-based learning opportunities for all students and pre-employment/workplace certification offerings for high school students are relevant and rewarding. All parents were asked about high school certificate offerings, however, the question was only applicable to high school students and some of the parent respondents who only have elementary children were not aware of the high school certificate offerings. This affected the results and we will learn from this when designing future surveys.

We Acted: The results of the survey were shared with Division Office and school-based departments as we work toward continuous improvement and success for "Every student, every day."

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 LRS D was primarily gathered through the use of:

- Alberta Education Assurance Measures (AEAMs)
- Provincial Achievement Tests and Diploma Examinations
- Data obtained from our 14 community schools, Virtual School and 13 Hutterite Colony Schools from the 2021-2022 school year
- Schools' Annual Education Results Reports
- Measurable Results Assessment (perception survey grades 3-10 for students, parents & staff)

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 3,748 (3,567 Full-Time Equivalent) during the 2021-2022 school year, with an operating budget of approximately \$55 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
- Summer School
- Pursuits programming (home education, virtual school, tutoring, diploma prep, pre-employment certifications, place-based programming, international student programs, FACES, etc)



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

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

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	84.1	84.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.9	83.5	83.4	81.4	83.2	83.1	High	Declined	Acceptable
	3-year High School Completion	80.4	83.5	78.7	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	80.3	83.4	83.4	87.1	86.2	85.6	Low	Maintained	Issue
	PAT: Acceptable	62.2	n/a	69.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.8	n/a	13.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.1	n/a	83.4	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	10.4	n/a	15.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.1	89.4	88.7	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (wCRSLE)	86.5	88.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.7	83.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.2	80.5	80.9	78.8	79.5	81.5	Intermediate	Declined Significantly	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Exam 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

Fall 2022

Authority: 1135 The Livingstone Range School Division (FNMI)

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	53.4	62.9	57.5	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	70.2	53.1	55.6	68.0	68.1	65.8	Very Low	Improved	Issue
	PAT: Acceptable	34.9	n/a	39.5	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	1.8	n/a	2.7	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	66.7	n/a	66.2	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	9.1	n/a	12.3	8.5	n/a	11.4	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 (w/CRSLE)	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Exam 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

COMMENTS ON RESULTS

STUDENT LEARNING

During the 2021-2022 school year the COVID-19 Pandemic created disruption in student learning, attendance and participation in the Provincial Achievement tests. The participation rates were some of the lowest recorded in LRSD and the assessments were absent from student and teacher routines for the past two years. Overall, the grade six achievement and proficiency results were above the provincial average in the category of acceptable standard in all of the assessments, which is encouraging. The grade nine cohort did not achieve similar results in acceptable standard to the province and there were significant differences in school awarded marks and PAT results. Closer analysis of the data revealed that the majority of our schools writing the grade 9 PAT scored higher or close to Provincial average in acceptable standards with the exception of two of our larger schools.

LRSD Provincial Achievement Test Results — Grade 6

Grade 6 2021-2022 School Year	LRSD Participation Rates (%)	Province Participation Rates (%)	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
English Language Arts	92.1	84.7	79.5	76.1	19.9	18.9
Math	92.2	84.6	65.2	63.0	8.9	12.4
Science	91.9	84.9	75.9	71.4	26.5	24.3
Social Studies	92.5	84.7	72.0	67.9	18.7	20.8

LRSD Provincial Achievement Test Results — Grade 9

Grade 9 2021-2022 School Year	LRSD Participation Rates (%)	Province Participation Rates (%)	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
English Language Arts	83.2	81.5	59.1	69.6	5.7	12.9
Math	83.3	82.2	39.2	51.6	7.6	16.1
Science	79.7	82.0	58.7	67.2	14.3	22.7
Social Studies	83.1	82.8	47.8	60.0	5.6	17.0

LRSD Diploma Exam Results

Diploma 2021-2022 School Year	June LRSD Acceptable Standard (%)	June Province Acceptable Standard (%)	June LRSD Standard of Excellence (%)	June Province Standard of Excellence (%)
ELA 30-1	86.7	78.8	9.5	9.4
ELA 30-2*	84.6	80.8	11.5	12.3
Math 30-1*	40.9	63.6	4.5	23.0
Math 30-2*	51.7	61.5	6.9	11.8
Social 30-1*	72.7	81.5	3.0	15.8
Social 30-2	71.8	72.5	7.1	13.2
Bio 30*	68.1	74.3	20.3	25.2
Chem 30*	68.3	77.1	10.0	31.1
Physics 30*	71.0	78.5	16.1	34.6

* Low numbers of students writing. January Diploma Exam results are unavailable due to January Diploma Exams being cancelled due to the covid context.

LRSD Diploma Exam Results — FNMI

Diploma 2021-2022 School Year	June LRSD Acceptable Standard (%)	June Province Acceptable Standard (%)	June LRSD Standard of Excellence (%)	June Province Standard of Excellence (%)
ELA 30-1	*	*	*	*
ELA 30-2	83.3	82.1	16.7	9.2
Math 30-1	*	*	*	*
Math 30-2	*	*	*	*
Social 30-1	*	*	*	*
Social 30-2	77.8	66.0	22.2	5.4
Bio 30	33.3	58.9	0.0	11.5
Chem 30	*	*	*	*
Physics 30	*	*	*	*

* Data values have been suppressed where the number is fewer than 6.

Diploma Exam results for 2021-22 reveal that small numbers of LRSD students wrote diploma exams in June 2022. The low participation rates impacted overall results. Data indicates that those subjects where larger numbers of LRSD students participated had results comparable or above those in the provincial cohort.

LRSD Provincial Achievement Test Results (ESL) — Grade 6

Grade 6 2021-2022 School Year	LRSD Participation Rates (%)	Province Participation Rates (%)	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
English Language Arts	95.3	89.0	88.4	76.8	6.3	16.0
Math	95.3	89.6	74.4	65.3	7.0	13.1
Science	95.7	90.3	76.6	72.0	12.8	21.0
Social Studies	95.7	89.9	61.7	68.4	0.0	17.9

LRSD Provincial Achievement Test Results (ESL) — Grade 9

Grade 9 2021-2022 School Year	LRSD Participation Rates (%)	Province Participation Rates (%)	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
English Language Arts*	66.7	79.9	22.2	61.9	0.0	7.0
Math*	77.8	83.0	11.1	47.0	11.1	12.9
Science*	77.8	75.6	22.2	55.8	0.0	13.7
Social Studies*	60.0	84.1	20.0	54.5	0.0	12.6

*Very low numbers of Gr. 9 ESL students wrote the PAT's

LRSD Overall Provincial Achievement Test Results (ESL) — Grade 6 & 9

Grade 6 & 9 2021-2022 School Year	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
Overall PAT Results	65.4	65.8	6.5	15.2

LRSD Diploma Exam Test Results (ESL)

There are very few ESL high school students in the Livingstone Range School Division. As such, no results are available for ESL Diploma Exams for the past year.

LRSD Provincial Achievement Test Results — Grade 6 (FNMI)

Grade 9 2021-2022 School Year	LRSD Participation Rates (%)	Province Participation Rates (%)	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
English Language Arts	88.9	76.7	41.7	76.0	4.2	9.6
Math	92.6	78.1	44.0	51.6	0.0	4.7
Science	96.4	78.8	37.0	65.0	3.7	12.4
Social Studies	96.4	77.7	40.7	60.3	3.7	9.4

LRSD Provincial Achievement Test Results — Grade 9 (FNMI)

Grade 9 2021-2022 School Year	LRSD Participation Rates (%)	Province Participation Rates (%)	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
English Language Arts	77.5	68.8	58.1	71.9	0.0	5.3
Math	65.0	69.7	26.9	37.8	0.0	5.8
Science	65.9	75.5	59.3	65.3	7.4	11.3
Social Studies	73.8	72.3	45.2	48.0	0.0	5.7

STUDENT LEARNING ENGAGEMENT

During the 2021-2022 school year the COVID-19 pandemic continued to result in disruptions to student learning. Student and staff absences due to illness resulted in inconsistent learning experiences and a lack of continuity. We are pleased to see that Livingstone Range School Division students still felt engaged in their learning opportunities throughout the year at rates comparable to the province. Literacy and numeracy remained focus areas for LRSD in 2021-2022. 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.

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	84.9	84.1	n/a	n/a	n/a
Parent	n/a	n/a	n/a	86.1	87.5	n/a	n/a	n/a
Student	n/a	n/a	n/a	71.5	69.8	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	97.0	94.9	n/a	n/a	n/a

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Overall	81.5	82.7	84.1	83.5	80.9	High	Declined	Acceptable
Parent	80.2	80.5	80.4	77.8	78.9	High	Maintained	Good
Student	71.8	74.1	78.3	78.3	74.2	Very High	Declined	Good
Teacher	92.6	93.5	93.6	94.4	89.7	Intermediate	Declined	Issue

CITIZENSHIP

LRSD stakeholders indicated in a February 2021 engagement survey that safe and caring schools continue to be very important in defining success for LRSD students. During the 2021-22 school year LRSD schools and students continued to participate in many local, provincial, national and global citizenship efforts helping students model the characteristics of active citizenship and make a difference for those in need.



Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
3 Year High School Completion	75.9	78.2	74.4	83.5	80.4	Intermediate	Maintained	Acceptable
4 Year High School Completion	82.4	81.8	79.9	79.5	86.7	Intermediate	Improved	Good
5 Year High School Completion	86.3	83.4	83.3	83.4	80.3	Low	Maintained	Issue
FNMI 3 Year High School Completion	50.7	44.2	65.4	62.9	53.4	Very Low	Maintained	Concern
FNMI 4 Year High School Completion	59.4	49.1	51.0	73.7	72.1	Low	Improved	Acceptable
FNMI 5 Year High School Completion	73.8	62.3	51.4	53.1	70.2	Very Low	Improved	Issue

HIGH SCHOOL COMPLETION

Three year high school completion rates dropped from the previous year however, four year high school completion rates rose significantly. The continued effort of LRSD academic counselors and career practitioners have helped LRSD students to complete high school. 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.



Domain: Teaching & Leading

Assurance Domain	Measure	Livingstone Range School Division Results (in percentages)			Alberta (in percentages)			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	88.1	89.4	88.7	89.0	89.6	90.3	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
The percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.6	87.8	89.7	89.4	88.1	High	Maintained	Good

The percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Overall	88.6	87.8	89.7	89.4	88.1	High	Maintained	Good
Parent	83.8	79.6	83.1	86.0	85.3	Very High	Improved	Excellent
Student	86.6	86.1	89.9	86.4	85.0	Intermediate	Declined Significantly	Issue
Teacher	95.3	97.5	96.0	95.7	93.9	Intermediate	Declined	Issue

MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Academic Measure	2021-2022	2022-2023	2023-204
Student Led Practices: Teachers empower students to play a more proactive role as they apply the knowledge and skill to accelerate and deepen their learning	72%		
Self-Efficacy: Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits	70%		

COMMENTS ON RESULTS

EDUCATION QUALITY

LRSD staff and students much like those across the province experienced increased absences due to illness. 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 2021, LRSD continued with a professional development course for aspiring school leaders. Nine participants completed the course in 2021 along with twelve in 2020. Several participants have secured school-based administrative positions.

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 administration 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
12	13	7

Inter-School Collaboration Days (ISCD) consist of two 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 Division Results (in percentages)			Alberta (in percentages)			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	86.5	88.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.7	83.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	88.2	86.5	n/a	n/a	n/a
Parent	n/a	n/a	n/a	86.4	87.7	n/a	n/a	n/a
Student	n/a	n/a	n/a	82.9	78.8	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	95.2	92.9	n/a	n/a	n/a

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	83.2	82.7	n/a	n/a	n/a
Parent	n/a	n/a	n/a	77.8	76.5	n/a	n/a	n/a
Student	n/a	n/a	n/a	80.9	80.4	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	90.9	91.2	n/a	n/a	n/a

MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Culture Measure	2021-2022
School Belonging: Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.	69%
Leadership Measure	2021-2022
Personal Development: Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.	70%
Engagement Measure	2021-2022
Family Engagement: Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.	71%
Community Engagement: The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.	77%

COMMENTS ON RESULTS

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

In addition to the Alberta Education Assurance Measure, LRSD surveyed stakeholders using a local measure called the Measurable Results Assessment (MRA) to better understand their perspective on sense of belonging, personal development, family engagement and community engagement. The Alberta Education Assurance Measure results indicate that LRSD stakeholders are slightly more satisfied in their agreement that school learning environments are welcoming, caring, respectful and safe compared to provincial results. 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

Over the past two school years, LRSD 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.

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.

Spring 2022

Authority: 1135 The Livingstone Range School Division (FNMI)

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	53.4	62.9	57.5	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	70.2	53.1	55.6	68.0	68.1	65.8	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	39.5	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.7	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	66.2	n/a	n/a	77.2	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	12.3	n/a	n/a	11.4	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
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. Participation in the 2019/20 and 2020/21 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.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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 is 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.
- LRSD held its first Land-Based Education camp in the spring of 2022. Twenty students from Matthew Halton High School participated in this pilot. Two LRSD staff members were previously trained as Indigenous Land Camp Instructors through ACTUA. The Land-Based Camp was a huge success and through continuing partnerships we will be able to offer this opportunity in the years ahead.

- The LRSD FNMI Staff Working Committee consisting of a staff representative from each school in the division continued to meet regularly throughout the 2021-22 school year to build leadership capacity. The Committee continues to work with teachers and school leaders to build capacity in the 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.
- Several years ago 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.



Domain: Governance

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Overall	82.0	81.1	80.7	80.5	75.2	Intermediate	Declined Significantly	Issue
Parent	75.1	72.6	72.0	74.1	65.0	Intermediate	Declined	Issue
Teacher	88.9	89.6	89.3	87.0	85.3	Low	Declined	Issue

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 in recent years: Budget Priorities, Mission, Vision and Core Values, Defining Student Success & Follow Up Measurement, development of the Division Calendar, Honoring Truth & Reconciliation, and help in naming the Crowsnest Pass Site (PEAKS Campus). 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 three Crowsnest Pass Schools
- [Outdoor Pursuits programming](#) at Crowsnest Consolidated High School
- Place-Based Education opportunities at [PEAKS Campus](#) and throughout the school division

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 ending August 31, 2022 reflect operating revenues of \$53,970,452 and operating expenditures of \$54,278,224 resulting in an operating deficit of (\$307,772). (See accompanying tables.) The Audited Financial Statements 2021-2022 can be found online at <https://www.lrsd.ca/our-division/departments/finance>.

For this same period, there was no change to unrestricted net assets, operating reserves decrease by \$441,320 to \$3,299,169, capital reserves increased by \$311,032 to \$2,120,869 and investment in tangible capital assets decreased by \$177,484 to \$7,387,472. This leaves the Board with an Accumulated Surplus of \$12,807,510 as of August 31, 2022 (a decrease of \$307,772).

Gross revenue from School Generated Funds totaled \$854,137 with related expenses of \$820,285 to generate those funds resulting in a net amount of \$33,853. The net sources of these funds were fundraising \$8,469, non-instructional student fees \$11,921, donations and grants \$8,520, and miscellaneous \$4,943. The deferred balance of unexpended School Generated Funds as at August 31, 2022 is \$1,792,350.

Additional Information: When the 2021-2022 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 2021 was created assuming a close to normal school year. As time went on it was apparent that although students were back to attending in person school there were still areas of operations that would still be influenced by the pandemic.

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, 2021 - AUGUST 31, 2022

Category	Budget	Actual	Difference	% Received / Expended
Revenues	\$53,504,830	\$53,970,452	\$465,622	100.87%
Expenditures	\$54,993,020	\$54,278,224	\$714,796	98.70%
Surplus (Deficit)	(\$1,488,190)	(\$307,772)	\$1,180,418	

Total Revenues: AB Education funding was \$475,194 higher than budgeted with the main reasons being: the weighted moving average enrollment for provincially funded students was higher than budgeted resulting in a receivable from the Provincial Government of \$185,257 to be recorded, mid-year funding announcements for Learning Disruption, Fuel Subsidy and Safe Indoor Air also contributed to the increase. Fewer fees and school generated funds collected were offset by increases in revenues in the international program as well as higher interest due to higher interest rates in the latter part of the school year.

Total Expenditures: Overall expenditures were down \$714,796 from the original budget. Although additional teaching and support staff were hired through the school year to support students there were other budget lines that realized less costs than anticipated. Part of the 2021-2022 school year was still restricted due to COVID limitations and so fewer dollars were collected at the school level in the areas of activity fees, fundraising and donations. As such fewer dollars were spent in schools in the related school generated funds areas.

Although utility costs significantly increased, the areas of contracted services, professional development, travel and subsistence, repairs and maintenance and insurance were down resulting in an overall under budget position.

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 budgeted. In addition, there were significant savings in Contracted Services, Professional Development (PD) and Travel costs given many PD opportunities and meetings were still offered online. In non-instructional areas net expenditures were below budget even though utilities were significantly higher. The areas for the following reasons: Transportation - inability to purchase buses saw lower amortization, planned initiatives continued to be delayed due to procurement challenges. Business and System Admin - Travel costs, contracted services, PD, supplies and insurance were also 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 2022-08-31" 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:

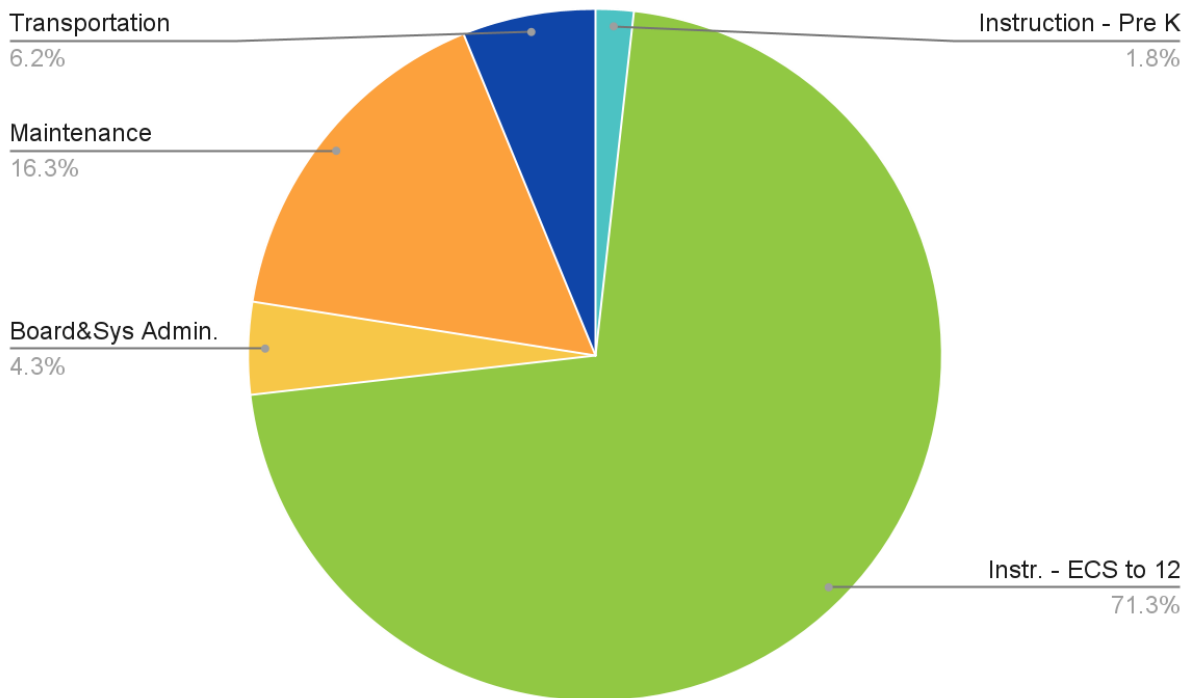
Year	Enrollment	Instructional Spending Per ECS – Grade 12 Year / Student	Support Services Spending Per ECS – Grade 12 Year / Student
2021-2022	3,567.00	\$11,127.99	\$4,088.79
2020-2021	3,415.75	\$11,192.87	\$4,024.88
2019-2020	3,487.25	\$10,837.93	\$3,604.82
2018-2019	3,453.25	\$11,603.63	\$3,982.75
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 2021-2022 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, 2021 - AUGUST 31, 2022

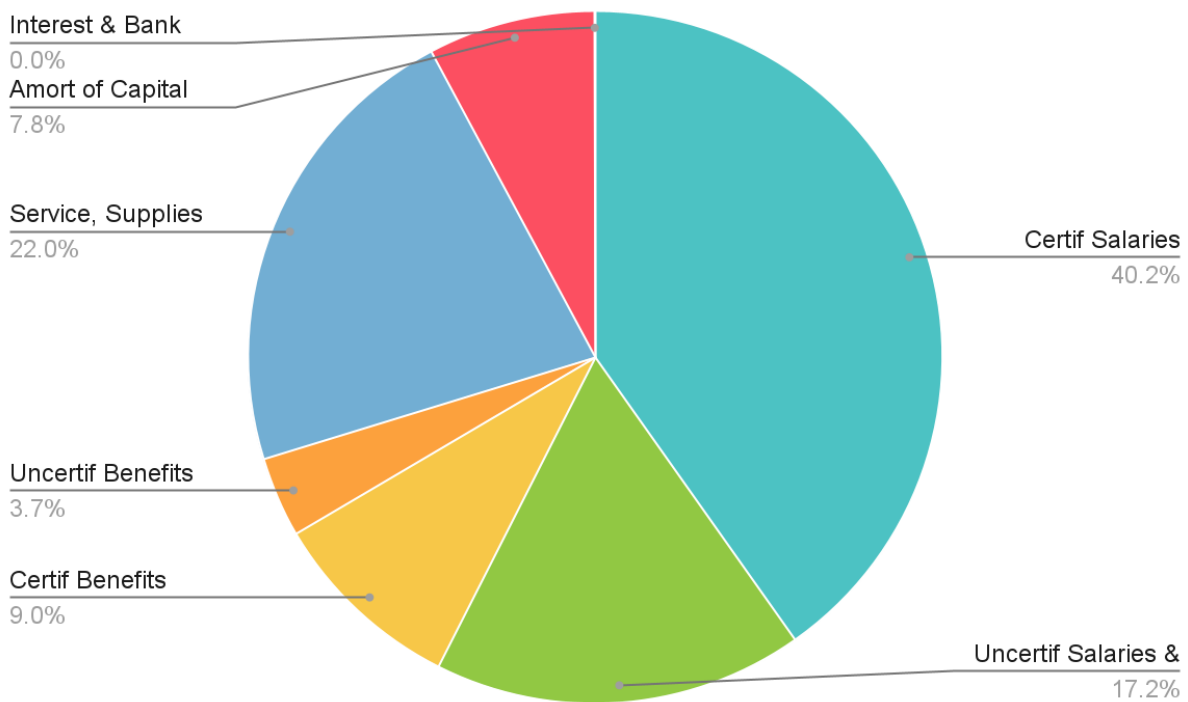
Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - Pre Kindergarten	\$972,422	1.80%
Instruction - ECS to Grade 12	\$38,721,100	71.34%
Board and System Administration	\$2,355,319	4.34%
Operations & Maintenance of Schools	\$8,874,281	16.34%
Transportation	\$3,355,102	6.18%
Total Expenditures	\$54,278,224	100.00%



Final Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2021 - AUGUST 31, 2022

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,822,975	40.21%
Uncertificated Salaries & Wages	\$9,357,813	17.24%
Certificated Benefits	\$4,909,404	9.05%
Uncertificated Benefits	\$2,025,570	3.74%
Services, Contracts, & Supplies	\$11,932,854	21.97%
Losses on Disposal of Capital Assets	\$-	0.00%
Amortization of Capital Assets	\$4,218,856	7.77%
Interest & Bank Charges	\$10,752	0.02%
Total Expenditures	\$54,278,224	100.00%



Budget compared to Expenditures

FOR THE PERIOD SEPTEMBER 1, 2021 - AUGUST 31, 2022

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,231,052	38.61%
Uncertificated Salaries & Wages	\$9,465,382	17.22%
Certificated Benefits	\$4,829,122	8.79%
Uncertificated Benefits	\$1,994,848	3.63%
Services, Contracts, & Supplies	\$13,181,594	23.95%
Losses on Disposal of Capital Assets	\$-	0.00%
Amortization of Capital Assets	\$4,280,522	7.78%
Interest & Bank Charges	\$10,500	0.02%
Total Expenditures	\$54,993,020	100.00%

Summary of Capital and Facilities Projects

NANTON SOLUTION PROJECT – BUILD NEW ELEMENTARY SCHOOL, MODERNIZATION OF AB DALEY COMMUNITY SCHOOL TO HOUSE THE JR/SR HIGH STUDENTS AND DEMO JT FOSTER SCHOOL

The number one priority on the LRSD Facility Plan is the Nanton Solution.

The number one capital priority for the Livingstone Range School Division is a Nanton Solution that would potentially see a replacement school built for elementary students and a modernization of the AB Daley Community School for the Jr/Sr High School students. Through the events that will be identified below it was determined that this solution would maintain the largest footprint and provide a community solution that will result in new and significantly updated educational spaces. Livingstone Range has seen a lot of success in community solution proposals to Alberta Education and feels that this solution will also be viewed favorably.



The planning for these projects 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 conditions and potential limitations in planning future modernizations.

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.

After 6 years of not receiving support for the Modernization of JT Foster School and upon further inquiry and discussion with representatives from Alberta Education regarding the proposal it was determined that a review of the current proposal be revisited. The facilities are aged (JTF 59, ABD 41), tired and many components within the schools are at or near the end of life. LRSD was encouraged to look at a community solution while going through a more current Value Scoping Session taking into consideration past information from the community discussions, facility studies and other relevant information such as updated facility conditions, enrollment trends and community improvement for potential growth of the community.

A value scoping session was completed in June of 2022 and upon viewing the results of the session as well as further dialogue and in order to meet the Minister of Education's time frame for reviewing proposed submissions the Board of Trustees moved in August of 2022 to submit the revised proposal for a Nanton Solution.

2021-2022 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. After a value scoping session held in June of 2022 the Board passed a motion to revise the submission to AB Education on a Nanton Solution. As such, priority one and four of the value scoping session were combined into a Nanton Solution that is now considered the Board's number one priority.

Priority ONE Project	Action Required
Community of Nanton Build a new Elementary School, Modernize current AB Daley Community School for Jr/Sr High Students and demolish current J.T. Foster School	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Community Round Table (Programming) Community Disc. (Facilities) Value Management Session (Dependent on Ab Ed)
Other	Action Required
Crowsnest Pass Stavely Granum Claresholm Fort Macleod	<ul style="list-style-type: none"> 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 2022-2023 school year based on the May 2022 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 2022 will be the allocation the division will receive for the year regardless of the enrollment numbers in September. Adjustments will be made at year end for differences in projected enrollment and actual enrollment based on the impact on the weighted moving average enrollment calculation and funding.

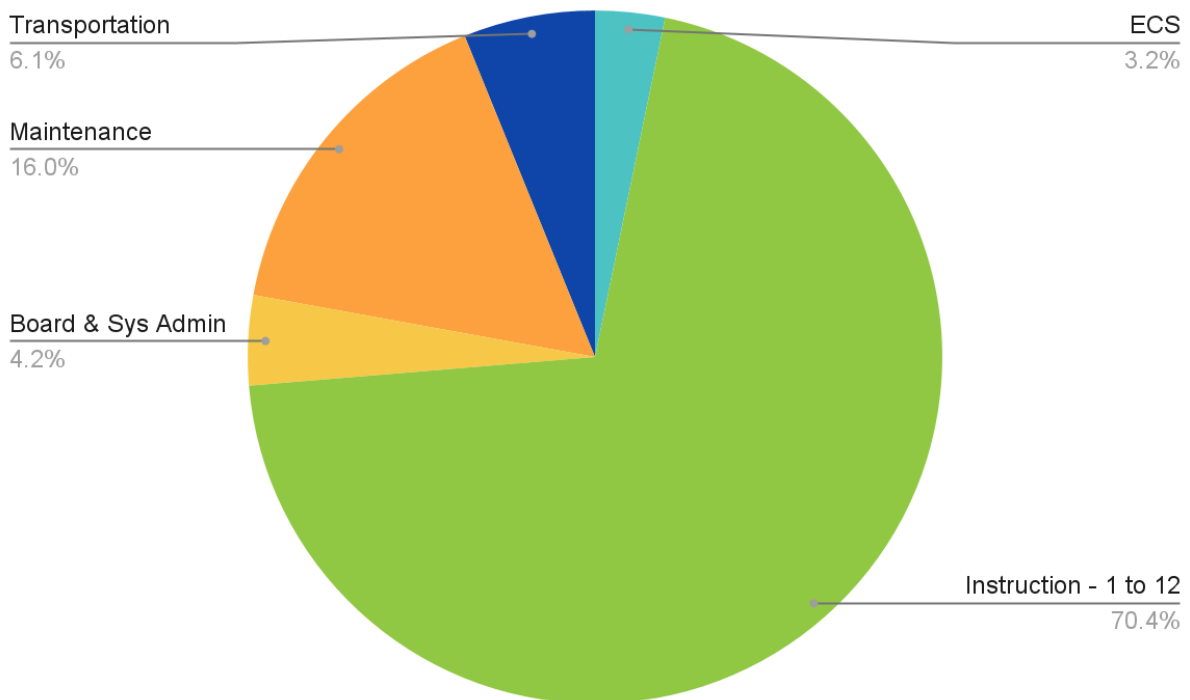
Projected revenues of \$53,726,419 are offset by projected expenditures of \$55,682,657 resulting in a planned operating deficit of (\$1,956,238). This budgeted deficit is to be taken from the following areas: Instructional Operating Reserves in the amount of \$1,951,126 and Maintenance Reserves in the amount of \$324,907. Transportation maintains a surplus to deal with increasing fuel, bus repairs and rising acquisition costs to procure replacement buses.

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, 2022 - AUGUST 31, 2023

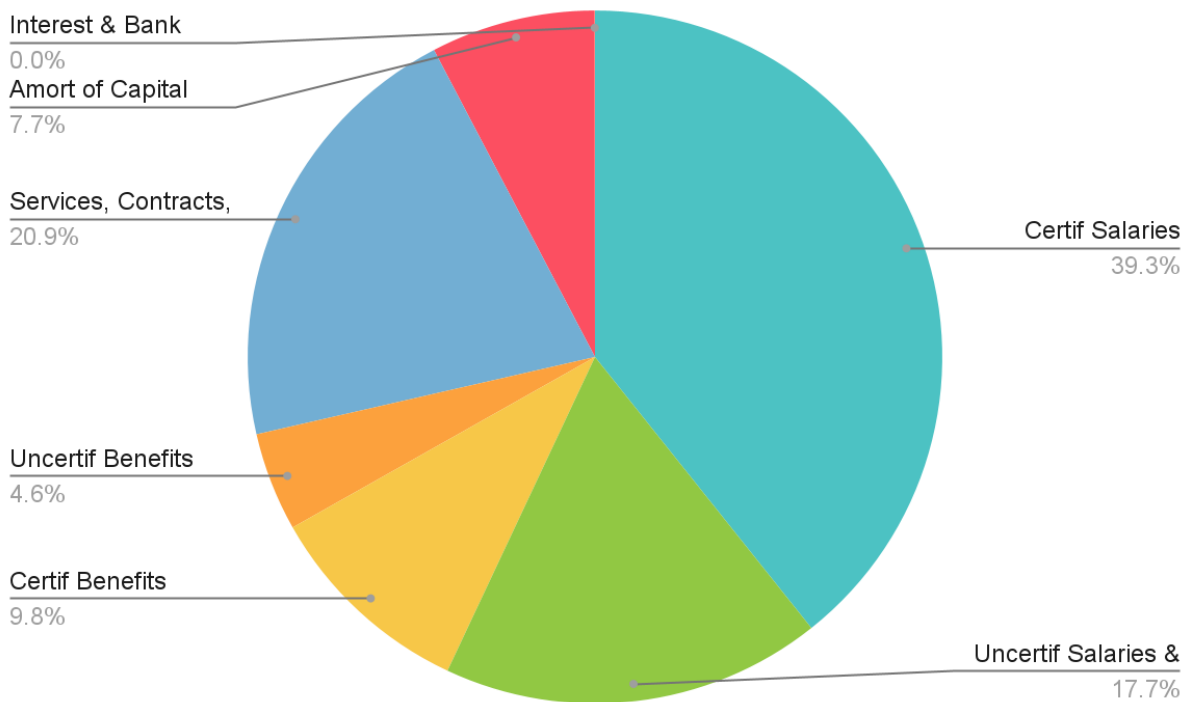
Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - ECS	\$1,803,824	3.24%
Instruction - Grades 1-12	\$39,222,187	70.44%
Board and System Administration	\$2,333,055	4.19%
Operations & Maintenance of Schools	\$8,912,216	16.00%
Transportation	\$3,411,375	6.13%
Total Expenditures	\$55,682,657	100.00%



Budgeted Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2022 - AUGUST 31, 2023

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,879,036	39.29%
Uncertificated Salaries & Wages	\$9,850,067	17.69%
Certificated Benefits	\$5,475,528	9.83%
Uncertificated Benefits	\$2,562,773	4.60%
Services, Contracts, & Supplies	\$11,642,189	20.91%
Losses on Disposal of Capital Assets	\$-	0.00%
Amortization of Capital Assets	\$4,262,564	7.66%
Interest & Bank Charges	\$10,500	0.02%
Total Expenditures	\$55,682,657	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 2021-2022 school year.

Contact Us

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