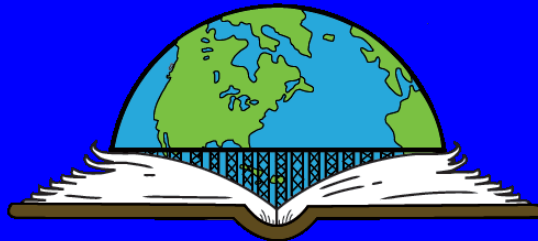


Lethbridge School District No. 51



2016-2017 Preliminary Budget

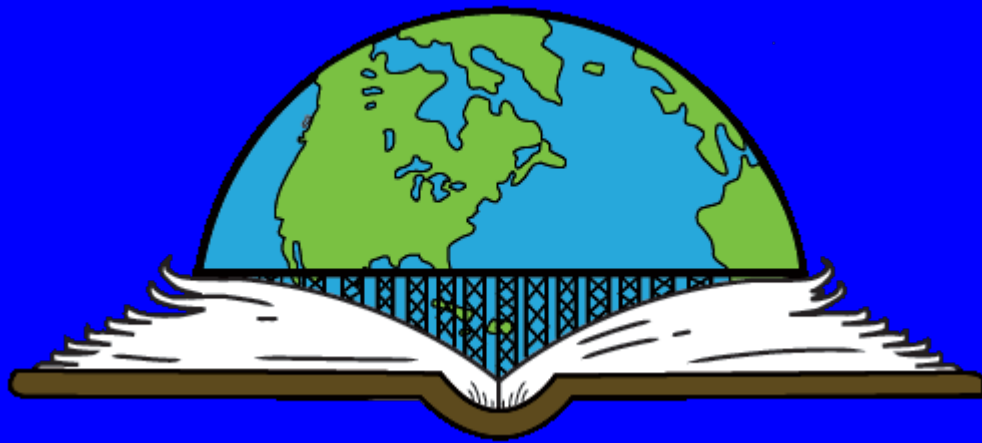


Prepared by the Division of Business Affairs
433, 15th Street South
Lethbridge, Alberta, Canada T1J 2Z4

Approved: May 30th, 2016

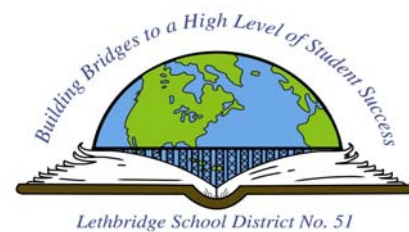
For more information, visit our website at:
www.lethsd.ab.ca

Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in a breadth of quality learning experiences that develop innovative minds and responsible global citizens.



Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Lethbridge School District 51



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Lethbridge School District 51

2016 - 2017 Operating Budget

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Section A:

Introductory Section







Accountability Statement

The Operating Budget for [Lethbridge School District No. 51](#) for the school year commencing September 1, 2016, was prepared under the direction of the Board of Trustees in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy on System Budgeting*, and the provincial government's accounting policies.

Signed: 
Mr. Mich Forster
Board Chair

Signed: 
Dr. Cheryl Gilmore
Superintendent

Signed: 
Mr. Don Lussier
Associate Superintendent, Business Affairs



Lethbridge School District No. 51

2016-2017 Operating Budget Executive Summary

Lethbridge School District No. 51 has a total budget of \$120.6 million and provides public education services to the citizens of the City of Lethbridge, Alberta, Canada.

The School District was established in 1886 and has proudly served our community for over 125 years. **Lethbridge School District No. 51** serves over 10,573 students from early education (pre-school) to grade twelve. The District provides high quality learning experiences for students through a broad range of educational programs in twenty one schools and four institutional programs.

The executive summary presents highlights of the budget and organizational information of the school district.



**A smile says it all...
Early Education Program
at Park Meadows School**

District Priorities and Strategies

The Board of Trustees held a consultation session with the education stakeholders of the community. This consultation included a highly successful Town Hall meeting which provided the opportunity for approximately 200 parents, students, district staff, and community members to provide comments and feedback to the trustees. This year's consultation centered on redeveloping the District's Vision and Mission. The Board of Trustees received all the feedback

from this consultation and developed a new “draft” vision, mission, and guiding principles for the District.

Vision:

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission:

Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in a breadth of quality learning experiences that develop innovative minds and responsible global citizens.

Guiding Principles:

The Board believes a focus on learning builds capacity for continual improvement, innovative thinking, and confident, caring, and respectful citizens.

The following principles provide the foundation for our learning system:

Learning Foundations

- Every child can learn.
- Learning is a lifelong activity.
- Learners that grow are adaptable and confident.
- Students learn in different ways and at different rates.
- Innovative thinkers engage critically and creatively.

Cultural Foundations

- Schools are welcoming, safe, caring, and respectful.
- Diversity is celebrated in an inclusive culture.
- Students are empathetic and responsible for the well-being of self and others.
- Schools inspire a passion for learning.

System Foundations

- Our system functions within the structure of Alberta Education.
- Priorities and decisions are further guided by collaboratively developed educational goals.
- Parents/Guardians are foundational to their children’s learning.
- Quality education goes beyond the school walls and involves opportunities for engagement within the community.
- High standards result in successful school completion and transition to the adult world.

These “draft” foundational documents have been provided to our community for further stakeholder comment before approval by the board. Although these new foundational statements are still in draft form, the Board of Trustees used this information to inform the development of priorities for the 2016-2017 school year and belief statements for the development of the 2016-2017 budget.

The budget allocates resources available to achieve the District’s vision through priorities which address the learning needs and achievement outcomes for all students.

Priority: Supporting Student Achievement and closing the achievement gap.

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard and possess a deep understanding of pedagogy that develops literacy and numeracy.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

Priority: Supporting the implementation of initiatives designed to develop innovative thinkers.

OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- All learners effectively use technology as creative and critical thinkers capable of understanding digital information and creating knowledge.
- All learners are responsible digital citizens.
- The education system demonstrates collaboration and engagement.

Chinook High School students
preparing for *Pink Shirt Day!*

Kindness is One Size Fits All!



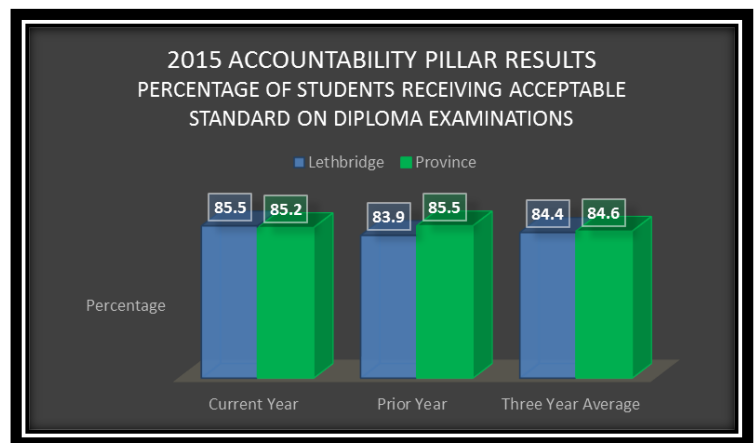
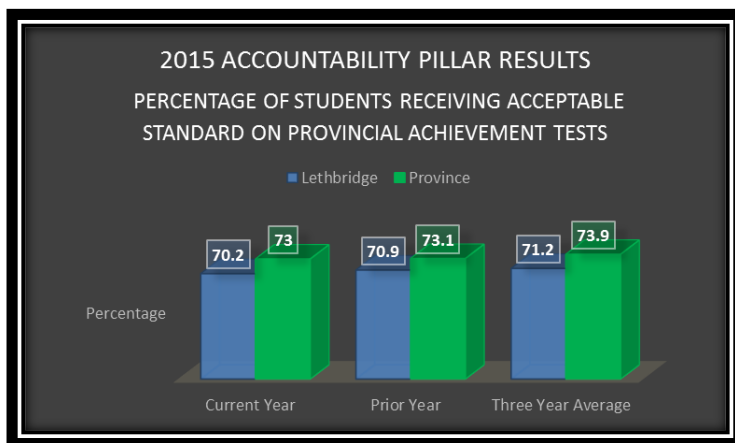
Priority: Supporting Student Diversity.

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

Student Achievement

In the majority of subject areas, [Lethbridge School District No. 51](#) students performed well in the Provincial Achievement Tests and Diploma Exams. The charts below demonstrate the 2015 Accountability Pillar results for the district as compared to the province. For the Provincial Achievement Tests, [Lethbridge School District No. 51](#) and the provincial average has slightly declined in the percentage of students receiving the acceptable standard over the last three years. There has been an increase over the last two years in the percentage of students receiving the acceptable standard on Diploma Exams in the district; however the District is achieving above the provincial average for the current year. Student success can be attributed to the students who have worked hard to achieve these results, their parents who provide the guidance and encouragement, and the staff in schools that put in a great effort to ensure each student has the opportunity to succeed. School and district staff analyze the results to develop improvement plans to further enhance student achievement in future years. The District utilizes the data in setting priorities and establishing goals, along with developing strategies and performance measures to ensure that success for all students is obtained. The budget allocates resources to assist schools in providing learning supports for all students to maximize success. The Board of Trustees established supporting student achievement as one of the priorities for 2016-2017 and this is reflected in the development of the 2016-2017 budget. This budget allocates from one-time reserves funding to support inclusive learning, high school completion, literacy and English as a second language. Student achievement is also a consideration with budget emphasis on technology evergreening and the allocation of reserve funds to ensure Wi-Fi in secondary schools is equitable and accessible.



Meritorious Budget Award Program

[Lethbridge School District No. 51](#) is pleased to participate in the Association of School Business Officials (ASBO) International Meritorious Budget Award Program (MBA) for presentation of the 2016-2017 budget. The District received its first MBA for excellence in the presentation of the 2006-2007 budget and the nine subsequent years up to and including the 2015-2016 budget.

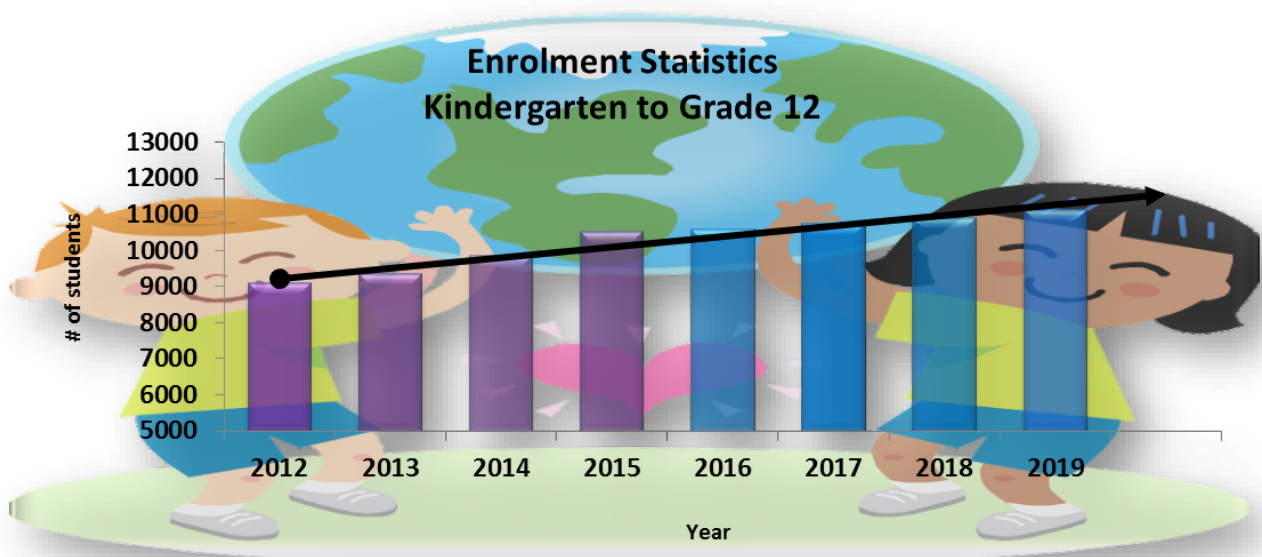
Budget Process

The District's budget process involves stakeholders to ensure there is involvement in the development of the budget from start to final approval. The District undertook a number of consultations with stakeholders to discuss the current fiscal situation and to develop expenditure priorities for the 2016-2017 budget. A town hall meeting was held in February 2016 involving parents, students, staff, and the community, to explore the development of a new vision and mission that more accurately reflect our contemporary reality. As part of the process in exploring mission (what we do in school each and every day to reach our vision) participants generated ideas that could be collated and articulated as priority areas. These ideas influenced the development of Board priorities. The Board of Trustees developed belief statements in March 2016 and set priorities which guided the development of the 2016-2017 budget. The budget process and policies used to develop the budget were unchanged from the development of the 2015-2016 budget.

Information on funding and expenditure estimates was gathered and then the budget was developed in consultation with senior administration, school and program administrators, and trustees. Stakeholders, including parents, staff members, administration and trustees, were invited to the presentation of the budget in May 2016 to discuss the significant challenges in developing a fiscally responsible budget, how it relates to the priorities and strategies developed, and to gather feedback on the draft budget. Stakeholders were then encouraged to provide written comments on the budget to the Board for consideration at the budget debate May 30th, 2016. After final approval by the Board, the budget is then submitted to Alberta Education as required under legislation. Under legislation, the budget is to be submitted to Alberta Education by May 31st each year. Due to the late budget announcement by the provincial government the Minister of Education extended the deadline to June 30th for submission of the 2016-2017 budget.

Enrolment

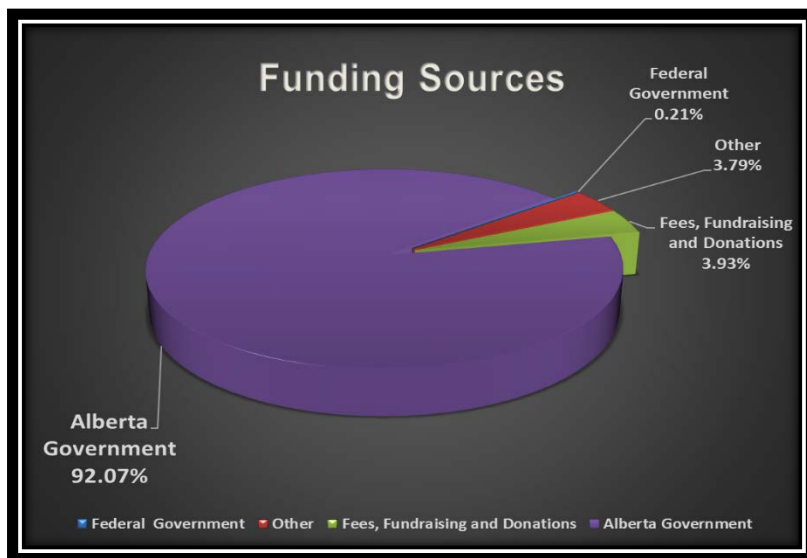
Lethbridge School District No. 51 will have 10,573 students enrolled in early education (pre-school) through Grade 12 in the 2016-2017 school year as compared to 10,494 in 2015-2016. This is an increase of 79 students or .76%. Overall, kindergarten will decrease by 50 students and grades 1 to 12 enrolment will increase by 129 students for the 2016-2017 school year. Enrolment at grades 1-5 will see the most growth at 112 students.



Historical enrolment data is used to predict enrolment for subsequent budget periods. The preceding chart illustrates the change in enrolment from September 2012 to September 2015 and projected enrolment over the next four years to September 2019. In the period from 2012 to 2013, there was a slight increase in enrolment. Enrolment then increased significantly in September 2014 by 5.34% and by 6.85% in 2015, mainly due to the addition of Immanuel Christian Schools, two schools that were previously private schools.

Projected enrolments over the next four-year period show a slight increase of .76% in 2016 followed by an increase in 2017 of 1.31%, 1.41% in 2018 and 2.25% in 2019. There has been an upward trend in enrolment due in part to the significant growth that the City of Lethbridge has experienced in prior years, in particular Lethbridge has become home to many refugee families from other countries. However, migration to the city is not the only factor in the upward trend. Increases in birth rates also has an impact on future student enrolment. In the four year period 2016 to 2019 enrolments are projected to increase by 614 students or 5.85%. Enrolment fluctuations have a significant impact on future grant revenues as 60% of the District's funding is based on the number of students enrolled as of September 30th.

Funding Sources



Lethbridge School District No. 51 is financially dependent on funding from the Province of Alberta. The school district receives 92% of its funding from government sources. The District has control over other revenues such as school fees, school generated funds, outside grants, investment revenues, and one-time reserve funds, which comprise only 8% of the District's revenue.

Total budgeted revenues for 2016-2017 are \$120.6 million. Included in these revenues is approximately \$3.9 million of prior year's reserves. Total revenues for the District increased by 2.87% over 2015-2016.

Base Grant funding is based on funded student enrolment. This funding increased by 1.47%. Base funding is calculated on the number of students enrolled as of September 30th of each school year. Base funding did not receive a grant rate increase and the increase in funding is related to enrolment growth is .76%, along with anticipated high school credit earnings through the High School Off Campus program.

Rates for various grants under differentiated funding, such as Inclusive Education, First Nations Metis and Inuit, English as a Second Language and Socio Economic Status were frozen at 2015-2016 funding rates. Due to enrolment growth, there is an increase in differential cost funding of 1.3%. Project/Contract funding increased by 13.89% due to an increase in Program Unit Funding based on funding received in 2015-2016 for students requiring these supports after the

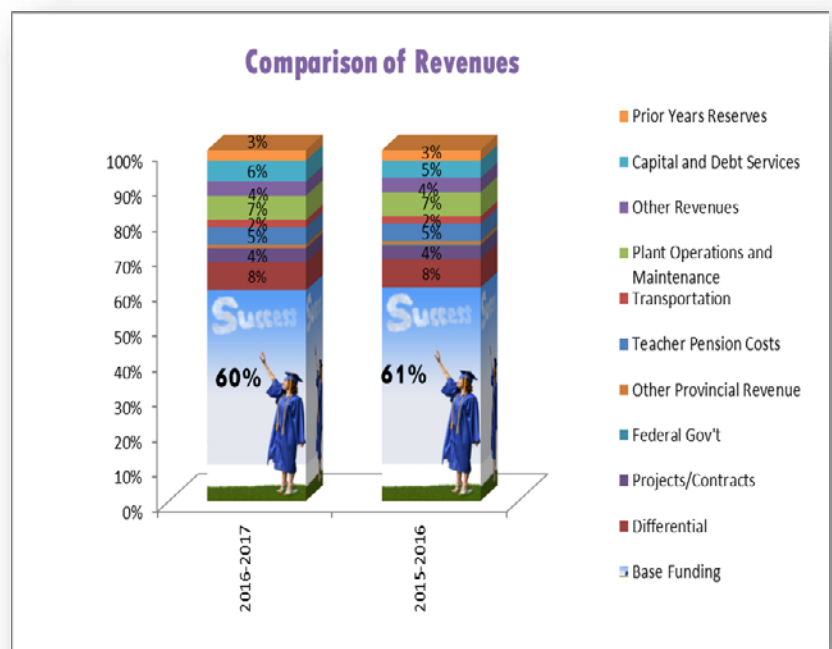
finalization of the 2015-2016 budget. Other Provincial revenue includes funding for the Making Connections program.

Transportation and Plant Operations and Maintenance grant rates were frozen at 2015-2016 rates and any increases are represented by enrolment growth in the 2015-2016 school year. In the Capital Block, the Infrastructure Maintenance and Renewal Grant (IMR) was increased by approximately 64% to support major maintenance upgrades to school facilities. As a result overall capital block funding increased by 23.52%.

Revenues	2016-2017	2015-2016	Variance	Change %
Total Revenue	\$120,635,813	\$117,272,968	\$3,362,845	+2.87%
Base Funding	\$71,867,504	\$70,823,251	\$1,044,253	+1.47%
Differential Cost Funding	\$9,979,299	\$9,851,705	\$127,594	+1.30%
Projects/Contracts	\$5,048,224	\$4,432,672	\$615,552	+13.89%
Federal Government Revenue	\$240,312	\$240,312	\$0	0%
Other Provincial Revenue	\$1,147,732	\$1,192,332	-\$44,600	-3.74%
Teacher Pension Costs paid by Government	\$6,300,000	\$6,005,000	\$295,000	+4.91%
Transportation	\$2,486,462	\$2,478,000	\$8,462	+.34%
Plant Operations and Maintenance	\$8,050,000	\$7,831,496	\$218,504	+2.79%
Other Revenues	\$5,221,836	\$5,239,517	-\$17,681	-.34%
Capital Block	\$6,371,006	\$5,158,077	+\$1,212,929	+23.52%
Previous Year Reserves (one-time funds)	\$3,923,438	\$4,020,607	-\$97,169	-2.42%

The charts on this page and the following page compare budgeted revenues by major category for the District with the 2015– 2016 school year.

The Base Grant and the Class Size Funding grant for enrolment in kindergarten to grade three did not receive a grant rate increase. Base Funding is calculated on the number of students enrolled as of September 30th of each school year. Enrolments increased in total by .76%. Base funding is also affected by earnings from high school credit earnings and there is an anticipated increase in earnings from the High School Off Campus Program. As a result, total Base Grant funding will increase 1.47%. Base Grant Funding makes up 60% of district revenue.



Grant rates for Differential Funding were frozen at 2015-2016 rates. Although grant rates did not change there was an increase in differential funding due to enrolment and demographic growth. Differential Cost Funding increased by 1.30%. Differential Cost Funding makes up 8% of district revenue.

Provincial grants for Projects/Contracts will increase by 13.89%. The increase is due to funding for pre-kindergarten students requiring specialized supports under the Program Unit Funding Grant (PUF) which increased in 2015-2016 due to the number of students requiring these supports. Project/Contract Revenue makes up 4% of total district revenues. Other Provincial Revenue decreased by 3.74% and reflects a revenue claw back to reduce administrative spending from 4% to 3.6% of total expenditures that was implemented in 2013-2014. Included in Other Provincial Revenue is provincial funding for the Making Connections program. Other Provincial Revenue is 1% of total district revenues.



To appropriately account for current year teacher pension costs that are paid by the Province of Alberta on behalf of school boards, the District is now required to record teacher pension costs paid as part of total district revenues along with the corresponding expenditure as part of Certificated Salaries and Benefit costs. The amount of teacher pension costs paid on behalf of the District is estimated to be \$6.3 million for 2016-2017, which is 5% of total district revenues.

G.S. Lakie Middle School celebrates Holi, "the Festival of Colors"

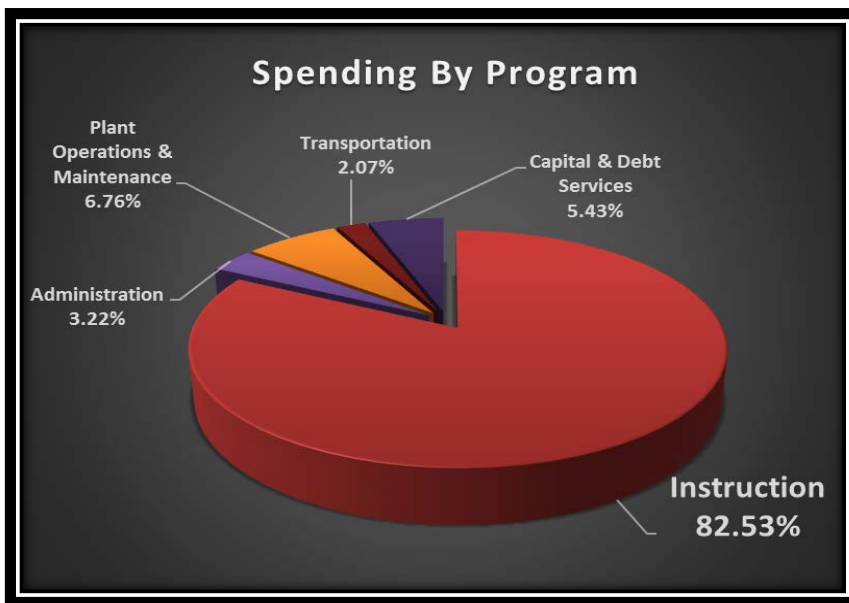
Funding from Alberta Education (excluding transportation grants and facility maintenance grants) is 83% of the District's budget. Funding provided for the transportation of students to and from school did not receive an increase, however the grant increased due to an increase in the number of eligible students in 2015-2016. Funding rates for the operation and maintenance of school facilities did not increase, however total funding increased due to student growth in 2015-2016. Infrastructure Maintenance and Renewal Funding has been increased by 64% to support major maintenance upgrades of school facilities.



Other Revenues, which make up 4% of district revenue, include donations, fees and fundraising related to school generated activities. Other Revenues also included optional course fees, early education fees, and international student tuition fees. There is a reduction in Other Revenues of \$230,000 as the Board has eliminated the Basic Instructional Fee that was charged for grades 6 to 12. In 2011-2012 the board had eliminated the Basic Instructional Fee for grades 1-5. There is no basic instructional fee at Kindergarten. The District does not charge a fee to transport students to and from school.

In 2015-2016, \$4 million was budgeted to be allocated from one-time reserve funds. In developing the budget for 2016-2017, \$3.9 million of one-time reserve funds will be allocated to address priorities established for 2016-2017. The District will use reserve funds for students entering our school jurisdiction that require additional support, funding to facilitate the use of technologies to increase pathways for students to access curriculum, to respond to the demand for increased access to wireless local area networks, high school completion, literacy intervention, French Immersion resources, and the costs of commissioning the new elementary school in Copperwood. School sites will allocate some one-time reserve funds to address class size concerns at the secondary level.

Spending by Program



Funding is allocated to district programs and services to ensure that programs meet the needs of students and schools to remain viable. The \$120.6 million of funding resources are allocated to five major program areas including Instruction, Plant Operations and Maintenance, Transportation, Administration, and Capital and Debt Services.

Instruction is the allocation to all schools (elementary, middle, and high) and other instructional programs and services offered to provide educational opportunities to students within the school district.

Some of the other instructional programs and services include the First Nations Métis and Inuit Program, Technology and a Counseling Program to provide universal counseling supports to students. Spending in instruction will increase by 1.96% based on student enrolment growth and through spending from one-time reserves to support priorities.

The chart on the next page compares spending by program of the 2016-2017 budget with the 2015-2016 budget.

Spending by Program	2016-2017	2015-2016	Variance	Change %
Total Expenditures	\$120,635,813	\$117,272,968	\$3,362,845	+2.87%
Instruction	\$99,560,986	\$97,643,437	\$1,917,549	+1.96%
Administration	\$3,880,838	\$3,756,114	\$124,724	+3.32%
Plant Operations and Maintenance	\$8,149,041	\$7,951,332	\$107,709	+2.49%
Transportation	\$2,499,462	\$2,556,000	-\$56,538	-2.21%
Capital and Debt Services	\$6,545,486	\$5,366,086	\$1,179,400	+21.98%

Administration includes Board Governance, Business and Finance, Human Resources, Office of the Superintendent, and System Instructional Support.

The Plant Operations and Maintenance activities relate to the District's responsibility for the construction, operation, maintenance, safety and security of all school buildings. Expenditures also include the transfer of maintenance dollars to Lethbridge Christian School and Immanuel Christian School Societies for the maintenance of these Society owned facilities. The increase in plant operations and maintenance spending is to reflect additional utility costs of new facilities added in the prior year and being available in 2016-2017.

The Transportation program relates to all activities of transporting students to, from and between schools. Funding is provided to transport students who live a distance of 2.4 kilometers or greater away from their resident school.

Capital and Debt Services includes the provision of funding for supported debenture debt payments from the Province of Alberta. Debenture debt is fully paid on behalf of the District by the Province of Alberta and does not impact the budget. Interest costs on this debt are recorded as a grant and a related expense and therefore do not impact the current or future budgets of the District. Also included in the Capital and Debt Services budget is the amortization of capital assets and the Infrastructure Maintenance Renewal Program (IMR). The significant increase in IMR is due to additional funding provided by the Province of Alberta and reflects spending on major maintenance projects in 2016-2017.

Expenditures by Object

[Lethbridge School District No. 51](#) will spend approximately \$93.4 million on staffing, which is about 77% of the District's \$120.6 million budget.

Wage increases in the budget will be 0% for 2016-2017, except for CUPE 2843 support staff that will receive a 2% increase as negotiated in the last year of their contract. Teacher negotiations have just commenced at the provincial level. Other unionized and non-union employees have not commenced compensation discussions for 2016-2017. Overall benefit costs are expect to remain the same for 2016-2017.

The chart below compares the expenditures of the 2016-2017 budget with the 2015-2016 budget.

Expenditures by Object	2016-2017	2015-2016	Variance	Change %
Total Expenditures	\$120,635,813	\$117,272,968	\$3,362,845	+2.87%
Certificated Staffing	\$67,708,378	\$66,642,873	\$1,065,505	+1.60%
Uncertificated Staffing	\$25,661,581	\$24,797,603	\$863,978	+3.48%
Contracted and General Services	\$8,600,837	\$9,551,503	-\$950,666	-9.95%
Supplies	\$9,932,332	\$8,027,372	\$1,904,960	+23.73%
Utilities	\$1,968,137	\$1,794,450	\$143,687	+8.00%
Capital and Debt Services	\$6,545,486	\$5,366,086	\$1,179,400	+21.98%
Transfers	\$219,062	\$1,093,082	-\$874,020	-79.96%

The District expends approximately 77% of the budget on salary and benefits. Approximately \$67.7 million is expended on teaching staff (certificated staffing), which is approximately 56% of the total district budget. The District will expend **1.6%** more on teaching staff in 2016-2017. Benefit costs remain steady in 2016-2017. Additional teachers have been included in the budget to help address enrolment growth, support inclusive learning, high school completion, and class sizes. **Overall there are approximately 12.5 FTE teachers more than in 2015-2016, which is a 2.26% increase in the number of teaching staff.**

Approximately \$25.7 million is spent on support staff, which is approximately 21% of the total district budget. There is a 2% budgeted increase in the wage rate for some support staff contracts that were negotiated 5 years ago. **Overall there is a 2 FTE or .45% decrease in support staff.**

There is a significant increase in Contracted Services and Supplies in the budget. Contracted services will see a decrease due to items such as building maintenance and other miscellaneous services budgeted with the use of one-time reserves in 2015-2016. Supplies will increase significantly due to an increase in computer purchases of \$1.8 million related to upgrading computers at the elementary school level as part of the planned evergreening cycle.

The District will experience increased costs in utilities due to the addition of new modular facilities in 2015-2016 and a new elementary school ready for commissioning in the spring of 2017. Also, due to the new carbon tax levy scheduled for January 2017 the district will experience increased heating costs.

Capital and Debt Services has increased due to a significant increase in funding for the Infrastructure Maintenance and Renewal Grant to provide for major maintenance upgrades such as roof, boiler, and window replacements for 2016-2017. The provision for the aging of the District's capital assets has increased and there is a slight reduction in spending on capital and debt services that is attributed to the province's repayment of debenture debt.



Minister of Education visits Galbraith Elementary School

In 2014-2015, the cost was approximately \$11,415 to educate a full time equivalent student in [Lethbridge School District No. 51](#) as compared to the provincial average of all public school authorities of \$12,078 per student. In 2015-2016 the cost was \$11,793, and in the 2016-2017 budget the cost is projected to be \$12,032 per full time equivalent student. This significant increase in cost per student is a due in part to the use of one-time reserve funds to address priorities. The Board implements a responsible fiscal plan to ensure that resources entrusted to the District are spent efficiently, effectively, and reflects the Board's priorities to provide the best learning opportunities for [Lethbridge School District No. 51](#) students.

The Board priorities, which reflect the Board's Budget Belief Statements, were developed after extensive consultation with the education stakeholders of the community. Some of the priority areas addressed in the budget include:

- Continue with year three of allocating funds to develop teacher leaders for targeted areas of curriculum and enhanced support for the District's mentorship program.
- Through the use of one-time reserves provide additional support to ensure that all students have access to specialized supports to help them succeed. (First Nations Metis Inuit, English Language Learners/English as a Second Language, Early Education Programming, and students with disabilities, conditions, syndromes).
- Students were engaged in discussion through the District Student Advisory Committee in 2013-2014, which comprised of student representatives from middle school and high school. These students participated in a survey about technology in their schools. In this survey, these students responded that technology was important to their learning; however, one of the barriers to bringing their own device or overall satisfaction with their technology experience at school was speed and reliability of Wi-Fi access. The Board continues with the third year of allocating one-time reserve funds to explore options for improving Wi-Fi access in our schools.
- Additional support provided for Universal Counseling supports, mental health and collaborative services delivery models.
- Continued commitment to improving high school completion through the School District's Fast Forward Program, distance learning, and innovative structures under the umbrella of high school redesign.

- Continued support of the District's High School Off Campus program to increase career mentorship opportunities for high school students, with a focus on Work Experience for Career Exploration.

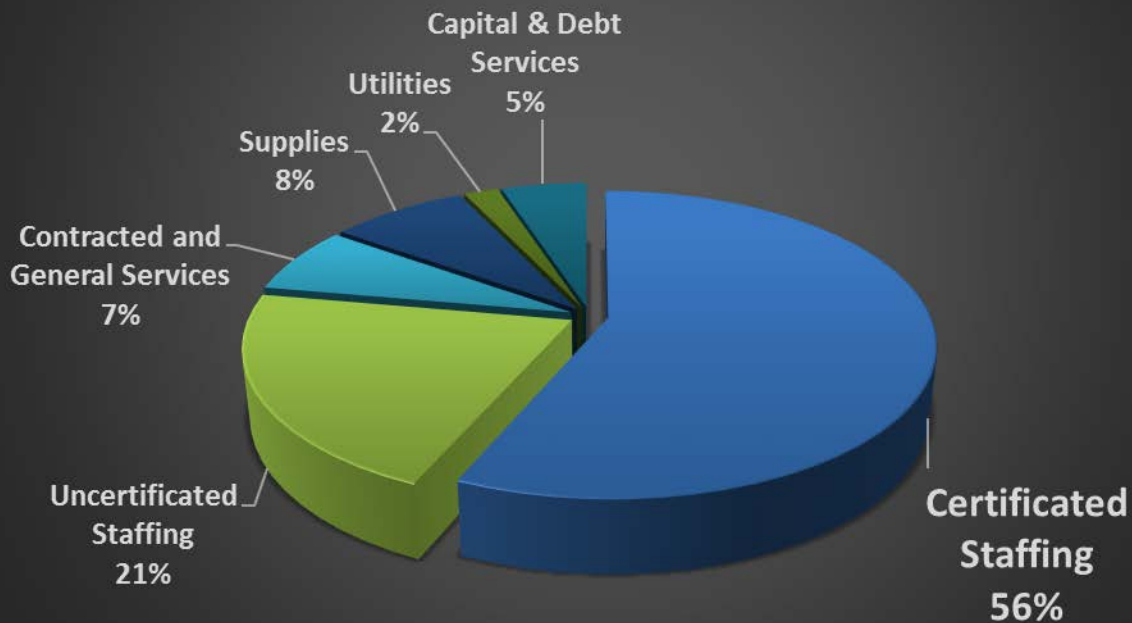


**Canoe construction
project**
at Victoria Park High School

- Funding allocated towards digital citizenship which develops personal attributes that contribute to safe, caring, and respectful learning environments, responsible technology use, empathy, and global perspectives.
- Funding allocated to develop the teaching skills necessary for the seamless integration of technology.
- Funding from one-time reserves allocated to enhancing literacy at middle school and support for English as a Second Language.
- Board Governance and Administration continues to be below the maximum amount of spending allowable despite a reduction in the spending cap from 4% to 3.6% by Alberta Education. Administration spending is 3.22% of the total budget ensuring that dollars are spent efficiently and effectively and funds are directed to support students.

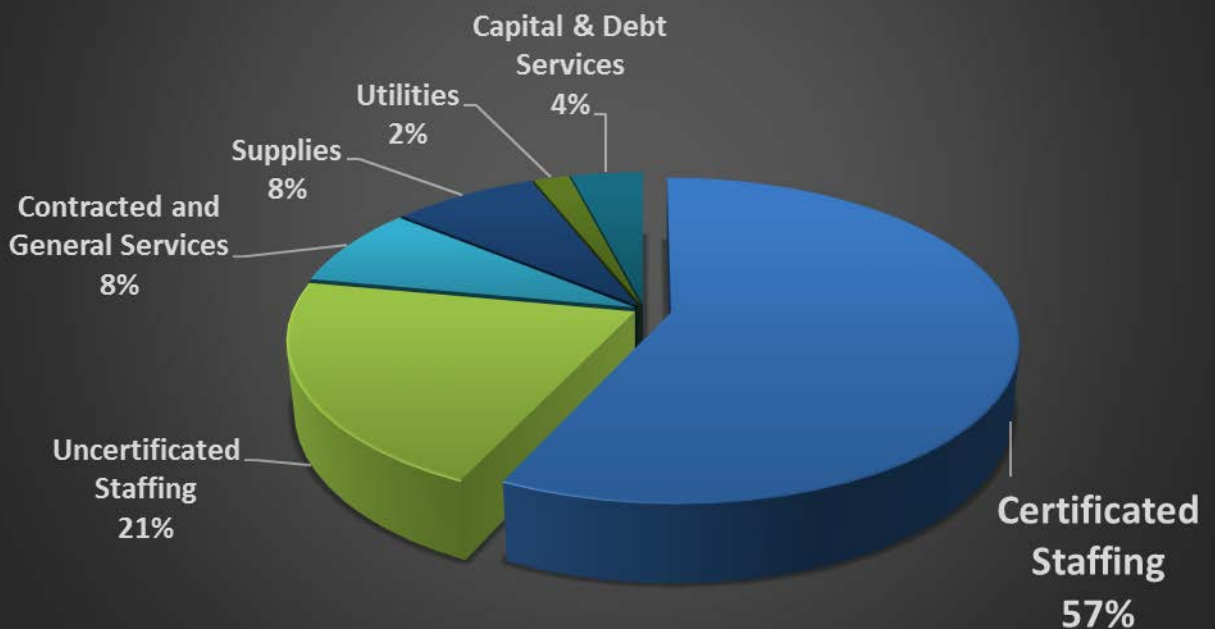


Expenditures by Object 2016-2017



Expenditures for the 2016-2017 budget are compared with budgeted expenditures from 2015-2016 to illustrate the similarity between the two years.

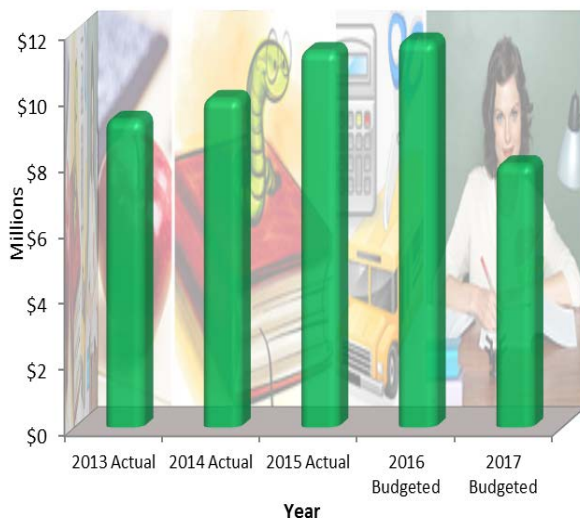
Expenditures by Object 2015-2016



Financial Impact

Accumulated Surplus from Operations

Year ended August 31
2013 to 2017 (estimated)



The District has been able to rebuild the Accumulated Surplus from Operations (ASO) in the years 2013 to 2015 as funds were being saved for the District's evergreening of computers at the secondary school level. Since 2015, funds have been accumulated for the next technology evergreening cycle in 2017. At August 31, 2013, the District had an ASO of \$9.3 million or 9.5% of operating expenditures. For the year ended August 31, 2014 ASO was \$9.9 million or 10% of expenditures. In 2014-2015 ASO increased to \$11.4 million or 11% of expenditures. Included in ASO for all years is approximately \$1.7 million of unspent school generated activity funds which are now included in ASO as required under Public Sector Accounting Standards.

In 2015-2016, due to staffing costs and expenditures being lower than originally budgeted, it is anticipated that the estimated AOS balance at August 31, 2016 will be \$11.7 million or 9.96% of expenditures. It was anticipated that there would be a draw on one-time reserves of \$4 million.

In budget 2016-2017, a total of \$3.9 million in reserve funds will be utilized to balance expenditures. The District will use reserve funds for students entering our school jurisdiction that require additional support, funding to facilitate the use of technologies to increase pathways for students to access curriculum, to respond to the demand for increased access to wireless local area networks, high school completion, literacy intervention, French Immersion resources, and the costs of commissioning the new elementary school in Copperwood. School sites will allocate some one-time reserve funds to address class size concerns at the secondary level.

The use of one-time reserves will reduce the Accumulated Surplus from Operations (ASO) of the District to approximately \$7.9 million or 6.59% of operating expenditures of which \$1.7 million is restricted for School Generated Funds. This leaves an ASO of 5.15% that is available for addressing other needs. It has been recommended that school districts maintain an ASO over 1% percent of operating expenditures in order to deal with emergent and contingent situations. If a district's ASO falls below 1%, government may consider the district's financial health to be a concern.

The District will need to monitor the ASO in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the District. The amount of the ASO will be dependent on future financial resources from Alberta Education and expenditure decisions made by the District.

Human Resources

District staffing has the greatest impact on the educational opportunities provided to students within [Lethbridge School District No. 51](#) and consequently makes up 77% of the District's budget. The District will employ 565 full time equivalent (FTE) teachers and 445 full time equivalents (FTE) support staff in 2016-2017. Teacher and support staff has continued to grow since 2011-2012 due to enrolment growth in the District.

The chart below illustrates the changes in class sizes over a three year period from 2014-2015 until the 2016-2017 school year.

Average Class Size	K to 3			4 to 6			7 to 9			10 to 12		
	16-17	15-16	14-15	16-17	15-16	14-15	16-17	15-16	14-15	16-17	15-16	14-15
All classes LSD #51	21.6*	21.6	21.6	24.6	24.6	24.3	25.8*	25.8	25.7	26*	26	25.1

The District spends 56% of the budget on teaching staff. With no increase in grant rates, additional teaching staff have been added to address student growth only. Additional staff have been added to address priority areas of support such as ESL and Literacy through the use of one-time reserve funds. Reducing class sizes and maintaining other supports and services is a difficult balancing act. According to an Alberta School Boards Association Survey, in 2015-2016, [Lethbridge School District No. 51's](#) teaching staff have more years of experience and teacher training than the provincial average of school boards across the province. The provincial average for teacher training is 4.94 years and teacher experience is 7.86 years. The District average is 5.25 years of teacher training and 8.16 years of experience. This means that [Lethbridge School District No. 51](#) would spend approximately \$3,000 per teacher more than school districts with teaching staff at the average years of teacher training or experience. This is an additional cost of approximately \$1.6 million.



[Superintendent Cheryl Gilmore](#), volunteering for McHappy Day!

The District spends 21% of the budget on support staff positions and overall they will decrease by 2 FTE in 2016-2017. There is a decrease of approximately 14 FTE Educational Assistant positions in the budget, however for the last few years the District has not been able to hire to the budget provided due to the number of qualified applicants and employee turnover in these positions. There is an increase in 9 support staff for the addition of the Making Connections program to the budget. There is an increase of 1.5 FTE Family School Liaison positions to support counselling needs in the District.

Staffing Growth Compared to Enrolment Growth 2012-2013 to 2016-2017 (budgeted)

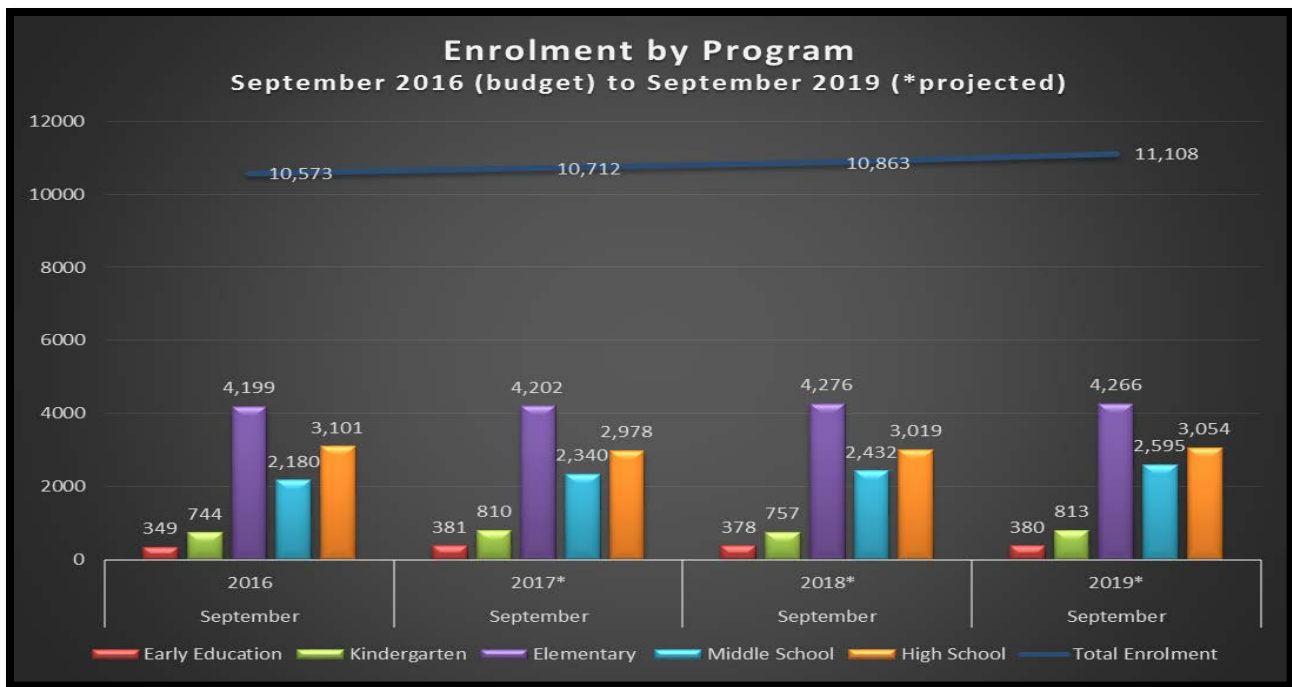


In the five year period from 2012-2013 total district staffing will have increased by 177.14 FTE or 21.26%. Teaching staff will have increased by 90.96 FTE, or 19.69% and support staff has increased by 85.46 FTE or 17.80%. Enrolment has grown by 1501 students since September 2012 which is a 16.55% increase. Staffing growth, in particular teaching staff, did not keep pace with enrolment growth in the period 2012-2013 to 2015-2016 due to cost increases being greater than grant revenues received. Support staff have grown significantly in the last five years. In particular Educational Assistant positions have increased by 31.5% over the last five years despite a modest reduction for 2016-2017, due to an increased number of students requiring additional supports.

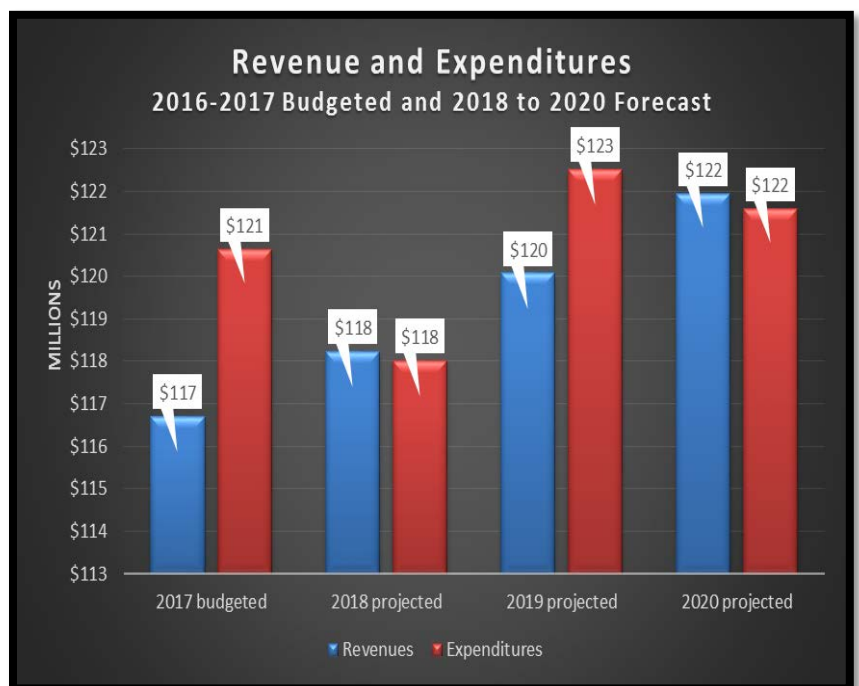
Financial Forecast

[Lethbridge School District No. 51](#) receives 92% of its total revenues from the Province of Alberta. The Province of Alberta finances are significantly dependent upon resource revenues. In June 2014, a barrel of West Texas Intermediate started to decline from a high of \$104 US a barrel, eventually bottoming out at around \$41 US per barrel in March 2015. In June 2015, the price of WTI was around \$53 US per barrel and averaged only \$50 for 2015. The average is projected to be around \$41 US per barrel for 2016, however is currently trending just under \$50. The drop in the price of oil has had a significant impact on the Alberta Economy. As per projections provided by the World Bank in April 2016, oil prices will not regain the +\$100 US per barrel price, but are expected to reach around \$83 in 2025. The current government is looking to diversify revenues to lessen the impact of oil prices on provincial finances. The provincial government has committed to funding school boards for student growth, so unless there is a significant turnaround in the provincial economy it is unlikely that funding in the projection period of 2018 to 2020 will increase other than for student growth. Enrolment grant revenues make up 60% of total revenues while other grants from the province are 32% of total revenues.

Student enrolment is expected to increase by 535 students or 5.06% over the next four years to September 2019. Enrolment impacts future grant revenues as well as programming and staffing decisions.



Salary increases and the cost of experience increments and benefit cost increases places significant pressures on the operating budget and is expected to continue. Salary and benefit costs could increase by a minimum of 2% due to benefit cost increases and experience increments prior to negotiated salary increases. The District has about 20% of its teachers who are eligible to retire in the next few years. When beginning teachers are hired to replace retired teachers there is a reduction in the average teaching cost to the District, which assists with overall salary cost increases and the District's ability to maintain current staffing levels or ideally hire additional staffing to meet student needs.



The cost of supplies and contracted services will increase a minimum of 1% per year over the next three years. Spending on supplies and contracted services will be adjusted to ensure that expenditures do not exceed forecasted revenues. When resources are limited, the priority is to ensure that the needs of classrooms are met which may involve the reduction of supplies and

contracted services. In 2019 the District will expend approximately \$1.8 million to evergreen elementary computers. These funds will come out of funds accumulated in one-time reserves for this purpose.

The District will need to monitor the Accumulated Surplus from Operations (ASO) in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the District. The amount of the ASO will be dependent on future financial resources provided by Alberta Education and expenditure decisions made by the District.

Capital Plan

All new school facilities are funded from the Province of Alberta through Alberta Education in consultation with the Department of Infrastructure. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province.

Lethbridge is experiencing increased growth on the west side of the city, with significant growth projected in the elementary and middle school populations. Currently our schools in west Lethbridge range in utilization of 101% to 162% of capacity. The District was pleased to receive news in 2013 that one of the new K-5 elementary schools for west Lethbridge, to be located in the Copperwood subdivision, had been approved by the province and will provide an additional 600 student spaces in 2017. In September 2014 the province approved a new middle school to provide an additional 910 student spaces in 2018 for students in grades 6 to 8 in west Lethbridge. Both of these projects are currently in progress and are on-time and on budget. There are also new subdivisions planned for the south side of the city, and elementary schools in this area have

utilization rates of 101% to 174% of capacity, therefore with projected enrolments expected to increase, a new elementary school has been requested for south Lethbridge.

Taking Shape!
New West Lethbridge Elementary School,
January 2016



The District has also requested a number of expansion and modernization projects to upgrade school facilities for deficiencies in school buildings to ensure the health and safety of students and upgrade building structural components, mechanical and electrical services. The District received news in 2014 that funding would be provided for the modernization of Wilson Middle School. This modernization is expected to be completed in 2017.

The number one priority for modernization and preservation in the 2017 capital plan is Galbraith Elementary School, which is 104 years old. Funding has also been requested for modular classroom space immediately to facilitate growth in school communities. The District received four new modular facilities in the spring of 2016 to provide additional learning space throughout the city in 2016-2017.

Information

Board of Trustees

The elected board of trustees of [Lethbridge School District No. 51](#) for the period October 2013 to October 2017:

Mr. Mitch Forster, Chair
Mrs. Jan Foster, Vice Chair
Mr. Don Lacey
Mr. Tyler Demers
Mr. Keith Fowler
Mrs. Donna Hunt
Mrs. Lola Major

Senior Administration

Senior administration for [Lethbridge School District No. 51](#):

Dr. Cheryl Gilmore, Superintendent
Mrs. Morag Asquith, Associate Superintendent, Instructional Services
Mr. Don Lussier, Associate Superintendent, Business Affairs
Ms. Sharon Mezei, Associate Superintendent, Human Resources

[Lethbridge School District No. 51](#) prides itself on providing outstanding educational opportunities for the students of the City of Lethbridge and believes in its new “draft” mission “**Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in a breadth of quality learning experiences that develop innovative minds and responsible global citizens**”. For further information about [Lethbridge School District No. 51](#) view the District’s Three Year Education Plan and Annual Education Results Report and the Audited Financial Statements on the District’s website at www.lethsd.ab.ca. The website is a great resource to provide further information about [Lethbridge School District No. 51](#)’s schools, services, and resources.



Public Engagement





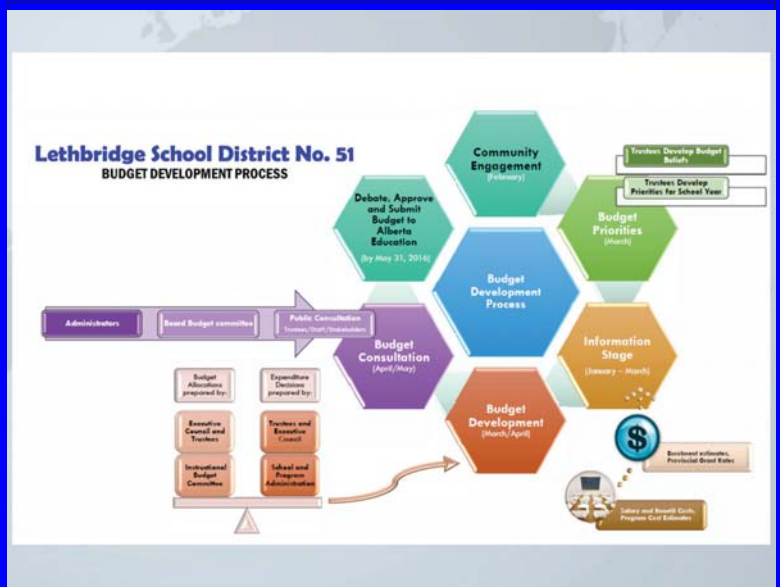
Who we are

- Elected **7** member Board of Trustees
- **565** FTE Teachers
- **445** FTE Support Staff

Educating 10,573 students



The 2016-2017 Preliminary budget was presented to the Board of Trustees, Senior Administration and the public on May 24th, 2016.



A new 'draft' Vision and Mission



Vision

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission



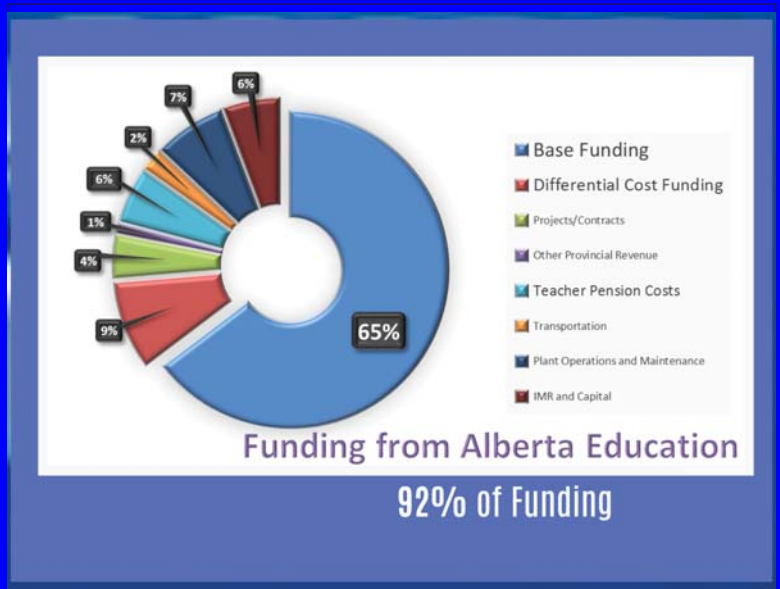
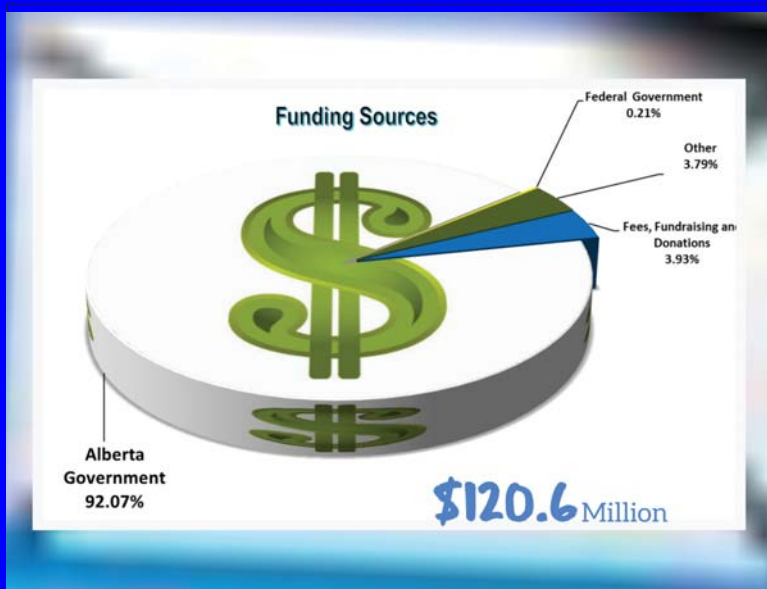
Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in a breadth of quality learning experiences that develop innovative minds and responsible global citizens.



The home screen:
**Budget Belief
Statements**

Budget Belief Statements

- Open and transparent process
- Facilitate educational opportunities
- Education at primary level is foundational
- Equitable access to educational opportunities and resources
- Keep school fees as low as possible
- Opportunities for innovative practices



REVENUE HIGHLIGHTS

Increase of \$3.4 Million



- No Increase to Grant Rates
- Student Growth funded of \$1 million
- ↑ in number of students with diverse needs = \$600,000
- ↑ in teacher pension costs paid by gov't = \$300,000
- ↑ in O&M grant due to growth in 15-16 = \$200,000
- ↑ in IMR Funding of \$1 million or 64%

Fees

- Basic Instructional Fee **eliminated** for gr 6 to 12. {was \$53 gr.6-8, \$70 gr.9-12}
- No basic fee K to 5
- No fee to transport students to and from school



DID YOU KNOW ?

32% of provincial revenue is from the Education Property Tax

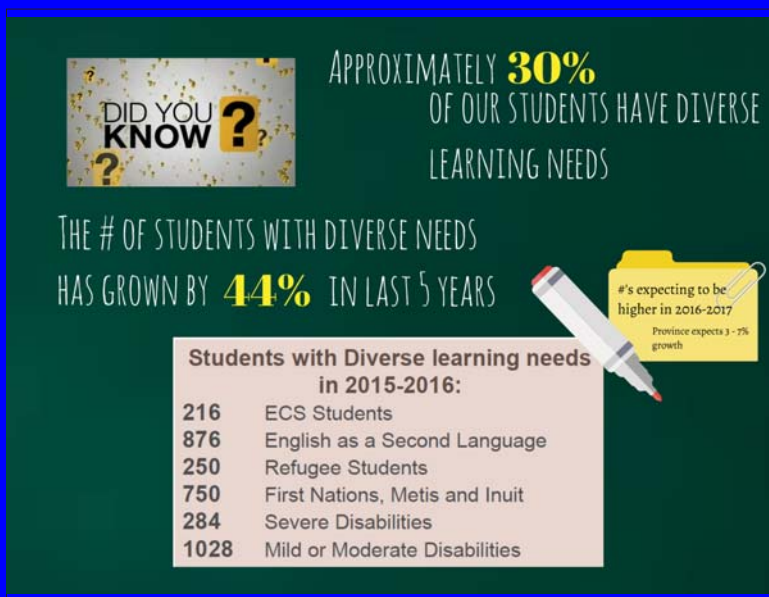
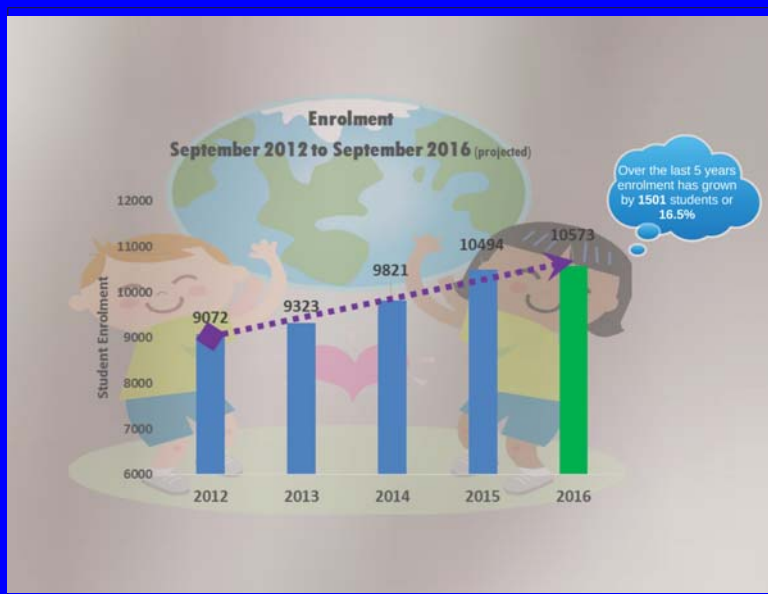
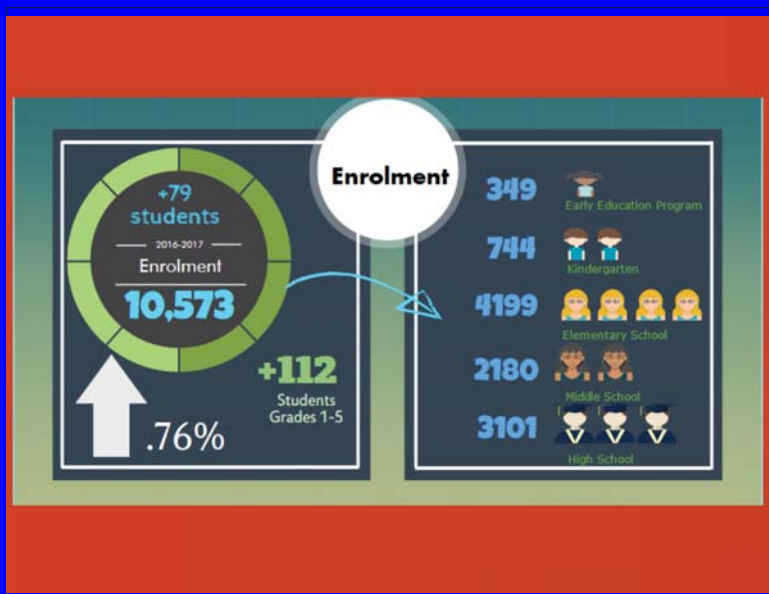
Mill rate dropped .8% in 2016...23rd year in a row decrease or frozen



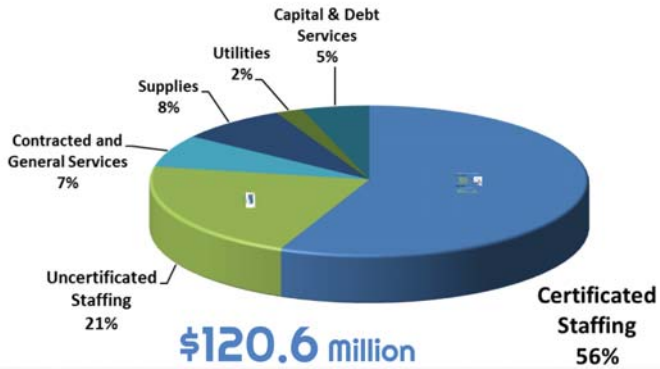
Province has cut rates by **67%** since taking over collection



OUR STUDENTS



Expenditures



Expenditure changes in the budget

Teacher Staffing:

Elementary +1.7 FTE
 Middle School +4.0 FTE
 High School +1.2 FTE
 New Principal Copperwood +.70
 Literacy Lead Teacher +1.0
 ESL Lead Teacher +1.0
 Seconded personnel +1.5
 Other instructional areas - 1.4 FTE

OVERALL **↑** IN
TEACHING STAFF
12.5 FTE



Support Staff:

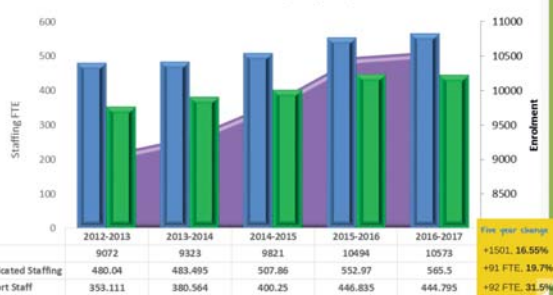
Overall decrease **2 FTE** positions

Education Assistants **↓ 14 FTE**
 Making Connections *new to budget* **↓ 9 FTE**
 Counseling support **↓ 1.50 FTE**
 School and instructional program administrative support **↓ 1.9 FTE**

Staffing

Total staffing costs **\$67.7** Million or
77% of total budget

Staffing Growth Compared to Enrolment Growth
2012-2013 to 2016-2017 (budgeted)



DID YOU KNOW?

Total staffing costs are **77%** of total budget.

Teacher staffing costs are **56%** of the total budget.

The District pays on average **\$3,000** more per teacher than the provincial average or **\$1.6 million**.

The big WHY

Provincial average teacher training is 4.94, LSD 51 is **5.25 years**.

Provincial average years of experience is 7.86, LSD 51 is **8.16 years**.

Instruction

83% of the District Budget is spent on Instructional activities

School Based Instruction

75%

Instructional Support

25%

STAFFING

94%

RESOURCES

6%

Inclusive Learning Supports

67%

Other Instructional Supports

10%

Technology

23%



Funding for Inclusive Learning is based on per student funding and funding for differential factors

One of the factors is to support FNMI students.

Funding is based on a provincial profile: funding is received if % of students over the provincial average.



It means that LSD 51 does not receive funding for over 750 FNMI students.

Our neighbor board, Holy Spirit School Division receives \$2,800 per student or \$1.2 million more to support FNMI students in our city.

Services, Supplies, and Contracts

Overall increase of **\$2.3 million**

Increase related to:

- Technology evergreening - **\$1.8 million**
- Major maintenance upgrades through IMR funding- **\$1.1 million**
- French Immersion resources
- Supplies and materials for elementary school in Copperwood
- Utility costs due to additional facilities



Decreased spending in building maintenance, professional learning, and other services that were funded from one-time reserves

PLANT OPERATIONS AND MAINTENANCE

Grant rates are 2.5% less than 2010

In last 6 years have added:

- Chinook High School
- 34 Modular Facilities
- 4 more modular facilities for 2016-2017
- Utilities for new school start up

DID YOU KNOW?



Support Services

Services that support educating a student **17%** of District Budget



Transporting Students to and from School



Caretaking and Facility Maintenance
Light, Heat and Water
Major facility upgrades



Office of the Superintendent
Business and Finance
Human Resources
System Instructional Support

DID YOU KNOW?

THE DISTRICT MAY SPEND UP TO 3.6% ON ADMINISTRATION

Spending is currently **3.22%**

The allocation for administration is 5.7% less than five years ago while enrolment has increased **16.55%** and staffing has increased by **21.26%** in the last five years



RESERVE FUNDS

The District will expend **\$3.9 Million**
in one-time reserve funds in this budget

This will bring reserves down to **\$6.2 million** or **5.15%** of expenditures

Planned Spending:

• Technology Evergreening	\$1.8 million
• ESL teaching support -Inclusive Learning	\$800,000
• Start-up costs for new school	\$420,000
• French Immersion resources	\$70,000
• Literacy teacher support	\$104,000
• Enrolment fluctuations at secondary level	\$104,000
• Interactive Technology Support	\$115,000
• Wi-Fi Access upgrades	\$200,000
• High School Completion	\$104,000
• School Site priorities	\$160,000



Board **Priorities**

Supporting Student Achievement

- Teaching staff added for **student growth** at school sites
- Added a **Literacy lead teacher**
- **ESL lead teacher** and support staff
- Teacher to support **High School Completion** for Distance Learning
- Teacher support from Inclusive Learning for **ESL support** at secondary schools
- Support for **Middle School literacy**



- Support for targeted areas of the curriculum to **build teacher capacity**
- Increased support for **teacher mentorship**



Supporting the implementation of initiatives designed to develop innovative thinkers

- increased **interactive technology lead teacher** support for secondary schools
- completing year 3 of **Wi-Fi upgrading** for accessibility
- support for growing **High School Off Campus** program
- funding from one-time reserves for phase 4 of **technology evergreeing** at elementary schools
- continued support of **Fast Forward program**
- program support for **dual credit opportunities**

Supporting Student Diversity

- Added **Family School Liaison** positions at middle and elementary school for counseling support
- Support for **Poverty Committee** enhanced
- Supporting families with **elimination of basic instruction fee** at grades 6 to 12
- Purchase **French Immersion resources** for second program



Supporting Student Diversity

- Purchase **Spanish Bilingual resources** as part of resource budget for Copperwood area school
- **FNMI middle school literacy** intervention
- Added **FNMI elementary liaison**
- **Making Connections** programs added to budget as part of sustainable delivery and commitment



Supporting Student Needs

That the District will receive **\$7.2 Million** in funding from the province for Inclusive Learning.

The District further allocates an additional **\$3.1 million** to provide specialized supports to students and **\$800,000** from reserve funds will be allocated.

Also....

\$867,000 is allocated to support ESL programming.



\$2.7 million to provided counselling supports to students which Includes the Making Connections Program

Interactive Budget Summary

<https://budget.angus.ca/InteractiveBudgetSummary>



Budget

GAME TIME



JUST TYPE IN KAHOOT.IT INTO YOUR BROWSER

Feedback

Comments on the budget may be provided by email by May 27th, 2016 to:

don.lussier@lethsd.ab.ca

Any questions, please call:

Don Lussier, 403-380-5307
Christine Lee, 403-380-5308

Board Budget Meeting and Approval
May 30th, 2016
10 a.m.





ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

This Meritorious Budget Award is presented to

LETHBRIDGE SCHOOL DISTRICT NO. 51

For excellence in the preparation and issuance of its budget
for the Fiscal Year 2015-2016.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, appearing to read 'Mark C. Pepera', written over a horizontal line.

Mark C. Pepera, MBA, RSBO, SFO
President

A handwritten signature in black ink, appearing to read 'John D. Musso', written over a horizontal line.

John D. Musso, CAE, RSBA
Executive Director



Section B:

Organizational Section





JURISDICTION PROFILE

Since 1886, **Lethbridge School District No. 51** has offered high quality learning experiences over a broad range of programs to meet the needs of a wide variety of learners. The District educates 10,573 students within the City of Lethbridge and employs 565 full time equivalent certificated staff and 445 full time equivalent support staff.

Lethbridge is a growing, vibrant city with over 94,800 residents. The City's Mayor, Chris Spearman, stated that, "Lethbridge consistently demonstrates a sustainable, healthy rate of growth". The City of Lethbridge experienced a 1.94 percent growth over 2014 Census numbers with the strongest growth occurring in west Lethbridge. The average age of citizen's in the City of Lethbridge is 38 years. Based on 2015 Census data, there are 17,738 citizens who are aged 4 to 19 years old.

The city is home to the University of Lethbridge, Lethbridge College, and the Lethbridge Research Centre, one of the largest agricultural research facilities in Canada. The city also houses two large manufacturing plants involved in raw product development. Well situated in the south-western part of Alberta, Lethbridge residents enjoy access to state-of-the-art cultural and recreational facilities. Comprehensive retail services attract consumers from southern Alberta, south-eastern British Columbia and northern Montana.




Nikka Yuko Japanese Garden

The City of Lethbridge is located in the southern part of the Province of Alberta at latitude 49.7 degrees north and 112.8 degrees east longitude and covers just over 124 square kilometres of land. A geographic map of the City of Lethbridge follows on the next page.



High Level Bridge in the City of
Lethbridge

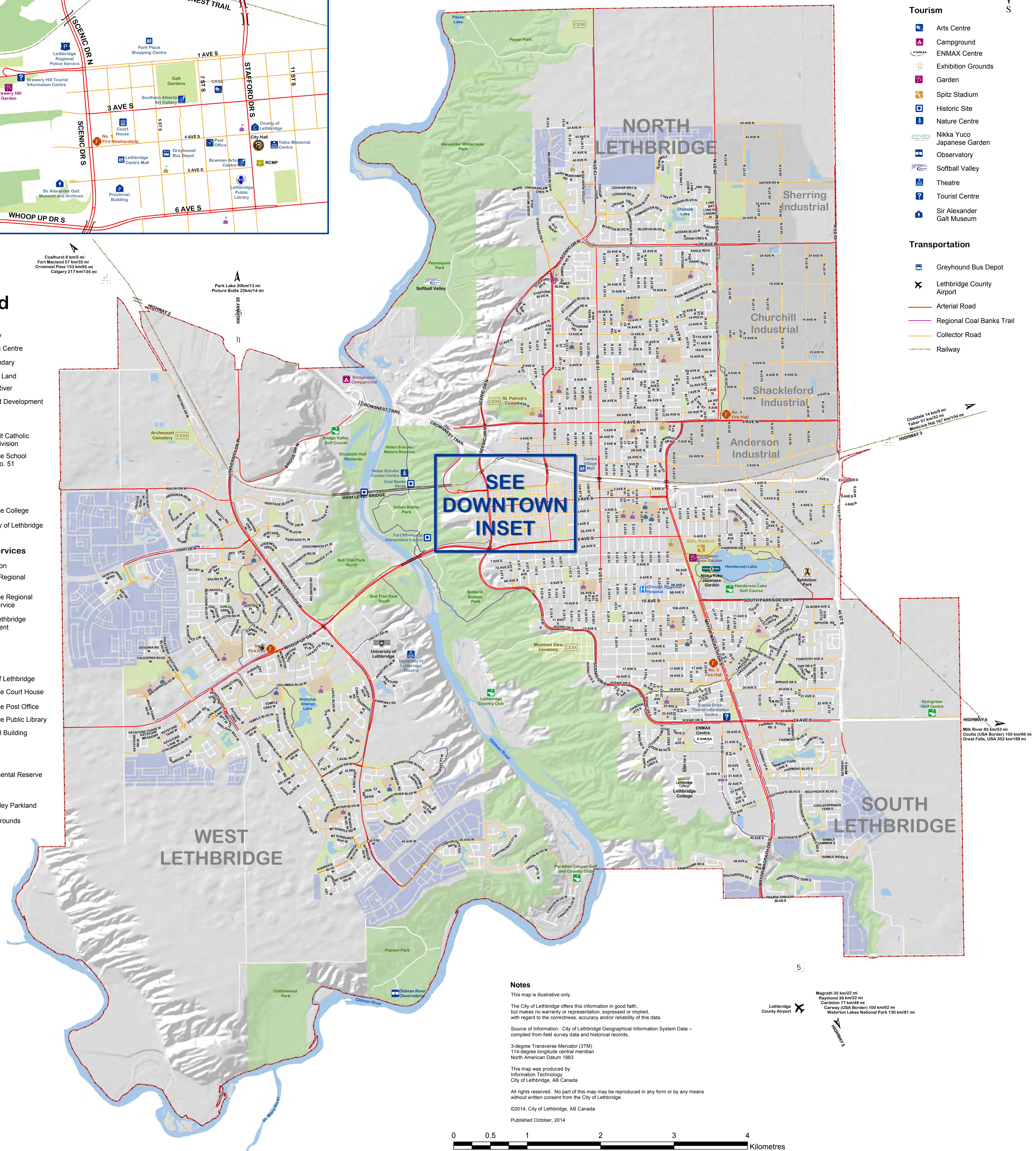
- | | | | | |
|--|---|---|---|--|
| <p>1 Population
93,004 (City of Lethbridge) *
275,000 (Lethbridge Trading Area)</p> | <p>4 Parks, Recreation and Nature
Lethbridge has over 70 parks and playgrounds totaling 4300 acres and more than 60 kilometres of trails. It also has 5 indoor pools, 6 ice arenas, a curling club, indoor soccer facility, many baseball diamonds, 5 golf courses and a climbing centre.</p> |  <p>CITY OF
<i>Lethbridge</i></p> | <p>6 Lethbridge College
Canada's first public community college, Lethbridge College (LC) was founded in 1939 and has a long tradition of meeting the educational and training needs of students from southern Alberta, Canada and around the globe. More than 7,500 students access LC each year in over 70 programs.</p> | <p>8 Employment
Service and trade industries comprise over one half of all the occupations in Lethbridge. Other occupations are diversified across the industries of manufacturing, public sector services, construction, transportation, finance / insurance / real estate, and primary industry.</p> |
| <p>2 Climate
Lethbridge has a moderate continental climate with warm summers and mild winters influenced by Chinook winds. This area is one of the warmest and sunniest cities in the country according to Environment Canada.</p> | <p>5 Geography
Latitude: 49 degrees 41 minutes 39 seconds
Longitude: 112 degrees 55 minutes 27 seconds
City Area: 124.3 sq km
Mean Elevation: 914 m</p> | | <p>7 University of Lethbridge
The U of L attracts more than 7,000 students from 60 countries offering first-class education in a personalized setting. The university offers more than 150 program options through 5 faculties: Fine Arts, Arts and Science, Management, Education and Health Services.</p> | <p>9 Information
Information compiled from Business Investment Profile Economic Development Lethbridge.

* City of Lethbridge population compiled from 2014 City Census data.</p> |





CITY OF
Lethbridge



DOWNTOWN LETHBRIDGE





Legend

-  Bridges
-  Cemetery
-  Shopping Centre
-  City Boundary
-  Industrial Land
-  Lake or River
-  Proposed Development

Educational

- | | |
|---|--------------------------------------|
|  | Holy Spirit Catholic School Division |
|  | Lethbridge School District No. 51 |
| | Other |

Post Secondary

-  Lethbridge College
 University of Lethbridge

Emergency Services

-  Fire Station
-  Chinook Regional Hospital
-  Lethbridge Regional Police Service
-  RCMP Lethbridge Detachment

Government

- City Hall
- County of Lethbridge
- Lethbridge Court House
- Lethbridge Post Office
- Lethbridge Public Library
- Provincial Building

Greenspace

-  Environmental Reserve
-  Park
-  River Valley Parkland
-  School Grounds

Notes

This map is illustrative only.

The City of Lethbridge offers this information in good faith, but makes no warranty or representation, expressed or implied, with regard to the correctness, accuracy and/or reliability of this data.

Source of Information: City of Lethbridge Geographical Information System Data – compiled from field survey data and historical records.

3-degree Transverse Mercator (3TM)
114-degree longitude central meridian
North American Datum 1983

This map was produced by:
Information Technology
City of Lethbridge, AB Canada

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Published October, 2014

Mode of Transport	Kilometres
Car	2.5
Train	1.5
Bicycle	1.0
Foot	0.5

5

Magrath 35 km/22 mi
Raymond 36 km/22 mi
Cardston 77 km/48 mi
Carway (USA Border) 100 km/62 mi
Waterton Lakes National Park 130 km/81 mi



445

[Lethbridge School District No. 51](#) receives 92% of its funding from the Province of Alberta and operates under the authority of the *School Act (Statutes of Alberta, 1988)*, and takes pride in the breadth of its programs, the expertise of its staff, and the quality of its facilities in 21 schools and various outreach facilities throughout the city. Our schools have a grade structure comprised of kindergarten to grade five students in elementary schools, grade six to eight students in middle schools and grade nine to twelve students in high schools.

All schools provide instruction in the core subjects (language arts, mathematics, social studies and science), physical education, and the fine arts. Students at each school have access to learning commons (libraries) that provide a blend of print materials and access to modern computers and digital resources. French language instruction is provided in grades four through twelve, and a French Immersion program is offered for students from kindergarten through grade twelve. Spanish, German, and Japanese courses are also available. In addition, at the secondary level, students can experience a wide range of options or complementary courses designed to meet their unique needs and interests, including those related to career and technology studies. Information and communication technology instruction is integrated into all student programs. International Baccalaureate, Advanced Placement, and Knowledge and Employability courses are also offered to high school students. The District has an active international student program involved in recruitment of students from around the world, mostly at the high school level.

Other instructional programs include kindergarten offered in all elementary schools, First Nations, Métis, and Inuit education, and early literacy. The District Early Education program expanded to eighteen programs in nine schools effective September 2014. A Montessori program is established in grades one to five. Lethbridge Christian School provides Christian education for students from kindergarten to grade eight. In 2015-2016 the District welcomed two new schools offering Christian education as alternate schools, Immanuel Christian Elementary and Immanuel Christian High School. The District continues to enhance inclusive practices in order to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential.

The instructional program is enhanced by the provision of counselling services in all schools that include social/emotional, educational, and career counselling. These services are enhanced by long-standing, community partnerships with the Lethbridge Regional Police Service, Alberta Health Services, Southwest Alberta Child and Family Services, Alberta Human Resources and Employment, and other agencies. Strong co-curricular and extra-curricular programs are also provided that include a variety of athletic, fine arts, and student leadership opportunities.



Lethbridge School District No. 51 School Board

School Board Members

A seven-person Board of Trustees, which is elected every four years (previously three years) effective for the 2013 elections, governs [Lethbridge School District No. 51](#). All trustees are elected at large and do not specifically serve geographic locations within the City of Lethbridge.

The Board of Trustees of [Lethbridge School District No. 51](#) operates under the authority of the School Act (Statutes of Alberta, 1988) and policies and regulations pursuant to that legislation. The Board is charged with the responsibility to ensure that each of its resident students are provided with an education program consistent with the requirements of the *School Act* and exercises its authority through policy, regulations, and resolutions approved at duly conducted meetings of the Board.

Lethbridge School District No. 51

Board of Trustees 2013-2017



*Front Row L to R: Mich Forster, Jan Foster, Donna Hunt, Lola Major
Back Row L to R: Tyler Demers, Keith Fowler, Don Lacey*

Members of the Board of Trustees elected to serve on the school board are:

<u>Trustee</u>	<u>Served from</u>
Mich Forster , Board Chair	October 2001 - 2004, 2007
Jan Foster , Board Vice Chair	October 1983 - 1992, 2007
Tyler Demers , Trustee	October 2007 - 2010, 2013
Keith Fowler , Trustee	October 2004
Donna Hunt , Trustee	October 2013
Don Lacey , Trustee	October 2013
Lola Major , Trustee	October 2007

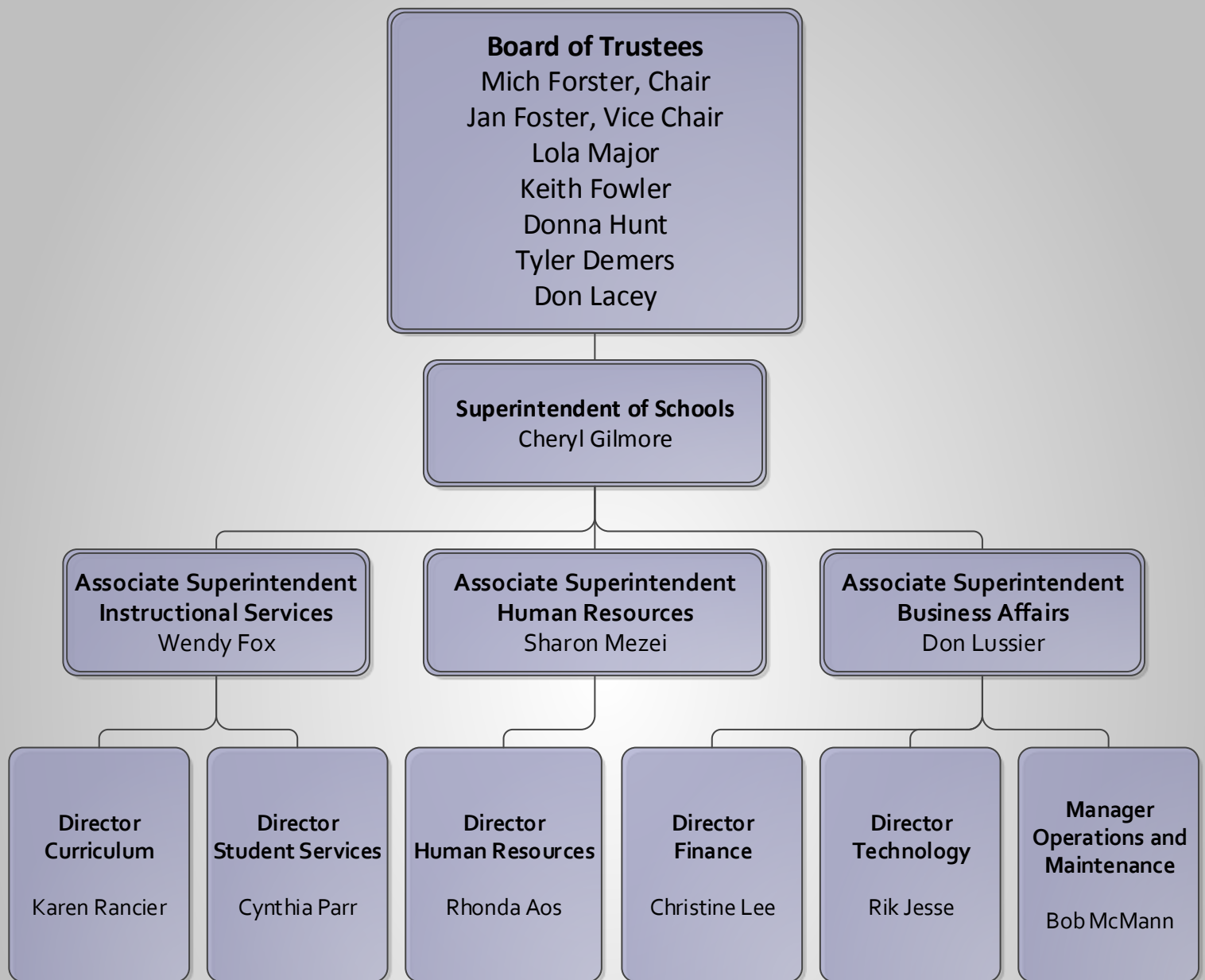
The term of office for the above Trustees will expire in October 2017 when municipal elections occur to elect new school board trustees.

School Board Senior Administration

[Lethbridge School District No. 51](#) employs senior administrative officials to manage the operations of the District and formally operate as the Executive Council to the School Board. [Lethbridge School District No. 51](#) Executive Council members are:

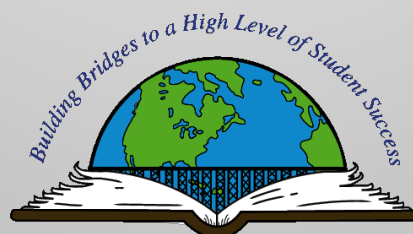
Dr. Cheryl Gilmore, Superintendent
Morag Asquith, Associate Superintendent, Instructional Services
Don Lussier, Associate Superintendent, Business Affairs
Sharon Mezei, Associate Superintendent, Human Resources

Lethbridge School District No. 51



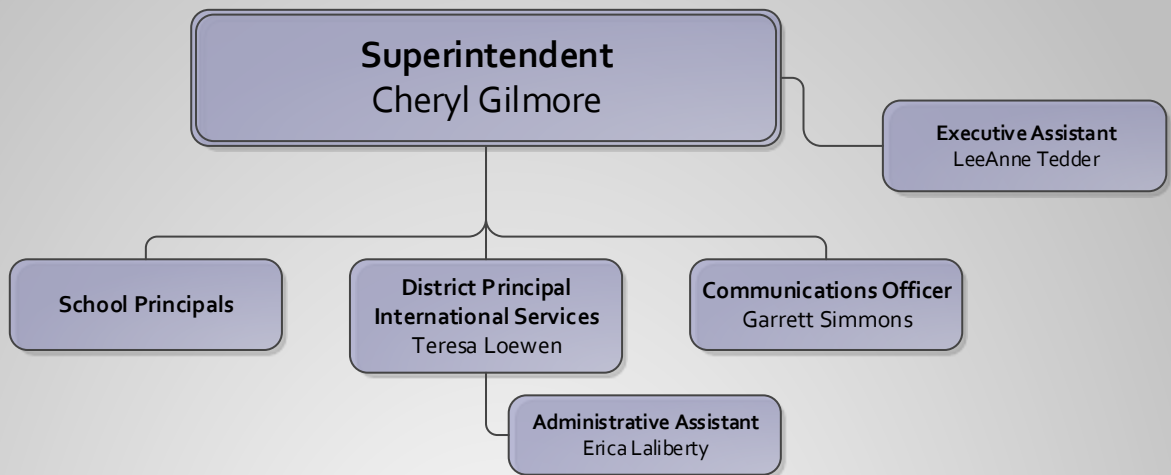
Organizational Chart

September 2015

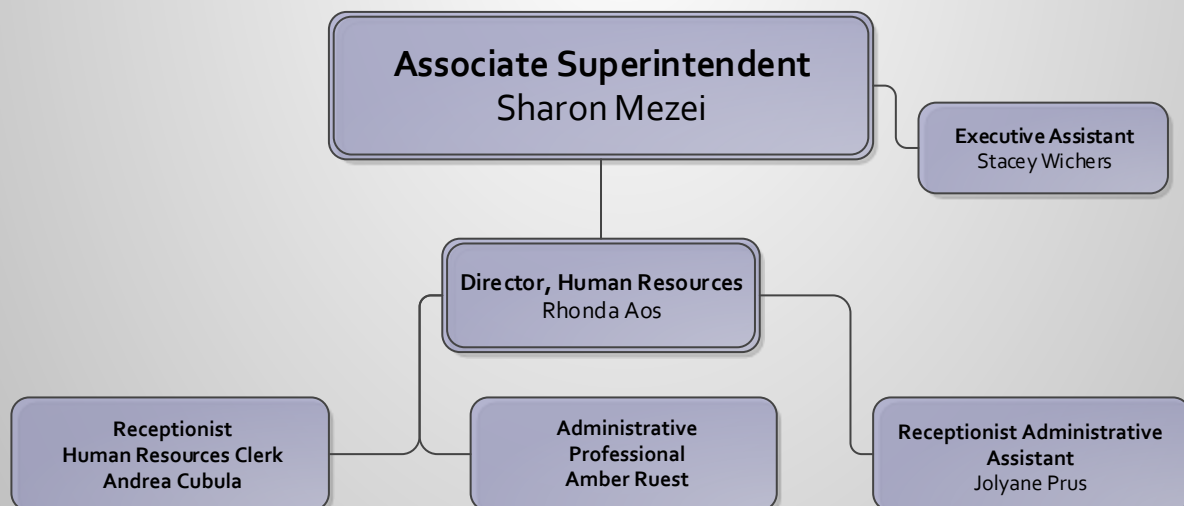


Lethbridge School District No. 51

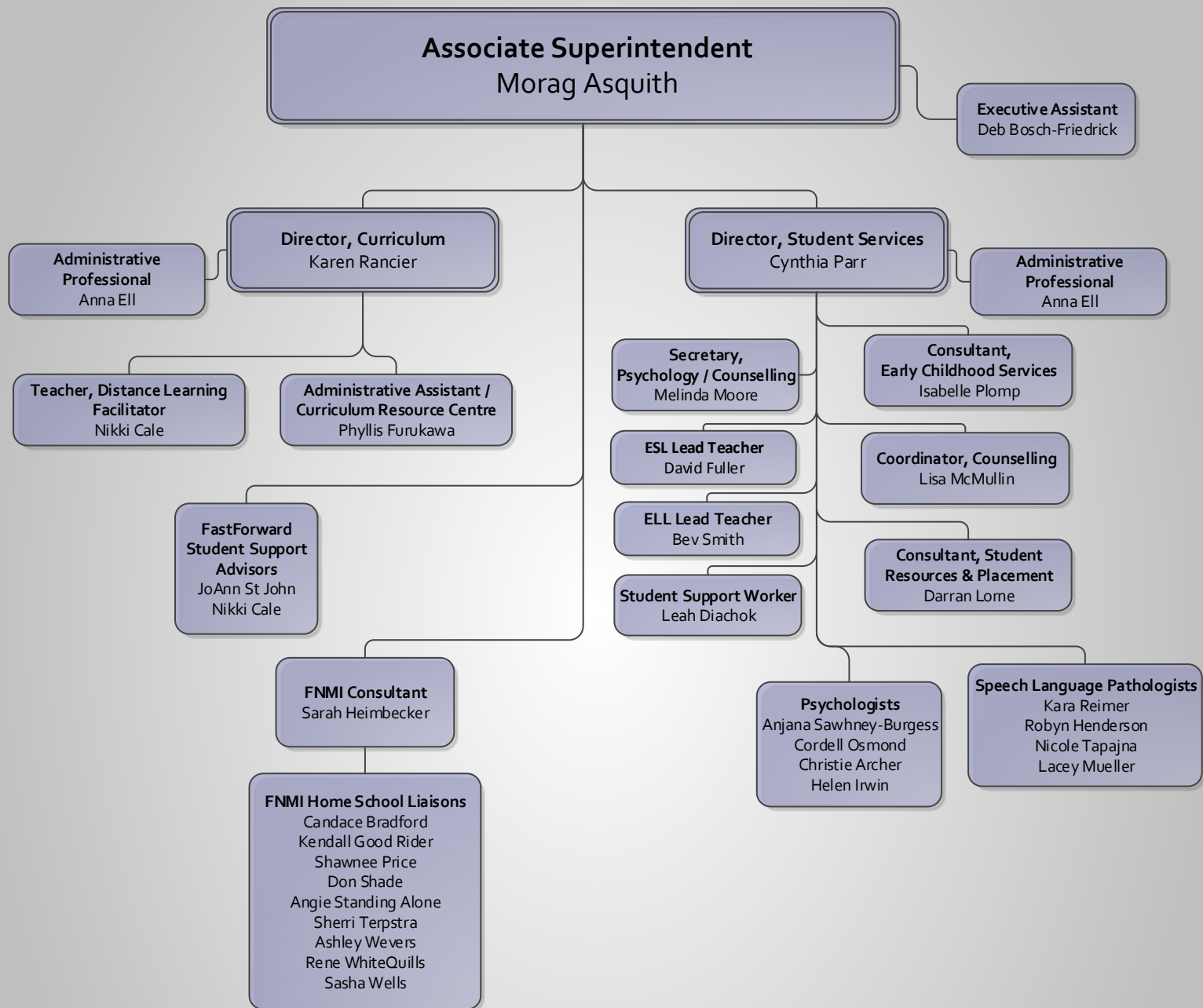
Office of the Superintendent



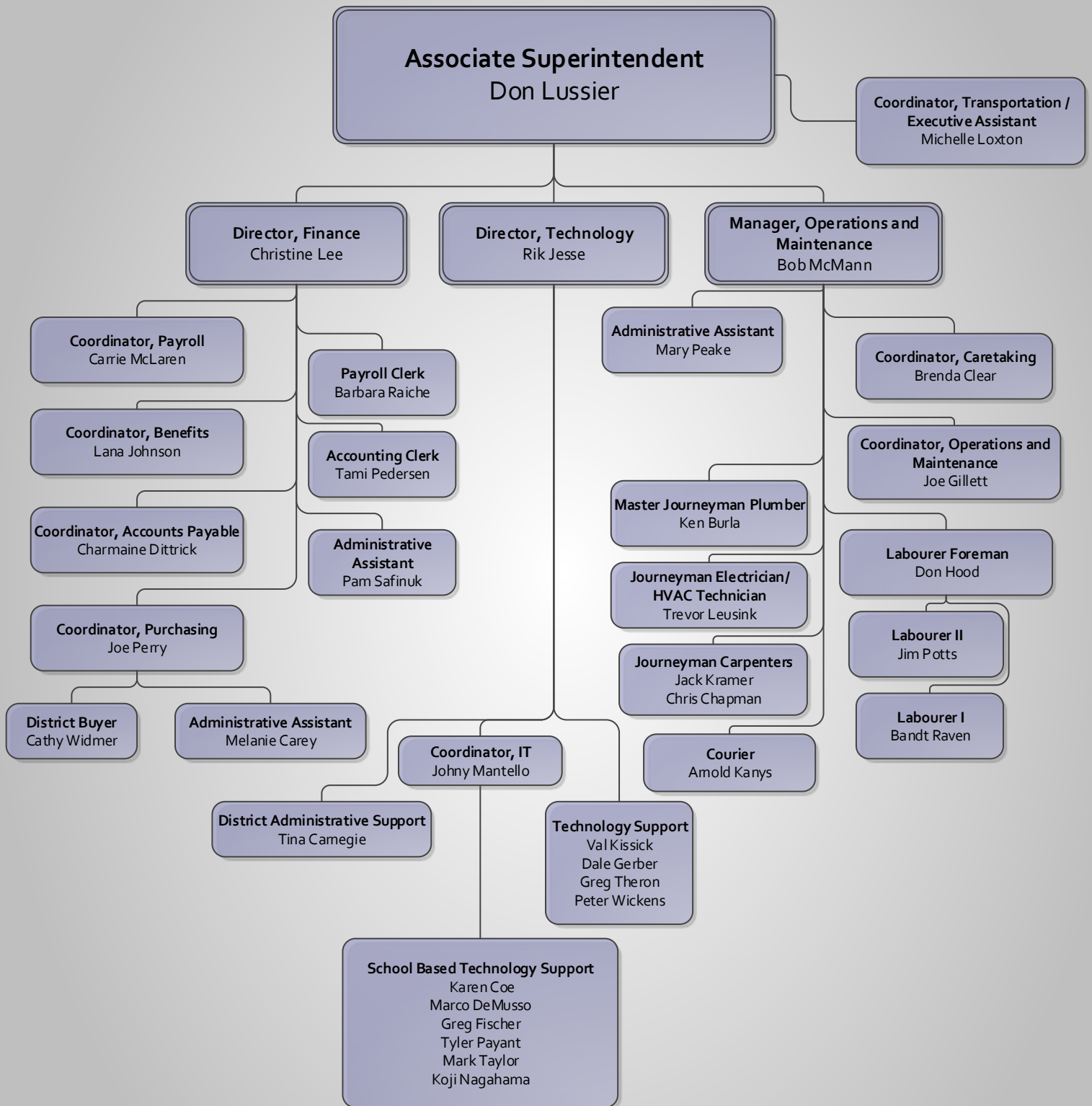
Human Resources



Instructional Services



Business Affairs





Lethbridge School District No.51

Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful and caring.

Vision

Thinkers
Confident
Successful
Innovative
Learners
Respectful
Caring

Mission

Learning
Responsible
Innovative
Accountable
Breadth
Inclusive
Engaging
Forward-Thinking
Quality
Global
Citizens

Mission Statement

Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in a breadth of quality learning experiences that develop innovative minds and responsible global citizens.



Guiding Principles

The Board believes a focus on learning builds capacity for continual improvement, innovative thinking, and confident, caring, and respectful citizens.

The following principles provide the foundation for our learning system:

Learning Foundations

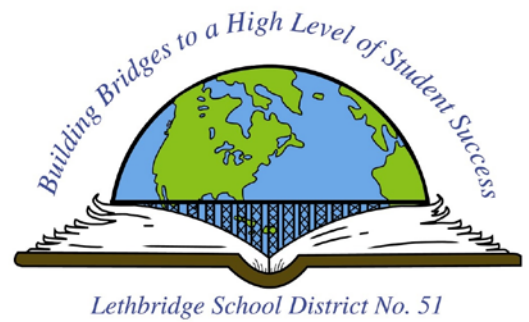
- Every child can learn
- Learning is a lifelong activity
- Learners that grow are adaptable and confident
- Students learn in different ways and at different rates
- Innovative thinkers engage critically and creatively

Cultural Foundations

- Schools are welcoming, safe, caring, and respectful
- Diversity is celebrated in an inclusive culture
- Students are empathetic and responsible for the well-being of self and others
- Schools inspire a passion for learning

System Foundations

- Our system functions within the structure of Alberta Education
- Priorities and decisions are further guided by collaboratively developed educational goals
- Parents/Guardians are foundational to their children's learning
- Quality education goes beyond the school walls and involves opportunities for engagement within the community
- High standards result in successful school completion and transition to the adult world.



District Priority Areas for Improvement

The District prepares a three-year education plan; in that plan the District outlines priority areas for improvement. These priority areas for improvement are linked to the District's goals, outcomes, and strategies for the school years, 2015-2016 to 2017-2018. The list below outlines these areas for improvement. See the Goals, Outcomes, and Performance Measure details in *the Information Section* for further information.

1. An excellent start to learning.

[Lethbridge School District No. 51](#) recognizes that intervention is most effective at an early age, and early learning programs provide opportunity for intervention as well as enhancement of children's cognitive, social, and emotional development. When children come to school ready to learn, they have greater potential for success as a student. These outcomes are outlined in District Priority 1 - Supporting Student Success and Closing the Achievement Gap. *Outcomes: Quality Teaching, Quality Programs, Early Learning.*

2. Engaged learners and ethical citizens with an entrepreneurial spirit

[Lethbridge School District No. 51](#) continues to believe in building an education system that serves students into the future. By providing the instruction, programs, and structures that align with a vision of the future, students will become engaged learners and ethical citizens with an entrepreneurial spirit. This outcome is outlined in Priority 2 - Supporting the Implementation of Provincial Legislative Changes and Initiatives Designed to Support Contemporary Learning. *Outcomes: Policy and Regulations, Inclusive Learning Environments, Curriculum Development.*

3. Increasing the number of students achieving the acceptable standard and the standard of excellence on provincial examinations

Students will demonstrate high standards in learner outcomes. This outcome is outlined in District Priority 1 - Supporting Student Success and Closing the Achievement Gap. *Outcomes: Quality Teaching, and Quality Programs.*

4. Success for First Nation, Métis and Inuit (FNMI) Students

FNMI students are well prepared for citizenship, the workplace and post-secondary education and training. This outcome is outlined in Priority 1 - Supporting Student Success and Closing the Achievement Gap. *Outcome: FNMI Learning.*

5. Building capacity for quality teaching and school leadership

Continue to build upon professional learning that is primarily based upon collaborative learning to increase leadership competencies that will strengthen teacher leadership. This outcome is outlined in Priority 2 - Supporting the Implementation of Provincial Legislative Changes and Initiatives Designed to Support Contemporary Learning. *Outcomes: Inclusive Learning Environments, Curriculum Development, System Improvement.*

6. Engaging the community and maintaining effective community partnerships

The District demonstrates effective working relationships with partners and stakeholders along with improved advocacy and accountability through Board communications about the successes and challenges of the District. This outcome is outlined in Priority 2 - Supporting the Implementation of Provincial Legislative Changes and Initiatives Designed to Support Contemporary Learning. *Outcomes: Generative Governance and System Improvement.*

7. Integration of technology

Learners possess the attributes and skills to access technology seamlessly for the purpose of creating knowledge and building community. This outcome is outlined in Priority 3 - Supporting Seamless Integration of Technology. *Outcomes: Technology Accessibility and Opportunity, and Technology to Design and Create Knowledge.*

8. Growth and Change

Schools are viable and have the capacity and breadth of programs needed to support student learner needs. This outcome is outlined in Priority 4 - Supporting Growth and Change.

LETHBRIDGE SCHOOL DISTRICT NO. 51

BOARD OF TRUSTEES BELIEF STATEMENTS FOR PREPARATION OF THE 2016-2017 BUDGET

Lethbridge School District No. 51 is primarily funded by Alberta Education. The Board is legally obligated to create and approve the annual district budget and to fiscally manage the District's funds in a responsible manner, ensuring that the educational needs of students are met within a balanced budget, as required by the *School Act*.

- The Board believes in a budget process that is open and transparent.
- The Board believes that the budget shall provide for staffing to facilitate educational opportunities for all our students.
- The Board believes that education at the primary level is foundational to student success, and as such is a priority.
- The Board believes that funds need to be allocated to enable each school to remain viable and to be able to promote equitable access to educational opportunities and resources for students.
- The Board believes in keeping District and school levied fees as low as possible.
- The Board believes maintaining an uncommitted reserve is necessary for emergent and contingent situations.
- The Board believes that equitable opportunities for student learning are achieved by allocating funds to specific centralized programs and services.
- The Board believes in providing targeted opportunities to further innovative practices in schools.



Lethbridge School District No. 51

2016-2017 Operating Budget

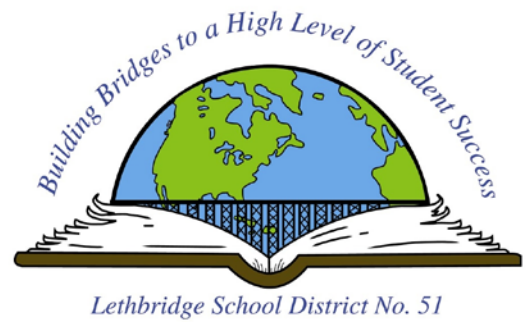
Budget Assumptions April 2016

The following table outlines the assumptions used in developing the 2016-2017 operating budget, the basis for the assumption and the risk associated if the assumption is not correct or other factors influence the original assumption made.

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
Enrolment	Overall enrolment increase of about 79 students This is approximately a .76% increase. (See Enrolment Summary).	Review is done by each school of the number of students in each school January 2016, with estimated starts at ECS. Estimate prepared by Sharon Mezei, Associate Superintendent of Human Resources in conjunction with schools. Enrolment estimates to be discussed at Instructional Budget Committee for reasonability given birth trends, current school enrolments and economic climate effects.	Risk of not achieving estimated enrolments, will result in decreased revenues and adjustments will need to be made to programming and staffing or draw on reserves to fill funding gap. A budget deficit beyond operating reserves is not allowed under legislation.
FTE Enrolment	FTE enrolment is based on estimating the number of CEU's earned at high school. FTE enrolment is projected to increase by 105 FTE or 1.07% . Kindergarten enrolment is considered .5 FTE. (See Enrolment Summary)	Average CEU per student is calculated by using reasonable estimate of CEU earnings per grade level for each school. Some schools where enrolment fluctuates, the average CEU's earned over a three year period is used, and then assessed based upon a reasonable amount using known information.	If average CEU's are below the estimate there will be less revenue for the district and for the high schools. If CEU's are higher than average, then there may be a disproportionate amount of revenue being retained by the high schools rather than being allocated under the budget allocation model.

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
Grant Revenues	<p>Base Grant Rate increase 0%</p> <p>Differential grants and Inclusive Education grant received 0% increase.</p> <p>0% increase to transportation</p> <p>0 % increase to PO&M</p> <p>IMR increased by over \$1 million</p>	<p><i>Budget announcement is considered to be "status quo". Only growth has been funded.</i></p> <p><i>Increase to IMR funding of over \$1 million.</i></p>	No Risk as grant rates are known.
Teacher Salary costs (includes benefits) Average Teacher \$103,387 Average Kindergarten \$103,763	<p>Wage increase = 0%</p> <p>Assumes to date 10 net retirements (retirements less returning leaves)</p> <p>Grid movement cost with no retirements would be \$783,000 or 1.59% for all teachers. This cost has been absorbed in the average teacher salary costs due to lower cost in 2015-2016.</p> <p>0% increase to substitute rate</p>	<p>Salaries have been not been negotiated for 2016-2017. 0% assumption given economic outlook for 2016.</p> <p>Retirement Assumptions based on known retirements and hopeful retirements.</p> <p>Kindergarten average salaries higher based on # of experienced staff in category.</p>	<p>Risk is that average salary costs maybe too high if significant number of retirements and new hires. If this happens, there will be unexpended funds, however creates opportunity to cover costs in future.</p> <p>True impact on Average Salary of staffing reductions not known until after May 31, the final day for staff to announce an intention to retire and most staffing has been hired.</p> <p>Salary Estimates are revised September 30th if required.</p> <p>Risk that settlement is negotiated higher than 0%. Each 1% is a cost of \$580,000.</p>
Support Staff Salaries	<p>CUPE 290 =0%</p> <p>CUPE 2843 = 2%</p> <p>Non Union = 0%</p>	<p>CUPE 290 contract will need to be negotiated. Assumed at 0% given economic outlook.</p> <p>CUPE 2843 Contract is negotiated with 2% increase.</p> <p>Non Union not determined.</p>	<p>Risk is collective agreement above budget provision for salaries. CUPE 290 cost per 1% = \$43,400.</p> <p>CUPE 2843 No Risk, as known. Cost estimate approximately \$270,000</p>

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
Benefit Provider Rates	<p>Local Authorities Pension Plan has not proposed an increase for January 1, 2016 or 2017.</p> <p>Per final approval by ASEBP Board Feb 2016:</p> <p>ASEBP – overall 1% increase:</p> <ul style="list-style-type: none"> • Life -5% • AD&D -0% • EDB - 4.2% • EHC: +1.6% • Dental +7% • Vision - +3% 	<p>LAPP per rates provided. There is no increase to rates at January 1 2016 or anticipated for 2017 at this time as per LAPP.</p> <p>District is at base rates for premiums, with a 10% discount in Life Insurance and EDB rates.</p> <p>Although there is a small projected increase in ASEBP premiums, due to decreases in rates over last few years, and discount for 16/17, factors calculating benefit costs have been too high in the budget. These factors have been modestly adjusted in the budget downward to lower any possible overstatement of benefit costs in the budget.</p>	<p>Risk minimal as rates are known at budget development.</p>
Services and Supplies Costs	<p>It is assumed that Goods and Services Costs will increase overall by 1.6% as per Alberta Economic Outlook (Feb 24th, 2016).</p> <p>The decline in the value of the Canadian \$ will impact cost of goods that may be required from US vendors.</p> <p>Rates for Utilities such as Electricity and Heat as negotiated.</p>	<p>Normally use Statistics Canada data for prior year to determine economic indicator for increase in goods and services. Given significant economic downturn in economy in Alberta the Alberta Economic Outlook was used to inform this data.</p> <p>Transportation costs will increase due to the introduction of the new carbon tax in January 2017.</p> <p>Electricity and Utility Costs will increase in 16/17 due to a number of factors. There has been additional modular facilities added in 15/16 and there will be a new school ready for occupancy in spring 2017 which will require utilities. Also the effect of the introduction of the Carbon Tax on Heating costs is not yet known, but could result in increased heating costs.</p>	<p>Risk that grant revenues will not be sufficient to cover estimated increased cost of supplies and services. This could result in decreased services and supplies as compared to prior year levels.</p>



Lethbridge School District No. 51

Basis of Preparation

The 2016 - 2017 Budget for [Lethbridge School District No 51](#) is prepared in accordance with Canadian public sector accounting standards (PSAS) and accounting policies consistent with those prescribed by Alberta Education for Alberta school jurisdictions.

The basis of accounting refers to the timing of the recognition of revenue sources and expenditures in the District's budget and financial statements.

The school district follows the modified accrual basis of accounting. Grant revenues are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered. Capital allocations from the province or other agencies are recorded as deferred capital contributions until spent. Unrestricted contributions are recognized in the period that they are received and receivable. Externally restricted contributions are deferred and recognized in the period in which the contribution will be complied with. Expenditures are recorded within the period that they are incurred.

The precise determination of many revenue and expenditures is dependent on future events. As a result, the preparation of the budget for the 2016 - 2017 school year involved the use of estimates and approximations, which have been made using careful judgement. Actual results could differ from those estimates and approximations.

System Budgeting Policy

The Board directs that the expenditure of funds be within the guidelines established and be the responsibility of the designate District or school-based administrator.

1. Each year the Superintendent, with the assistance of the Associate Superintendent, Business Affairs and in consultation with Education Centre Administrators, District staff, school councils, and the community, shall prepare, for Board consideration and adoption, a detailed estimate of the revenues and expenditures required to operate the District's programs.
 2. The system budget submitted to the Board shall reflect the goals and objectives of the Board and shall include:
 - 2.1 details of estimated enrolments;
 - 2.2 details of estimated revenues;
 - 2.3 details of estimated expenditures for support functions including:
 - 2.3.1 Board governance;
 - 2.3.2 system administration;
 - 2.3.3 system instruction support;
 - 2.3.4 plant operations and maintenance service; and
 - 2.3.5 transportation services
 - 2.4 details of allocations of revenues for support functions, including details on school-based instructional funds allocated for system programs and services;
 - 2.5 details on allocations of funds to schools,
 - 2.6 details on proposed program or service revisions, additions or deletions;
 - 2.7 current year's budget data for comparison purposes;
 - 2.8 year-end projection of current year's data, for comparison purposes, including projection of ending accumulated surplus/deficit position.
 3. The Associate Superintendent, Business Affairs is responsible for developing detailed budget development procedures for the District and coordinating the budget development process. Timelines connected with the preparation of the system budget shall provide adequate opportunity for data collection, consultation, and revision.
 4. School allocations will be established based on school enrolment plus additional allocations, as required, to ensure an equitable resource base to schools.
 5. Total District expenditures will not be permitted to exceed the approved expenditure level in the budget without Board approval.
 6. Establishment and/or maintenance of reserve accounts will be part of the annual budget approval process.
 7. Annual borrowing authority will be established by Board motion at the Organizational meeting.
-

8. Quarterly reports to the Board will be made concerning the status of the District's revenues and expenditures.
9. Surplus may be generated from all accounts. When a director or principal operates a school or department within budget limits and nets a year-end surplus, each surplus is permitted to be carried forward for the purpose of completing prior year's activities or to provide for new activities. The director or principal must provide justification for all carryovers for approval by the Executive Council.
10. If an actual deficit results, a written plan for recovery must be submitted to the Superintendent for approval.
 - 10.1 Schools – The plan would identify a source of funding from available school resources or against the following year's operating budget.
 - 10.2 Departments – The plan would identify a source of funding from the current year or from reserves; otherwise the deficit will be charged to the next year.
11. Should exceptional situations arise whereby the District incurs a serious deficit, the Board reserves the right to appropriate individual school/department operating surpluses.

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

Lethbridge School District No. 51 Budget Development Process

Step 1: Budget Process and Timeline Approval

The Budget Process and timelines for completion and meeting dates are established and approved by the Board of Trustees.

Step 2: Enrolment Estimates

The Associate Superintendent of Human Resources projects enrolment estimates by moving students from one grade to the next from the current year, reviewing City of Lethbridge Census data, and prior year history. These enrolments are then discussed with the Principals for their feedback.

Step 3: Revenue Estimates

The Director of Finance receives proposed grant announcements from Alberta Education and applies the enrolment estimates to determine projected grant revenues from the province. Student fee revenues are estimated based on prior year collections and the fee schedule set by the Board. Investment and other revenues are estimated based on rates, cash flow, and other information available and compared to the prior year. Budget Assumptions used in the preparation of the budget are prepared and approved by the Board.

Step 4: Budget Priorities

School District Administrators, staff, parents and members of the community were engaged at a town hall meeting to provide feedback to the board on priorities for the District. The Board will meet at their planning retreat to discuss this feedback and set priorities which provided direction to Executive Council on the development of the Budget.

Step 5: Expenditure Estimates

Expenditure estimates are made for the operating budget based on prior year experience, known changes to costs, and program changes. Average Salaries are estimated for Teachers and Support Staff for purposes of Site Budgeting. Budget Assumptions used in the preparation of the budget are prepared and approved by the Board.

Instruction Block Pooled expenditures are determined and the allocations to various sites are determined.

Step 6: Central Site Budget Estimates Prepared

Administration, Plant Operations and Maintenance, and Transportation Budgets are prepared based on projected revenues and cost estimates.

Inclusive Education and Kindergarten budgets are developed and allocations to school sites are established.

Step 7: Draft Budget Document Prepared and Reviewed

Executive Council and the Director of Finance finish preparing and review the Draft Budget.

Step 8: Instructional Budget Committee Review of Draft Budget

Three representatives from the Administrators committee (one elementary, one middle school, & one senior high) meet with Executive Council and the Director of Finance to review the Instructional Budget and allocations to school sites. At this time Board priorities and any other program suggestions are considered. The Instructional Budget Committee makes recommendations for changes to the budget and it is then taken to the Administrators Committee for review.

Step 9: School Site Budget Preparation

School sites are electronically sent the budget program with revenue allocations for each school. School administrators then make staffing and expenditure allocations based on the revenue provided. Principals then review the site budget with their school council and staff members for input.

Step 10: Draft Budget Prepared

The Draft Budget is prepared once the school sites and programs have completed their site budgets. All documents are rolled together to develop the Draft Budget. Executive Council reviews the document prior to presentation.

Step 11: Presentation of Draft Budget

The Draft Budget is presented to trustees, administrators, and the public. All parties are encouraged to submit comments to the Board for consideration in the *Final Budget Debate*.

Step 12: Budget Debate

The draft budget is reviewed and debated by the trustees. The trustees pass motions to approve the budget with amendments. The Budget then becomes a “final” document.

Step 13: Budget Update

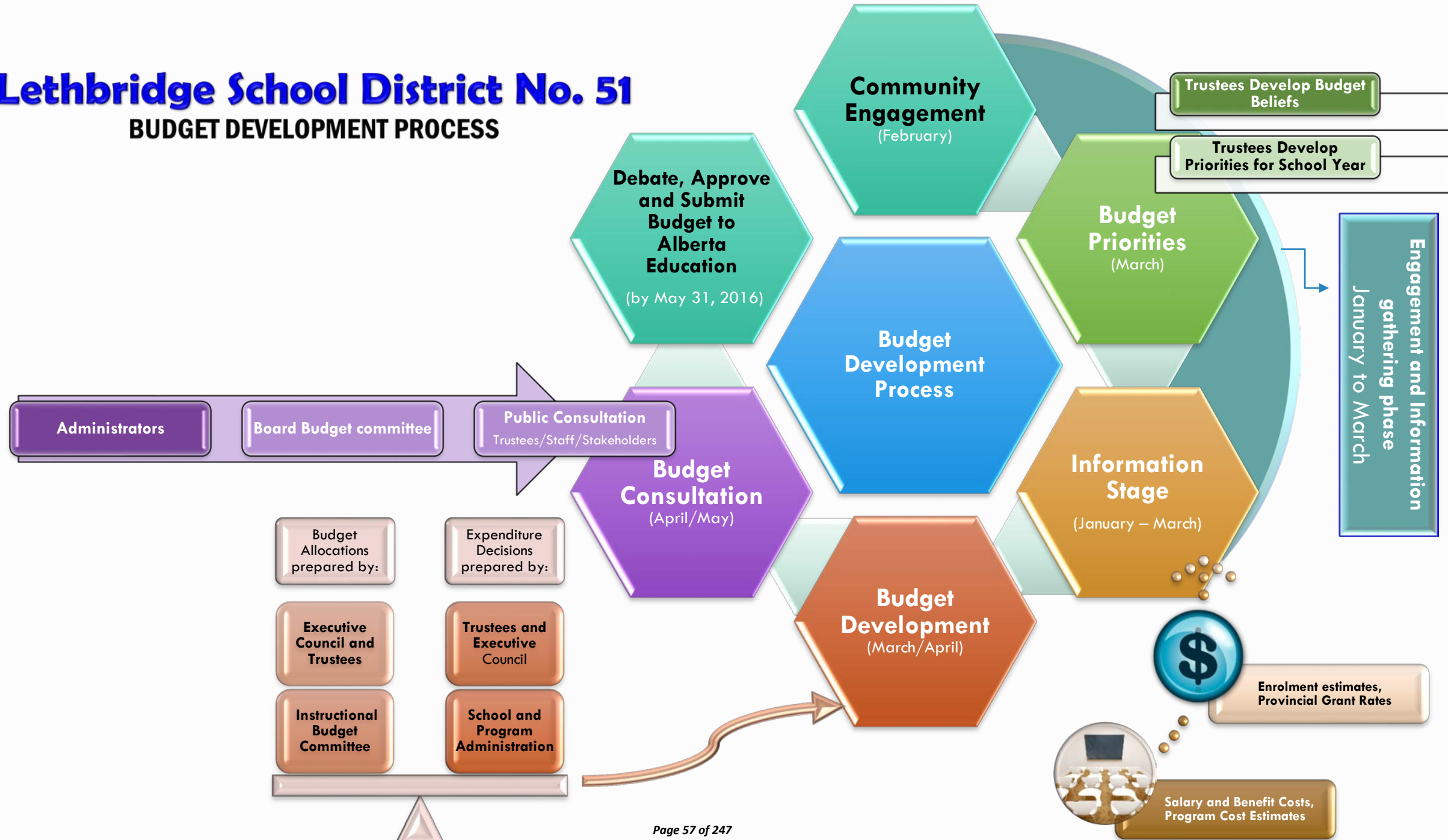
After the school year begins and District enrolment is confirmed after September 30th, the budget is reviewed and updated for confirmed enrolment, changes in staffing and staffing costs, and other known information that impacts the budget. This information is reviewed with administration and trustees.

Step 14: Financial Monitoring

School and department administrators are responsible for monitoring budgets to ‘actual’ results on a regular basis and to take corrective action as necessary to stay within the established budget. The Director of Finance is responsible for preparing financial reports that compare actual revenue and expenditures to budget, and a ‘forecast’ to year end along with narrative information providing explanations of variances and updates on the District’s progress as it relates to the fiscal plan. This information is provided to the Board three times per year, for the fiscal periods ended November 30th, February 28th, and May 31st.

Lethbridge School District No. 51

BUDGET DEVELOPMENT PROCESS



2016-2017 Budget Timeline

January

- Enrolment projected
- Staffing requirements reviewed with Administrators

February

- Board of Trustees host town hall to received public input that will influence strategic priorities
- Salary and benefit costs are estimated

March

- Board holds strategic planning retreat to develop priorities and review budget development beliefs
- Budget assumptions completed and reviewed with Trustees

April

- **Presentation to parents about budget process and priorities**
- April 14th, Provincial Budget announced, Initial reaction and comment provided to public
- Instructional Budget Committee meets to discuss priorities, and to review and prepare budget allocations based on priorities and beliefs
- Budget allocations presented to administrators
- School based and program administrators begin development of budgets

May

- Site based budgets completed.
- **School based administrators review budgets for feed back with School Councils.**
- Draft Budget is presented to Trustees and the Public for feedback and comment on May 24th, 2016
- Board of Trustees debate budget on May 30th, 2016
- Budget Submitted to Alberta Education, May 31, 2016

Lethbridge School District No. 51
2016-2017 Budget Development
Meeting and Completion Schedule

Step in process	Date	Meeting/Process	Time	Who Attends	Meeting Description
Step 4 Engagement	February 2, 2016	Town Hall Meeting	6:00 p.m. to 8:30 p.m.	Trustees/Administration/Staff/Public	The Board hosts a Town Hall meeting to gather input on priorities for the coming school year and beyond. This information will influence planning and priorities for the budget.
Step 8	February 9th, 2016	Preliminary Budget Discussions	9:00 am to 12 am	Instructional Budget Committee	The Instructional Budget committee meets to discuss guiding principles for the development of the budget. Discussion of what was heard at the town hall meeting, and process for discussions with other administrators, process for input and feedback.
Step 4 Priorities and Planning	March 3rd-4th , 2016	Board Strategic Planning Retreat	All Day both days	Trustees/Executive Council/Director of Finance	Trustees and Executive Council develop priorities for the 2014-2015 school year that will inform the development of the 2016-2017 Budget.
Step 8	March 22nd, 2016	Preliminary Budget Estimates	8 am to 11 pm	Instructional Budget Committee	The Instructional Budget Committee meets to review preliminary estimates of grant revenues, salary costs and potential issues with the preliminary information. This meeting is preliminary to consider the information available and start discussion of budget priorities. After this meeting, members of the Instructional Budget Committee should discuss particular areas of concern with their stakeholders.
Engagement	April 4th, 2016	Parent Meeting about budget process and feedback	5:30 to 6:30 p.m.	All Parents Invited	Presentation to parents on District funding, Budget process and Budget priorities. Opportunity for feedback.
Step 8	April 5th, 2016	Instructional Budget Review	9:30 am to 12 p.m.	Instructional Budget Committee	The Instructional budget committee reviews the draft budget, and with the information gathered makes recommendations for allocations for schools and instructional programs.
Step 8	April 11th, 2016	Instructional Budget Review	9:30 am to 12 p.m.	Instructional Budget Committee	
Board progress update	April 12th, 2016	Board Budget Committee Meeting	2 pm to 3 pm	Board Budget Committee	Update Board Budget Committee on progress of budget discussions
Step 8	April 14th, 2016	Instructional Budget Committee Presentation of Budget Recommendations to Admin Committee	1:30 to 3:30 p.m.	Administrators Committee	The instructional budget committee will present the recommendations for the budget allocations. The allocations will be reviewed and questions for clarification will be addressed. Administrators will have an opportunity to discuss the budget recommendations and provide feedback to the IBC.
Step 8	April 18th, 2016	Instructional Budget Committee	9:30 am to 11:30 a.m.	Instructional Budget Committee	Review of comments from Administrators
Step 8	April 21st, 2016	Final Review of Budget Recommendations	1:15 p.m. (At Admin Committee meeting, if required)	Administrators Committee	Final recommendations after considering all feedback will be presented to Administrators. If no changes are made from initial meeting then this meeting will be cancelled.
Step 9	April 19th to May 2nd, 2016	MyBudgetfile available for Administrators to balance budgets			Budgets should be reviewed and discussed with Staff and School Councils
Step 11	May 19th, 2016	Review of Draft Budget	11 a.m. to 12 a.m.	Board Budget Committee	The Board Budget committee will get a summary review of the Budget highlights and recommendations made by the Instructional Budget Committee.
Step 11	May 24th, 2016	Public Presentation of the Draft Budget to the Public	6:30 p.m. to 8:00 p.m. (following Board Meeting)	Trustees/Administration/Staff/Public	The Draft Budget is presented to stakeholders. There will be an opportunity for questions and discussion of the Draft Budget
Step 11	May 27th, 2016	Budget Feedback Due		All stakeholders	All stakeholders are invited to comment on the draft budget. This information is provided to the Trustees for consideration during the Board Budget Debate.
Step 12	May 30th, 2016	Board Budget Debate	10:00 a.m. to 12:00 p.m.	Trustees/Executive Council/Director of Finance (public welcome)	The Board reviews and Debates the Budget. This meeting is open to the public.
Step 12	May 31th, 2016	Budget Submission to Alberta Education			Per Legislation unless otherwise notified of different submission deadline

Note: Steps 1 to 3, 5-7 are timeline preparation, pre budget information gathering, cost estimates (budget assumptions) and pre budget preparation information which are completed by senior administration and Director of Finance

Lethbridge School District No. 51

Capital Planning Process

Lethbridge School District No. 51 prepares a capital plan that outlines capital projects that are requested over the next three year period. Capital project requests are submitted to Alberta Education and Alberta Infrastructure for review and approval. All capital projects are funded by Alberta Education. The chart below illustrates the Capital Planning process to develop the district's Three Year Capital Plan.





Section C:

Financial Section





Lethbridge School District No. 51

Classification of Revenue, Budget Centre Allocations, and Expenditures

Revenues

Revenues are classified based on the following major categories:

- ✓ **Base Funding** – Funding received by Alberta Education on a per student basis for students from kindergarten to grade nine with each kindergarten student counted as .5 of a full time equivalent. Funding for students in grades 10 to 12 is based on credit enrolment units (CEUs) with 35 CEUs equal to one full time equivalent student. Class Size funding is provided on a per student basis as part of Base Funding.
- ✓ **Differential Cost Funding** – Funding received by Alberta Education based on identified students or a specific profile unique to the school jurisdiction. The funding addresses unique needs such as Aboriginal Funding, Inclusive Education, English as a Second Language, and Socio Economic Funding.
- ✓ **Projects/Contracts** – Funding received by Alberta Education that is targeted funding for a specific project or purposes. School jurisdictions are responsible to spend funds specifically for the purpose of the funding received.
- ✓ **Other Provincial Revenue** – In 2012 - 2013 a new grant was provided, and to be used at the discretion of school boards as the Equity of Opportunity grant. For budget 2013 -2014 a funding adjustment was made by Alberta Education to reduce allowable administrative spending by 10%, and this funding adjustment continues in budget 2016 -2017. Effective in the 2011 - 2012 school year, jurisdictions are required to report employer contributions to teacher pension plans that are made on behalf of the school jurisdiction. School jurisdictions also record the offsetting pension costs in Certificated Salary and Benefits.
- ✓ **Federal Government Revenue** - Funding received for federal programs such as French Language instruction and tuition received for federal government First Nation students.
- ✓ **Transportation** - Funding received by Alberta Education for the transportation of students to and from their resident school.

- ✓ **Plant Operations and Maintenance** - Funding received by Alberta Education for facility maintenance and custodial services.
- ✓ **Other Revenues** - Operating revenues that are not from Alberta Education or for Federal Government programming. Generally includes school fees, investment income and school generated funds.
- ✓ **Capital Block** - Includes the provision for amortization of the jurisdiction's capital assets, Infrastructure Maintenance and Renewal grant funding from Alberta Education, and interest on debenture debt that is paid by Alberta Education.

Budget Centre Allocations

Revenues are allocated to budget centres on a per student basis, or by specific allocation or both.

Expenditures

Expenditures are classified by major category and then by object in each location. The major categories are outlined below:

- ✓ **Certificated Salaries and Benefits** - Salaries and benefits of all teaching staff.
- ✓ **Uncertificated Salaries and Benefits** - Salaries and benefits of all staff that do not hold a teaching certificate.
- ✓ **Contracted and General Services** - Expenditures that are contracted with other parties to perform services on behalf of a jurisdiction.
- ✓ **Supplies** - General supplies purchased by a jurisdiction.
- ✓ **Utilities** - The cost of heat, light, water, and garbage disposal of a jurisdiction.
- ✓ **Capital and Debt Services** - Includes the provision for amortization of the jurisdiction's capital assets, Infrastructure Maintenance and Renewal grant expenditures, and interest on debenture debt.
- ✓ **Transfers** - Includes capital purchases over \$5000, school generated funds activities (fundraising activities, clubs and athletics), transfers to/from other sites, and funds held in contingency or reserves for a future purpose.



Lethbridge School District No. 51

Comparison of Revenues, Expenditures and Accumulated Surplus from Operations

The *Statement of Revenues and Expenses – Comparative Summary* that follows this document provides an eight-year comparative summary of the revenue and expenses for the year ended August 31 for the school years 2013 to 2020. The fiscal periods ending in 2013 - 2015 represent actual figures from the school district's audited financial statements. The 2016 and 2017 fiscal years represent budget estimates and the period 2018 to 2020 represents a three-year financial forecast.

Revenues

Revenues - 2013 Actual to Budgeted 2016-2017

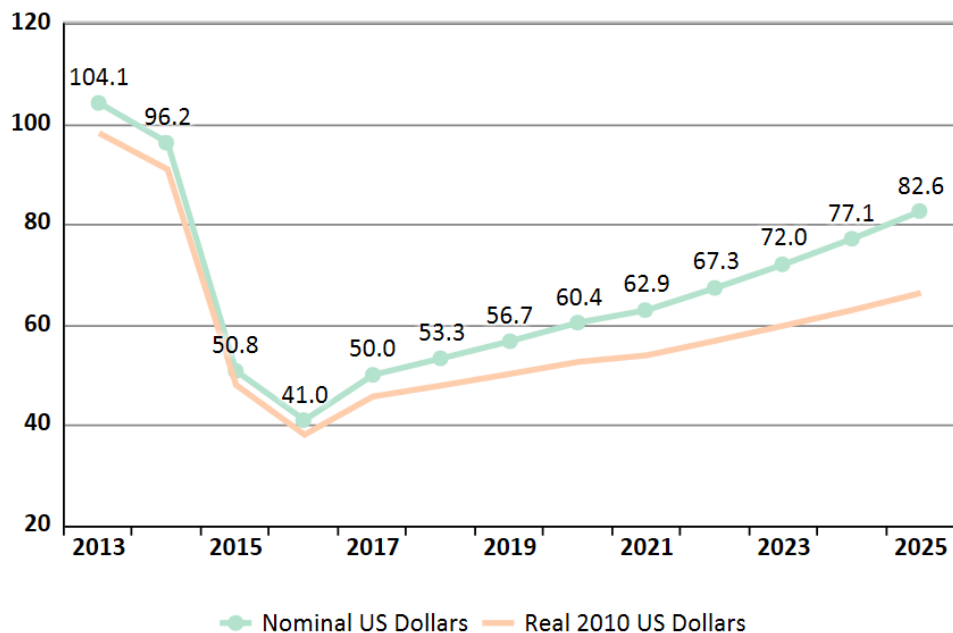
There was a decrease in revenues between 2013 and 2014 of 1.30%, despite an increase in enrolment of 2.77%. This was due to no increase in the base grant and reductions in funding for plant operations and maintenance, infrastructure maintenance and renewal and other grants provided by the Government of Alberta (Province). For budget year 2014-2015, revenues increased by 7.07% mainly due to an increase in enrolment of 5.34%, and increased funding for Infrastructure Maintenance and Renewal funding. Base grant rates did not receive an increase for 2014-2015. For the 2015-2016 budget, base grant rates will increase by 1.8%, while other grants rates will remain frozen. Revenues are projected to increase by 5.54% over 2014-2015. Enrolment growth will be 6.85%; however, there is a decrease in anticipated fee revenue and other revenue collected, when combined with the base grant rate increase, accounts for the increase in revenues. Infrastructure Maintenance and Renewal Grant funding will be reduced significantly due to a one-time increase received in 2014-2015. For budget 2016-2017 there will be an increase in revenues of 3.06%. Enrolment will grow by .75%, and although grant rates will remain unchanged from 2015-2016 rates, there is a significant increase in Infrastructure Maintenance and Renewal Funding from the Province. Enrolment growth and decline has had an impact on revenues on a year to year basis over the last five years ranging from an increase in enrolment of .75% to 6.85%, with an overall increase of 16.55% over the five year time period. In this same time period, revenue growth from the District's major funding source, the Province of Alberta, will have grown by 18.03%, with total district revenues increasing by 14.95%.

Revenues - Forecasted 2018 to 2020

[Lethbridge School District No. 51](#) receives 92% of its total revenues from the Province of Alberta. The Province of Alberta finances are significantly dependent upon resource revenues. In June 2014, a barrel of West Texas Intermediate started to decline from a high of \$104 US a barrel, eventually bottoming out at around \$41 US per barrel in March 2015. In June 2015, the price of WTI was around \$53 US per barrel and averaged only \$50 for 2015. The average is projected to be around \$41 US per barrel for 2016 per the chart below, however is currently trending just under \$50. The drop in the price of oil has had a significant impact on the Alberta Economy. As per the projections provided below by the World Bank in April 2016, oil prices will not regain the +\$100 US per barrel price, but are expected to reach around \$83 in 2025. The current government is looking to diversify revenues to lessen the impact of oil prices on provincial finances. The provincial government has committed to funding school boards for student growth, so unless there is a significant turnaround in the provincial economy it is unlikely that funding in the projection period of 2018 to 2020 will increase other than for student growth.

World Bank: Crude oil, \$/barrel

(\$/bbl)



Source: [World Bank Commodity Forecast Price Data, April 2016](#)

World Bank: Crude oil, \$/barrel

	2014	2015	2016	2017	2018	2019	2020	2025
Nominal US Dollars	96.2	50.8	41.0	50.0	53.3	56.7	60.4	82.6
Real 2010 US Dollars	90.9	48.0	38.1	45.7	47.9	50.2	52.6	66.3

Source: [World Bank Commodity Forecast Price Data, April 2016](#)

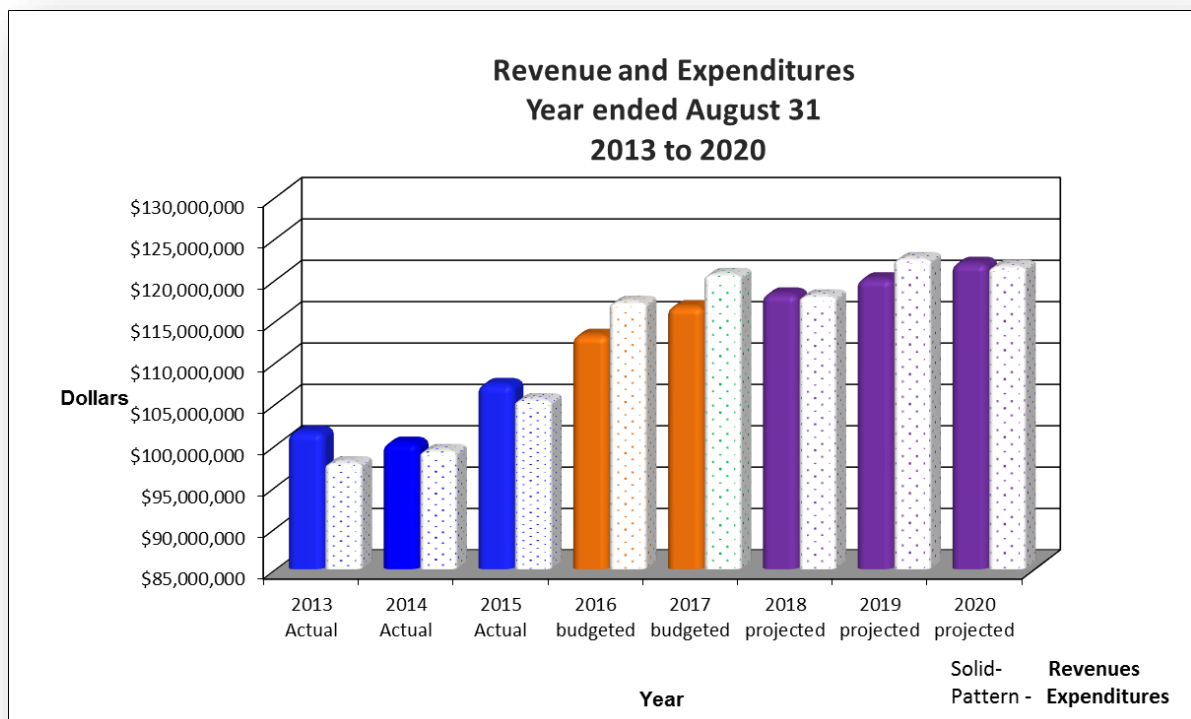
Base Grant revenues, funding directly related to enrolment growth, is 60% of total revenues while other grants from the province are 32% of total revenues. This is considered to be a reasonable forecast because, under the new government that was elected in April 2015, funding for 2015-2016 was provided to honor the negotiated wage increase for teachers of 2%. All other grant funds were frozen at 2014-2015 funding rates, and funding has continued to be frozen for 2016-2017.

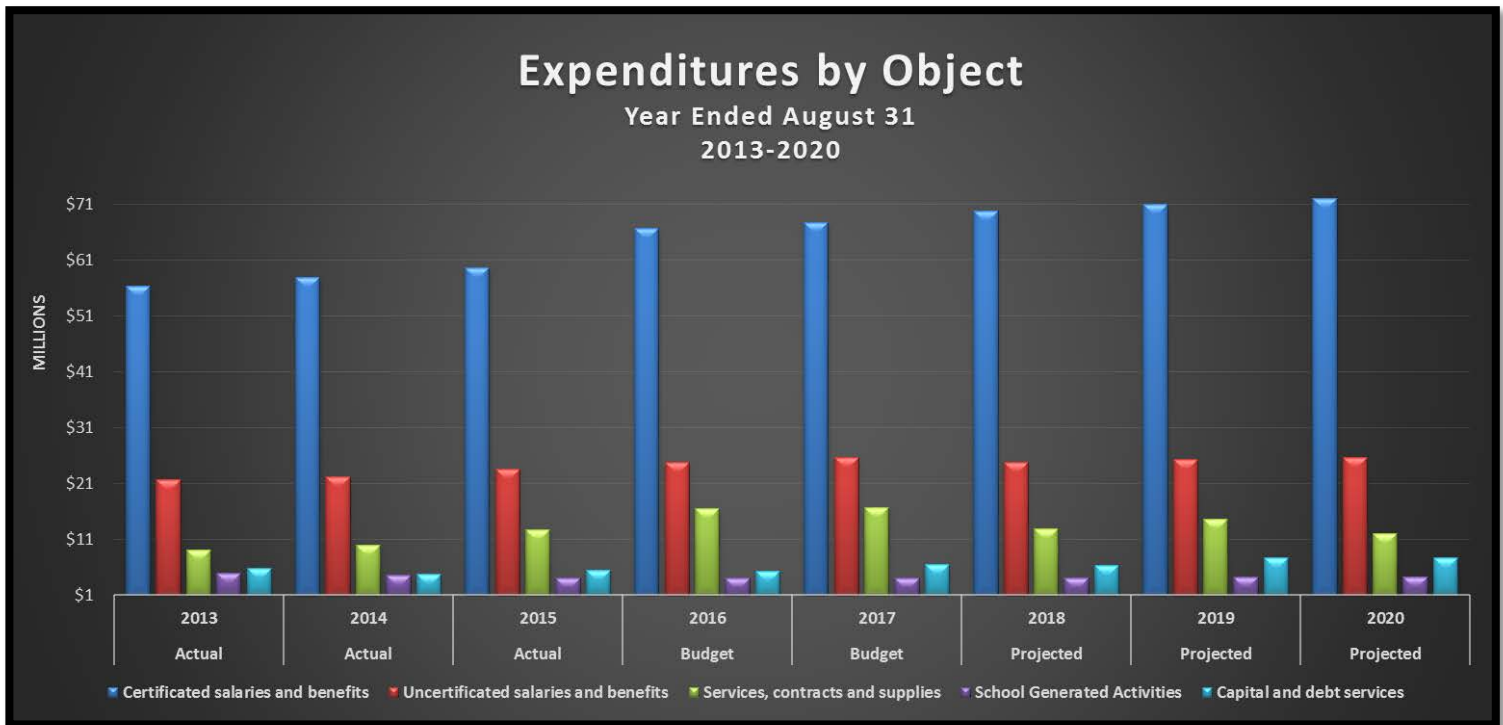
In 2018, enrolment is expected to increase by 139 students or 1.31%. Funding from the province for this forecast will increase by \$1.4 million due to enrolment increases. In addition to enrolment growth, Government of Alberta revenues will increase for capital allocations related to the new elementary school that will be completed in 2017. Fees and fundraising revenue will increase due to an increase in enrolment at middle school where these students participate in activities and options at the school level where fees are charged. Interest revenue is expected to decrease due to sustained lower interest rates. All other revenue categories are estimated to remain stable. Overall, revenues are expected to increase by \$1.5 million or 1.31%.

For forecast 2019, enrolment is expected to increase by 151 students or 1.41%. In addition to enrolment growth, Government of Alberta revenues will increase for capital allocations related to the new middle school that will be completed in 2018. Fees and fundraising will increase as there is an anticipated increase in enrolment at middle school where fees are charged for options and other school based activities. Revenues from Federal Government/First Nations are expected to increase by 1% with all other revenue categories remaining stable. Overall revenues are expected to increase by \$1.8 million or 1.55%.

For forecast 2020, enrolment is expected to increase by 245 students or 2.25%. Fees and fundraising will increase due to an increase in enrolment, in particular at the middle and high school level where fees are charged for options and other school based activities. Revenues from Federal Government/First Nations are expected to increase by 1% with all other revenue categories remaining stable. Overall revenues are expected to increase by \$1.9 million or 1.57%.

The chart below illustrates the change in revenue and expenditures from the school years 2012-2013, to 2014-2015 actual, 2015-2016 and 2016-2017 budgeted, and 2017-2018 to 2019-2020 projected.





The chart above illustrates expenditures by object for the 2012-2013, 2013-2014, 2014-2015 actual results, 2015-2016 and 2016-2017 budgets, and 2017-2018, 2018-2019 and 2019-2020 forecast

Expenditures

Expenditures by Object - 2013 Actual to Budgeted 2016-2017

In 2012-2013, revenues significantly exceeded expenditures due to savings in average salary costs and spending not occurring as originally anticipated. In 2013-2014, due to less grant funding overall, teacher staffing expenditures increased by 2.68% to match enrolment of 2.77%. Support staff spending increased due to increased number of educational assistants hired to assist with student needs. In 2014-2015, there was a significant increase in teachers hired to address class size and enrolment growth. Also, in 2014-2015 the District undertook the replacement of over 1500 computers at middle school and high school as part of the District's technology evergreening program. In 2014-2015 staffing and supplies expenditures were less than anticipated, resulting in revenues exceeding expenditures by \$1.8 million. This is due in part to the retirement of experienced staff, and the ability to hire beginning teachers at less cost to replace retiring teachers and to address enrolment growth.

In budget 2015-2016, enrolment will increase by 5.34%, teaching expenditures will increase by 11.81% due to negotiated salary increases and additional staff hired for enrolment growth and the reduction of class size. During this school year, the District welcomed Immanuel Christian Elementary and High School into the district as alternate programs. Support staff will increase by 5.23% due to negotiated salary cost increases and a significant increase in support staff to support students with unique needs. There is a significant increase in services, supplies and contracts budgets; however, a review to June 2016 would indicated that spending on one-time expenditures will not occur as originally planned. As a result the 2015-2016 school year should end with a small surplus rather than

a \$4 million deficit. In the 2016-2017 budget enrolment growth will be .75%; however, teacher salary costs will increase by 1.6% due to additional staff hired to address board priorities and support student needs. Support staff costs will increase by 3.48% due to salary cost increases.

Staffing costs comprise approximately 79% of the District's budget. While total growth in expenditures will have risen by 19% over the five-year period, teacher staffing costs have risen by 20.86%, and support staffing costs by 23.26% in the last five years. Wage rate increases were frozen from 2012-2013 to 2014-2015. In 2015-2016 there was an increase to all staff of 2%, with teachers receiving a 1% lump sum bonus. In 2016-2017 teacher contracts are still to be negotiated and assumed to be held to a 0% increase given the economy. One of two support staff unions will receive a 2% increase for 2016-2017. There is no wage increase for non-union employees.

In the five-year period, spending on services, contracts and supplies varies, however is held to a modest increase in 2016-2017 due to spending priorities focusing on staffing supports for the classroom.

There was a significant increase in budget 2014-2015 and again in 2016-2017 for capital and debt services mainly due to increased one-time funding for major maintenance upgrades under the Infrastructure Maintenance and Renewal grant.

This analysis does not take into account staff additions or reductions over the five-year period compared. Between 2012-2013 and 2016-2017 teacher staffing will have increased by 19.69% and support staff by 17.8%.

Expenditures by Object - Forecasted 2018 to 2020

Certificated Salaries and Benefits Projection

Certificated salaries and benefits have been historically around 58% of total expenditures. No increased cost of negotiated salaries is anticipated in the projection period due to the economic circumstances of the province. The teachers' contract for the period 2016-2017 to 2019-2020 has not yet been negotiated.

In 2018, teacher salary costs are expected to increase by \$2 million or 3.03%. This projection is based on a 1.5% increased cost of experience increments and ½ a percent for increased cost of benefits. In 2018, enrolment is expected to increase 1.31% and therefore staffing levels may not increase to match enrolment growth unless there are a significant amount of retirements. In this projection, one-time reserve funds are allocated for purposes of addressing teacher experience increment costs. Teacher retirements will assist with the cost of hiring additional teachers, otherwise other areas of the budget may be impacted.

In 2019, teacher salary costs are expected to increase by \$1 million or 1.55%. This projection is based on a 1.5% increased cost of experience increments and ½ a percent for increased cost of benefits. In 2019, enrolment is expected to increase by 1.41%, therefore staffing levels may not increase to match enrolment growth unless there are a significant amount of retirements. Teacher retirements will assist with the cost of hiring additional teachers otherwise other areas of the budget may be impacted.

In 2020, teacher salary costs are expected to increase by \$1.1 million or 1.57%. This projection is based on a 1.5% increased cost of experience increments and ½ a percent for increased cost of benefits. In 2019, enrolment is expected to increase by 2.25%, therefore staffing levels may not increase to match enrolment growth unless there are a significant amount of retirements. Teacher retirements will assist with the cost of hiring additional teachers otherwise other areas of the budget may be impacted.

Uncertificated Salaries and Benefits Projection

Uncertificated salaries and benefits have historically been around 21% of total expenditures.

The forecasts for 2018 to 2020 take into consideration a growth of ½ a percent to reflect increased cost of benefits and experience increments. In 2018 support staff costs may decrease due to the use of one-time funding in 2017 to support one-time initiatives. For 2018 and 2019 support staff costs will increase by 1.55% and 1.57% respectively. The District factors the needs of students when hiring and placing staff. These needs will be a priority in making all staffing decisions. The forecast has been developed to maintain uncertificated salaries and benefits at historical levels of around 21% of total expenditures.

The assumptions for the 2018 to 2020 projections also assume that any savings due to retirements will be applied to hiring additional staff to preserve classroom conditions or to offset any increased staffing costs over and above the forecasted assumptions.



Services Contracts and Supplies Projection

Services, contracts, and supplies reflect growth for inflationary factors of 1 to 2% for each of the forecasted years with adjustments to ensure that total expenditures do not exceed forecasted revenues. The consumer price index for the Province of Alberta was 1.6% as per the Alberta Economic Outlook for 2016 and has historically been 1% to 2%. When resources are limited, the priority is to ensure that the needs of classrooms are met, which may involve the reduction of services, contracts, and supplies to ensure class sizes remain at acceptable levels. In 2018 and 2020, expenditures decrease to reflect funds allocated for one-time expenditures in 2017 and 2019 such as computer evergreening and drawing on one-time reserves that have been accumulated for this purpose.

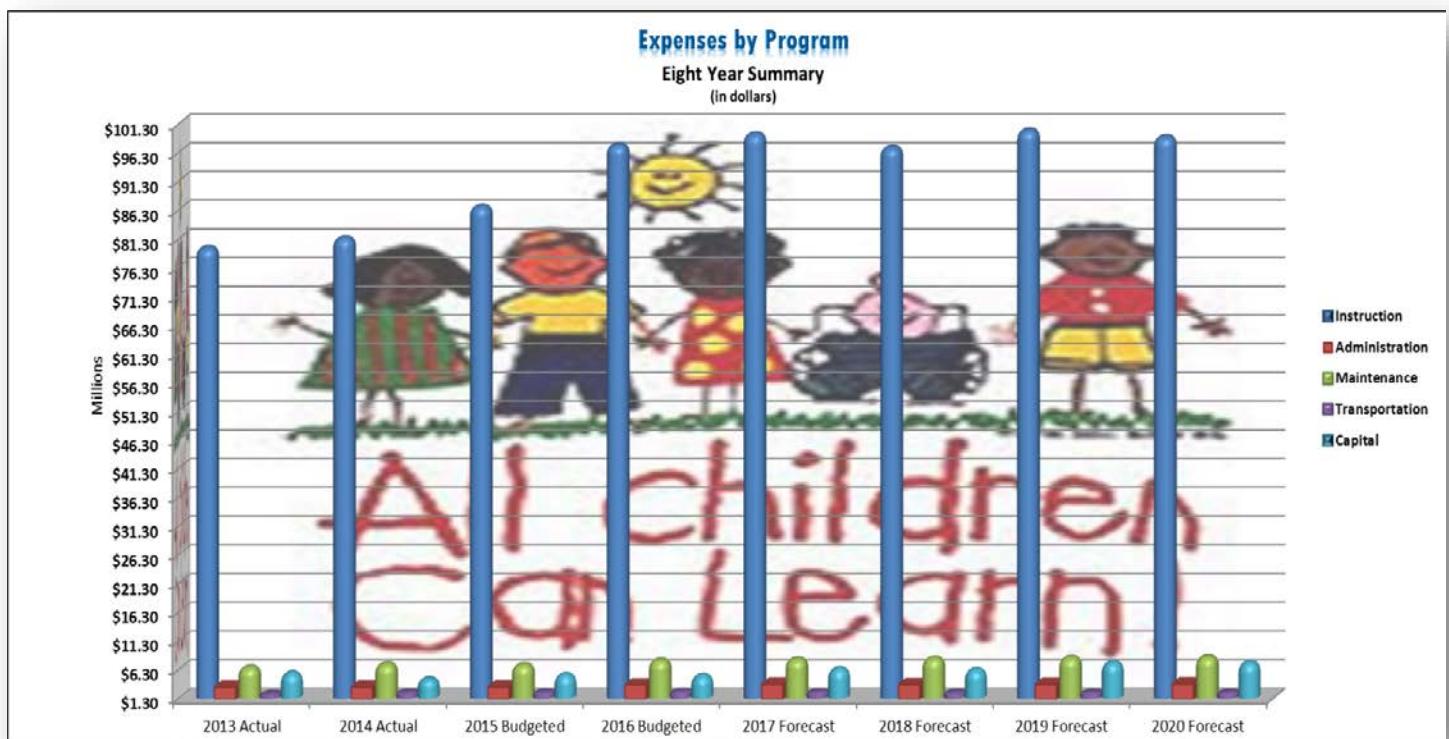
School Generated Activities Projection

School generated activities are expenditures at the school level for items that are not curricular in nature such as travel clubs, athletics, year book, and other activities. Total funds expended in the last few years have been around \$4 million dollars. There is an increase through each year of the projection period due to increased enrolment at middle school and high school levels and an anticipated increase in these activities.

Capital and Debt Services Projection

In 2017-2018 capital and debt services expenditures decrease due to older capital assets being fully amortized. The increase in 2019 and 2020 is for the amortization of new capital projects that will be completed in 2017 and 2018. The District will have a new school scheduled to open in September 2017, as well as a school modernization to be completed at this time. Another new school is anticipated to be completed by 2018. Any amortization cost on these projects will be offset by capital allocation revenues and will not impact the overall budget forecast. Amortization on capital assets is recognized one-year following completion/acquisition. Other changes over the three-year forecast recognize the reduction of supported debt servicing costs from the Province of Alberta. It is anticipated that the Province of Alberta will have supported debenture debt repaid by 2017.

The three-year forecast does not take into consideration any new initiatives that may be implemented by the direction of Alberta Education or the District. The forecast assumes that all programs and services will continue as proposed in the 2016-2017 budget, and to meet the District's Goals, Outcomes, and Performance Measures in the 2015-2016 to 2017-2018 three-year planning cycle.



The chart above illustrates expenditures by program for the 2012-2013, 2013-2014, 2014-2015 actual results, 2015-2016 and 2016-2017 budgets, and 2017-2018, 2018-2019 and 2019-2020 forecast

Expenditures by Program

Expenditures by Program - 2013 Actual to Budgeted 2016-2017

The chart on the previous page illustrates expenditures in each of the five program areas and changes over an eight-year period. Funding is allocated to District programs and services to ensure that programs meet the needs of students and schools remain viable. Funding resources are allocated to five major program areas. The five major programs include Instruction, Plant Operations and Maintenance, Transportation, Administration, and Capital and Debt Services.

Instruction expenditures make up 83% of total expenditures in the 2016-2017 budget. Instruction is the allocation to all schools (elementary, middle, and high) and other instructional programs and services offered to provide educational opportunities to students within the school district. Some of the other instructional programs and services include First Nations Métis and Inuit Program, Inclusive Education, Counseling Program, and Technology. Expenditures have increased by 24.80% in instruction over the five-year period. This is mainly due to the addition of new alternate programs, salary and benefit cost increases, investments made in professional learning, literacy and ESL, and technology integration.

Administration expenditures are 3.2% of the 2016-2017 budget. Administration includes Board Governance, Business and Finance, Human Resources, Office of the Superintendent, and System Instructional Support. Administration expenditures may not exceed 3.6% of total expenditures. For the last several years, administration spending has been below the expenditure cap. These funds have directly gone into instructional spending. Expenditures have increased by 14.90% in the last five years.

The Plant Operations and Maintenance activities relate to the District's responsibility for the construction, operation, maintenance, safety, and security of all school buildings. Maintenance expenditures are 7% of total expenditures in 2016-2017 and have increased by 20.77% over the five-year period. Plant Operations and Maintenance grants did not receive an increase over the five-year period. In budget 2013-2014, there was a 4% decrease in funding and no increase in 2014-2015 through to 2016-2017. This has resulted in the budget decreasing from around 9% of the total district budget to 7%. Since 2010-2011 a new high school has been added and 43 modular classrooms. This has caused a strain on the budget as staffing costs increased significantly in this time period and adjustments were required to staffing and contracted services to balance spending.

The Transportation program relates to all activities of transporting students to, from, and between schools. Funding is provided to transport students who live 2.4 kilometers or greater away from their resident school. Transportation costs have increased by 15.64% over the last five years. This is due to increased costs of contracted busing. Costs are impacted by the future replacement of buses, fuel prices, and bus driver wage costs incurred by the contractor. Additional routes have been added due to new neighborhoods created in the city which also results in additional transportation costs. Transportation expenditures are 2% of the 2016-2017 budget.

Capital and Debt Services includes the provision of funding for supported debenture debt payments from the Province of Alberta. Debenture debt is fully paid on behalf of the District by the Province of Alberta and does not impact the budget. Interest costs on this debt are recorded as a grant and a related expense and therefore do not impact the current or future budgets of the District. Also

included in the Capital and Debt Services budget is the amortization of capital assets and the Infrastructure Maintenance Renewal Program (IMR). Capital and Debt Services is 5.43% of the District's 2016-2017 budget. Expenditures have increased by 12.77% over the five-year period. There was a significant increase in funding for Infrastructure Maintenance and Renewal funding in 2014-2015 due to a one-time increase in funding, a decrease in 2015-2016 and then a significant increase for 2016-2017.

Expenditures by Program - Forecasted 2018 to 2020



Instruction expenditures are anticipated to increase by \$1.8 million or 1.9% over the projection period. This is mainly related to enrolment growth and maintaining Instructional expenditures at 83% of total district expenditures. There is a significant increase in 2019 due to the evergreening of computers at secondary schools as part of the District's evergreening program which will be funded through accumulated operating surplus that has been set aside for this purpose.

Administration expenditures are anticipated to increase by \$119,500 or 3.14% over the projection period. Administration spending will be approximately 3.2% of total expenditures in the projection period.

Plant Operations and Maintenance is normally around 7% of total expenditures. Expenditures are anticipated to increase by 3.14% over the projection period. Grant funding is based upon student enrolment and spending is allocated according to grant funds. With additional facilities during the projection period, staffing resources will need to be redeployed to provide caretaking services if grant rates are not increased or a new funding model for Plant Operations and Maintenance is not developed. Accumulated Surplus will be available if emergent facility needs are required during the projection period to ensure that students have a clean and safe learning environment.

Transportation, which is around 2.2% of total expenditures are anticipated to increase by 3% over the projection period. Transportation is based on providing transportation to eligible students. Transportation services will be dependent upon costs charged by the District's transportation contract. With additional routes required due to new schools being added in the projection period, a review of transportation services may need to be initiated to deliver additional services and balance future costs.

Capital and Debt Services, which is around 4.5% of total expenditures are anticipated to increase by 19.8% over the projection period. Capital and Debt Services will decrease in 2018, due to final the full amortization of older school facilities. In 2019 and 2020 there will be increases due to the amortization of new facilities being completed in September 2017 and September 2018. School facilities are fully funded by the Province of Alberta and therefore amortization costs are supported by offsetting revenue that supported the construction of the facilities and therefore do not impact the budget.

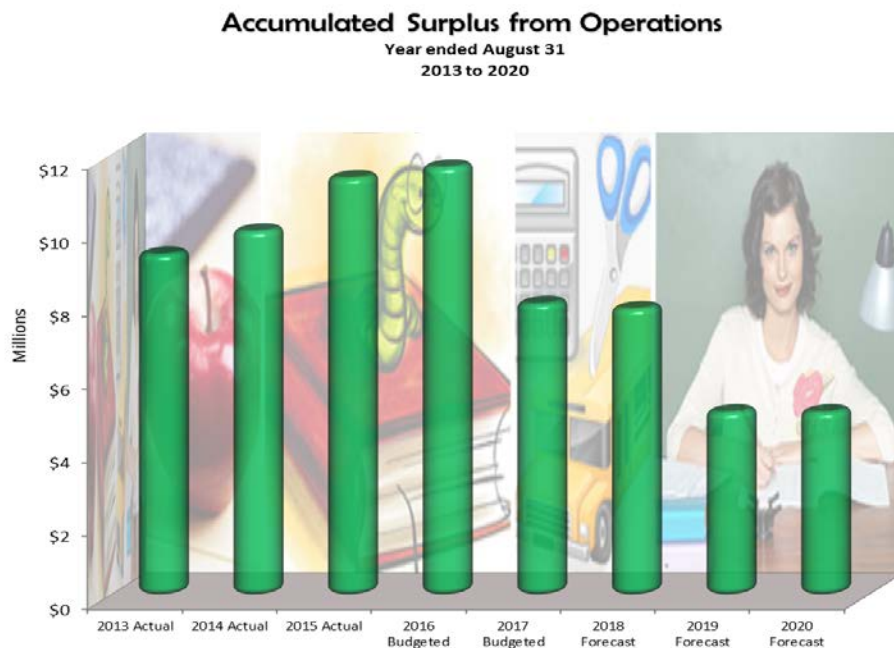
Accumulated Surplus from Operations

Accumulated Surplus from Operations - 2013 Actual to Budgeted 2016-2017

The District has increased the Accumulated Surplus from Operations (ASO) between 2013 to 2015 as funds were being saved for the District's evergreening of computers at the elementary level in 2015. At August 31, 2013, ASO increased to \$9.3 million or 9.5% of operating expenditures. For the year ended August 31, 2014 ASO was \$9.9 million or 10% of expenditures. In 2014-2015 ASO increased to \$11.4 million or 10.8% of expenditures. In 2015-2016, due to staffing costs and expenditures being lower than originally budgeted, it is anticipated that the estimated AOS balance at August 31, 2016 will be \$11.7 million or 9.96% of expenditures. It was anticipated that there would be a draw on one-time reserves of \$4 million.

In budget 2016-2017, a total of \$3.9 million in reserve funds will be utilized to balance expenditures. The District will use reserve funds for students entering our school jurisdiction that require additional support, funding to facilitate the use of technologies to increase pathways for students to access curriculum, to respond to the demand for increased access to wireless local area networks, high school completion, literacy intervention, French Immersion resources, and the costs of commissioning the new elementary school in Copperwood. School sites will allocate some one-time reserve funds to address class size concerns at the secondary level.

The use of one-time reserves will reduce the Accumulated Surplus from Operations (ASO) of the District to approximately \$7.9 million or 6.59% of operating expenditures of which \$1.7 million is restricted for School Generated Funds. This leaves an ASO of 5.15% that is available for addressing other needs. It has been recommended that school districts maintain an ASO over 1% percent of operating expenditures in order to deal with emergent and contingent situations. If a district's ASO falls below 1%, government may consider the district's financial health to be a concern.



The chart above compares Accumulated Surplus from Operations for the 2012-2013, 2013-2014, 2014-2015 actual results, 2015-2016 and 2016-2016 budgets, and 2017-2018, 2018-2019 and 2019-2020 forecast

Accumulated Surplus from Operations - Forecasted 2018 to 2020

Accumulated Surplus from Operations (ASO) is expected to decrease in 2018 by \$140,000 as funds are put into ASO for the evergreening of elementary computers in 2019 and funds are allocated to address priority areas. In 2019 there is a draw of \$1.8 million on ASO to purchase elementary computers. In 2020, funds will be added to ASO to begin replenishing the technology evergreening reserve for the replacement of secondary school computers in the year 2020 - 2021. Other than for the provision of technology replacement, expenditures have been matched to revenues for the forecast period. At the end of 2020, ASO is projected to be around 4.12% which is an acceptable level to maintain the financial health of the District. Any changes in the above revenue and expenditure assumptions will require adjustment based on Board priorities to balance the budget, or an assessment of priorities to authorize the use of one-time use of ASO. Each year the value of the amortization cost of non-supported assets (vehicles, equipment etc.) is transferred to capital reserves to provide for the future replacement of assets. In the projection period, the transfer is estimated at \$358,975 per year.

The District will need to monitor the ASO in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the District. The amount of the ASO will be dependent on future financial resources from Alberta Education and expenditure decisions made by the District. The schedule below outlines the estimated undesignated and designated Accumulated Surplus from Operations as of August 31, 2017 and the intended use of the reserve funds.

Lethbridge School District No. 51

Future Use of Accumulated Surplus from Operations

Anticipated Use of Accumulated Surplus from Operations	Unrestricted Reserves	Designated Reserves				Total Accumulated Surplus from Operations
		Instruction	Administration	Plant Operations and Maintenance	Transportation	
Board Uncommitted	\$796,416					
School site and program priorities		\$1,594,567				
Stability, Growth and Grid Movement		\$889,138				
Instructional Program supports (FNMI, ESL, Poverty Intervention, Inclusive Learning)		\$1,505,233				
New school start up costs		\$420,731				
Emergent facilities maintenance support				\$437,505		
Administrative facility, small equipment and software upgrade			\$228,410			
School bus replacement costs through transportation service provider contract					\$358,941	
School Generated Activities		\$1,734,832				
Estimated Balance, August 31, 2017	\$796,416	\$6,144,501	\$228,410	\$437,505	\$358,941	\$7,965,773

Lethbridge School District No. 51

STATEMENT OF REVENUES AND EXPENSES

Comparative Summary

(three years actual, two years budgeted and three years projected)

for the Year Ended August 31

(in dollars)

	Actual 2013	Actual 2014	Actual 2015	Budget 2016	Budget 2017	Projected 2018	Projected 2019	Projected 2020
REVENUES								
Government of Alberta	\$94,256,727	\$93,698,085	\$101,048,920	\$107,772,533	\$111,250,227	\$112,587,096	\$114,259,832	\$115,956,590
Federal Government and/or First Nations	\$393,702	\$405,531	\$209,490	\$240,312	\$240,312	\$242,715	\$245,142	\$247,594
Fees	\$2,879,254	\$2,226,473	\$2,596,969	\$2,100,815	\$1,900,019	\$1,958,920	\$1,986,540	\$2,031,238
Other sales and services	\$797,656	\$552,899	\$591,137	\$138,801	\$291,917	\$300,000	\$300,000	\$300,000
Investment income	\$117,983	\$141,431	\$153,383	\$143,000	\$143,000	\$130,000	\$130,000	\$130,000
Gifts and Donations	\$469,881	\$831,760	\$462,451	\$360,000	\$390,000	\$390,000	\$390,000	\$390,000
Rentals of facilities	\$35,954	\$35,006	\$34,704	\$35,900	\$35,900	\$49,500	\$49,500	\$49,500
Fundraising	\$2,581,387	\$2,324,679	\$2,207,993	\$2,461,000	\$2,461,000	\$2,584,050	\$2,713,253	\$2,848,915
Total Revenues	\$101,532,544	\$100,215,864	\$107,305,047	\$113,252,361	\$116,712,375	\$118,242,281	\$120,074,267	\$121,953,837
EXPENSES								
Certificated salaries and benefits	\$56,359,625	\$57,868,256	\$59,603,446	\$66,642,873	\$67,708,378	\$69,762,946	\$70,843,818	\$71,952,764
Uncertificated salaries and benefits	\$21,635,243	\$22,171,962	\$23,564,849	\$24,797,603	\$25,661,581	\$24,830,879	\$25,215,596	\$25,610,306
Services, contracts and supplies	\$9,128,650	\$9,959,620	\$12,688,059	\$16,416,407	\$16,670,368	\$12,878,840	\$14,599,437	\$12,064,593
School Generated Activities	\$4,942,567	\$4,576,337	\$4,118,966	\$4,050,000	\$4,050,000	\$4,175,550	\$4,234,425	\$4,329,700
Capital and debt services	\$5,804,397	\$4,765,466	\$5,510,402	\$5,366,086	\$6,545,486	\$6,375,000	\$7,637,500	\$7,637,500
Total Expenses (See Note)	\$97,870,482	\$99,341,641	\$105,485,722	\$117,272,969	\$120,635,813	\$118,023,215	\$122,530,776	\$121,594,862
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$3,662,062	\$874,223	\$1,819,325	(\$4,020,608)	(\$3,923,438)	\$219,066	(\$2,456,509)	\$358,975
Accumulated Surplus from Operations (Deficit) beginning of Period	\$5,799,675	\$9,312,352	\$9,942,946	\$11,391,086	\$11,684,183	\$7,965,773	\$7,825,864	\$5,010,380
Surplus (Deficit) of Revenues over Expenses	\$3,662,062	\$874,223	\$1,819,325	(\$4,020,608)	(\$3,923,438)	\$219,066	(\$2,456,509)	\$358,975
Forecasted adjustment to Budgeted Surplus (Deficit) to year end	\$0	\$0	\$0	\$5,166,613	\$0	\$0	\$0	\$0
Transfer from (to) Capital	(\$149,385)	(\$243,629)	(\$371,185)	(\$852,908)	\$205,028	(\$358,975)	(\$358,975)	(\$358,975)
Accumulated Surplus from Operations (Deficit) End of Period	\$9,312,352	\$9,942,946	\$11,391,086	\$11,684,183	\$7,965,773	\$7,825,864	\$5,010,380	\$5,010,380
Note:								
Expenses by Program								
Instruction	\$79,779,503	\$81,458,507	\$86,961,008	\$97,643,437	\$99,560,986	\$97,199,008	\$100,220,201	\$99,054,603
Administration	\$3,377,468	\$3,389,293	\$3,403,665	\$3,756,114	\$3,880,838	\$3,807,401	\$3,866,391	\$3,926,914
Plant Operations and Maintenance	\$6,747,687	\$7,293,347	\$7,167,112	\$7,951,332	\$8,149,041	\$8,276,960	\$8,405,199	\$8,536,769
Transportation	\$2,161,427	\$2,435,028	\$2,443,535	\$2,556,000	\$2,499,462	\$2,364,846	\$2,401,485	\$2,439,077
Capital and Debt Services	\$5,804,397	\$4,765,466	\$5,510,402	\$5,366,086	\$6,545,486	\$6,375,000	\$7,637,500	\$7,637,500
Total Expenses by Program	\$97,870,482	\$99,341,641	\$105,485,722	\$117,272,969	\$120,635,813	\$118,023,215	\$122,530,776	\$121,594,862



Lethbridge School District 51

Revenue and Expenditure Highlights

2016-2017 Operating Budget

GENERAL COMMENTS

By law, school jurisdictions must develop a balanced budget every year. The development of a budget with a deficit is not an option without Ministerial approval and a three year plan to come out of the deficit.

School jurisdictions in Alberta are completely dependent upon the provincial government for their funding. For many years, grant rate increases have not kept pace with cost increases. For the last few years grant rate increases have been very modest with base grants, which make up most of the District's funding, receiving no increase. The Province of Alberta is currently in the midst of an economic downturn that may continue for a number of years. The current provincial government has made education a priority and has not cut funding to education in 2016-2017. Therefore, 2016-2017 grant rates will remain the same as 2015-2016 rates. To support the economy and stimulate growth in the province the government has increased funding to support infrastructure, and as a result the district will receive additional funding to support major maintenance upgrades of our facilities. In the perspective of a province that is dealing with significant fiscal challenges, no reductions to funding in education for 2016-2017 was very welcomed news.

The District's total funding for 2016-2017 is \$120.6 million, as compared to a total budget of \$117.3 million for 2015-2016. An analysis of the projected revenues and expenditures for the 2016-2017 budget follows.

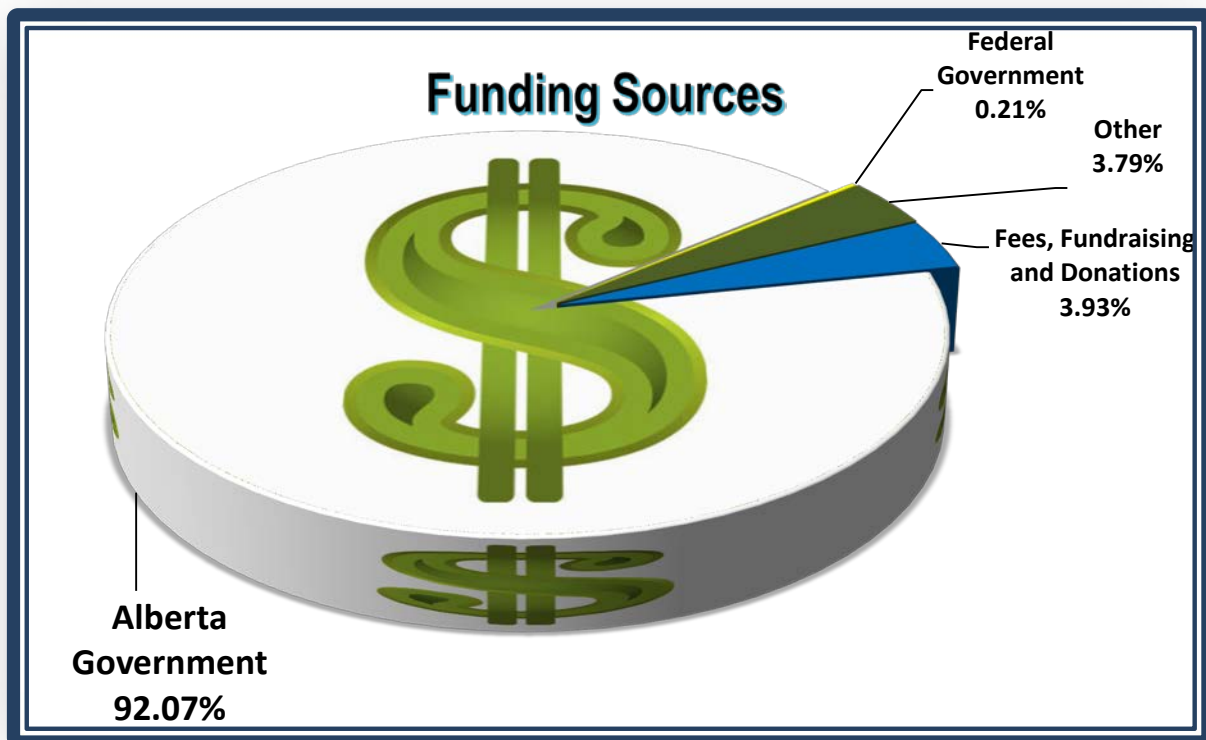
REVENUES

Total budgeted revenues for 2016-2017 are \$116.7 million prior to the use of one-time reserve funds. One-time reserve funds of \$3.9 million have been allocated to address Board priorities, supplement staffing, and student needs. With the use of one-time reserves, total budgeted revenues are \$120.6 million.

There is no increase to base grant rates, or Inclusive Education Funding and differential grants such as First Nations Metis and Inuit (FNMI), English as a Second Language, Socio Economic and Equity of Opportunity grants. However overall funding will increase due to growth in student enrolment and the number of students with diverse needs. Transportation and Plant Operations and Maintenance grant rates were also frozen at 2015-2016 rates. The only increase in funding is for Infrastructure Maintenance and Renewal (IMR) grant funding.

Funding Sources

Lethbridge School District No. 51 receives funding from the following sources:



Provincial Grant Revenues

The District has been funded for 2016-2017 under the Renewed Funding Framework. The District is funded based on per-student funding along with specified funding (differential funding) for unique needs (Inclusive Education, First Nations, ESL, Socio Economic Status). The province also pays for teacher pension costs. Provincial Grant revenues will increase by 3.11% in 2016-2017.

The Base Grant did not receive a rate increase. Base Funding is calculated on the number of students enrolled as of September 30th of each school year. With projected enrolments to increase by .76% there is about \$1 million that will be received for enrolment growth and additional anticipated high school credits earned through the High School Off Campus program. Base Grant Funding makes up 60% of district revenue.

Grant rates for Differential Funding were frozen at 2015-2016 rates. Although grant rates did not change, there was an increase in differential funding due to enrolment and demographic growth, and as a result Differential Cost Funding increased by 1.3%. Differential Cost Funding makes up 8% of district revenue.

Provincial grants for Projects/Contracts will increase by 13.89%. The increase is due to funding for pre-kindergarten students requiring specialized support under the Program Unit Funding Grant (PUF) which increased in 2015-2016 due to the number of students requiring these supports. Project/Contract revenue makes up 4% of total district revenues.

Funding from Alberta Education (excluding transportation grants and facility maintenance grants) is 83 % of the District's budget. Funding provided for the transportation of students to and from school did not receive an increase, however the grant increased due to an increase in the number of eligible students in 2015-2016. Funding rates for the operation and maintenance of school facilities did not increase, however total funding increased due to student growth in 2015-2016. Infrastructure Maintenance and Renewal Funding has been increased by 64% to support major maintenance upgrades.

Comparison of Provincial Grant revenues provided by Alberta Education:

Revenue Estimates

(Excluding reserves and other revenue sources)

	Projected 2016-2017	September 2015-2016	Difference	% Change
Alberta Education Operating Grants	\$97,587,022	\$95,617,450	\$1,969,572	+2.06%
Operations and Maintenance	\$8,050,000	\$7,831,496	\$218,504	+2.79%
Transportation	\$2,486,462	\$2,478,000	\$8,462	+0.34%
Infrastructure Maintenance Renewal (Capital)	\$2,948,234	\$1,795,587	-\$1,152,647	+64.19%
Total	\$111,071,718	\$107,722,533	+\$3,349,185	+3.11%

Enrolment

Overall, enrolment in early education and kindergarten to grade 12 is expected to increase by 79 students in 2016-2017. Enrolment is expected to decrease by 50 students in kindergarten, while enrolment in grades 1 to 12 is expected to increase by 129 students. Of the 129 student increase, most of the growth will be at grades 1-5 with middle school and high school enrolment remaining stable.

The chart below illustrates the projected change in enrolments for 2016-2017:

Enrolment Statistics

	Projected 2016-2017	September 2015-2016	Difference	% Change
Early Education (Preschool)	349	349	+ 0	+ 0%
Kindergarten	744	794	-50	-6.30%
Elementary (Grade 1 to 5)	4199	4087	+ 112	+ 2.74%
Middle School (Grade 6 to 8)	2180	2169	+ 11	+0.51%
High School (Grade 9 to 12)	3101	3095	+ 6	+0.19%
Total	10573	10494	+ 79	+0.76%

Operating Reserves

To balance the budget, it has been necessary to utilize a small amount of operating reserve funds to address priorities and provide appropriate resources and services to students.

A total of \$3.9 million in reserve funds will be utilized to balance the expenditures of the 2016-2017 budget. In prior years the District has been allowed to prudently allocate reserve funds to address cost pressures and programming needs and has managed the resources entrusted to the District.

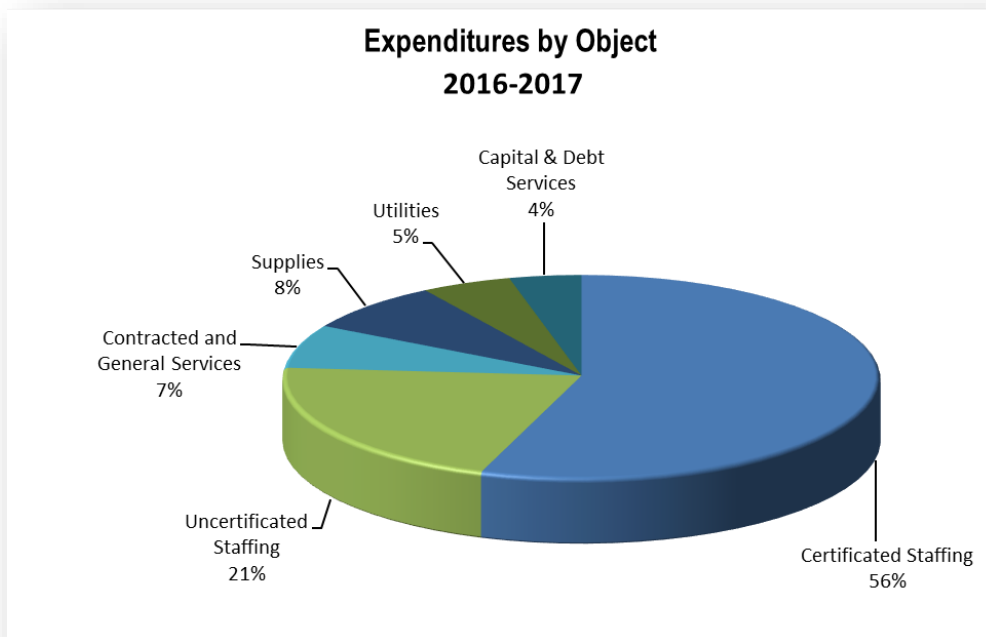
The District will use reserve funds for students entering our school jurisdiction that require additional support, funding to facilitate the use of technologies to increase pathways for students to access curriculum, to respond to the demand for increased access to wireless local area networks, high school completion, literacy intervention, French Immersion resources, and the costs of commissioning the new elementary school in Copperwood. School sites will allocate some one-time reserve funds to address class size concerns at the secondary level.

The use of one-time reserves will reduce the Accumulated Surplus from Operations (ASO) of the District to approximately \$7.9 million or 6.59% of operating expenditures of which \$1.7 million is restricted for School Generated Funds. This leaves an ASO of 5.15% that is available for addressing other needs. It has been recommended that school districts maintain an ASO over 1% percent of operating expenditures in order to deal with emergent and contingent situations. If a district's ASO falls below 1%, government may consider the district's financial health to be a concern.

The District will need to monitor the ASO in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the District. The amount of the ASO will be dependent on future financial resources from Alberta Education and expenditure decisions made by the District.

EXPENDITURES

[Lethbridge School District No. 51](#) allocates funding to expenditure areas as illustrated by the chart below:



Salary and Benefit Costs

The District expends approximately 77% of the budget on salary and benefits. Approximately \$67.7 million is expended on teaching staff (certificated staffing) which is approximately 56% of the total district budget. The District will expend **1.6%** more on teaching staff in 2016-2017. Benefit costs remain steady in 2016-2017. Additional teachers have been included in the budget to help address enrolment growth, support inclusive learning, and class sizes. **Overall there are approximately 12.5 FTE teachers more than in 2015-2016, which is a 2.26% increase in the number of teaching staff.**

Approximately \$25.7 million is spent on support staff, which is approximately 21% of the total District budget. There is a 2% budgeted increase in the wage rate for some support staff contracts that were negotiated 5 years ago. **Overall there is a 2 FTE or .45% decrease in support staff.**

Expenditure Impact

The chart below illustrates the areas impacted in the 2016-2017 budget based on enrolment, available resources, costs, and spending priorities.

Impact on 2016- 2017 Budget	Change
Teaching Staff	Increase 12.50 FTE
Support Staff	Decrease 2 FTE
Contracted Services and Supplies	Increase \$2,307,381
Funds held in reserve/contingency	Decrease \$874,020

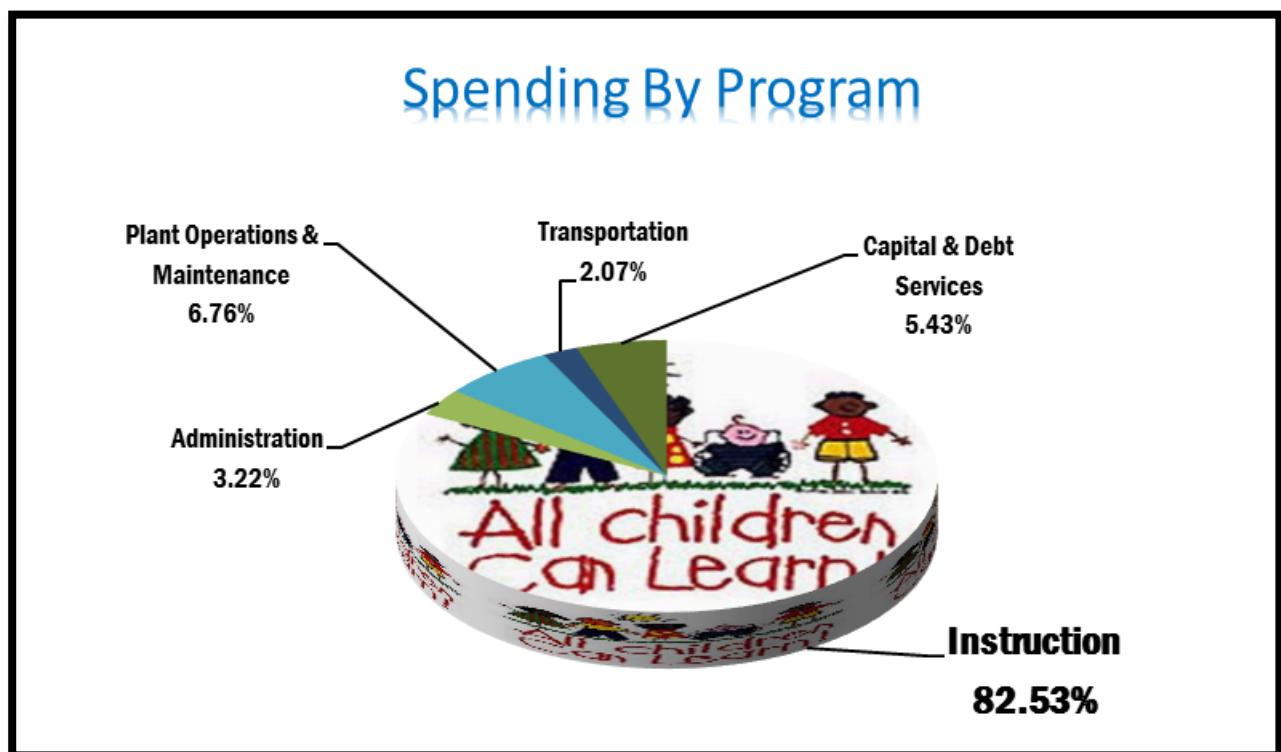
In the development of the budget for 2016-2017, there is a certificated staffing increase of 12.5 FTE. In 2016-2017, Grade 6 students from Immanuel Christian Elementary School will be attending Immanuel Christian High School to align with the District's grade structure. This move resulted in 2 teachers from elementary moving to high school. After this move there is an increase at elementary schools of 1.68 FTE (increase of 4.04 FTE gr 1-5 and decrease at kindergarten of 2.36 FTE). Middle school teaching staff will increase by 2.79 FTE and high school teaching staff will increase by 1.2 FTE. The increase in teaching staff at middle and high school is mainly due to funding allocations provided for teachers to support secondary English as a Second Language (ESL) students. There is a total of 6.77 FTE teachers at other programming areas of the budget which include; 1.26 FTE designated for middle school that has not been assigned, 1.47 FTE related to seconded personnel, and .67 FTE for the new principal of new west Lethbridge elementary school. There is .5 FTE teaching staff related to the Making Connections program. Other teaching staff assigned to address board priorities include 1.0 FTE for Literacy, 1.0 FTE for Secondary Interactive Technology, 1.0 FTE for High School Completion and 1.0 FTE teacher to support ESL teachers in the district.

Overall, support staff positions will decrease by 2 FTE. There is a decrease of approximately 14 FTE Educational Assistant positions in the budget, however for the last few years the District has not been able to hire to the budget provided due to the number of qualified applicants and employee turnover in these positions. There is an increase in 9 support staff for the addition of the Making Connections program to the budget. There is an increase of 1.5 FTE Family School Liaison positions to support counselling needs in the District.

There is a significant increase in Contracted Services and Supplies in the budget. A significant portion of the increase is related to contracted services funded from the Infrastructure Maintenance and Renewal grant which will be \$1 million higher in 2016-2017. There is also an increase in computer purchases of \$1.8 million related to upgrading computers at the elementary school level as part of the planned evergreening cycle.

Spending by program area

Lethbridge School District No. 51 will spend \$120.6 million in 2016-2017. The chart below illustrates the major areas of spending:



Instruction

The table below shows the projected class sizes for [Lethbridge School District No. 51](#) for the 2016-2017 school year:

Average Class Size	K to 3			4 to 6			7 to 9			10 to 12		
	16-17	15-16	14-15	16-17	15-16	14-15	16-17	15-16	14-15	16-17	15-16	14-15
All classes LSD #51	21.6*	21.6	21.6	24.6	24.6	24.3	25.8*	25.8	25.7	26*	26	25.1

*Projected average class sizes

The District spends 56% of the budget on teaching staff. With no increase in grant rates, additional teaching staff have been added to address student growth only. Additional staff have been added to address priority areas of support such as ESL and Literacy through the use of one-time reserve funds. Reducing class sizes and maintaining other supports and services is a difficult balancing act. According to an Alberta School Boards Association Survey, in 2015-2016, [Lethbridge School District No. 51's](#) teaching staff have more years of experience and teacher training than the provincial average of school boards across the province. The provincial average for teacher training is 4.94 years and teacher experience is 7.86 years. The District average is 5.25 years of teacher training and 8.16 years of experience. This means that [Lethbridge School District No. 51](#) would spend approximately \$3,000 per teacher more than school districts with teaching staff at the average years of teacher training or experience. This is an additional cost of approximately \$1.6 million.

Administration

In budget 2013, the province reduced the eligible amount that districts may spend on administration from 4% of total expenditures to 3.6%, and this continues for the 2016-2017 school year. [Lethbridge School District No. 51](#) has always been prudent in administrative spending, ensuring that only those funds required to run an efficient and effect administration were expended and, as such, the budget has been well below the administrative spending cap for many years. The percentage allocated to administration has remained the same as in 2015-2016 and represents 3.22% of the district budget. The provincial average for administration spending in 2014-2015 was 3.46%.

Operations and Maintenance

The Plant Operations and Maintenance grant from the province increased due to an increase in enrolment in 2015-2016, however the grant rate was frozen at 2015-2016 rates. This budget has had many years where the grant has not increased while operating costs have increased and it was necessary to use one-time reserve funds to maintain the District's standards for custodial and maintenance services. The district will experience increased costs in utilities due to the addition of new modular facilities in 2015-2016 and a new elementary school ready for commissioning in the spring of 2017. Also, due to the new carbon tax levy scheduled for January 2017, the district will experience increased heating costs. There has been a significant amount of modular facilities added to the district due to significant growth in the last five years, however to control costs there has been no additional staffing, and resources have been stretched in order to keep the budget balanced.

Transportation

The District will have an increase in grant revenue to provide busing services to students who reside 2.4 kilometers from their boundary school due to an increased number of students eligible for transportation funding. [Lethbridge School District No. 51](#) contracts the busing of students to and from school with the City of Lethbridge. The transportation budget will also have to address increased costs of bussing due to increased fuel costs from the service provider as it relates to the cost implications of the new carbon tax levy in January 2017.

Capital

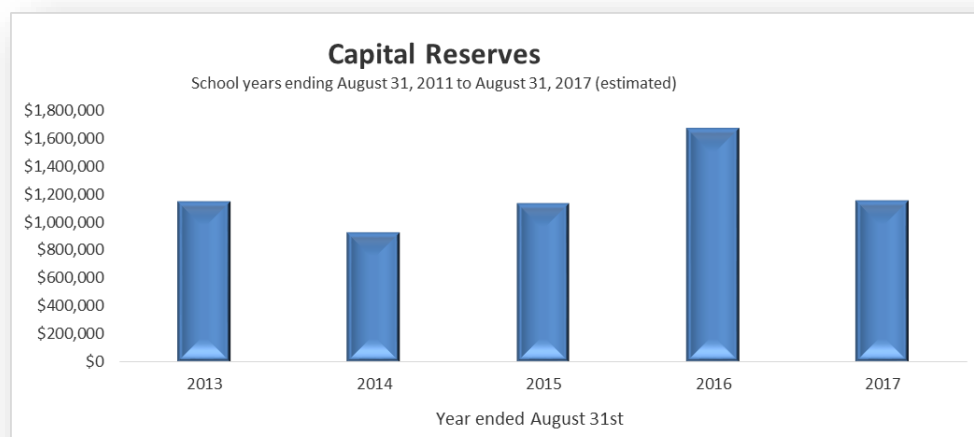
The capital block will see a 64% increase in the Infrastructure Maintenance Renewal (IMR) grant to assist boards with deferred maintenance of facilities. IMR grants are utilized to address safety issues and perform significant upgrades and maintenance to school facilities.

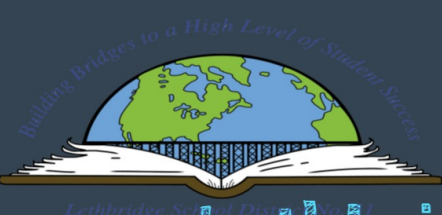
[Lethbridge School District No. 51](#) is excited that a new 600 student Westside K-5 elementary school is scheduled to open in 2017. The District is well underway with the modernization of Wilson Middle School which is expected to be completed in 2017. In 2014 the District received approval of a 910 student Westside 6-8 middle school scheduled to open in 2018. These projects are required to be approved and funded by Alberta Education.

The Province of Alberta pays for the debenture debt on the District's school facilities. The District is required to report, in the financial statements, the value of the debt, which was \$440,000 as of August 31, 2015. The Province makes all principal and interest payments on the debt and the District records the interest on the debt as grant revenue and interest expense. In 2016-2017 interest on debenture debt is anticipated to be \$24,000. Debenture debt does not have an impact on the current or future budgets as it is fully supported by the Province of Alberta.

Capital Reserves

The Province of Alberta funds all major capital projects, however the District is responsible for purchasing, maintaining and replacing other capital assets. The District maintains a capital reserve for the future replacement of equipment, furniture, computer software, computer hardware, and vehicles. The Board has directed funds set aside from the amortization of capital assets to be placed into capital reserve for the future replacement of capital assets. There is a planned draw down on capital reserves for capital expenditures in 2016-2017 related to maintenance on the Education Centre building, and non-supported costs related to the partner space at the new Elementary school and non-supported costs on the New West Lethbridge Middle School.





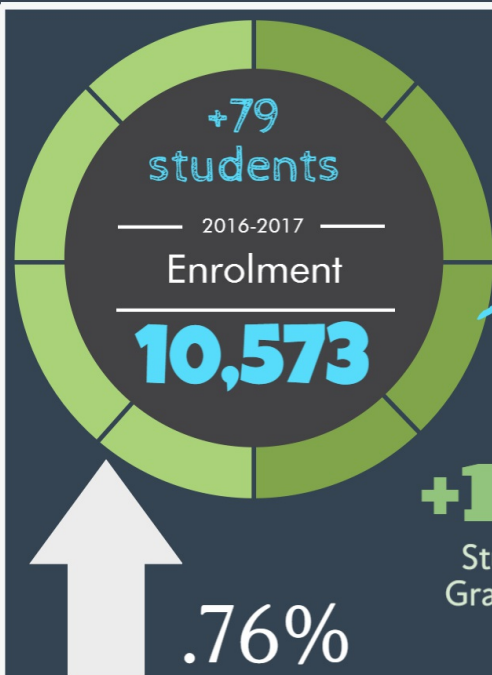
Lethbridge School District No. 51

Budget

2016

2017

Enrolment



349



Early Education Program

744



Kindergarten

4199



Elementary School

2180



Middle School

3101



High School

Revenue

NO Basic Instruction Fees K to 12!

Spending our Savings

One-time reserves have been allocated to Board and School Priorities:

- School Improvement initiatives such as literacy intervention at middle school and for First Nations students, professional learning to impact school improvement, supporting student learning needs, resources for new French Immersion program and supporting high school completion

- Evergreening of technology at elementary school and enhancements to create a robust technology infrastructure

- costs to start up new Elementary school in Copperwood

\$3.9 million

Drawn from Reserves to address Board and School Site Priorities

\$120.6 Million

2.87%

Increase

as compared to 2015-2016

8%

92%

Received from AB Gov't

of revenue is for differential needs

Base Grant

is

60%

of revenue

Expenditures

83%

\$99.6 Million

Of the District Budget is spent on Instructional services for students

Inclusive Learning support to students

14%

Technology 5%

Other Instructional Supports 2%

Non-Instructional Support Services

17%

School Based 62%

School Based Expenditures are:

94%

STAFFING

6%

Supplies and Services

Increase in teaching staff of

12.5 FTE

Total Staffing of Budget

77%

Teachers

565 FTE

Support Staff

445 FTE

Transportation 2%

Administration 3%

Facilities 12%

Support Services Expenditures are:

34%

STAFFING

66% Supplies and Services

Vision:

Our learners are innovative thinkers who are successful, confident, respectful, and caring

Board Priorities

Supporting initiatives to develop innovative thinkers

Supporting Student Diversity

Supporting Student Achievement

The Fun
FACTS
About...



Spending on EDUCATION

2016-2017 School Year

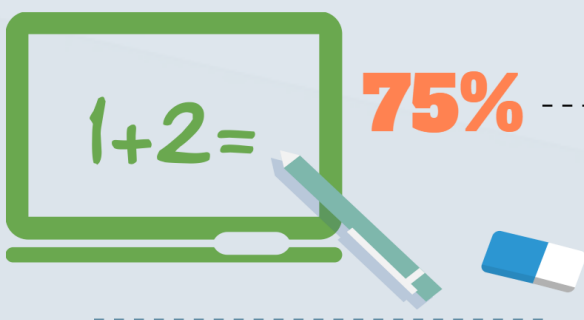
Instruction

83%

of the District Budget is spent on
Instructional activities



School Based Instruction



75%

94%

STAFFING

RESOURCES

6%



Instructional Support



25%

Inclusive Learning Supports

67%

Other Instructional Supports

10%

Technology

23%

Support Services

Services that support
educating a student

17%

of District Budget



Transportation

2%

Transporting
Students to and
from School



Facilities

12%

Caretaking and Facility
Maintenance
Light, Heat and Water
Major facility upgrades



Administration

3%

Office of the Superintendent
Business and Finance
Human Resources
System Instructional Support
Board of Trustees

\$120.6 million
budget

10,573 students

10,012 FTE (ecs=.5)



\$3.9 million spent
from reserves

Cost to educate a
student in 2016-2017
=\$12,078

Lethbridge School District No. 51

Summary of Budgeted Revenues and Expenditures

2016-2017 Preliminary Budget

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget*
REVENUES		
Government of Alberta (note 1)	\$111,250,227	\$107,772,533
Federal Government and/or First Nations	\$240,312	\$240,312
Fees	\$1,900,019	\$2,100,815
Other sales and services	\$291,917	\$138,801
Investment income	\$143,000	\$143,000
Gifts and Donations	\$390,000	\$360,000
Rentals of facilities	\$35,900	\$35,900
Fundraising	\$2,461,000	\$2,461,000
Total Revenues	\$116,712,375	\$113,252,361
EXPENSES		
Certificated salaries and benefits	\$67,708,378	\$66,642,873
Uncertificated salaries and benefits	\$25,661,581	\$24,797,603
Services, contracts and supplies	\$16,670,368	\$16,416,407
School Generated Activities	\$4,050,000	\$4,050,000
Capital and debt services	\$6,545,486	\$5,366,086
Total Expenses (note 2)	\$120,635,813	\$117,272,969
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES (note 3)	(\$3,923,438)	(\$4,020,608)
Accumulated Surplus (Deficit) from Operations beginning of Period	\$11,684,183	\$11,391,086
Surplus (Deficit) of Revenues over Expenses	(\$3,923,438)	(\$4,020,608)
Forecasted adjustment to Budgeted Surplus (Deficit) to year end	\$0	\$5,166,613
Transfer from (to) Capital	\$205,028	(\$852,908)
Accumulated Operating Surplus (Deficit) End of Period	\$7,965,773	\$11,684,183

* September 30th Budget- The 2015-2016 School Year begins on September 1, 2015. The preliminary budget for 2015-2016 was developed and approved as per legislation in June 2015 and is revised after September 30th enrolment counts and forms the official operating budget for the 2015-2016 school year.

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget*
Note 1: Government of Alberta Revenue		
Base Funding	\$71,867,504	\$70,823,251
Differential Cost Funding	\$9,979,299	\$9,851,705
Projects/Contracts	\$5,048,224	\$4,432,672
Teacher Pension Costs paid by Government	\$6,300,000	\$6,005,000
Other Provincial Revenue	\$1,147,732	\$1,192,332
Transportation	\$2,486,462	\$2,478,000
Plant Operations and Maintenance	\$8,050,000	\$7,831,496
Infrastructure Maintenance and Renewal Grant Funding	\$2,948,234	\$1,795,587
Amortization of capital allocations	\$3,398,719	\$3,318,719
Supported Capital Interest	\$24,053	\$43,771
Total Government of Alberta Revenue	\$111,250,227	\$107,772,533

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget*
Note 2 : Expenses by Program		
Instruction	\$99,560,986	\$97,643,437
Administration	\$3,880,838	\$3,756,114
Plant Operations and Maintenance	\$8,149,041	\$7,951,332
Transportation	\$2,499,462	\$2,556,000
Capital and Debt Services	\$6,545,486	\$5,366,086
Total Expenses by Program (note 4)	\$120,635,813	\$117,272,969

Note 3 : Surplus (Deficit) of Revenues over Expenses

These are funds that are drawn from Accumulated Operating Surplus to balance expenditures to revenues in the budget.

Note 4 : Total Expenses by Program

To view Program Expenses by object (category) see chart on next page.



Lethbridge School District No. 51

Major Sources of Funding

Lethbridge School District No. 51 receives 92% of its funding from the Province of Alberta. This funding is received from various departments; Alberta Education, which comprises approximately 91.94% and other provincial departments which is .13% of the funding.

The citizens of Lethbridge pay a levied school tax with their property taxes. These taxes are requisitioned by the Province of Alberta and collected by the City of Lethbridge with the property tax levy. The School District does not determine the mill rate, collect the taxes, or directly receive the funds from property taxes levied. The Education Property Tax is the responsibility of the Province of Alberta.

The provincial government departments of Finance, Municipal Affairs and Education establish the uniform provincial mill rate, the rate applied to property assessments to calculate taxes due. The mill rate is calculated by dividing the total dollars required from property tax by the total property assessment value.

For the 2016 calendar year, the provincial uniform education property tax rates have been reduced by an average of approximately .80 percent, from \$2.50 to \$2.48 per \$1000 of equalized assessment for residential and farmland property, and from \$3.67 to \$3.64 per \$1000 of equalized assessment for non-residential. This is the 23rd consecutive year that the education property tax mill rate has been lowered or frozen. In fact, since assuming responsibility for education property taxes, the province has cut residential education property tax rates by over 67 percent. The total taxable assessment of property for the City of Lethbridge is approximately \$11.4 billion dollars. Approximately \$26 million is collected for Education Property Tax from public school supporters and then remitted to the Province of Alberta by the city.

School jurisdictions in the province do not receive funding that is directly collected by property taxes from their municipality(s). The Alberta School Foundation (ASFF) holds all school taxes collected in the province. Alberta Education determines the amount of funding allocations for a school board, based upon the provincial funding framework and the funding is partially paid from the ASFF and partially paid from the Province's General Revenue Fund. This creates equity as a school jurisdiction's funding allocation is not based on the wealth (assessment base) of the municipality that the school jurisdiction serves.

School jurisdictions' funding allocations are determined using the Renewed Funding Framework. Funding is distributed under three main categories: Base Funding, Differential Cost Funding, and Provincial Priority Targeted Funding. The school jurisdiction has the flexibility and responsibility to allocate Base and Differential Cost Funding to address local needs and priorities. Provincial Priority Targeted Funding is

determined by Alberta Education and must be spent on the programs provided. The only other restriction is that the school jurisdiction may not spend more than 3.6% of total expenditures on administration.

Base Instruction funding is provided on a per student basis for every full-time equivalent (FTE) student enrolled in kindergarten to grade 12. Base Instruction funding now includes a Class Size Base rate at different levels in kindergarten to grade three and grades ten to twelve.

Differential Cost funding is allocated for specific types of students to address the variable cost factors of educating these students. Specific funding is provided to address the needs of Inclusive Education, English as a Second Language, Aboriginal Students, and students living in poverty (low Socio Economic Status). Other variable factors are addressed through funding provided for year to year enrolment fluctuations and small schools by necessity.

Provincial Priority Targeted funding is allocated for special initiatives and the funds must be spent on the programs provided. These programs include funding for High Speed Networking (SuperNet) and other specific programs that receive funding that can only be spent for the designated program, which includes Program Unit Funding and Institutional Program funding.

The Province of Alberta pays employer contributions to the Alberta Teacher Retirement fund on behalf of the District. These contributions are now recorded by the District in grant revenues and the expenditure in Certificated Salary and Benefit costs.

Alberta Education also provides funding for the transportation of students to and from school through a grant for each student eligible for transportation. For a student to be eligible, they must live 2.4 kilometers or beyond from their boundary school.

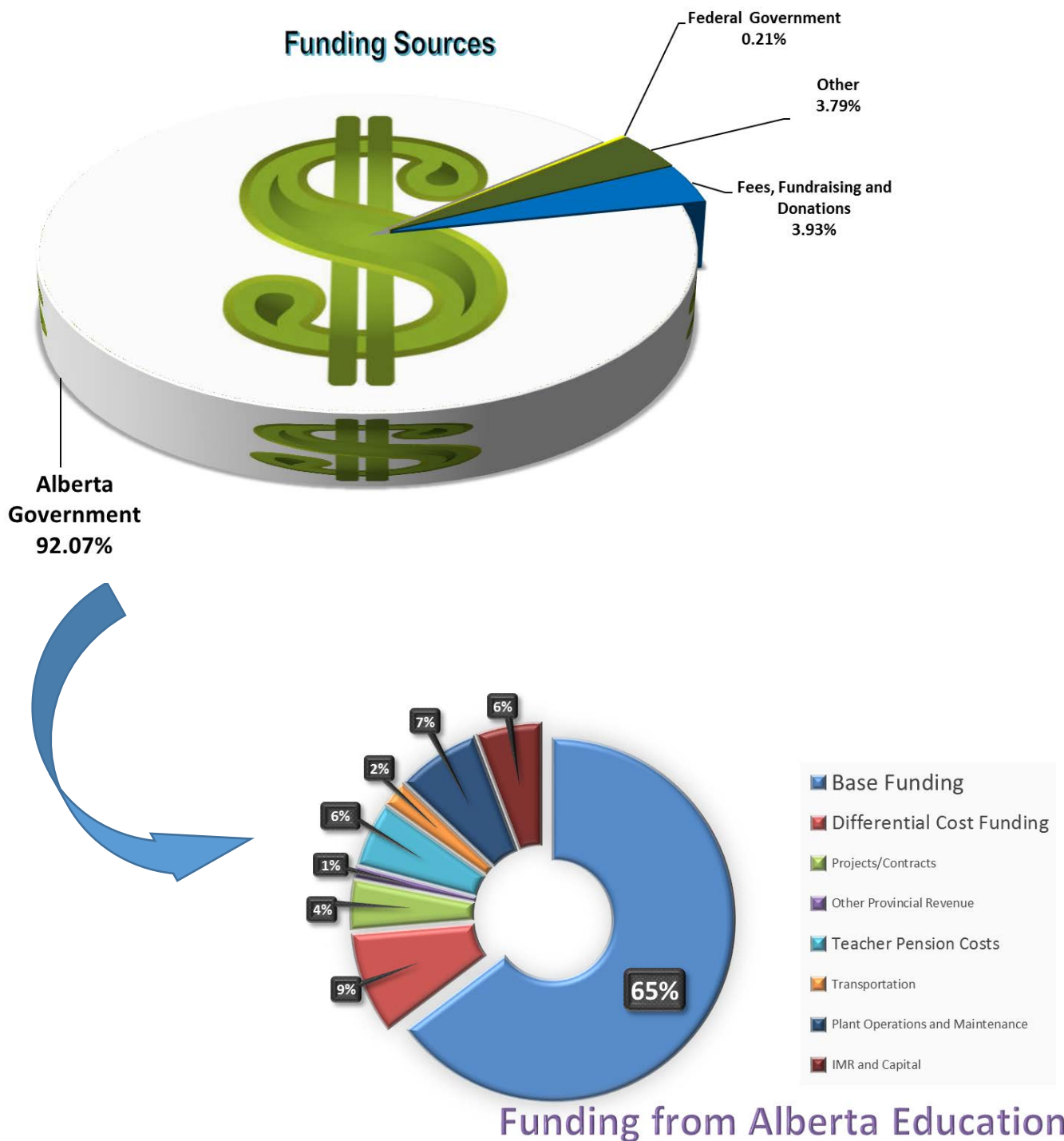
The District receives funding from Alberta Education for the operation and maintenance of school facilities, capital modernization, and new capital projects. Funding for plant operations and maintenance includes custodial services, building and grounds maintenance, and utilities. Operations and maintenance funding is based on a formula determined by student enrolment, small schools by necessity and sparsity and distance. The District also receives funding for Infrastructure Maintenance Renewal Projects (IMR). These projects undertake major school facility maintenance and upgrades that are not of a day to day nature.

Alberta Education, in co-operation with Alberta Infrastructure and Transportation, also approves and funds the building of new school facilities. New facilities are requested in the School District's Capital Plan.

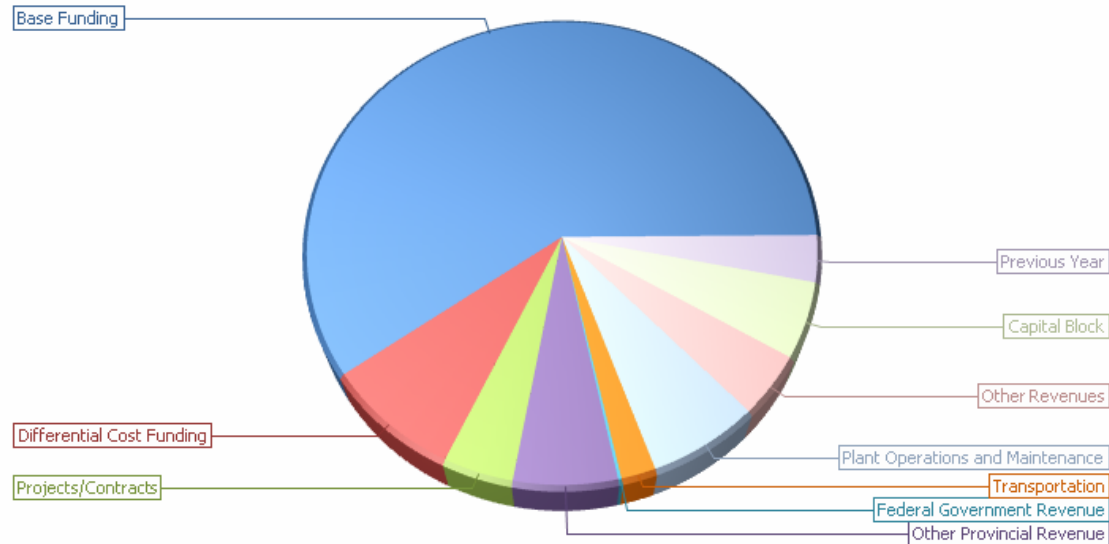
Alberta Finance supports the District's debenture debt. The province took over legal responsibility for school jurisdiction debentures as they relate to school buildings. Although school jurisdictions record the debenture debt on the school jurisdiction's financial records, Alberta Education supports the principal and interest payments to

Alberta Finance. As a result, supported interest revenue is recorded to offset the supported interest expense.

The chart below illustrates the major funding sources for the District in 2016 – 2017 as well as funding from the District's major funding, the Alberta Government.



Revenue



Category	Amount	Percentage
Base Funding	\$71,867,504	60%
Differential Cost Funding	\$9,979,299	8%
Projects/Contracts	\$5,048,224	4%
Other Provincial Revenue	\$7,447,732	6%
Federal Government Revenue	\$240,312	0%
Transportation	\$2,486,462	2%
Plant Operations and Maintenance	\$8,050,000	7%
Other Revenues	\$5,221,836	4%
Capital Block	\$6,371,006	5%
Previous Year	\$3,923,438	3%
Revenue And Allocations To Budget Center		\$120,635,813

Lethbridge School District No. 51 - Total Budgeted Revenues

Revenue And Allocations To Budget Center

Base Funding	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
ECS Base Instruction Revenue	\$3,793,185	\$3,998,222
ECS Basic Grant Rate	\$3,339.90	\$3,339.90
ECS Class Size Rate	\$760.84	\$760.84
ECS in Preschool	181 students	181 students
ECS Regular Enrollment	744 students	794 students
Grade 1 to 3 Basic Instruction Revenue	\$21,061,914	\$21,037,309
Gr1-3 Class Size Rate	\$1,521.68	\$1,521.68
Grade 1 to 3 Basic Grant Rate	\$6,680	\$6,680
Grade 1 to 3 Enrollment(Excluding First Nations Students)	2,568 students	2,565 students
Grade 4 to 6 Base Instruction Revenue	\$15,591,120	\$15,183,640
Grade 4 to 6 Basic Grant Rate	\$6,680	\$6,680
Grade 4 to 6 Enrollment (Excluding First Nations Students)	2,334 students	2,273 students
Grade 7 to 9 Base Instruction Revenue	\$14,502,280	\$14,281,840
Grade 7 to 9 Basic Grant Rate	\$6,680	\$6,680
Grade 7 to 9 Enrollment (Excluding First Nations Students)	2,166 students	2,133 students
Institutional Enrollment Gr1-9	5 students	5 students
Grade 10 to 12 Base Instruction Revenue	\$16,856,032	\$16,259,267
# of CEU's to equal 1 FTE	35.000 CEU	35.000 CEU
CEU Rate	\$190.85	\$190.85
CTS Tier 2 additional Revenue	\$23,000	\$23,000
CTS Tier 3 Grant	\$208,000	\$203,000
Enrollment Contingency	0.00 fte	0.00 fte
Grade 10 -12 FTE enrollment (excluding First Nations students)	2,417 FTE	2,365 FTE
Tier 4 Revenue - Off Campus	\$480,000	\$235,000
Outreach Program Funding	\$62,973	\$62,973
Outreach Base Funding	\$62,972.76	\$62,972.76
Total Number of Outreach Sites	1 sites	1 sites
Base Funding	\$71,867,504	\$70,823,251
Revenue And Allocations To Budget Center	60%	60%



Total Budgeted Revenues

Differential Cost Funding	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Aboriginal Funding	\$900,534	\$889,939
Aboriginal Factor	0.6235 factor	0.6235 factor
Aboriginal Students Identified	765 students	756 students
Learning Grant	\$1,888	\$1,888
English as a Second Language Funding	\$726,313	\$726,313
ESL Enrollment	617 students	617 students
ESL Factor	0.6235 factor	0.6235 factor
Learning Grant	\$1,888	\$1,888
Small School by Necessity	\$110,000	\$114,000
Socio Economic Status Funding	\$1,062,453	\$1,062,453
Learning Grant	\$1,888	\$1,888
Social Economic Status Index student population	2,260 students	2,260 students
Socio Economic Status Factor	0.2490 factor	0.2490 factor
Inclusive Education Funding	\$7,180,000	\$7,059,000
Differential Cost Funding	\$9,979,299	\$9,851,705
Revenue And Allocations To Budget Center	8%	8%

Projects/Contracts	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
ECS Severely Disabled PUF Revenue	\$3,300,000	\$2,800,000
Institutional Program Grants	\$880,348	\$893,305
Lethbridge FCSS - MC#4	\$152,000	
Parent Link - MC#2	\$26,509	
Regional Collaborative Services Delivery Revenue	\$365,767	\$365,767
SuperNet Funding	\$249,600	\$249,600
Community Futures - Career Prep Grant	\$0	\$30,000
Community Wellness Grant	\$0	\$20,000
French Language Enhancement Project (FLEP)	\$74,000	\$74,000
Projects/Contracts	\$5,048,224	\$4,432,672
Revenue And Allocations To Budget Center	4%	4%

Other Provincial Revenue	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Alberta Mental Health - MC#3	\$374,400	
Equity of Opportunity Grant	\$1,005,000	\$990,000
Narrowing Teacher's Salary Gap Funding	\$90,332	\$90,332
Southwest Child and Family Services - MC#1	\$100,000	
1% lump sum payment for teachers 2015/2016	\$0	\$509,000
Grant Claw back from Alberta Education	(\$422,000)	(\$397,000)
Teacher Pension Costs Paid by Government	\$6,300,000	\$6,005,000
Other Provincial Revenue	\$7,447,732	\$7,197,332
Revenue And Allocations To Budget Center	6%	6%

Federal Government Revenue	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
First Nation's Revenue	\$170,312	\$170,312
First Nation's Gr. 10-12 Tuition Rate	\$10,032	\$10,032
First Nations 10-12 Enrollment	3 students	3 students
First Nations 1-9 Enrollment	13 students	13 students
First Nations ECS Enrollment	1 students	1 students
First Nation's ECS Tuition Rate	\$5,016	\$5,016
First Nations Gr. 1-9 Tuition Rate	\$10,400	\$10,400
French Immersion Revenue	\$70,000	\$70,000
Federal Government Revenue	\$240,312	\$240,312
Revenue And Allocations To Budget Center	0%	0%

Transportation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
ECS Severely Disabled Transportation Revenue	\$19,976	\$10,907
Special Transportation for Disabilities Revenue	\$161,952	\$141,708
Urban Transportation Revenue	\$2,304,534	\$2,325,385
Transportation	\$2,486,462	\$2,478,000
Revenue And Allocations To Budget Center	2%	2%

Total Budgeted Revenues

Plant Operations and Maintenance	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Plant Operation and Maintenance Revenue	\$8,050,000	\$7,831,496
Plant Operations and Maintenance	\$8,050,000	\$7,831,496
Revenue And Allocations To Budget Center	7%	7%

Other Revenues	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Basic Instructional Supplies and Materials Fee (Board)	\$0	\$230,000
Early Education Program Fees	\$226,800	\$226,800
Fees for Optional Courses or Materials	\$325,219	\$296,015
Fee Revenue Collected	\$325,219	\$296,015
Fundraising Revenue	\$2,461,000	\$2,461,000
Gifts and Donations	\$390,000	\$360,000
Interest and Investment Income	\$143,000	\$143,000
Miscellaneous Sales Revenue	\$138,802	\$138,802
Rentals - Facilities	\$35,900	\$35,900
School Fees - School Generated Funds	\$1,095,000	\$1,095,000
Teacher Secondment Revenue	\$153,115	
Tuition Fees (Foreign)	\$176,000	\$176,000
Application Fees International Services	\$2,000	\$2,000
Home Stay Fees International Services	\$70,000	\$70,000
Insurance Fees International Services	\$5,000	\$5,000
Other Revenues	\$5,221,836	\$5,239,517
Revenue And Allocations To Budget Center	4%	4%

Capital Block	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Amortization of Capital Allocations	\$3,398,719	\$3,318,719
Infrastructure Maintenance and Renewal Grant Revenue	\$2,948,234	\$1,795,587
Supported Capital Interest	\$24,053	\$43,771
Capital Block	\$6,371,006	\$5,158,077
Revenue And Allocations To Budget Center	5%	4%

Previous Year	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Instruction Surplus/(Deficit) Carry Forward	\$3,923,438	\$3,866,829
Transportation Surplus/(Deficit) Carry Forward	\$0	\$65,000
Previous Year Committed funds	\$0	\$88,778
Prior Year Committed funds	\$0	\$88,778
Previous Year	\$3,923,438	\$4,020,607
Revenue And Allocations To Budget Center	3%	3%

Revenue And Allocations To Budget Center	\$120,635,813	\$117,272,968
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School Fees 2016-2017 Operating Budget

Lethbridge School District No. 51 charges school fees for basic instructional material as allowed under the *School Act*, fees related to foreign students for tuition and services under the International Services program, early education fees, and fees for optional courses, programs and student activities. The District does not charge fees to transport students to and from school or for lunchroom supervision.

The chart below compares school fees for 2016-2017 with 2015-2016.

Lethbridge School District No. 51 BUDGETED SCHEDULE OF FEE REVENUE		
	Preliminary Budget 2016/2017	September 30th Budget 2015/2016
FEES		
Basic instruction supplies, text book rental, material fees	\$0	\$230,000
Fees for optional courses	\$325,219	\$296,015
Tuition fees (international & out of province)	\$253,000	\$253,000
Kindergarten & preschool	\$226,800	\$226,800
Extracurricular fees	\$975,000	\$975,000
Field trips	\$120,000	\$120,000
TOTAL FEES	\$1,900,019	\$2,100,815

District Levied Student Fees

District fee assessed to all students to cover costs of basic supplies and materials provided by the school, including textbook rentals

<u>Level</u>	<u>Amount</u>
Kindergarten	no fee
Elementary	eliminated in 2011-2012 was \$41
Middle School	eliminated in 2016-2017 was \$53
High School	eliminated in 2016-2017 was \$70

All District Levied School Fees have been eliminated as of the 2016-2017 school year.

Foreign Student Fees

Fees charged to students who are not Canadian citizens and are attending our schools. They do not meet the conditions of a funded student as per Alberta Education.

Foreign Student Fee \$11,000

There is no change to the Foreign Student Fee for 2016-2017.

Early Education Fees

Fees charged to students who are attending one of the 13 Early Education Programs (Pre-school) in our district who are not eligible for funding under the Program Unit Grant will be charged a fee of **\$150** (\$140 in 2014-2015) ***per month for 10 months.***

Other Instructional Fees

Middle School and Elementary Schools may charge nominal fees for agendas, and options that enhance a student's basic educational experience. Other optional instructional fees assessed at the secondary level are detailed in the following pages.



Middle School Fees
2016-2017 School Year

	LAKIE	PATERSON	WILSON
Co-Curricular	\$15	\$15	\$15
Option Fees	\$45	\$45	\$45
Band Rentals	\$65-85	\$65-85	\$75
Misc option fees	\$10-25	\$10-25	\$5-30
Hockey	\$125 (was \$150)	\$300	
Golf	\$75		
Baseball	\$50 (was \$200)		
Soccer		\$100	
Judo		\$15-40	
Yearbook	\$35	\$35	\$35
Outdoor Education			\$10 (NEW)



Proposed Option Fees for LCI, WCHS and Chinook

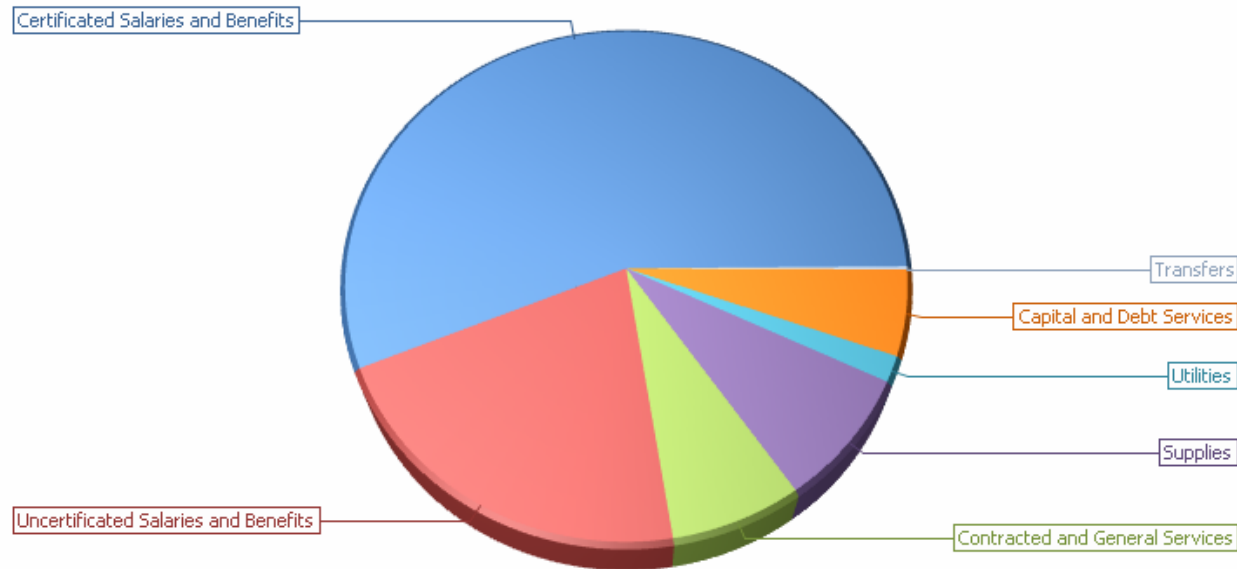
**2016-2017
School Year**

<i>DEPARTMENT</i>	<i>LCI CURRENT FEE</i>	<i>LCI NEW FEE</i>		<i>WCHS CURRENT</i>	<i>WCHS NEW FEE</i>	<i>Chinook CURRENT</i>	<i>Chinook New Fee</i>
Art 9	\$25.00	same		\$12.50	same	\$25.00	same
Art 10-20-30	\$30.00	same		\$30.00	same	\$30.00	same
Auto Body 9	\$30.00	same		N/A	N/A	N/A	N/A
Auto Body [Grade 10-12]	\$40.00	same		N/A	N/A	N/A	N/A
Band Instrumental Rental [First Year]	\$90.00	same		\$90.00	same	\$90.00	same
Band Instrumental Rental [Subsequent Years]	\$90.00	same		\$90.00	same	\$90.00	same
Communication Technology [Grade 10-12]	\$10.00	same		\$10.00	same	\$15.00	same
Computer Programming [Grade9]	\$10.00	same		N/A	N/A	\$10.00	same
Cosmetology 9/10	\$25.00	same		N/A	N/A	N/A	N/A
Cosmetology 20/30	\$35.00	same		N/A	N/A	N/A	N/A
Design Studies/Drafting [Grade 9]	\$10.00	same		N/A	N/A	\$10.00	same
Design Studies/Drafting [10/20 level]	\$25.00	same		N/A	N/A	\$25.00	same
Design Studies/Drafting [30 level]	\$25.00	same		N/A	N/A	N/A	N/A
Environmental and Outdoor Education [Grade 9]	N/A	N/A		\$30.00	same	\$30.00	N/A
Fashion Studies [Grade 9]	\$25.00	same		\$12.50	same	\$25.00	same
Fashion Studies [Grade 10-12]	\$35.00	same		\$35.00	same	\$35.00	same
Financial Management 10/20	\$0	\$0		\$0	\$0	\$0.00	\$0
Financial Management 30	\$0	\$0		\$0	\$0	\$0.00	\$0
Food Studies [Grade 9]	25.00	same		\$15.00	same	\$25.00	same
Food Studies [Grade 10-12]	\$45.00	same		\$45.00	same	\$45.00	same
Football 101						NEW	TBD
Forensic Science [Grade 9]	N/A	N/A		N/A	N/A	\$10.00	same

French [Grade 9-12]	\$20.00	same		\$15.00	same	\$20.00	same
**German [Grade 9-12]](workbook)	\$20.00	same		\$15.00	same	N/A	N/A
Guitar 9						\$15.00	same
Ice Hockey 9	N/A	N/A		\$60.00	same	N/A	N/A
Information Processing	\$0	same		\$0	same	\$0.00	0
Inner and Outer Beauty [Grade 9]	\$20.00	same		N/A	N/A	N/A	N/A
Construction Technology [Grade 9]	\$30.00	same		\$20.00	same	\$30.00	same
Construction Technology [Grade 10-12]	\$40.00	same		\$45.00	same	\$40.00	same
Multimedia Technology [Grade 9] CTS 9	\$10.00	same		\$5.00	same	\$10.00	same
Photography 9	\$5.00	same		N/A	N/A	N/A	N/A
Physical Education 20	\$60.00	same		\$60.00	same	\$60.00	same
Physical Education 30	\$60.00	same		\$60.00	same	\$60.00	same
Spanish [Grade 9-12]	\$25.00	same		\$20.00	same	\$30.00	same *workbooks
Special Education [Life Skills Program]	\$30.00	same		\$30.00	same	\$30.00	same
Sports Admin (9)	\$25.00	same		\$25.00	same	\$25.00	same
Sports Medicine/Sports Performance 15/25	\$30.00	same		\$30.00	same	\$30.00	same
Theatrical Make-up [Grade 9]	\$15.00	same		N/A	N/A	N/A	N/A
Math 20-30 (workbook)	\$15.00	same		\$15.00	same	\$15.00	same
Judo						\$25.00	same
Pop Music	N/A	N/A		N/A	N/A	\$15.00	same
Tae Kwon Do 9	N/A	N/A		\$25.00	same	N/A	N/A

- Note for WCHS where fee is ½ of other schools, this is because the program runs on a quarter basis versus per semester.

Expenditures



Category	Amount	Percentage
Certificated Salaries and Benefits	\$67,708,378	56%
Uncertificated Salaries and Benefits	\$25,661,581	21%
Contracted and General Services	\$8,600,837	7%
Supplies	\$9,932,332	8%
Utilities	\$1,968,137	2%
Capital and Debt Services	\$6,545,486	5%
Transfers	\$219,062	0%
Expenditures	\$120,635,813	

Lethbridge School District No. 51 - Total Budgeted Expenditures

Certificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Certificated Salaries and Benefits	\$67,708,378	\$66,642,873
Expenditures	56%	57%

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Uncertificated Salaries and Benefits	\$25,661,581	\$24,797,603
Expenditures	21%	21%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Alberta Home and School AGM Registration Fees	\$3,000	\$3,000
Board Communications	\$35,000	\$35,000
Building Maintenance	\$658,145	\$948,729
Employee Assistance	\$20,160	\$20,160
Grounds Maintenance	\$52,500	\$52,500
Insurance/Bond Premium	\$424,868	\$424,868
Multimedia Evergreen and Wi-Fi Access	\$200,000	\$200,000
District Health and Wellness Committee	\$24,000	\$24,000
Extra Curricular	\$71,393	\$71,393
Professional Learning	\$864,288	\$904,246
Auditor	\$27,500	\$27,500
Legal Services	\$25,000	\$25,000
Computer Services	\$178,868	\$163,200
Consultants	\$518,924	\$697,749
Election Expenses	\$12,000	\$12,000
Employee Assistance Expense	\$720	\$720
Postage	\$56,028	\$55,328
Telephone	\$173,909	\$200,750
Wide Area Network (WAN) Communications	\$362,000	\$321,168
Bussing Costs	\$2,096,927	\$2,067,689
Bus Pass Purchases	\$223,000	\$243,400
Bussing - Field Trips	\$106,490	\$129,184
Equipment Repair	\$127,662	\$135,477
Building Rentals	\$10,090	\$9,375
Equipment Rental/Leases	\$111,902	\$113,902
Server Evergreen	\$82,463	\$82,463
Dues/Fees	\$293,046	\$297,844
ASBA Membership Fees	\$64,957	\$64,957
Membership Zone 6	\$2,850	\$2,850
Printing	\$296,270	\$293,004
Advertising	\$33,699	\$33,699
Advertising & Recruitment of Personnel	\$6,000	\$6,000
Banquets and Lunches	\$54,953	\$46,953
Miscellaneous Services	\$1,020,536	\$1,501,036
Employee Recognition	\$10,000	\$10,000
Technology Department Costs	\$26,795	\$26,875
Multimedia Infrastructure Repairs	\$18,617	\$18,355
Travel and Subsistence	\$123,275	\$116,821
Car Allowances	\$131,388	\$112,694
Co-curricular	\$51,614	\$51,614
Contracted and General Services	\$8,600,837	\$9,551,503
Expenditures	7%	8%

Total Budgeted Expenditures

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Services, Contracts and Supplies School Generated Activities	\$4,050,000	\$4,050,000
Supplies	\$2,304,127	\$1,881,560
Media Materials	\$116,326	\$121,726
Computer Supplies and Software	\$289,026	\$546,668
Textbooks	\$202,512	\$213,937
Furniture and Equipment (Under \$5000)	\$239,106	\$278,653
Computer Purchases	\$2,731,235	\$934,828
Supplies	\$9,932,332	\$8,027,372
Expenditures	8%	7%

Utilities	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Electricity	\$1,275,000	\$1,161,000
Gas	\$500,537	\$453,850
Water and Sewer	\$192,600	\$179,600
Utilities	\$1,968,137	\$1,794,450
Expenditures	2%	2%

Capital and Debt Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Amortization of Capital Assets	\$3,677,694	\$3,631,627
Infrastructure Maintenance and Renewal	\$2,843,739	\$1,690,688
Interest on Capital Debt	\$24,053	\$43,771
Capital and Debt Services	\$6,545,486	\$5,366,086
Expenditures	5%	5%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Capital Purchases (Over \$5000)	\$20,000	\$85,000
Commitments from prior year	\$0	\$88,778
Prior Year Committed funds	\$0	\$88,778
Reserves	\$10,000	\$325,000
Contingency (Unallocated Expense)	\$189,062	\$594,304
Transfers	\$219,062	\$1,093,082
Expenditures	0%	1%

Expenditures	\$120,635,813	\$117,272,969
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations To Budget	\$120,635,813	\$117,272,969
Total Expenditures	\$120,635,813	\$117,272,969
Variance	\$0	\$0

Lethbridge School District No. 51

Expenditures by Program and Category

2016-2017 Preliminary Budget

Expenditures

Category Name	Capital and Debt Services	Plant Operations and Maintenance	Total Administration	Total Instruction	Transportation	Total
Certificated Salaries and Benefits			\$687,466	\$67,020,913		\$67,708,378
Uncertificated Salaries and Benefits		\$4,331,587	\$2,098,686	\$19,133,873	\$97,435	\$25,661,581
Contracted and General Services		\$1,666,474	\$918,249	\$3,676,687	\$2,339,427	\$8,600,837
Supplies		\$210,980	\$102,000	\$9,609,852	\$10,000	\$9,932,832
Utilities		\$1,920,000	\$48,137			\$1,968,137
Capital and Debt Services	\$6,545,486					\$6,545,486
Transfers		\$20,000	\$26,300	\$119,662	\$52,600	\$218,562
Total	\$6,545,486	\$8,149,041	\$3,880,838	\$99,560,986	\$2,499,462	\$120,635,813

2015-2016 September 30th Budget

Expenditures

Category Name	Capital and Debt Services	Plant Operations and	Total Administration	Total Instruction	Transportation	Total
Certificated Salaries and Benefits			\$690,541	\$65,952,332		\$66,642,873
Uncertificated Salaries and Benefits		\$4,347,760	\$2,104,102	\$18,247,929	\$97,811	\$24,797,603
Contracted and General Services		\$1,636,293	\$794,220	\$4,790,401	\$2,330,589	\$9,551,503
Supplies		\$198,279	\$95,500	\$7,724,093	\$10,000	\$8,027,872
Utilities		\$1,749,000	\$45,450			\$1,794,450
Capital and Debt Services	\$5,366,086					\$5,366,086
Transfers		\$20,000	\$26,300	\$928,682	\$117,600	\$1,092,582
Total	\$5,366,086	\$7,951,332	\$3,756,114	\$97,643,437	\$2,556,000	\$117,272,968

This document compares each of the program expenditures for the 2016-2017 budget with the 2015-2016 budget. Each budget shows the program's expenditures by expenditure category.

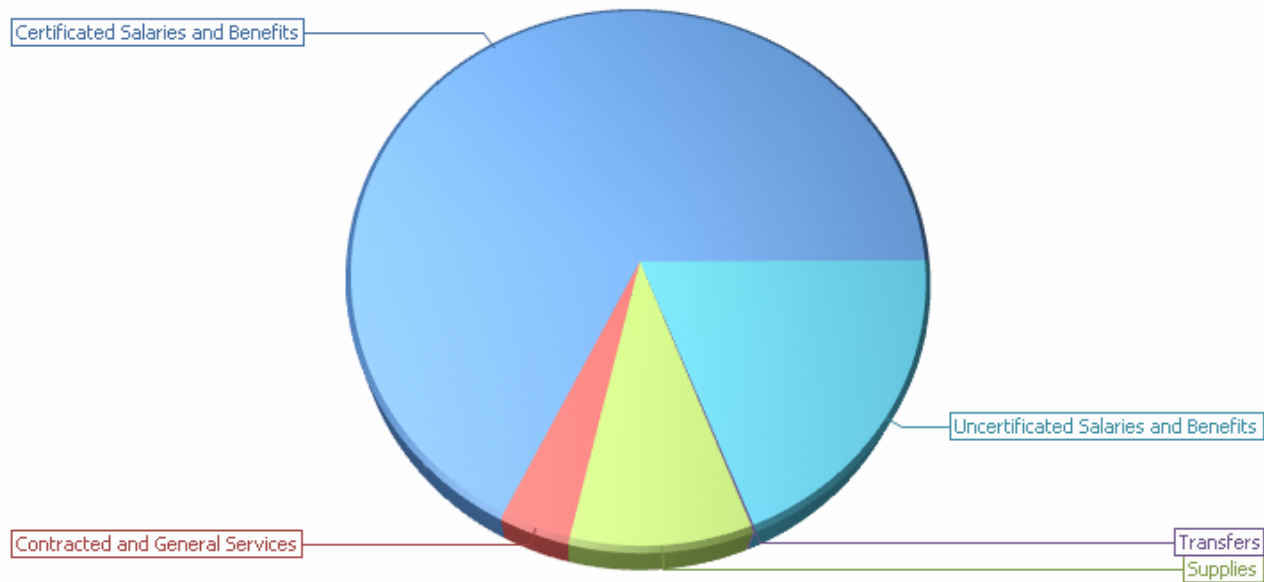
Total Instructional Programs

Total Instruction is the total allocations to and expenditure of all schools (elementary, middle and high school) and other instructional programs and services offered to provide educational opportunities to students within Lethbridge School District No. 51. Some of the other instructional programs and services include such programs as Inclusive Learning Supports, Counselling, First Nations Metis and Inuit (FNMI) program, Institutional Programs, and Technology.

Celebrating First Nations Metis and Inuit Education



Total Instruction



Category	Amount	Percentage
Certificated Salaries and Benefits	\$67,020,913	67%
Contracted and General Services	\$3,676,687	4%
Supplies	\$9,609,852	10%
Transfers	\$119,662	0%
Uncertificated Salaries and Benefits	\$19,133,873	19%
Expenditures	\$99,560,986	

Total Instruction

Revenue And Allocations To Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$99,560,986	\$97,643,437
Revenue And Allocations To Budget Center	100%	100%

Revenue And Allocations To Budget Center	\$99,560,986	\$97,643,437
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Expenditures

Certificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$67,020,913	\$65,952,332
Expenditures	67%	68%

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$19,133,873	\$18,247,929
Expenditures	19%	19%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Building Maintenance	\$106,863	\$427,628
Employee Assistance	\$16,800	\$16,800
Insurance/Bond Premium	\$30,000	\$30,000
Multimedia Evergreen and Wi-Fi Access	\$200,000	\$200,000
District Health and Wellness Committee	\$24,000	\$24,000
Extra Curricular	\$71,393	\$71,393
Professional Learning	\$806,735	\$846,693
Consultants	\$387,563	\$664,749
Postage	\$42,878	\$42,178
Telephone	\$109,909	\$136,750
Wide Area Network (WAN) Communications	\$362,000	\$321,168
Bussing - Field Trips	\$106,490	\$129,184
Equipment Repair	\$76,562	\$84,377
Building Rentals	\$10,090	\$9,375
Equipment Rental/Leases	\$80,902	\$82,902
Server Evergreen	\$82,463	\$82,463
Dues/Fees	\$275,246	\$280,044
Printing	\$279,270	\$276,004
Advertising	\$7,699	\$7,699
Banquets and Lunches	\$18,453	\$18,453
Miscellaneous Services	\$330,422	\$810,922
Technology Department Costs	\$26,795	\$26,875
Multimedia Infrastructure Repairs	\$18,617	\$18,355
Travel and Subsistence	\$51,175	\$46,721
Car Allowances	\$102,748	\$84,054
Co-curricular	\$51,614	\$51,614
Total	\$3,676,687	\$4,790,401
Expenditures	4%	5%

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Services, Contracts and Supplies School Generated Activities	\$4,050,000	\$4,050,000
Supplies	\$2,042,547	\$1,635,181
Media Materials	\$116,326	\$121,726
Computer Supplies and Software	\$287,126	\$544,768
Textbooks	\$202,512	\$213,937
Furniture and Equipment (Under \$5000)	\$205,106	\$248,653
Computer Purchases	\$2,706,235	\$909,828
Total	\$9,609,852	\$7,724,093
Expenditures	10%	8%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Transfers to (-) / from other sites (+)	(\$79,400)	(\$79,400)
Commitments from prior year	\$0	\$88,778
Prior Year Committed funds	\$0	\$88,778
Reserves	\$10,000	\$325,000
Contingency (Unallocated Expense)	\$189,062	\$594,304
Total	\$119,662	\$928,682
Expenditures	0%	1%

Expenditures	\$99,560,986	\$97,643,437
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations To Budget	\$99,560,986	\$97,643,437
Total Expenditures	\$99,560,986	\$97,643,437
Variance	\$0	\$0

Elementary Schools

Elementary schools are schools that provide instruction to students from Kindergarten to grade five, except for Lethbridge Christian School that provides instruction from Kindergarten to grade eight.

Lethbridge School District No. 51 operates 13 elementary schools:

Agnes Davidson School

Dr. Gerald B. Probe School

Fleetwood Bawden School

Galbraith School

General Stewart School

Immanuel Christian Elementary School

Lakeview School

Lethbridge Christian School

Mike Mountain Horse School

Nicholas Sheran Community School

Park Meadows School

Senator Buchanan School

Westminster School

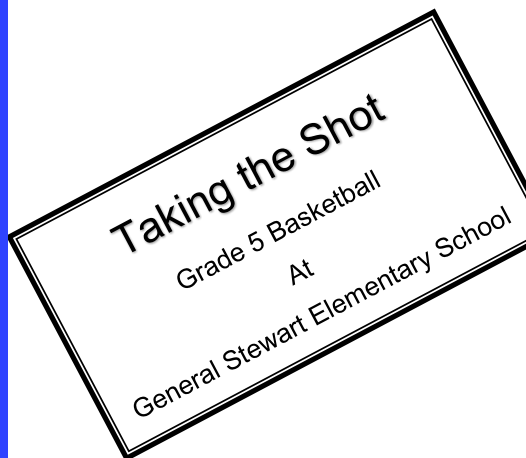


Elementary Schools

Total Elementary Schools is the detailed budget for the Elementary Schools as a group. Increase in enrolment of 61 students (1.5%) (Includes Lethbridge Christian grades 6-8) and the change in the budget is impacted by the grade 6's at Immanuel Christian School moving to the high school. Kindergarten enrolment is projected to decrease 50 students.

In 2016-2017, Grade 6 students from Immanuel Christian Elementary School will be attending Immanuel Christian High School to align with the District's grade structure. This move resulted in 2 teachers from elementary moving to High School. After this move there is an increase at **Elementary schools of 1.68 FTE.**

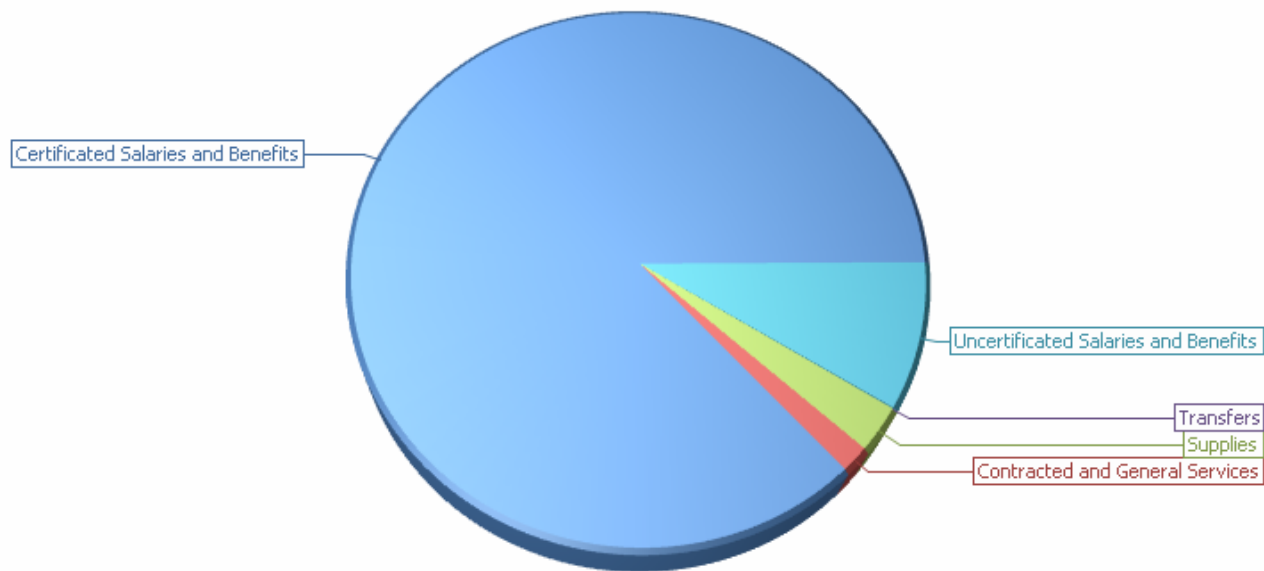
There is a small increase in Administrative support at growing elementary schools and a reduction in Educational Assistants due to a decrease in kindergarten enrolment.



Contracted and General Services decreased in the area of building maintenance, professional learning, consultants, and telephone costs. Most of the decreases relate to the use of one-time reserves in 2015-2016.

Supplies decreased mainly in the area of general supplies, computer purchases, textbooks, and furniture and equipment. Most of the decreases relate to the use of one-time reserves in 2015-2016.

Elementary Schools



Category	Amount	Percentage
Certificated Salaries and Benefits	\$26,350,081	87%
Contracted and General Services	\$483,254	2%
Supplies	\$845,536	3%
Transfers	\$18,974	0%
Uncertificated Salaries and Benefits	\$2,701,591	9%
Expenditures	\$30,399,437	

Elementary Schools

Revenue and Allocations to Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Allocation from (to) Early Education Program	\$81,811	\$80,800
Early Literacy Gr1-2 Allocation	\$432,870	\$433,363
Early Literacy Allocation per student	\$246.79	\$246.79
Grade 1 Enrolment	801students	943students
Grade 2 Enrolment	953students	813students
Elementary Materials Allocation	\$953,573	\$939,886
Total Enrollment	4,250students	4,189students
Elementary Support Staff Allocation	\$1,551,477	\$1,479,529
Elementary Teacher Allocation	\$22,641,753	\$22,619,839
Extra-Curricular Honarium Allocation	\$16,296	\$14,685
French Immersion Allocation	\$63,324	\$63,324
Inclusive Education Base Allocation	\$8,000	\$6,000
Inclusive Education Teacher Allocation	\$1,736,902	\$1,487,710
Kindergarten Assistant Allocation	\$617,680	\$685,416
Kindergarten Materials Allocation	\$30,022	\$32,903
Kindergarten Teacher Allocation	\$1,947,632	\$2,074,962
Speech Language Assistant Allocation	\$318,098	\$207,849
Technology Support Allocation	\$0	\$24,750
Surplus (Deficit) Carry forward	\$0	\$465,919
Prior Year Committed funds	\$0	\$59,103
Total	\$30,399,437	\$30,676,038
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$30,399,437	\$30,676,038
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Expenditures

Certificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$26,350,081	\$26,156,696
% of Expenditures	87%	85%

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$2,701,591	\$2,702,389
% of Expenditures	9%	9%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Building Maintenance	\$30,601	\$78,701
Extra-Curricular	\$15,143	\$15,143
Professional Learning	\$89,364	\$132,175
Consultants	\$68,968	\$70,716
Postage	\$8,428	\$8,428
Telephone	\$41,350	\$70,750
Bussing - Field Trips	\$47,000	\$54,000

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Equipment Repair	\$11,000	\$21,000
Equipment Rental/Leases	\$38,800	\$40,800
Printing	\$116,000	\$119,000
Banquets and Lunches	\$3,000	\$3,000
Miscellaneous Services	\$13,000	\$20,000
Travel and Subsistence	\$600	\$1,000
Total	\$483,254	\$634,713
% of Expenditures	2%	2%

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Supplies	\$575,847	\$621,909
Media Materials	\$28,500	\$35,500
Computer Supplies and Software	\$40,029	\$52,528
Textbooks	\$46,080	\$65,305
Furniture and Equipment (Under \$5000)	\$95,584	\$130,622
Computer Purchases	\$59,496	\$74,448
Total	\$845,536	\$980,312
% of Expenditures	3%	3%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Commitments from prior year	\$0	\$59,103
Prior Year Committed funds	\$0	\$59,103
Contingency (Unallocated Expense)	\$18,974	\$142,824
Total	\$18,974	\$201,927
% of Expenditures	0%	1%

Total Expenditures	\$30,399,437	\$30,676,038
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations to Budget	\$30,399,437	\$30,676,038
Total Expenditures	\$30,399,437	\$30,676,038
Variance	\$0	\$0

Lethbridge School District No. 51
Elementary School Budgets

2016-2017 Preliminary Budget

Expenditures

Category Name	Agnes Davidson School	Dr. Gerald B. Probe Elementary School	Fleetwood Bawden School	Galbraith School	General Stewart School	Immanuel Christian Elementary School	Lakeview School	Lethbridge Christian School	Mike Mountain Horse School	Nicholas Sheran School	Park Meadows School	Senator Buchanan School	Westminster School	Total
Certificated Salaries and Benefits	\$3,319,652	\$2,781,854	\$1,964,723	\$2,369,998	\$713,556	\$1,211,481	\$2,668,128	\$1,079,597	\$2,984,491	\$2,895,202	\$1,654,563	\$1,521,272	\$1,185,564	\$26,350,081
Uncertificated Salaries and Benefits	\$318,938	\$293,818	\$157,968	\$221,193	\$118,825	\$133,592	\$285,748	\$135,616	\$300,773	\$273,082	\$160,364	\$156,379	\$145,297	\$2,701,591
Contracted and General Services	\$81,191	\$41,887	\$47,480	\$37,804	\$11,120	\$20,100	\$44,216	\$15,064	\$57,025	\$45,933	\$34,866	\$21,606	\$24,962	\$483,254
Supplies	\$165,639	\$66,598	\$85,244	\$92,222	\$24,555	\$42,850	\$67,196	\$24,750	\$79,613	\$70,680	\$64,361	\$34,528	\$27,300	\$845,536
Transfers	\$0	\$0	\$18,974	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$18,974
Total	\$3,885,420	\$3,184,156	\$2,274,388	\$2,721,218	\$868,056	\$1,408,023	\$3,065,289	\$1,255,027	\$3,421,902	\$3,284,897	\$1,914,153	\$1,733,785	\$1,383,123	\$30,399,437

2015-2016 September 30th Budget

Expenditures

Category Name	Agnes Davidson School	Dr. Gerald B. Probe Elementary School	Fleetwood Bawden School	Galbraith School	General Stewart School	Immanuel Christian Elementary School	Lakeview School	Lethbridge Christian School	Mike Mountain Horse School	Nicholas Sheran School	Park Meadows School	Senator Buchanan School	Westminster School	Total
Certificated Salaries and Benefits	\$3,298,574	\$2,637,204	\$1,933,133	\$2,386,840	\$739,997	\$1,510,047	\$2,583,407	\$1,193,136	\$2,955,850	\$2,790,319	\$1,521,376	\$1,422,136	\$1,184,677	\$26,156,696
Uncertificated Salaries and Benefits	\$321,452	\$257,880	\$156,664	\$251,807	\$120,935	\$132,350	\$261,000	\$134,385	\$281,775	\$290,517	\$158,306	\$155,190	\$180,130	\$2,702,389
Contracted and General Services	\$112,191	\$56,887	\$66,030	\$37,804	\$7,470	\$17,500	\$76,989	\$31,519	\$67,025	\$78,742	\$29,050	\$30,606	\$22,900	\$634,713
Supplies	\$204,818	\$102,232	\$85,443	\$75,636	\$9,031	\$40,367	\$79,734	\$45,000	\$84,718	\$112,789	\$67,530	\$48,615	\$24,399	\$980,312
Transfers	\$36,702	\$17,800	\$45,421	\$1,456	\$339	\$0	\$9,643	\$7,253	\$62,454	\$4,188	\$7,100	\$3,474	\$6,097	\$201,927
Total	\$3,973,737	\$3,072,003	\$2,286,691	\$2,753,542	\$877,772	\$1,700,264	\$3,010,773	\$1,411,293	\$3,451,821	\$3,276,555	\$1,783,363	\$1,660,021	\$1,418,204	\$30,676,038

This document compares each of the Elementary School budgets for the 2016-2017 school year with the 2015-2016 school year. Each budget shows the school's expenditures by expenditure category.

Middle Schools

Lethbridge School District No. 51 has three middle schools that educate students in grades six through grade eight. The three middle schools are:

Gilbert Paterson Middle School
G.S. Lakie Middle School
Wilson Middle School



Middle Schools

Middle Schools is the detailed budget for the Middle Schools as a group. Student enrolment will increase by 24 students across the three middle schools.

Middle School teaching FTE will increase by 2.79 FTE. This increase is primarily related to additional teaching staff provided by Inclusive Education for ESL student support. In the Shared Instructional Services site budget there is also 1.26 FTE designated for middle school that has not yet been assigned.

There will be a reduction in support staffing with the reduction of .4 FTE Family School Liaison support positions as additional support will now be provided through the counselling budget.

Contracted and general services decreased in the area of building maintenance, repairs, and field trips. Many of these areas had been funded with prior year reserve funds in 2015-2016.

There is a decrease in general supplies, computer software, and furniture and equipment. Many of these areas were supplemented in 2015-2016 with prior year reserves.



G.S. Lakie Middle School *Dance Revolution*

Middle Schools



Category	Amount	Percentage
Certificated Salaries and Benefits	\$10,567,147	90%
Contracted and General Services	\$273,883	2%
Supplies	\$365,707	3%
Transfers	\$0	0%
Uncertificated Salaries and Benefits	\$534,355	5%
Expenditures	\$11,741,092	

Middle Schools

Revenue and Allocations to Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Allocation for Middle School Teacher Staffing	\$351,516	\$486,248
Basic Allocation - Middle Schools	\$10,356,819	\$10,232,475
Middle School Rate	\$5,181	\$5,181
Total Enrollment	1,999students	1,975students
Co-curricular Allocation	\$13,779	\$13,779
Extra-Curricular Honarium Allocation	\$17,445	\$17,445
Fee Revenue Collected	\$37,426	\$37,426
French Immersion Allocation	\$27,022	\$27,022
Inclusive Education Teacher Allocation	\$714,404	\$589,706
Middle School K&E Allocation	\$69,987	\$69,987
School Contribution towards Supernet Costs	(\$7,200)	(\$7,200)
Surplus (Deficit) Carry forward	\$159,895	\$320,857
Prior Year Committed funds	\$0	\$30,749
Total	\$11,741,093	\$11,818,494
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$11,741,093	\$11,818,494
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Expenditures

Certificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$10,567,147	\$10,285,629
% of Expenditures	90%	87%

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$534,355	\$552,422
% of Expenditures	5%	5%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Building Maintenance	\$33,762	\$58,762
Extra-Curricular	\$23,000	\$23,000
Professional Learning	\$48,500	\$47,500
Consultants	\$13,162	\$13,000
Postage	\$9,700	\$9,700
Telephone	\$18,000	\$18,000
Bussing - Field Trips	\$12,000	\$22,000
Equipment Repair	\$15,000	\$15,000
Equipment Rental/Leases	\$10,700	\$10,700
Printing	\$53,700	\$53,700
Miscellaneous Services	\$14,000	\$14,000
Travel and Subsistence	\$2,000	\$2,000
Co-curricular	\$20,359	\$20,359
Total	\$273,883	\$307,721

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
% of Expenditures	2%	3%

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Supplies	\$244,560	\$259,560
Media Materials	\$13,500	\$12,500
Computer Supplies and Software	\$28,032	\$60,725
Textbooks	\$45,893	\$45,893
Furniture and Equipment (Under \$5000)	\$33,722	\$51,031
Total	\$365,707	\$429,709
% of Expenditures	3%	4%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Commitments from prior year	\$0	\$30,749
Prior Year Committed funds	\$0	\$30,749
Contingency (Unallocated Expense)	\$0	\$212,264
Total	\$0	\$243,013
% of Expenditures	0%	2%

Total Expenditures	\$11,741,093	\$11,818,494
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations to Budget	\$11,741,093	\$11,818,494
Total Expenditures	\$11,741,093	\$11,818,494
Variance	\$0	\$0

Lethbridge School District No. 51

Middle School Budgets

2016-2017 Preliminary Budget

Expenditures

Category Name	G.S. Lakie Middle School	Gilbert Paterson Middle School	Wilson Middle School	Total
Certificated Salaries and Benefits	\$4,156,143	\$3,411,759	\$2,999,246	\$10,567,147
Uncertificated Salaries and Benefits	\$214,383	\$174,492	\$145,479	\$534,355
Contracted and General Services	\$122,516	\$76,246	\$75,121	\$273,883
Supplies	\$129,830	\$139,204	\$96,673	\$365,707
Transfers	\$0	\$0	\$0	\$0
Total	\$4,622,872	\$3,801,701	\$3,316,520	\$11,741,093

2015-2016 September 30th Budget

Expenditures

Category Name	G.S. Lakie Middle School	Gilbert Paterson Middle School	Wilson Middle School	Total
Certificated Salaries and Benefits	\$4,236,537	\$3,333,363	\$2,715,729	\$10,285,629
Uncertificated Salaries and Benefits	\$210,990	\$171,732	\$169,700	\$552,422
Contracted and General Services	\$157,516	\$76,246	\$73,959	\$307,721
Supplies	\$186,523	\$136,513	\$106,673	\$429,709
Transfers	\$50,949	\$166,286	\$25,778	\$243,013
Total	\$4,842,515	\$3,884,140	\$3,091,839	\$11,818,494

This document compares each of the Middle School Budgets for the 2016-2017 school year with the budgets from 2015-2016. Each budget shows the school's expenditures by expenditure category.

High Schools

Lethbridge School District No. 51 has five high schools offering instruction to students in grades 9 through 12 in 2015-2016, except for Immanuel Christian High School that offers instruction to students in grades 6 through 12. The five high schools in the jurisdiction are:

Chinook High School

(Offers Advance Placement Programming)

Immanuel Christian High School

(Offers alternate Christian Education)

Lethbridge Collegiate Institute

(Offers Advance Placement Programming)

Victoria Park High School

(Offers alternate learning opportunities)

Winston Churchill High School

(Offers International Baccalaureate Programming)



Canoe construction project at Victoria Park High School

High Schools

High Schools is the detailed budget for the High Schools as a group. Enrolment is expected to increase overall by 13 students. For 2016-2017 grade 6 students previously at Immanuel Christian Elementary School will be move to Immanuel Christian High School to align with the district grade structure.

There is an increase of 1.2 FTE teachers in the High School budget.

There is a slight increase to Administrative Assistant time and a .20 FTE decrease in Library positions.

Contracted and General Services decreased in the areas of building maintenance and increased in professional learning. A significant portion of building maintenance expenditures in 2015-2016 were funded by one-time reserves.

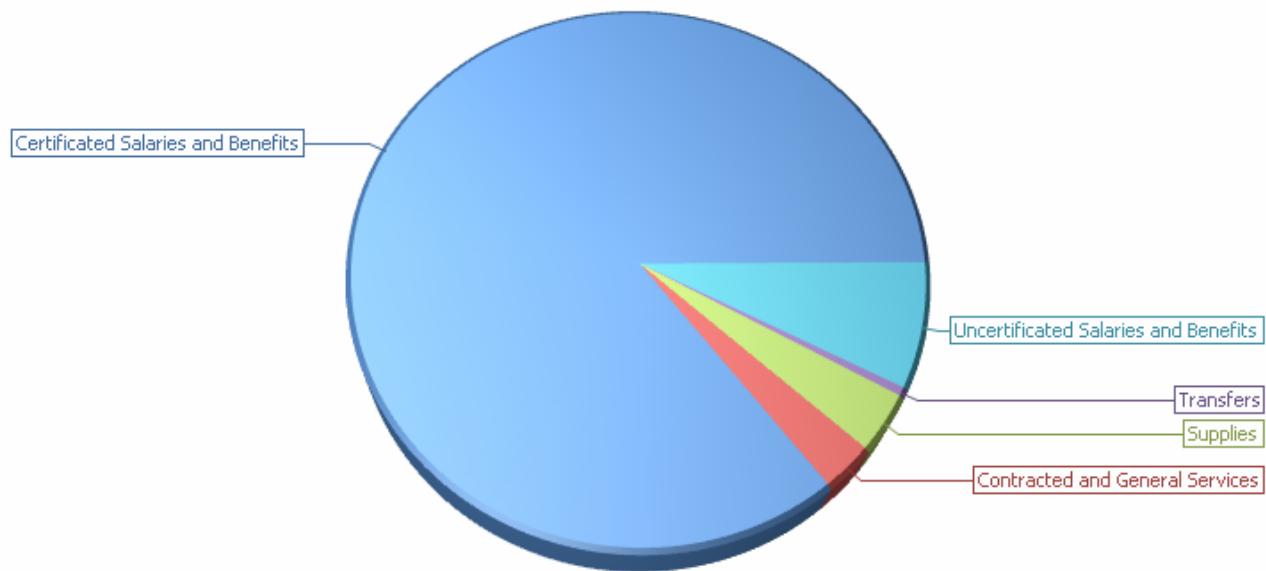
Supplies increased in the area of textbooks, computer purchases, and furniture and equipment.



Chinook High School Dance Program

The Box Project

High Schools



Category	Amount	Percentage
Certificated Salaries and Benefits	\$16,327,063	85%
Contracted and General Services	\$550,787	3%
Supplies	\$684,173	4%
Transfers	\$97,088	1%
Uncertificated Salaries and Benefits	\$1,450,687	8%
Expenditures	\$19,109,798	

Lethbridge School District No. 51
2016-2017 Preliminary Budget

High Schools

Revenue and Allocations to Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Allocation for Middle School Teacher Staffing	\$0	\$10,346
Basic Allocation - High School	\$13,736,196	\$13,659,693
FTE Enrollment	students	2,757students
High School Rate	\$5,211	\$4,954
Total Enrollment	2,636students	
Class Size Teacher Allocation	\$214,800	\$214,800
Co-curricular Allocation	\$39,782	\$36,252
Extra-Curricular Honarium Allocation	\$43,433	\$39,333
Fee Revenue Collected	\$287,793	\$258,589
French Immersion Allocation	\$8,688	\$8,688
Immanuel Christian High School per Student Funding Allocation	\$1,724,931	\$1,388,183
Inclusive Education Teacher Allocation	\$1,071,089	\$889,731
Special Budget Allocation	\$206,844	\$266,278
Technology Support Allocation	\$0	\$24,750
Victoria Park per Student Funding Allocation	\$1,636,584	\$1,420,860
Total Enrollment	296students	257students
Counselling Allocation	\$72,141	\$72,141
High School Deficit Reduction Plan	\$0	(\$128,000)
High School K&E Allocation	\$67,518	\$67,518
Surplus (Deficit) Carry forward	\$0	\$1,242,006
Transfer (to)/ from Outreach Programs	\$0	\$10,389
Prior Year Committed funds	\$0	(\$1,074)
Total	\$19,109,798	\$19,480,482
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$19,109,798	\$19,480,482
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Expenditures

Certificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$16,327,063	\$16,210,400
% of Expenditures	85%	83%

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$1,450,687	\$1,437,969
% of Expenditures	8%	7%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Building Maintenance	\$42,500	\$290,165
Extra-Curricular	\$33,250	\$33,250
Professional Learning	\$61,430	\$53,055
Consultants	\$37,150	\$24,800

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Postage	\$24,700	\$24,000
Telephone	\$34,000	\$35,000
Bussing - Field Trips	\$39,090	\$37,690
Equipment Repair	\$31,000	\$28,815
Building Rentals	\$10,090	\$9,375
Equipment Rental/Leases	\$31,402	\$31,402
Printing	\$107,520	\$101,250
Miscellaneous Services	\$55,500	\$51,500
Travel and Subsistence	\$11,900	\$11,900
Co-curricular	\$31,255	\$31,255
Total	\$550,787	\$763,457
% of Expenditures	3%	4%

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Supplies	\$384,282	\$385,743
Media Materials	\$74,326	\$73,726
Computer Supplies and Software	\$47,366	\$54,075
Textbooks	\$90,981	\$83,181
Furniture and Equipment (Under \$5000)	\$46,300	\$37,500
Computer Purchases	\$40,918	\$16,500
Total	\$684,173	\$650,725
% of Expenditures	4%	3%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Commitments from prior year	\$0	(\$1,074)
Prior Year Committed funds	\$0	(\$1,074)
Reserves	\$0	\$325,000
Contingency (Unallocated Expense)	\$97,088	\$94,005
Total	\$97,088	\$417,931
% of Expenditures	1%	2%

Total Expenditures	\$19,109,798	\$19,480,482
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations to Budget	\$19,109,798	\$19,480,482
Total Expenditures	\$19,109,798	\$19,480,482
Variance	\$0	\$0

Lethbridge School District No. 51

High School Budgets

2016-2017 Preliminary Budget

Expenditures

Category Name	Chinook High School	Immanuel Christian High School	Lethbridge Collegiate Institute	Victoria Park High School	Winston Churchill High School	Total
Certificated Salaries and Benefits	\$5,104,198	\$1,773,327	\$3,928,692	\$1,592,154	\$3,928,692	\$16,327,063
Uncertificated Salaries and Benefits	\$440,526	\$110,773	\$347,906	\$162,109	\$389,374	\$1,450,687
Contracted and General Services	\$200,900	\$39,600	\$105,152	\$46,380	\$158,755	\$550,787
Supplies	\$293,191	\$88,676	\$109,378	\$68,178	\$124,750	\$684,173
Transfers	\$0	\$0	\$69,230	\$0	\$27,858	\$97,088
Total	\$6,038,815	\$2,012,376	\$4,560,358	\$1,868,821	\$4,629,429	\$19,109,798

2015-2016 September 30th Budget

Expenditures

Category Name	Chinook High School	Immanuel Christian High School	Lethbridge Collegiate Institute	Victoria Park High School	Winston Churchill High School	Total
Certificated Salaries and Benefits	\$5,081,775	\$1,437,870	\$3,889,958	\$1,500,117	\$4,300,680	\$16,210,400
Uncertificated Salaries and Benefits	\$437,095	\$109,021	\$337,595	\$166,908	\$387,351	\$1,437,969
Contracted and General Services	\$450,065	\$32,000	\$105,152	\$46,380	\$129,860	\$763,457
Supplies	\$278,773	\$90,715	\$109,378	\$82,764	\$89,095	\$650,725
Transfers	\$311,573	\$5,000	\$100,432	(\$1,066)	\$1,992	\$417,931
Total	\$6,559,281	\$1,674,606	\$4,542,515	\$1,795,103	\$4,908,978	\$19,480,482

This document compares each of the High School budgets for the 2016-2017 school year with the 2015-2016 school year. Each budget shows the school's expenditures by expenditure category.

Other Instructional Programs

The following documents show a summary for a variety of other instructional programs that support schools, and staff in providing the best educational opportunities for students.

These programs include the following:

- | | |
|--|---|
| CAMP (Lethbridge Regional Hospital School) | International Services |
| Community Outreach School | Making Connections #1-SWCFS |
| Counseling Program | Making Connections #2-Parent Link |
| Developing Life Long Assets Program | Making Connections #3 – Alberta Mental Health |
| Distance Learning Program | Making Connections #4- FCSS |
| Division of Instructional Services | Pitawani School |
| Early Education Programs | Program Unit Funding |
| English as a Second Language (ESL) Central Program | School Generated Funds |
| First Nations Métis and Inuit (FNMI) Program | Shared Instructional Services |
| Harbour House School | Stafford Ridge School (AADAC) |
| High School Off Campus Program | Technology |
| Inclusive Learning Supports | |



Immanuel Christian Elementary School Spring Program

Lethbridge School District No. 51

Instructional Programs

CAMP (Lethbridge Regional Hospital School)

CAMP (Lethbridge Regional Hospital School program) is both an inpatient and outpatient program for youth who require psychiatric treatment and mental health services as well as those patients requiring specialized assistance with school curriculum. As an institutional program, this program is fully supported by Alberta Education through Institutional Grant funding.

Community Outreach School

The Community Outreach School provides an alternate educational program for children aged 12 to 15 who have not experienced success in a traditional school setting.

Counseling Program

After consultations with staff, students, parents, and the community on how to strengthen the emotional health of students at the District's Town Hall meeting held in February 2013, a new counseling program was developed to provide universal counseling supports to students at middle school and high school. A team approach will be implemented that will provide a continuum of supports to students from general support, career guidance, counseling, and therapy; ensuring that students receive the emotional supports they need. The centralized model enhances counseling supports by adding family liaison counselors and career practitioners to the counseling teams and has teachers, FNMI liaisons, student support workers, career practitioners, and family liaison workers working together to provide support to students and families.

Budget 2016-2017

Additional Family School Liaison support will be added to support counselling at the middle schools.

Developing Lifelong Assets Program

The Developing Lifelong Assets Program is a regional program designed to help alleviate mental health concerns in 12 to 17 year olds in a setting which meets their academic and psychosocial needs. Through therapy these youth can receive a level of care which greatly enhances their opportunity to integrate into the main stream education program and be successful in graduating and becoming productive citizens.

Distance Learning Program

The Distance Learning program provides instructional support for students who receive instruction partially at school and at home.

Division of Instructional Services

The Division of Instructional Services relates to activities of certificated and uncertificated staff across the school jurisdiction that provide system based instruction services to such things as support for implementation of instruction and curriculum, coordination of in-service instruction, assist teachers on program delivery, and implementation of system wide educational change initiatives. These activities are at the discretion of the board and are budgeted at the system level as a part of the System Instructional Support program rather than at the school level.

Budget 2016-2017

Funding continues to be allocated to enhance literacy resources at the middle school level and to support teacher implementation of curriculum strategies for effective transition of students between elementary, middle school, and high school. Also, funding has been allocated to provide support to develop teaching skills for the seamless integration of technology and to broaden course delivery opportunities at high school.

Early Education Programs

Early Education Programs (Pre-school) is an early education program that provides support for children with Mild Moderate needs through 18 early education programs.



English as a Second Language (ESL) program

The English as a Second Language (ESL) program provides coordination of professional learning opportunities for staff providing English as a Second Language services.

Budget 2016-2017

Funding has been allocated to provide for an ESL lead teacher and Support worker to provide support to schools for ESL.

First Nations, Métis and Inuit Program

The First Nations Métis and Inuit Program provides ongoing support for aboriginal students in their efforts to obtain an education and provide opportunities for aboriginal students to study and experience their own and other aboriginal cultures and lifestyles.

Budget 2016-2017

Although there was no change in the funding allocated to this program, overall program spending will be less in 2016-2017 due to one-time reserves allocated in 2015-2016 and due to specialized grant funding not being renewed in 2016-2017.

Harbour House School

Harbour House School provides interim education and support to students of women who reside at the Women's Emergency Shelter. The program is designed to meet the individual needs of the students who attend. As an institutional program, this program is fully supported by Alberta Education through Institutional Grant funding.

High School Off Campus Program

High Schools in Lethbridge School District No. 51 have been providing students with opportunities to gain valuable learning opportunities through work placements for many years. Support provided to students from all four high schools was centralized in 2014-2015 to provide greater opportunities for students to gain valuable work experience and educational opportunities in the High School Off Campus Program. Support to this program includes a teacher and administrative support staff.

REGISTERED APPRENTISHIP PROGRAM (RAP)

*High School Students
receiving experience in
the trades and earning
high School credits*



Budget 2016-2017

Due to significant growth in this program in 2015-2016 additional administrative support staff have been added to this program to increase mentorship opportunities for high school students, with a focus on Work Experience for career exploration.

Inclusive Learning Supports

Inclusive Learning Supports in [Lethbridge School District No. 51](#) provides programming and support aimed at assisting students with mild, moderate and severe disabilities including the gifted and talented as well as support for English Language Learners. An inclusive education system is designed to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. Inclusion in the education system is about ensuring that each student belongs and receives a quality education no matter their ability, disability, language, cultural background, gender, or age.

The Inclusive Learning Supports budget includes the cost of administering Inclusive Education Programs. These costs include the Director of Student Services, psychologists, itinerant behaviour assistants, and clerical support. These positions provided administrative support for, assessment, program development, and student monitoring.

Budget 2016-2017

There has not been a decrease to the allocation for Inclusive Learning in the budget. The ESL lead teacher hired in 2015-2016 has been redeployed to the ESL budget. In budget 2015-2016 one-time reserves were allocated to hire additional Educational Assistants. The funds allocated were not fully expended due the inability to provide assistants to meet some specialized needs. In 2016-2017 this one-time funding has been used to hire additional teaching staff to support ESL and Inclusive learning and has been allocated at the school site level in order to meet the specialized learning needs of students.



International Services

The International Services program is a program that started in 2011-2012 to attract and provide education opportunities to students who live outside of Canada. The International Services program recruits and places International students within Lethbridge School District No. 51 schools to provide a progressive, engaging, educational experience for all our students. A .6 full time equivalent teaching position assists in administering this program.



Making Connections Programs #1, #2, #3, #4

Making Connections #1 is funded by the provincial government through Southwest Child and Family Services. Making Connections #2 is funding through the Family Centre. Making Connections #3 is funded by the provincial government through Alberta Mental Health. Making Connections #4 is funded by the City of Lethbridge through Family and Community Social Services.

Making Connections is a school based family support program available in all [Lethbridge School District #51](#) elementary schools and Wilson Middle School. The purpose of the Making Connections program is to ensure that all children, youth, and families have equal opportunities for healthy development leading to physical, social, and emotional well-being. The program model reflects a continuum of service from universal programming, targeted services, and intensive supports to external referrals as required. At all levels of the continuum the focus is on the promotion of the skills and knowledge required for children and families to build on their strengths, address challenges, cope with adversity, and increase their capacity to care for themselves and others. This assistance is provided within a school setting where children spend most of their time and families often seek support.

Budget 2016-2017

Although the Making Connections programs have been operating for a number of years, they have been included in the operating budget for the first time. The grants that fund these programs are year to year. The Board is including this programs as a commitment to the sustainability of these programs within the District.



Pitawani School

Pitawani School is attached to the Sifton Family and Youth Services site and provides educational programming to students residing in the centre who have behavioural and emotional difficulties as well as students who are in Secure Services. As an institutional program, this program is fully supported by Alberta Education through Institutional Grant funding.

Poverty Intervention Committee

Established as a committee of the Board of Trustees to provide support help school support breakfast programs, food, and clothing for students in need. The work of the committee is supported through donations and through financial support of the District.

Program Unit Funding

Program Unit Funding is provided to approved Early Childhood Services (ECS) operators for children with severe disabilities who require additional support beyond that offered in a regular ECS program.

Funding is provided for individual programs that meet the educational needs of children with severe disabilities. Program Unit Funding is available for a maximum of three years for each eligible child who is at least two years six months of age on September 1 and less than six years of age on September 1.



The Program Unit Funding personnel allocation provides for individual assistant support for students with severe disabilities.

Contract and General Services includes provision for Speech/Language Therapy, and contracted space in private pre-school settings as determined by the Director of Student Services.

Budget 2016-2017:

Due to continued growth in the number of early learners requiring specialized supports, this program will see increased grant revenues in 2016-2017, and as a result, support has increased for this program.

School Generated Funds

School Generated Funds includes revenues and associated expenditures related to school activities that are not curricular in nature. These activities include fees, fundraising, and donations for sports, clubs, travel groups, band, choir, and other student related activities at the school level.

Shared Instructional Services

Shared Instructional Services includes programs and expenditures that provide support to the schools within the jurisdiction.

Staffing expenditures include principal and assistant principal administrative allowances, provision for sick leave, and professional learning for staff of the jurisdiction.

Budget 2016-2017:

This budget has increased due funding allocated to support new school start up for the new West Lethbridge Elementary School (Coalbanks Elementary) which includes resources and pre-school opening school administration costs. This budget also contains additional teacher staffing added to the budget that will be specifically assigned to school sites for September, 2016. Once staffing is assigned, the teaching staff will form part of the school's site budget.

Stafford Ridge School (AADAC)

Stafford Ridge Outreach School is located at AADAC's Youth Residential Treatment Centre. It is a co-ed residential school within a 12 week voluntary addictions treatment program. At any particular time, there are a maximum of 8 youth, aged 12-18 years. Students participate in daily addictions treatment. While the primary focus is addictions treatment, the school staff keeps in contact with students' home schools in order to build and maintain each student's academic program. Stafford Ridge makes every effort to build on the strengths of students while remaining sensitive to their individual needs. As an institutional program, this program is fully supported by Alberta Education through Institutional Grant funding.

Technology

The Technology Program is based on a standards-driven plan to provide the infrastructure to support current and future needs, trends, and applications in the school district for the implementation of information and communication technology.

Budget 2016-2017:

The District will evergreen computers at the elementary level in 2016-2017 as part of Phase IV of the evergreening plan. \$1.8 million of one-time reserve funds will be allocated to support the replacement of computers. The Technology budget has been allocated \$200,000 from one-time reserves to address WI-FI access and the evergreening of multi-media equipment in the school district. This is the third year of initiative.

Lethbridge School District No. 51
Instructional Programs

2016-2017 Preliminary Budget

Expenditures

Category Name	CAMP (Lethbridge Regional Hospital School)	Community Outreach School	Counselling Program	Developing Lifelong Assets Program	Distance Learning Program	Division of Instructional Services	Early Education Programs	ESL Central Program	First Nations, Metis and Inuit Program	Harbour House School	High School Off Campus Program	Inclusive Learning Supports	International Services	Total
Certificated Salaries and Benefits	\$145,748	\$103,387	\$1,211,983	\$103,387	\$32,607	\$686,913		\$101,484	\$107,782	\$145,748	\$119,433	\$619,073	\$83,743	\$3,461,286
Uncertificated Salaries and Benefits	\$58,457	\$56,001	\$847,016	\$49,281		\$142,789	\$694,210	\$47,045	\$421,686	\$16,983	\$137,827	\$7,400,782		\$9,872,076
Contracted and General Services	\$2,500	\$4,981	\$21,794	\$7,875	\$500	\$212,779	\$0	\$11,472	\$39,000	\$1,000	\$13,699	\$203,185	\$169,257	\$688,042
Supplies	\$11,879	\$7,147		\$11,070	\$147	\$172,500	\$37,721	\$10,000	\$10,060	\$5,493	\$7,767	\$88,673		\$362,457
Transfers	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0
Total	\$218,584	\$171,516	\$2,080,793	\$171,612	\$33,254	\$1,214,981	\$731,931	\$170,000	\$578,528	\$169,223	\$278,726	\$8,311,713	\$253,000	\$14,383,861

2015-2016 September 30th Budget

Expenditures

Category Name	CAMP (Lethbridge Regional Hospital School)	Community Outreach School	Counselling Program	Developing Lifelong Assets Program	Distance Learning Program	Division of Instructional Services	Early Education Programs	ESL Central Program	First Nations, Metis and Inuit Program	Harbour House School	High School Off Campus Program	Inclusive Learning Supports	International Services	Total
Certificated Salaries and Benefits	\$148,682	\$103,456	\$1,217,406	\$103,456	\$32,753	\$456,357		\$0	\$155,185	\$148,682	\$103,456	\$723,461	\$84,118	\$3,277,013
Uncertificated Salaries and Benefits	\$53,009	\$55,124	\$754,146	\$45,606		\$143,341	\$695,374		\$426,297	\$12,191	\$108,225	\$7,966,345		\$10,259,658
Contracted and General Services	\$2,500	\$4,982	\$20,867	\$10,673	\$500	\$442,779	\$0	\$20,000	\$161,000	\$1,400	\$13,699	\$270,172	\$168,882	\$1,117,454
Supplies	\$14,393	\$7,147		\$11,070	\$147	\$195,357	\$37,571	\$0	\$25,000	\$7,200	\$7,767	\$88,714		\$394,366
Transfers	\$0	\$0		\$0	\$0	\$119,672	\$0	\$0	\$25,539	\$0		\$0	\$0	\$145,211
Total	\$218,584	\$170,709	\$1,992,419	\$170,805	\$33,400	\$1,357,506	\$732,945	\$20,000	\$793,021	\$169,473	\$233,147	\$9,048,692	\$253,000	\$15,193,702

This document compares each of the Instructional Program budgets for the 2016-2017 school year with the 2015-2016 school year. Each budget shows the program's expenditures by expenditure category.

Lethbridge School District No. 51

Instructional Programs

2016-2017 Preliminary Budget

Expenditures

Category Name	Making Connections #1 - SWCFS	Making Connections #2- Parent Link	Making Connections #3- Alberta Mental Health	Making Connections #4- FCSS	Pitawani School	Poverty Intervention Committee	Program Unit Funding	School Generated Funds	Shared Instructional Services	Stafford Ridge School (AADAC)	Technology	Total
Certificated Salaries and Benefits			\$68,055		\$264,560		\$514,653		\$9,118,897	\$186,493	\$162,678	\$10,315,335
Uncertificated Salaries and Benefits	\$82,574	\$26,200	\$275,791	\$122,727	\$64,247		\$2,597,326		\$367,689	\$58,054	\$980,554	\$4,575,163
Contracted and General Services	\$3,440	\$309	\$14,960	\$29,273	\$1,555		\$130,000		\$714,509	\$1,700	\$784,975	\$1,680,721
Supplies	\$13,986	\$0	\$15,595	\$0	\$10,795	\$50,000	\$58,021	\$4,050,000	\$420,000	\$5,333	\$2,727,749	\$7,351,479
Transfers					\$0		\$0		\$10,000	\$0	(\$78,900)	(\$68,900)
Total	\$100,000	\$26,509	\$374,400	\$152,000	\$341,157	\$50,000	\$3,300,000	\$4,050,000	\$10,631,095	\$251,580	\$4,577,056	\$23,853,798

2015-2016 September 30th Budget

Expenditures

Category Name	Making Connections #1 - SWCFS	Making Connections #2- Parent Link	Making Connections #3- Alberta Mental Health	Making Connections #4- FCSS	Pitawani School	Poverty Intervention Committee	Program Unit Funding	School Generated Funds	Shared Instructional Services	Stafford Ridge School (AADAC)	Technology	Total
Certificated Salaries and Benefits					\$264,857		\$391,574		\$8,961,382	\$188,665	\$216,115	\$10,022,593
Uncertificated Salaries and Benefits					\$66,280		\$1,853,317		\$367,689	\$57,137	\$951,067	\$3,295,491
Contracted and General Services					\$1,555		\$495,108		\$716,407	\$1,700	\$752,286	\$1,967,056
Supplies					\$7,814		\$60,000	\$4,050,000	\$0	\$4,079	\$1,146,588	\$5,268,481
Transfers					\$0		\$0		\$0	\$0	(\$78,900)	(\$78,900)
Total	\$0	\$0	\$0	\$0	\$340,507	\$0	\$2,800,000	\$4,050,000	\$10,045,478	\$251,581	\$2,987,156	\$20,474,721

This document compares each of the Instructional Program Budgets for the 2016-2017 school year with the 2015-2016 school year. Each budget shows the program's expenditures by expenditure category.

Governance and System Administration

Total Administration includes Board Governance, Business and Finance, Human Resources, Office of the Superintendent and System Instructional Support.

Board Governance expenses pertain to activities related to the work of the elected body responsible for all activities within the jurisdiction. They include all payments to trustees as well as payment for expenses incurred by the elected body for such things as travel, membership fees, and the cost of conducting school board elections.

The Business and Finance department records all expenditures related to budgeting, and financial accounting including the duties performed by the Associate Superintendent of Business Affairs and related support staff. Expenditures are related to the functions of performing the duties of accounts payable, accounts receivable, payroll and internal and external audits. It also includes legal services, liability insurance, and property insurance for the administration building.

The Office of the Superintendent, Human Resources, and System Instructional Support records all expenditures related to the overall jurisdiction educational leadership and administration that include those performed by the Superintendent of schools and the Associate Superintendents to whom principals are accountable, and their related support staff. Expenditures reported under this program include such costs as system planning, instructional staffing allocations, new programming, monitoring and evaluation of programs, schools, the system, and supervision, and evaluation of principals and staff.



Built in 1928, this former school was renovated to provide much needed facility space for district administration. The Education Centre opened in July 2006.

Governance and System Administration

The District must not spend more than 3.6% of total expenditures on system administration. The District will expend 3.22% in budget 2016-2017. The provincial average of all school boards in Alberta was 3.46% in 2014-2015.

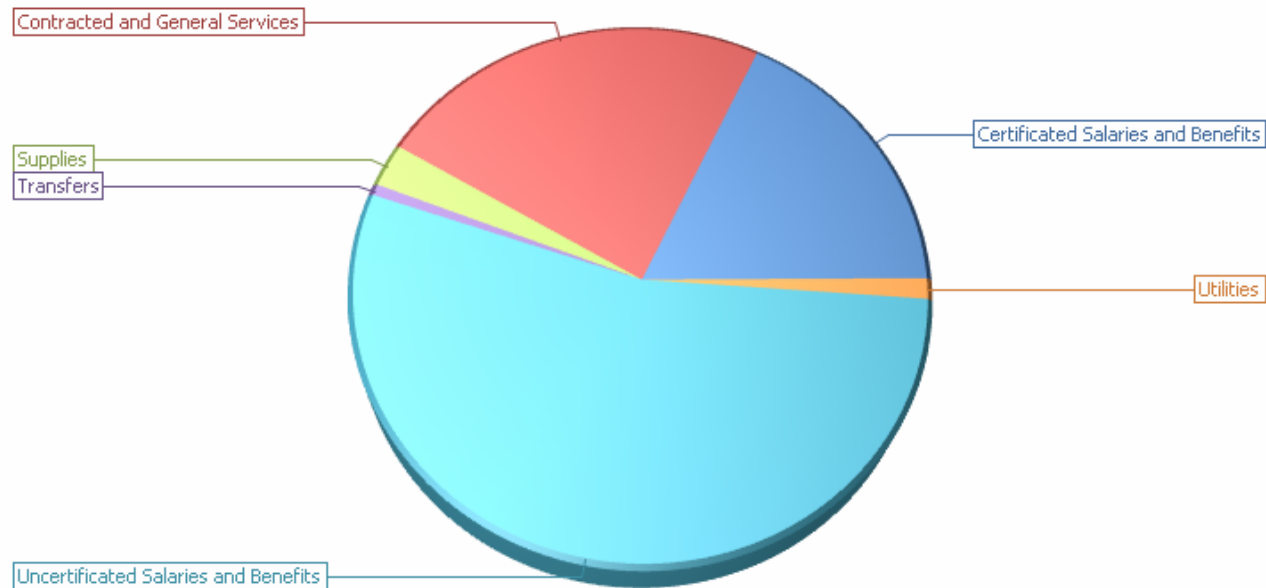
Budgeted amortization is allocated to Capital Reserves for the replacement of administration building and assets.

Overall staffing FTE in system administration remains unchanged, although two new schools were added to the District in 2015-2016 that will require administrative support.

There will be an overall increase in contracted and general services, due to an increase in consultant costs, employee recognition, and computer software licensing and maintenance costs for the District's accounting, human resource, and budgeting software.



Total Administration



Category	Amount	Percentage
Certificated Salaries and Benefits	\$687,466	18%
Contracted and General Services	\$918,249	24%
Supplies	\$102,000	3%
Transfers	\$26,300	1%
Uncertificated Salaries and Benefits	\$2,098,686	54%
Utilities	\$48,137	1%
Expenditures	\$3,880,838	

Total Administration

Revenue And Allocations To Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Administration Budget Allocation	\$3,953,549	\$3,827,119
Allocation to Capital for Amortization of Assets	(\$72,712)	(\$71,005)
Total	\$3,880,838	\$3,756,114
Revenue And Allocations To Budget Center	100%	100%

Revenue And Allocations To Budget Center	\$3,880,838	\$3,756,114
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Expenditures

Certificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$687,466	\$690,541
Expenditures	18%	18%

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$2,098,686	\$2,104,102
Expenditures	54%	56%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Alberta Home and School AGM Registration Fees	\$3,000	\$3,000
Board Communications	\$35,000	\$35,000
Building Maintenance	\$30,000	\$30,000
Insurance/Bond Premium	\$93,700	\$93,700
Professional Learning	\$33,003	\$33,003
Auditor	\$27,500	\$27,500
Legal Services	\$25,000	\$25,000
Computer Services	\$178,868	\$163,200
Consultants	\$115,361	\$17,000
Election Expenses	\$12,000	\$12,000
Employee Assistance Expense	\$720	\$720
Postage	\$13,150	\$13,150
Telephone	\$27,500	\$27,500
Equipment Repair	\$5,000	\$5,000
Equipment Rental/Leases	\$31,000	\$31,000
Dues/Fees	\$17,500	\$17,500
ASBA Membership Fees	\$64,957	\$64,957
Membership Zone 6	\$2,850	\$2,850
Printing	\$17,000	\$17,000
Advertising	\$25,000	\$25,000
Advertising & Recruitment of Personnel	\$6,000	\$6,000
Banquets and Lunches	\$36,500	\$28,500
Miscellaneous Services	\$18,000	\$18,000
Employee Recognition	\$10,000	\$10,000
Travel and Subsistence	\$67,000	\$65,000
Car Allowances	\$22,640	\$22,640
Total	\$918,249	\$794,220
Expenditures	24%	21%

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Supplies	\$75,000	\$72,500
Furniture and Equipment (Under \$5000)	\$12,000	\$8,000
Computer Purchases	\$15,000	\$15,000
Total	\$102,000	\$95,500
Expenditures	3%	3%

Utilities	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Electricity	\$25,000	\$25,000
Gas	\$20,537	\$17,850
Water and Sewer	\$2,600	\$2,600
Total	\$48,137	\$45,450
Expenditures	1%	1%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Transfers to (-) / from other sites (+)	\$26,300	\$26,300
Total	\$26,300	\$26,300
Expenditures	1%	1%

Expenditures	\$3,880,838	\$3,756,114
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations To Budget	\$3,880,838	\$3,756,114
Total Expenditures	\$3,880,838	\$3,756,114
Variance	\$0	\$0



Lethbridge School District No. 51

Administration

2016-2017 Preliminary Budget

Expenditures

Category Name	Board Governance	Business and Finance	Human Resources	Office of the Superintendent	System Instructional Support - Administration	Total
Certificated Salaries and Benefits			\$200,157	\$287,152	\$200,157	\$687,466
Uncertificated Salaries and Benefits	\$130,434	\$1,203,332	\$458,954	\$207,319	\$98,648	\$2,098,686
Contracted and General Services	\$187,810	\$473,330	\$91,788	\$140,125	\$25,196	\$918,249
Supplies	\$0	\$80,000	\$4,000	\$17,000	\$1,000	\$102,000
Utilities		\$48,137				\$48,137
Transfers	\$0	\$26,300	\$0	\$0	\$0	\$26,300
Total	\$318,244	\$1,831,099	\$754,898	\$651,596	\$325,000	\$3,880,838

2015-2016 September 30th Budget

Expenditures

Category Name	Board Governance	Business and Finance	Human Resources	Office of the Superintendent	System Instructional Support - Administration	Total
Certificated Salaries and Benefits			\$201,052	\$288,437	\$201,052	\$690,541
Uncertificated Salaries and Benefits	\$130,434	\$1,205,795	\$460,726	\$208,119	\$99,029	\$2,104,102
Contracted and General Services	\$180,810	\$444,100	\$79,120	\$69,540	\$20,650	\$794,220
Supplies	\$0	\$80,000	\$4,000	\$10,500	\$1,000	\$95,500
Utilities		\$45,450				\$45,450
Transfers	\$0	\$26,300	\$0	\$0	\$0	\$26,300
Total	\$311,244	\$1,801,645	\$744,898	\$576,596	\$321,731	\$3,756,114

This document compares each of the administrative department budgets for the 2016-2017 school year with the 2015-2016 school year. Each budget shows the department's expenditures by expenditure category.

Plant Operations and Maintenance

The Plant Operations and Maintenance activities relate to the jurisdiction's responsibility for the construction, operation, maintenance, safety, and security of all school buildings, including costs relating directly to the supervision of this program. Costs associated with this program include the Manager of Operations and Maintenance and all clerical and support staff for this program. It also includes repair, maintenance and security of school buildings, which includes grounds maintenance, cost of custodial services, utilities, insurance, maintenance of equipment, and maintenance of school facilities. Amortization of school facilities is shown under the Capital and Debt Services budget.



Plant Operations and Maintenance

The grant rates for Plant Operations and Maintenance did not increase. However overall funding for Plant Operations and Maintenance increased. The increase was related to student growth in 2015-2016 that is used for calculating the 2016-2017 grant, and also due to the addition of Immanuel Christian Schools in 2015-2016.

Grant rates for Plant Operations and Maintenance funding are 2.5% less than in 2010-2011. In the last five years the District has added a new high school (Chinook High School), and 34 modular facilities, with 4 more modular classrooms being installed for September 2016. The Plant Operations and Maintenance budget has had to provide additional caretaking and facility services to more facilities while staffing and contractual services costs increased and grant rates decreased.

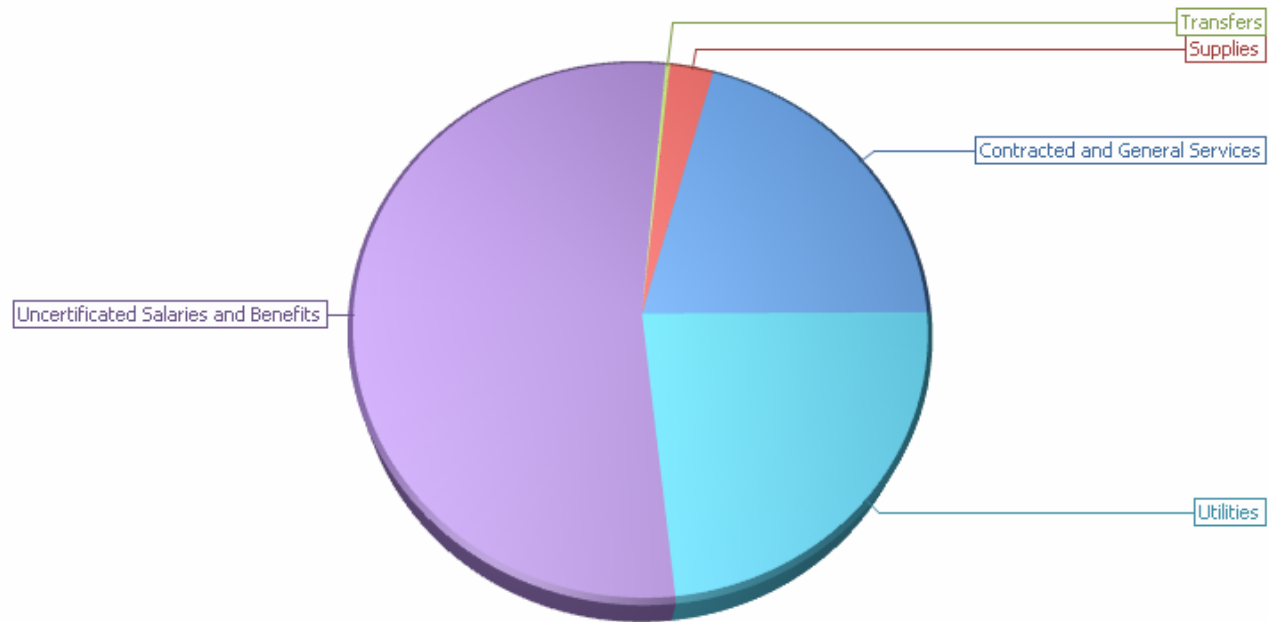
Despite the overall increase in funding in 2016-2017, the Plant Operations and Maintenance budget has had to be creative to ensure that service levels could be maintained. Operational savings are found through the use of our “own forces” on capital projects. Operational changes are also required in order to balance the budget without the use of one-time reserves.

Caretaking services have been changed over the last two years not only to reduce costs, but also to facilitate a change to how caretaking services will be provided in order to provide caretaking staff for the new Westside Elementary School (Coalbanks Elementary) and New Westside Middle School that are under construction, when opened in 2017 and 2018.

In January 2017, a new Carbon Tax Levy will be introduced by the Province of Alberta and school districts are not exempt from this tax. The Carbon Tax Levy will increase the cost of heating school facilities and electrical services. Along with the new tax, addition of a new school facility available for occupancy in the spring of 2017, and the addition of modular facilities, utility costs of been increased to reflect these additional costs.



Plant Operations and Maintenance



Category	Amount	Percentage
Contracted and General Services	\$1,666,474	20%
Supplies	\$210,980	3%
Transfers	\$20,000	0%
Uncertificated Salaries and Benefits	\$4,331,587	53%
Utilities	\$1,920,000	24%
Expenditures	\$8,149,041	

Plant Operations and Maintenance

Revenue And Allocations To Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Plant Operations and Maintenance Funding Allocation	\$8,102,000	\$7,909,094
Allocation to Capital for Amortization of Assets	(\$57,454)	(\$62,661)
IMR project Consulting	\$104,495	\$104,899
Total	\$8,149,041	\$7,951,332
Revenue And Allocations To Budget Center	100%	100%

Revenue And Allocations To Budget Center	\$8,149,041	\$7,951,332
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Expenditures

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total	\$4,331,587	\$4,347,760
Expenditures	53%	55%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Building Maintenance	\$521,282	\$491,101
Employee Assistance	\$3,360	\$3,360
Grounds Maintenance	\$52,500	\$52,500
Insurance/Bond Premium	\$301,168	\$301,168
Professional Learning	\$22,050	\$22,050
Telephone	\$36,500	\$36,500
Equipment Repair	\$46,100	\$46,100
Dues/Fees	\$300	\$300
Advertising	\$1,000	\$1,000
Miscellaneous Services	\$672,114	\$672,114
Travel and Subsistence	\$4,100	\$4,100
Car Allowances	\$6,000	\$6,000
Total	\$1,666,474	\$1,636,293
Expenditures	20%	21%

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Supplies	\$187,080	\$174,379
Computer Supplies and Software	\$1,900	\$1,900
Furniture and Equipment (Under \$5000)	\$22,000	\$22,000
Total	\$210,980	\$198,279
Expenditures	3%	2%

Utilities	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Electricity	\$1,250,000	\$1,136,000
Gas	\$480,000	\$436,000
Water and Sewer	\$190,000	\$177,000
Total	\$1,920,000	\$1,749,000
Expenditures	24%	22%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Capital Purchases (Over \$5000)	\$20,000	\$20,000
Total	\$20,000	\$20,000
Expenditures	0%	0%

Expenditures	\$8,149,041	\$7,951,332
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations To Budget	\$8,149,041	\$7,951,332
Total Expenditures	\$8,149,041	\$7,951,332
Variance	\$0	\$0



Year End Spirit!

Winston Churchill High School

Color Run

Lethbridge School District No. 51

2016-2017 Preliminary Budget

Expenditures

Category Name	Custodial	Plant Operations and Maintenance	Total
Uncertificated Salaries and Benefits	\$3,396,822	\$934,765	\$4,331,587
Contracted and General Services	\$6,750	\$1,659,724	\$1,666,474
Supplies	\$183,924	\$27,056	\$210,980
Utilities		\$1,920,000	\$1,920,000
Transfers	\$0	\$20,000	\$20,000
Total	\$3,587,496	\$4,561,545	\$8,149,041

2015-2016 September 30th Budget

Expenditures

Category Name	Custodial	Plant Operations and Maintenance	Total
Uncertificated Salaries and Benefits	\$3,409,522	\$938,238	\$4,347,760
Contracted and General Services	\$6,750	\$1,629,543	\$1,636,293
Supplies	\$171,224	\$27,055	\$198,279
Utilities		\$1,749,000	\$1,749,000
Transfers	\$0	\$20,000	\$20,000
Total	\$3,587,496	\$4,363,836	\$7,951,332

This document compares the Maintenance department budgets for the 2016-2017 school year with the 2015-2016 school year. Each budget shows the department's expenditures by expenditure category.

Transportation

The expenditures for the Transportation program are activities related to the transportation of students to, from, and between schools. Costs include the Transportation Coordinator and the conveyance of students to and from school on a regular basis where buses are contracted. Expenditures for the transportation program are basic transportation, special transportation, and ECS special needs transportation.



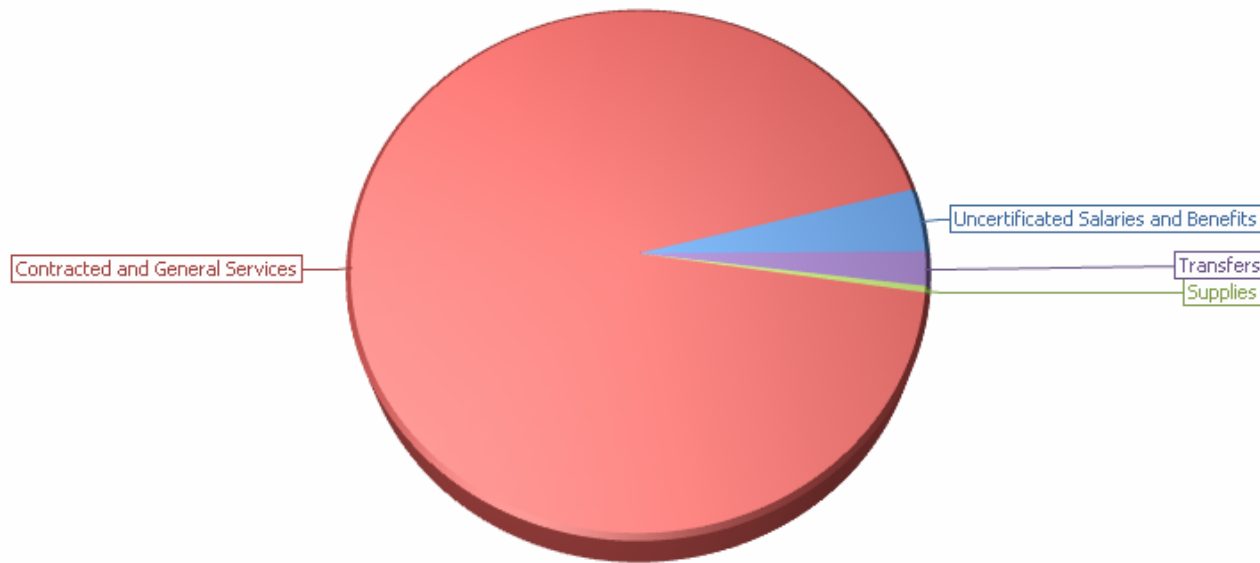
Transportation

The School District contracts the busing of students to and from school through the City of Lethbridge. For 2016-2017 costs will increase to transport students. Included in the cost of busing is the replacement of school buses which the District cost shares with the Catholic School board in the city.

The District is proud that it continues to offer busing to students who live 2.4 kilometres or greater for their boundary school without charging additional fees. All students are supervised at lunch hour without a fee for this lunch supervision.



Transportation



Category	Amount	Percentage
Uncertificated Salaries and Benefits	\$97,435	4%
Contracted and General Services	\$2,339,427	94%
Supplies	\$10,000	0%
Transfers	\$52,600	2%
Expenditures	\$2,499,462	

Transportation

Revenue And Allocations To Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Transportation Block Allocation	\$2,499,462	\$2,491,000
Surplus (Deficit) Carry forward	\$0	\$65,000
Basic Program Allocation	\$2,499,462	\$2,556,000
Revenue And Allocations To Budget Center	100%	100%

Revenue And Allocations To Budget Center	\$2,499,462	\$2,556,000
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Expenditures

Uncertificated Salaries and Benefits	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Uncertificated Salaries and Benefits	\$97,435	\$97,811
Expenditures	4%	4%

Contracted and General Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Professional Learning	\$2,500	\$2,500
Consultants	\$16,000	\$16,000
Bussing Costs	\$2,096,927	\$2,067,689
Bus Pass Purchases	\$223,000	\$243,400
Travel and Subsistence	\$1,000	\$1,000
Contracted and General Services	\$2,339,427	\$2,330,589
Expenditures	94%	91%

Supplies	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Computer Purchases	\$10,000	\$10,000
Supplies	\$10,000	\$10,000
Expenditures	0%	0%

Transfers	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Capital Purchases (Over \$5000)	\$0	\$65,000
Transfers to (-) / from other sites (+)	\$52,600	\$52,600
Transfers	\$52,600	\$117,600
Expenditures	2%	5%

Expenditures	\$2,499,462	\$2,556,000
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations To Budget	\$2,499,462	\$2,556,000
Total Expenditures	\$2,499,462	\$2,556,000
Variance	\$0	\$0

Capital and Debt Services

The Province of Alberta funds the approved costs of current school building projects.

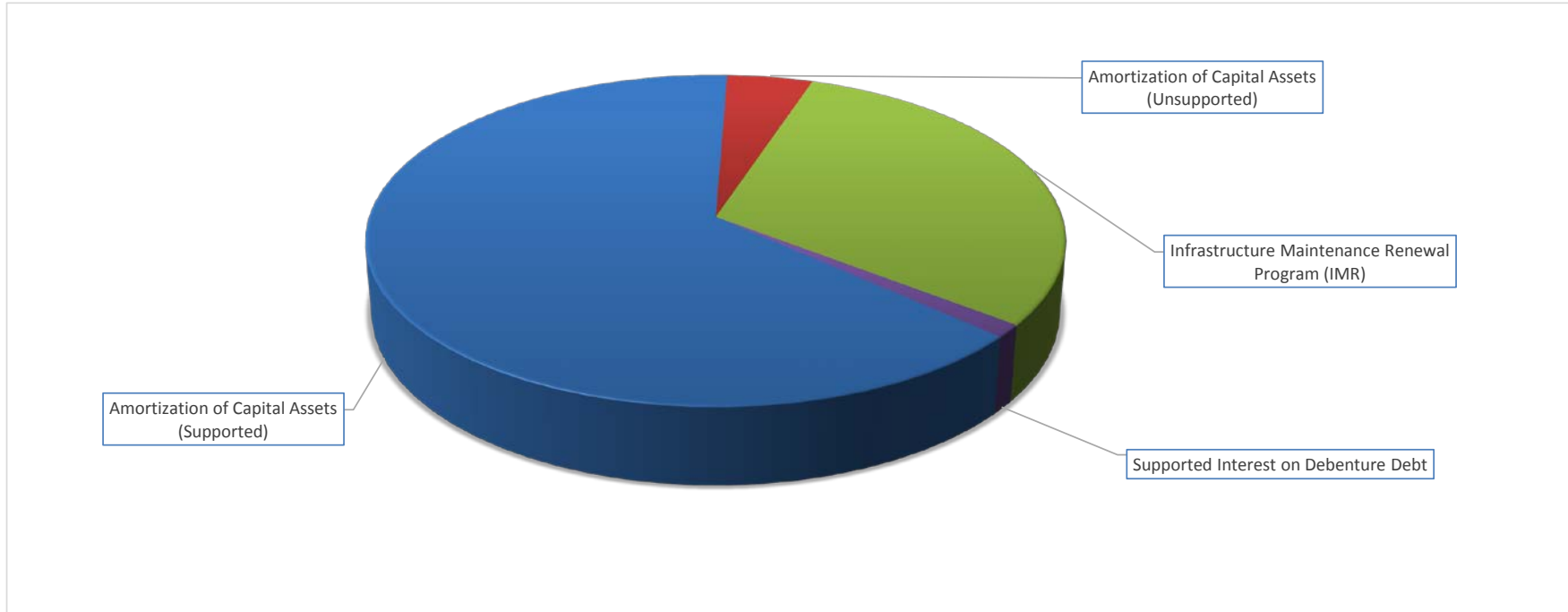
The province also funds the outstanding debt on school building projects supported by Alberta Education. Commencing in 1995-96, the annual debenture debt owing on school buildings is paid directly by Alberta Education to the Alberta Capital Finance Authority. The amount is required to be recorded on the school jurisdiction's financial statement.

The funds allocated to school boards for capital purposes cannot be transferred to other operating expenditures within the budget.

There are four categories of capital funding support for school jurisdictions:

- The Infrastructure Maintenance Renewal Program (IMR) is to upgrade building components to meet health and safety requirements or replace failed components.
- New construction projects (new schools, additions, and re-locatable classrooms) to accommodate enrolment increases.
- Modernization projects to upgrade existing facilities which are physically or functionally obsolete.
- Career and Technology Studies (CTS) program equipment for new or modernized CTS labs.

Capital and Debt Services



Category	Amount	Percentage
Amortization of Capital Assets (Supported)	\$3,398,719	52%
Amortization of Capital Assets (Unsupported)	\$278,975	4%
Infrastructure Maintenance Renewal (IMR)	\$2,843,739	43%
Supported Interest on Debenture Debt	\$24,053	0%
Total Expenditures	\$6,545,486	

Capital and Debt Services

Revenue and Allocations to Budget Center

Basic Program Allocation	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Amortization of Capital Assets	\$3,398,719	\$3,318,719
Amortization of Capital Allocations	\$3,398,719	\$3,318,719
Block Allocations for Capital Asset Amortization	\$278,975	\$312,908
IMR Revenue Allocation	\$2,948,234	\$1,795,587
Supported Debt Interest Allocation	\$24,053	\$43,771
Supported Capital Interest	\$24,053	\$43,771
IMR project Consulting	(\$104,495)	(\$104,899)
Total Basic Program Allocation	\$6,545,486	\$5,366,086
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$6,545,486	\$5,366,086
---	--------------------	--------------------

Expenditures

Capital and Debt Services	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Amortization of Capital Assets	\$3,677,694	\$3,631,627
Infrastructure Maintenance and Renewal	\$2,843,739	\$1,690,688
Interest on Capital Debt	\$24,053	\$43,771
Total Capital and Debt Services	\$6,545,486	\$5,366,086
% of Expenditures	100%	100%

Total Expenditures	\$6,545,486	\$5,366,086
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Summary

	2016-2017 Preliminary Budget	2015-2016 September 30th Budget
Total Revenues and Allocations to Budget	\$6,545,486	\$5,366,086
Total Expenditures	\$6,545,486	\$5,366,086
Variance	\$0	\$0



Lethbridge School District No. 51

Indicators of Financial Health Report

For the year ended August 31, 2015

Updated for provincial data March 1, 2016

March 1, 2016

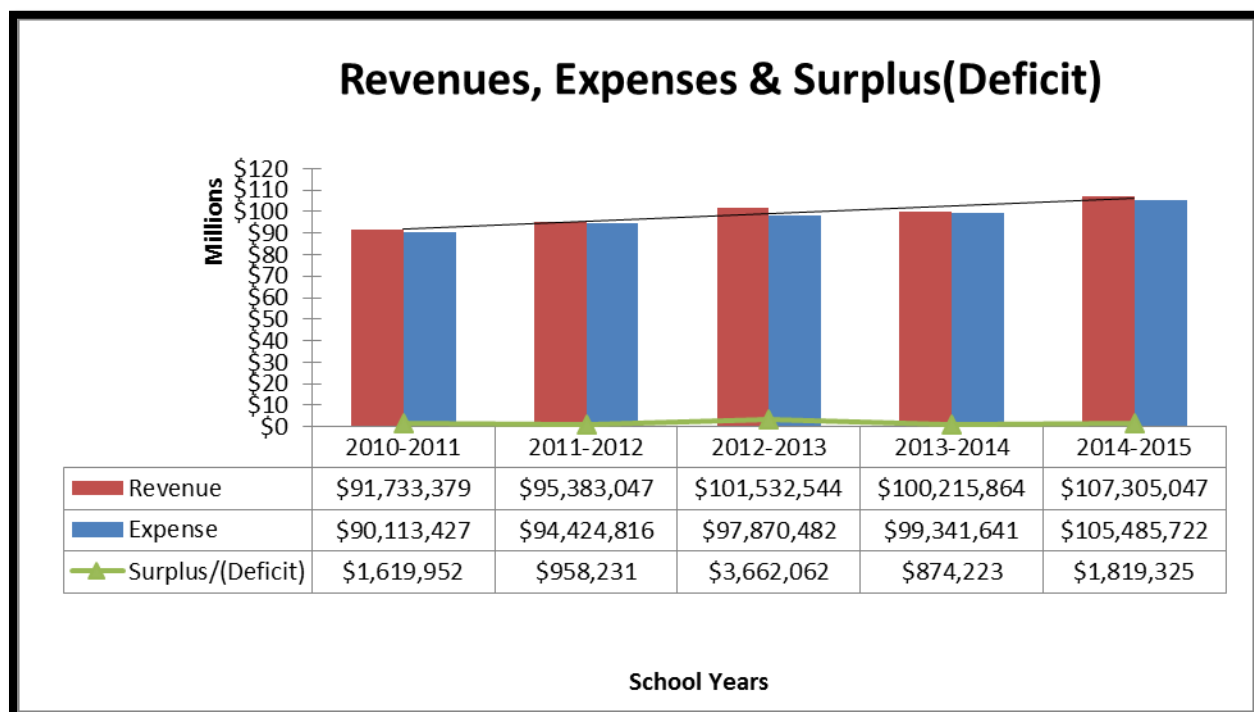
Prepared by the Department of Business Affairs

Lethbridge School District No. 51

Indicators of Financial Health

This document captures the financial health indicators for [Lethbridge School District No. 51](#). This report includes comparisons of [Lethbridge School District No. 51](#) with other school jurisdictions that have full time equivalent (FTE) student enrolment of comparable size or a comparison of the average of all school jurisdictions for the periods 2010-2011 to 2014-2015. For the years 2010-2011 to 2013-2014 the district was in the 6000-9000 cohort with 10 other school jurisdictions. In 2014-2015, [Lethbridge School District No. 51](#) moved into a different cohort of jurisdictions to the 9000-20,000 student classification. There are eight school jurisdictions in this classification. Two of the eight are urban boards with the remaining six large rural/urban boards.

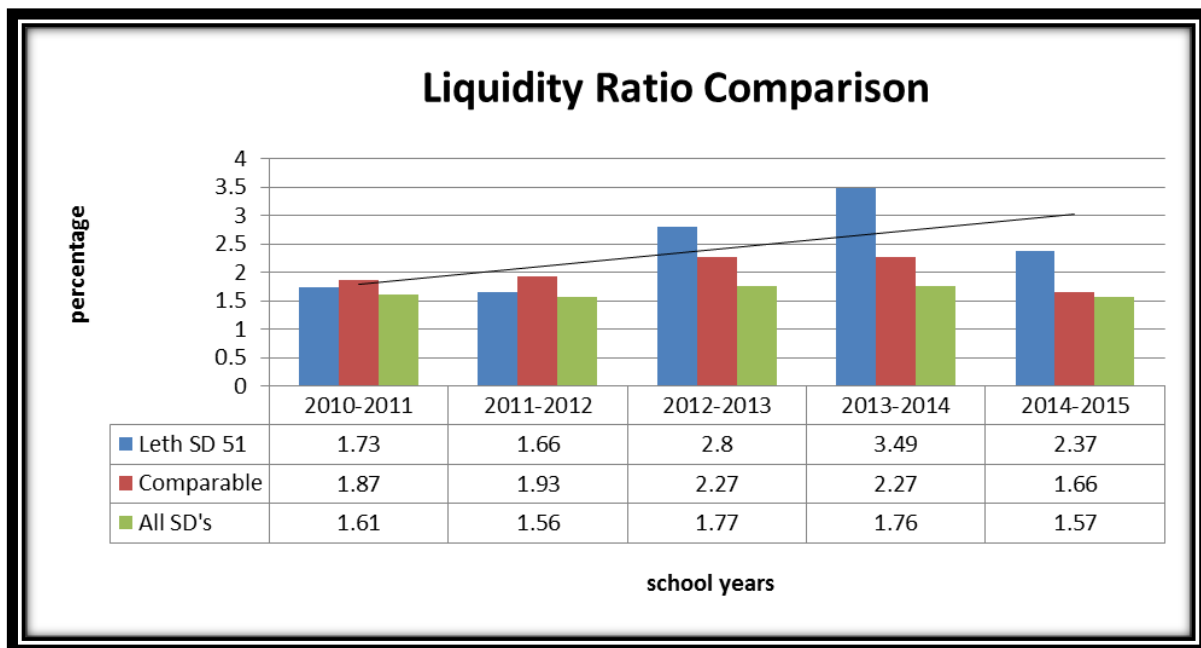
Revenues, Expenses, and Operating Surplus



This chart shows [Lethbridge School District No. 51's](#) operating revenues, expenses and net operating surplus (deficit) over a five-year period. This chart demonstrates that there is an upward trend in revenues and expenditures until 2012-2013 with a slight decrease in 2013-2014 due to the reduction of some Alberta Education grants; however there is fluctuation in surplus over the five-year period. Revenues are impacted by enrolment and grant rate increases; while expenditures are primarily impacted by staffing decisions. In 2012-2013 the surplus is significantly higher than in the three previous years as there were unanticipated grant funds received, funds set aside for technology replacement in the future, and reduced staffing costs due to beginning teachers hired throughout the school year. The average yearly surplus over the five-year period is \$1.79 million, which would equal 1.7% of operating expenditures.

Liquidity

Liquidity is measured by taking Financial Assets, less Liabilities that have been reduced by Expended Deferred Capital Revenue. A liquidity ratio of greater than one is desirable. This means that the District has the ability to pay current liabilities as they are due. A liquidity ratio of less than one indicates that the District will have to borrow to meet short term obligations. Liquidity = flexibility. A higher liquidity ratio means that the District has the ability to better respond to rapidly changing circumstances.

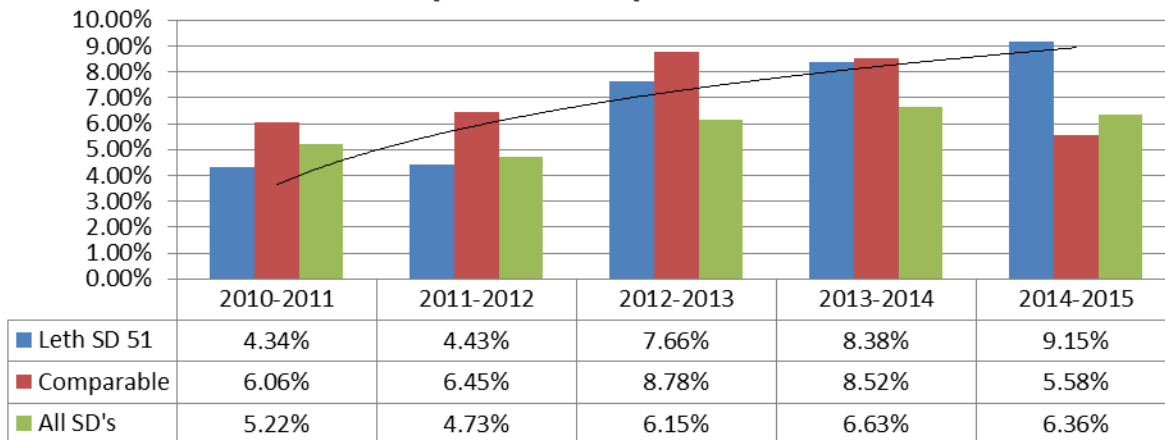


The chart above shows that the District has a liquidity ratio greater than one and has remained relatively stable through the years 2010-2011 to 2011-2012. There was an increase in the District's liquidity in 2012-2013 and in 2013-2014 mainly due to having excess revenues over and above expenditures which increased the Accumulated Surplus from Operations. The transition to Public Sector Accounting Standards (PSAS) in 2012-2013 increased liquidity as a result of the inclusion of endowments in the financial statements. There has also been an increase in liquidity for all school districts and comparable sized school districts in the province, however liquidity remained stable in 2013-2014. In 2014-2015 the District's liquidity decreased due to amounts owing on contractual obligations related to capital projects at the fiscal year-end. Liquidity also decreased for comparable and all other school jurisdictions.

Accumulated Surplus from Operations Compared to Expenditures

Accumulated Surplus from Operations (ASO), which is the District's savings, is compared to expenditures to determine the District's ability to react to emergent situations and the ability to fund special initiatives. Alberta Education considers a district's financial health to be a concern if ASO is less than 1%. If an ASO is higher than 5% there could be a reason, such as one time funding received late in the year that will be used in a following year, or long term savings for the replacement of technology.

Adjusted Accumulated Surplus from Operations as compared to Expenditures



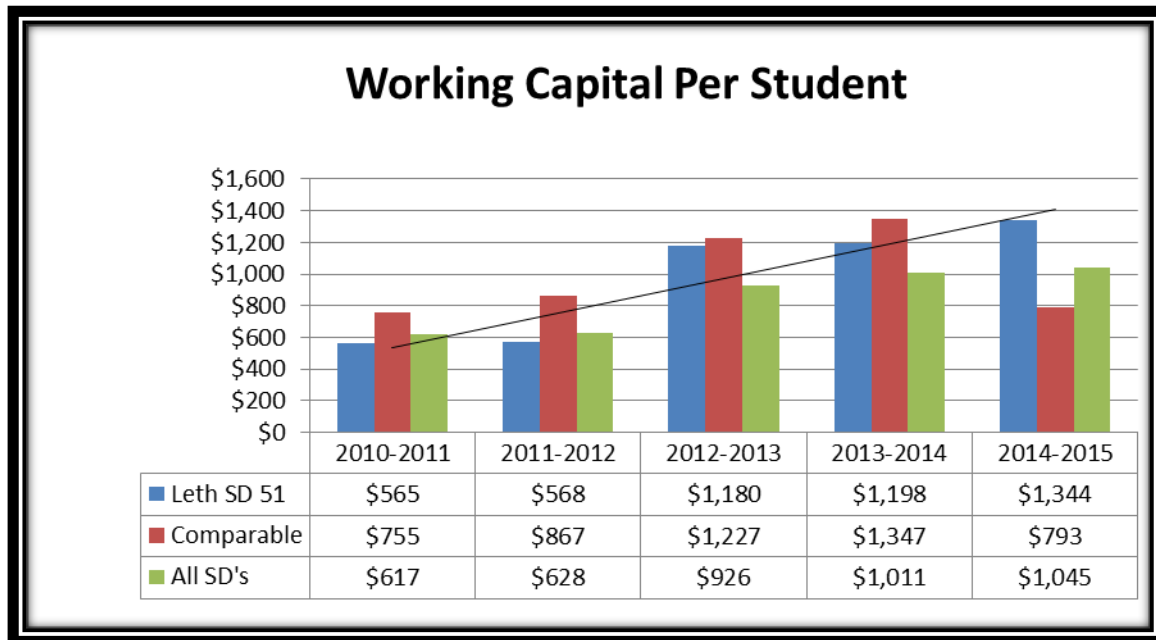
The chart above shows the five-year comparison of the “Adjusted” Accumulated Surplus from Operations as compared to Expenditures of Lethbridge SD 51, comparable, and all other School Districts in the province. “Adjusted” Accumulated Surplus from Operations is the Accumulated Surplus from Operations less School Generated Funds that are now included in Surplus. From this chart, it should be noted that the conversion to PSAS has resulted in a significant increase to Accumulated Surplus. It also shows that until 2013-2014, [Lethbridge School District No. 51](#) is lower compared to like sized School Districts, but in 2014-2015 when moved into a new cohort is higher than comparable school jurisdictions by more than 3% as well as is higher than the average of all school jurisdictions.

The District has had an adjusted ASO between 4.34% and 9.15% in the last five years. Adjusted ASO increased due to the transition to PSAS which required the inclusion of endowments in ASO. Adjusted ASO increased in 2012-2013 due to a number of factors such as additional funds received during the year under a new method of providing funding for Inclusive Education. Adjusted ASO increased in 2013-2014 and 2014-2015 due to unexpended funds during the year. Also, teacher average salary costs were lower than projected due to retirements and new hires during the year which resulted in additional funds being available. Funds will be allocated in 2015-2016 to assist students requiring specialized supports, and funds provided to support curriculum, literacy, and improvement of Wi-Fi access in the District.

The District is considered to be in good financial health due to additional funds received and costs being less than anticipated in 2014-2015. Prudent future use of these unexpended one-time funds will help to smooth staffing cost fluctuations in the next few years and assist in sheltering the impact on the classroom and district operations from unexpected changes in the provincial fiscal climate.

Working Capital per Student

Working capital is the amount of money available after discharging all the District's liabilities. Working capital allows the District to meet emergent needs and new initiatives. Working capital is compared to student enrolment to determine the amount of funds available per student that could be spent in the future.



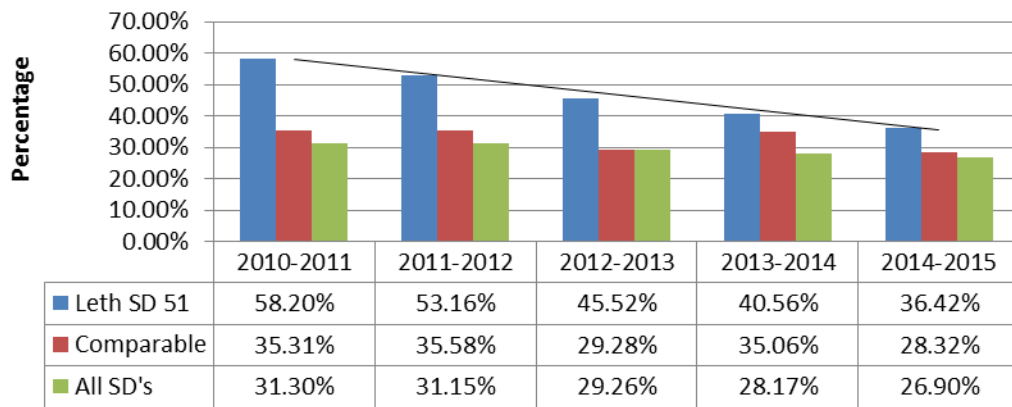
The chart above shows working capital per student over a five-year period. [Lethbridge School District No. 51](#) is lower than all other school districts for the years 2010-2011 and 2011-2012. In 2013-2014 the District was above the average of all school districts, but lower than districts of comparable size until moving to a new cohort in 2014-2015.

Working capital per student was stable through 2010-2011 and 2011-2012. In 2012-2013, working capital per student increased due to the increase in Accumulated Surplus from Operations which also includes unexpended school generated funds. There was a small increase in working capital in 2013-2014 and then another increase in 2014-2015 due to unexpended funds at year end.

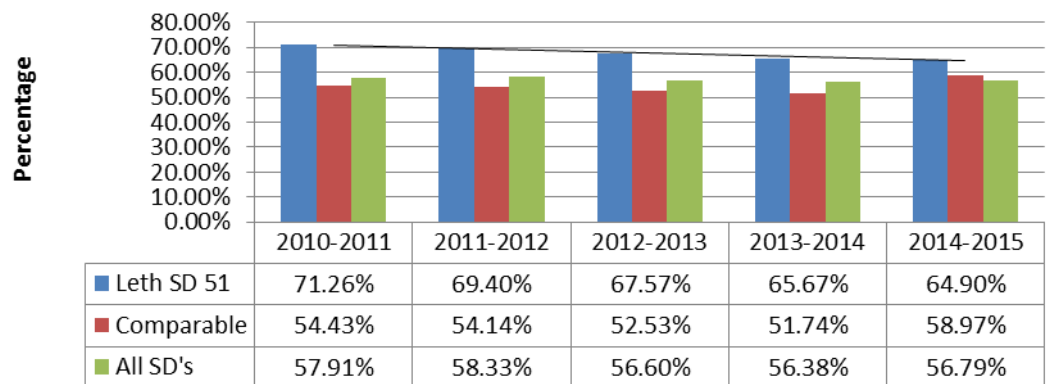
Capital Assets – Net Book Value Compared to Historical Cost

School district's build new school facilities and purchase vehicles and equipment. The cost of these items, when built or purchased, is called the historical cost. These capital assets are depreciated (amortized) over their useful lives. For example, a maintenance truck purchased is considered to have a useful life of five years; therefore the value will be amortized over a five-year period. It is expected that a vehicle will likely have to be replaced after five years (although it may still remain in service for another five years). The percentage of Net Value to Historical Cost illustrates how new a district's assets are. A relatively high % indicates newer assets, whereas a lower % indicates older assets. The concern with a low ratio is that capital assets may not be replaced on a regular basis, which may be an indication of potential health and safety issues, or a significant cost in the future to replace capital assets.

Capital Asset Net Book Value to Cost Equipment and Vehicles



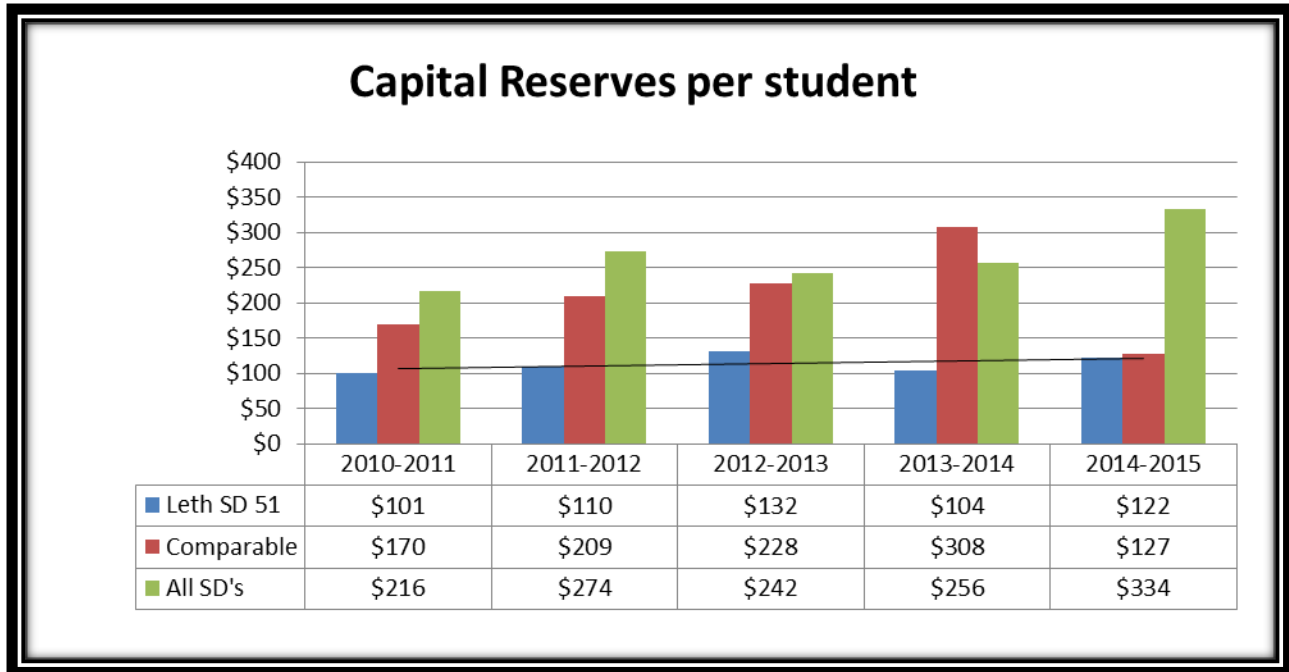
Capital Asset Net Book Value to Cost Schools and Other Buildings



Over the five-year period, the District's percentage of Net Book Value to cost for schools and other buildings and vehicles and equipment has fluctuated, however has been higher than the average of all school districts and comparable FTE student districts. This means that [Lethbridge School District No. 51](#) has newer buildings, equipment and vehicles.

Capital Reserves per Student

Districts put money into capital reserves for the future replacement of capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis.



Although [Lethbridge School District No. 51](#) has less capital reserves per student, the District has newer assets as compared to other school districts. In 2010-2011 capital reserves were spent to repay the District's demand loan on the Education Centre and facility renovations. In 2013-2014 capital reserves were expended to cover the District's share of modular facility installations. To ensure funds are available for the replacement of District supported capital assets, yearly amortization cost of capital assets is transferred to capital reserves.

It is important to compare both the Capital Reserves per student and Net Book Value compared to Historical Costs financial health indicators related to capital. There would be a concern if the Net Book Value to Cost percentage was very low and capital reserves were low. This would indicate capital assets are very old and in need of replacement, with no capital funds to replace the assets if necessary. Also, accumulated surplus may be required for the future replacement of assets. Since [Lethbridge School District No. 51](#) has newer assets, the lower amount of capital reserves per student is not a significant concern.

3040 Lethbridge School District No. 51
FINANCIAL REPORTING PROFILE
2009/2010 to 2014/2015 School Years

GRE Password

	2009/2010 Actuals	2010/2011 Actuals	2011/2012 Actuals	2012/2013 Actuals*	2013/2014 Actuals*	2014/2015 Actuals*
TOTAL FTE ENROLLED (K - 12)	8,031	8,027	8,226	8,717	8,881	9,307
ANNUAL OPERATIONS						
Total Revenues	\$84,817,034	\$87,478,615	\$95,560,185	\$101,532,544	\$100,215,864	\$107,305,047
Total Expenses	\$85,703,137	\$85,858,663	\$94,709,745	\$97,870,482	\$99,341,641	\$105,485,722
Excess (Deficiency) of Revenues over Expenses	(\$886,103)	\$1,619,952	\$850,440	\$3,662,062	\$874,223	\$1,819,325
Add (Deduct) Board-funded Capital & Unsupported Debt Transactions	(\$173,547)	(\$175,627)	(\$383,483)	(\$359,163)	(\$41,217)	(\$490,439)
Net Change to A.O.S. (A.O.D.) / A.S.O. (A.D.O.)	(\$1,059,650)	\$1,444,325	\$466,957	\$3,302,899	\$833,006	\$1,328,886
ACCUMULATED OPERATING SURPLUS (DEFICIT) A.O.S. (A.O.D.); *ADJUSTED ACCUMULATED SURPLUS (DEFICIT) FROM OPERATIONS A.S.O. (A.D.O.); AND CAPITAL RESERVES (Note 1)						
A.O.S. (A.O.D.) & *Adjusted A.S.O. (A.D.O.)	\$2,280,181	\$3,724,506	\$4,191,463	\$7,494,362	\$8,327,368	\$9,656,254
A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) To Expenses Ratio:						
3040 Lethbridge School District No. 51	2.66%	4.34%	4.43%	7.66%	8.38%	9.15%
Average of All Jurisdictions	5.58%	5.22%	4.73%	6.08%	6.63%	6.36%
Median of All Jurisdictions	6.85%	6.62%	6.69%	8.16%	8.34%	7.64%
Average of Jurisdictions having Comparable FTE Enrolment Size	5.12%	6.06%	6.45%	8.59%	8.52%	5.58%
Median of Jurisdictions having Comparable FTE Enrolment Size	5.06%	5.33%	6.68%	8.69%	8.38%	6.21%
A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) Per Student:						
3040 Lethbridge School District No. 51	\$284	\$464	\$510	\$860	\$938	\$1,038
Average of All Jurisdictions	\$612	\$592	\$573	\$733	\$798	\$770
Average of Jurisdictions having Comparable FTE Enrolment Size	\$537	\$666	\$756	\$1,001	\$1,008	\$651
A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) - Days of Operation (Note 1):						
3040 Lethbridge School District No. 51	6.65	10.84	11.06	19.14	20.96	22.89
Average of All Jurisdictions	13.94	13.06	11.82	15.21	16.58	15.90
Average of Jurisdictions having Comparable FTE Enrolment Size	12.79	15.15	16.13	21.47	21.29	13.94
Capital Reserves	\$1,030,299	\$812,507	\$906,028	\$1,148,579	\$925,976	\$1,132,607
Capital Reserves Per Student:						
3040 Lethbridge School District No. 51	\$128	\$101	\$110	\$132	\$104	\$122
Average of All Jurisdictions	\$181	\$216	\$274	\$242	\$256	\$334
Average of Jurisdictions having Comparable FTE Enrolment Size	\$155	\$170	\$209	\$228	\$308	\$127
LIQUIDITY						
Current Ratio; *Adjusted Net Financial Assets (Debt) Ratio (Note 2):						
3040 Lethbridge School District No. 51	1.23	1.73	1.66	2.80	3.49	2.37
Average of All Jurisdictions	1.50	1.61	1.56	1.77	1.76	1.57
Average of Jurisdictions having Comparable FTE Enrolment Size	1.62	1.87	1.93	2.27	2.27	1.66
Net Working Capital; *Adjusted NFA per Student (Note3):						
3040 Lethbridge School District No. 51	\$362	\$565	\$568	\$1,180	\$1,198	\$1,334
Average of All Jurisdictions	\$622	\$617	\$628	\$926	\$1,011	\$1,045
Average of Jurisdictions having Comparable FTE Enrolment Size	\$650	\$755	\$867	\$1,227	\$1,347	\$793
CAPITAL ASSETS						
Schools and Other Buildings - NBV to Historical Cost:						
3040 Lethbridge School District No. 51	72.71%	71.26%	69.40%	67.57%	65.67%	64.90%
Average of All Jurisdictions	57.82%	57.91%	58.33%	56.60%	56.38%	56.79%
Average of Jurisdictions having Comparable FTE Enrolment Size	55.18%	54.43%	54.14%	52.53%	51.74%	58.97%
Equipment & Vehicles - NBV to Historical Cost:						
3040 Lethbridge School District No. 51	61.55%	58.20%	53.16%	45.52%	40.56%	36.42%
Average of All Jurisdictions	32.46%	31.30%	31.15%	29.26%	28.17%	26.90%
Average of Jurisdictions having Comparable FTE Enrolment Size	38.36%	35.31%	35.58%	33.63%	35.06%	28.32%

Notes: The conversion in reporting standards from Accounting Standards for Not-for-Profit Organizations (ASNPO) to Public Sector Accounting Standards (PSAS) necessitates certain modifications as to how the following measures are calculated commencing 2012/2013.

- ASNPO:** A.O.S. - Days of Operation = A.O.S. / (Total Expenses / 250 Operating Days)
***PSAS:** A.S.O. - Days of Operation = A.S.O. (adjusted for SGF) / (Total Expenses / 250 Operatings Days)
- ASNPO:** Current Ratio (Expressed as a value) = Current Assets / (Current Liabilities net of current portion of supported L/T Debt).
***PSAS:** Adjusted Net Financial Assets (Debt) Ratio: Financial Assets / (Liabilities - Expended Deferred Capital Revenue)
- Net Working Capital per Student** = (Current Assets - Current Liabilities net of current portion of supported L/T debt) / Total FTE Enrolled.
***PSAS:** Adjusted Net Financial Assets = Financial Assets - (Liabilities - Expended Deferred Capital Revenue)



Lethbridge School District No. 51

Capital Plan

The District records the cost of the maintenance of school facilities as a part of the 2016 - 2017 Operating Budget. This includes custodial services, day-to-day maintenance of facilities, and infrastructure maintenance projects. The Infrastructure Maintenance and Renewal Program (IMR) provides funding to replace building and site components which have failed or pose health and safety problems for students and staff, extend the useful life of school facilities, and maintain the quality of the school environment. To qualify under IMR, the project must be under \$250,000.

A comprehensive review of the District's educational facility needs has resulted in the Capital Plan. The Capital Plan outlines new facility needs, and expansion and preservation projects. Projects that consist of new facilities or expansion projects, as well as modernizations over \$250,000, are included as part of the Capital Plan.

Lethbridge School District No. 51 currently has 19 schools. Of those 19 schools, looking at the core and not including portables and relocatables, all are above 85% except for three, and ten range from 101% to 174% utilization.

Our schools in West Lethbridge range from 101% to 162% and all our elementary schools in South Lethbridge range from 101% to 174%.

Programming and safety are severely restricted by the number of students in these schools. Assemblies that should include all students cannot take place because of fire and building codes.

[Lethbridge School District No. 51](#) has placed the South Lethbridge Elementary School as our number one new construction project. After that, the number two new construction project would be the Garry Station Elementary School. Followed by the Elementary School in the South of West Lethbridge. The top priority for a modernization preservation project is the 104 year old school, Galbraith Elementary School.

The District is requesting funding from Alberta Education for the following projects over the next three years:

EXPANSION AND PRESERVATION PROJECTS				
Year	Project	Estimate Project Cost	Approved/ Requested	Estimated Completion Date if Approved
2017/2018	Galbraith Elementary School – Modernization	\$14,418,000	Requested	
	Senator Buchanan Elementary School - Modernization	\$8,874,000	Requested	
	Westminster Elementary School - Modernization	\$9,377,000	Requested	
2018/2019	Nicholas Sheran Community School - Modernization	\$13,009,000	Requested	
	Park Meadows Elementary School - Modernization	\$11,261,000	Requested	



Modernization funding is for preservation type projects that exceed \$250,000 in total construction cost. A modernization project is intended to renovate all or part of an existing school to overcome major deficiencies in the building that threaten the health and safety of students and staff, accommodate educational programs such as career and technology studies, and upgrade building structural components, mechanical, electrical services, and architectural finishes.

Modernization projects assist future operating budgets by providing the opportunity to enhance mechanical, electrical, and building structures to assist with operating efficiencies of the facilities.



**Wilson Middle School Modernization:
Phase 1 is complete!**

NEW SCHOOL APPLICATIONS				
Year	Project	Estimate Project Cost	Approved/ Requested	Estimated Completion Date if Approved
2017/2018	South Lethbridge Elementary School Core Only 600 Student School	\$15,500,000	Requested	
	West Lethbridge Garry Station Elementary School – New Construction – Core Only 600 Student School	\$15,500,000	Requested	
	South West Lethbridge Elementary - New Construction – Core Only 600 Student School	\$15,500,000	Requested	

A school jurisdiction is eligible to apply for expansion funding when utilization within a sector reaches or exceeds 85% and continued sustained growth is forecast, based on current and expected future enrolment. West Lethbridge is continuing to expand with new community subdivisions started and planned for the future. In addition to the above new school facilities, modular school facilities have been requested to address the immediate facility needs of the District until new school building structures are approved and constructed. The District was pleased to receive news in April 2013 that a new West Lethbridge Elementary School will be built to open for the 2017/2018 school year at an estimated cost of \$ 15 million. This school was the top priority for building additions in the District's 2012-2013 capital plan. In the fall of 2013, the District received news that Wilson Middle School will be modernized. This modernization is scheduled to be completed by September 2017. In the fall of 2014, the District received approval to begin planning on a New West Lethbridge Middle School and full approval was received to move to construction in 2015. The new middle school will open in September 2018.

The chart below shows the list of current capital projects that are currently in progress. These projects are funded by the Province of Alberta.

Current Capital Projects			
Project	Project Budget	Current Progress to June 2016	Estimated Completion Date
Wilson Middle School Modernization	\$14.7 million	<i>In Construction Phase</i> <i>40% Completion</i>	September 2017
New West Lethbridge Elementary School <i>600 student spaces</i>	\$15.4 million	<i>In Construction Phase</i> <i>38% Completion</i>	September 2017
New West Lethbridge Middle School <i>910 student spaces</i>	\$25.7 million	<i>In Construction Phase</i> <i>3% Completion</i>	September 2018

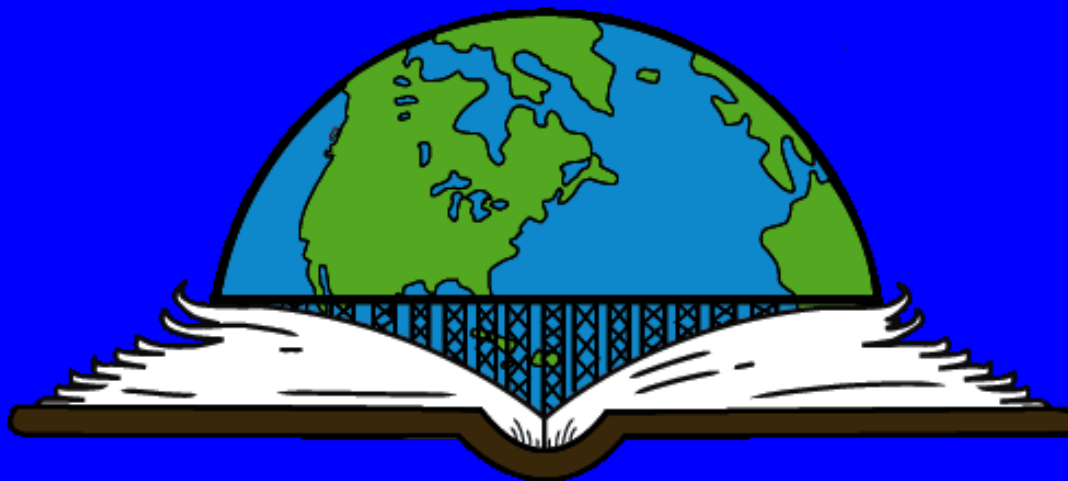
Additional facilities will result in additional operational costs for the Plant Operations and Maintenance budget in future years, such as additional utility and caretaking costs, however there will be some decreased cost in existing facilities that are feeling the pressure of high utilization. Additional school facilities will also result in increased school administrative costs such as the cost of principals, assistant principals, secretarial support and general office

operating costs. With enrolment expected to increase in the next few years, the cost pressures of adding additional administrative costs should be lessened. Additional teacher and support staff costs will be dependent on enrolment in the new school. Careful planning is always involved when a new school facility is opened along with consideration of the potential impact to future operating budgets.



May 2016:

New Middle School in Waterbridge subdivision is now under construction



Section D:

Informational Section





Lethbridge School District No. 51

Priorities and Outcomes

Lethbridge School District No.51 reviews issues and trends that will effect the educational environment over the next three years. These emerging issues and trends impact the planning of the District's programs and services to students. From specialized students needs, to the challenges of population growth, these issues and trends have a significant impact on the decision making of the District to ensure that high quality programming and services are provided to our students. The District identifies these issues and develops priorities, outcomes, and ongoing strategies to address the issues. The Board priorities were developed after extensive consultation with education stakeholders of the community. This consultation included a highly successful Town Hall meeting which provided the opportunity for approximately 200 parents, students, district staff, and community members to provide comments and feedback to the trustees. This year's consultation centred on redeveloping the District's Vision and Mission. The Board of Trustees received all the feedback from this consultation and developed a new "draft" vision, mission, and guiding principles for the District which informed the development of priorities and outcomes to be achieved for the 2016-2017 school year.

New priorities and outcomes have been redeveloped under the new 'draft' vision and mission. Specific strategies to achieve these outcomes are currently in internal consultation with district and school based administration and will be published in the fall of 2016 as part of the District's Education Results Report and Planning document.

Below is a summary of the identified priorities and outcomes in the 2016-2017 school year.

Priority: Supporting Student Achievement and closing the achievement gap.

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard and possess a deep understanding of pedagogy that develops literacy and numeracy.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

Priority: Supporting the implementation of initiatives designed to develop innovative thinkers.

OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- All learners effectively use technology as creative and critical thinkers capable of understanding digital information and creating knowledge.
- All learners are responsible digital citizens.
- The education system demonstrates collaboration and engagement.

Chinook High School students

preparing for *Pink Shirt Day!*

Kindness is One Size Fits All!



Priority: Supporting Student Diversity.

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

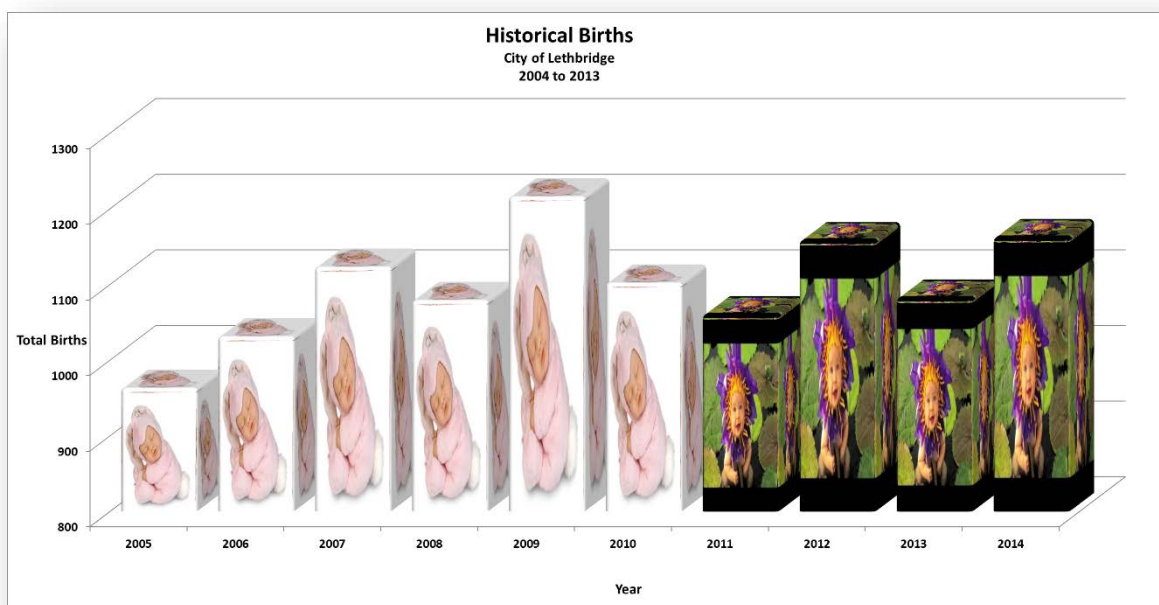
Lethbridge School District No. 51 Enrolment Statistics

The District utilizes enrolment statistics to predict the number of students who will be enrolled in [Lethbridge School District No. 51](#) schools in future years. Enrolment statistics are important in predicting grant funding from Alberta Education as 60% of the District's grant revenue is based on enrolment grants for students enrolled in Kindergarten to grade 12.

Forecasting Methodology

For purposes of projecting enrolment for September 2016 the district reviews actual enrolments as of September 2015 and January 2016, reviews birth rates, student promotion, and estimated move in and move out activity through consultation with school administration to develop a preliminary enrolment projection for the 2016-2017 school year. The District relies heavily on current information and local knowledge of the community for developing current projections. Projections for 2017 through 2019 are prepared using information from *Baragar Demographics*, a software program that predicts student enrolment based on historical enrolment trends and birth rates. *Baragar Demographics* measures the impact of new housing and the effect of migration and immigration to forecast future enrolment projections by grade and program for up to 15 years.

The chart below captures historical birth rates for the City of Lethbridge from 2005 to 2014. From 2005 there is a steady increase in births to 2007 that represents a 16.6% increase over this time period. There is a significant decrease in 2008 followed by a 12.7% increase in 2009. The birth rate then drops by 9.4% in 2010 and by 3.8% in 2011. In 2012 there is an increase in the birth rate by 9.24% followed by a 6.6% decrease in 2013. In 2014 there is a 7.4% increase. Overall there is an upward trend in birth rates since 2004, however there is significant fluctuation between 2011 and 2014. [Lethbridge School District No. 51](#) historically receives 62-65% of the population base of school-aged children living in the City of Lethbridge.



Source: Baragar Demographics

Enrolment Trend by Program

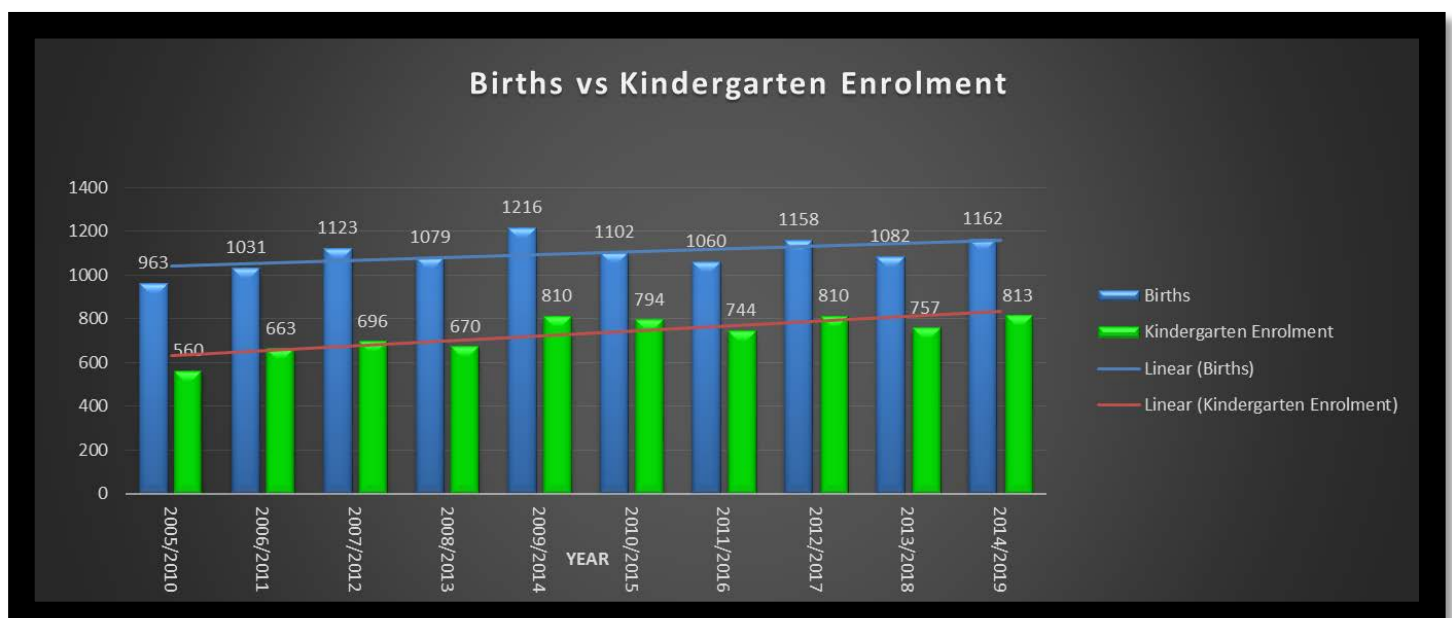
The chart on the next page illustrates the historical enrolment data by program for the period September 2012 to September 2015. Projected enrolments by program are also illustrated for September 2016 to 2019. The



data illustrates that there has been a significant increase in kindergarten enrolments between 2013 and 2014 a decrease 2015 and 2016 followed by an increase in 2017. Elementary enrolment is expected to increase up to through to 2019. At the middle school level, enrolment is expected to increase the most over the projection period of 2017 through to 2019. As illustrated in the chart below,

there is generally a direct correlation made between births and enrolment in kindergarten five years later. In most years, as births have increased, overall enrolment in kindergarten has also increased, however in 2010 this was not the case. The birth rate increased in 2005 but enrolment in kindergarten decreased. One factor impacting kindergarten enrolment in 2010 was the opening of a new specialized kindergarten in Lethbridge that attracted some of the District's potential students. In 2011 the district regained growth in kindergarten enrolments after offering more early education (preschool) programming and eliminating lunchroom supervision fees. There is also a small dip in enrolment compared to births in 2013, however the correlation between births and enrolment remains solid in 2014 through the end of the projection period in 2019.

The chart below demonstrates the importance of reviewing birth rates when projecting kindergarten enrolments.



Lethbridge School District No. 51
Enrolment Trend by Program

Program	Actual				Projected			
	September 2012	September 2013	September 2014	September 2015	September 2016	September 2017*	September 2018*	September 2019*
Early Education	235	287	349	349	349	381	378	380
Kindergarten	696	670	810	794	744	810	757	813
Elementary (Grades 1 - 5)	3173	3407	3624	4087	4199	4202	4276	4266
Middle School (Grades 6 - 8)	1928	1943	1985	2169	2180	2340	2432	2595
High School (Grades 9 - 12)	3040	3016	3053	3095	3101	2978	3019	3054
Total	9072	9323	9821	10494	10573	10712	10863	11108

* Source: Baragar Demographics trend information

A review of program enrolments indicates that elementary, middle school, and high school enrolment will fluctuate over the period 2012 to 2019.

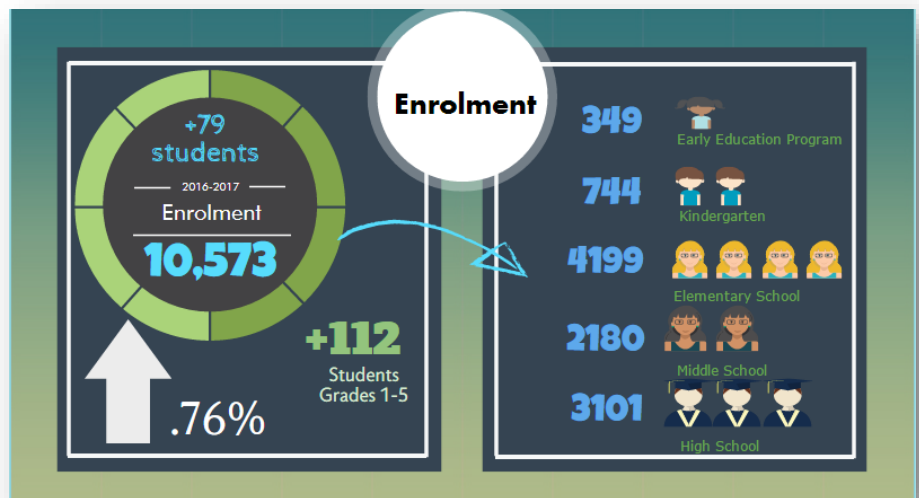
Elementary enrolment has grown from 2012 until 2015 and is projected to keep increasing until 2018, followed by a slight dip in 2019. Elementary enrolment is expected to be 1093 students higher in 2019 than in 2012. The District received approval in April 2013 for a new West Lethbridge Elementary school which will add 600 spaces for kindergarten to grade five students and is scheduled to open in 2017. This new school should help to address the

future enrolment growth at the elementary school level that is anticipated. One of the Board's strategies for the 2013-2014 school year was to "continue to make [Lethbridge School District No. 51](#) the first choice for resident families". To attract more enrolment at the elementary school level, in 2011 the District levied school fee was eliminated for students in grades 1-5. Also, kinder-care programs were opened up to provide before and after school care for kindergarten aged students. The District also continues to provide early education (preschool) programs to provide assistance to early learners. These measures should continue to attract more students to the District in the long term. In the 2015-2016 school year, Immanuel Christian Elementary School added 263 students for Kindergarten to Grade 6 to the District.

Middle school enrolment has had modest growth from 2012 to 2014. From 2015 to 2019 there is expected to be a significant increase in enrolment. At the end of 2019, middle school enrolment will be 667 students higher than in 2012. The District is currently in construction of a new West Lethbridge Middle School. The new 910 student space school will ease growth pressures and accommodate the additional growth anticipated for west Lethbridge.

High school enrolment decreased in 2013 then increases in 2014 and 2015. Enrolment is expected to increase in 2016, decrease in 2017, and then increase through to 2019. This roller coaster effect of enrolment will result in, at the end of 2019, high school enrollment 14 students higher than in 2012. For the 2015-2016 school year, Immanuel Christian High School added 224 students for Grades 7 to Grade 12 to the District.

The chart on the next page takes a snap shot of the trend in program enrolment over the 2015 to 2017 period. The chart indicates that enrolment will decrease for kindergarten in 2016, but will increase for elementary school, middle school, and high school programs.



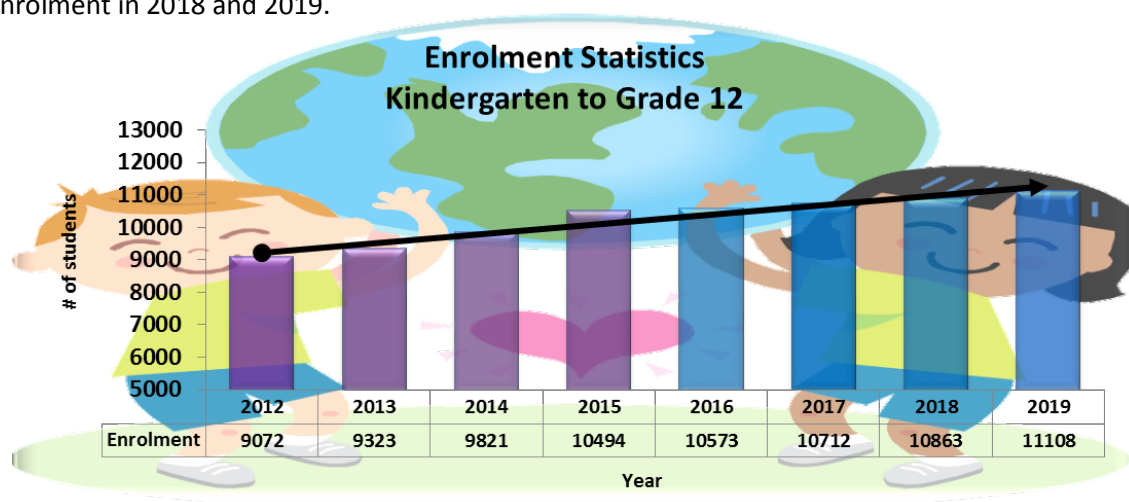
ENROLMENT BY PROGRAM 2015 TO 2017



Enrolment Statistics by Grade

The chart on the next page illustrates historical enrolment from September 2012 to September 2015 and projected enrolment over the next four years to September 2019. The data shows that in the periods between 2012 and 2015, enrolment increased overall by 15.7%. According to data in the *City of Lethbridge 2015 Census Report*, the City of Lethbridge increased its population by 6.4% in this time period.

Projected enrolments over the next four-year period show an increase of 5.85%. There is a projected increase of .75% in 2016, an increase in 2017 of 1.31%, followed by further increases in enrolment in 2018 and 2019.



This chart shows a steady increase in enrolment over the nine-year period reviewed. Enrolment will increase from 9072 in 2012 to 11,108 in 2019, which is an increase of 2036 students, or 22.44%.

Lethbridge School District No. 51
Enrolment Statistics by Grade

Grade Level	Actual					Projection			
	September 2012	September 2013	September 2014	September 2015		September 2016	September 2017*	September 2018*	September 2019*
Early Education	235	287	349	349		349	381	378	380
Kindergarten	696	670	810	794		744	810	757	813
Grade 1	726	745	767	943		801	759	826	772
Grade 2	627	742	755	813		953	817	774	843
Grade 3	657	630	746	813		818	972	833	790
Grade 4	594	673	663	811		804	834	992	850
Grade 5	569	617	693	707		823	820	851	1011
Grade 6	620	628	653	761		711	839	836	868
Grade 7	657	655	646	702		760	725	856	853
Grade 8	651	660	686	706		709	775	740	873
Grade 9	694	667	688	728		698	723	791	755
Grade 10	757	724	675	744		735	712	738	807
Grade 11	683	759	746	707		778	750	726	752
Grade 12	906	866	944	916		890	794	765	741
Total Students	9072	9323	9821	10494		10573	10712	10863	11108
% change		2.77%	5.34%	6.85%		0.75%	1.31%	1.41%	2.25%

* Source using Baragar Demographics trend information



Lethbridge School District No. 51

District Staffing

Lethbridge School District No. 51 has developed a staffing model that incorporates principles of centralized and site-based decision making to create a balance consistent with the culture of the district. The Board and district administration believe that staffing decisions will be based on the needs of the students and that the best candidate will be placed into each position considering applicable collective bargaining agreements, provincial/federal statutes, and budgets available.

Teachers

As part of the annual budget and planning process in the spring of each year the Associate Superintendent of Human Resources meets with each school administrative team to determine the school's staffing needs for the following school year. At the high school and middle school levels, staffing discussions are decentralized with site based decisions being made. District elementary principals, in collaboration with the Associate Superintendent, have determined that a centralized staffing model is desirable and implemented this approach in the 2003-2004 school year. A committee of elementary administrators and Human Resources personnel makes final staffing allocation decisions. The principal makes internal teacher assignment changes within each school. Teacher openings for the next school year are then identified and the Associate Superintendent posts teacher openings electronically to all teachers. Teachers with probationary and continuing contracts with the district may apply to Human Resources for a transfer to any teaching position open for which they feel qualified. The Associate Superintendent and the school principal review transfer applications. The principal works through a selection process to determine a recommendation to the Associate Superintendent. The Associate Superintendent offers the transfer to the teacher. The staffing process continues through a series of postings until all continuing teachers are placed. Although much of the teacher staffing is completed prior to June 30th, student numbers are confirmed in early September, and then after September 30th, and depending on enrolment, there may be additions or transfers of teaching staff.

Support Staff

Funding for the provision of support staff for regular and inclusive learning programs is provided to the District from a variety of provincial sources. The Director of Human Resources and school administrators work collaboratively to develop formulae and procedures to allocate funds and staff to the schools. As part of the annual budget and planning processes in the spring, the Director of Student Services and the Director of Human Resources meet with each school's administrative team to determine the school's support staff needs for the following school year to place assistants with students who have severe disabilities and require one on one support.

District administration is responsible for the identification of support staff requirements, for the recruitment and placements of qualified staff, and for the development of job descriptions that meet the needs of students while being consistent with classification specifications.

The posting and filling of vacancies are governed by collective bargaining agreements. Human Resources works collaboratively with school administrators to ensure that qualified support staff are placed with students, and that those staff are hired and placed according to the provisions of the collective bargaining agreement, district policy, and provincial and federal statutes.

Caretaking/Maintenance Staff

The allocation of caretaking staff within the district is controlled centrally through formulae. Dollars to pay caretaking/maintenance personnel are retained centrally. The posting, filling of vacancies and transfer of staff are accomplished through specific procedures outlined in the collective bargaining agreement with this group of employees.

District Staffing from a Historical Perspective

The chart on the next page outlines the level of total certificated and non-certificated staff within the district over a five-year period. In 2013-2014 there was 3.45 full time equivalent teachers more than in 2012-2013. Support staff increased by 27 full time equivalents in 2013-2014 due to an increase in Inclusive Education funding and support for an enhanced counseling program at middle school and high school. In 2014-2015 teacher staffing increased by 24.37 full time equivalents despite a minimal increase in grant revenue due to the average costs of teachers being lower than in the prior year. Support staff increased in 2014-2015 by 19.69 FTE due to increased support for inclusive learning. In 2015-2016 teaching staff increased by 45.11 FTE, due to the addition of Immanuel Christian Schools, the significant growth in grades 1 to 5, and to reduce class sizes at elementary school and middle schools. In 2015-2016 support staff increased by 46.59 FTE due to staffing for the addition of Immanuel Christian Schools. Also, additional Educational Assistants were hired due to increased funding for early learners requiring additional support under the Program Unit Funding program and to provide additional Educational Assistant support in the classroom.

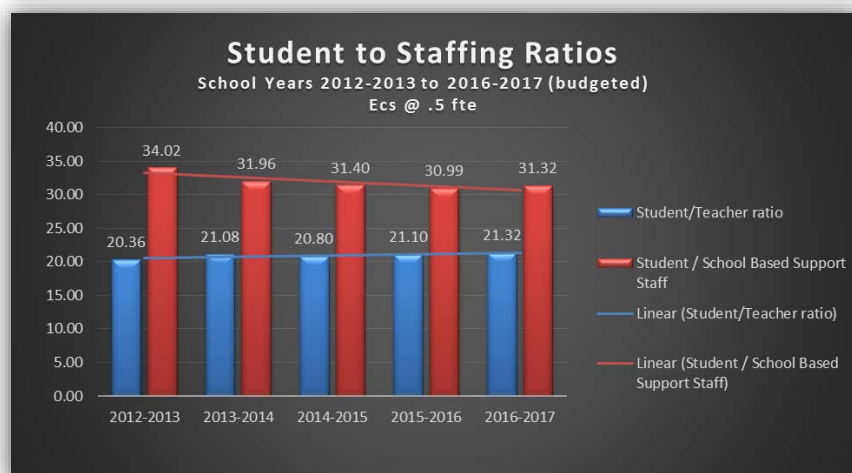
In 2016-2017 teacher staffing will increase by 12.53 FTE. The increase is to address growth in grades 1-5, Inclusive Learning and ESL teacher support, literacy intervention, secondary interactive technology, and high school completion initiatives. There will be an overall decrease in support staff positions of 2 FTE. There is an increase in support staff related to making connections staff now included in the budget and additional family liaison support for counselling. There is a decrease in educational assistants in budgetary terms as additional positions were to be hired in 2015-2016 with one-time reserve funds. These positions were not filled due to the specialized nature of supports required and therefore the one-time funds that were unexpended will be allocated to teaching support in 2016-2017 to provide specialized learning support to meet student needs.

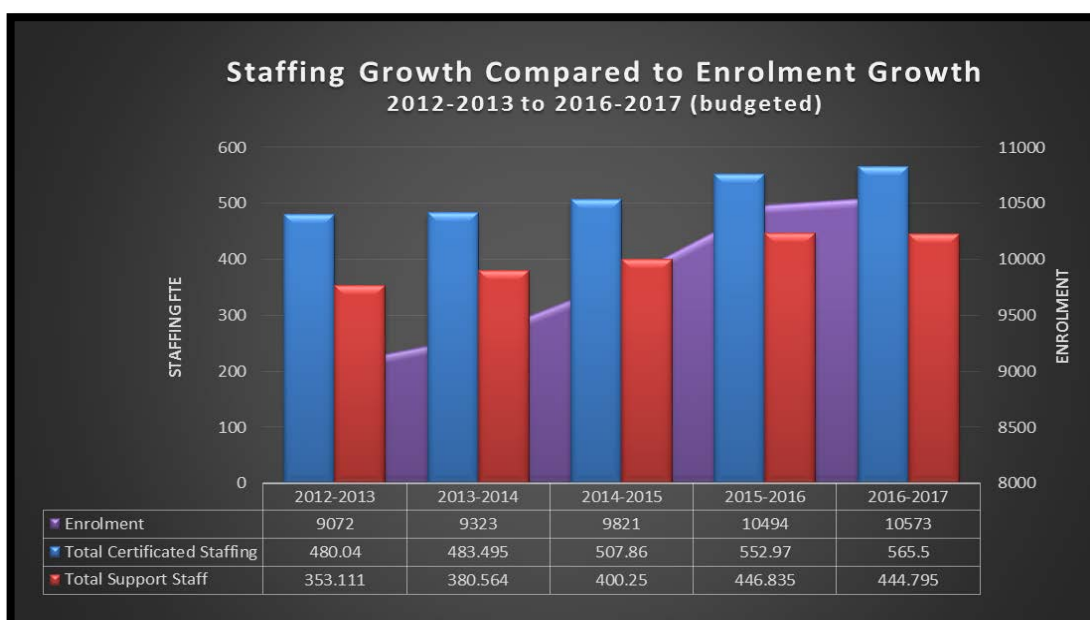
Over the period of 2012 – 2015, there has been a significant increase in the number of support staff, in particular, the number of Educational Assistants who provide direct support for students with severe disabilities. Additional Educational Assistants are normally hired in September after

students needing learning supports have been assessed. School Administrative support have also increased over the last five years. Increases from 2014-2015 to 2015-2016 for Library Operations and School Administrative Assistants is due to the addition of Immanuel Christian Schools. The number of Early Education Managers who manage the District's Early Education programs have increased as the District has expanded this program over the last five years.



The charts below and on the following page illustrates the change in student/teacher ratios and student/school based support staff ratios as well as comparing staffing growth to enrolment for the school years 2012–2013 to 2015-2016 and the budget year 2016-2017. Student/Teacher ratios, which are different from class size ratios, show that there has been an upward trend from 2012-2013 to 2013-2014 then decreasing through to 2014-2015, then increasing slightly in 2015-2016 and 2016-2017. Growth in teacher staffing has not been able to keep up with enrolment growth. This is due to increased enrolment over the five-year period. However due to staffing costs out pacing revenues in years prior to 2014-2015, it was not possible to hire teaching staff to keep pace with enrolment growth. The average cost of teachers was lower in 2014-2015, facilitating the hiring of additional teachers. Teacher/Student ratios reflect all teachers, compared to the number of students enrolled, whereas class size ratios represent the amount of students in a classroom with one teacher. When there is an increase in enrolment and either a decrease in staff or staffing increases not comparable to enrolment increases then, naturally student to staffing ratios will increase. Support Staff Ratios decrease significantly in 2013-2014 and continue to decrease in 2014-2015 and 2015-2016 due to additional educational assistant support provided and then increase in 2016-2017.





In the five year period from 2012-2013 total district staffing will have increased by 177.14 FTE or 21.26%. Teaching staff will have increased by 90.96 FTE, or 19.69% and support staff has increased by 85.46 FTE or 17.80%. Enrolment has grown by 1501 students since September 2012 which is a 16.55% increase. Staffing growth, in particular teaching staff, did not kept pace with enrolment growth in the period 2012-2013 to 2015-2016 due to cost increases being greater than grant revenues received. Support staff have grown significantly in the last five years. In particular Educational Assistant positions have increased by 31.5% over the last five years despite a modest reduction for 2016-2017, due to an increased number of students requiring additional supports.

Reducing class sizes and maintaining other supports and services is a difficult balancing act. According to an Alberta School Boards Association Survey, in 2015-2016, [Lethbridge School District No. 51's](#) teaching staff have more years of experience and teacher training than the provincial average of school boards across the province. The provincial average for teacher training is 4.94 years and teacher experience is 7.86 years. The District average is 5.25 years of teacher training and 8.16 years of experience. This means that [Lethbridge School District No. 51](#) would spend approximately \$3,000 per teacher more than school districts with teaching staff at the average years of teacher training or experience. This is an additional cost of approximately \$1.6 million.

The chart below illustrates the changes in class sizes over a three year period from 2014-2015 until projected in the 2016-2017 school year.

Average Class Size	K to 3			4 to 6			7 to 9			10 to 12		
	16-17	15-16	14-15	16-17	15-16	14-15	16-17	15-16	14-15	16-17	15-16	14-15
All classes LSD #51	21.6*	21.6	21.6	24.6	24.6	24.3	25.8*	25.8	25.7	26*	26	25.1

*Projected average class sizes

The District spends 56% of the budget on teaching staff. With no increase in grant rates, additional teaching staff have been added to address student growth only. Additional staff have been added to address priority areas of support such as ESL and Literacy through the use of one-time reserve funds. As a result, class sizes are projected to remain the same at K-3, 4-6, 7-9, and 10-12.

The chart that follows on the next page, *District Staffing Levels – The years 2012-2013 through 2016-2017*, details the staffing level of the district over the past four years and projected staffing for the 2016-2017 budget. Staffing full time equivalents are outlined for the major Certificated Staffing positions (Teachers/Administration) and Non-Certificated Staffing (Support Staff).

Leadership Assembly at Wilson Middle School



Lethbridge School District No. 51

District Staffing Levels

The years 2012-2013 through 2016-2017

(reported as Full Time Equivalents)

Position	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Budget
Teacher	417.040	419.495	444.255	487.370	498.710
Principal/ Vice Principal/Assistant Principal	47.000	49.000	49.000	51.000	51.690
Superintendent/Associate Superintendents	3.000	3.000	3.000	3.000	3.000
Directors	3.000	3.000	3.000	3.000	3.000
Other Certificated Staff	10.000	9.000	8.600	8.600	9.100
Total Certificated Staffing	480.040	483.495	507.855	552.970	565.500
School Administrative Assistants/School Support	35.590	38.400	39.370	40.430	41.770
Student Support Workers	15.000	15.740	14.740	16.620	16.620
Early Education Managers	5.571	5.864	8.780	10.000	10.000
Educational Assistants/Advanced Education Support	175.060	197.000	209.380	244.360	230.180
Speech Language Pathologists				4.440	4.440
Family School Liaison		2.000	3.000	3.000	4.500
Making Connections Staff					9.000
School Business Support	3.000	3.000	3.000	3.000	3.000
Library Operations Support	15.320	14.780	16.060	18.205	18.005
District Technology Support	10.000	10.000	10.000	11.000	11.500
First Nations Metis and Inuit program staff	8.360	8.570	8.570	8.570	8.570
Central Office Support Staff	19.000	19.000	21.140	21.000	21.000
Associate Superintendent/Director of Finance	2.000	2.000	2.000	2.000	2.000
Caretaking Staff	53.550	53.550	53.550	53.550	53.550
Maintenance Staff	10.660	10.660	10.660	10.660	10.660
Total Non Certificated Staffing	353.111	380.564	400.250	446.835	444.795
Total District Staffing	833.151	864.059	908.105	999.805	1010.295



Lethbridge School District No. 51

Goals, Outcomes, and Performance Measures

As part of the three-year planning cycle, Alberta Education provides the District with Goals, Outcomes and Performance Measures. The District then develops local strategies and priorities to address the learning needs and achievement of outcomes for all students. The required measure is outlined with the most recent year's results as well as the previous year's results and three year average.

In 2004, Alberta Education introduced the *Accountability Pillar*. The *Accountability Pillar* places increased emphasis on the achievement of specific outcomes by evaluating and reporting results on a common set of measures. The focus of the *Accountability Pillar* is to improve school jurisdiction results. The *Accountability Pillar* performance measures are a required, consistent set of measures. An evaluation methodology has been developed which assesses each measure in the *Accountability Pillar* in terms of achievement and improvement.

Achievement evaluation is based on comparing current jurisdictional results against provincial standards. Results will fall into one of the five levels: Very High, High, Intermediate, Low, and Very Low. Improvement is evaluated based on comparing jurisdictional current results against the average of the previous three years. Improvement will result in one of the following five levels: Improved Significantly, Improved, Maintained, Declined, and Declined Significantly. Once the improvement and achievement levels have been calculated for a measure, an overall measure is calculated. For each category of *Accountability Pillar* measures, the overall evaluations for each measure within that group are averaged to provide an evaluation for that category. The averaging is done by assigning the following on a five-point scale: Excellent, Good, Acceptable, Issue, and Concern.

[Lethbridge School District No. 51](#) analyzes the results of the Accountability Pillar and develops strategies for improvement over the next three-year planning cycle. The District Annual Education Results report and an Annual Planning document that is submitted to Alberta Education are now combined and submitted by November 30th each year. The performance results that follow are related to results of the 2014-2015 school year and performance measures and strategies are for the 2015-2016 school year. The 2015-2016 school year results and 2016-2017 measures and strategies will be developed and reported in November 2016.

Combined Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Lethbridge School Dist No. 51			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	Excellent	Safe and Caring	88.8	88.2	87.3	89.2	89.1	88.9	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	84.2	85.1	85.1	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	89.1	89.1	87.9	89.5	89.2	89.5	High	Improved	Good
		Drop Out Rate	4.9	5.0	4.2	3.4	3.3	3.3	Intermediate	Declined	Issue
		High School Completion Rate (3 yr)	69.6	69.9	69.5	76.4	74.9	74.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	70.2	70.9	71.2	73.0	73.1	73.9	Low	Maintained	Issue
		PAT: Excellence	17.7	15.7	16.4	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	85.5	83.9	84.4	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.5	15.3	17.0	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	42.9	45.0	47.9	54.9	50.5	54.4	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate	53.9	56.1	57.3	61.2	60.9	61.3	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	56.1	59.4	58.4	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	80.7	78.1	76.8	82.0	81.2	80.4	High	Improved	Good
		Citizenship	80.2	80.4	79.5	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	Issue	Parental Involvement	76.2	80.1	78.6	80.7	80.6	80.2	Intermediate	Declined	Issue
Continuous Improvement	Good	School Improvement	77.9	79.0	77.8	79.6	79.8	80.1	High	Maintained	Good



Trends, Issues and Opportunities

Examining trends in the planning process informs strategic decisions and ensures Lethbridge School District No. 51 builds capacity to meet the current and future needs of our students. Trends stem from examining academic results over time, changing demographics, changing needs of students, and changing provincial and global direction in the vision of education. In Alberta, provincial work continues to inform change in curriculum, the integration of technology, instructional pedagogy, and the structure of programs and services to create an inclusive learning environment that is flexible and focused on personalization. Trends and issues need to be examined with a solution-based perspective that aligns with the vision of the District and brings exciting opportunities.

Student Achievement:

Lethbridge School District uses a wide variety of indicators to measure student success. One measure used is results from the provincial testing program (Provincial Achievement Tests and Diploma Exams). Subsequent to the analysis of trend data, areas for growth have been identified. The measure of acceptable standard in achievement tests has been identified in the accountability pillar results as an issue. Strategies to address this issue focus on site-based examination of results in targeted subject areas where the gap is most significant. In response to this issue, the jurisdiction is also focusing on a comprehensive literacy strategy in grades 1-8. The goal of the District for the 2015-16 school year is to identify and commence implementation of a universal literacy assessment. Many Collaborative Learning Communities across grades and schools are also focusing on literacy intervention strategies and overall literacy in all subject areas. Mathematics continues to be a focus at all grades throughout the District.



Although results improved at the grade 6 level, grade 9 continues to reflect a gap in achievement. Last year a universal assessment was developed to inform teacher instruction and provide the information necessary for differentiated instruction and targeted intervention. English Language Arts at the middle school level is also an area of continued focus with literacy initiatives in place that inform best practice in instruction. Work is being done to enhance guided reading and cross-curricular literacy strategies. High levels of competency in the areas of literacy and numeracy provide students with the core competencies necessary for higher level thinking and the opportunity to think critically, create, and explore innovation.

English as a Second Language with Limited Formal Schooling Learners:

Over the past several years our ESL population has continued to grow. During the past school year the number of foreign born students new to our district was 202. This population has increased the demand for differentiated teaching strategies and supports for English Language Learners (ELL). There are currently 884 ELL receiving supports in our district. Lethbridge has also been identified as one of three settlement centres in Canada for Bhutanese refugees. Most of the children and youth arriving in Lethbridge from Bhutanese refugee camps in Nepal have limited formal schooling. The District has also been informed that we will be receiving a number of Syrian refugee families after the Christmas break. Refugee English Language Learners face significant challenges due to their limited opportunities for schooling, their low level of literacy and significant gaps in their academic knowledge and social/emotional needs. They require instructional strategies and interventions beyond what is available in regular school classes and general ESL supports.

The continued increase in the number of ELL with limited formal schooling (LFS) brings the challenge of implementing programming to support their academic, social and emotional development. In September of 2011 we opened a High School ESL Assessment and Intake classroom for students arriving to our district with limited formal schooling. The focus of the program is to assess literacy and numeracy levels of refugee students. Based on these levels students either proceed to regular classes with ESL support or continue on in the intake class for up to two years. Those students who remain in the intake class receive intensive literacy and numeracy instruction. When students reach Benchmark 1 or the ESL with LFS transitioning benchmark they begin their transition to regular classes with ESL support. Two years ago we implemented a middle school Assessment and Intake Program for students in Grades 6-8 who arrive with limited formal schooling. The programming focuses on literacy and numeracy instruction as well as acculturation to school. These students will have Physical Education and complimentary classes with their Canadian born peers. This current school year the District is looking at placing a Lead Teacher skilled in this area to assist schools with transition and instructional pedagogy.

Lethbridge School District No. 51 schools are fortunate to have increasing diversity in their school populations. It provides opportunity to learn about and celebrate different cultures, and collectively build a community for the future. Structuring programs to meet the needs of ELL students will provide them with the opportunity to gain skills and become successful, contributing citizens in our community.



Supporting Families:

Although the District has always provided support to children and their families, there is a growing need for more intensive supports, particularly with respect to assisting parents in accessing services in the community. The needs include assistance with accessing food banks, parenting workshops, and supported referrals and transportation to community agencies and government services. In addition, there is an increased need to support parents as they navigate custodial arrangements resulting from divorce or separation. The District has responded to these needs in several ways. Through funding from Mental Health Capacity Building, Human Services, Family and Community Support Services City of Lethbridge, and Parent Link our Making Connections project now serves all elementary schools and three middle schools. Making Connections workers support children, youth and families in the following ways:



- ✓ programming and incidental support for children and families to enable them to build skills and acquire knowledge
- ✓ organizing programs to build parents' skills and confidence in their abilities to provide nurturing, rich environments for their children
- ✓ organizing family functions and leisure activities
- ✓ connecting families to community resources and support referrals
- ✓ assisting children and their families in accessing appropriate services when a crisis arises.

The Making Connections Workers work closely with school administration and counselling teams at the schools to provide comprehensive supports. Further support is provided at each school through the services of a teacher counsellor and First Nations, Metis and Inuit Home/School Liaison.

As we increase connections with families there is opportunity to learn and grow together. The alignment of home and school to support student needs will contribute to student academic and personal success.

Health and Wellness:

The District and their educational stakeholder partners have long recognized the need for a focus on the health and wellness of students and staff. Decreasing levels of activity among youth, nutritional challenges with lack of attention to healthy foods in the lives of some students, and increasing challenges in the area of mental health continue to call for attention to programs and services that promote healthy lifestyles. Guided by a Healthy Schools Committee and Board direction, the District has been meeting this challenge with nutritional policy and guidelines, and support to schools. Schools have implemented breakfast or healthy snack programs, and are giving attention to building student knowledge and understanding of healthy lifestyle choices. Staff have an opportunity to engage in the district's Wellness and Health Initiative Program and are encouraged to share successes.

The District has also been afforded the opportunity to expand its support for student wellness through grants from the provincial Wellness Fund. These grants have enabled the District to provide wellness coaches in high schools and financial assistance for school-based wellness initiatives. As well, the District has established a successful partnership with the University of Lethbridge, Faculty of Health Sciences. Cohorts of nursing students, completing community-based practicums, are placed in schools where they develop student wellness projects in collaboration with school staff.



In response to the issue of mental wellness, a new counselling structure was introduced in secondary schools this school year. In the new structure, trained professionals support personal, social, and career counselling. Career counselling is also being supported by a career exploration program for secondary students that can be accessed at school and at home. Continuing to focus on health and wellness will provide

opportunities for people to connect in healthy ways, students will benefit from enhanced services, and optimal teaching and learning environments are created when staff and students feel healthy.

Inclusive Education:

Lethbridge School District 51 has always demonstrated a very inclusive school philosophy. Although very inclusive, we have continued to look at ways to ensure that each student has a sense of belonging within the district and each individual school. We continue to identify ways that we can be strength-based and meet the diverse learning needs of our student population. Our goal is to work collaboratively to provide all students with the most appropriate learning environments and opportunities to achieve their potential.

With this focus we continue to review and modify philosophy, roles and responsibilities within the district and to build capacity within the district to ensure that each student feels a sense of belonging and receives a quality education regardless of ability, disability, language, cultural background, gender or age. There are several trends that are occurring in this area. These include increased use of differentiated instructional strategies, enhancing the role of learning support teachers within the district and changing the role of assessment from assessment for coding to assessment for program planning. One of our key areas of focus at this time is enhanced collaboration. The student's learning team includes the students,



parents, school staff and community agencies working together to plan for the student's success. This shared commitment to students focuses on all areas of student development including social, emotional, academic and behavioural. A collaborative approach to providing access to supports and services is essential to an inclusive education system. Collaboration extends beyond the narrow school environment and demands seamless integration of services to students in schools. The development of a regional collaborative service delivery model that is responsive to needs in schools continues to be a challenge in Southern Alberta.

Inclusive learning environments provide all students with the support they need to be successful. A dynamic culture that provides for learning, working, and growing together will maximize the potential of all students and foster attitudes that are caring, respectful, and collaborative.

Early Education Programming with the Public Education System:



Historically, preschool or early education programs in Lethbridge were exclusively operated as private programs. Lethbridge School District supported the learning needs of students who qualified for specialized educational services in the private preschools. When Alberta Education's Learning Commission Report and other documents highlighted the importance of preschool programming, Lethbridge School District began to consider the possibility of establishing its own preschool programs. The first program, Jumpstart, was established at Senator Buchanan Elementary School, and there are now 19 early education programs in the District serving students from 2 ½ to 4 years of age. The programs and the services associated with them have had a very positive impact on children. The District hopes to expand its offerings of early education programs in the upcoming school year and beyond. Early education programs provide opportunity for growth at

an early age when physical development, brain development, and social competencies are optimal for intervention and enhancement.

Curriculum Development and Assessment:

With the furthering of the vision articulated in the *Ministerial Order on Student Learning*, our school district anticipates implementing new curricula as it becomes available. Teachers have been participating in professional learning opportunities targeting learning competencies. As we embrace professional learning that emphasizes quality teaching and best practices, we focus on 21st century learners, ensuring the integration of the learning competencies throughout the curriculum. The process of curriculum development provides opportunities for staff to learn and collaborate during an exciting time of educational change. Learners will have the opportunity to gain competencies in areas that contribute to success in the future.

Lethbridge School District No. 51 once again participated in the pilot implementation of Student Learning Assessments in September 2015. The SLA assessment strategy, implemented at a

provincial level, is an opportunity to examine assessment as a tool to inform teaching practices such as differentiated instruction.

Technology:

Trends in technology derive from a fundamental shift in how we think about technology as part of the teaching/learning process. With an increasingly complex web of information and social networks available to enhance learning, the inherent connection between the use of technology in schools and in the home, as well as continually changing District owned and personal digital devices, the possibilities for the use of technology has grown beyond guiding technology with rules and restrictions. Trends in technology demand attention to the development of policy, procedures, and processes that develop digital citizenship. Digital citizenship encourages students to respect themselves, others and intellectual property, while at the same time learning to think critically about protecting themselves and others from harmful content and behaviours online. We believe that we have an important role to play in preparing students to live, work and share in digital environments. Digital citizenship will allow students and staff to use technology in critical, discerning and innovative ways to create new knowledge.



Access to technology is critical for developing the learning competencies outlined in the *Ministerial Order on Student Learning*. To address this challenge, cloud computing has become a popular solution, but one that has some security implications that will require guidelines. Educational paradigms will need to shift to include online learning, hybrid learning and collaborative models. Students increasingly own personal digital devices and this has the potential to increase digital access considerably. The challenge, however, is to prepare an infrastructure and network that will support the increased access. Additional challenges to furthering the integration of technology include the need for staff professional development that is valued and integrated into the culture of the schools, the development of digital media literacy with students and staff, the transformation of libraries into Learning Commons with accessible technology, and spaces for students to create knowledge with technology and other resources.

The District's technology vision statement will guide consideration of the trends and inform decisions for addressing the challenges:

All Lethbridge School District No. 51 learners – students, parents, community members, staff and trustees – have equitable access to a contemporary, technology-enhanced learning and teaching environment. District standards frame this environment to enable promising practices that engage students meaningfully, contribute to curricular outcomes, enhance instruction, and further assessment practices.

Aligning decisions with the technology vision will provide all learners in the District with the opportunity to acquire competencies necessary for success in the 21st century.

Summary of Accomplishments

1. The number of First Nations, Metis and Inuit students graduating from high school was the largest it has ever been.
2. A successful project was developed in collaboration with Community Futures Treaty 7 called Career Quest that assisted First Nations, Metis and Inuit high school students in career planning and orientation to post-secondary institutions.
3. The Crisis Response Manual was revised in collaboration with school administrators and Lethbridge Regional Police Service.
4. The District struck a committee to draft a sexual orientation and gender identity policy in a further effort to provide an inclusive educational environment for all students.
5. Lethbridge School District No. 51 ambitiously embarked on several **capital replacement projects** including the upgrading of 1,500 desktop PC's, 1000 Laptops and the replacement 450 Wireless Access Points.
6. To support our commitment to providing a contemporary learning environment for all students, several committees were established: Digital Citizenship Parent Committee, Digital Citizenship Curriculum Committee, Digital Citizenship Policy Committee and Bring Your Own Device Advisory Committee.
7. Securing increased funding through local agencies has allowed a Making Connections Worker to be placed in all of our middle schools.
8. An increase to our Elementary Liaison Counselling Cohort has had a positive impact on providing early intervention, prevention and health promotion services.
9. As a District, we have reduced the number of assessments for coding purposes and increased the use of our educational psychologists for consultation in program planning.
10. We have seen an increased use of learning teams to collaboratively plan and implement supports and services for students as well as streamlined continuum of supports between the school district and the SWRCSD.
11. There has been a notable increase in access to EEP programs and FOPs for Early Education Programs and students in Kindergarten.
12. We have been able to offer programming to an increased number of students accessing PUF and collaborate with community agencies to provide comprehensive programming for students requiring targeted and specialized supports.
13. The District has embraced a teacher-created math assessment tool for K-9 which will inform practice and allow us to target achievement gaps.
14. A new off-campus model at the high school level was highly successful with over 480 students engaged in Work Experience and 135 students enrolled in the Registered Apprenticeship Program (RAP)
15. A dual credit partnership between LCI and the University of Lethbridge planned over the 2014-15 school year was launched this fall with students provided the opportunity to take two university level courses and receive credit both at the university and high school level.

Satisfaction Survey Highlights

- ✓ Satisfaction that Lethbridge School District No. 51 schools are safe and caring was *Excellent*.
- ✓ Satisfaction with the programs of study provided in our schools was *Excellent*.
- ✓ Levels of satisfaction for Education Quality and School Improvement were *High*.
- ✓ Levels of satisfaction in measures associated with preparation for Work Preparation and Citizenship were *High*.

Highlights of Academic Achievement

- ✓ Provincial Achievement Tests (PAT's - Grades 6 and 9)
 - A commitment to increasing student engagement has resulted in improved results in the percentage of students who achieved the Acceptable Standard and the Standard of Excellence on the PATs, particularly at the Grade 6 level.
 - In all Grade 6 subjects, results were above the provincial average in the Acceptable Standard category.
 - At the Grade 9 level, an average of 16.45 per cent of students achieved the Standard of Excellence, and the French Immersion results were above the provincial average for Acceptable Standard.
- ✓ Diploma Exams (Grade 12)
 - The percentage of district students achieving the Acceptable Standard approached or exceeded the provincial averages in nine of eleven exams.
 - A significant number of students did exceptionally well. In fact, in several exams, a high percentage of students achieved the Standard of Excellence: Math 30-1 (24.7%), Biology 30 (23.9%), Physics 30 (27.2 %) and Chemistry 30 (28.7%).



District Priority 1

Supporting Student Achievement and Closing the Achievement Gap

Related Provincial Goals:

- Every Student is Successful
- Quality Teaching and School Leadership
- First Nation, Metis and Inuit students are successful



Outcomes:

- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- Students achieve learning outcomes including a strong foundation in Numeracy and Literacy.
- The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.
- Teachers are highly knowledgeable possessing the Teaching Quality Standard skills and attributes to engage students in quality contemporary learning environments.
- Teacher preparation and professional growth focus on the competencies needed to help students learn.
- Effective learning and teaching is achieved through collaborative leadership and structures.
- Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.
- Early education programs involve all stakeholders and maintain the integrity of well-researched, age-appropriate programming that makes a difference in the development of the child and readiness for success in school.

Performance Measures:

- Provincial achievement tests and diploma exam results
- High school completion rate
- Dropout rate
- High school to post-secondary transition rate
- Eligibility for Rutherford scholarship
- Number of students writing four or more diploma exams

Learning Outcomes

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.5	85.1	84.2	83.9	85.5	85.0	Intermediate	Maintained	Acceptable	86.0	87.0	87.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.6	18.9	16.8	15.3	15.5	17.0	Intermediate	Maintained	Acceptable	18.0	19.0	19.5

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	71.1	71.3	67.3	69.9	69.6	71.0	Intermediate	Maintained	Acceptable	72.0	73.0	74.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.5	3.9	3.8	5.0	4.9	4.5	Intermediate	Declined	Issue	4.0	3.5	3.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	62.4	57.5	58.3	59.4	56.1	60.0	Intermediate	Maintained	Acceptable	61.0	62.0	62.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.1	57.6	58.2	56.1	53.9	58.0	Intermediate	Declined	Issue	59.0	60.0	60.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	51.1	49.5	49.2	45.0	42.9	47.0	Low	Declined	Issue	49.0	50.0	50.0

Literacy and Numeracy Outcomes

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.4	71.1	71.4	70.9	70.2	74.0	Low	Maintained	Issue	75.0	76.0	76.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.9	16.9	16.5	15.7	17.7	18.0	Intermediate	Maintained	Acceptable	19.0	20.0	20.5

Strategies to Achieve Outcomes:

Quality Teaching

The focus on quality teaching and the Teaching Quality Standard reflects the underlying belief that instructional quality has the most significant impact on student learning. Attention to quality teaching requires a focus on engagement of staff in professional learning including opportunities for collaborative communities within schools and across schools. It also requires an examination of assessment strategies to inform instruction and increase student achievement.

1. Focus the goals and subsequent professional learning engagement of the District Collaborative Communities on District priorities including gaps in student achievement. This

includes increased opportunity for staff to work together, visit classrooms, explore resources, and learn from experts in the field.

2. Institute a District Learning Day Committee including members from stakeholder groups.
3. Coordinate targeted professional learning for teachers and administrators. This includes targeted professional learning for new primary level teachers, implementation of CTF in grades 7-9, and continued development of leadership knowledge of the TQS, supervision and evaluation, and the Framework for School System Success.
4. Build knowledge and pedagogical capacity in the areas of literacy and numeracy across all subject areas. This includes the understanding of best practice in literacy and numeracy, differentiated instruction, and cross-curriculum planning.
5. Develop common understandings across the District of the Teaching Quality Standard and infuse research based areas of focus (high yield instructional strategies) in school professional learning and instructional supervision, mentorship, focussing on curriculum, assessment, management of assignments, and instructional leadership. This strategy will positively impact **standard of excellence** achievement and **dropout rate**.
6. Focus on building quality staff including subject specialists where needed (specifically in mathematics and literacy), teaching standards, and accountability.
7. Support teacher implementation of instructional strategies that reflect best practice in Inclusion (e.g. differentiation, formative and diagnostic assessment, universal strategies).
8. Build lateral capacity by articulating both universal assessment and understanding of standards and priority curriculum outcomes across grade levels and schools.
9. Review assessment practices and build capacity to ensure assessment is used to inform instruction, reporting of assessment is meaningful, parents and students are knowledgeable about assessment practices, and universal assessment is implemented for numeracy and literacy at elementary and middle school levels.

Quality Programs

The focus on quality programs reflects the underlying belief that quality teaching and student learning require attention to programming and subsequent support for programs that impact student learning.

1. School based and district level strategies are implemented to examine assessment practices for the purpose of identifying gaps in achievement and developing strategies to address those gaps. This strategy is at all levels, with focus on the issue of **standard of excellence**.
2. Ensure all students have access to specialized supports to help them succeed – FNMI, ELL/ESL, students with disabilities, conditions, syndromes.
3. Review programming options for students identified as “at risk.” Provide ongoing professional learning opportunities for teachers and assistants to support these populations (including ELL, FNMI, those lower than K&E but above skill development, difficult behaviours, and modified programming).
4. Support ongoing program development for ELL students with limited formal education and those at Benchmarks 1-3 including programming options, staff development and resource support. Identify supports necessary for schools and teachers to best program for ELL students.
5. Focus counselling team supports on universal, targeted and specialized supports to assist in closing the achievement gap.
6. Ensure that schools address their efforts in closing the achievement gaps between FNMI students and all other students in their Education Plans.
7. Strategic allocation of staffing to address class size and class composition.
8. Develop strategies to support the implementation of ideas generated through the CTS Think-Tank.

9. Work with school administrators to develop strategies that address effective transitions for students (grades 5 to 6; 8 to 9; 9 to high school).
10. Support implementation of Learning Commons including the development of a knowledge base to support the necessary pedagogy and necessary skills of the Learning Commons facilitators.
11. Review Learning Commons philosophy with facilitators and administrators and institute a Learning Commons policy.
12. Strategies specific to high school include:
 - a. High school participation in the provincial high school re-design initiative to continue to build strategies that are focused on success for all students. Strategies specific to addressing the **issue of drop-out rate** include personalization of learning, developing opportunities for fluid movement across schools and programs based on student need, flexible timetables within schools, student assessment practices that provide for opportunity to complete programs using different pathways.
 - b. Review the counselling model at the high school level and make recommendations on possible improvement, with the goal to demonstrate an increase in the number of students who feel accepted and valued by their peers and decrease the number of students with moderate or high levels of anxiety and depression.
 - c. Ongoing support for the counselling model at the high school level including the provision of services for at-risk students in the area of social-emotional needs, and career advisor focus on high school completion and transition.
 - d. Support existing dual credit opportunities and explore expansion of these opportunities.
 - e. Implement year two of the Registered Apprenticeship Programs as well as Work Experience. Track the increase in students accessing RAP and staff it accordingly. This strategy addresses the **drop-out rate**.

Early Learning

The strategies below reflect the belief that early education programs that involve all stakeholders and maintain the integrity of well-researched, age-appropriate programming make a difference in the development of the child and readiness for success in school.

1. Increase parent, caregiver and staff capacity by implementing programs that build parent knowledge, attributes, and confidence to help support child development (e.g. Parents as Teachers, Family Oriented Programming sessions, 7 Habits of Effective Families, parenting education, EED mapping follow-up).
2. Emphasize strong social/emotional development in Early Education Programming and Kindergarten that will develop a strong mental health foundation (e.g. interactions, supporting families, access to supports and services).
3. Participate in the Frontiers of Innovation project that focusses on improving the outcomes for young children in targeted geographic areas.



FNMI Learning

Outcome: The Achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.

Performance Measures

Combined 2014 Accountability Pillar FNMI Summary:

Measure Category	Measure Category Evaluation	Measure	Lethbridge School Dist No. 51			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 Learning Opportunities	n/a	Drop Out Rate	18.2	16.8	14.1	8.0	7.8	8.4	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	30.4	29.7	36.0	46.0	43.6	42.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	46.3	45.3	44.3	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	5.0	5.1	4.0	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	93.3	80.3	84.3	78.3	78.4	76.6	Very High	Improved	Excellent
		Diploma: Excellence	13.3	11.8	12.6	9.4	10.1	9.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	12.6	13.7	17.4	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	23.9	28.9	28.5	31.5	33.0	34.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	28.8	34.8	28.5	30.3	32.1	31.5	Very Low	Maintained	Concern



The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated:

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.2	39.8	47.9	45.3	46.3	48.0	Very Low	Maintained	Concern	50.0	52.0	53.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.9	2.6	4.2	5.1	5.0	5.6	Very Low	Maintained	Concern	6.0	6.5	7.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	78.3	88.1	84.6	80.3	93.3	83.0	Very High	Improved	Excellent	84.0	85.0	85.5
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	15.2	22.0	3.8	11.8	13.3	15.0	Intermediate	Maintained	Acceptable	16.0	16.5	16.5



Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	33.5	41.0	37.3	29.7	30.4	35.0	Very Low	Maintained	Concern	37.0	40.0	41.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.1	13.8	11.6	16.8	18.2	13.0	Very Low	Declined	Concern	12.0	10.0	9.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	31.2	22.2	28.5	34.8	28.8	35.0	Very Low	Maintained	Concern	37.0	38.0	38.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	14.7	25.8	30.8	28.9	23.9	30.0	Very Low	Maintained	Concern	33.0	35.0	36.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	7.7	13.7	24.8	13.7	12.6	20.0	Very Low	Maintained	Concern	25.0	27.0	28.0

Strategies to Achieve Outcomes:

There is a need to increase the achievement levels of FNMI students at all grade levels. By using data to identify strategies in school education plans, schools will be better able to offer targeted supports for FNMI students:

1. Ensure that schools address their efforts in closing the achievement gaps between FNMI students and all other students in their school education plans.

A key strategy to FNMI student success is to create school environments where students engage culturally, intellectually and socially. Creating that sense of belonging is critical to providing those environments, and efforts need to begin early in the child's schooling to have the largest impact:

1. Provide intensive support to FNMI students entering Kindergarten and Grade One.
2. Coordinate services of Making Connections Workers and FNMI workers to provide wrap-around services in the early grades.
3. Build relationships with Reserve schools and outlying districts in order to track students, share program ideas, and coordinate services.
4. Making Connections and FNMI to create "bumping spaces" in Elementary Schools and Wilson Middle School.

Please see the FNMI Strategic Plan for 2015-16 which is an addendum to this Annual Education Plan.

District Priority 2

Supporting the Implementation of Provincial Legislative Changes and Initiatives designed to Support Contemporary Learning

Related Provincial Goals:

- Every Student is Successful
- Quality Teaching and Leadership
- Engaged and Effective Governance

Outcomes:

- Jurisdiction policy and practice aligns with the revised School Act.
- Board, District Leadership Team and school administrators knowledgeable about the School Act, regulations, and district policy
- Students are leaders who demonstrate ethical citizenship and entrepreneurship.
- Schools are characterized by distributive leadership among staff and structures are in place to build administrator and teacher leadership capacity.
- Schools are inclusive learning environments with the capacity to implement curriculum modernization.
- The education system demonstrates collaboration and engagement.
- Schools, parents, and the community are engaged in reciprocal endeavors that contribute to student growth and the community.
- Students and communities have access to safe and healthy learning environments.

Performance Measures:

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
- Teacher and parent satisfaction with parental involvement in decisions about their child's education.
- Teacher, parent and student satisfaction with the overall quality of basic education.
- Teacher, parent and student agreement that students are safe at school, learn about the importance of caring for others, learn respect for others, and are treated fairly at school.
- Teachers, parents and students indicate that their school and schools in their jurisdiction have improved or stayed the same over the last three years.
- Class size data indicates how many students require and receive supports for special needs.
- Tell Them From Me engagement data shows that students feel engaged in their studies.
- Improvement on the continuum of the Indicators of Inclusive Schools.
- Reporting on the number of students involved in service learning activities.

Students demonstrate citizenship and entrepreneurship:

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.7	77.8	80.1	80.4	80.2	81.0	High	Maintained	Good	82.0	83.0	84.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.0	74.5	77.7	78.1	80.7	79.0	High	Improved	Good	80.0	81.0	82.0

Teacher preparation and professional growth focus on the competencies needed to help students learn:

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
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.	83.7	84.8	85.4	85.1	84.2	86.0	Very High	Maintained	Excellent	87.0	88.0	88.5

The education system demonstrates collaboration and engagement:

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.3	77.8	77.9	80.1	76.2	81.0	High	Maintained	Good	82.0	83.0	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	86.5	88.2	89.1	89.1	90.0	High	Improved	Good	91.0	92.0	92.5

Students and communities have access to safe and healthy learning environments:

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
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.	87.0	86.2	87.5	88.2	88.6	89.0	Very High	Improved Significantly	Excellent	90.0	90.5	91.0
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.	80.3	74.5	79.9	79.0	77.9	80.0	High	Maintained	Good	81.0	82.0	83.0

Strategies to Achieve Outcomes:

Lethbridge School District No. 51 continues to believe in building an education system that serves students into the future. Providing the instruction, programs, and structures that align with a vision of the future will grow students who are engaged learners and ethical citizens with an entrepreneurial spirit.

Policy and Regulations

District policies and procedures must align with Provincial legislation and initiatives:

1. Review and approve the District Occupational Health and Safety procedures and ensure that structures provide for practice aligning with policy and procedures.
2. Review and approve the Welcoming, Caring, Respectful and Safe Learning Environments policy and procedures along with District and school Codes of Conduct.
3. Develop a policy that supports sexual orientation and gender identity.

Inclusive Learning Environments

Foundational to the focus on inclusive learning is the belief that instruction and support services need to be student centered and address the learning needs of all students.

1. Use the *Inclusive Education Indicators Survey* to determine strengths, opportunities, and gaps. Develop strategies to maintain strengths, forward opportunities, and address gaps.
2. Implement school-based strategies that promote inclusive school environments where all students feel safe, welcome, respected, and cared for. Share the data from the first district Inclusive Education Indicators Survey. Implement strategies around strengths and gaps that promote inclusive school environments where all students feel welcome, safe and cared for. Complete the survey at the end of year two and three to identify areas of growth and gaps.
3. Develop a comprehensive plan to address the socio-emotional needs of our students from kindergarten to grade 12. Identify and implement universal strategies to build capacity in

mental health through curriculum mapping, counselling model, and in collaboration with a District Committee and the South West Regional Collaborative Service Delivery Consortium (SWRCSD), and support staff members in infusing mental health education across the curriculum.

4. Work with the parent community, Making Connections and SWRCSD to support parents in accessing supportive information and services and to build capacity in supporting children/youth with complex learning needs.
5. Provide structures that facilitate parents making connections with each other and accessing supportive information and services.
6. Provide the professional learning and guidance necessary for building the team model of support in schools and applying universal strategies that differentiate instruction for learners. Provide ongoing support to schools in the role of SWRCSD and build capacity within all areas to provide a collaborative service delivery model. Utilize the tri-ministry partnership of Education, Health Services and Human Services to support, streamline and coordinate service delivery for children/youth and families.
7. Assess the need in the area of Mental Health using identifiable factors. Focus services on the need using internal capacity as well as the collaborative services model.
8. Facilitate IPP writing sessions for all teachers: Implementation of the Dossier ISP system to replace the OSIMS IPP system. Review of effective writing of IPP goals and objectives for student individual growth and development.

Curriculum Development

Strategies that support the implementation of curriculum development are linked to the underlying belief that change in pedagogy needs to be grounded in sound knowledge, research, and appropriate levels of support for a change process that is sustainable.

1. Support teacher implementation of curriculum development when the province rolls out the scope and sequence with accompanying prototypes.
2. Build teacher capacity in implementing the student competencies referenced in the Ministerial Order on Student Learning through the various professional learning structures in place (SAPDC, District focussed curriculum, provincial workshops, District Collaborative Communities).

Generative Governance

The Board of Lethbridge School District No. 51 believes that generative governance makes a difference to students when it facilitates community engagement that is reciprocal, provides opportunity for distributed leadership, and supports education beyond the walls of the school.

1. Develop a comprehensive strategy to engage parents and the community including a Board Consultation Communication Plan. Strategies to be developed by the Board Community Engagement Committee.
2. Provide opportunities for stakeholders to be involved in feedback loops regarding district priorities, budgeting, and new policy.
3. Facilitate the development of leadership capacity with students, teachers, administrators, and parents.
 - a. Leadership development programs in place for all students in elementary and middle school.
 - b. Provide opportunities for parents through the District School Council (e.g. policy, healthy schools, digital citizenship committee).

- c. Administrator leadership on committees (mentorship, HR committee, policy, admin. meetings, middle school re-visioning, high school re-design, professional learning committee).
4. Parent and Community Engagement: Schools develop and implement site-based strategies for building parent knowledge regarding provincial initiatives and subsequent change.
5. Develop a more deliberate plan for promoting and tracking school volunteerism for the purpose of better communicating and celebrating to the public and parents what our schools are doing in the community.

System Improvement

Strategies focusing on system improvement are based on the underlying premise that implementing change which positively impacts student learning, prepares students for the future, and is sustainable over time requires a system-wide process for identifying priorities for change.

1. System priorities are identified each year with input from a variety of stakeholders using a process that considers trends, data, research, and local context.



District Priority 3

Supporting Seamless Integration of Technology

Related Provincial Goals:

- Every student is successful
- Quality teaching and school leadership

Outcomes:

- Learners possess the attributes and skills to access technology seamlessly for the purpose of creating knowledge and building community.
- Improved measures of digital citizenship.
- Use of technology is embedded in everyday instructional practice; learners create knowledge using technology when it is the most effective tool.
- Infrastructure is in place that meets the needs of student learning.

Performance Measures:

- Breadth of available software that is accessed throughout the District.
- All schools receive up-to-date hardware through Evergreening cycles.

Strategies to Achieve Outcomes:

Technology Accessibility and Opportunity

Access to appropriate devices, reliable infrastructure, high-speed networks and digital learning environments is essential to achieving the vision of student-centred learning. This access enables students to connect to other communities, experts, digital resources and authentic learning and provides opportunities for cultural and global exchanges.

1. Provide students with equitable access to contemporary learning environments through:
 - a. Evergreening program: budget to move from a 6 year to a 5 year evergreening cycle.
 - b. Building robust technology infrastructure to meet future learning needs.
 - c. Developing a “Bring Your Own Device” policy and working with schools to implement practices that allow for the use of personal devices.
2. Cultivate a culture of innovation and build capacity within the system to leverage technology in support of student-centered learning and system efficiencies. Ensure integration of technology and digital citizenship is presented in mentorship program.

Technology to Design and Create Knowledge

Teachers, administrators and other stakeholders have an important role to play in ensuring sound technology use in learning and teaching. To ensure technology is used to design and create knowledge, these strategies will be implemented:

1. Increase awareness of the Learning Technology Policy Framework (LTPF) Matrix for Student-Centred learning to determine areas of growth. Ensure all administrators are in-serviced on the framework.
2. Continued research and support of high school technology integration strategy to promote shared program delivery across schools, best practice in technology integration, collaborative planning across schools, and connections to global resources.

3. Continue with exploration of use of technology for delivery of small enrollment programs with end goal of efficiency and reduction of class sizes in larger enrollment classes.
4. Continued implementation of a Digital Citizenship strategy that includes all school community users.
 - a) Develop policy/procedures that support implementation (possible handbook for digital etiquette).
 - b) Educate and engage parents to be part of the seamless integration of technology in schools.
 - c) Develop a digital citizenship curriculum that can be embedded into current programs.



District Priority 4

Supporting Population Growth and Change

Related Provincial Goals:

- Quality teaching and school leadership
- Engaged and effective governance

Outcomes

- Schools are viable and have the capacity for the breadth of programs needed to support student learning needs.
- Utilization rate of facilities supports current and future programs and opportunities for provincial capital support.
- New facilities are able to meet enrollment increases.

Performance Measures:

- Utilization rates of facilities
- Satisfaction with breadth of programs
- Levels of success with new program implementation



Strategies to Achieve Outcomes:

Population Growth

Various areas of Lethbridge are undergoing rapid population growth. In order to strategically and effectively meet the needs of these growing populations, strategies will be implemented that consider growth factors and reflect long term planning.

1. Ongoing review of the capital plan for the purpose of meeting growth and program needs.
2. Implement plans with timeline necessary for meeting program needs and re-configuration of the student population upon completion of Westside capital projects
3. Lobby the Alberta School Boards Association and Alberta Education to recognize Early Education in the facilities utilization rate.

Innovations in Education Delivery and Facility Needs

Changes in the School Act and provincial changes may have an impact on space utilization within our schools. In order to accommodate those changes, the following strategies will be implemented:

1. Continue to advocate for a renewed funding framework for modernization and preservation of our buildings.
2. Research the potential impact of including students up to age 21 in our school buildings and connected credentialing programs designed to focus on the transition from high school to post-secondary, and work place credentialing.

Priority Based Budgeting

To ensure funding allocation aligns with District Priorities and Provincial Goals, the following strategies will be implemented:

1. Examine the District budget framework and allocations to ensure equity and effective use of our resources at the secondary level. Explore principles surrounding expenditure of carry-over money.
2. Use a transparent budget process that involves a range of stakeholders and that includes feedback and reflection on budget priorities and allocations.





Lethbridge School District No. 51

2014-2015 Results

The information that follows is the Accountability Pillar results for the 2014-2015 school year as provided by Alberta Education. These results inform strategies and improvement for the 2016-2017 school year which will be reported in the District's three year Education Plan and Annual Education Results report in November 2016.

Accountability Pillar Overall Summary
3-Year Plan - May 2016
Authority: 3040 Lethbridge School District No. 51



Measure Category	Measure Category Evaluation	Measure	Lethbridge School Dist No. 51			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	Excellent	Safe and Caring	88.7	88.8	88.2	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	85.0	84.2	84.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	88.7	89.1	88.8	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	4.6	4.9	4.6	3.2	3.5	3.5	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	69.9	68.7	68.4	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	70.2	70.9	71.2	73.0	73.1	73.9	Low	Maintained	Issue
		PAT: Excellence	17.7	15.7	16.4	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.5	83.9	84.4	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.5	15.3	17.0	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	43.4	42.1	45.0	54.6	54.4	53.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	53.2	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	57.2	55.6	57.3	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	80.1	80.7	78.8	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	81.4	80.2	80.3	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	79.0	76.2	78.0	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Good	School Improvement	79.8	77.9	79.0	81.2	79.6	80.0	High	Maintained	Good

Notes:

- 1) Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 4) 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 5) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 6) Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 7) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 9) Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- 10) Data values have been suppressed where the number students is less than 6. Suppression is marked with an asterisk (*).

Student Learning Achievement (Grades K-9)

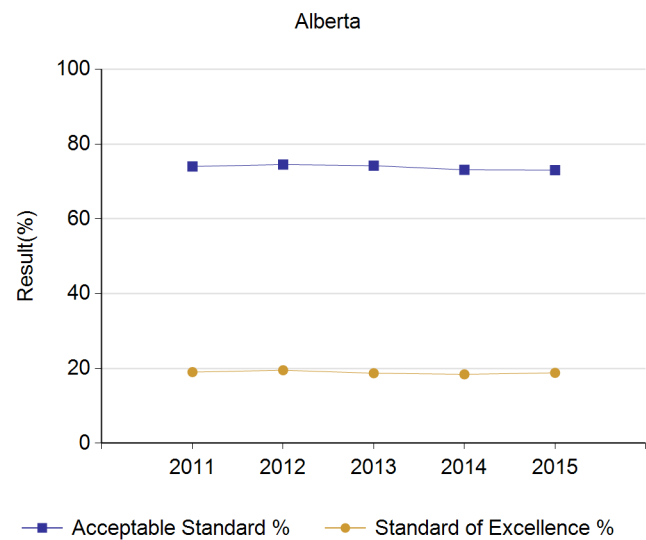
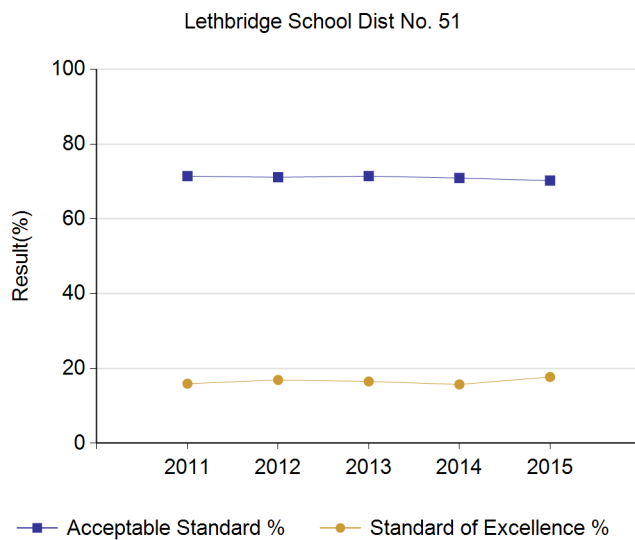


PAT Results By Number Enrolled Measure History

Authority: 3040 Lethbridge School District No. 51

Province: Alberta

	Lethbridge School Dist No. 51					Alberta				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
N	1,247	1,334	1,322	1,285	1,331	88,250	87,201	77,202	91,154	92,877
Acceptable Standard %	71.4	71.1	71.4	70.9	70.2	74.0	74.5	74.2	73.1	73.0
Standard of Excellence %	15.9	16.9	16.5	15.7	17.7	19.0	19.5	18.7	18.4	18.8



Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3040 Lethbridge School District No. 51

		Lethbridge School Dist No. 51							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Year Average		2015		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	652	81.4	625	81.3	47,446	82.8	44,338	82.4
	Standard of Excellence	High	Improved	Good	652	18.7	625	14.7	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	53	86.8	51	93.6	2,972	87.5	2,648	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	53	9.4	51	14.4	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Intermediate	Improved	Good	648	73.8	626	69.3	47,377	73.3	44,292	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	648	13.1	626	11.9	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Low	Maintained	Issue	648	77.2	625	76.0	47,379	76.4	44,273	77.1
	Standard of Excellence	High	Improved	Good	648	28.9	625	24.7	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	648	73.9	626	74.9	47,385	69.8	44,226	72.1
	Standard of Excellence	High	Improved Significantly	Good	648	25.9	626	19.8	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	630	71.3	610	75.5	43,532	75.6	38,021	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	630	13.3	610	13.4	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	Low	Maintained	Issue	46	47.8	72	49.2	1,553	62.8	1,543	62.3
	Standard of Excellence	Low	Maintained	Issue	46	0.0	72	2.1	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	45	84.4	31	89.6	2,601	85.9	2,496	87.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	8.9	31	11.2	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Low	Declined	Issue	632	58.9	608	62.7	43,190	65.3	37,734	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	632	14.2	608	15.7	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	Low	Maintained	Issue	45	44.4	71	42.2	1,966	60.7	1,858	63.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	6.7	71	5.0	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	632	68.7	616	70.7	43,653	74.1	38,253	73.4
	Standard of Excellence	Very High	Maintained	Excellent	632	17.2	616	16.3	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	44	47.7	68	54.7	1,527	64.4	1,503	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	44	13.6	68	11.0	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Low	Declined	Issue	629	60.1	615	65.4	43,451	65.1	38,360	66.7
	Standard of Excellence	Intermediate	Declined Significantly	Issue	629	14.5	615	19.4	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	Low	Declined	Issue	45	40.0	70	51.6	1,469	57.2	1,489	63.3
	Standard of Excellence	Low	Maintained	Issue	45	4.4	70	6.9	1,469	11.2	1,489	12.5

Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Student Learning Achievement (Grades 10-12)

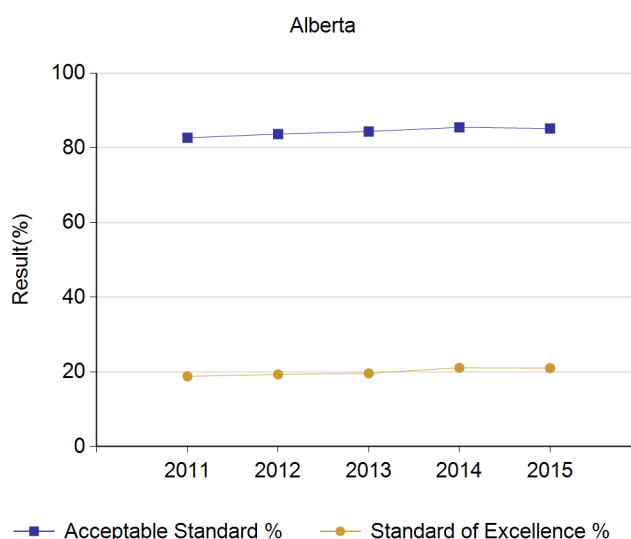
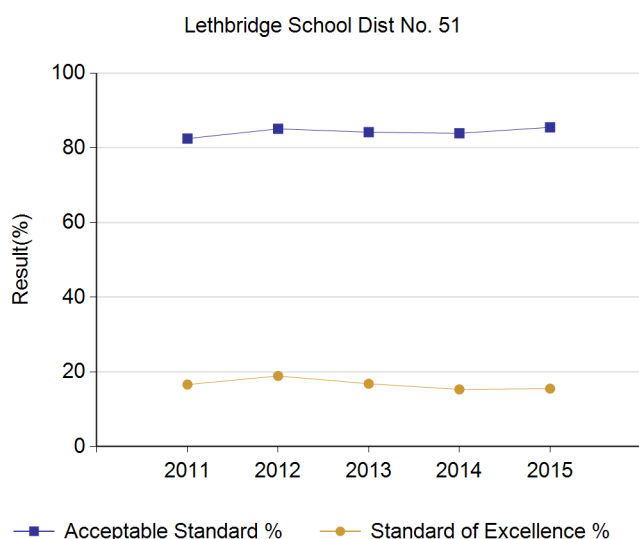


Diploma Exam Results By Students Writing Measure History

Authority: 3040 Lethbridge School District No. 51

Province: Alberta

	Lethbridge School Dist No. 51					Alberta				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
N	786	778	840	806	887	57,245	58,416	57,714	58,670	58,287
Acceptable Standard %	82.5	85.1	84.2	83.9	85.5	82.7	83.7	84.4	85.5	85.2
Standard of Excellence %	16.6	18.9	16.8	15.3	15.5	18.8	19.3	19.6	21.1	21.0



Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3040 Lethbridge School District No. 51

		Lethbridge School Dist No. 51							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Year Average		2015		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	393	88.0	344	89.1	28,104	86.5	29,085	86.6
	Diploma Examination Standard of Excellence	Low	Declined	Issue	393	5.9	344	9.0	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	256	93.4	235	91.6	16,324	88.7	15,323	89.6
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	256	12.5	235	13.9	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	23	95.7	20	96.4	1,278	95.5	1,224	95.9
	Diploma Examination Standard of Excellence	Low	Declined	Issue	23	0.0	20	5.2	1,278	9.9	1,224	13.5
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	223	77.6	n/a	n/a	10,936	70.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	223	23.8	n/a	n/a	10,936	19.5
Applied Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	121	81.0	n/a	n/a	5,026	73.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	121	9.1	n/a	n/a	5,026	14.1
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Declined Significantly	n/a	214	72.0	265	80.0	20,915	76.2	20,619	78.0
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	214	23.4	265	25.5	20,915	31.7	20,619	31.9
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Declined	n/a	152	71.7	151	77.1	12,558	73.9	10,829	70.4
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	152	14.5	151	10.3	12,558	15.5	10,829	12.3
Social Studies 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	339	88.5	343	87.9	21,038	87.1	22,680	85.8
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	339	14.5	343	15.3	21,038	16.2	22,680	15.4
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	289	80.6	228	84.6	19,617	81.3	18,230	83.1
	Diploma Examination Standard of Excellence	Low	Declined	Issue	289	8.0	228	12.2	19,617	12.5	18,230	14.1
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	370	81.1	331	77.9	21,219	85.9	22,506	83.9
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	370	23.5	331	24.1	21,219	33.0	22,506	30.7
Chemistry 30	Diploma Examination Acceptable Standard	High	Improved	Good	243	81.5	219	76.8	19,050	82.2	18,412	79.1
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	243	28.4	219	27.0	19,050	34.2	18,412	31.9
Physics 30	Diploma Examination Acceptable Standard	High	Improved	Good	132	83.3	113	78.1	10,573	83.9	10,127	81.9
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	132	25.8	113	25.1	10,573	35.8	10,127	31.8
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	14	85.7	16	74.1	7,819	83.9	6,190	83.0
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	14	14.3	16	14.3	7,819	26.7	6,190	24.4

Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Opportunities

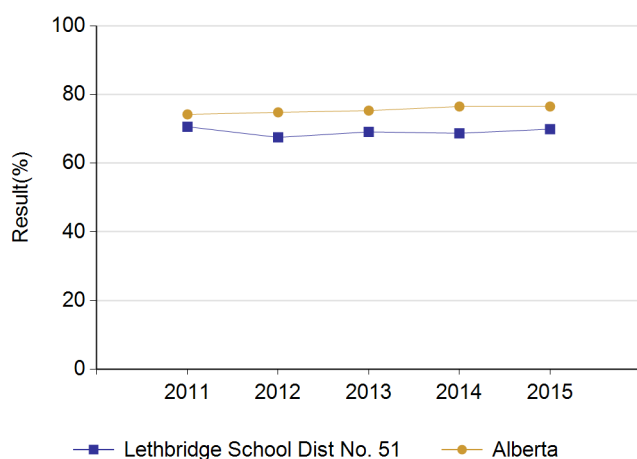
High School Completion Rates - Measure History

Authority: 3040 Lethbridge School District No. 51

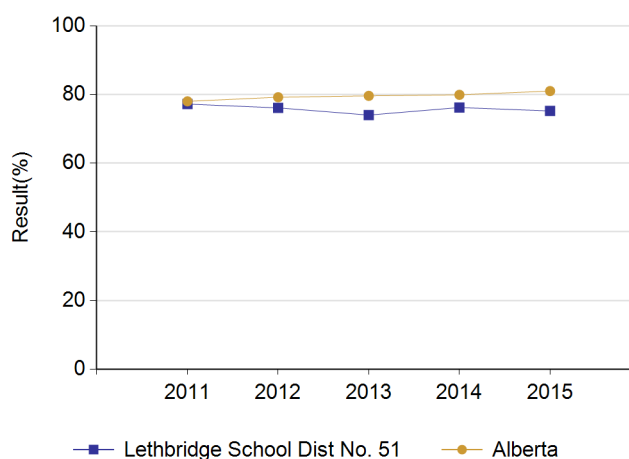
Province: Alberta

	Lethbridge School Dist No. 51										Alberta									
	2011		2012		2013		2014		2015		2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	702	70.6	640	67.5	744	69.1	677	68.7	751	69.9	45,059	74.2	45,143	74.8	45,052	75.3	44,328	76.5	43,810	76.5
4 Year Completion	699	77.2	701	76.1	645	74.0	742	76.2	680	75.2	45,812	78.0	45,141	79.2	45,239	79.6	45,101	79.9	44,394	81.0
5 Year Completion	638	77.4	699	78.8	704	78.5	645	76.6	743	79.2	45,566	79.4	45,815	80.6	45,151	81.5	45,243	82.0	45,111	82.1

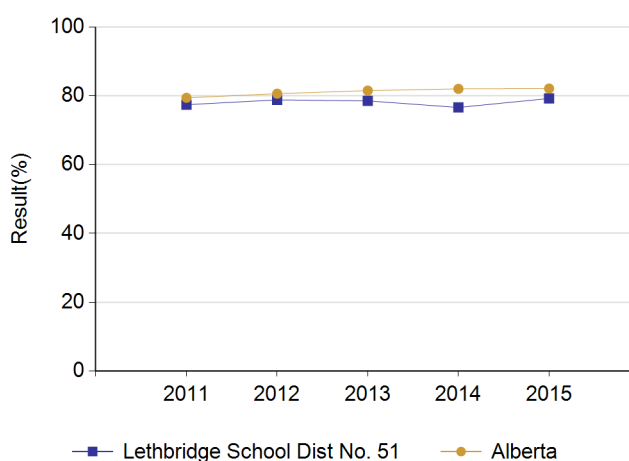
3 Year Completion



4 Year Completion



5 Year Completion



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Completion Rate is adjusted for estimated attrition factor.

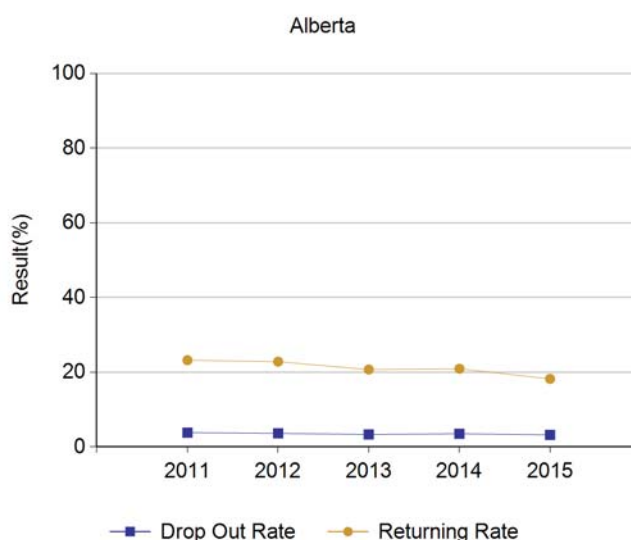
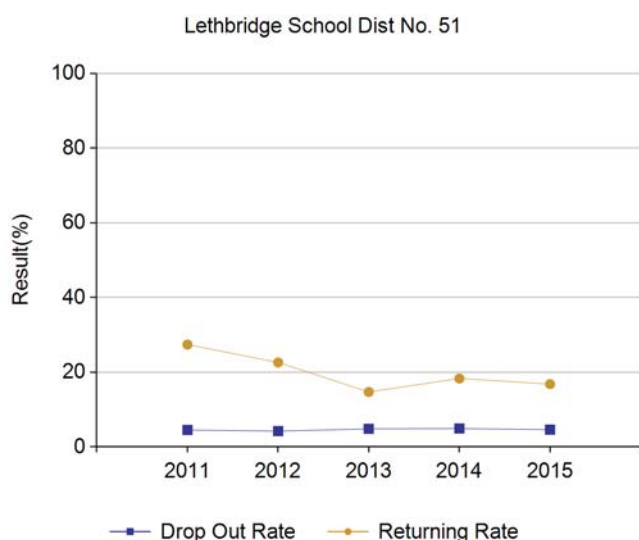
Student Learning Opportunities

Drop Out Rate - Measure History

Authority: 3040 Lethbridge School District No. 51

Province: Alberta

	Lethbridge School Dist No. 51										Alberta									
	2011		2012		2013		2014		2015		2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	2,673	4.5	2,630	4.2	2,739	4.8	2,826	4.9	2,783	4.6	179,393	3.8	179,427	3.6	177,748	3.3	179,794	3.5	180,104	3.2
Returning Rate	156	27.4	164	22.6	136	14.7	159	18.3	161	16.8	9,918	23.2	9,044	22.8	8,553	20.7	7,733	20.9	7,960	18.2



Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Student Learning Achievement (Grades 10-12)

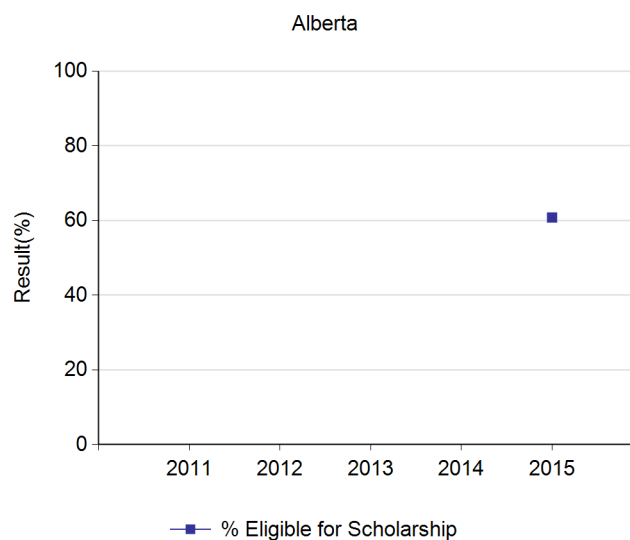
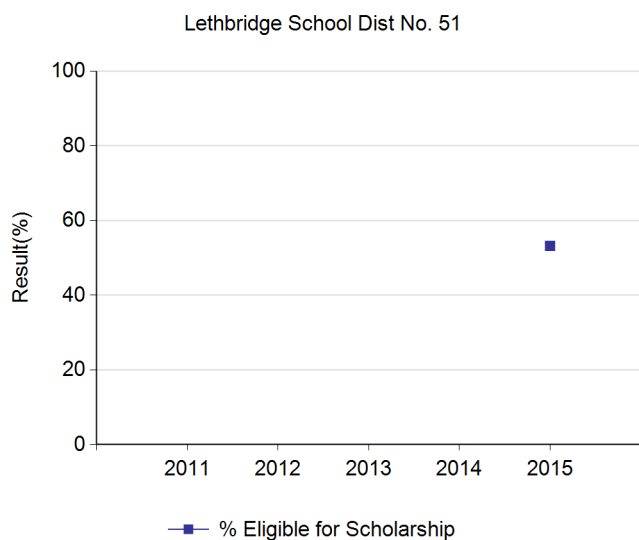


Rutherford Scholarship Eligibility Rate - Measure History

Authority: 3040 Lethbridge School District No. 51

Province: Alberta

	Lethbridge School Dist No. 51					Alberta				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Total Gr 12 Students	n/a	n/a	n/a	n/a	909	n/a	n/a	n/a	n/a	58,041
Percent Eligible for Scholarship	n/a	n/a	n/a	n/a	53.2	n/a	n/a	n/a	n/a	60.8



Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Preparation for Lifelong Learning, World of Work, Citizenship

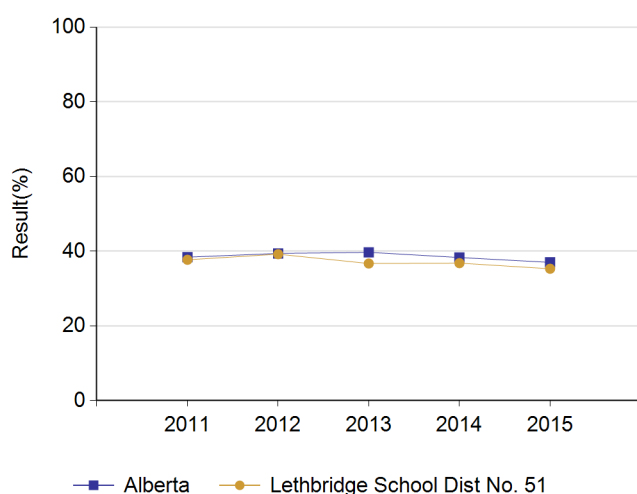
High School to Post-Secondary Transition Rates - Measure History

Authority: 3040 Lethbridge School District No. 51

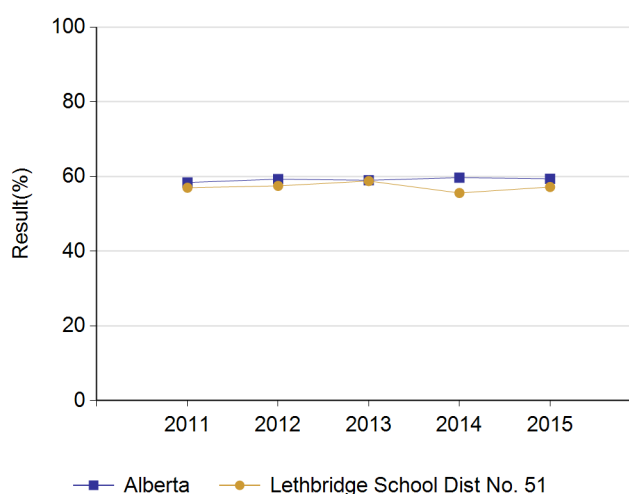
Province: Alberta

	Lethbridge School Dist No. 51										Alberta									
	2011		2012		2013		2014		2015		2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	699	37.7	701	39.2	645	36.7	742	36.8	680	35.3	45,812	38.4	45,141	39.4	45,239	39.7	45,101	38.3	44,394	37.0
6 Year Transition	736	57.0	637	57.5	698	58.8	705	55.6	643	57.2	45,708	58.4	45,554	59.3	45,803	59.0	45,131	59.7	45,231	59.4

4 Year Transition (%)



6 Year Transition (%)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Student Learning Opportunities



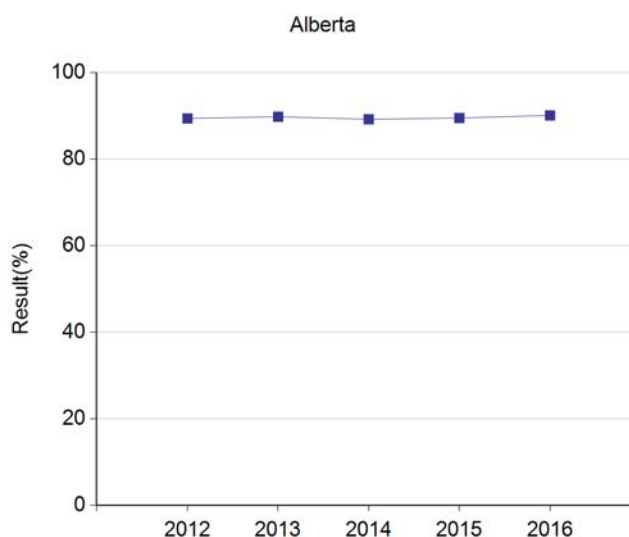
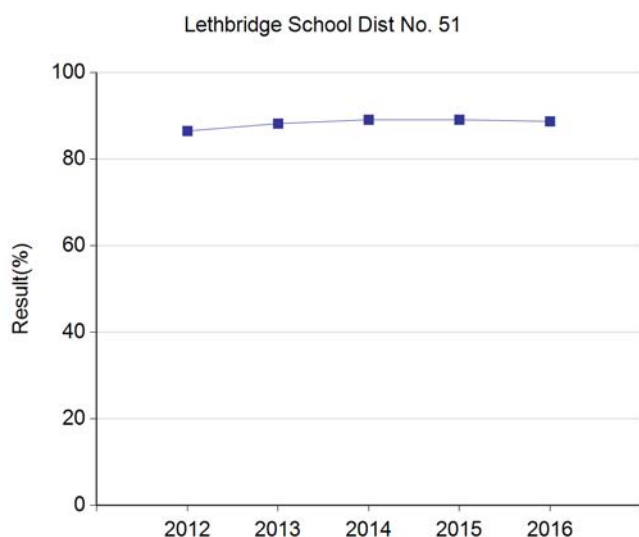
A.4 Education Quality Measure History

Authority: 3040 Lethbridge School District No. 51

Province: Alberta

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

Lethbridge School Dist No. 51										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2,491	86.5	2,667	88.2	4,144	89.1	4,350	89.1	4,930	88.7	201,116	89.4	206,853	89.8	259,083	89.2	310,056	89.5	285,217	90.1



Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey tool in 2014.

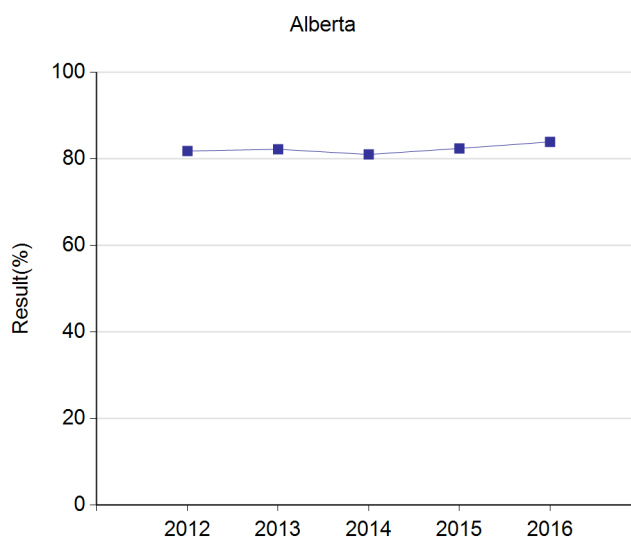
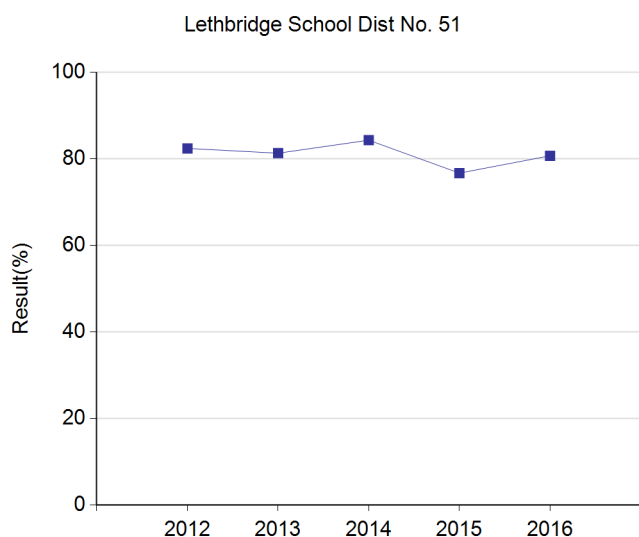
D.6 In-service jurisdiction Needs Measure History

Authority: 3040 Lethbridge School District No. 51

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Lethbridge School Dist No. 51										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
372	82.4	414	81.3	433	84.3	429	76.7	417	80.7	27,080	81.8	27,640	82.2	27,137	81.0	28,738	82.4	30,287	83.9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Your version of the **OurSCHOOL** student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 666 students in 6 schools that participated in the survey between 3 Jan. 2016 and 26 Feb. 2016.

The results for the district are based on last year's results for all students using The Learning Bar Survey for grade levels assessed by this district, and are compared with Canadian norms.

For details on the survey see www.thelearningbar.com.

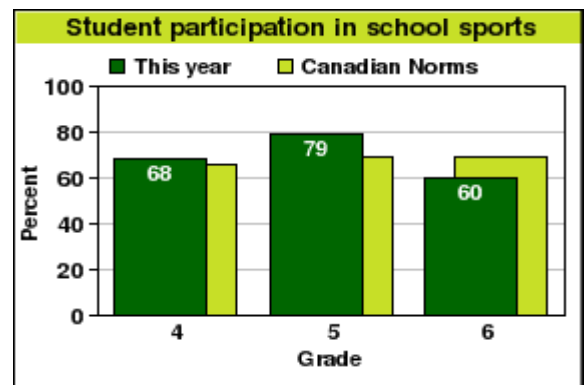
*Note: Only grades with more than 50 students from at least two schools are displayed on the bar charts.

Social-Emotional Outcomes

Student participation in school sports

Students who play sports with an instructor at school, other than in a gym class.

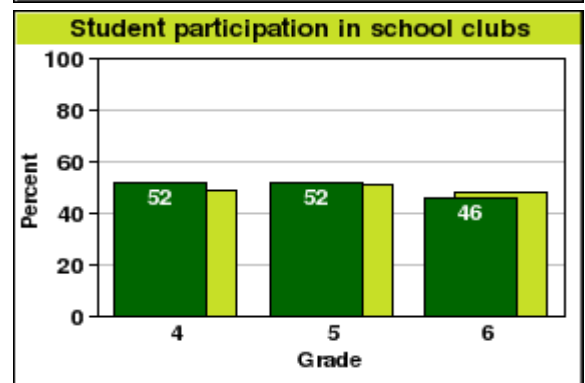
- 69% of students in this district had a high rate of participation in sports; the Canadian norm for these grades is 68%.
- 62% of the girls and 76% of the boys in this district had a high rate of participation in sports. The Canadian norm for girls is 66% and for boys is 70%.



Student participation in school clubs

Students who take part in art, drama, or music groups; school clubs; or a school committee.

- 50% of students in this district had a high rate of participation in clubs; the Canadian norm for these grades is 49%.
- 58% of the girls and 43% of the boys in this district had a high rate of participation in clubs. The Canadian norm for girls is 57% and for boys is 42%.

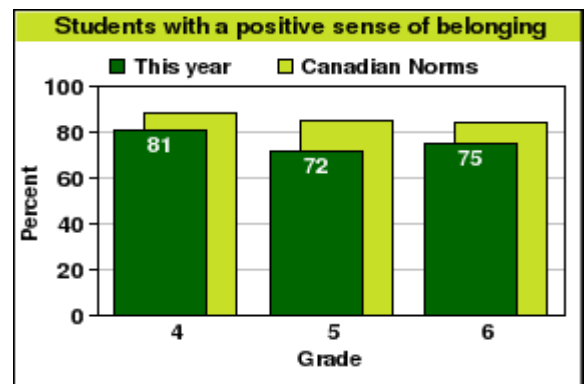


Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

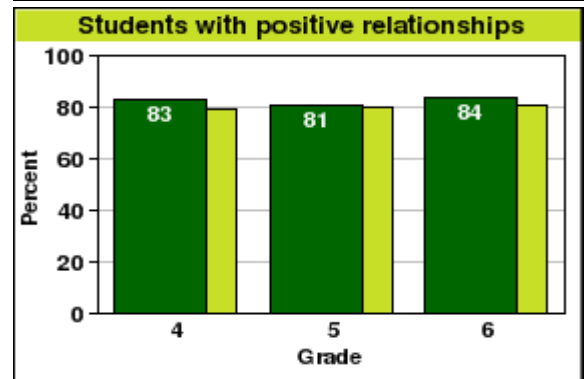
- 76% of students in this district had a high sense of belonging; the Canadian norm for these grades is 86%.
- 76% of the girls and 76% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 86% and for boys is 85%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

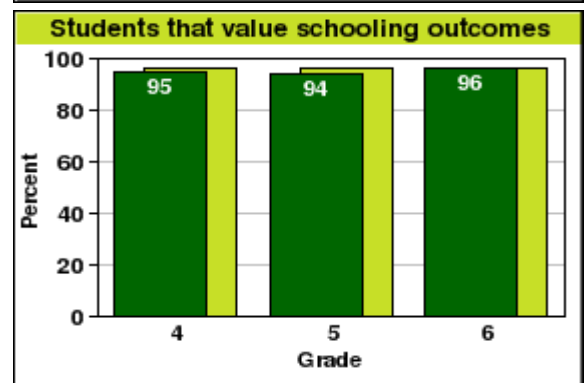
- In this district, 83% of students had positive relationships; the Canadian norm for these grades is 80%.
- 85% of the girls and 81% of the boys in this district had positive relationships. The Canadian norm for girls is 84% and for boys is 77%.



Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 95% of students in this district valued school outcomes; the Canadian norm for these grades is 96%.
- 96% of the girls and 93% of the boys in this district valued school outcomes. The Canadian norm for girls is 97% and for boys is 95%.

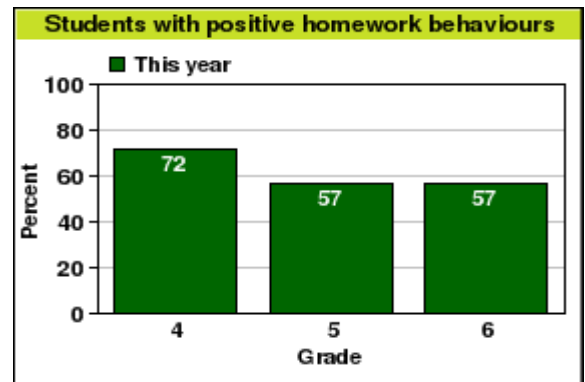


Social-Emotional Outcomes

Students with positive homework behaviours

Students who do homework for their classes with a positive attitude and in a timely manner.

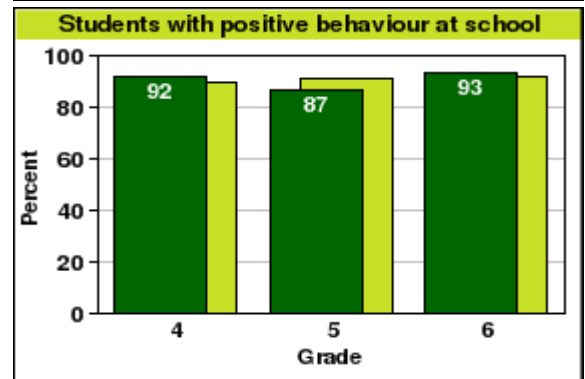
- In this district, 62% of students had positive homework behaviours.
- 71% of the girls and 53% of the boys in this district had positive homework behaviours.



Students with positive behaviour at school

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

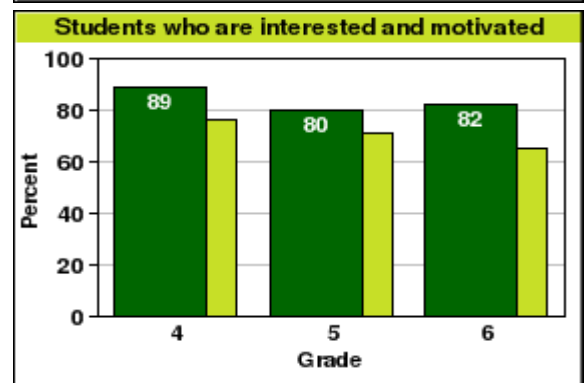
- In this district, 91% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 94% of the girls and 87% of the boys in this district with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 87%.



Students who are interested and motivated

Students who are interested and motivated in their learning.

- 84% of students in this district were interested and motivated; the Canadian norm for these grades is 71%.
- 87% of the girls and 80% of the boys in this district were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.

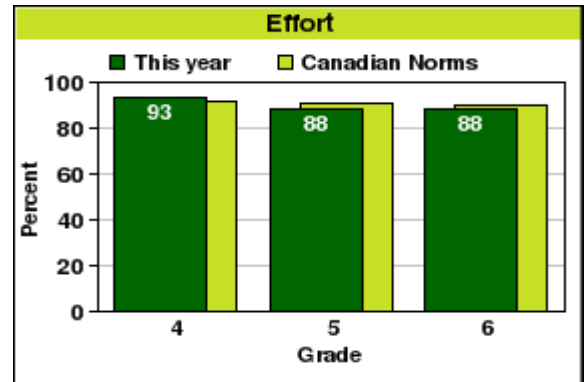


Social-Emotional Outcomes

Effort

Students who try hard to succeed in their learning.

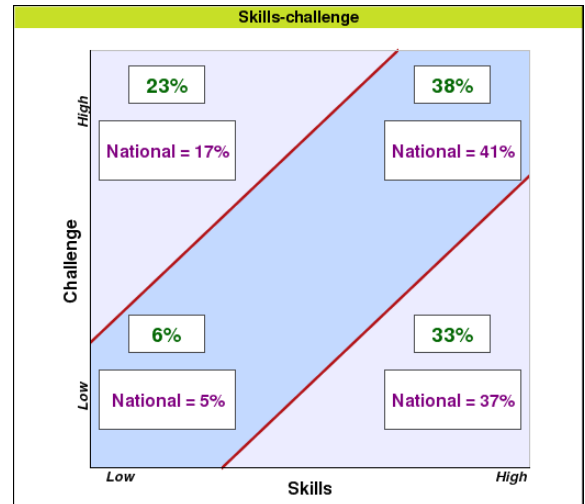
- 90% of students in this district tried hard to succeed; the Canadian norm for these grades is 91%.
- 93% of the girls and 87% of the boys in this district tried hard to succeed. The Canadian norm for girls is 93% and for boys is 89%.



Skills-challenge

Students who feel challenged in their language arts, math and Science classes and feel confident of their skills in these subjects.

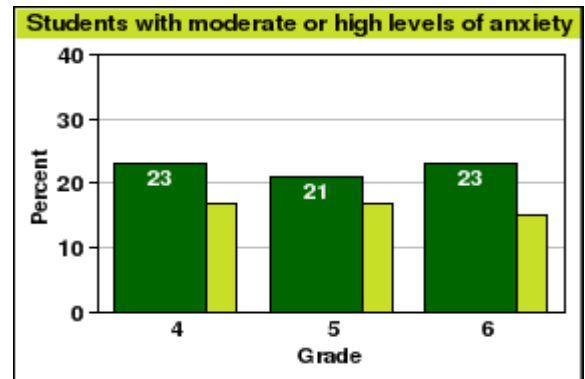
- 38% of students in the district had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 41%.
- 33% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 37%.
- 23% of students were not confident of their skills and found language arts or math challenging. The Canadian norm for this category is 17%.
- 6% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 5%.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 22% of students in this district had moderate to high levels of anxiety; the Canadian norm for these grades is 16%.
- 27% of the girls and 17% of the boys in this district had moderate to high levels of anxiety. The Canadian norm for girls is 20% and for boys is 13%.

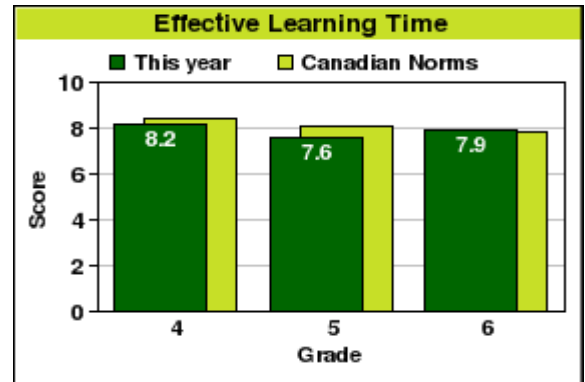


DRIVERS of Student Outcomes

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

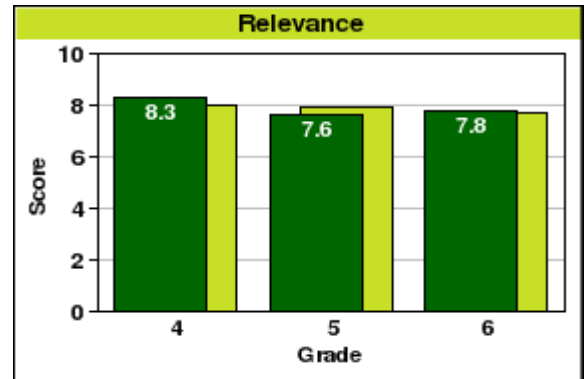
- In this district, students rated effective classroom learning time 7.9 out of 10; the Canadian norm for these grades is 8.1.
- In this district, effective classroom learning time was rated 7.9 out of 10 by girls and 7.9 out of 10 by boys. The Canadian norm for girls is 8.2 and for boys is 8.



Relevance

Students who find classroom instruction relevant to their everyday lives.

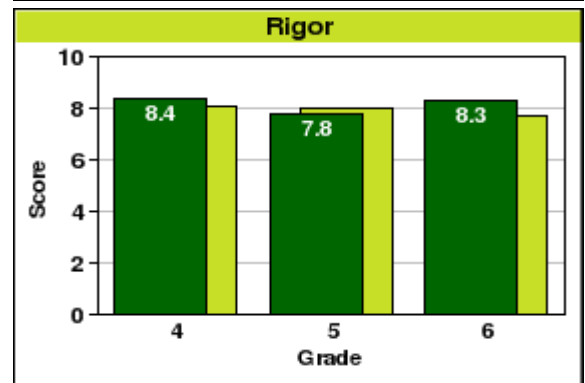
- In this district, students rated relevance 7.9 out of 10; the Canadian norm for these grades is 7.9.
- In this district, relevance was rated 8 out of 10 by girls and 7.7 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.8.



Rigor

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

- In this district, students rated rigor 8.2 out of 10; the Canadian norm for these grades is 7.9.
- In this district, rigor was rated 8.3 out of 10 by girls and 8 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.9.

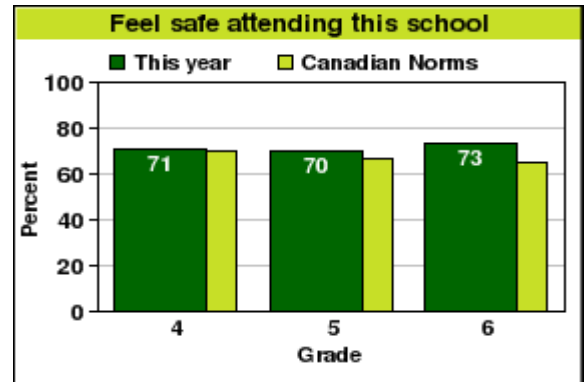


DRIVERS of Student Outcomes

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

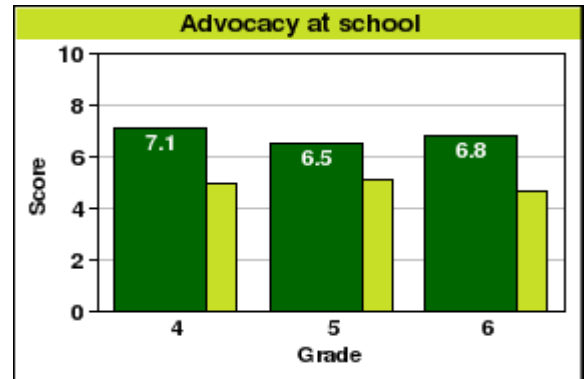
- 71% of students felt safe attending the district; the Canadian norm for these grades is 68%.
- 74% of the girls and 69% of the boys felt safe attending the district. The Canadian norm for girls is 67% and for boys is 68%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

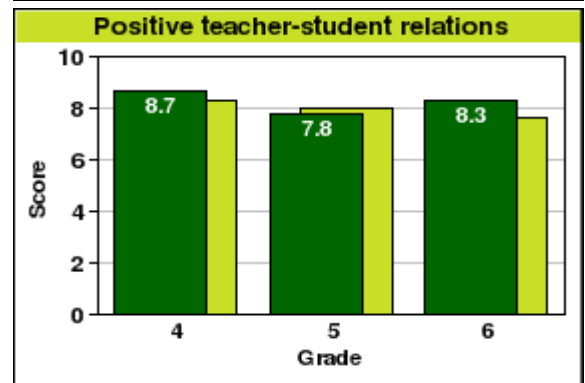
- In this district, students rated advocacy at school 6.8 out of 10; the Canadian norm for these grades is 4.9.
- In this district, advocacy at school was rated 6.7 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 4.9 and for boys is 5.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this district, positive teacher-student relations were rated 8.3 out of 10; the Canadian norm for these grades is 7.9.
- In this district, positive teacher-student relations were rated 8.5 out of 10 by girls and 8.1 out of 10 by boys. The Canadian norm for girls is 8.1 and for boys is 7.8.

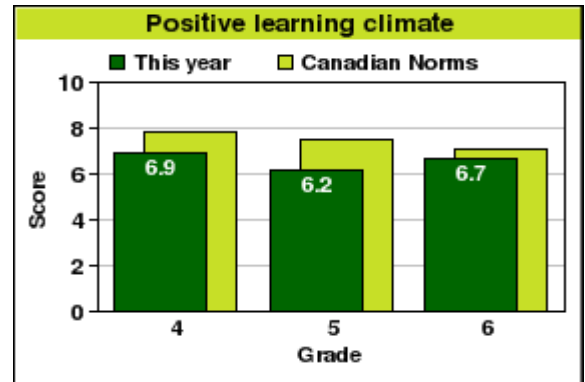


DRIVERS of Student Outcomes

Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

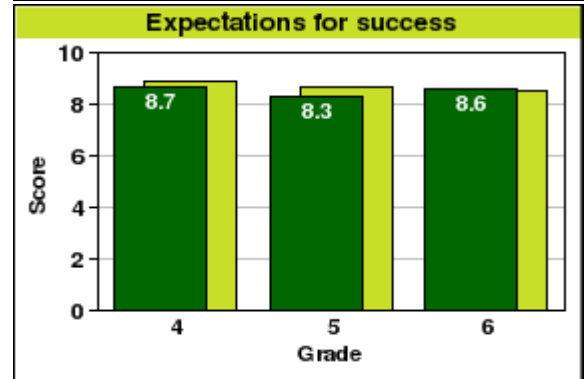
- In this district, students rated disciplinary climate of the classroom 6.6 out of 10; the Canadian norm for these grades is 7.4.
- In this district, disciplinary climate of the classroom was rated 6.6 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 7.5 and for boys is 7.4.



Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this district, students rated teachers' expectations for academic success 8.6 out of 10; the Canadian norm for these grades is 8.7.
- In this district, teachers' expectations for academic success were rated 8.7 out of 10 by girls and 8.4 out of 10 by boys. The Canadian norm for girls is 8.8 and for boys is 8.6.

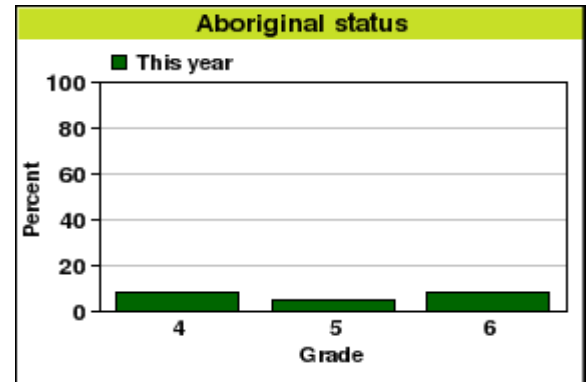


Demographic Factors

Aboriginal status

Students who are of Aboriginal origin, that is, North American Indian, Métis, or Inuk.

- 7% of students in this district are of Aboriginal origin.
- 6% of the girls and 9% of the boys in this district are of Aboriginal origin.



Your version of the **OurSCHOOL** student survey measures 32 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 2,601 students in 8 schools that participated in the survey between 8 Dec. 2015 and 26 Feb. 2016.

The results for the district are based on last year's results for all students using The Learning Bar Survey for grade levels assessed by this district, and are compared with Canadian norms.

For details on the survey see www.thelearningbar.com.

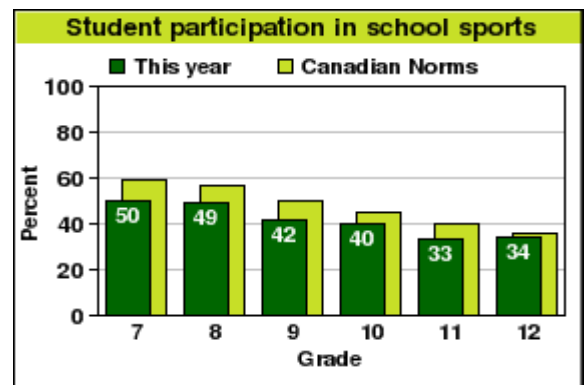
*Note: Only grades with more than 50 students from at least two schools are displayed on the bar charts.

Social-Emotional Outcomes

Student participation in school sports

Students who play sports with an instructor at school, other than in a gym class.

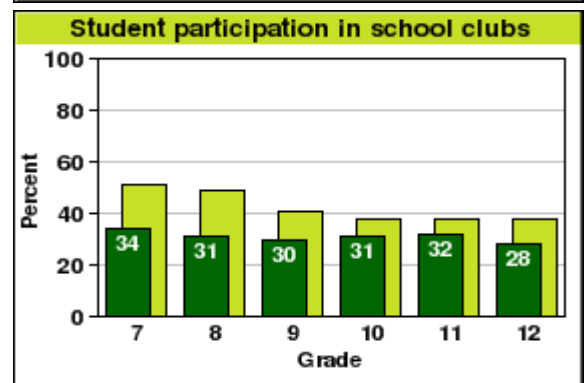
- 41% of students in this district had a high rate of participation in sports; the Canadian norm for these grades is 48%.
- 37% of the girls and 46% of the boys in this district had a high rate of participation in sports. The Canadian norm for girls is 44% and for boys is 52%.



Student participation in school clubs

Students who take part in art, drama, or music groups; school clubs; or a school committee.

- 31% of students in this district had a high rate of participation in clubs; the Canadian norm for these grades is 42%.
- 37% of the girls and 26% of the boys in this district had a high rate of participation in clubs. The Canadian norm for girls is 49% and for boys is 36%.

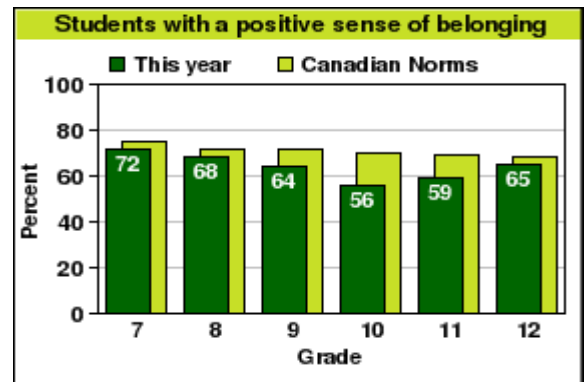


Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

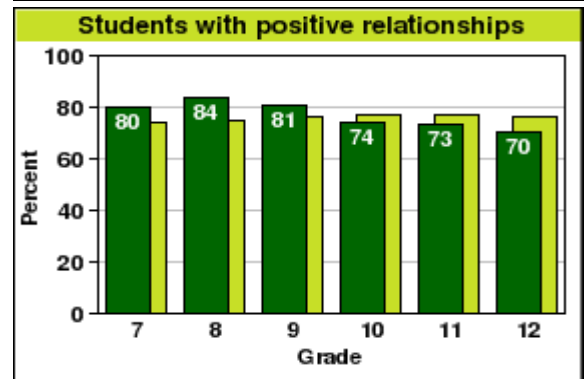
- 64% of students in this district had a high sense of belonging; the Canadian norm for these grades is 71%.
- 57% of the girls and 71% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 71% and for boys is 71%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

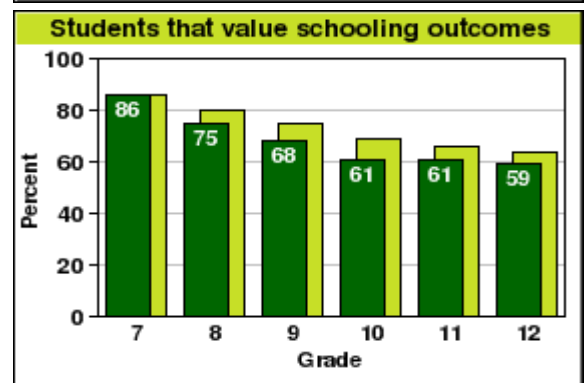
- In this district, 77% of students had positive relationships; the Canadian norm for these grades is 76%.
- 79% of the girls and 75% of the boys in this district had positive relationships. The Canadian norm for girls is 81% and for boys is 71%.



Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 68% of students in this district valued school outcomes; the Canadian norm for these grades is 73%.
- 70% of the girls and 67% of the boys in this district valued school outcomes. The Canadian norm for girls is 76% and for boys is 70%.

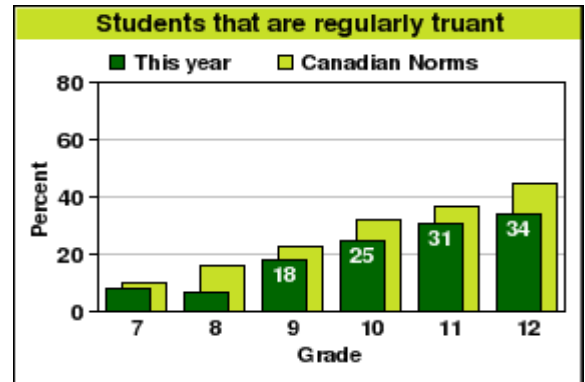


Social-Emotional Outcomes

Students that are regularly truant

Students who skip classes or miss days at school without a reason, or arrive late for school or classes.

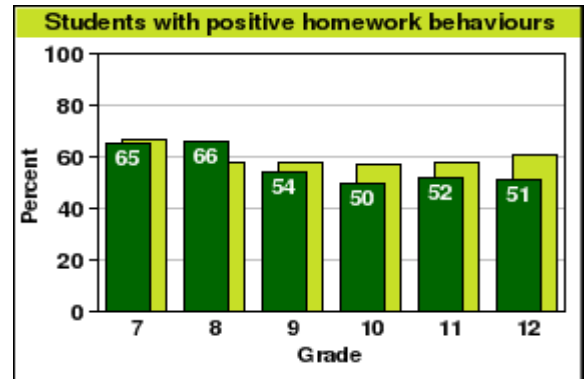
- In this district, the student truancy rate was 21%; the Canadian norm for these grades is 27%
- In this district, the truancy rate for girls was 17% and for boys, 24%. The Canadian norm for girls is 24% and for boys is 30%.



Students with positive homework behaviours

Students who do homework for their classes with a positive attitude and in a timely manner.

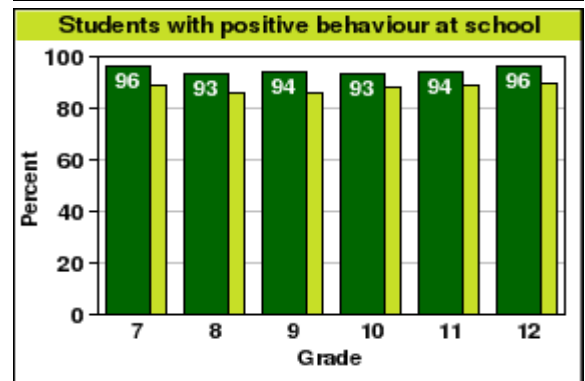
- In this district, 56% of students had positive homework behaviours; the Canadian norm for these grades is 60%.
- 61% of the girls and 51% of the boys in this district had positive homework behaviours. The Canadian norm for girls is 68% and for boys is 52%.



Students with positive behaviour at school

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

- In this district, 94% of students had positive behaviour; the Canadian norm for these grades is 88%.
- 97% of the girls and 92% of the boys in this district with positive student behaviour at school. The Canadian norm for girls is 93% and for boys is 83%.

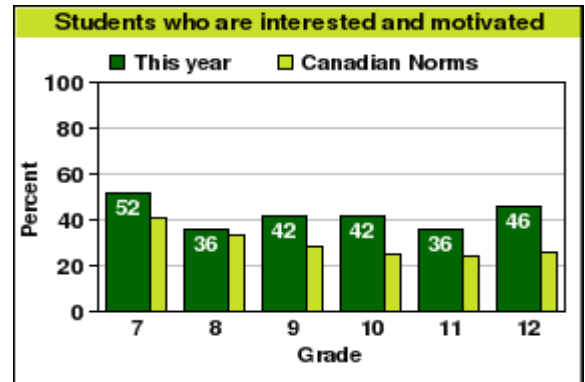


Social-Emotional Outcomes

Students who are interested and motivated

Students who are interested and motivated in their learning.

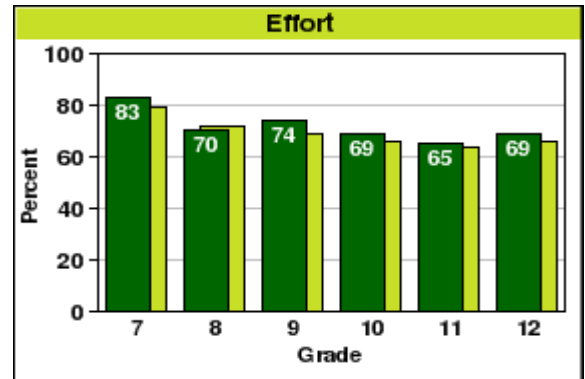
- 42% of students in this district were interested and motivated; the Canadian norm for these grades is 30%.
- 44% of the girls and 41% of the boys in this district were interested and motivated. The Canadian norm for girls is 30% and for boys is 30%.



Effort

Students who try hard to succeed in their learning.

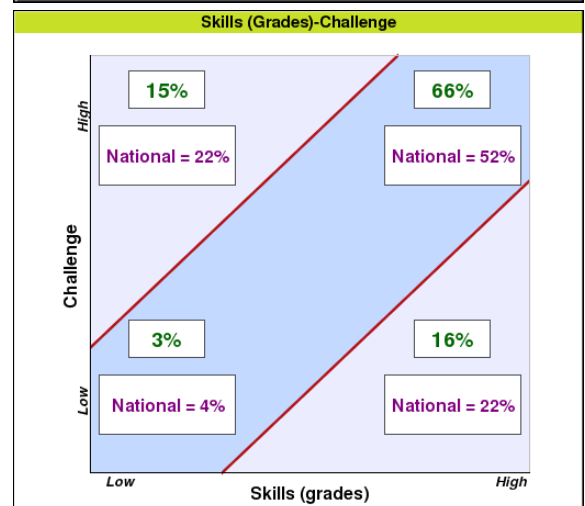
- 72% of students in this district tried hard to succeed; the Canadian norm for these grades is 69%.
- 72% of the girls and 71% of the boys in this district tried hard to succeed. The Canadian norm for girls is 72% and for boys is 66%.



Skills (grades)-challenge

Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.

- 66% of students in the district had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 52%.
- 16% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 22%.
- 15% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 22%.
- 3% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 4%.

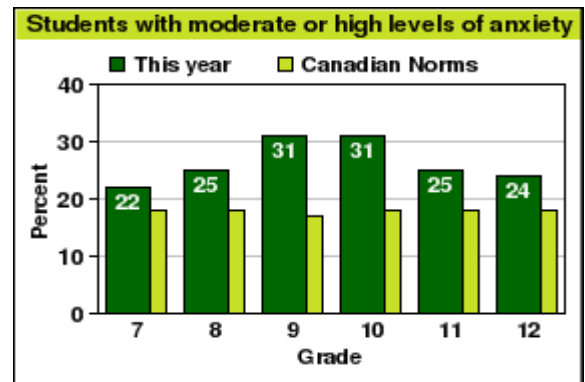


Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

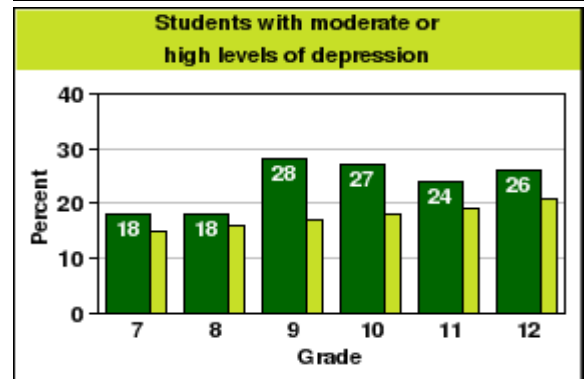
- 26% of students in this district had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 36% of the girls and 17% of the boys in this district had moderate to high levels of anxiety. The Canadian norm for girls is 21% and for boys is 14%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

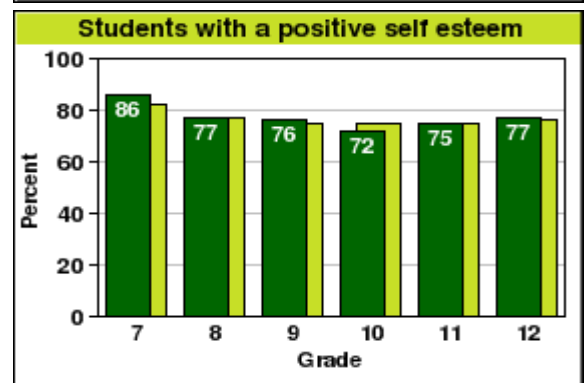
- 24% of students in this district had moderate to high levels of depression; the Canadian norm for these grades is 18%.
- 32% of the girls and 15% of the boys in this district had moderate to high levels of depression. The Canadian norm for girls is 20% and for boys is 15%.



Students with a positive self esteem

Students who like and accept themselves, and are proud of their accomplishments.

- 77% of students in this district had high self esteem; the Canadian norm for these grades is 77%.
- 71% of the girls and 83% of the boys in this district had high self esteem. The Canadian norm for girls is 73% and for boys is 80%.

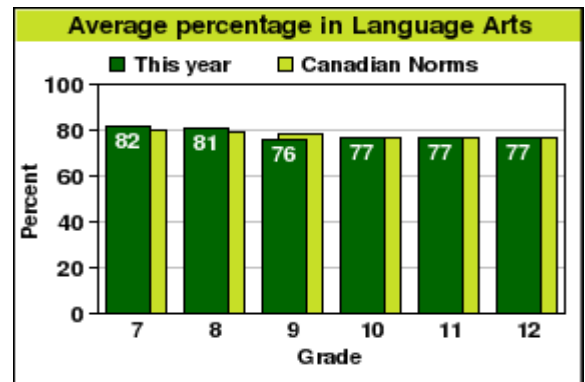


Academic Outcomes

Average percentage in Language Arts

Students' overall marks in their current or most recent Language Arts class (e.g., English) were reported as a letter grade and converted to a percentage.

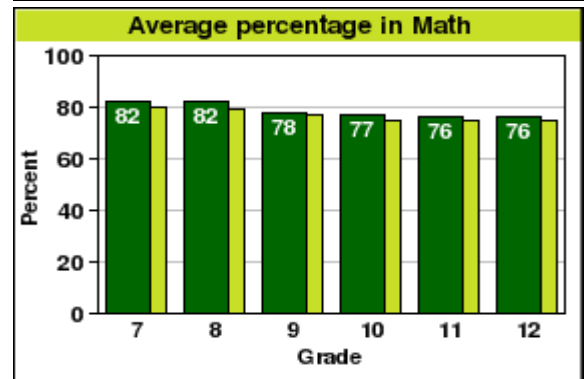
- In this district, students' average reported mark was 78%; the Canadian norm for these grades is 78%.
- In this district, girls' average reported mark was 80% and boys' was 77%. The Canadian norm for girls is 80% and for boys is 76%.



Average percentage in Math

Students' overall marks in their current or most recent Math class were reported as a letter grade and converted to a percentage.

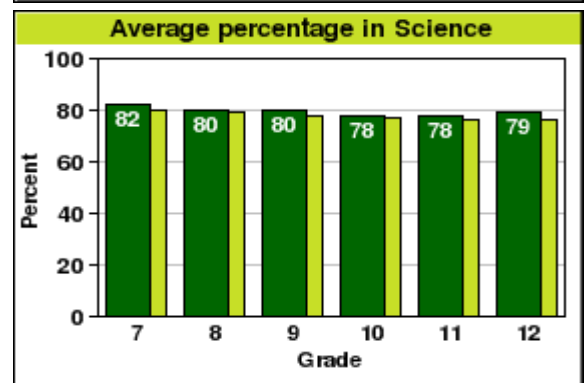
- In this district, students' average reported mark was 78%; the Canadian norm for these grades is 77%.
- In this district, girls' average reported mark was 78% and boys' was 78%. The Canadian norm for girls is 77% and for boys is 77%.



Average percentage in Science

Students' overall marks in their current or most recent Science class (e.g., general Science, biology, chemistry, or physics) were reported as a letter grade and converted to a percentage.

- In this district, students' average reported mark was 80%; the Canadian norm for these grades is 78%.
- In this district, girls' average reported mark was 80% and boys' was 80%. The Canadian norm for girls is 78% and for boys is 77%.

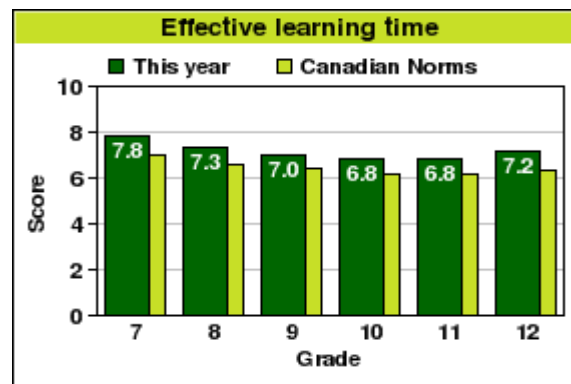


DRIVERS of Student Outcomes

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

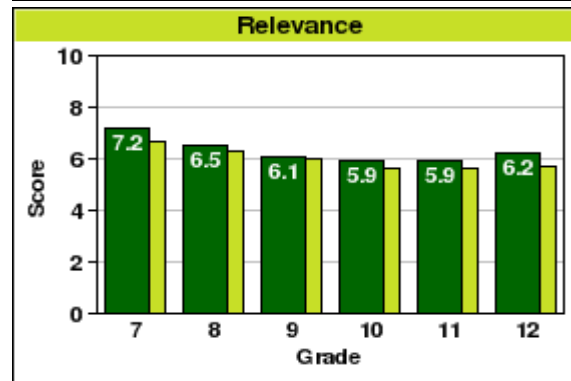
- In this district, students rated effective classroom learning time 7.1 out of 10; the Canadian norm for these grades is 6.5.
- In this district, effective classroom learning time was rated 7.2 out of 10 by girls and 7.1 out of 10 by boys. The Canadian norm for girls is 6.5 and for boys is 6.4.



Relevance

Students who find classroom instruction relevant to their everyday lives.

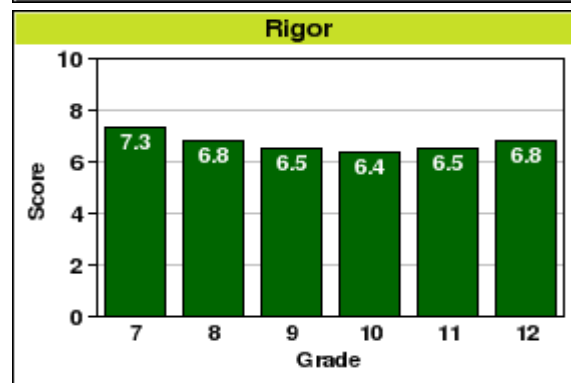
- In this district, students rated relevance 6.3 out of 10; the Canadian norm for these grades is 6.
- In this district, relevance was rated 6.3 out of 10 by girls and 6.3 out of 10 by boys. The Canadian norm for girls is 6 and for boys is 5.9.



Rigor

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

- In this district, students rated rigor 6.7 out of 10.
- In this district, rigor was rated 6.7 out of 10 by girls and 6.7 out of 10 by boys.

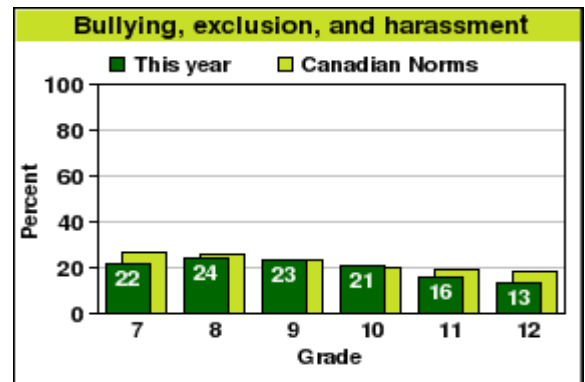


DRIVERS of Student Outcomes

Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

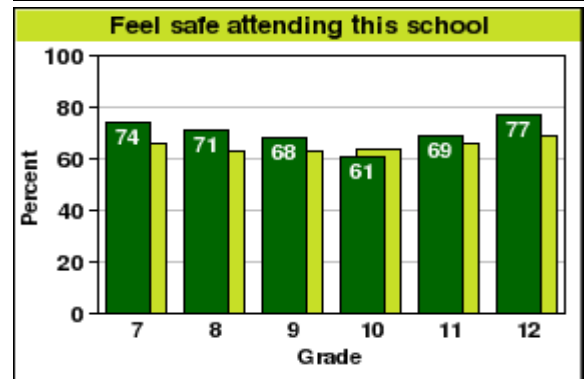
- 20% of students in this district were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 22%.
- 19% of the girls and 21% of the boys in this district were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 20% and for boys is 25%.



Feel safe attending this school

Students who feel safe at school as well as going to and from school.

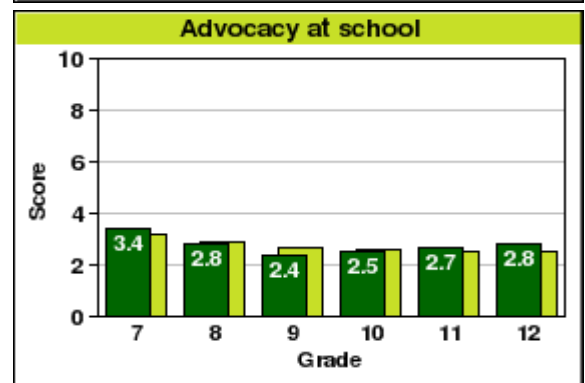
- 70% of students felt safe attending the district; the Canadian norm for these grades is 65%.
- 69% of the girls and 71% of the boys felt safe attending the district. The Canadian norm for girls is 64% and for boys is 66%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this district, students rated advocacy at school 2.7 out of 10; the Canadian norm for these grades is 2.7.
- In this district, advocacy at school was rated 2.6 out of 10 by girls and 2.9 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 2.8.

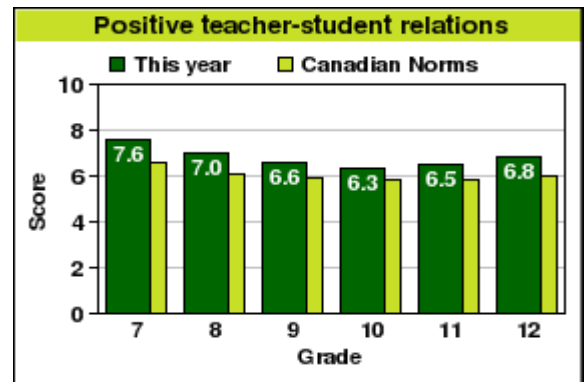


DRIVERS of Student Outcomes

Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

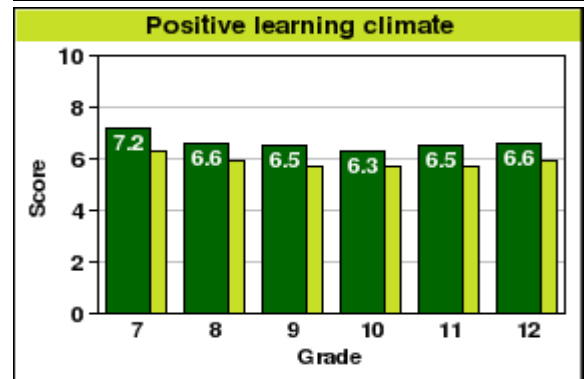
- In this district, positive teacher-student relations were rated 6.8 out of 10; the Canadian norm for these grades is 6.
- In this district, positive teacher-student relations were rated 6.7 out of 10 by girls and 6.8 out of 10 by boys. The Canadian norm for girls is 6.1 and for boys is 5.9.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

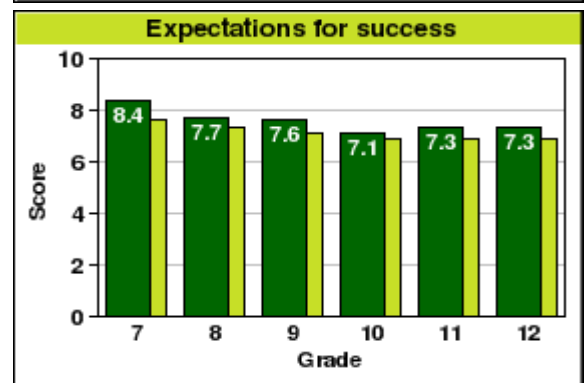
- In this district, students rated disciplinary climate of the classroom 6.6 out of 10; the Canadian norm for these grades is 5.9.
- In this district, disciplinary climate of the classroom was rated 6.6 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 5.9 and for boys is 5.8.



Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this district, students rated teachers' expectations for academic success 7.6 out of 10; the Canadian norm for these grades is 7.1.
- In this district, teachers' expectations for academic success were rated 7.7 out of 10 by girls and 7.5 out of 10 by boys. The Canadian norm for girls is 7.3 and for boys is 6.9.

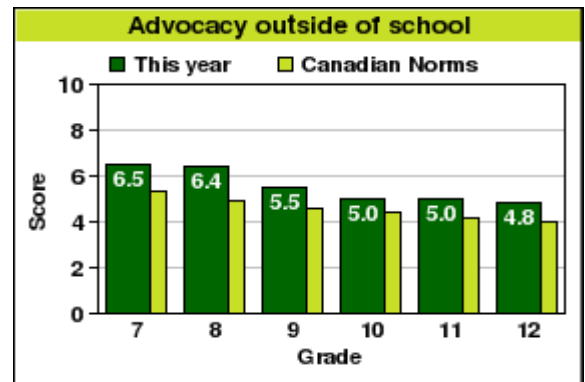


DRIVERS of Student Outcomes

Advocacy outside of school

Students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

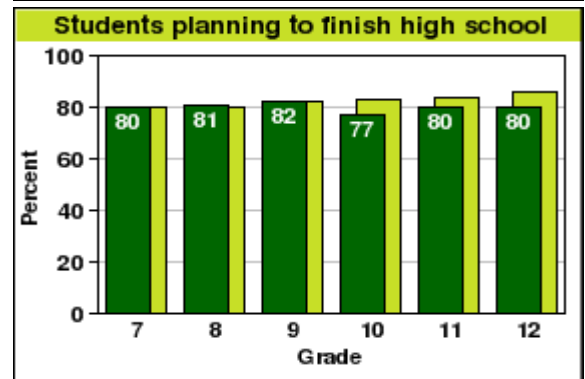
- In this district, students rated advocacy outside of school 5.5 out of 10; the Canadian norm for these grades is 4.6.
- In this district, advocacy outside school was rated 5.5 out of 10 by girls and 5.5 out of 10 by boys. The Canadian norm for girls is 4.6 and for boys is 4.5.



Students planning to finish high school

Students who plan to finish high school.

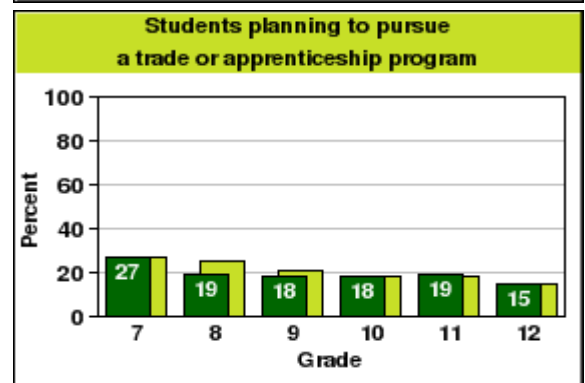
- 80% of students in this district had aspirations for finishing high school; the Canadian norm for these grades is 82%.
- 83% of the girls and 77% of the boys in this district had aspirations for finishing high school. The Canadian norm for girls is 86% and for boys is 79%.



Students planning to pursue a trade or apprenticeship program

Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 19% of students in this district planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 21%.
- 18% of the girls and 21% of the boys in this district planned to pursue a trade or apprenticeship program. The Canadian norm for girls is 17% and for boys is 24%.

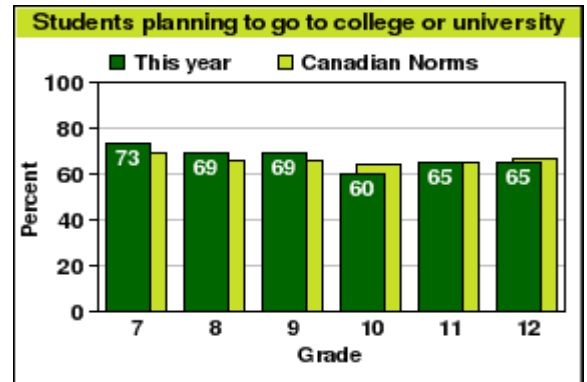


DRIVERS of Student Outcomes

Students planning to go to college or university

Students who plan to pursue a post-secondary education.

- 67% of students in this district had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 66%.
- 73% of the girls and 61% of the boys in this district had aspirations for going to college or university. The Canadian norm for girls is 73% and for boys is 59%.

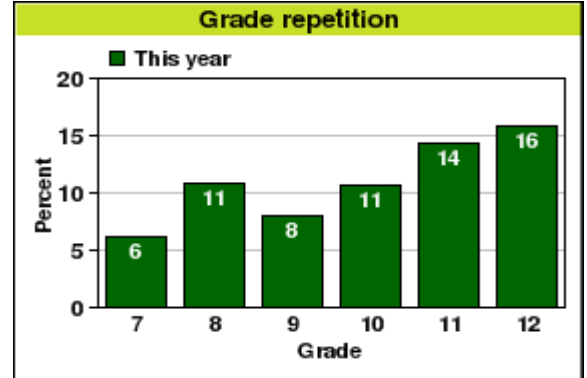


Demographic Factors

Grade repetition

Students who have repeated one or more grades at school since kindergarten.

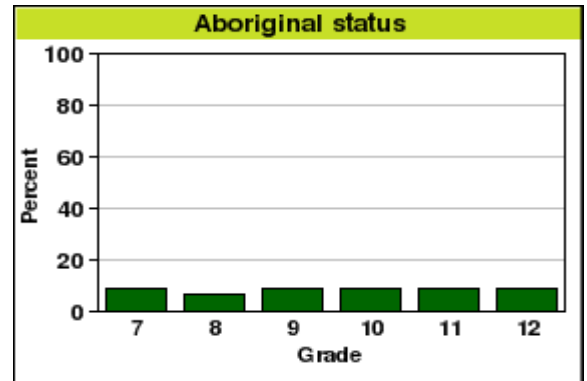
- 11% of students in this district have repeated a grade at school.
- 10% of the girls and 12% of the boys in this district have repeated a grade at school.



Aboriginal status

Students who are of Aboriginal origin, that is, North American Indian, Métis, or Inuk.

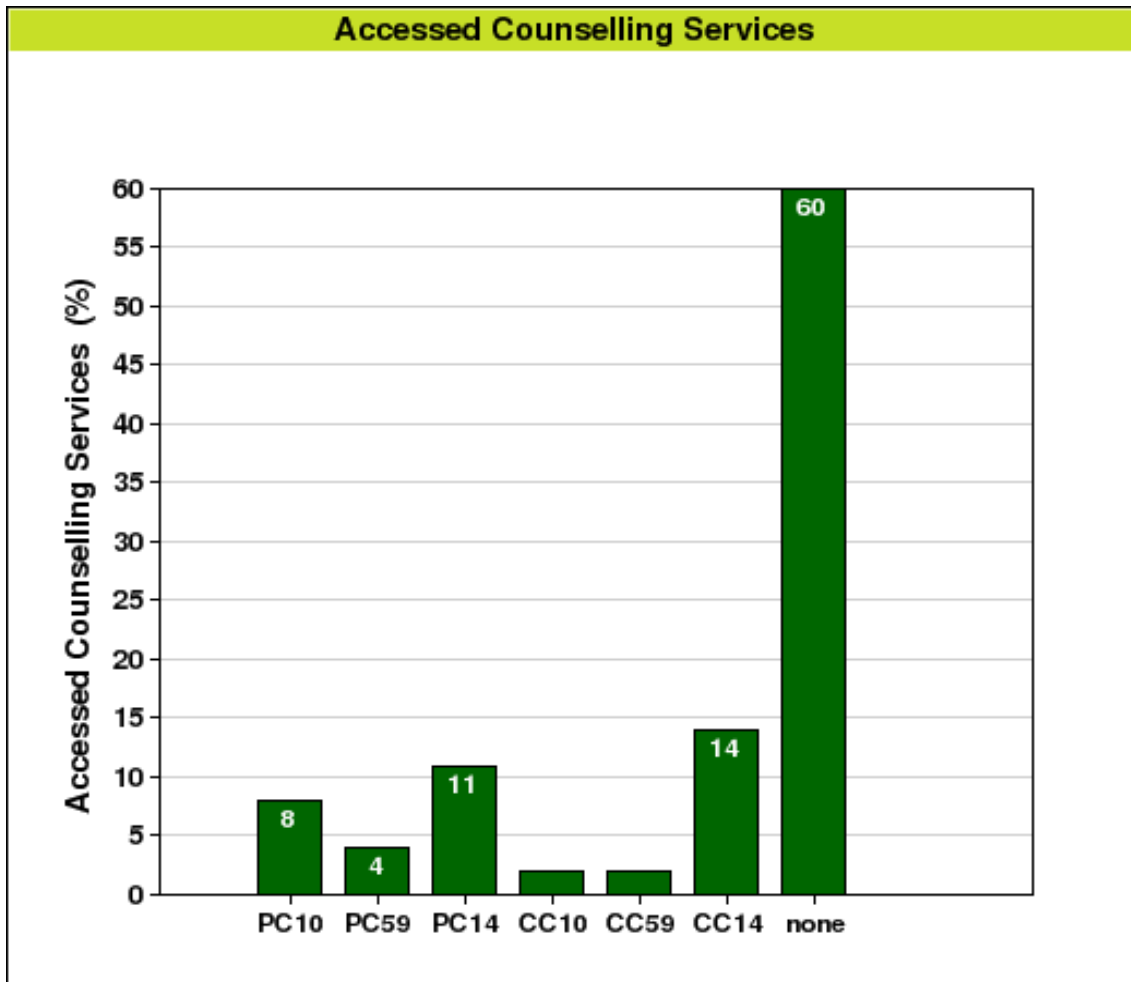
- 9% of students in this district are of Aboriginal origin.
- 8% of the girls and 10% of the boys in this district are of Aboriginal origin.



Multiple Choice Question

Students were asked: "I have accessed the following counselling supports at school in grade 9, 10, 11, or 12:"

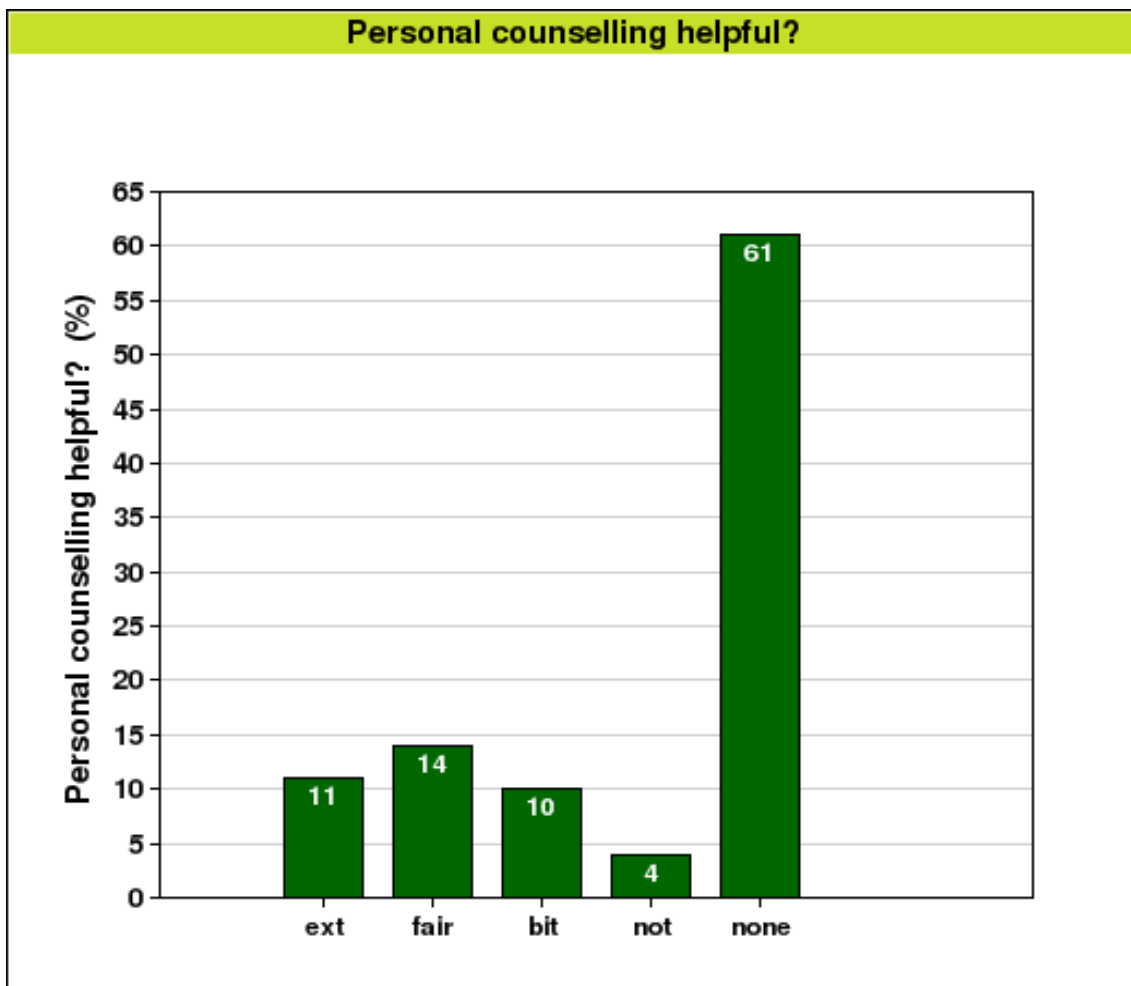
- personal counselling (more than 10 times) (PC10)
- personal counselling (5-9 times) (PC59)
- personal counselling (1-4 times) (PC14)
- career counselling (more than 10 times) (CC10)
- career counselling (5-9 times) (CC59)
- career counselling (1-4 times) (CC14)
- I have not accessed any counselling at the school (none)



Multiple Choice Question

Students were asked: "How helpful was the advice or support you received through the personal counselling?"

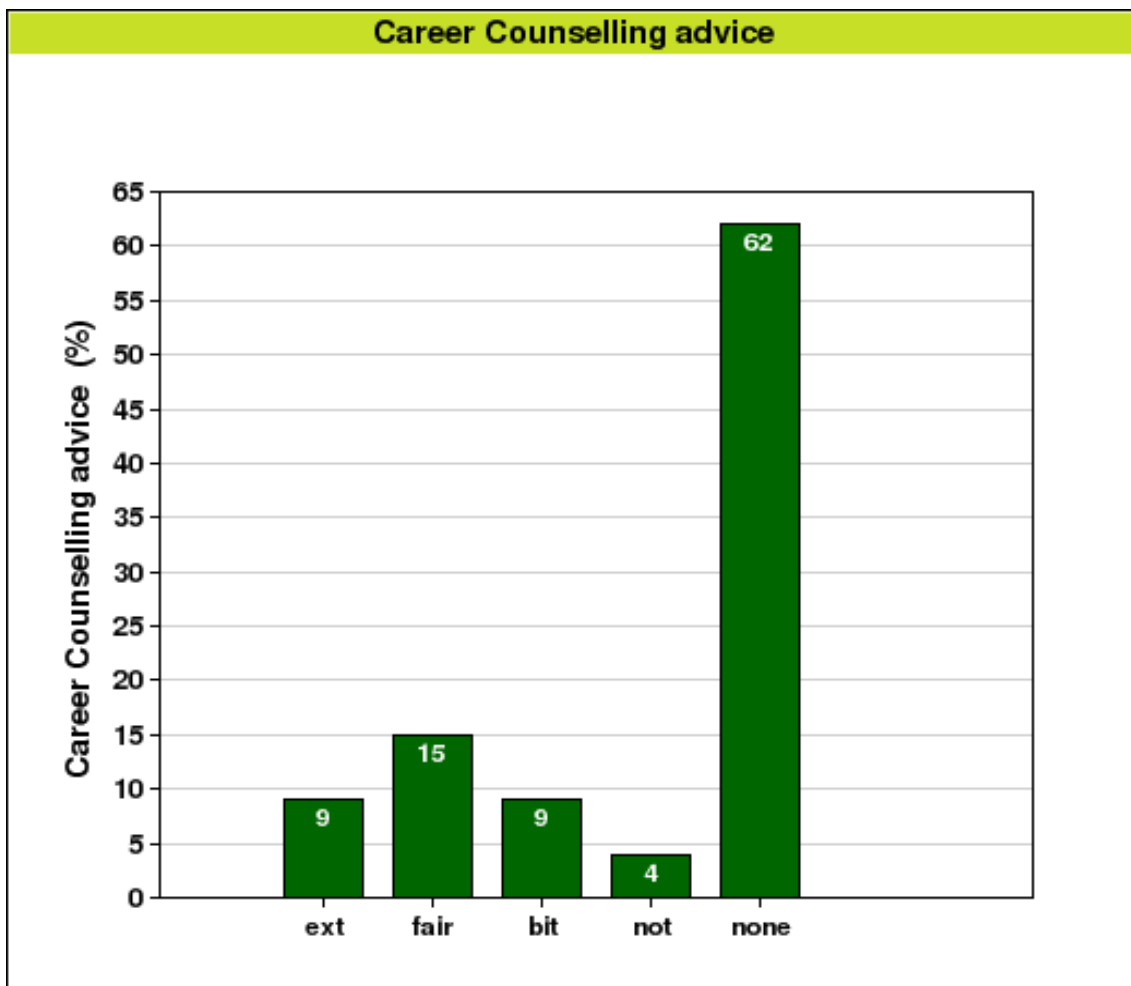
- extremely helpful (ext)
- fairly helpful (fair)
- a bit helpful (bit)
- not helpful at all (not)
- I have not received any advice or support from a counsellor for personal reasons (none)



Multiple Choice Question

Students were asked: "How helpful was the advice or support you received through the career counselling?"

- Extremely helpful (ext)
- Fairly helpful (fair)
- A bit helpful (bit)
- Not helpful at all (not)
- I have not received any advice from a counsellor for career planning (none)



Lethbridge School District No. 51

Glossary of Terms

Accountability Pillar - data provided to give school boards a consistent way to measure their success and assess progress using a broad spectrum of measures. It is based on a set of common factors that measure outcomes in specific categories, giving a clear picture of how well learning goals are being achieved. It also helps identify areas that need improvement and set priorities for the future.

Accumulated Surplus from Operations - is the total unrestricted net assets and operating reserves of the District.

Alberta Education - department of the Government of Alberta, responsible for developing curriculum and setting standards, evaluating curriculum and assessing outcomes, teacher development and certification, supporting special needs students, funding and supporting school boards, Aboriginal and francophone education, and overseeing basic education policy and regulations. Alberta Education also approves and funds new facilities and infrastructure for school jurisdictions in cooperation with Alberta Infrastructure and Transportation.

Alberta Finance - department of the Government of Alberta responsible for economic and fiscal policy advice to the government as well as tax and regulatory administration.

Alberta Infrastructure and Transportation - department of the Government of Alberta, responsible for the provision of infrastructure for health care, education, community, seniors' lodges, municipal transportation, and municipal water/wastewater treatment and distribution.

Amortization of Capital Assets - represents the yearly cost of capital assets aging over their useful lives.

Base Funding - funding provided on a per student basis for every full time equivalent (FTE) student from Kindergarten (ECS) to grade 12.

Benefits - the employer's share of amounts paid on behalf of employees for statutory and pension contributions, and medical and insurance benefits. It also includes allowances which are taxable payments made to (or on behalf of) employees for sabbatical leave, advanced study and training, and for negotiable or board-authorized allowances including automobile, subsidized housing, relocation, retirement, and supplementary unemployment benefits.

Capital and Debt Services - includes the provision for amortization of the district's capital assets, Infrastructure Maintenance and Renewal grant expenditures, and interest on debenture debt.

Certificated Staffing - employees (teachers) holding a valid teaching certificate.

Class Size Initiative - funding provided to school jurisdictions to hire additional teachers in order to lower class size averages to those recommended by the Alberta Commission on Learning (ACOL), over a three year period.

Community Outreach School - a school that provides an alternate education program for students age 12 to 15 who have not experienced success in a traditional school setting.

Contracted and General Services - expenditures that are contracted with other parties to perform services on behalf of the school district.

Differential Funding - funding allocated to recognize the uniqueness of school boards. A funding allocation designed to address variable cost factors that a school jurisdiction may face due to the uniqueness of the student population or jurisdiction profile. Some of this funding includes First Nation Métis and Inuit, Severe Disabilities, English as A Second Language, and Small Schools by Necessity funding.

Diploma Examinations - Alberta Education tests grade 12 students in core subject areas (Math, Social Studies, English, and the Sciences).

Digital Citizenship - Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately.

Division of Instructional Services - provides system based instruction services to support the implementation of curriculum, coordination of in-service instruction, assist teachers with program delivery, and implementation of system wide initiatives.

Downtown LA Program - a regional program designed to help alleviate mental health concerns in 12 to 17 year olds in a setting that meets their academic and psychosocial needs.

Early Childhood Development (ECD) Mapping Initiative - the Early Child Development (ECD) Mapping Initiative is a province-wide, five-year research project activity looking at the factors that may influence healthy child development. The Initiative will use the results to support communities and families in ensuring that all children have the best possible start in life.

Early Education (Pre-school) Program - programming to provide early learning opportunities for children three to five years old.

Education Act - new legislation of the Province of Alberta governing the formation, governance, and operation of school jurisdictions. Will replace the School Act when proclaimed. Proclamation date was scheduled for September 1, 2015, but has been placed on hold.

Education Property Tax - taxes levied by the Province of Alberta, based on a uniform mill rate, which is collected by the municipality based on assessed property values. These funds are submitted by the municipality to the province. All Education Property Tax collected from across the province is pooled together into one fund called the Alberta School Foundation Fund (ASFF).

Elementary School - schools that provide instruction to students enrolled in Kindergarten to grade five. Also includes Lethbridge Christian School which is a Kindergarten to grade eight school and Immanuel Christian Elementary School which is a Kindergarten to grade six school.

English as a Second Language (ESL) - instruction is provided to assist students who have insufficient fluency in English to achieve grade level expectations in English Language Arts and other subject areas.

English Language Learning - see English as a Second Language.

Equity of Opportunity Grant – special per student funding allocation to supplement grant funding from the Province of Alberta.

Executive Council - the senior administration team of **Lethbridge School District No. 51** which includes the Superintendent, and the Associate Superintendents of Instructional Services, Human Resources, and Business Affairs.

FAST FORWARD - an initiative to assist students in completing high school when they may have previously left high school without earning their high school diploma.

FNMI - see First Nations Métis and Inuit Program.

First Nations Métis and Inuit Program - a program that provides ongoing support for aboriginal students in their efforts to obtain an education. This program provides opportunities for aboriginal students to study and experience their own and other aboriginal cultures and lifestyles.

High School - schools that provide instruction to students enrolled in grade nine to twelve. Also includes Immanuel Christian High School which provides programming from grade seven to twelve.

High School Off Campus Program - a program to facilitate work placement opportunities for high school students in the community.

Home Logic - a web based program for parents and students to provide access to information on a student's educational programming, progress and other related school information.

Inclusive Education/Inclusive Learning - an inclusive education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. Inclusion in the education system is about ensuring that each student belongs and receives a quality education no matter their ability, disability, language, cultural background, gender, or age.

Inclusive Education Planning Tool (IEPT) - the new inclusive education planning process, supported by the digital resource *Inclusive Education Planning Tool*, focuses on helping teachers change their practice to better meet the diverse learning needs of all students. The planning process offers teachers information and strategies on getting to know students, understanding

the implications of medical conditions and disabilities on student learning, and identifying supports students need for learning.

Inspiring Education - an initiative of Alberta Education to prepare students to understand new learning tools, inspire them to become ethical citizens and engaged thinkers with an entrepreneurial spirit.

Institutional Programs - school instruction provided in a secure residence that is prescribed as an institution whereby lodging and care are provided on a 24-hour basis. **Lethbridge School District No. 51** provides instruction to four institutional programs. Harbour House (Emergency Women's Shelter), Lethbridge Regional Hospital School (Hospital), and Pitawani School (Sifton Children's Centre), and Stafford Ridge School.

KinderCare Program - a program that offers before and after school care for kindergarten aged students.

Kindergarten Program - also known as ECS. This program offers a minimum of 475 hours of instruction to children who are at least 4 years 6 months of age and less than 6 years as of September 1 of the school year.

Learning Commons - collaboration spaces that are similar to libraries and classrooms. Space is shared for information technology, remote or online education, tutoring, collaboration, content creation, meetings, and reading or study.

Middle School - schools that provide instruction to students enrolled in grade six to eight.

Operating Budget - budgeted expenditures for the operation of the school district for a school year. It does not include capital expenditures over \$250,000, which is included under the District's Capital plan.

Other Revenues - revenues of the school district that include non grant items, such as investment revenues, miscellaneous revenues, school generated funds, and school fees.

Outreach Program - a program offered by Lethbridge Outreach High School which provides a basic education for students who are unable to attend or benefit from a regular school program.

Program Unit Funding - funding provided for educational programming offered to children who are at least 2 years 6 months of age and have a severe disability.

Project/Contracts - provincial priority targeted funding that is received for specific programs or services. This includes Program Unit Funding, Student Health Initiative, and SuperNet (Wide Area Network).

Provincial Achievement Tests - Alberta Education tests all children in the core subjects (English, Math, Social Studies, and Science) in grade 3, 6, and 9 to ensure that the education system is maintaining a high standard.

Regional Collaborative Service Delivery (RCSD) - RCSD is a regional partnership between school authorities, Alberta Health Services (AHS), Child and Family Services Authorities (CFS) and other community stakeholders. Under RCSD, partners will work together on a regional basis to meet the identified needs of children and youth. RCSD resources must be pooled and shared to support the identified needs of children and youth in a given region. Children and youth throughout the region must have equitable access to services regardless of their school program.

Renewed Funding Framework - the means by which Alberta Education allocates funding to school jurisdictions to provide a quality education. It is a system designed to distribute funds equitably, provide flexibility for local decision-making, and ensure school jurisdictions are publicly accountable for the use of resources and the results achieved.

Reserve Funds - funds that are unspent from a prior school year and are available for allocation to the current school year budget.

Salaries - all remuneration paid or accrued to employees of the District.

School Act - legislation of the Province of Alberta governing the formation, governance, and operation of school jurisdictions.

School Generated Activities /School Generated Funds (SGF) - funds raised in the community that come under the control and responsibility of a school and are for student activities.

Shared Instructional Services - programs and expenditures that provide support to the schools within the jurisdiction.

Site Based Budgeting - the budgeting principal whereby those individuals responsible for day-to-day operations are responsible for making expenditure allocation and decisions.

Special Needs Tribunal - if a school board decides that a student has special needs that cannot be met in an education program that the board can provide, or to which the board can direct the student, the board will refer the matter to a Special Needs Tribunal. The tribunal will identify an appropriate program for the student. It will also identify the agencies which will provide the program, and it will apportion the costs of the program. The tribunal's decision is subject to review by the Minister of Education.

Student Learning Assessment (SLA) - a new learning assessment tool that is being piloted to replace Provincial Achievement Tests. These assessments are digitally based and focused on literacy, numeracy, and the cross-discipline competencies of Inspiring Education. They take place at the start of the school year to enable both parents and teachers to identify student strengths and areas needing improvement. The pilot project is starting with grade three only.

Supplies - general supplies purchased by the district.

Supported Debt Interest - interest paid on debenture debt on school facilities. Alberta Education supports the debt as the payment is made to Alberta Finance on behalf of the school district.

Teaching Quality Standard - The standard applicable to the provision of basic education in Alberta as per government ministerial order. Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students. All teachers are expected to meet the Teaching Quality Standard throughout their careers.

Transfers - includes capital purchases over \$5000, school generated funds activities (fundraising activities, clubs and athletics), transfers to/from other sites, and funds held in contingency or reserves for a future purpose.

Transportation - the transportation by school bus of students to, from and between schools, within the school jurisdiction.

Uncertificated Staffing - staffing of the school jurisdiction that do not hold teaching certificates. Also known as Support Staff.

Utilities - the cost of heat, light, water, and garbage disposal in the District's facilities.

Violence/Threat Risk Assessment (VTRA) protocol - this protocol supports collaborative planning among children/youth, families, schools, and community agencies to reduce violence and to reflect safe, caring and restorative approaches. It fosters timely sharing of information about children/youth who pose a risk for violence towards themselves or others. The Chinook Regional Threat Assessment Protocol is the result of commitment and cooperation between partner school jurisdictions and community agencies, all of whom are committed to making our schools and communities safe.

