



**Livingstone Range**  
SCHOOL DIVISION

# ANNUAL EDUCATION RESULTS REPORT

2022-2023



Livingstone Range  
SCHOOL DIVISION

**Every student, every day.**

[www.lrsd.ca](http://www.lrsd.ca)

# Contents

<b>Board of Trustees</b>	<b>2</b>
<b>Senior Administration</b>	<b>2</b>
<b>Accountability Statement</b>	<b>3</b>
<b>Foundational Statements</b>	<b>4</b>
<b>Stakeholder Engagement</b>	<b>5</b>
<b>Publication</b>	<b>7</b>
<b>Profile of Livingstone Range School Division</b>	<b>7</b>
<b>Wildly Important Goals (WIGs), Outcomes, &amp; Strategies</b>	<b>9</b>
<b>Alberta Education Assurance Measures-Overall Summary</b>	<b>10</b>
<b>Domain: Student Growth &amp; Achievement</b>	<b>11</b>
<b>Domain: Teaching &amp; Leading</b>	<b>20</b>
<b>Domain: Learning Supports</b>	<b>22</b>
<b>Alberta Education Assurance Measures-Overall Summary-FNMI</b>	<b>25</b>
<b>Domain: Governance</b>	<b>27</b>
<b>Domain: Local &amp; Societal Context</b>	<b>28</b>
<b>Summary of Financial Results</b>	<b>29</b>
<b>Variance Analysis on Total Revenues and Total Expenditures</b>	<b>30</b>
<b>Final Expenditure Summary by Program</b>	<b>32</b>
<b>Final Expenditure Summary by Object</b>	<b>33</b>
<b>Summary of Capital and Facilities Projects</b>	<b>35</b>
<b>Budget Summary</b>	<b>38</b>
<b>Budgeted Expenditure Summary by Program</b>	<b>38</b>
<b>Budgeted Expenditure Summary by Object</b>	<b>40</b>
<b>Timelines &amp; Communication</b>	<b>41</b>
<b>Whistleblower Protection</b>	<b>41</b>
<b>Contact Us</b>	<b>41</b>

# Board of Trustees



**Lori Hodges**  
Board Chair



**Lacey Poytress**  
Board Vice-Chair



**Kathy Charchun**  
Trustee



**Carla Gimber**  
Trustee



**Greg Long**  
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 2022-2023 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 2022-2023 was approved by the Board on November 27, 2023.

**Lori Hodges**  
Board Chair  
(original signed)

# 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, school staff and students
- Annually review and revise school-based Education Plans
- Display 'scoreboards' in the school highlighting school priorities and progress
- Engage regularly with stakeholders through surveys or other engagement strategies

## FUTURE SCHOOL YEAR CALENDARS

October 2022 | From October 11 to 17, 2022 a total of 327 parents, guardians, staff, and students responded to our School Year Calendars survey. The feedback helped us understand what is most important to our stakeholders when it comes to developing future school year calendars, and was used to create the 2023-2024 and 2024-2025 calendars.



## BUDGET PRIORITIES SURVEY

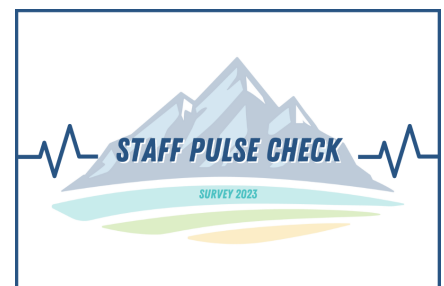
November 2022 | From November 21 to 25, 2022 631 staff, parents, and guardians responded to our Budget Priorities Survey. The survey results show that small class sizes, academics, classroom supports, high-quality teaching, great school culture, and mental health supports remain priorities for stakeholders. When operating with reduced funding, most of the suggested measures were not desirable but respondents would be willing to consider reducing operational/instructional days, welcoming more international students, and offering more high school courses virtually, assuming these translate to an actual cost-savings.



Using these survey results in budgeting for future years, LRSD leadership will continue to make decisions in the best interest of "Every student, every day."

## STAFF PULSE CHECK SURVEY

February 2023 | We asked all current staff to provide feedback on their employee experience in the areas of Engagement, Empowerment, Culture, Communication, Recognition, Growth, Wellness, and Leadership. 355 staff members responded to the survey. The results showed that staff feel proud to be part of LRSD, that they have opportunities to make meaningful contributions in their roles, and that their manager or team understands and appreciates the work they do. The survey also revealed that we have work to



do when it comes to respectful and transparent two-way communication; providing opportunities for all staff to expand in their careers, and integrating our value of wellness in all we do.

This feedback is used to help departments and schools find strategies to help ensure a positive staff experience for our valuable staff division-wide.

## MEASURABLE RESULTS ASSESSMENT

May 2023 | The Measurable Results Assessment (MRA) tool is used to focus on improving leadership, culture, and academics in the *Leader in Me* process. Parents, students, and staff across the division are invited to participate annually in the MRA, which identifies strengths and weaknesses in order to develop improvement plans and monitor progress.



## GRANUM AND NANTON SCHOOLS ENGAGEMENT

Composed of elected officials in these communities, Trustees, and Division staff, the Granum School Advisory Committee and Nanton Schools Advisory Committees met to provide feedback on new and modernized schools, programming opportunities to consider for the future, and to engage stakeholders.



## ONGOING ENGAGEMENT OPPORTUNITIES

- **School Councils:** Schools engage with families in conversation around school goals and strategies as well as school operations and budgets. Trustee representatives attend each school council meeting.
- **Regional School Council:** Led by Trustees, the Regional School Council meets three times per year. Meetings focus on creating greater awareness and understanding of division priorities and provide capacity building for school council chairs.
- **First Nations, Métis and Inuit Staff Working Committee:** Supported by Division staff, each school provides a representative who attends meetings throughout the year to build capacity and knowledge around TQS and LQS #5.
- **Literacy and numeracy committees:** Supported by Division staff, school representatives gather regularly to analyze division literacy and numeracy data, discuss research based best practices and provide input into strategies for continued improvement.



# 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:

- 2022 Alberta Education Assurance Measures
- Provincial Achievement Tests and Diploma Examinations
- Common Division Assessments (STAR, CAT's) & Provincial screeners
- Data obtained from our 14 community schools, Virtual School and 13 Hutterite Colony Schools from the 2022-2023 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.

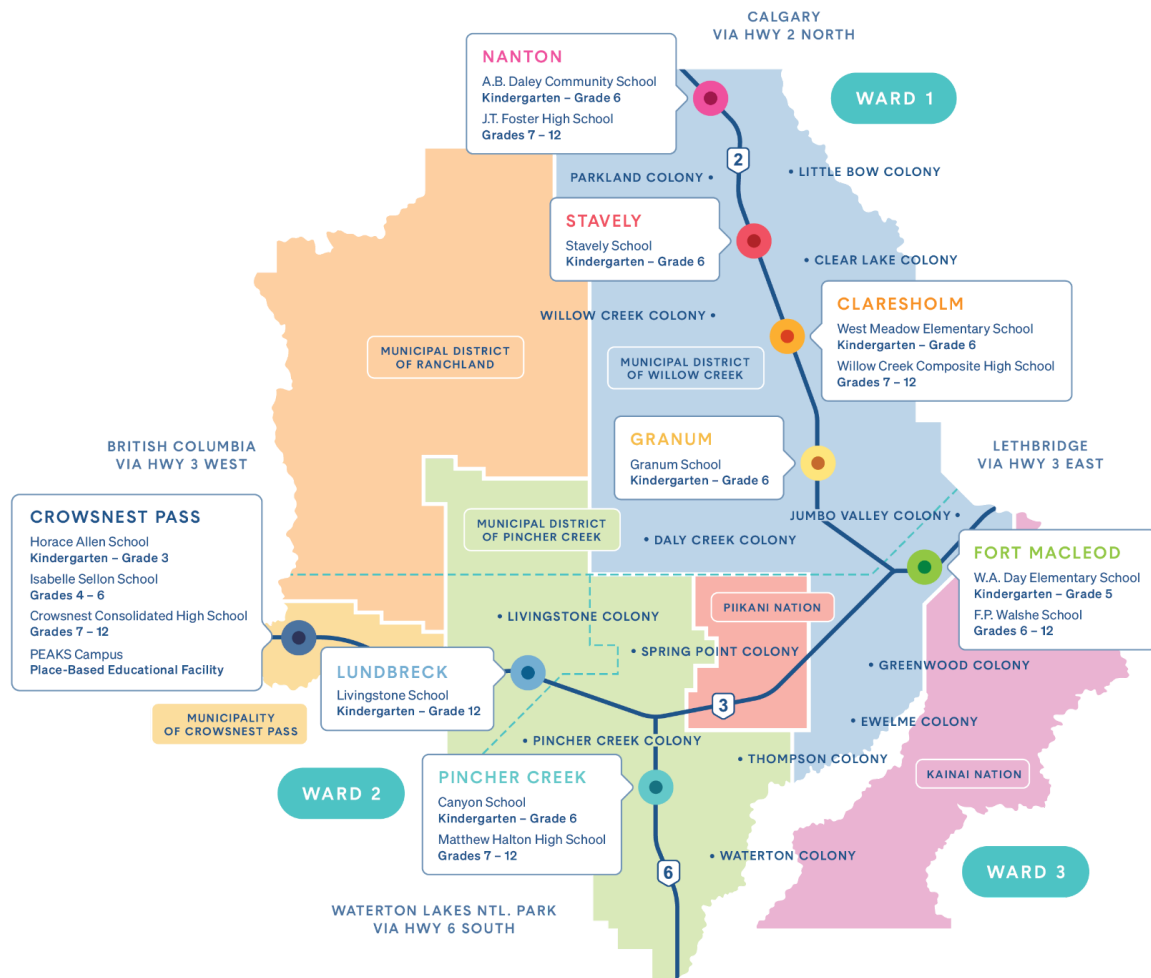
There were 3,743 (3,583.5 Full-Time Equivalent) students during the 2022-2023 school year, with an operating budget of approximately

\$55.68 million. Alberta Education reports that the Livingstone Range School Division has the one of the lowest Socio-Economic Status (SES) indexes of all school jurisdictions in the Province. Research continues to link lower SES to lower academic achievement and progress.



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 Indigenous students that live in the local communities. The Division has a close working relationship with the two Indigenous school boards in the area, and strives to develop positive Indigenous cultural awareness in our schools.

The economy of the area is predominantly agriculture/ranching-based with an energy sector and light manufacturing employment as well. Our rural communities have experienced population decline, making it challenging to offer comprehensive programs and services in some areas.



# 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, Métis 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

## Fall 2023 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	81.6	84.1	84.1	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	79.8	80.9	82.5	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	78.5	80.4	79.4	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.7	80.3	82.3	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	57.3	55.4	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	11.1	10.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	72.1	72.1	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	10.2	10.4	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	85.9	88.1	88.9	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.1	86.5	86.5	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	78.6	82.7	82.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	73.7	75.2	77.9	79.1	78.8	80.3	Low	Declined	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. Participation in the 2019/20 to 2021/22 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 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 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

### COMMENTS ON RESULTS

#### STUDENT LEARNING

Overall, the grade six achievement and proficiency results remained above the provincial average in the category of acceptable standard in all of the assessments except grade six math. The grade nine cohort did not achieve similar results in acceptable standard compared to the province. Junior high academic results remain an area of concern. Mathematics 9 is an area in particular that Livingstone Range continues to focus on. Strategies that will continue include making time available for numeracy lead teachers to meet and discuss best practices, analyze data from common assessments and participate in professional learning around [Building Thinking Classrooms](#) with Peter Liljedahl. During the 2021-2022 and 2022-23 school years, much of our professional development with regards to mathematics focused primarily on curriculum implementation and researched-based numeracy teaching, all of which was designed to prepare teachers to implement the new curriculum in K-3.

#### LRSD Provincial Achievement Test Results — Grade 6

Grade 6 2022-2023 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	90.1	84.2	83.1	76.2	17.6	18.4
Math*	75	84.6	56.0	65.4	10.9	15.9
Science	90.4	84.2	71.9	66.7	20.9	21.8
Social Studies	90.0	84.5	67.9	66.2	12.0	18.0

\*One larger LRSD school did not write the PAT this year as they were piloting the new math curriculum

#### LRSD Provincial Achievement Test Results — Grade 9

Grade 9 2022-2023 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	88.2	83.9	65.6	71.4	8.6	13.4
Math	88.1	84.0	45.2	54.4	8.5	13.5
Science	88.4	84.2	59.8	66.3	15.6	20.1
Social Studies	87.2	84.2	51.6	58.4	11.0	15.9

## COMMENTS ON RESULTS

### STUDENT LEARNING

Overall, the Diploma Exam results remain below the provincial average in most courses. LRSD continues to provide professional development for staff especially in literacy and numeracy. InterSchool Collaboration Days provide an opportunity for subject specialist teachers to meet and share best practices. Additionally, LRSD students are encouraged to participate in Diploma Prep courses offered in January and June.

### LRSD Diploma Exam Results

Diploma 2022-2023 School Year	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
ELA 30-1	73.3	83.7	2.0	10.5
ELA 30-2	91.1	86.2	8.9	12.7
Math 30-1	66.0	70.8	14.9	29.0
Math 30-2	61.3	71.1	9.7	15.2
Social 30-1	70.3	83.5	4.5	15.9
Social 30-2	75.0	78.1	6.3	12.3
Bio 30	63.7	82.7	21.6	32.8
Chem 30	53.6	80.5	8.9	37.0
Physics 30	83.8	82.3	32.4	39.9
Science 30	*	79.4	*	23.1

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

## COMMENTS ON RESULTS - First Nations, Métis and Inuit

### STUDENT LEARNING

We are pleased to see that our grade 6 First Nations, Métis and Inuit students experienced achievement results consistently above provincial average. We believe this is indicative of our ongoing efforts to provide appropriate academic support for our younger students providing interventions in literacy and numeracy. It is encouraging to see that the First Nations, Métis and Inuit results for ELA 30-2 and Math 30-2 are higher than the provincial averages. These results may indicate that some First Nations, Métis and Inuit students may have been successful in 30-1. We are disappointed to see that our grade 9 students are still struggling, however, we are committed to continue focusing on designing appropriate support structures to help them become more successful.

## LRSD Provincial Achievement Test Results — Grade 6 First Nations, Métis and Inuit

Grade 9 2022-2023 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	85.7	75.9	71.4	60.6	4.8	7.1
Math	85.7	76.1	52.4	42.0	4.8	5.6
Science	85.7	75.4	61.9	46.0	9.5	9.0
Social Studies	90.5	75.7	57.1	45.3	9.5	6.5

## LRSD Provincial Achievement Test Results — Grade 9 First Nations, Métis and Inuit

Grade 9 2022-2023 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	59.5	69.5	29.7	49.2	0.0	4.4
Math	60.0	69.0	2.9	28.7	0.0	3.8
Science	70.3	70.7	18.9	42.1	0.0	7.1
Social Studies	59.5	70.8	18.9	34.1	0.0	4.9



## LRSD Diploma Exam Results — First Nations, Métis and Inuit

Diploma 2022-2023 School Year	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
ELA 30-1	66.7	78.3	0.0	6.1
ELA 30-2	92.3	86.5	15.4	9.9
Math 30-1	*	60.6	*	15.0
Math 30-2	*	65.8	*	12.1
Social 30-1	50.0	73.0	0.0	8.6
Social 30-2	92.3	72.3	0.0	5.4
Bio 30	*	72.5	*	19.1
Chem 30	*	70.0	*	24.0
Physics 30	*	72.0	*	26.8
Science 30	*	75.3	*	18.7

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

## COMMENTS ON RESULTS - English as an Additional Language (EAL)

### STUDENT LEARNING

The number of EAL students in LRSD is growing. In the past, LRSD EAL students were mainly from our 13 Hutterite Colonies. Typically our Hutterite students write the grade 6 PAT but very few write the grade 9 PAT resulting in lower than provincial averages on both the grade 9 PAT as well as the combined grade 6 & 9 PAT chart. Recently, LRSD has experienced greater numbers of EAL students due to immigration. Additional academic support is provided to EAL students after arriving in LRSD. Grade 6 LRSD EAL students performed above provincial average on the ELA and Math tests but were below provincial average on Science and Social Studies. These results are reflective of our emphasis on literacy and numeracy with EAL students. Low numbers of EAL students write the Diploma Exams however we anticipate that this number will continue to grow in future years.

## LRSD Provincial Achievement Test Results — Grade 6 English as an Additional Language

Grade 6 2022-2023 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	90.0	84.3	70.0	68.2	3.3	8.4
Math	93.3	84.6	63.3	60.8	0	5.6
Science	92.3	83.5	53.8	59.0	7.7	9.9
Social Studies	92.3	83.0	38.5	47.7	0	6.6

## LRSD Provincial Achievement Test Results — Grade 9 English as an Additional Language

Grade 9 2022-2023 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*	*	55.4	*	33.8	*	0
Math*	*	54.5	*	26.6	*	1.4
Science*	*	58.3	*	27.6	*	.6
Social Studies*	*	56.4	*	19.9	*	0

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

## LRSD Overall Provincial Achievement Test Results — Grade 6 & 9 English as an Additional Language

Grade 6 & 9 2022-2023 School Year	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
Overall PAT Results	26	57.9	0.0	12.2



## LRSD Diploma Exam Test Results — English as an Additional Language

Diploma 2022-2023 School Year	LRSD Acceptable Standard (%)	Province Acceptable Standard (%)	LRSD Standard of Excellence (%)	Province Standard of Excellence (%)
ELA 30-1	50.0	63.3	0.0	3.7
ELA 30-2	85.7	71.5	0.0	5.5
Math 30-1	*	61.1	*	23.1
Math 30-2	*	58.5	*	9.7
Social 30-1	50.0	72.7	0.0	8.8
Social 30-2	*	62.5	*	7.8
Bio 30	42.9	72.8	14.3	24.7
Chem 30	*	73.5	*	29.9
Physics 30	66.7	75.7	33.3	32.3
Science 30	*	67.4	*	16.1

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

### EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

LRSD focused on providing opportunities for small group instruction during class time through increased staffing or reorganization of the school day. Staff and students focused on phonological and phonemic awareness, phonics, word study, vocabulary, fluency and comprehension during this dedicated time. Intervention specific digital resources were provided (Accelerated Reader/ST Math) along with accessing a professional literacy intervention consultant to work alongside staff and students when appropriate. Baseline and lead measures were identified using a divisional tool (Star Reader) and the Provincial Screeners (LENS/CC3/Numeracy Screener). The results and school progress were reviewed monthly with school administration. Professional learning opportunities were provided to staff and literacy resources were provided to all K-3 classrooms (decodable books, Alberta Education's Reading Intervention Lessons, and phonemic awareness).



## Literacy

Grade	Assessment	#of students assessed at the beginning of the school year	#of students at risk at the beginning of the school year	Average #of months behind grade level at beginning of school year	Total #of students identified as being at risk at the end of the school year	Average #of months behind grade level after the administration of the initial assessment	Average number of months gained at grade level after the final assessment for at risk students
1	CC3	260	69	5.3	39	3.5	1.8
2	CC3	262	73	8.5	35	7.0	1.5
3	CC3	266	90	14.3	65	15.9	-1.6

## Numeracy

Grade	Assessment	#of students assessed at the beginning of the school year	#of students at risk at the beginning of the school year	Average #of months behind grade level at beginning of school year	Total #of students identified as being at risk at the end of the school year	Average #of months behind grade level after the administration of the initial assessment	Average number of months gained at grade level after the final assessment for at risk students
1	Numeracy Screener	259	84	8.8	80	5.2	3.6
2	Numeracy Screener	258	85	9.2	63	7.0	2.2
3	Numeracy Screener	264	91	6.3	55	4.5	1.8

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		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall	n/a	n/a	84.9	84.1	81.6	n/a	Declined	n/a
Parent	n/a	n/a	86.1	87.5	81.8	n/a	Declined	n/a
Student	n/a	n/a	71.5	69.8	70.5	n/a	Maintained	n/a
Teacher	n/a	n/a	97.0	94.9	92.3	n/a	Declined	n/a

## STUDENT LEARNING ENGAGEMENT

The results indicate that our overall rate for student engagement has dropped compared to the previous 3 year average. In reviewing the results in greater detail, the grade 10-12 parent, teacher and student results have shown the most significant decrease while grades 4-6 & 7-9 parent, teacher and student results are either comparable to or above provincial averages. An area for growth is to continue to improve high school student engagement. LRSD high school students have access to a diverse range of programs and option courses. Dual credit opportunities have experienced a growing interest among LRSD high school students. A number of academies are available throughout the school division including a Flight Academy, Hockey Academy, Sports Academy, Firefighting Academy and a Ski Academy. LRSD has a full complement of CTS programs available including culinary arts, drama, fabrication, automotives, construction, cosmetology, leadership, etc. Pre-employment certifications are offered to students including WHMIS, Food Safety, Hunter's Education, First Aid, etc. Place-based learning is available in every school.

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		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall	82.7	84.1	83.5	80.9	79.8	High	Declined	Acceptable
Parent	80.5	80.4	77.8	78.9	78.0	High	Maintained	Good
Student	74.1	78.3	78.3	74.2	72.4	Very High	Declined Significantly	Acceptable
Teacher	93.5	93.6	94.4	89.7	88.9	Intermediate	Maintained	Acceptable

## 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 and 2022-23 school years, 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		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
3 Year High School Completion	78.2	74.4	83.5	80.4	78.5	Intermediate	Maintained	Acceptable
4 Year High School Completion	81.8	79.9	79.5	86.7	83.5	Intermediate	Maintained	Acceptable
5 Year High School Completion	83.4	83.3	83.4	80.3	87.7	Intermediate	Improved	Good
FNMI 3 Year High School Completion	44.2	65.4	62.9	53.4	64.3	Very Low	Maintained	Concern
FNMI 4 Year High School Completion	49.1	51.0	73.7	72.1	58.4	Low	Maintained	Concern
FNMI 5 Year High School Completion	62.3	51.4	53.1	70.2	67.5	Very Low	Maintained	Concern
EAL 3 Year High School Completion	*	*	*	*	*	*	*	*
EAL 4 Year High School Completion	*	*	*	*	*	*	*	*
EAL 5 Year High School Completion	*	*	*	*	*	*	*	*

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

### HIGH SCHOOL COMPLETION

LRSD is continuing to provide a broad range of programming for high school students in an effort to increase student engagement and to better prepare graduates for life after high school. 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

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

	Livingstone Range School Division Results (in percentages)					Evaluation		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall	87.8	89.7	89.4	88.1	85.9	Intermediate	Declined Significantly	Issue
Parent	79.6	83.1	86.0	85.3	80.5	Intermediate	Maintained	Acceptable
Student	86.1	89.9	86.4	85.0	85.5	Intermediate	Maintained	Issue
Teacher	97.5	96.0	95.7	93.9	91.7	Low	Declined	Issue

## MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Academic Measure	2021-2022	2022-2023	2023-2024
<b>Student Led Practices:</b> Teachers empower students to play a more proactive role as they apply the knowledge and skill to accelerate and deepen their learning	72%	77%	
<b>Self-Efficacy:</b> Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits	70%	76%	

## COMMENTS ON RESULTS

Our staff work hard to create positive learning experiences for students each day. We are pleased to see that the overall result has remained consistently high over the past five years. Our Local Measures indicate improvements in teachers empowering students to play a more active role in their education.

## PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

LRSD's robust focus on continued professional growth continued 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 in accordance with their school education plans.

Since 2020, LRSD has held a locally developed professional development course for aspiring school leaders. 27 participants completed the course to date and several participants have secured school-based administrative positions. New school based administrators are provided with the opportunity to participate in the CASS Start Right program for beginning school administrators as

well as a locally developed school administration leadership series of professional development sessions.

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
18	8	30

Every school in LRSD identifies a staff representative who attends division professional learning in literacy, numeracy, First Nations, Métis and Inuit professional development, learning support and mental health & wellness. These school representatives attend and report back at monthly school staff meetings.

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

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		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall	n/a	n/a	88.2	86.5	84.1	n/a	Declined	n/a
Parent	n/a	n/a	86.4	87.7	84.4	n/a	Maintained	n/a
Student	n/a	n/a	82.9	78.8	76.2	n/a	Declined	n/a
Teacher	n/a	n/a	95.2	92.9	91.7	n/a	Maintained	n/a

## MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Culture Measure	2021-2022	2022-2023	2023-2024
School Belonging: Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.	69%	74%	

Leadership Measure	2021-2022	2022-2023	2023-2024
Personal Development: Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.	70%	75%	

## 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 similarly 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.

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		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall	n/a	n/a	83.2	82.7	78.6	n/a	Declined Significantly	n/a
Parent	n/a	n/a	77.8	76.5	72.6	n/a	Maintained	n/a
Student	n/a	n/a	80.9	80.4	79.0	n/a	Maintained	n/a
Teacher	n/a	n/a	90.9	91.2	84.3	n/a	Declined Significantly	n/a

### MEASURABLE RESULTS ASSESSMENT (MRA) LOCAL MEASURE

Engagement Measure	2021-2022	2022-2023	2023-2024
<b>Family Engagement:</b> 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%	70%	
<b>Community Engagement:</b> The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.	77%	77%	

### COMMENTS ON RESULTS

#### ACCESS TO SUPPORT SERVICES

Over the past several 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. Ongoing development of a visible continuum of supports and services is a focus in each school.

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. We have increased the number of Child Youth Care Workers in our division to support



small group work with students and to support the increased complexity of individual student needs.

Livingstone Range School Division is a core member of Southwest Collaborative Support Services (SWCSS). We work collaboratively with neighboring school divisions to employ and provide our students with services from Speech Language Pathologists, Occupational Therapists, Physiotherapists, Educational Audiologist, Teacher for the Blind/Visually Impaired, and a dDeaf and Hard of Hearing Teacher. Livingstone Range is a member of the SWCSS Complex Case Team. The team works together to support students and families through cross-ministry partnerships and consultation.



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.

# Alberta Education Assurance Measures – Overall Summary – FNMI

## Fall 2023 Alberta Education Assurance Measures - Overall Summary (FNMI)

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	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	64.3	53.4	60.5	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	67.5	70.2	58.2	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	23.1	33.7	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.7	1.5	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.5	66.7	n/a	74.8	68.7	n/a	Low	n/a	n/a
	Diploma: Excellence	3.9	9.1	n/a	11.3	8.5	n/a	Very Low	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

## FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

- Approximately 10% of our student population is First Nations, Métis, and Inuit.
- LRSD has observed increased numbers of students self-identified as Métis as we have focused more on learning more about Métis perspectives and experiences.

- When reviewing the achievement data it is clear that First Nations, Métis, 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. In 2023 two Land-Based Education camps were held. Two LRSD staff members were previously trained as Indigenous Land Camp Instructors through ACTUA. The [Land-Based Camps](#) were a huge success and through partnerships we will be able to continue offering 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 2022-23 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, Métis 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. LRSD remains committed to improving educational outcomes for our First Nations, Métis and Inuit students.



# 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		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall	81.1	80.7	80.5	75.2	73.7	Low	Declined	Issue
Parent	72.6	72.0	74.1	65.0	62.8	Low	Declined	Issue
Teacher	89.6	89.3	87.0	85.3	84.6	Low	Maintained	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 three 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 Measurements, development of the Division Calendar, Honoring Truth & Reconciliation, and community engagements focused on programming and facilities. 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, 2023 reflect operating revenues of \$54,259,746 and operating expenditures of \$55,655,562 resulting in an operating deficit of (\$1,395,816). (See accompanying tables.) The Audited Financial Statements 2022-2023 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, an operating reserve decrease of (\$1,227,658) down to \$2,071,511, a capital reserve decrease of \$144,461 down to \$1,976,408 and an investment in tangible capital assets decrease of (\$1,844,522) down to \$5,542,950. The majority of the decrease to investment in tangible capital assets (\$1,820,825) was due to a prior period adjustment to the opening balance as part of the implementation of the Asset Retirement Obligation. This leaves the Board with an Accumulated Surplus of \$9,590,869 as of August 31, 2023 (a decrease of \$3,216,641).

Gross revenue from School Generated Funds totaled \$1,128,385 with related expenses of \$1,128,555 to generate those funds resulting in a net amount of (\$170). The net sources of these funds were fundraising \$40, non-instructional student fees \$61, donations and grants \$37, and miscellaneous \$32. The deferred balance of unexpended School Generated Funds as at August 31, 2023 is \$1,792,180.

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, 2022 - AUGUST 31, 2023

Category	Budget	Actual	Difference	% Received / Expended
Revenues	\$53,726,419	\$54,259,746	\$533,327	100.99%
Expenditures	\$55,682,657	\$55,655,562	\$27,095	99.95%
<b>Surplus (Deficit)</b>	<b>(\$1,956,238)</b>	<b>(\$1,395,816)</b>	<b>\$560,422</b>	

## Total Revenues:

Government of Alberta Funding was \$176,757 higher than budgeted with the main reasons being: additional funding received in the areas of ATA Settlement Top Up, Learning Disruption, Low Incidence Support, Mental Health Initiatives, Fuel Subsidy and the Collegiate School Application Grant. Some of these increases were offset by reductions in the Alberta Teachers Retirement Fund contributions (lower than budgeted), IMR revenue recognition as more projects were considered capital and revenue is recognized over time.

Other Funding was \$356,570 higher than budgeted due mainly to higher interest rates, additional funding received through the Breakfast Club of Canada and Jordan's Principle, more fees collected for option courses and extracurricular events. These increases were offset by a lower than anticipated number of students attending LRSD schools from both on reserve and through the international program.

## Total Expenditures:

Overall expenditures were down \$27,095 from the original budget. Although this is a very close number to our original budget, getting there involved some ups and downs.

Certificated Salaries and Benefits were lower due to the Alberta Teacher Retirement Fund contributions being lower than anticipated.

Support Staff Salaries and Benefits were under slightly due to the inability to fill some positions at the beginning of and throughout the year.

Services, Contracts and Supplies net result was slightly under budget with the following areas of note: Supplies exceeded budget, however this increase in spending was triggered by the receipt of additional targeted grant funding. Insurance premiums were below what was budgeted, IMR expenditures were recorded as capital versus operational.

Amortization was up due to capital assets purchased during the year or after the budget was finalized.

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:

<b>Year</b>	<b>Enrollment</b>	<b>Instructional Spending Per ECS – Grade 12 Year / Student</b>	<b>Support Services Spending Per ECS – Grade 12 Year / Student</b>
2022-2023	3,583.50	\$11,445.01	\$4,086.05
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

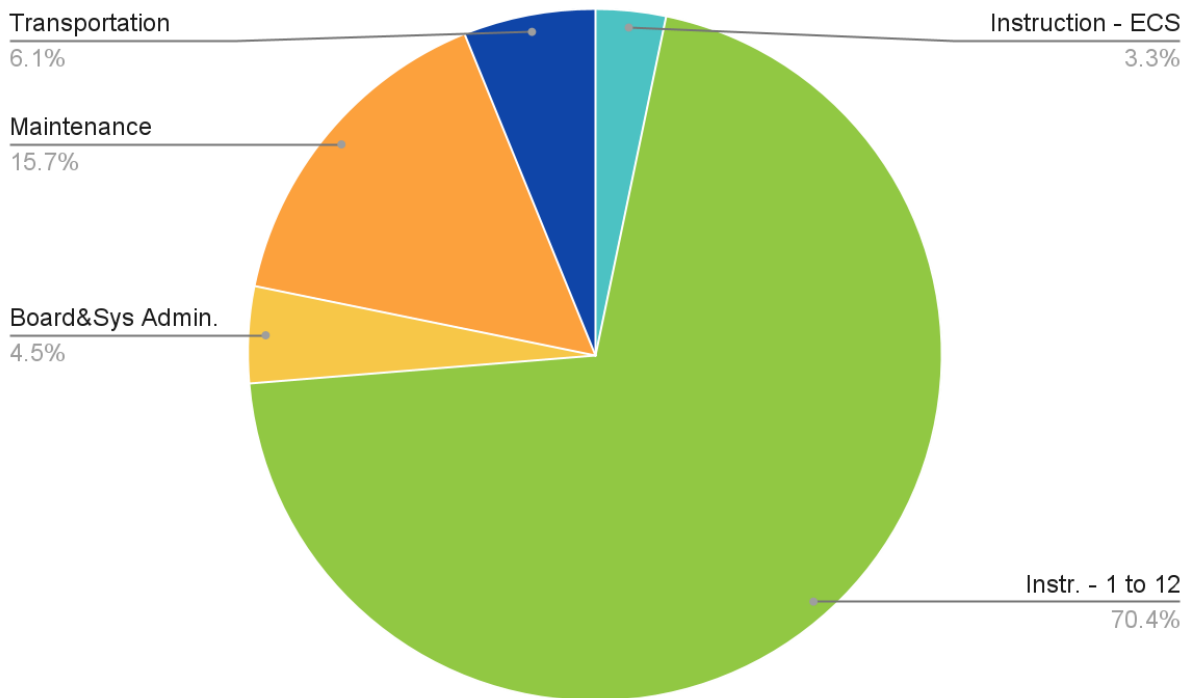
Copies of the 2022-2023 Audited Financial Statements for LRSD are available at [www.lrsd.ca/our-division/departments/finance](https://www.lrsd.ca/our-division/departments/finance). Additional information on school-generated funds can also be found in the Audited Financial Statements. The web link to 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, 2022 - AUGUST 31, 2023

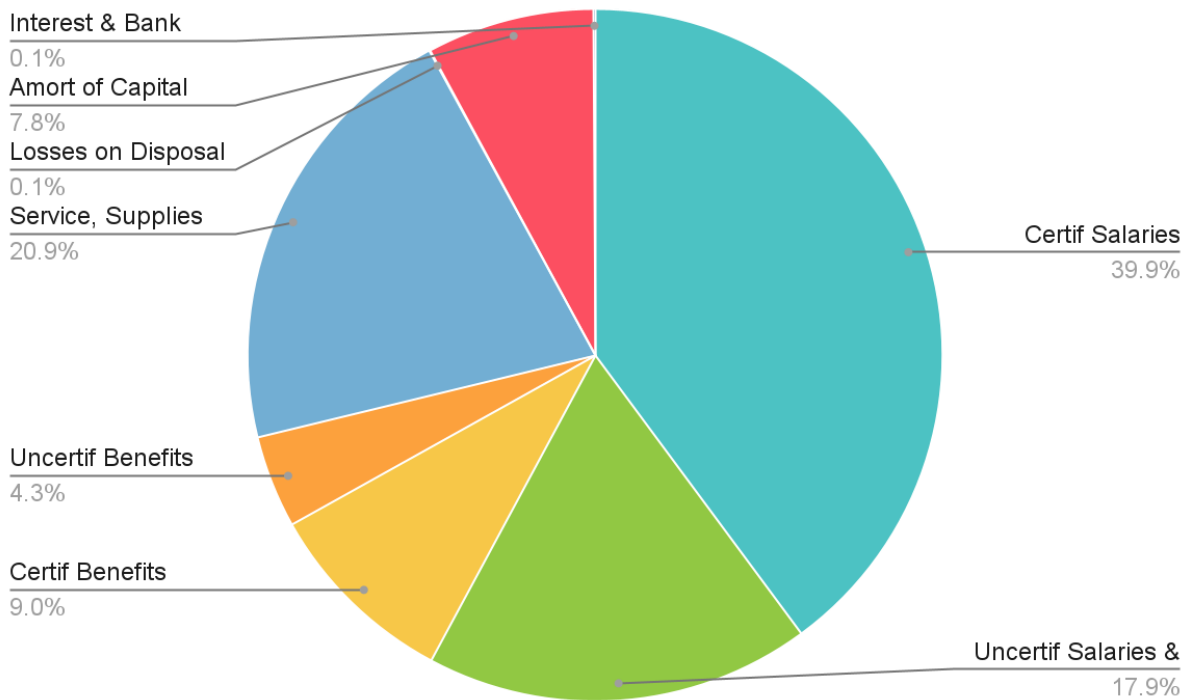
Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - ECS	\$1,818,390	3.27%
Instruction - 1 to Grade 12	\$39,194,814	70.42%
Board and System Administration	\$2,517,717	4.52%
Operations & Maintenance of Schools	\$8,719,3221	15.67%
Transportation	\$3,405,319	6.12%
<b>Total Expenditures</b>	<b>\$55,655,562</b>	<b>100.00%</b>



# Final Expenditure Summary by Object

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

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$22,201,730	39.89%
Uncertificated Salaries & Wages	\$9,985,688	17.94%
Certificated Benefits	\$5,031,400	9.04%
Uncertificated Benefits	\$2,387,439	4.29%
Services, Contracts, & Supplies	\$11,623,064	20.88%
Losses on Disposal of Capital Assets	\$38,455	0.07%
Amortization of Capital Assets	\$4,359,528	7.83%
Interest & Bank Charges	\$28,258	0.05%
<b>Total Expenditures</b>	<b>\$54,278,224</b>	<b>100.00%</b>



# Budget compared to Expenditures

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%
<b>Total Expenditures</b>	<b>\$55,682,657</b>	<b>100.00%</b>



# 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 J.T. FOSTER HIGH SCHOOL

On March 1, 2023, Education Minister Adriana LaGrange announced provincial funding for the design stage of LRSD's number one capital priority, the Nanton Solution Project

The number one capital priority for the Livingstone Range School Division is a Nanton Solution that will see a replacement school built for elementary students and a modernization of the A.B. Daley Community School for the junior and senior high school students. It was determined that this solution would maintain the largest footprint, provide the highschool with a larger gymnasium needed for programming and extra-curricular events as well as 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 meet that standard of success as well.

Currently divisional staff are working with GGA Architects in the design development stage with the hopes that the construction funding will be approved in the spring of 2024. A Nanton School Advisory Committee has also been created to meet with municipal partners to discuss related items such as communications, partnerships and possible decanting solutions.



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 Stavelly (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 J.T. 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 60, ABD 42), 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.

## 2022-2023 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 the approval of design funding for the Nanton Schools Solution the Board of Trustees have now passed a motion to establish their number one priority as seeking construction funding.

Priority ONE Project	Action Required
<b>Construction Funding:</b> 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"> <li>Submitted as Priority One with Alberta Education</li> <li>Awaiting announcement for approval</li> <li>Currently in design phase</li> </ul>
Priority TWO Project	Action Required
<b>Planning Funding:</b> Community of Lundbreck Modernization to Livingstone School	<ul style="list-style-type: none"> <li>Community Round Table (Programming)</li> <li>Community Discussion (Facilities)</li> <li>Value Management Session (Dependent on AB ED)</li> </ul>
Priority THREE Project	Action Required
<b>Pre-Planning Funding:</b> Community of Pincher Creek Modernize Canyon & Matthew Halton Schools	<ul style="list-style-type: none"> <li>Community Round Table (Programming)</li> <li>Community Disc. (Facilities)</li> </ul>

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 2023-2024 school year based on the May 2023 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 2023 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 \$55,899,308 are offset by projected expenditures of \$56,353,806 resulting in a planned operating deficit of (\$454,498). This budgeted deficit is to be taken from the instructional and maintenance operating reserves. The transportation surplus will be utilized to procure additional buses for the implementation of the new transportation guidelines.

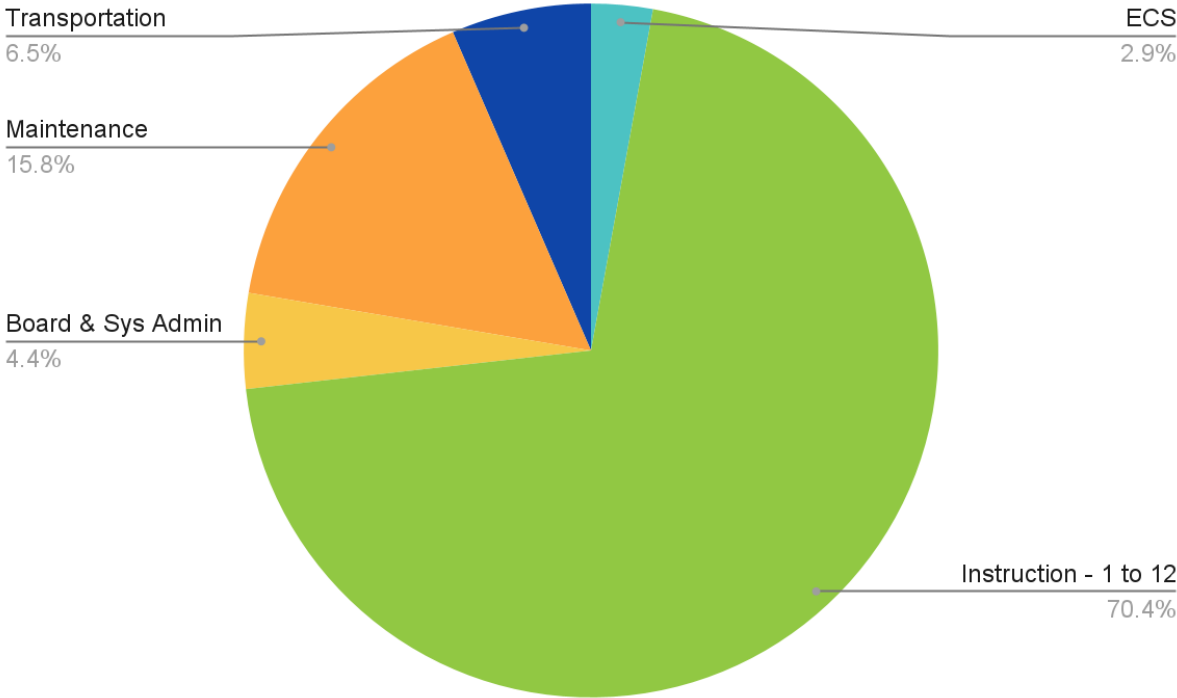
For more information on a summary of Budget Highlights, Plans, Assumptions and Risks visit the following link: <https://www.lrsd.ca/our-division/departments/finance>. All School Division accounts, including school-generated funds, are maintained in accordance with Canadian generally accepted accounting 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, 2023 - AUGUST 31, 2024

Expenditure	Total Category Expenditures	% of Total Expenditures
Instruction - ECS	\$1,613,213	2.86%
Instruction - Grades 1-12	\$39,650,632	70.36%
Board and System Administration	\$2,500,496	4.44%
Operations & Maintenance of Schools	\$8,919,244	15.83%

Transportation	\$3,670,221	6.51%
<b>Total Expenditures</b>	<b>\$56,353,806</b>	<b>100.00%</b>

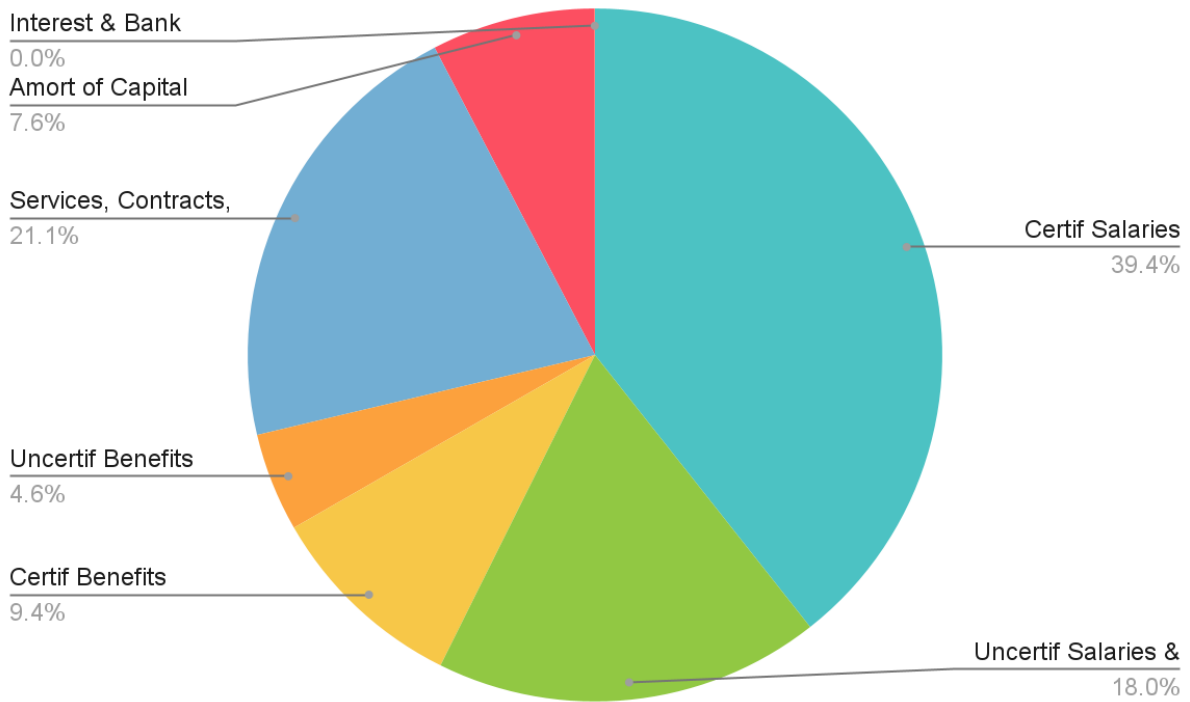




# Budgeted Expenditure Summary by Object

FOR THE PERIOD SEPTEMBER 1, 2023 - AUGUST 31, 2024

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$22,182,579	39.36%
Uncertificated Salaries & Wages	\$10,128,665	17.97%
Certificated Benefits	\$5,274,840	9.36%
Uncertificated Benefits	\$2,590,598	4.60%
Services, Contracts, & Supplies	\$11,871,157	21.07%
Losses on Disposal of Capital Assets		0.00%
Amortization of Capital Assets	\$4,295,467	7.62%
Interest & Bank Charges	\$10,500	0.02%
<b>Total Expenditures</b>	<b>\$56,353,806</b>	<b>100.00%</b>



# Timelines & Communication

Information included in the Results Report will be communicated to parents and the public on the LRSD website ([www.lrsd.ca](http://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](http://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 Interest Disclosure Act have been reported to the Superintendent or designate during the 2022-2023 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](mailto:hello@lrsd.ab.ca)  
[www.lrsd.ca](http://www.lrsd.ca)

