



LIVINGSTONE RANGE SCHOOL DIVISION

Annual Education Results Report

2019-2020

Three-Year Education Plan

2020-2023



Livingstone Range
SCHOOL DIVISION

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Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Livingstone Range School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

In support of our vision "Every student, every day", LRSD has established three WIG's (Wildly Important Goals) as part of our strategic plan to ensure students are well prepared for the future:

1. Leadership
2. Academics
3. Culture

The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020-2023 on November 25, 2020.

[original signed]

Lori Hodges
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/Community Involvement

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

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

Additionally, the Board of Trustees has engaged stakeholders in setting priorities for the division, budget and providing input into the newly created vision, mission and core values.

Publication

Information included in the Results Report and Three Year Plan will be communicated to parents and the public on the Livingstone Range School Division website at

<https://www.lrsd.ca/our-division/aerr-3-year-plan>, and at School Council Meetings.

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

- Data obtained from our 14 community schools and 13 Hutterite Colony Schools from the 2019-2020 school year
- Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2019-2020 school year was unavailable due to COVID-19
- OurSCHOOL Surveys administered to students (Grades 4-12)
- OurSCHOOL Surveys administered to parents in select schools
- LRSD Schools' Three-Year Plans
- Schools' Annual Education Results Report (2019-2020)

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



Profile of Livingstone Range School Division

Where the prairies meet the Rocky Mountains in southwestern Alberta, Livingstone Range School Division (LRSD) inspires excellence through meaningful relationships, innovation, and collaboration.

Our Division is home to 14 schools and 13 Hutterite Colony schools in 8 distinct communities. The Division serves a population of approximately 25,000 and spans more than 9,500 square kilometers. From the Town of Fort Macleod in the east, to the Crowsnest Pass at the western provincial border, and from the Town of Nanton in the north, to Waterton Lakes National Park at the southern provincial border, Livingstone Range School Division's people are as diverse as its natural landscape.

There were 3,658 (3,487.25 Full-Time Equivalent) during the 2019-2020 school year, with an operating budget of approximately \$53 million.



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

Livingstone Range School Division has a close working relationship with the two First Nation school boards located in the area. These strong foundations have

allowed the division to develop positive First Nations cultural awareness in its schools. This process has led to a positive approach to developing strategies to meet the educational needs of the FNMI population in LRSD schools. Indications of success in this area are highlighted by the increase in the number of students completing high school although challenges still exist requiring LRSD schools to be innovative and supportive in efforts to improve student success.

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

In many of our rural schools, the number of students per grade is small which has necessitated some combined classes and multi-graded classrooms. Furthermore, school subjects are often cycled in multi-graded classrooms, which results in students writing exams a full year after completing the

course. Given this interval, it is understandable that achievement data may fluctuate from year to year depending on the cycle. High schools with low enrolment often have to combine classes in order to offer courses.

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

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

- Dual credit opportunities
- Video-conferencing
- CTS programs that allow for the movement of equipment and teacher from location to location
- Utilization of teacher expertise in a variety of locations
- LRSD Virtual School

In 2019-2020 LRSD implemented the Enhanced Learning Model, a partnership with Wolf Creek School Division, to ensure that our high school students have equitable access to high-quality learning opportunities.



Trends & Issues

- Continued collaboration with stakeholders and communities is necessary to strengthen First Nations, Métis, and Inuit education programs, policies, and initiatives. FNMI students make up about 10% of the LRSD student population.
- The Piikani Board of Education has increased the requirements for Piikani students to access post-secondary funding. LRSD serves many Piikani students who will be impacted by this decision.
- Using technology effectively to enhance student achievement and engagement.
- The lack of reliable internet in many rural communities throughout our school division is an ongoing concern for some students to complete assignments and access course content outside of school facilities.
- Continuing to collaborate with school jurisdictions to expand learning opportunities and increase student experiences and to offer a breadth of programming.
- Supporting the increased number of students who present with complex learning, social-emotional, behavioural and medical challenges. Providing mental health support in schools, building capacity in staff and students effectively removing barriers to student success.
- Increasing early instruction practices and wrap around services to increase early experiences that lead to success in school
- Professional development to continue preparing teachers and administrators for the new standards (Teaching Quality Standard, Leadership Quality Standard).
- Ensuring student achievement results consistently meet provincial standards in all schools.
- Improving provincial achievement results for students in Grade 6 and 9. Improving standard of excellence on Provincial Achievement Tests and Diploma Examinations.
- Many children have left the school division boundaries to attend Christian based schools.
- Many parents have chosen to homeschool their children with a provider that is from a distance. Several of these home school students are choosing a Christian based provider. LRSD has taken a more robust approach to attract homeschool families living within our boundaries to access LRSD as their homeschool provider. As a result, our homeschool numbers are continuing to increase.
- Approximately 10% of the LRSD student population is ELL learners.
- Higher than national norms for female student anxiety and depression.



Accomplishments & Celebrations

- Safe and Caring results improved and now fall in the EXCELLENT rating.
- Improved results measuring a broad range of programming options for students.
- Education quality improved and is now considered EXCELLENT.
- Citizenship has been continuously increasing over the past three years and is now considered EXCELLENT.
- Work preparation remains high.
- Parent involvement results in the past three years remain high.
- Livingstone Ski Academy enrolment numbers continue to increase. The school has grown from 170 K-12 students five years ago to over 270 students today.
- FACES Summer Education Program has grown to over 400 students since its inception and now operates 10 summer sessions. Great parental and student feedback is shared each year on the experience. (FACES was unable to run in the summer of 2020 due to COVID-19).
- High numbers of teachers express great satisfaction with the support provided to them from the Behaviour Support Team and the Numeracy Lead Teacher.
- First Nations students feel a strong sense of belonging in their respective schools.
- OurSchool survey results indicate that First Nations students strongly value education.
- Hockey Academy exists in MHHS and JTF.
- School improvement results demonstrate significant improvement in the past three years and are now considered EXCELLENT.
- Most recent Diploma exam results have improved (2019) with LRSD students achieving greater than the provincial average in ELA 30-1, ELA 30-2, Soc 30-1, Soc 30-2 and Math 30-2.



Wildly Important Goals (WIGs), Outcomes, & Strategies

L E A D E R S H I P

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

C U L T U R E

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

A C A D E M I C S

Educators empower students to lead their own learning.

Academic Outcomes

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

Accountability Pillar Summary

2019-2020 | MAY 2020

Measure Category	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
Safe and Caring Schools	Safe and Caring	90.2	89.0	88.3	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	77.4	75.4	75.1	82.4	82.2	82.0	Intermediate	Improved	Good
	Education Quality	89.7	87.8	88.4	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	3.4	4.5	3.4	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	70.9	75.3	76.7	79.7	79.1	78.4	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	69.5	69.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	13.9	15.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.4	83.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	15.5	13.3	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	38.1	35.5	37.3	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	59.8	58.9	57.5	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.5	55.5	54.7	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	82.3	78.3	78.8	84.1	83.0	82.7	High	Improved	Good
	Citizenship	84.1	82.7	81.8	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	80.7	81.1	80.8	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.8	78.0	76.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Accountability Pillar Summary – FNMI

2019-2020 | MAY 2020

Measure Category	Measure	Livingstone Range School Divis (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year	Current Result	Prev Year Result	Prev 3 Year	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	7.8	7.8	6.6	5.5	5.4	5.3	Low	n/a	n/a
	High School Completion Rate (3 yr)	65.4	44.2	48.4	55.8	56.6	54.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	39.5	35.0	36.6	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	2.7	2.3	2.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	66.2	78.8	84.9	77.2	77.1	76.7	Very Low	Declined	Concern
	Diploma: Excellence	12.3	7.7	6.7	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	30.8	10.2	10.6	24.4	24.6	23.6	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	45.2	43.8	36.5	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	33.8	44.9	34.3	35.0	34.2	33.0	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Outcome 1: Alberta's Students are Successful

****PAT & DIP results unavailable for 2019-20 due to COVID-19****

Biology 30

74% of Biology 30 students attended Rock the Diploma in January 2019. These students achieved 17% higher in the standard of acceptable than students who did not attend. These students also achieved 15% higher in the standard of excellence than students who did not attend.

Math 30-1

73% of Math 30-1 students attended Rock the Diploma in January 2019. These students achieved 22% higher in the standard of acceptable than students who did not attend. These students also achieved 10% higher in the standard of excellence than students who did not attend. Six students achieved a diploma exam mark above 90%.

Math 30-2

52% of Math 30-2 students attended Rock the Diploma in January 2019. These students achieved 3% higher in the standard of acceptable than students who did not attend. These students also achieved 26% higher in the standard of excellence than students who did not attend.

Social 30-1

68% of Social 30-1 students attended Rock the Diploma in January 2019. These students achieved 11% higher in the standard of acceptable than students who did not attend. These students also achieved 4% higher in the standard of excellence than students who did not attend. The students who took Rock the Diploma out performed the province by 3%.

Social 30-2

23% of Social 30-2 students attended Rock the Diploma in January 2019. These students achieved 15% higher in the standard of acceptable than students who did not attend. These students also achieved 6% higher in the standard of excellence than students who did not attend. The students who took Rock the Diploma out performed the province by 11%. The students who took Rock the Diploma out performed the province by 2.7%.



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.6	81.0	81.5	82.7	84.1	84.5	Very High	Improved	Excellent	84.5	85.0	85.5

COMMENTS ON RESULTS

****PAT & DIP results for 2019-2020 were unavailable due to COVID-19****



- It is clear that the implementation of the Enhanced Learning Model and Rock the Diploma initiative is working well for our diploma exam students.

- All staff participated in the Divisional Day math presentation with Nat Banting.

- Professional development focused on increasing understanding of K&E identification, programming, and assessment took place.

- 100% of Grade 6 & 9 math teachers whose results are not at expectations received support through the Numeracy Lead Teacher.

- 82% of the target group of teachers reported using a small group instruction

framework in their math classes.

- 73% of the target group of teachers reported using an identified strategy on a regular basis to build computational fluency in the classroom.

LEAD MEASURES (STRATEGIES)

- LRSD school-based administration and school-based teams will participate in professional development around the creation of a systemic collaborative response to student support. A collaborative response that is action-focused and data-informed to ensure all students can experience success.
- School-based teams will participate in several collaborative response professional development sessions throughout the next two years in an effort to create structures and processes within schools to ensure student needs are met and students succeed.
- Increase FSL support in schools in 2020-21.
- Increase small group programming focusing on enhancing understanding of feelings and how to cope with them in an age-appropriate manner.
- Increase the number of classroom presentations being offered this year by FSL's in the areas of emotional awareness, coping with stress and anxiety, mental wellness, healthy relationships, etc.

- School-based numeracy lead teachers will continue to meet regularly throughout the year to build capacity.
- Continuation of the Teacher Mentorship Program to include specific sessions on Numeracy and Literacy for our new teachers.
- Inter-School Collaboration Days will continue in 2012-21 allowing teachers of various subject areas the opportunity to meet and build capacity in the four core areas of instruction.
- The Behaviour Support Teacher will continue to provide assistance around classroom management, individual behaviour observation, strategies and capacity building to provide students & teachers with an improved learning environment.
- Professional development focused on Balanced Literacy.
- Staff will build capacity in using a literacy benchmark.
- Staff will build pedagogical capacity in concept-based understanding.
- Staff will utilize a data dashboard in determining school/classroom strengths and gaps.
- Senior Administration will schedule regular check-ins with schools to follow up with school plans, provide support, resources and guidance as necessary.
- Implementation of a Division Leadership team to support schools with progress toward school initiatives based on leadership, academics and culture goals.
- LRSD will maintain two Career Practitioners who will continue to:
 - Facilitate Post-Secondary Trips and Fairs
 - Hold 1-1 meetings for transition planning for all Grade 12 students
 - Provide personal coaching for high school completion
- Continue to support students working toward high school completion through 2 Divisional Off-Campus teachers who oversee Work Experience/RAP/Green Certificate.
- Continued implementation of the Enhanced Learning Model (ELM) to support students in achieving higher diploma exam results.
- Diploma preparation programming (Rock the Diploma) will be provided to all students writing a 30 level diploma exam in 2020-21.



LAG MEASURES (EVIDENCE OF SUCCESS)

- 90% of school-based numeracy lead teachers regularly participate in Numeracy Lead Meetings by June 30, 2021.
- 90% of new teachers participate in the numeracy and literacy session for Teacher2Teacher by November 30, 2021.
- 60% of Grade 6 and 9 students who write will achieve the acceptable standard on Part A of the Math Provincial Achievement Test by June 30, 2022.
- 2 full day sessions on ISCDays specific to numeracy and literacy.
- 72% of Grade 6 and 62% of Grade 9 students who write will achieve the acceptable standard on the Math Provincial Achievement Test by June 30, 2022.

- 10% of Grade 6 and 15% of Grade 9 students who write will achieve the standard of excellence on the Math Provincial Achievement Test by June 30, 2022
- 100% of K-6 schools will provide literacy benchmark data
- 25% of teachers will leverage a data dashboard in their classroom as identified on teacher/administrator survey in Spring 2021
- 5% reduction in grades 7-12 students feeling anxious and depressed.
- Number of high school students meeting with Career Practitioners to develop individual plans for graduation by June 30, 2021.
- Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results) (AE) by June 30, 2022.
- Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results) (AE) by June 30, 2022.
- 70% of Diploma Exam students will participate in Rock the Diploma Exam Prep offerings by June 30, 2022.



Outcome 2: First Nations, Métis, and Inuit Students in Alberta are Successful

Accountability Pillar Overall Summary 3-Year Plan - May 2020

Authority: 1135 The Livingstone Range School Division (FNMI)

Rectangular

Measure Category	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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	7.8	7.8	6.6	5.5	5.4	5.3	Low	n/a	n/a
	High School Completion Rate (3 yr)	65.4	44.2	48.4	55.8	56.6	54.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	39.5	35.0	36.6	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	2.7	2.3	2.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	66.2	78.8	84.3	77.2	77.1	76.7	Very Low	Declined	Concern
	Diploma: Excellence	12.3	7.7	6.7	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	30.8	10.2	10.6	24.4	24.6	23.6	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	45.2	43.8	36.5	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	33.8	44.3	34.3	35.0	34.2	33.0	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

COMMENTS ON RESULTS

- Approximately 10% of our student population is First Nations, Metis, and Inuit. We are working closely with both Kainai and Piikani on the creation of new Education Services Agreements.
- When reviewing the achievement data it becomes very clear that First Nations, Metis, and Inuit students are not finding success in the provincial learning agenda at the same rate and to the same degree as non-indigenous students.
- An Elder in Residence support person has been implemented in 3 of our 4 schools with higher FNMI populations. A Success Coach has been in place in the other school. We believe these supports will help our FNMI students complete high school and will help students in the coming years be more successful in school.
- Increased participation of First Nations, Metis, and Inuit students in education, as indicated by increased attendance from 83% in 2019 to 89% in 2020
- Although the Land-Based Education program could not happen this past summer due to COVID-19, two LRSD staff members were trained as Indigenous Land Camp Instructors through ACTUA.

LEAD MEASURES (STRATEGIES)

- LRSD FNMI Success Coordinator will continue to work with teachers and leaders to build capacity in the new TQS requirements; specifically #5 where teachers and school leaders

learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

- LRSD will create a document outlining the various calls to action related to education to capture the ways LRSD is working towards reconciliation.
- Continued student engagement efforts through cultural visibility and practices in schools.
- Continued use of Indigenous History, Culture, and Ways of Knowing in classrooms.
- Increase opportunities for teachers and leaders to learn from each other through ongoing professional development structures – FNMI Staff Working Committee, Inter-School Collaboration Days, data sharing, and collaboration meetings between schools and school divisions.
- Increase parental engagement in their child’s academic goals through school identification and tracking of Indigenous students’ progress and needs.
- Senior Administration will schedule regular check-ins with schools to follow up with school plans, provide support, resources, and guidance as necessary.
- Implementation of the Land-Based Education program in the spring of 2021 (COVID permitting)



LAG MEASURES (EVIDENCE OF SUCCESS)

- Number of PD sessions offered by our FNMI Success Coordinator designed to build teacher and principal capacity by June 30, 2021.
 - Increased participation of First Nations, Metis, and Inuit students in education, as indicated by maintenance of attendance (89%) by June 2023; Increase in high school completion rate by 3% by June 2023.
 - Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the PATs from 39.5% to 41.5% by June 30, 2022.
 - Increase the percentage of First Nations, Metis, and Inuit students achieving the acceptable standard on the DIPs from 66.2% to 68.2% by June 30, 2022.
 - Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the PATs from 2.7% to 3% by June 30, 2022.
- Increase the percentage of First Nations, Metis, and Inuit students achieving the standard of excellence on the DIPs from 12.3% to 13% by June 30, 2022.

Outcome 3: Alberta has Excellent Teachers, Schools, & School Authority Leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	72.9	74.8	75.1	75.4	77.4	78.0	Intermediate	Improved	Good	78.0.	79.0	80.0

COMMENT ON RESULTS

- LRSD is committed to continual growth in working with staff, students, and stakeholders to ensure a welcoming, caring, safe, and respectful learning environment. A concerted effort has taken place in the last few years to increase the number of educational opportunities for students in LRSD by offering an increased number of courses available for students.
- Increased opportunities for extra-curricular sports have occurred in a number of LRSD schools as schools have responded to expressions of student interests.
- LRSD has increased opportunities for elementary schools to be introduced to friendly competition through hosting jurisdictional tournaments in triple ball, basketball, and track and field.
- LRSD hosts an annual art gala to support and champion student's artistic endeavours.
- The FACES summer school program has grown from 17 students to over 400 students in recent years with 10 sessions running throughout the summer.
- LRSD supports student voice through the Regional council of Student leaders who develop projects based on their school's data to support academic achievement and the health and wellness of their peers.
- LRSD has recently implemented many dual credit opportunities with several post-secondary institutions allowing students to earn high school credit at the same time as post-secondary credits.



LEAD MEASURES (STRATEGIES)

- Continue working with the Wisdom and Guidance Council to support the development of a Land-Based Education opportunity.
- Continue to collaborate with neighbouring school jurisdictions (Kainai Board of Education/Piikani Board of Education) to expand learning opportunities and increase First Nations experiences and to offer a breadth of programming.
- Dual Credit opportunities will continue to be offered to LRSD students.
- Continued promotion of LRSD Art Gala.
- Continued involvement in the Film Festival.
- Mountain Biking and Outdoor Pursuits programs implemented at Crowsnest Consolidated High School & Livingstone Schools will continue.
- J.T. Foster High School and Matthew Halton High School will continue with Hockey Academies.
- Ongoing Technology Research & Development projects will take place.
- Expansion of the Virtual School offerings to include K-12 courses in core and optional areas like second languages and greater promotion and awareness of the opportunities available in this area to students and parents by school and division communications staff.
- Ongoing implementation of the Enhanced Learning Model (ELM) will allow students more access to instruction in a wide variety of course offerings.
- LRSD is continuing to invest in staff professional development by aligning resources with priorities.
- Continue to offer all diploma writing students the opportunity to participate in Rock the Diploma.

LAG MEASURES (EVIDENCE OF SUCCESS)



- Land-Based Education program created in 2020 for operation in the summer of 2021.
- Number of students accessing Dual Credit opportunities by June, 2021
- Maintain the current number of entries in the art gala by October 31, 2021.
- Increase the percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education from 75.5% to 77% by June 30, 2022.
- 70% of Diploma Exam students will participate in Rock the Diploma Exam Prep offerings by June 30, 2022.
- Diploma Exam results will increase for both Acceptable and Standard of Excellence by June 30, 2022.

Outcome 4: Alberta's K-12 Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	88.2	87.7	89.0	90.2	91.0	Very High	Improved	Excellent	91.0	92.0	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.5	88.8	88.6	87.8	89.7	91.0	Very High	Improved	Excellent	91.0	92.0	93.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.8	78.4	79.6	78.3	82.3	83.0	High	Maintained	Good	83.0	84.0	85.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.4	79.5	82.0	81.1	80.7	81.5	High	Maintained	Good	81.5	82.5	83.5
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.7	76.3	76.1	78.0	82.8	84.0	High	Maintained	Good	84.0	85.0	86.0

LEAD MEASURES (STRATEGIES)

- Communications Coordinator will work with schools on ways to increase promotion of their school plans and priorities to the public. Part of this work will involve the creation of school promotional videos.
- LRSD will develop a stakeholder engagement plan which will ensure parents, students, staff, and other interested parties have an opportunity to provide input and feedback on division direction, budget, and priorities.

LAG MEASURES (EVIDENCE OF SUCCESS)

- 100% of schools will post their school improvement plans to their websites and each school will have a scoreboard to display their priority areas and progress summary by Jan. 31, 2021.
- Increase the percentage of teachers, parents, and students indicating that their school and schools in the jurisdiction have improved or stayed the same the last three years from 77% to 79%.
- Three school promotional videos will be created by May 31, 2022.



Summary of Financial Results

The Audited Financial Statements for LRSD, for the period ended August 31, 2020 reflect operating revenues of \$50,064,208 and operating expenditures of \$50,365,461 resulting in an operating deficit of \$301,253. (See accompanying tables.) The Audited Financial Statements 2019-2020 can be found online at <https://www.lrsd.ca/our-division/departments/finance>.

For this same period, unrestricted net assets decreased by \$290,957 to \$106,216, operating reserves decreased by \$21,312 to \$2,793,113, capital reserves decreased by \$68,545 to \$2,370,145 and investment in tangible capital assets increased by \$79,562 to \$6,999,621. This leaves the Board with an Accumulated Surplus of \$12,269,095 as of August 31, 2020 (a decrease of \$301,253).

Gross revenue from School Generated Funds totaled \$1,046,331 with related expenses of \$940,328 to generate those funds resulting in a net amount of \$106,003. The net sources of these funds were fundraising \$51,831, non-instructional student fees \$12,576, donations and grants \$33,067, and miscellaneous \$8,529.

Uses of these Net School Generated Funds totaled (\$8,358) resulting in a net increase in Unexpended School Generated Funds of \$114,361 to a closing balance on August 31, 2020 of \$1,754,463.

Areas of Note: The funding announcement for the 2019-2020 school year was not released until October 2019. At that time the announced decreases to funding estimated to be \$790,000 were offset by an increase in student FTE of 81.75 above the original forecast. In March COVID-19 had a significant impact on the operating results for the 2019-2020 school year. AB Education funding was reduced in the areas of Instruction (\$468,625) and Transportation (\$435,045). These reductions were implemented as an anticipation of reduced costs in the related areas. After review of the division's financial position it was determined that the majority of our staff would be retained to continue to support students in the new online learning environment. In the new learning environment savings were realized in the areas of less travel as meetings were held virtually, less professional development costs as PD was held virtually, less requirements for substitute staff, less spent in the areas of bus fuel, bus maintenance, facility utilities and more.

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
2019-2020	3,487.25	\$10,837.93	\$3,604.82
2018-2019	3,453.25	\$11,603.63	\$3,982.75
2017-2018	3,448.25	\$11,777.51	\$4,027.57

2016-2017	3,456.25	\$ 11,351.19	\$3,908.93
2015-2016	3,384.00	\$ 11,057.98	\$3,552.77
2014-2015	3,385.50	\$ 11,214.10	\$3,426.36
2013-2014	3,445.50	\$10,521.03	\$3,468.23
2012-2013	3,499.75	\$10,266.12	\$3,413.11
2011-2012	3,605.25	\$10,254.86	\$ 3,505.93
2010-2011	3,659.50	\$ 9,627.14	\$ 3,822.43

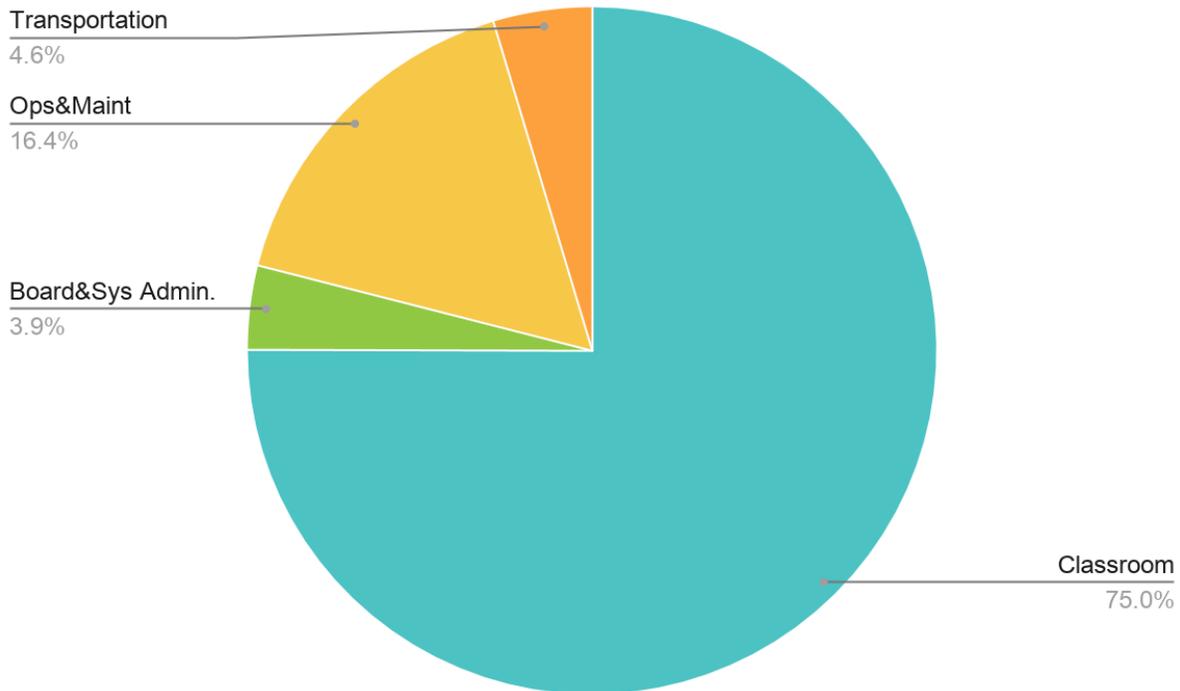
Copies of the 2019-2020 Audited Financial Statements for LRSD are available at www.lrsd.ca/our-division/departments/finance. Additional information on school-generated funds can also be found in the Audited Financial Statements. The web link to the provincial roll-up of jurisdiction AFS information is [Alberta Education and School Jurisdictions Financial Statements](#).



Final Expenditure Summary by Program

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

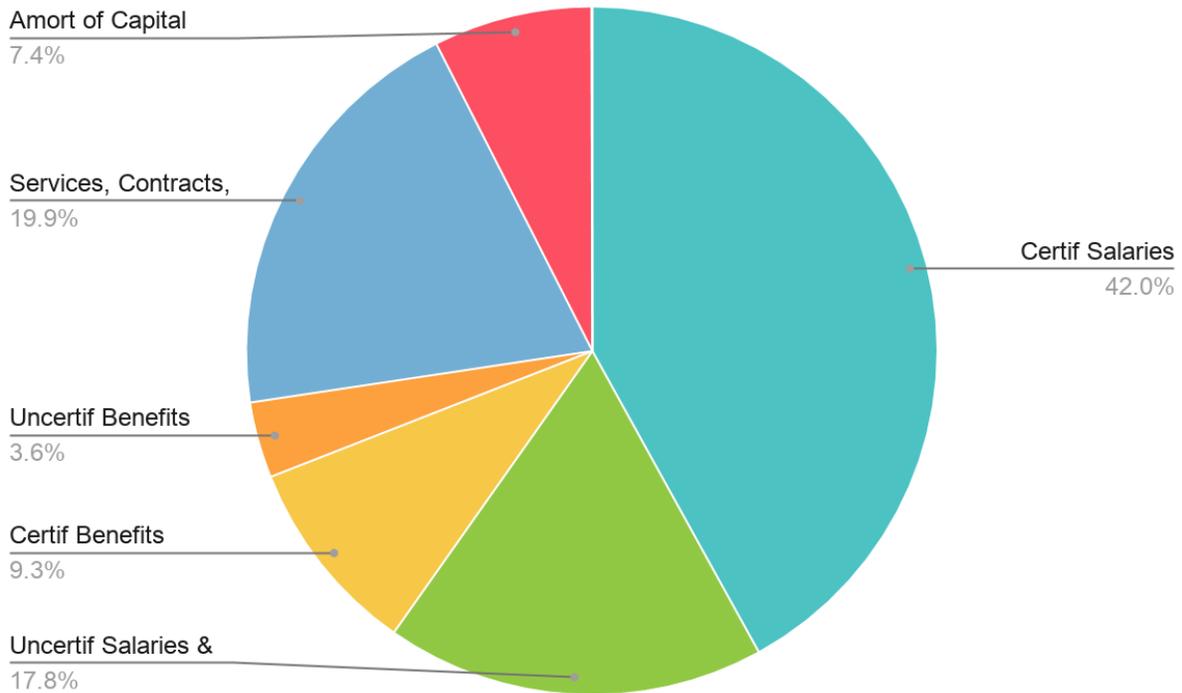
Expenditure	Total Category Expenditures	% of Total Expenditures
Classroom Instruction (ECS - Grade 12)	\$37,794,572	75.04%
Board and System Administration	\$1,981,197	3.93%
Operations & Maintenance of Schools	\$8,252,082	16.38%
Transportation	\$2,337,610	4.64%
Total Expenditures	\$50,365,461	100.00%



Final Expenditure Summary by Object

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

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,138,176	41.97%
Uncertificated Salaries & Wages	\$8,941,874	17.75%
Certificated Benefits	\$4,691,571	9.32%
Uncertificated Benefits	\$1,789,519	3.55%
Services, Contracts, & Supplies	\$10,044,653	19.94%
Losses on Disposal of Capital Assets	\$-	0.00%
Amortization of Capital Assets	\$3,750,208	7.45%
Interest & Bank Charges	\$9,460	0.02%
Total Expenditures	\$50,365,461	100.00%



Summary of Capital and Facilities Projects

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

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

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



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

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

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

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

Of all the options available it was determined that maintaining two schools and focusing on modernizing J.T. Foster to provide a facility that will meet the needs of junior and high school

students now and into the future was the best option. It also provides opportunities to partner with the community with any potential excess space.

A potential partnership meeting was held in Nanton with an invitation to all community groups to explore potential opportunities. The biggest challenge for potential partners will be to acquire the funds necessary to modernize the excess space to their needs. When a modernization project is approved through Alberta Education the funds approved are only sufficient to cover the costs to modernize the space the school will use. Funds must come from a potential partner to modernize partner space. This has been the same practice followed in other LRSD communities such as Fort Macleod (larger gymnasium and Fort Macleod Kids First Family Center) and 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.

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



2020-2021 THREE-YEAR CAPITAL PLAN AND TEN-YEAR FACILITY PLAN

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

Priority ONE Project	Action Required
Community of Nanton Right-size and modernize J.T. Foster School	<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)
Priority FOUR Project	Action Required
Community of Nanton Modernize A.B. Daley School	<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

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.

May 2020 Spring Budget Report

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

Projected revenues of \$53,354,777 are offset by projected expenditures of \$54,021,480 resulting in a planned operating deficit of (\$666,703). This budgeted deficit is to be taken from the following areas: \$106,216 Unrestricted Surplus, \$560,487 Instructional Operating Reserves. The expenditures will be to cover high insurance premiums in a hard market, fixed costs in the international program as Covid-19 restricts



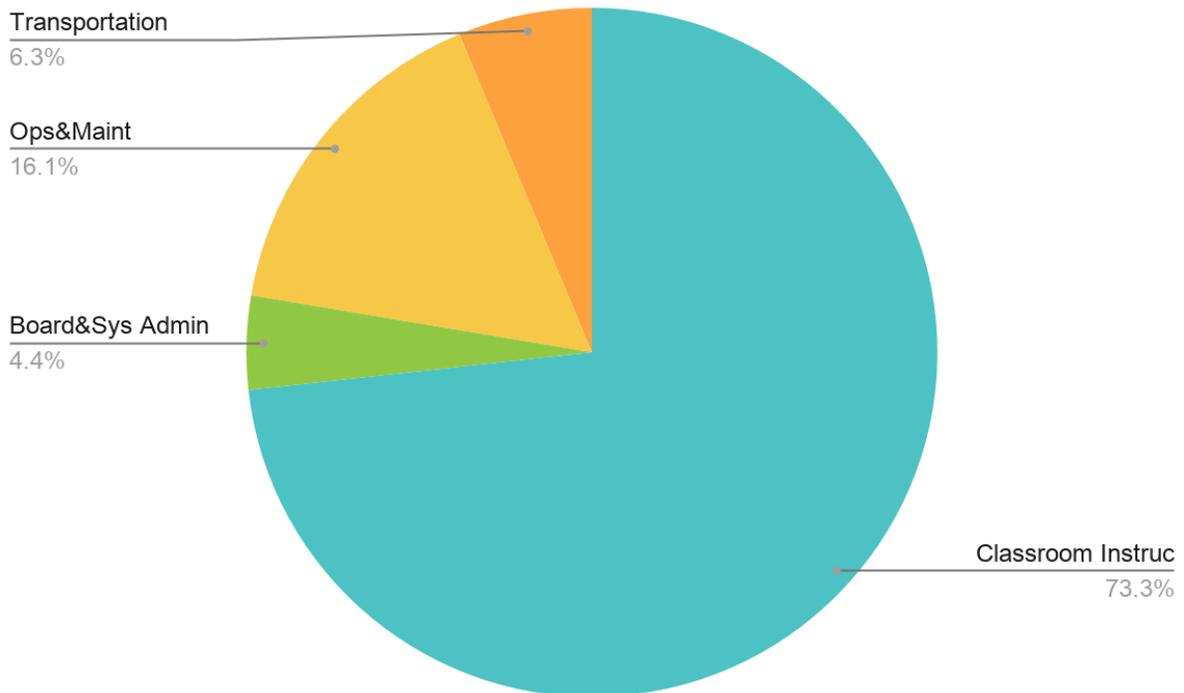
the number of foreign students able to attend our schools, Covid-19 related expenditures in the areas of custodial staff, teacher and support staff substitutes, and supplies.

For more information on a summary of Budget Highlights, Plans, Assumptions and Risks visit the following link: <https://www.lrsd.ca/our-division/departments/finance>. All School Division accounts, including school-generated funds, are maintained in accordance with Canadian generally accepted accounting standards. The budgeted figures as well as the results are reported using the format provided by Alberta Education.

Budgeted Expenditure Summary by Program

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

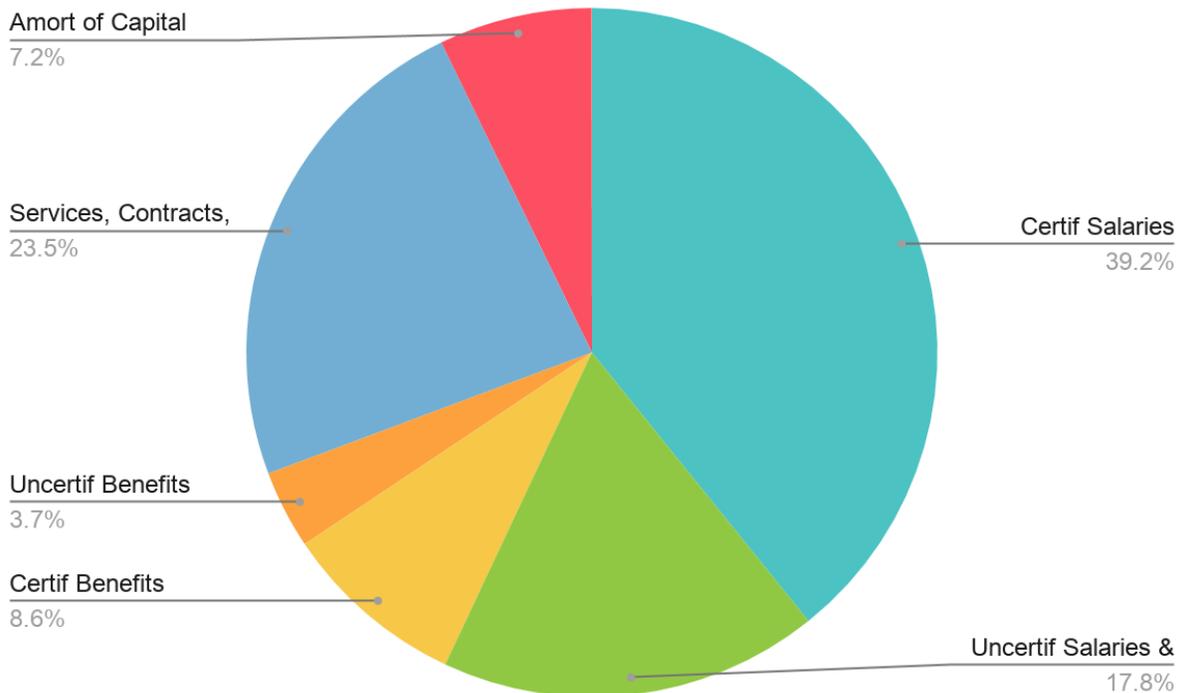
Expenditure	Total Category Expenditures	% of Total Expenditures
Classroom Instruction (ECS - Grade 12)	\$39,571,731	73.25%
Board and System Administration	\$2,373,187	4.39%
Operations & Maintenance of Schools	\$8,690,694	16.09%
Transportation	\$3,385,868	6.27%
Total Expenditures	\$54,021,480	100.00%



Budgeted Expenditure Summary by Object

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

Expenditure	Total Category Expenditures	% of Total Expenditures
Certificated Salaries	\$21,188,381	39.22%
Uncertificated Salaries & Wages	\$9,590,440	17.75%
Certificated Benefits	\$4,669,680	8.64%
Uncertificated Benefits	\$1,982,935	3.67%
Services, Contracts, & Supplies	\$12,708,465	23.52%
Losses on Disposal of Capital Assets	\$-	0.00%
Amortization of Capital Assets	\$3,871,079	7.17%
Interest & Bank Charges	\$10,500	0.02%
Total Expenditures	\$54,021,480	100.00%



Parental Involvement

Parents play a key role in their child's educational progress and LRSD believes that input from the parents is key to ensuring a strong system. As part of the School Board's obligations under Section 12 of the School Councils Regulation to provide 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.

School Board Trustees attend School Council Meetings on a regular basis and provide updates on Divisional and Board activities. In addition, they bring information back to the Board from the parents and report these at Board meetings. Regional School Council provides the parents the opportunity to gain further information in regards to new policies, procedures, trends, and updates from the division and province. Community engagement sessions allow parents the opportunity to discuss current trends, issues, and concerns with the school administrators and the board.

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

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



Timelines & Communication

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

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

Information was primarily gathered through the use of:

- Data obtained from our 14 community schools and 13 Hutterite Colony Schools from the 2019-2020 school year.
- Data obtained from the Provincial Achievement Tests and Diploma Examinations administered during the 2018-2019 school year. No results were available in 2019-2020 due to COVID.

- Provincial Surveys administered to all students grades 4-12
- LRSD Schools' Three-Year Plan
- Schools' Annual Education Results Report (2019-2020).
- Data obtained from our Numeracy Lead Teacher in 2019-2020.
- Data obtained from our Behaviour Support Team.
- Information shared from our Early Learning Coordinator.
- Information shared from our Clinical Team Leader.

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

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

Whistleblower Protection

As per Board Policy 20, no disclosures or information under the Public Disclosure Act have been reported to the Superintendent or designate during the 2019-2020 school year.



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