

# Lethbridge School District No. 51



G.S. Lakie Middle School  
Dance Production "Cypher"

## 2017-2018 Preliminary Budget

*Learners are innovative thinkers who are successful,  
confident, respectful, and caring*



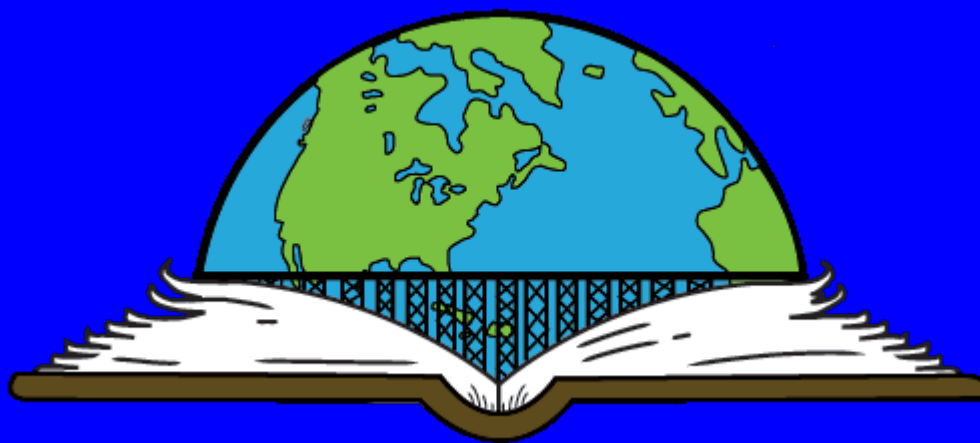
*Lethbridge School District No. 51*

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

Approved: May 27, 2017

*For more information, visit our website at:  
[www.lethsd.ab.ca](http://www.lethsd.ab.ca)*

**Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.**



**Learners are innovative thinkers who are successful, confident, respectful, and caring.**





## Lethbridge School District 51

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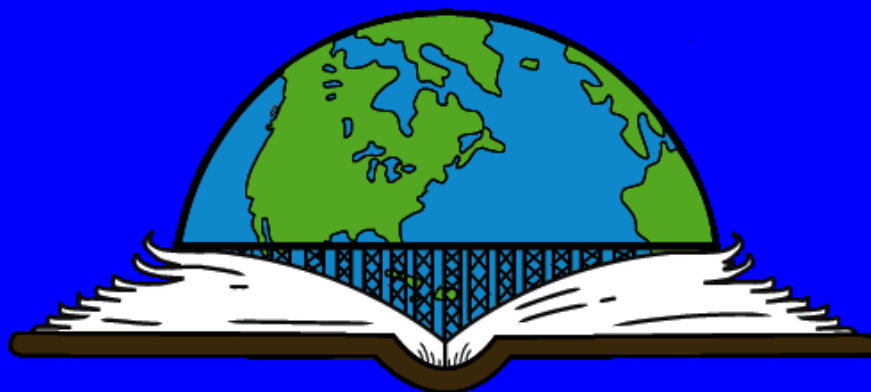
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# Section A:

## Executive Summary



*Learners are innovative thinkers who are successful,  
confident, respectful, and caring*



*Lethbridge School District No. 51*

## **Accountability Statement**

The Operating Budget for [Lethbridge School District No. 51](#) for the school year commencing September 1, 2017, 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:

A handwritten signature in black ink, appearing to read 'E. M. Forster'.

Mr. Mich Forster  
Board Chair

Signed:

A handwritten signature in black ink, appearing to read 'Cheryl Gilmore'.

Dr. Cheryl Gilmore  
Superintendent

Signed:

A handwritten signature in black ink, appearing to read 'Don Lussier'.

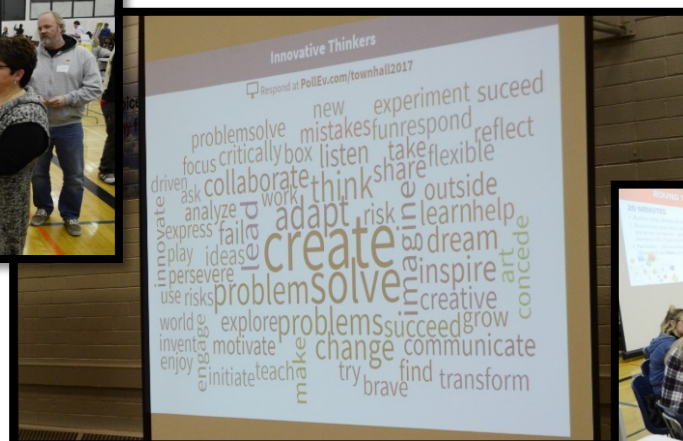
Mr. Don Lussier  
Associate Superintendent, Business Affairs

## Lethbridge School District No. 51

The School District was established in 1886 and proudly serves a community that is quickly approaching 100,000 residents and is the fifth fastest growing city in Canada according to the 2016 Government of Canada census. [Lethbridge School District No. 51](#) serves over 11,170 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 two schools and four institutional programs.

## 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 used a World Café format and centered on a question directly related to one of the key themes in the District Vision statement: What strategies can be implemented to develop innovative thinkers within schools, outside of schools in collaboration with parents, business, industry and community? This question also focused on the Board priority of supporting the implantation of initiatives designed to develop innovative thinkers.





### **Vision:**

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 quality learning experiences that develop strong foundations, innovative minds and responsible 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 individual can learn.
- Learning is a lifelong activity.
- Learners that grow are resilient, 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.

The Board of Trustees used this information to inform the development of priorities for the 2017-2018 school year and belief statements for the development of the 2017-2018 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.

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

**OUTCOMES:**

- Students demonstrate the attributes of innovation, creativity and critical thinking in a process based learning environment.
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.



2017 *Art's Alive and Well in the Schools* Exhibition  
A yearly exhibition of student artwork

**Priority: Supporting Student Diversity.**

**OUTCOMES:**

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Schools are learning environments that promote healthy lifestyles.

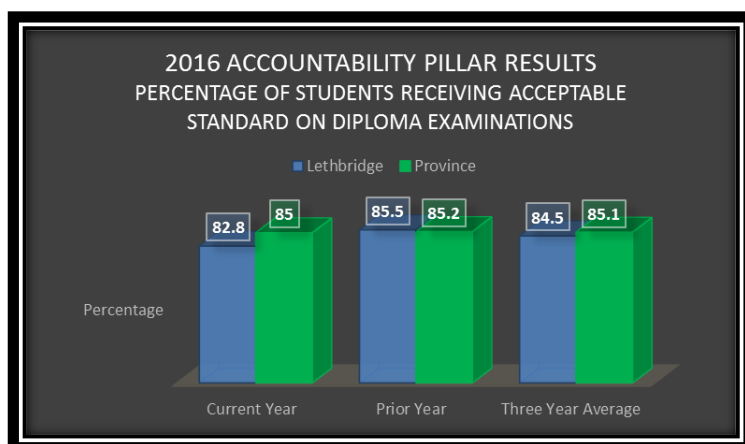
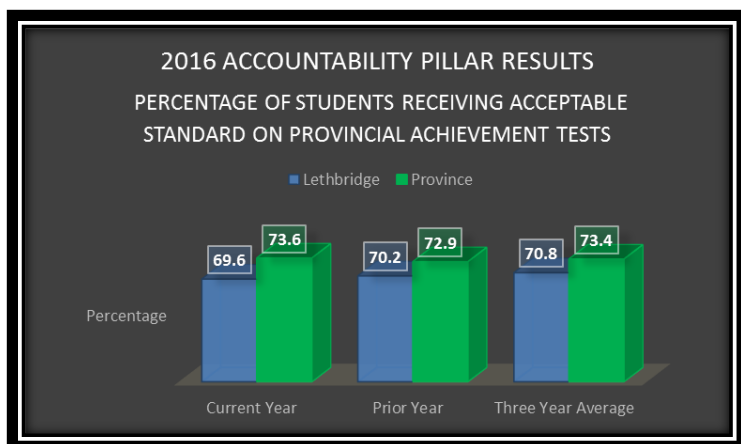


## Student Achievement

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 2016 Accountability Pillar student achievement results for the district as compared to the province. For the Provincial Achievement Tests, [Lethbridge School District No. 51](#) has declined and the provincial average has slightly increased in the percentage of students receiving the acceptable standard over the last three years. There has been a decrease over the last year in the percentage of students receiving the acceptable standard on Diploma Exams in the district as well as across the province. 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. Achievement results are only one measure in assessing student success. The District defines student success in a number of ways and plans strategically to further these definitions of success including:

- **Resilience:** Learners possess the motivation, skills and confidence to fail or overcome obstacles and learn from the experience.
- **Responsibility:** Learners have an intrinsic sense of ownership and responsibility for growth in learning.
- **Achievement:** Learners possess the knowledge, skills, and attributes defined by the programs of study.
- **Wellness:** Learners are socially and emotionally well in schools where they feel safe, cared for, connected and happy.
- **Completion and Transition:** Learners complete high school and transition to the world of work or a post-secondary institution as productive members of society.

Student success in all areas can be attributed to the students who have worked hard and are engaged in their learning, 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. The budget allocates resources to assist schools in providing learning supports for all students to maximize success. The Board of Trustees continues supporting student achievement as one of the priorities for 2017-2018 and this is reflected in the development of the 2017-2018 budget. Student achievement is a consideration with continued budget support for literacy, Inclusive Learning, FNMI, curriculum implantation, technology integration and ESL support.





## **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 2017-2018 budget. The District received its first MBA for excellence in the presentation of the 2006-2007 budget and the eleven subsequent years up to and including the 2016-2017 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 2017-2018 budget. A town hall meeting was held in February 2017 involving parents, students, staff, and the community, to explore strategies can be implemented to develop innovative thinkers within schools, outside of schools in collaboration with parents, business, industry and community? This question also focused on the Board priority of supporting the implantation of initiative designed to develop innovative thinkers. These ideas influenced the development of Board priorities. The Board of Trustees developed belief statements in March 2017 and set priorities which guided the development of the 2017-2018 budget. The budget process and policies used to develop the budget were unchanged from the development of the 2016-2017 budget.

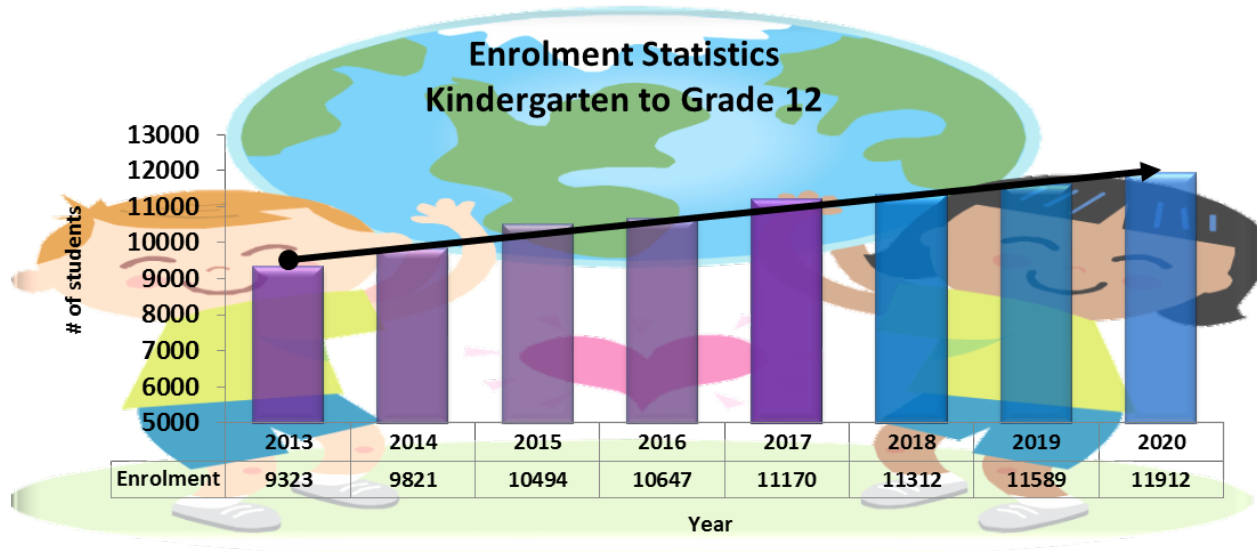
Information on funding and expenditure estimates was gathered and then the budget was developed in consultation with senior administration, school and program administrators, and trustees. Stakeholders, including parents, staff members, administration and trustees, are invited to the presentation of the budget in May 2017 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 are then encouraged to provide written comments on the budget to the Board for consideration at the budget debate May 30th, 2017. 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 31<sup>st</sup> each year.

This budget is called the "Preliminary" budget version, although it is the legally adopted budget for purposes of meeting legislative requirements. The budget will be updated for actual known enrolments and other known changes as of September 30<sup>th</sup> 2017. This budget will become the budget under which the District will operate for the 2017-2018 school year.

## **Enrolment**

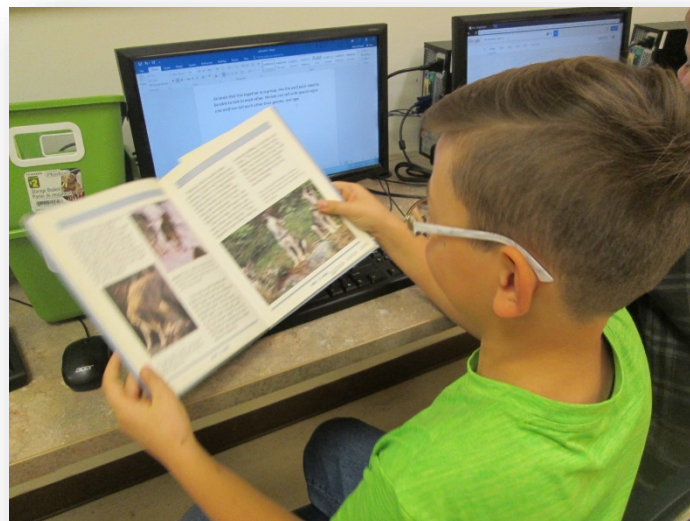
[Lethbridge School District No. 51](#) has 11,170 students enrolled in early education (pre-school) through Grade 12 in the 2017-2018 school year as compared to 10,647 in 2016-2017. This is an increase of 523 students or 4.91%. Overall, preschool student enrolment will increase by 201 students due to the addition of preschool programs in the District. Kindergarten will increase by

122 students and grades 1 to 12 enrolment will increase by 200 students for the 2017-2018 school year. Preschool and Kindergarten represent the largest area of growth with enrolment at grades 1-5 decreasing by 2 students, grades 6-8 by 130 students and grades 9 to 12 by 72 students.

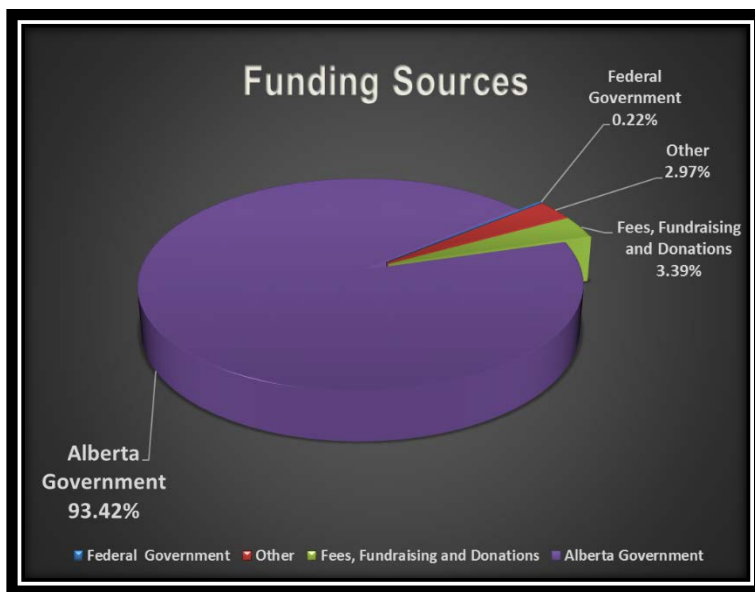


Historical enrolment data is used to predict enrolment for subsequent budget periods. The preceding chart illustrates the change in enrolment from September 2013 to September 2016 and projected enrolment over the next four years to September 2020. Enrolment has increased significantly in September 2014 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. Enrolment then increases by 1.46% in 2016.

Projected enrolments over the next four-year period show an increase in 2017 of 4.91%, mainly in preschool and ECS, 1.27% in 2018, 2.45% in 2019 and 2.78% in 2020. 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. In the Government of Canada Census held in 2016 Lethbridge is ranked as the fifth-fastest growing city in Canada. However, migration to the city is not the only factor in the upward trend. Increases in birth rates also have an impact on future student enrolment. In the four year period 2017 to 2020 enrolments are projected to increase by 712 students or 6.64%. 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 30<sup>th</sup>.



## Funding Sources



Lethbridge School District No. 51 is financially dependent on funding from the Province of Alberta. The school district receives 93% 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 7% of the District's revenue.

Total budgeted revenues for 2017-2018 are \$124.1 million. Included in these revenues is approximately \$1.9 million of prior year's reserves. Total revenues for the District increased by .31% over 2016-2017.

Base Grant funding is based on funded student enrolment. This funding increased by 2.91%. Base funding is calculated on the number of students enrolled as of September 30<sup>th</sup> of each school year. Base funding did not receive a grant rate increase. Although enrolment growth is 4.91%, due to the significant increase in preschool and kindergarten students, FTE enrolment growth is 3.0%. The increase in funding is related to FTE enrolment growth of 3.0%, along with a decrease in anticipated high school credit earnings this is due to the Province reducing the amount of credits that will be funded per student per year.

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 2016-2017 funding rates. Due to enrolment growth and demographic changes, there is an increase in differential cost funding of 6.18%.

Project/Contract funding increased by 4.98% due to an increase in Program Unit Funding based on funding received in 2016-2017 for students requiring these supports after the finalization of the 2016-2017 budget and continued growth in 2017-2018.

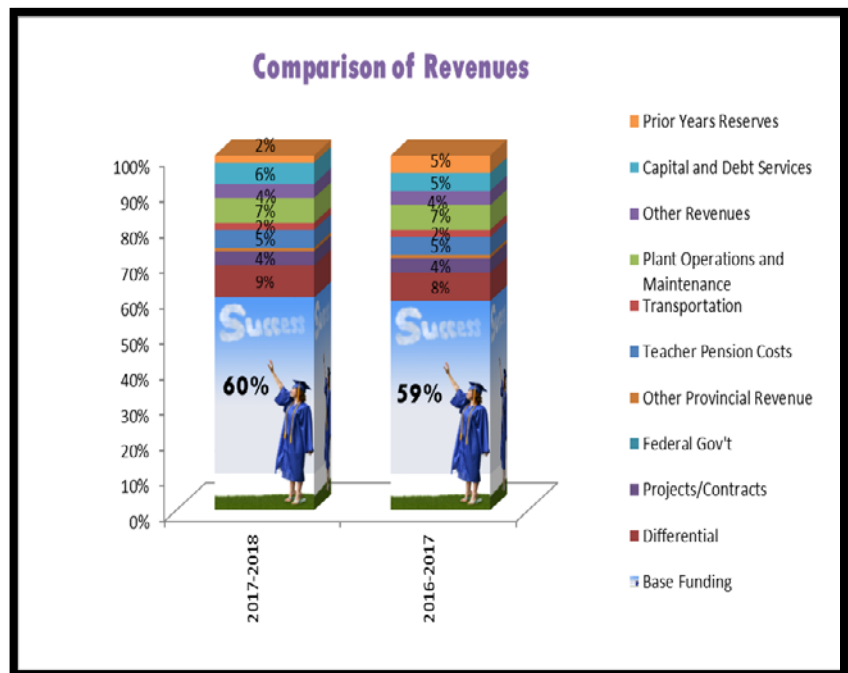
Other Provincial revenue increased due to a grant received to offset the reduction of basic instruction fees as required under *Bill 1, An Act to Reduce School Fees*. Although the District eliminated basic instructional fees in 2011-2012 for elementary students and 2016-2017 for secondary students, this funding was based on fees collected in the 2015-2016 school year.

Transportation and Plant Operations and Maintenance grant rates were frozen at 2016-2017 rates and any increases are represented by funding and enrolment growth in the 2016-2017 school year. In the Capital Block, the Infrastructure Maintenance and Renewal Grant (IMR) was increased by approximately 14.4% to support major maintenance upgrades to school facilities.

Revenues	2017-2018	2016-2017	Variance	Change %
<b>Total Revenue</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>	<b>\$380,722</b>	<b>+0.31%</b>
Base Funding	\$74,536,809	\$72,426,211	\$2,110,598	+2.91%
Differential Cost Funding	\$10,619,543	\$10,001,665	\$617,877	+6.18%
Projects/Contracts	\$5,337,373	\$5,084,134	\$253,239	+4.98%
Federal Government Revenue	\$348,928	\$338,928	\$10,000	+2.95%
Other Provincial Revenue	\$1,390,732	\$1,147,732	\$243,000	+21.17%
Teacher Pension Costs paid by Government	\$6,500,000	\$6,500,000	\$0	+0%
Transportation	\$2,761,000	\$2,486,462	\$274,538	+11.04%
Plant Operations and Maintenance	\$8,208,255	\$7,831,496	\$376,759	+4.81%
Other Revenues	\$5,325,997	\$5,142,789	\$183,208	+3.56%
Capital Block	\$7,179,219	\$6,387,247	\$791,972	+12.40%
Previous Year Reserves (one-time funds)	\$1,918,451	\$6,141,969	-\$4,223,518	-68.76%

The charts on this page and the following page compare budgeted revenues by major category for the District with the 2016– 2017 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 30<sup>th</sup> of each school year. Enrolments increased in total by 4.91%. Base funding is also affected by earnings from high school credit earnings and there is an anticipated decrease due to the reduction in the yearly per student funding cap on earned credits. As a result, total Base Grant funding will increase 2.91%. Base Grant Funding makes up 60% of district revenue.



Grant rates for Differential Funding were frozen at 2016-2017 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 6.18%. Differential Cost Funding makes up 9% of district revenue.

Provincial grants for Projects/Contracts will increase by 4.98%. The increase is due to funding for pre-kindergarten students requiring specialized supports under the Program Unit Funding Grant (PUF) which increased in 2016-2017 and will further increase in 2017-2018 due to the number of



students requiring these supports. Project/Contract Revenue makes up 4% of total district revenues.

Other Provincial Revenue decreased by 21.17% 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. A new grant will be provided to offset the reduction of basic instruction fees as required under *Bill 1, An Act to Reduce School Fees*. Although the District eliminated basic instructional fees in 2011-2012 for elementary students and 2016-2017 for secondary students, this funding was based on fees collected in the 2015-2016 school year. 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 \$6.5 million for 2017-2018, which is 5% of total district revenues.

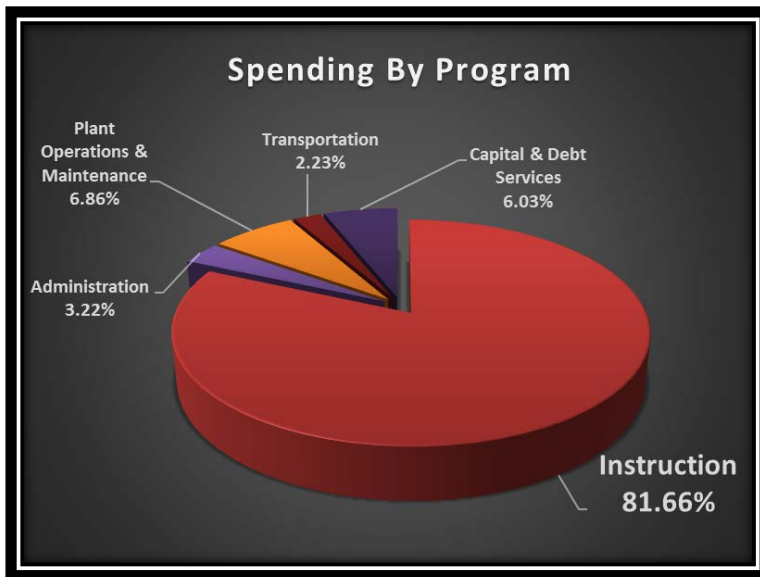


Funding from Alberta Education (excluding transportation grants and facility maintenance grants) is 82% of the District's budget. Funding provided for the transportation of students to and from school did not receive an increase, however the grant increased due to an increase in the number of eligible students in 2016-2017. Funding rates for the operation and maintenance of school facilities did not increase, however total funding increased due to student growth in 2016-2017. Infrastructure Maintenance and Renewal Funding has been increased by 14.4% 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 an increase in Other Revenues due to an additional five early education programs being added, a slight increase in optional fees due to enrolment growth, and an increase in anticipated investment income.

In 2016-2017, \$6.1 million was budgeted to be allocated from one-time reserve funds. In developing the budget for 2017-2018, \$1.9 million of one-time reserve funds will be allocated to address priorities established for 2017-2018. The District will use reserve funds for students entering our school jurisdiction that require additional support, literacy assessment at elementary schools, and the costs of commissioning the new middle school in west Lethbridge. School sites will allocate some one-time reserve funds to address school based priorities such as additional resources, and furniture and equipment.

## 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 \$124.1 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 decrease by 1.06% based on spending from one-time reserves that was budgeted in 2016-2017 to support priorities, such as technology evergreening at elementary schools.

The chart below compares spending by program of the 2017-2018 budget with the 2016-2017 budget.

Spending by Program	2017-2018	2016-2017	Variance	Change %
<b>Total Expenditures</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>	<b>\$380,722</b>	<b>+3.1%</b>
<b>Instruction</b>	<b>\$101,363,893</b>	<b>\$102,449,749</b>	<b>-\$1,085,856</b>	<b>-1.06%</b>
<b>Administration</b>	<b>\$3,991,250</b>	<b>\$3,880,838</b>	<b>\$110,412</b>	<b>+2.85%</b>
<b>Plant Operations and Maintenance</b>	<b>\$8,515,321</b>	<b>\$8,187,487</b>	<b>\$327,834</b>	<b>+4.00%</b>
<b>Transportation</b>	<b>\$2,774,000</b>	<b>\$2,499,462</b>	<b>\$274,538</b>	<b>+10.98%</b>
<b>Capital and Debt Services</b>	<b>\$7,481,845</b>	<b>\$6,728,048</b>	<b>\$753,797</b>	<b>+11.20%</b>

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 Coalbanks Elementary School that is opening September 2017 and also additional modular facility additions that will be available in the new school year.

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 2017-2018.

### Expenditures by Object

Lethbridge School District No. 51 will spend approximately \$96.9 million on staffing, which is about 78% of the District's \$124.1 million budget.

Wage increases in the budget will be 0% for 2017-2018. Overall benefit rates are expect to increase by 1% for 2017-2018.

The chart below compares the expenditures of the 2017-2018 budget with the 2016-2017 budget.

Expenditures by Object	2017-2018	2016-2017	Variance	Change %
<b>Total Expenditures</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>	<b>\$380,722</b>	<b>+3.1%</b>
Certificated Staffing	\$69,460,242	\$68,136,372	\$1,323,870	+1.94%
Uncertificated Staffing	\$27,445,618	\$26,218,086	\$1,227,532	+4.68%
Contracted and General Services	\$8,760,276	\$8,910,883	-\$150,607	-1.69%
Supplies	\$8,563,343	\$10,712,552	-\$2,149,208	-20.06%
Utilities	\$2,172,600	\$1,968,137	\$204,463	+10.39%
Capital and Debt Services	\$7,481,845	\$6,728,148	\$753,697	+11.20%
Transfers	\$242,382	\$1,071,406	-\$829,024	-77.38%

The District expends approximately 78% of the budget on salary and benefits. Approximately \$69.5 million is expended on teaching staff (certificated staffing), which is approximately 56% of the total district budget. The District will expend **1.94%** more on teaching staff in 2017-2018. Benefit costs remain steady in 2017-2018. Additional teachers have been included in the budget to help address enrolment growth and class sizes. **Overall there are approximately 16.39 FTE teachers more than in 2016-2017, which is a 2.9% increase in the number of teaching staff.**



Approximately \$27.4 million is spent on support staff, which is approximately 22% of the total district budget. There is no change in wage rates in this budget. **Overall there is a 19.23 FTE or 4.25% increase in support staff.**

There is a decrease in Contracted Services and a significant decrease in Supplies in the budget. Contracted services will see a decrease due to items such as building maintenance, professional learning, Wi-Fi access and other miscellaneous services budgeted with the use of one-time reserves in 2016-2017. Supplies will decrease significantly due to a decrease in computer purchases of \$1.8 million related to upgrading computers at the elementary school level as part of the planned evergreening cycle in 2016-2017.

The District will experience increased costs in utilities due to the addition of new modular facilities in 2016-2017 and a new elementary school, Coalbanks Elementary, opening September 2017. Also, due to a further increase in the new carbon tax levy 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 2017-2018. 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.

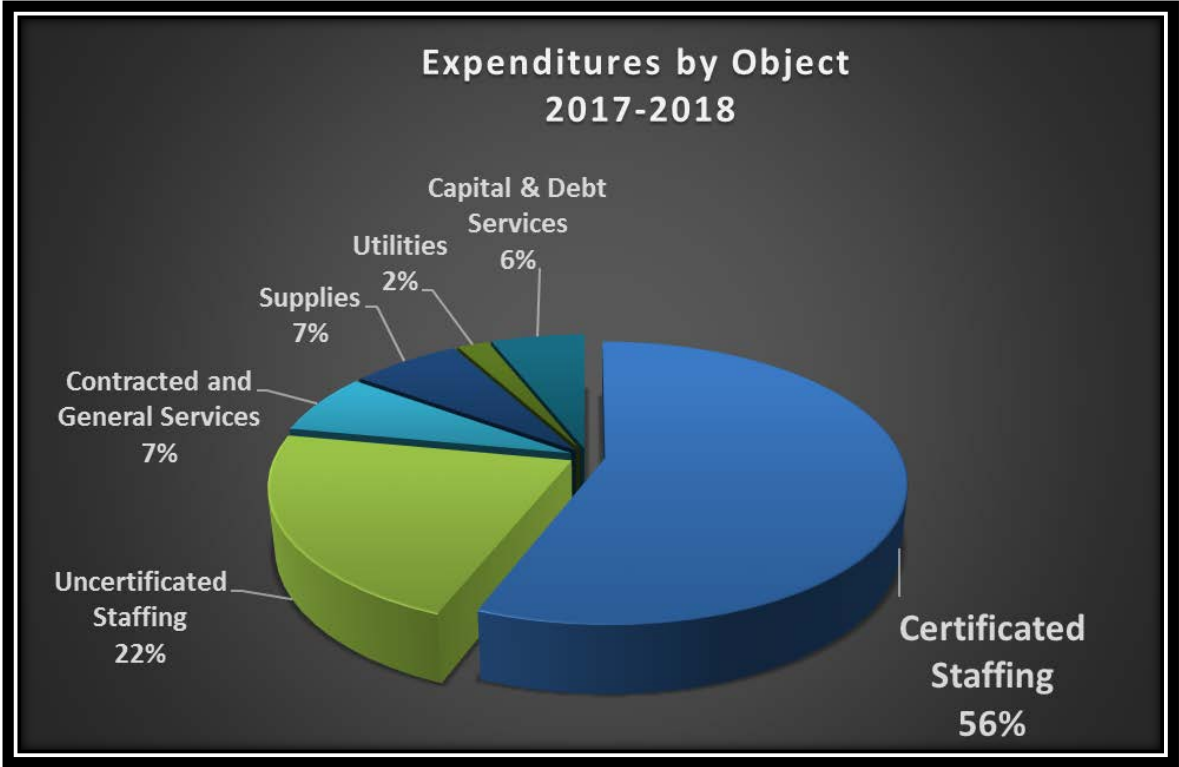
In 2015-2016, the cost was approximately \$11,580 to educate a full time equivalent student in [Lethbridge School District No. 51](#) as compared to the provincial average of all public school authorities of \$12,180 per student. In 2016-2017 the cost is projected at \$12,224 and in the 2017-2018 budget the cost is projected to be \$11,838 per full time equivalent student. This significant decrease in cost per student is due in part to the use of one-time reserve funds to address priorities in 2016-2017. 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:

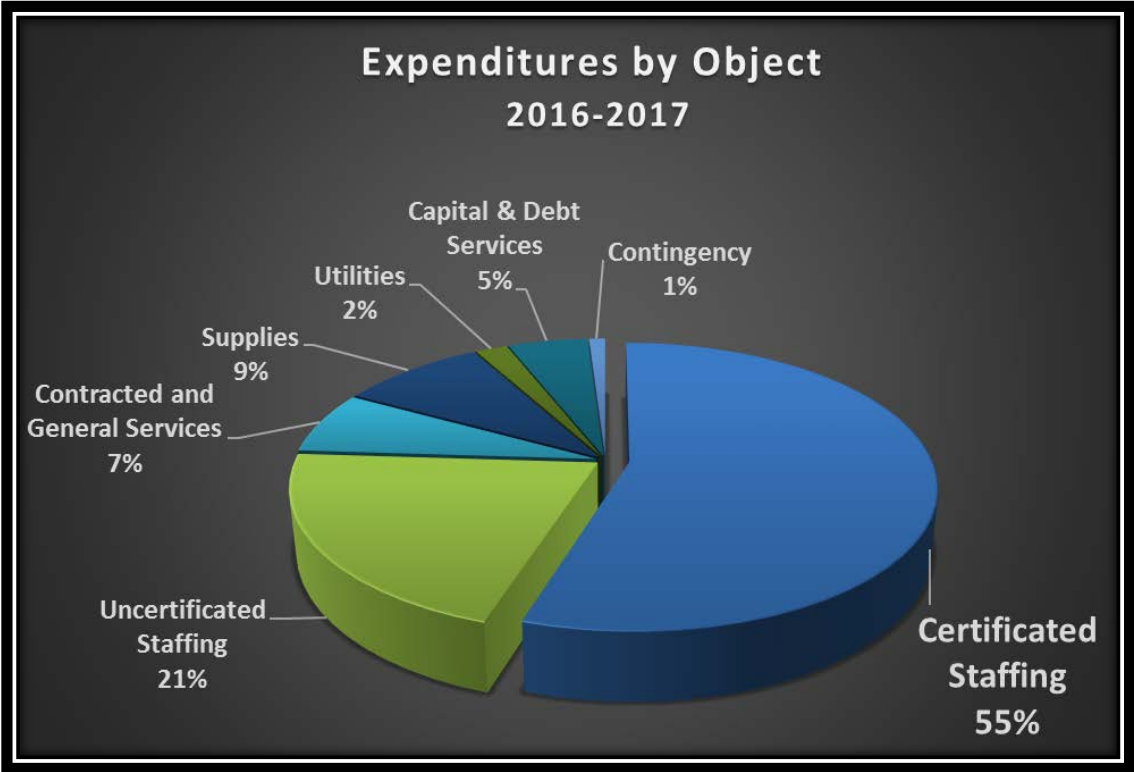
- Continue allocating funds to develop teacher leaders for targeted areas of curriculum and enhanced support for the District's mentorship program. Approximate budget allocation is \$150,000.
- Continued support to ensure that all students have access to a continuum of supports and services to help them succeed. (First Nations Metis Inuit, English Language Learners/English as a Second Language, Early Education Programming, and inclusive learning supports.)
- 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. Approximate budget allocation is \$250,000.
- Funding allocated to develop the teaching skills necessary for the seamless integration of technology. Approximate budget allocation is \$115,000.
- Funding from one-time reserves allocated to support literacy assessment at elementary schools. Budget allocation is \$100,000.
- Funding from one-time reserves allocated to support resourcing of a new middle school. Budget allocation is \$650,000.
- 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.

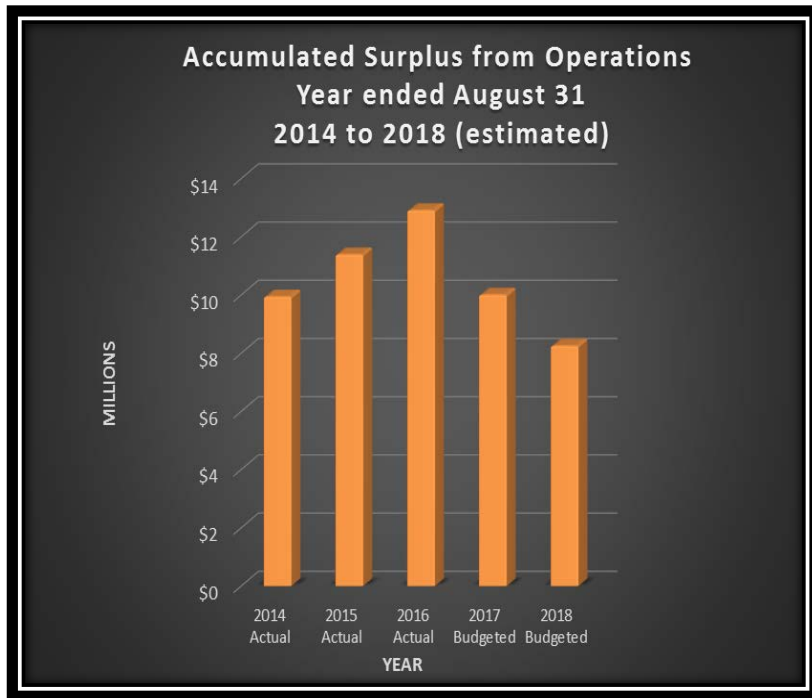




Expenditures for the 2017-2018 budget are compared with budgeted expenditures from 2016-2017 to illustrate the similarity between the two years.



## Financial Impact



The District has been able to build the Accumulated Surplus from Operations (ASO) in the years 2014 to 2016 as funds were being saved for the District's evergreening of computers at the elementary school level in 2016-2017. At August 31, 2014, the District had an ASO of \$10 million or 10% of operating expenditures. For the year ended August 31, 2015 ASO was \$11.4 million or 11% of expenditures. In 2015-2016 ASO increased to \$12.9 million or 11.3% of expenditures. Included in ASO for all years is approximately \$2 million of unspent school generated activity funds which are now included in ASO as required under Public Sector Accounting Standards.

In the 2016-2017 school year there was a total of \$6.1 million in reserve funds planned to be utilized to balance expenditures. The District planned to 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 Coalbanks Elementary School. School sites allocated some one-time reserve funds to address class size concerns at the secondary level and purchase furniture and equipment and resources. Analysis of spending during 2016-2017 would indicate that only \$3 million will actually be drawn from reserves. The reduction in the use of one-time reserves over the planned budget is due to increased funding received over original estimates, lower average salary costs, and some planned spending deferred to the 2017-2018 year. As a result, the estimated ASO as of August 31, 2017 will be \$10 million or 8% of planned expenditures.

In budget 2017-2018 one-time reserves will be used for students entering our school jurisdiction that require additional support, support for literacy assessment at elementary schools, school based priorities and the costs of commissioning the new middle school in west Lethbridge. The use of one-time reserves will reduce the Accumulated Surplus from Operations (ASO) of the District to approximately \$8.3 million or 6.65% of operating expenditures of which \$2.1 million is restricted for School Generated Funds. This leaves an ASO of 4.94% 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 76% of the District's budget. The District will employ 582 full time equivalent (FTE) teachers and 472 full time equivalents (FTE) support staff in 2017-2018. Teacher and support staff have 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 2016-2017 until the 2017-2018 school year.

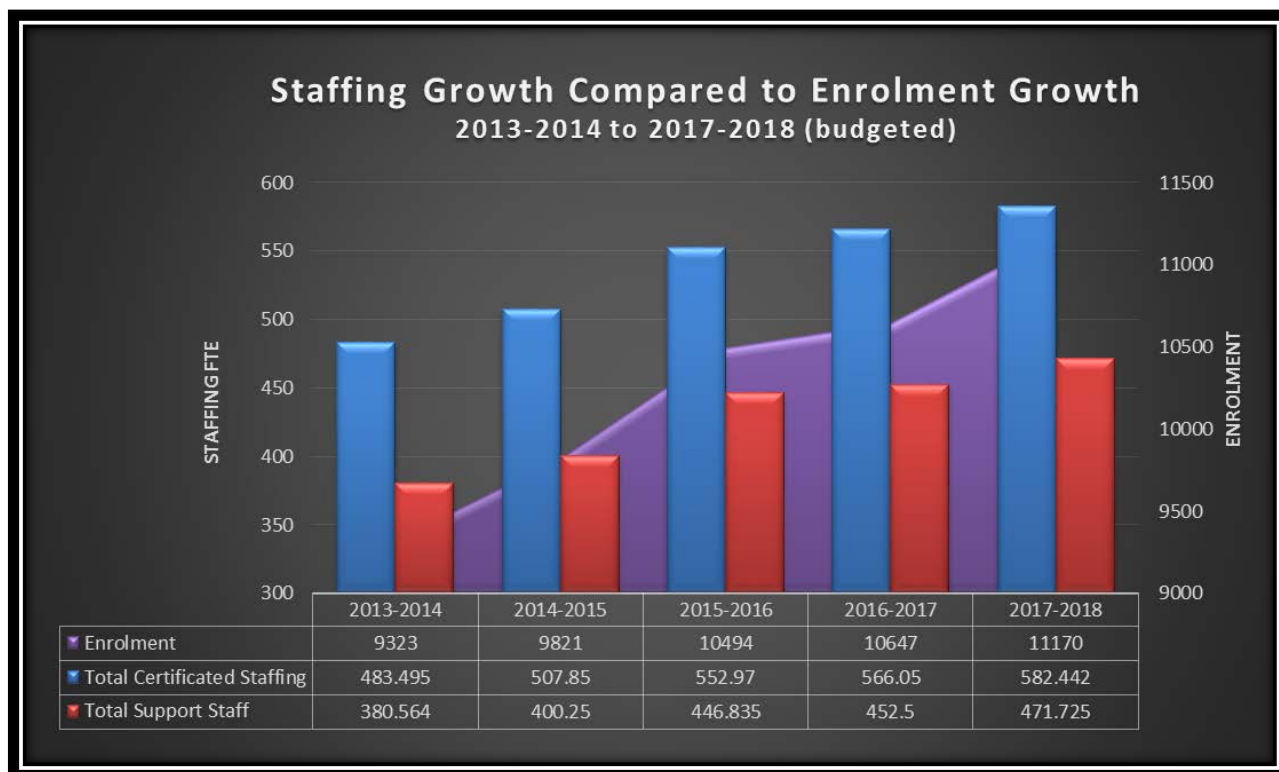
Average Class Size	K to 3			4 to 6			7 to 9			10 to 12		
	17-18	16-17	15-16	17-18	16-17	15-16	17-18	16-17	15-16	17-18	16-17	15-16
<b>All classes LSD #51</b>	*21.3	21.3	21.6	*24.4	24.4	24.6	*26	26	25.8	*23.9	23.9	26

\*projected average class sizes

The District spends 56% of the budget on teaching staff. Teaching staff will increase by 16.39 FTE. With no increase in grant rates, additional teaching staff have been added to address student growth only. Reducing class sizes and maintaining other supports and services is a difficult balancing act. According to an Alberta School Boards Association Survey, in 2016-2017, [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 4.99 years and teacher experience is 7.97 years. The District average is 5.27 years of teacher training and 7.98 years of experience. This means that [Lethbridge School District No. 51](#) would spend approximately \$1,165 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 \$662,000.

The District spends 22% of the budget on support staff positions and overall they will increase by 19.23 FTE in 2017-2018. There is an increase in administrative support due to the addition of Coalbanks Elementary. There are increases in Educational Assistant and other support staff due to an increase in the number of Early Education Programs. Due to increased funding due to enrolment and demographic changes that impact the Inclusive Learning budget there is also an increase in Educational Assistants and other support staff positions.



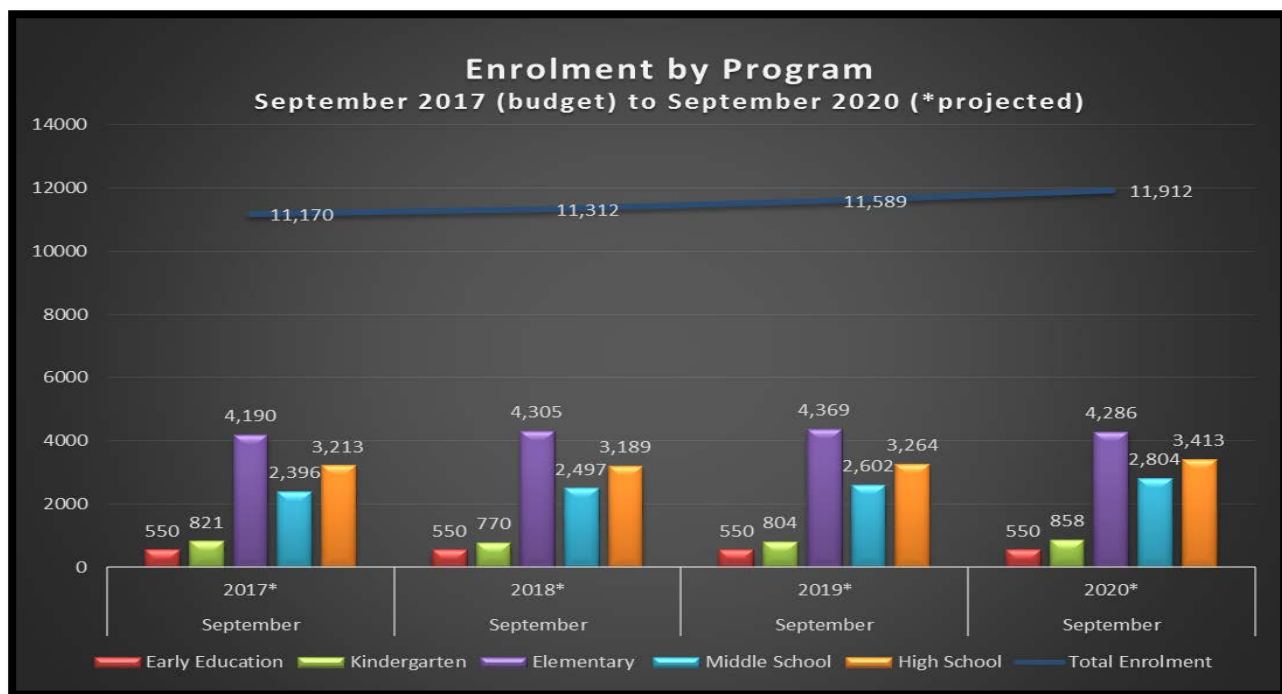


In the five year period from 2013-2014 total district staffing will have increased by 190.1 FTE or 22%. Teaching staff will have increased by 98.95 FTE, or 20.46% and support staff has increased by 91.16 FTE or 23.95%. Enrolment has grown by 1847 students since September 2013 which is a 19.81% increase. Support staff have grown significantly in the last five years. In particular Educational Assistant positions have increased by 26.15% over the last five years, due to an increased number of students requiring additional support.

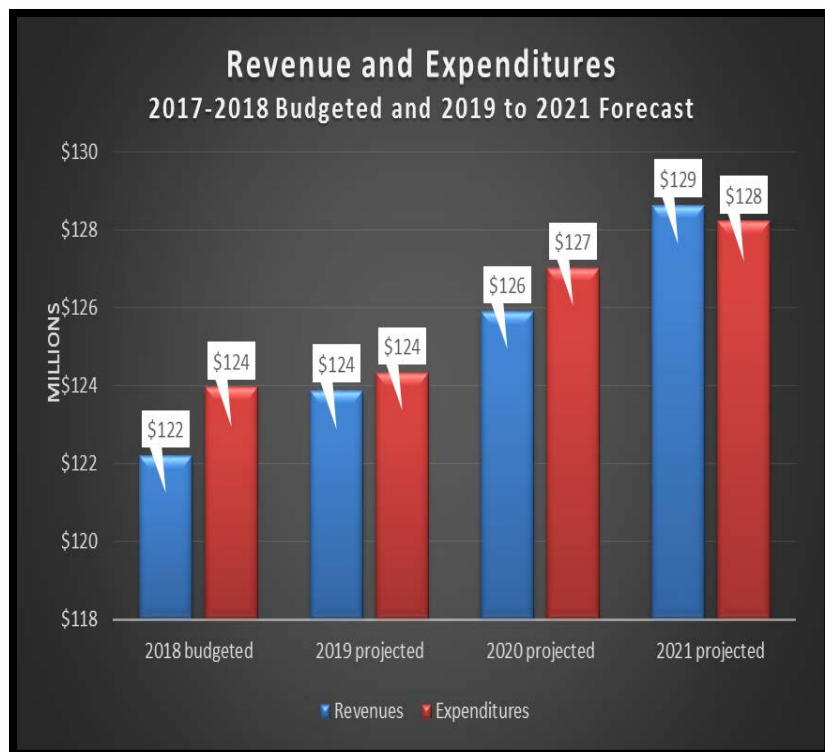
### Financial Forecast

[Lethbridge School District No. 51](#) receives 93% 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 \$55 US per barrel for 2017 and is currently trending just under \$55. The drop in the price of oil has had a significant impact on the Alberta Economy. As projected by the World Bank in January 2017, oil prices will not regain the +\$100 US per barrel price, but are expected to reach around \$71 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 the school years ended 2019 to 2021 will increase other than for student growth. Enrolment grant revenues make up 60% of total revenues while other grants from the province are 33% of total revenues.

Student enrolment is expected to increase by 742 students or 6.64% over the next four years to September 2020. 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 2020 the District will expend approximately \$1.1 million to evergreen secondary school 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. [Lethbridge School District No. 51](#) is excited about the opening of Coalbanks Elementary School, a new 600 student Westside K-5 elementary school opening in September 2017. In 2014 the District received approval of a 910 student Westside 6-8 middle school scheduled which is well on its way to open in August 2018. 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. In budget 2017 the Province provided approval for planning of a new K-5 elementary in southeast Lethbridge. This is the number one priority of the District's new school construction request in the 2018-2021 capital plan.

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. In August 2017, the District will complete the modernization of Wilson Middle School. The number one priority for modernization and preservation in the 2018 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 2017 to provide additional learning space throughout the city in 2017-2018.



**Coalbanks Elementary School in west Lethbridge**  
Complete and opening August 2017.

Includes the following educational opportunities:  
Preschool, Kindergarten, Grades 1-5  
Spanish Bilingual and Arabic Language and Islamic Cultural programming



## 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*  
*Mr. Don Lacey, Vice Chair*  
*Mrs. Jan Foster*  
*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 mission “**Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible 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](http://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.



### The LCI Dance Program's 2017 Summerdance production, Zirkoa!

A circus-themed show where audiences saw characters from an old-school circus including the Strong Men, the Lion Tamer, clowns, acrobats and more. The show included breakdance, modern, jazz, hip hop and acrobatics.

## Public Engagement



Lethbridge School District No. 51

2017-2018 Operating Budget



*The 2017-2018 Preliminary Budget was presented to the Board of Trustees, senior administration and the public on May 23rd, 2017.*

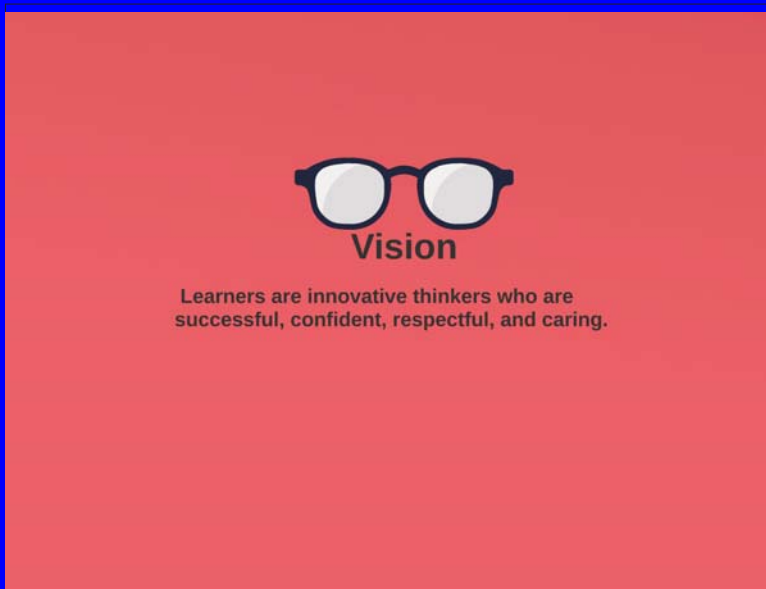
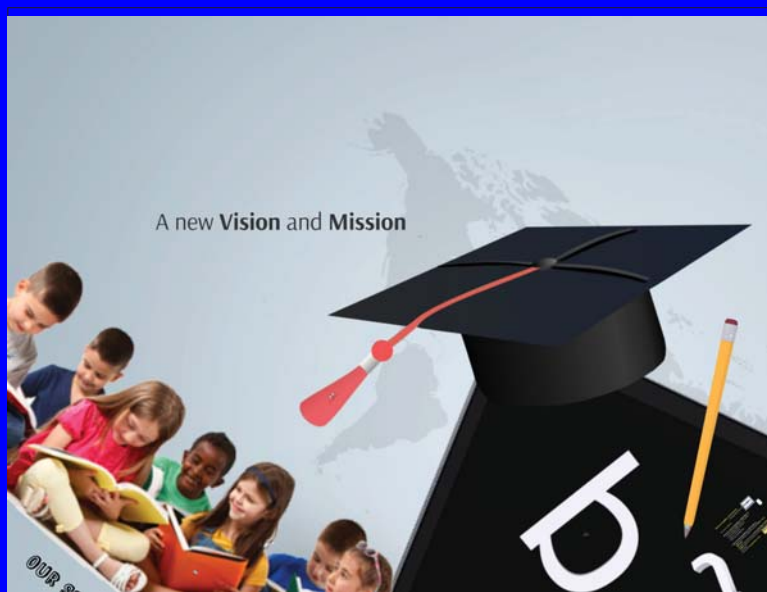
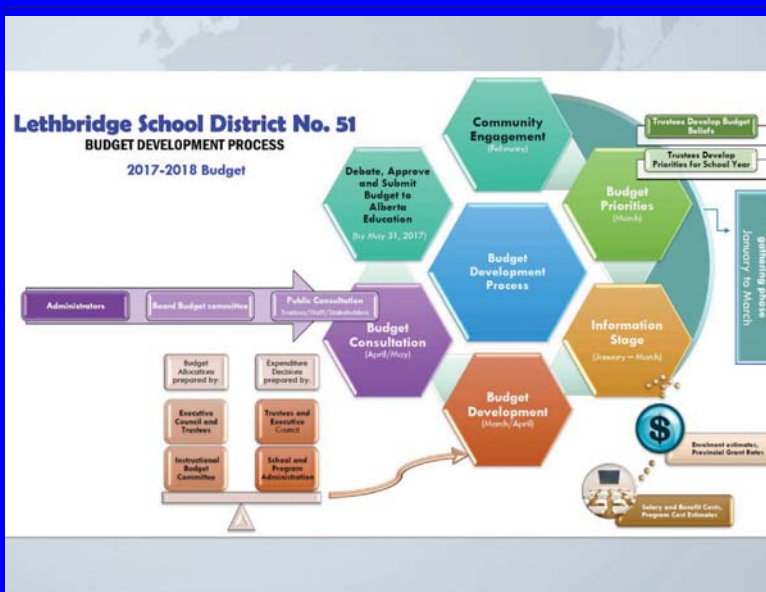


### Who we are

- Elected 7 member Board of Trustees
- 582 FTE Teachers
- 472 FTE Support Staff

Educating 11,170 students

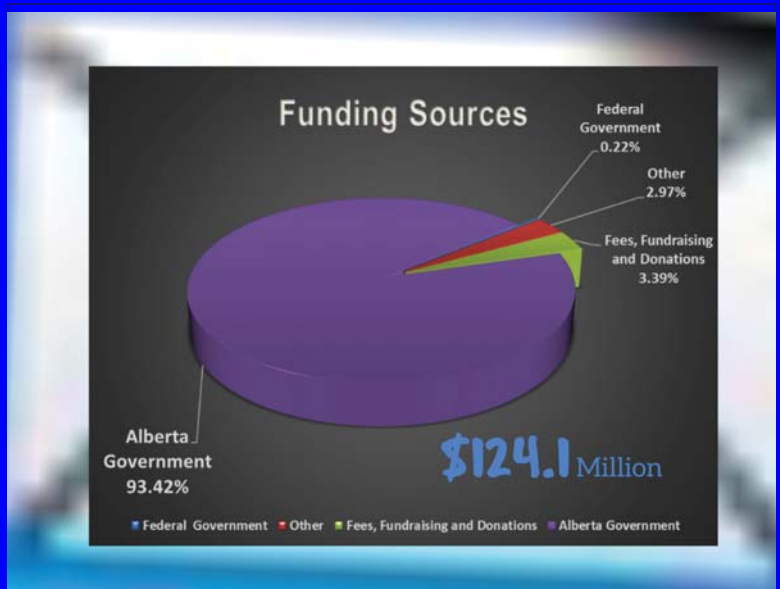




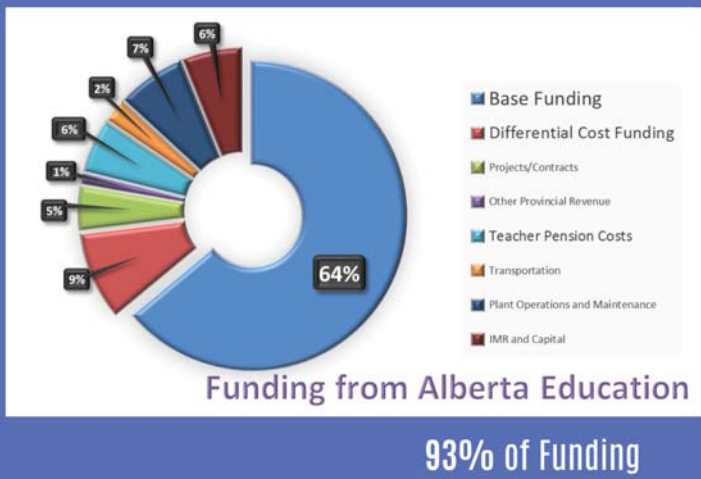


## Budget Belief Statements

- 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 **\$4.6 Million**  
(exclusive of one-time reserves)



- Student growth funded of **\$2.1 million**, with no increase to grant rates

↑ in number of students with diverse needs = **\$1.0 million**  
(includes PUF)

↑ in Transportation grants due to growth = **\$274,000**

↑ in O&M grant due to growth in 16-17 = **\$120,000**

↑ in IMR Funding of **\$424,000** or 14.4%

**New grant: School Fee Reduction Grant = \$252,000**

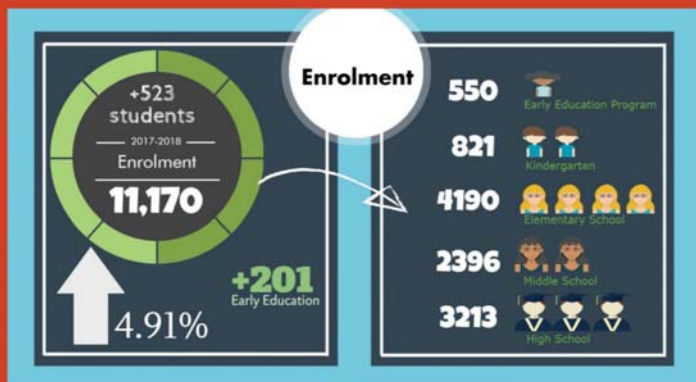
## Fees

- *Bill 1: An Act to Reduce School Fees*
- Basic Instructional Fee **eliminated** for gr 6 to 12 in 2016-2017, Grades 1-5 eliminated in 2011-2012.
- No fee to transport students to and from school
- Fees for optional or enhanced educational opportunities maintained

**Yes!**



**OUR STUDENTS**



APPROXIMATELY **33%** OF OUR STUDENTS HAVE DIVERSE LEARNING NEEDS

THE # OF STUDENTS WITH DIVERSE NEEDS HAS GROWN BY **42%** IN LAST 5 YEARS

**Students with diverse learning needs**  
**in 2016-2017:**

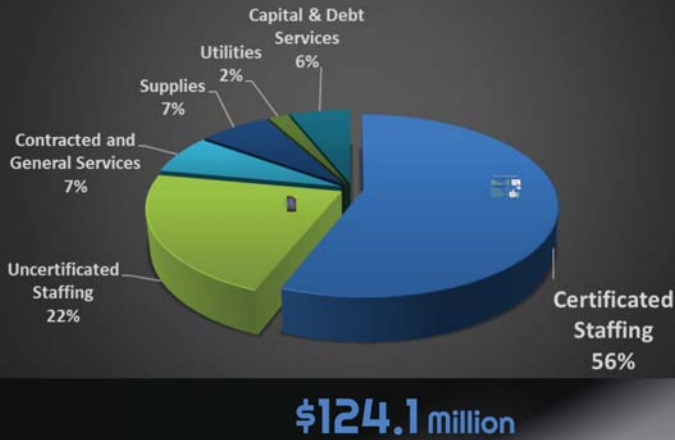
- 925** English as a Second Language
- 343** Refugee Students
- 771** First Nations Metis and Inuit
- 435** Severe Disabilities
- 1009** Mild or Moderate Disabilities

#'s expected to be higher in 2017-2018

Province expects 4 - 9% growth



### Expenditures by Object 2017-2018



### Expenditure changes in the budget

#### Teacher Staffing:

Elementary	+6.78 FTE
Middle School	+6.38 FTE
High School	+1.73 FTE
New Middle School Principal	+1.00 FTE
Other instructional areas	+1.5 FTE

**Overall ↑ in teaching staff**  
**16.39 FTE**

#### Support Staff:

Education Assistants	+12.94 FTE
Early Education Managers	+ 2.50 FTE
Speech Language Pathologists	+ 1.78 FTE
Administrative, Library Operations Support and other support staff	+ 1.48 FTE
District Technology Support	+ .5 FTE

**Overall increase**  
**19.2 FTE positions**

### Staffing

Total staffing costs **\$96.9** Million or  
**78%** of total budget

#### Staffing Growth Compared to Enrolment Growth 2013-2014 to 2017-2018 (budgeted)



**Five year change**  
**+1847, 19.81%**  
**+98.95 FTE, 20.48%**  
**+91.16 FTE, 23.99%**

### DID YOU KNOW?

Total staffing costs are **78%** of total budget.

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

The District pays on average **\$1,165** more per teacher than the provincial average or **\$662,000**.

#### The big WHY

Provincial average teacher training is 4.99, LSD 51 is 5.27 years.

Provincial average years of experience is 7.97, LSD 51 is 7.98 years.

### Instruction

**82%** of the District Budget is spent on Instructional activities

#### School Based Instruction

**78%**

**88% STAFFING**

**12% RESOURCES**

#### Instructional Support

**22%**

Inclusive Learning Supports **78%**

Other Instructional Supports **11%**

Technology **11%**





## 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 770 FNMI students.

Our neighbor board, Holy Spirit School Division receives \$2,200 per student or \$1.4 million more to support FNMI students in our city.

## Services, Supplies, and Contracts

Overall decrease of **\$2 million**

Decrease related to:

One-time reserve spending in 2016-2017 for:

- Technology evergreening - \$1.8 million
- French Immersion resources
- Literacy resources
- Wi-Fi Access upgrades

Some increased spending in 2017-2018 for:

- Major maintenance upgrades through IMR funding- **\$424,000**
- Supplies and materials for west Lethbridge middle school
- **Utility costs** due to additional facilities and carbon tax levy increases
- Increased **transportation costs**



## PLANT OPERATIONS AND MAINTENANCE

Grant rates are 2.5% less than 2010

In last 7 years have added:

- Chinook High School
- 38 Modular Facilities
- 5 more modular facilities for 2017-2018
- Coalbanks Elementary school 2017-2018

- Coming soon- 2018 new west Lethbridge Middle School



### Support Services

Services that support educating a student **18%** 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  
Board of Trustees



THE DISTRICT MAY SPEND UP TO 3.6% ON ADMINISTRATION

Spending is currently **3.22%**

The allocation for administration is **2.7%** less than five years ago while enrolment has increased **19.31%** and staffing has increased by **22%** in the last five years





## RESERVE FUNDS

The District will expend **\$1.9 Million**  
in one-time reserve funds in this budget

This will bring reserves, excluding school generated funds,  
to \$6.2 million or 4.94% of expenditures

### Planned Spending:

• Inclusive Learning Support	\$500,000
• Start-up costs for new school	\$793,000
• Cover increased utility costs due to new modular and school facilities	\$200,000
• Literacy Assessment at elementary schools	\$100,000
• FNMI programming	\$ 85,000
• School Site priorities	\$225,000



### Board Priorities

## Supporting Student Achievement

- Teaching staff added for **student growth** at school sites
- One-time funding to support literacy assessment at elementary schools
- Continued **ESL lead teacher** and support staff
- Continued support for **High School Completion** for Distance Learning
- Teacher support from Inclusive Learning for **ESL support** at secondary schools
- Five additional **Early Education Programs** to support early learners. Total programs will increase to 25 in the district.



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



## Supporting the implementation of initiatives designed to develop innovative thinkers

- Continued support through **interactive technology lead teacher** for secondary schools
- Continued support for **High School Off Campus** program
- Continued support of **Fast Forward** program
- Program support for **dual credit opportunities**
- **Additional technology support** to provide support to school sites

## Supporting Student Diversity

*Continuing to ensure that all students have access to specialized supports to help them succeed:*

- Increased support for growing **ESL student population**
- Continue enhanced support for **Poverty Committee**
- Continued to provide **strong counselling supports** through the Counselling program and Making Connections
- Support for **specialized resources** such as Spanish and Arabic language resources



## Supporting Student Needs

That the District will receive \$7.7 Million in funding from the province for Inclusive Learning.

The District further allocates an additional \$3.0 million to provide specialized supports to students and \$500,000 from reserve funds will also be allocated.

### Also....

\$1 million is allocated to support ESL programming.

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



## 2017-2018 Budget Summary

**\$124.1 Million Budget**

 **11,170 students preschool to grade 12**

 **Enrolment increase 523 students**

 **+ 16 FTE teaching and +19 FTE support staff**

Engaging students in quality learning experiences: **priceless!**

## Feedback

Comments on the budget may be provided by email by May 26th, 2017 to:

[don.lussier@lethsd.ab.ca](mailto: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, 2017  
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 2016-2017.

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



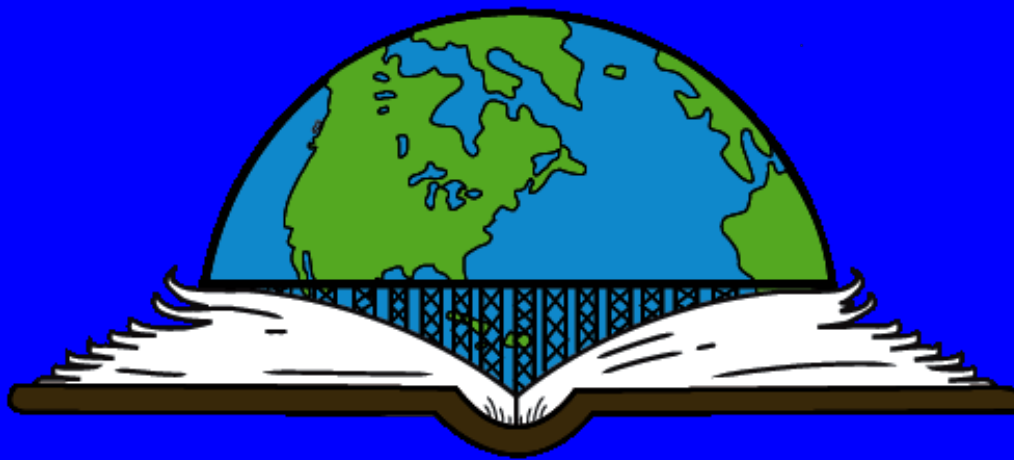
A handwritten signature in black ink, reading 'Brenda Burkett'.

**Brenda R. Burkett, CPA, CSBA, SFO**  
President

A handwritten signature in black ink, reading 'John D. Musso'.

**John D. Musso, CAE, RSBA**  
Executive Director

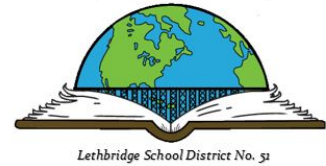




## Section B:

# 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 11,170 students within the City of Lethbridge and employs 582 full time equivalent certificated staff and 472 full time equivalent support staff.

Lethbridge is a growing, vibrant city with over 96,828 residents. The City's Mayor, Chris Spearman, stated that, "Lethbridge consistently demonstrates a sustainable, healthy rate of growth". The City of Lethbridge experienced a 2.13 percent growth over 2015 Census numbers with the strongest growth occurring in west Lethbridge. In the 2016 Government of Canada Census, Lethbridge was ranked as the fifth fastest growing community in the country. The average age of citizen's in the City of Lethbridge is 38 years. Based on 2016 Census data, there are 18,375 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



# INFORMATION MAP

**1** Population  
96,828 (City of Lethbridge) \*  
275,000 (Lethbridge Trading Area)

**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.

**3** Cost of Living  
Comparatively low housing prices, short commute times and affordable consumer goods all contribute to Lethbridge's low cost-of-living.

**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.

**5** Geography  
Latitude: 49 degrees 41 minutes 39 seconds  
Longitude: 112 degrees 50 minutes 27 seconds  
City Area: 124.3 sq km  
Mean Elevation: 914 m



CITY OF  
*Lethbridge*

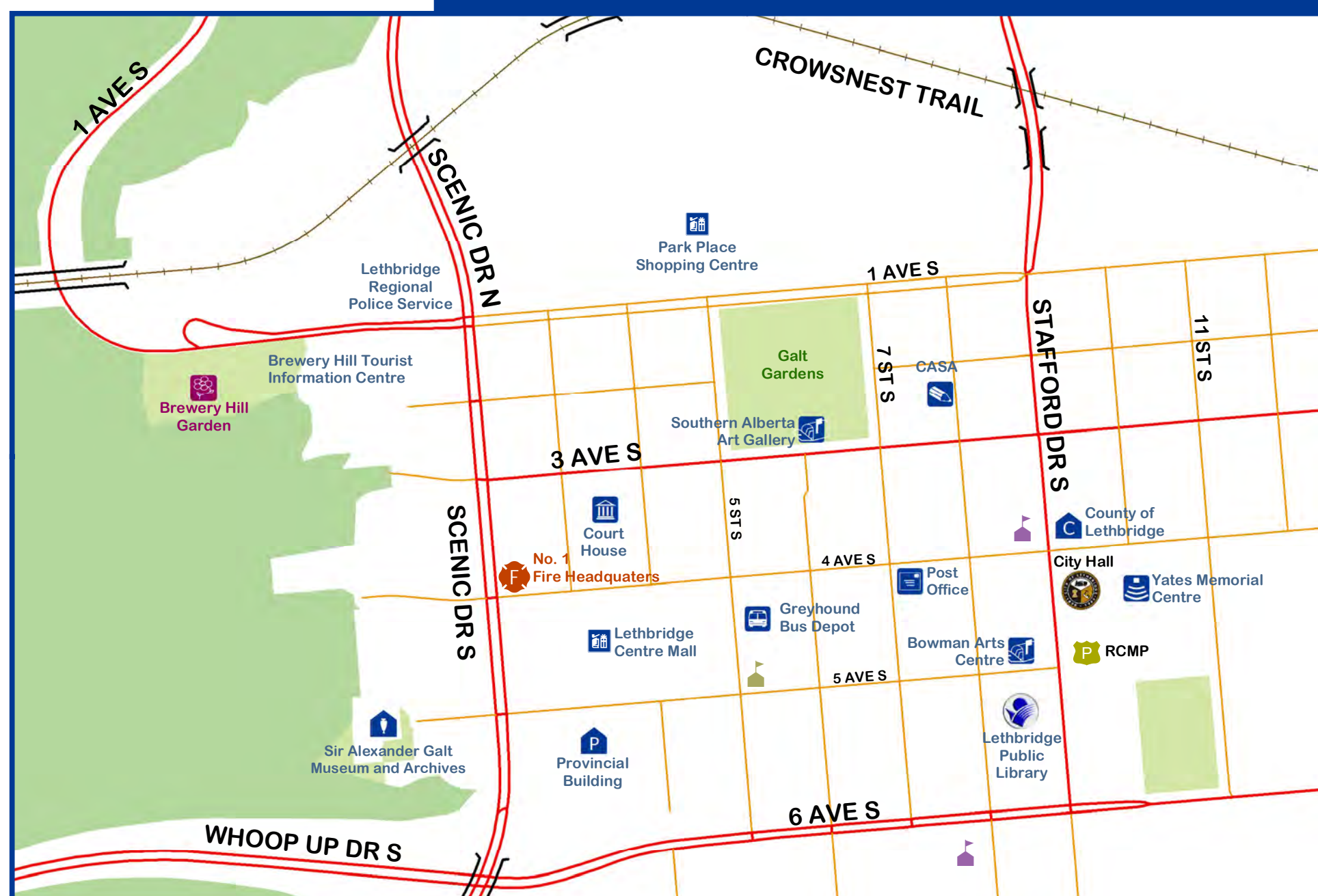
**6** Lethbridge College  
Canada's first public community college, Lethbridge College (LC) was founded in 1950 and has a long tradition of meeting the educational and training needs of students from southern Alberta, Canada and around the globe. More than 7,500 students access LC each year in over 70 programs.

**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.

**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.

Information compiled from Business Investment Profile  
Economic Development Lethbridge.  
\* City of Lethbridge population compiled from 2016 City  
Census data.

## 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

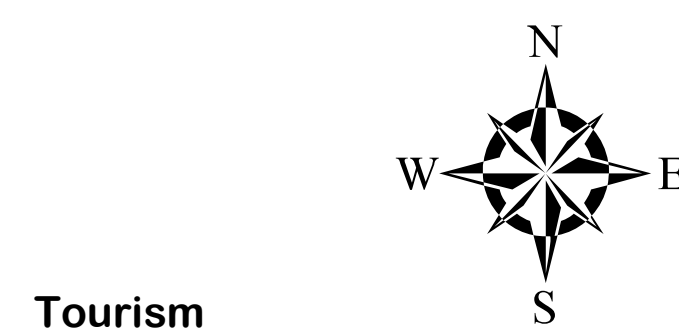
### Government

- 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

SEE  
DOWNTOWN  
INSET



### Tourism

- Arts Centre
- Campground
- ENMAX Centre
- Exhibition Grounds
- Garden
- Spitz Stadium
- Historic Site
- Nature Centre
- Nikka Yucco Japanese Garden
- Observatory
- Softball Valley
- Theatre
- Tourist Centre
- Sir Alexander Gait Museum

### Transportation

- Greyhound Bus Depot
- Lethbridge County Airport
- Arterial Road
- Regional Coal Banks Trail
- Collector Road
- Railway

### 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)  
14-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 December 2016





[Lethbridge School District No. 51](#) receives 93% 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 22 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 will expand to 25 programs in twelve schools effective September 2017. 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. A strong co-curricular program 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>
<b>Mich Forster</b> , Board Chair	October 2001 – 2004, 2007
<b>Don Lacey</b> , Board Vice Chair	October 2013
<b>Jan Foster</b> , Trustee	October 1983 - 1992, 2007
<b>Tyler Demers</b> , Trustee	October 2007 – 2010, 2013
<b>Keith Fowler</b> , Trustee	October 2004
<b>Donna Hunt</b> , Trustee	October 2013
<b>Lola Major</b> , Trustee	October 2007

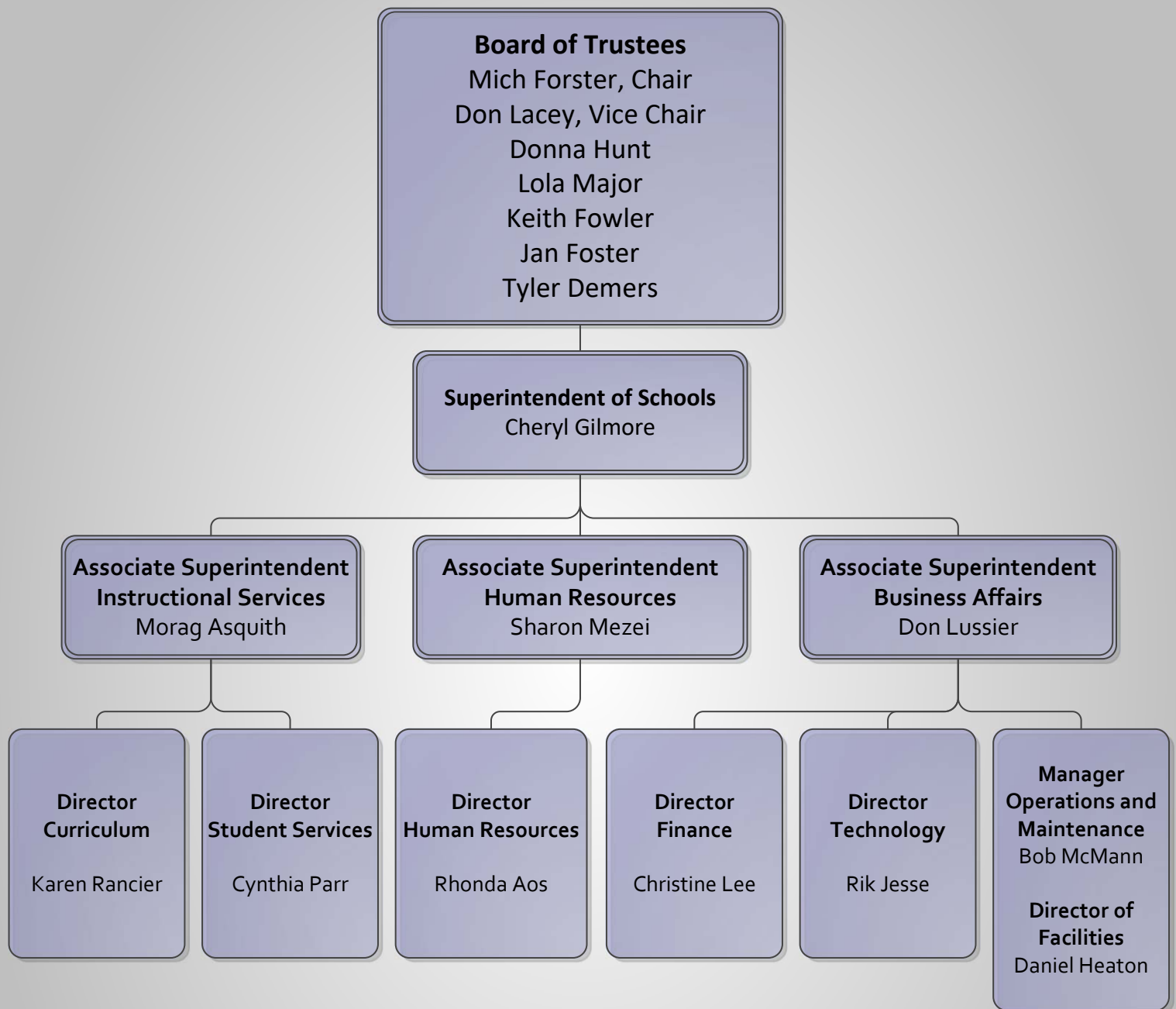
The term of office for the above Trustees will expire in October 2017 when municipal elections occur to elect new school board trustees.

#### **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

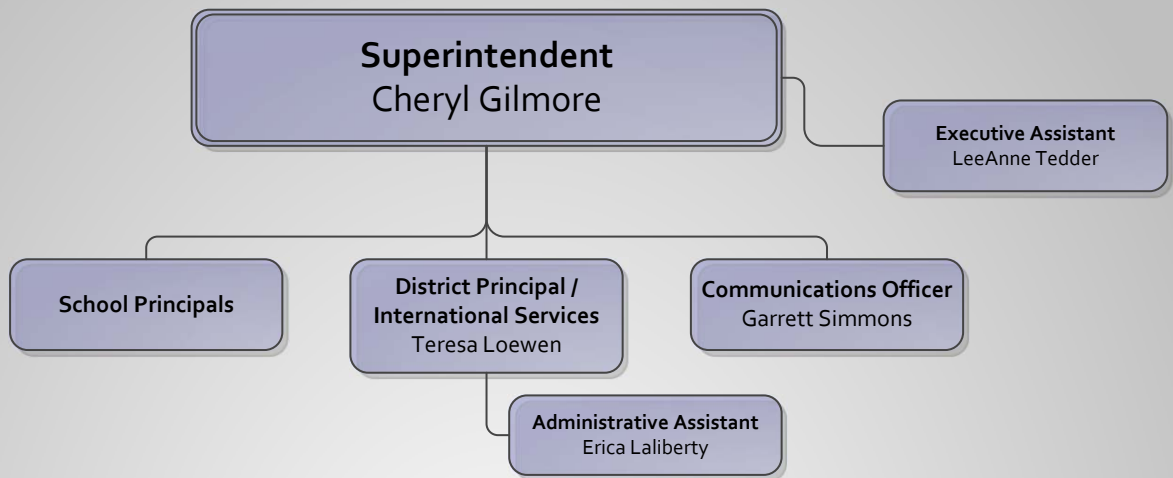


## Organizational Chart

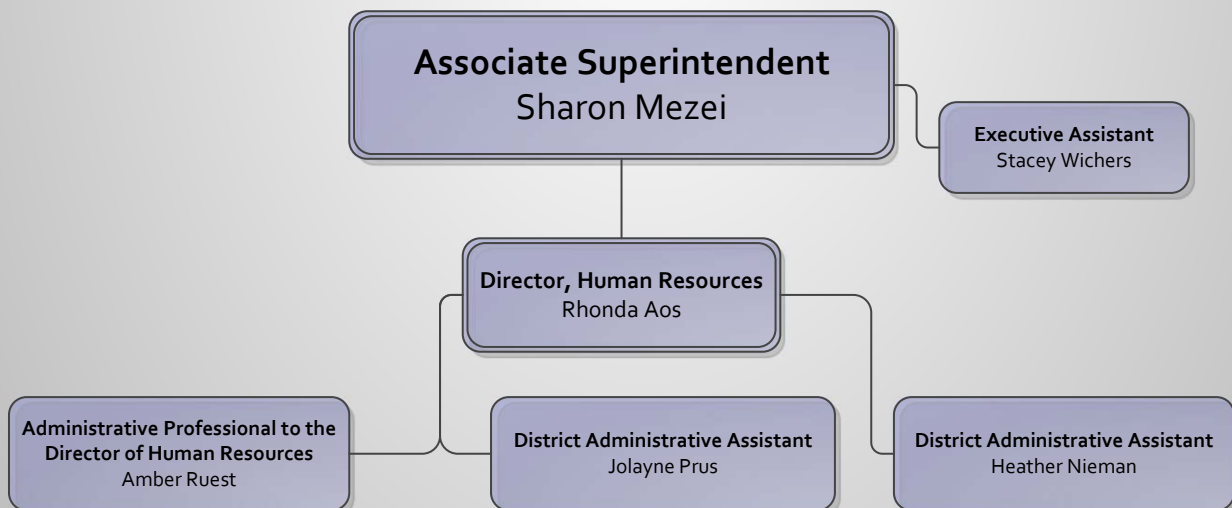
January 2017



# Office of the Superintendent

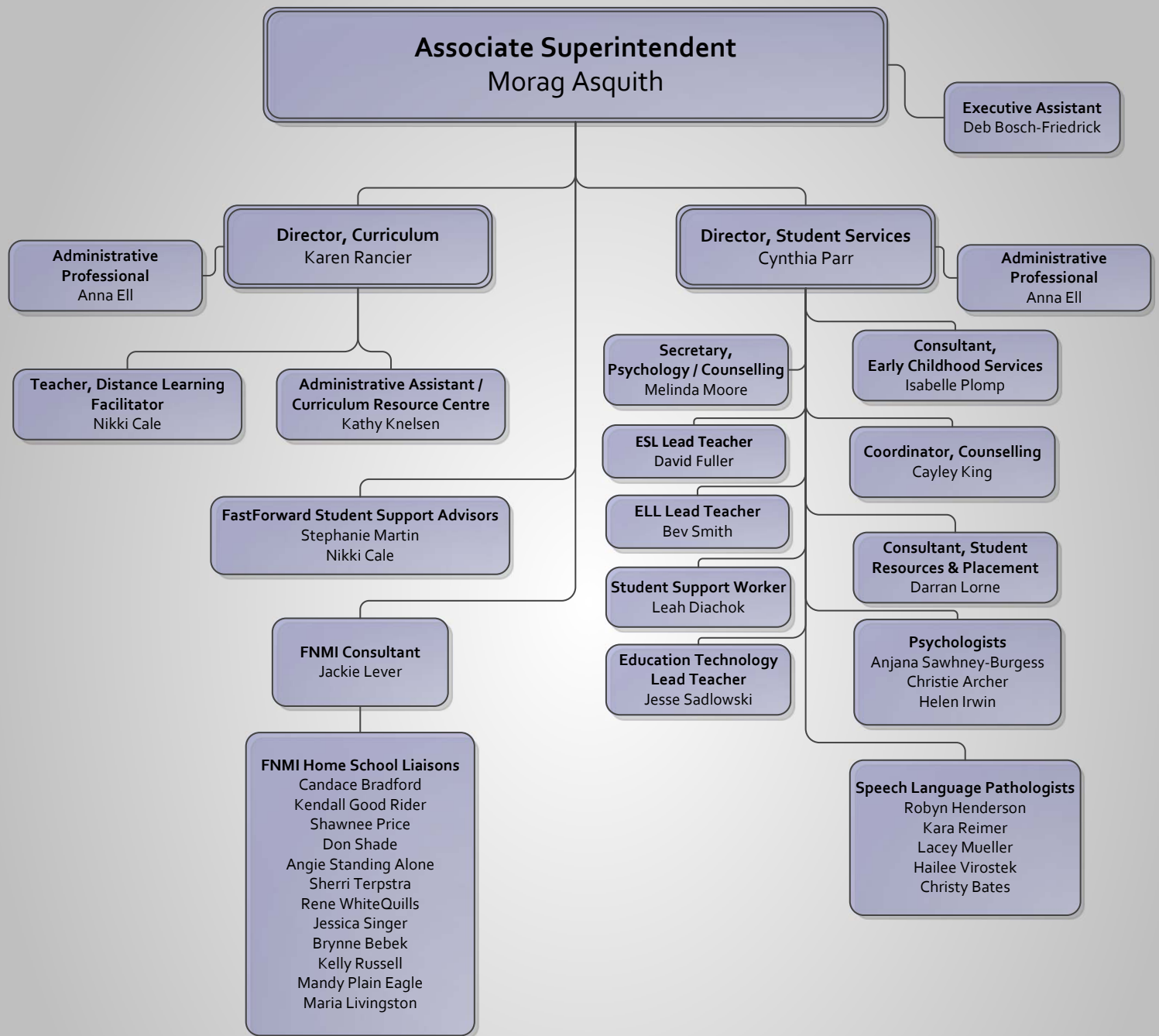


## Human Resources

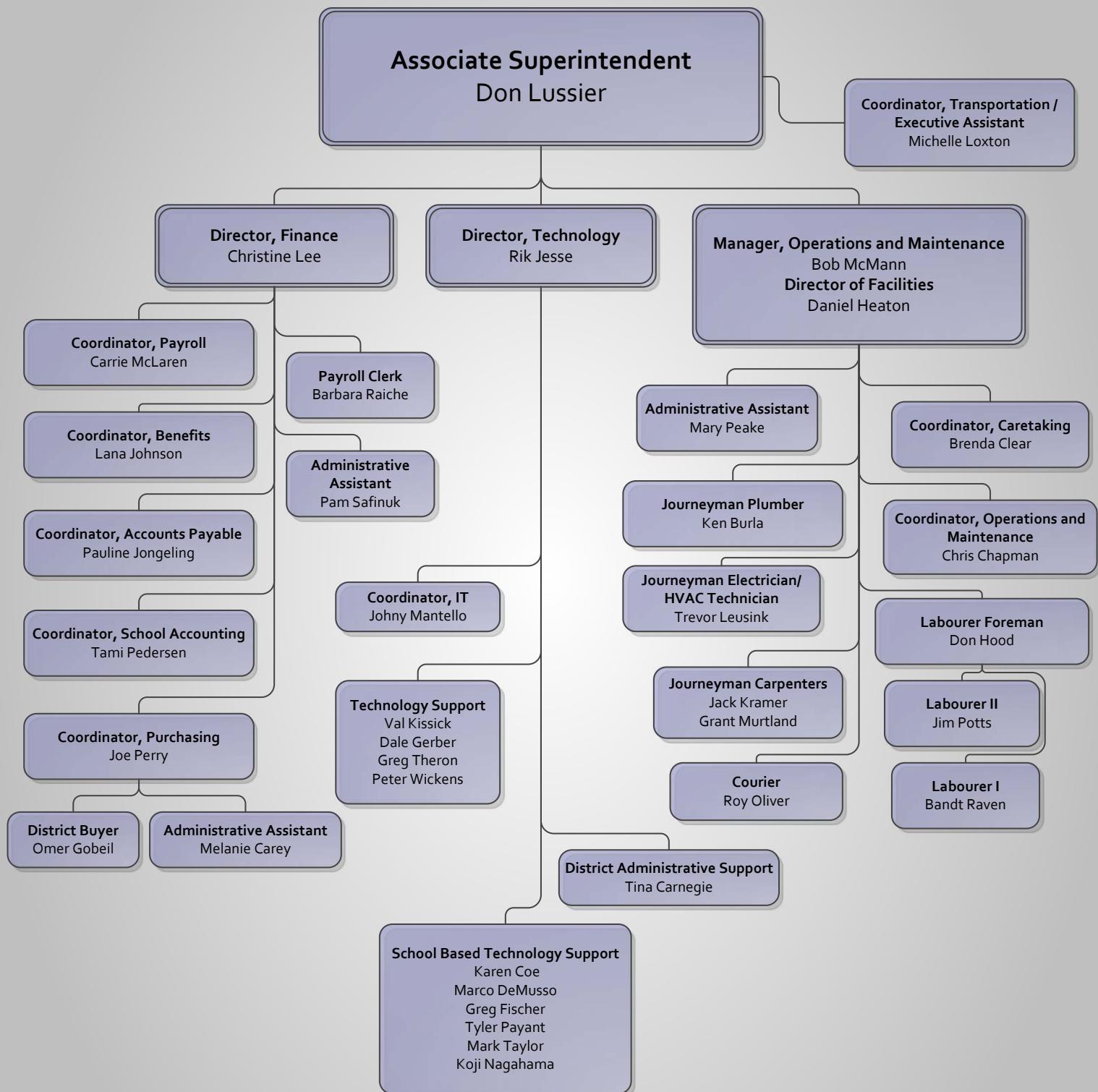




# Instructional Services



# Business Affairs





## Lethbridge School District No.51

### Vision Statement

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  
Global  
Citizens  
Engaging  
Forward-Thinking  
Quality

### Mission Statement

Lethbridge School District is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible 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 individual can learn
- Learning is a lifelong activity
- Learners that grow are resilient, 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, 2016-2017 to 2018-2019. The list below outlines these areas for improvement. See the *Priorities and Outcomes* document for further details in the *Information Section* for further information.

### **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.

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

#### **OUTCOMES:**

- Students demonstrate the attributes of innovation, creativity and critical thinking in a process based learning environment.
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.

### **Priority:** Supporting Student Diversity.

#### **OUTCOMES:**

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Schools are learning environments that promote healthy lifestyles.



# LETHBRIDGE SCHOOL DISTRICT NO. 51

## BOARD OF TRUSTEES BELIEF STATEMENTS FOR PREPARATION OF THE 2017-2018 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

### 2017-2018 Operating Budget

#### Budget Assumptions

March 2017

The following table outlines the assumptions used in developing the 2017-2018 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
<b>Enrolment</b>	<p>Overall enrolment increase of about <b>400</b> students. This is approximately a <b>3.81%</b> increase. Kindergarten program has significant growth of 122 students, or 17.45%.</p> <p>*Note that 78 of the 400 related to EEP program expansion and programming changes in other districts that will result in growth. <b>Enrolment growth without EEP (k to 12) is 322 students or 3.13%</b></p> <p>See Enrolment Summary attached.</p>	<p>Review is done by school 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.</p> <p>Enrolment estimates to be discussed at Instructional Budget Committee for reasonability given birth trends, current school enrolments and economic climate effects.</p>	<p>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.</p> <p>A budget deficit beyond operating reserves is not allowed under legislation.</p>
<b>FTE Enrolment</b>	<p>FTE enrolment is based on estimating the number of CEU's earned at high school. FTE enrolment is projected to increase by <b>302 FTE or 3.0%</b>. Kindergarten enrolment is considered .5 FTE. Kindergarten program has significant growth of 61 FTE, or 17.45%.</p> <p>*Note: FTE Enrolment growth without EEP (K-12) is 263 students or 2.64%.</p>	<p>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.</p>	<p>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.</p>

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
<b>Grant Revenues</b>	<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&amp;M</p> <p>IMR – 14% increase</p>	<p>Rates as announced in provincial budget:</p> <ul style="list-style-type: none"> <li>• <i>No increase to regular grant rates.</i></li> <li>• <i>CEU Cap placed on CEU earnings moved from 60 CEU per student to 45 CEU. Estimated impact a reduction of \$80,000 in grades 10-12 funding</i></li> <li>• <i>Received \$252,000 for school fee reduction grant</i></li> <li>• <i>IMR funding increase by 14%</i></li> </ul>	<p>No Risk as rates are known. Only risk is related to enrolment at September 30<sup>th</sup> and CEU revenue based on estimates.</p>
<p><b>Teacher Salary costs</b> (includes benefits)</p> <p>Average Teacher <b>\$102,329</b></p>	<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 \$911,500 or 1.75% for all teachers. This cost has been absorbed in the average teacher salary costs due to lower cost in 2016-2017.</p> <p>0% increase to substitute rate</p>	<p>Salaries have been not been negotiated for 2016-2017 or 2017-2018. 0% assumption given economic outlook.</p> <p>Retirement Assumptions based on known retirements and hopeful retirements.</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. Hiring additional or a reduction in staff throughout the budget process also impacts the average salary estimate.</p> <p>Salary Estimates are revised September 30<sup>th</sup> if required.</p> <p>Risk that settlement is negotiated higher than 0%. Each 1% is a cost of \$625,000.</p>

<b>Support Staff Salaries</b>	<p>CUPE 290 =0%</p> <p>CUPE 2843 = 0%</p> <p>Non Union = 0%</p>	<p>CUPE 290 is negotiated for 2017-2018, based on PO&amp;M grant rate increase. Assumed at 0% given economic outlook.</p> <p>CUPE 2843 Contract has not been negotiated for 2017-2018. Assumed to be 0% given economic outlook.</p> <p>Non Union not determined.</p>	<p>Risk is if PO&amp;M grant rate increases.</p> <p>CUPE 2843 risk if required to provide wage increase to impact a settlement. Each 1% = \$208,000.</p>
<b>Benefit Provider Rates</b>	<p>Local Authorities Pension Plan has not proposed an increase for January 1, 2017 or 2018.</p> <p>Per 1<sup>st</sup> reading by ASEBP Board: <b>overall 1% increase to premiums.</b></p> <p>ASEBP – overall 1%:</p> <ul style="list-style-type: none"> <li>• Life: 1.2% decrease</li> <li>• AD&amp;D: no change</li> <li>• EDB: 1.3% increase</li> <li>• EHC: .3% increase</li> <li>• Dental: 1.2% increase</li> <li>• Vision: 5.8% increase</li> </ul> <p>Overall a 1% increase on ASEBP benefits is approximately \$57,500.</p>	<p>LAPP per rates provided. There is no increase to rates at January 1 2017 or anticipated for 2018 at this time as per LAPP.</p> <p>District is at Base rates for premiums, with a <b>5% discount in Life Insurance and EDB rates.</b> <i>(Was a 10% discount for 16-17. Cost impact approximately \$80,000.)</i></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 will be minimal as rates are known at budget development.</p>

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
<b>Services and Supplies Costs</b>	<p>It is assumed that Goods and Services Costs will increase overall by 1.9% as per Alberta Economic Outlook (Feb 2017).</p> <p>The lower value of the Canadian \$ relative to the \$US will impact cost of goods that may be required from US vendors.</p> <p>Rates for Utilities such as Electricity and Heat as negotiated, however will see an impact relative to the Carbon Tax Levy on heating fuel and transportation costs. \$73,600 in 2017 and \$110,400 in 2018.</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 17/18 due to a number of factors. There has been additional modular facilities added in 16/17 and 17/18 there will be another new school ready for occupancy in 2018 which will require utilities. Also the effect of the introduction of the Carbon Tax on 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>





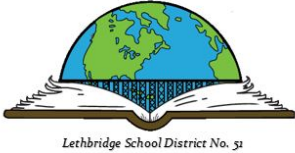
## **Lethbridge School District No. 51 Basis of Preparation**

The 2017 - 2018 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 2017 - 2018 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.



## Lethbridge School District No. 51

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### 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. This is the Board’s legally adopted budget that is submitted to the provincial government as per legislation. It is also the comparison budget for the Audited Financial Statements.

#### **Step 13: Budget Update**

After the school year begins and District enrolment is confirmed after September 30<sup>th</sup>, 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. The September 30<sup>th</sup> budget update becomes the District’s budget for operating and monitoring purposes for the school year and forms the comparison budget for the preliminary budget at the start of each year’s budget cycle.

#### **Step 14: Financial Monitoring**

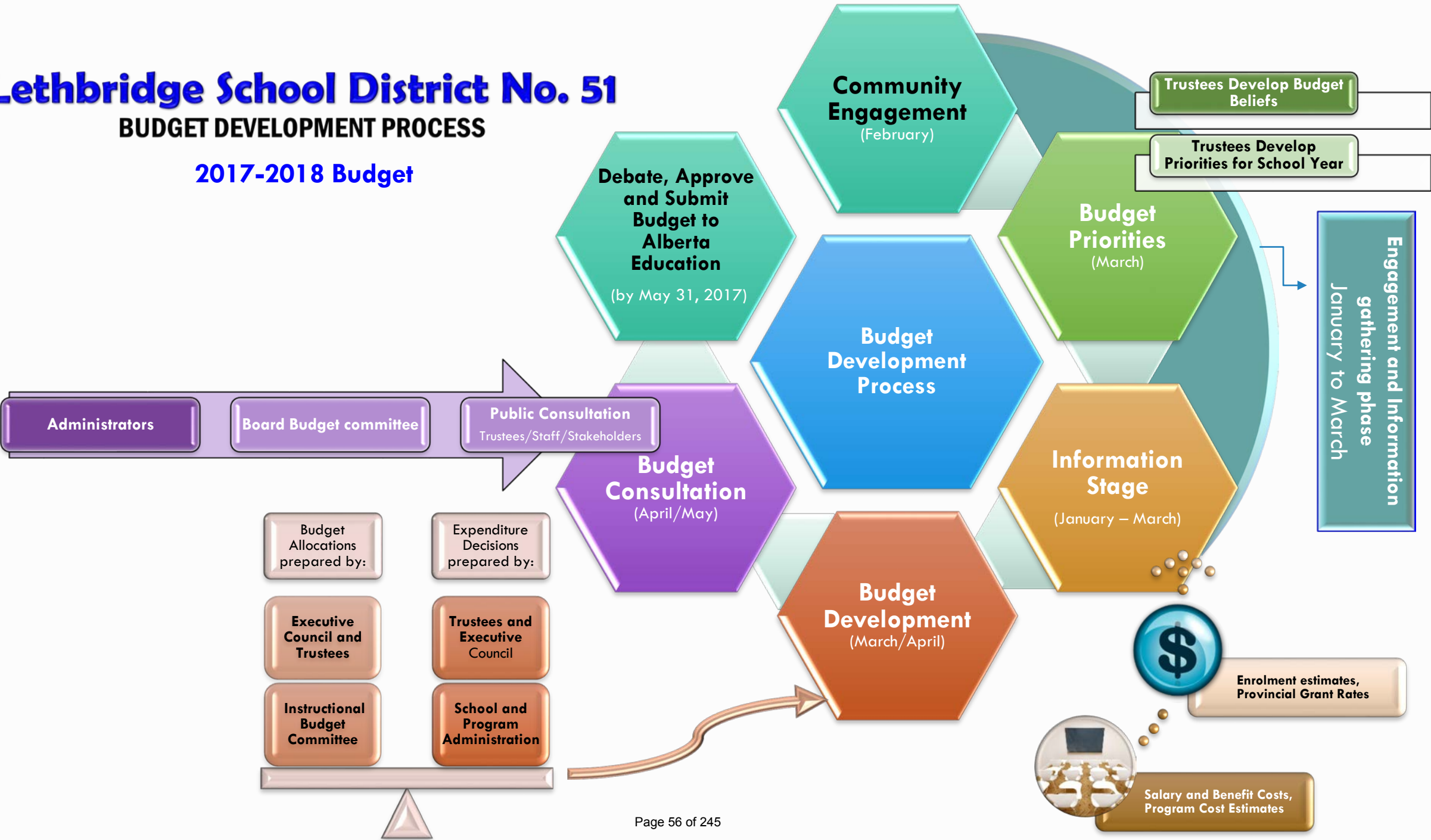
School and department administrators are responsible for monitoring budgets to ‘actual’ results on a regular basis and to take corrective action as necessary to stay within the established budget. The Director of Finance is responsible for preparing financial reports that compare actual revenue and expenditures 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 30<sup>th</sup>, February 28<sup>th</sup>, and May 31<sup>st</sup>.



# Lethbridge School District No. 51

## BUDGET DEVELOPMENT PROCESS

2017-2018 Budget



## 2017-2018 Budget Time-line

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 14th, Provincial Budget announced, Initial reaction and comment provided to public
- Instructional Budget Committee meets to discuss priorities

April

- Instructional Budget Committee meets 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

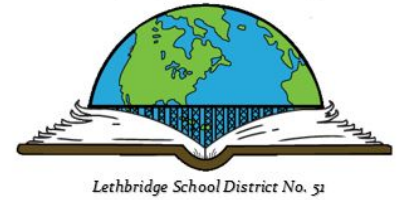
- Site budgets completed
- Draft budget is presented to Trustees and the public for feedback and comment on May 23rd, 2017
- Board of Trustees debate budget on May 30<sup>th</sup>, 2017
- Budget Submitted to Alberta Education, May 31, 2017

# Lethbridge School District No. 51

## 2017-2018 Budget Development Meeting and Completion Schedule

Step in process	Date	Meeting/Process	Time	Who Attends	Meeting Description
Step 4 Engagement	February 7, 2017	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 4 Priorities and Planning	March 1-2, 2017	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 2014-2015 Budget.
Step 8	March 14th, 2017	Preliminary Budget Discussions	8:30 to 11:00 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 8	March 21st, 2017	Preliminary Budget Estimates	8:30 to 11:00 am	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.
Step 8	March 28th, 2017	Instructional Budget Review	8:30 am to 11 a.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.
Board progress update	March 28th, 2017	Board Budget Committee Meeting (committee of whole board)	2 pm to 3 pm	Board Budget Committee	Update Board Budget Committee on progress of budget discussions
Step 8	April 11th, 2017	Instructional Budget Committee Presentation of Budget Recommendations to Admin Committee	1:00 to 3:00 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 9	April 14th to May 2nd, 2017	MyBudgetfile available for Administrators to balance budgets			Budgets should be reviewed and discussed with Staff and School Councils
Step 11	May 18th, 2017	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 23rd, 2017	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 26th, 2017	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, 2017	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, 2017	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 2014 to 2021. The fiscal periods ending in 2014 - 2016 represent actual figures from the school district's audited financial statements. The 2017 and 2018 fiscal years represent budget estimates and the period 2019 to 2021 represents a three-year financial forecast.

### **Revenues**

#### **Revenues - 2014 Actual to Budgeted 2017-2018**

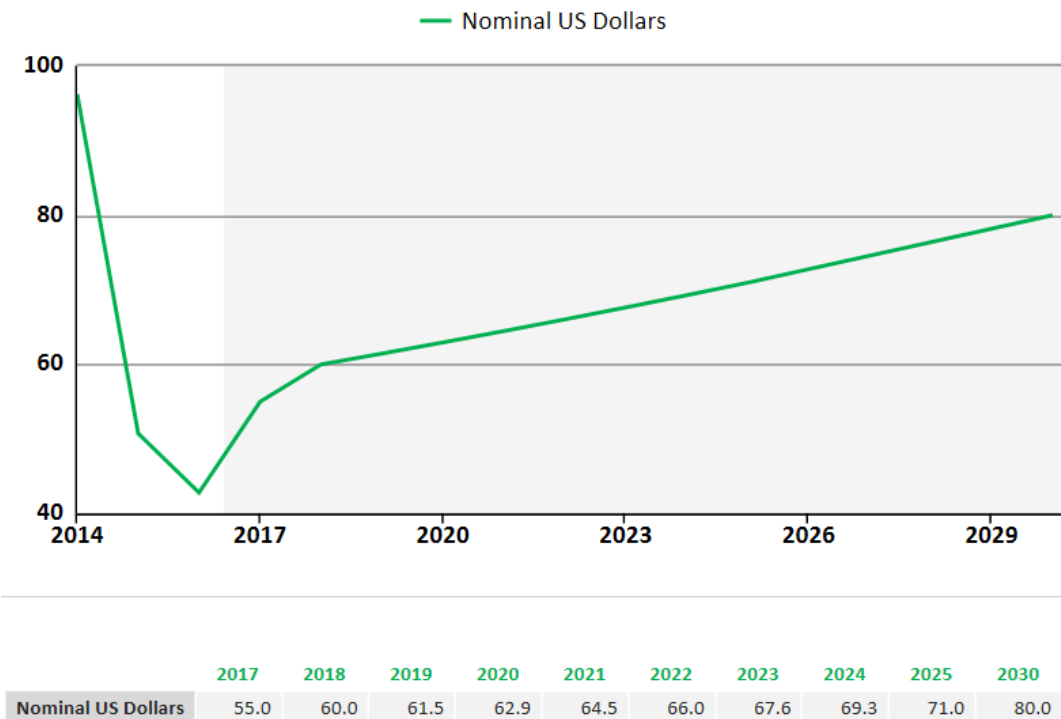
In the 2014-2015 school year, revenues increased by 7.07% mainly due to an increase in enrolment of 5.34%, and increased funding for Infrastructure Maintenance and Renewal funding. Base grant rates did not receive and increase for 2014-2015. For the 2015-2016 school year, base grant rates increased by 1.8%, while other grant rates remained frozen. Revenues increase by 9.07% over 2014-2015. Significant increase in enrolment growth of 6.85%, combined with the base grant rate increase, accounts for the increase in revenues. Infrastructure Maintenance and Renewal Grant funding was reduced significantly due to a one-time increase received in 2014-2015. For budget 2016-2017 there will be an increase in revenues of .49%. Enrolment will grow by 1.46%, 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 and decreases anticipated related to fees and fundraising revenues. In budget 2017-2018 revenue overall will increase by 3.92%. Enrolment will increase by 4.91% and there is an increase in the Infrastructure Maintenance and Renewal grant of 12%. 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 1.46% to 6.85%, with an overall increase of 19.81% 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 24.37%, with total district revenues increasing by 21.94%.

## Revenues - Forecasted 2019 to 2021

[Lethbridge School District No. 51](#) receives 93% 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 \$55 US per barrel for 2017 per the chart below, and is currently trending just under \$55. 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 January 2017, oil prices will not regain the +\$100 US per barrel price, but are expected to reach around \$71 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 2019 to 2021 will increase other than for student growth. In the Province of Alberta third quarter economic update, February 23<sup>rd</sup>. 2017, it is reported that the Provincial government is anticipated to have a \$10.8 billion deficit for fiscal 2016-2017. The report also states that Alberta's Economy is forecast to return to growth in 2017, following a prolonged downturn due to the oil price shock. Minister of Finance, Joe Ceci states "A full economic recovery will take time after such a long downturn, but we are starting to see encouraging signs for Alberta in the year ahead."

### World Bank Oil Price Forecast

*Crude oil, avg, spot (\$/bbl)*



Source: World Bank Commodity Price Forecast, January 2017

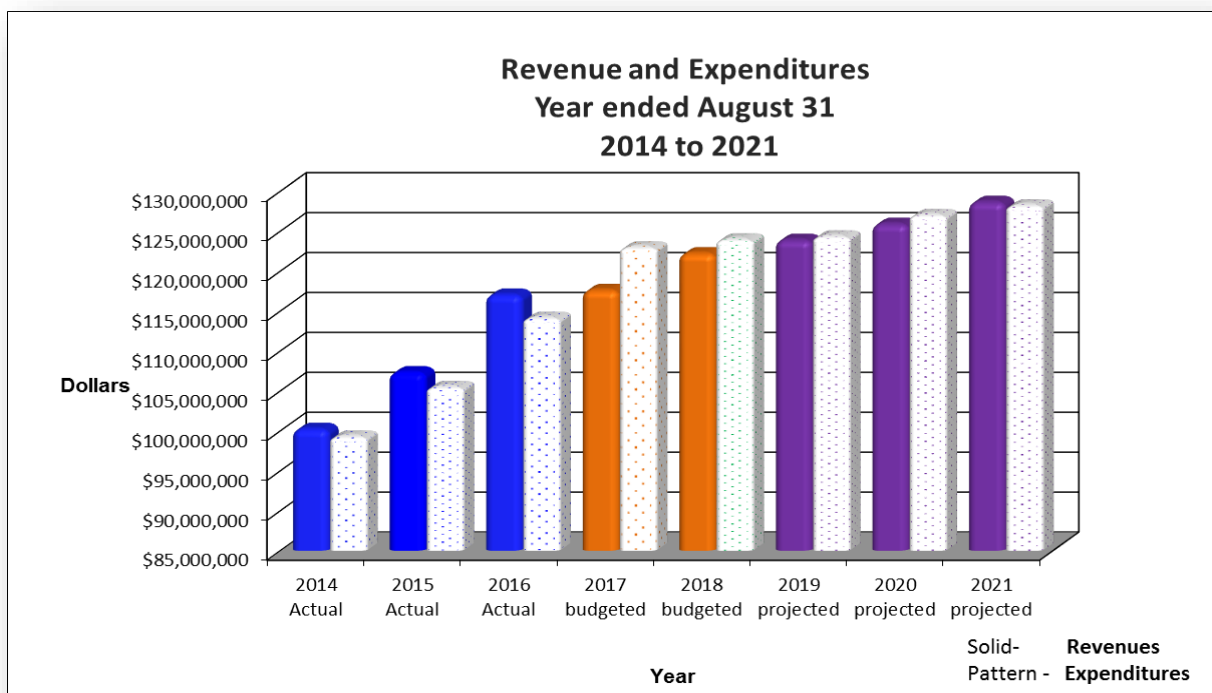
Base Grant revenues, funding directly related to enrolment growth, is 60% of total revenues while other grants from the province are 33% of total revenues. It is expected that there will be no increase in the base grant rate over the projection period. This is considered to be a reasonable forecast because, 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 2017-2018.

In 2019, enrolment is expected to increase by 142 students or 1.27%. Funding from the province for this forecast will increase by \$1.6 million due to enrolment increases. 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 revenue will increase due to an increase in enrolment at middle school and high school where these students participate in activities and options at the school level where fees are charged. All other revenue categories are estimated to remain stable. Overall, revenues are expected to increase by \$1.7 million or 1.38%.

For forecast 2020, enrolment is expected to increase by 278 students or 2.45%. Fees and fundraising will increase as there is an anticipated increase in enrolment at middle school and high 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 \$2 million or 1.62%.

For forecast 2021, enrolment is expected to increase by 322 students or 2.78%. 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 2020. 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 \$2.7 million or 2.18%.

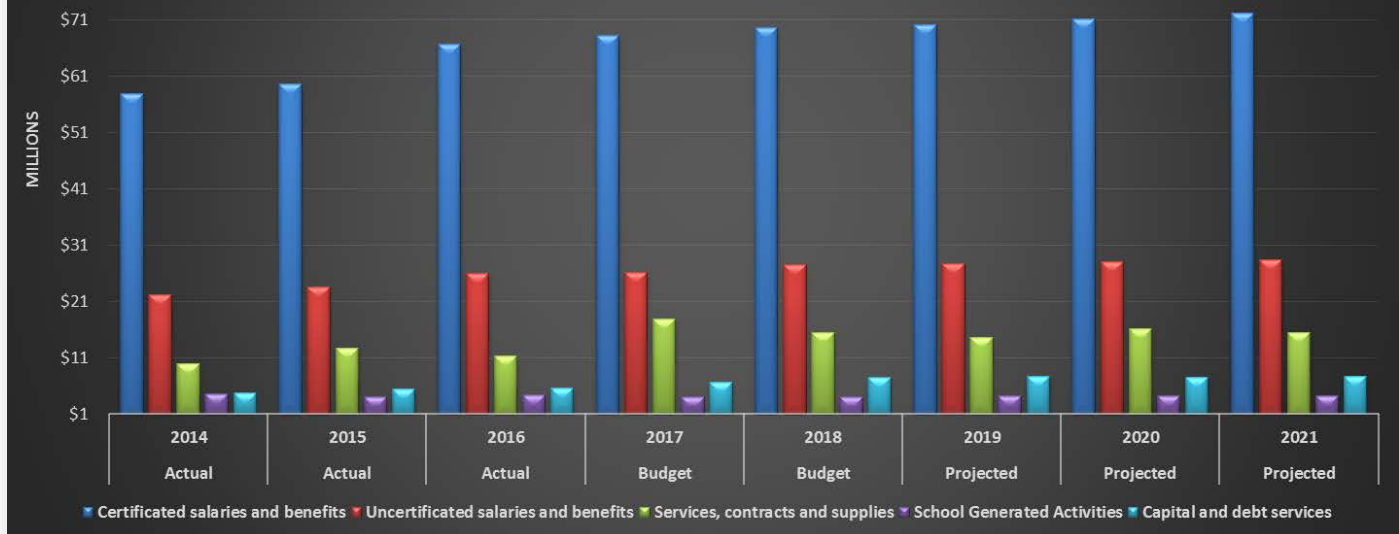
The chart below illustrates the change in revenue and expenditures from the school years 2013-2014, to 2015-2016 actual, 2016-2017 and 2017-2018 budgeted, and 2018-2019 to 2020-2021 projected.





## Expenditures by Object

Year Ended August 31  
2014-2021



*The chart above illustrates expenditures by object for the 2013-2014, 2014-2015, 2015-2016 actual results, 2016-2017 and 2017-2018 budgets, and 2018-2019, 2019-2020 and 2020-2021 forecast.*

## Expenditures

### Expenditures by object - 2014 Actual to Budgeted 2017-2018

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 2015-2016, enrolment increased by 5.34%, teaching expenditures increased by 11.88% 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 increased by 10.54% due to negotiated salary cost increases and a significant increase in support staff to support students with unique needs. There is a decrease in spending on services, contracts and supplies of 10.82% due to one-time computer evergreening expenditures in 2014-2015. In the 2016-2017 budget enrolment growth will be 1.46%, however teacher salary costs will increase by 2.18% due to additional staff hired to address board priorities and support student needs. Support staff costs will increase by .65%. There is an increase of 57.64% in the budget related to services, contracts and supplies, which is due to one-time spending

on computer evergreening and one-time start up resources for the new elementary school. A review in May 2017 would indicate that planned spending will be approximately \$2.7 million less due to lower than anticipated teacher average salary cost and some technology evergreening and resource purchases being delayed until the fall of 2017. In budget 2017-2018 enrollment is expected to increase by 4.91%. Teacher costs will increase by 1.94%. Although teaching staff has been hired to reflect enrolment growth, the cost of an average teacher is less than budgeted in 2016-2017. Support staff costs will increase by 4.68% to reflect supports added to address student needs and five additional early education programs that have been added to the District. Services, contracts and supplies will decrease by 12.98% due to one-time resources and computer evergreening occurring in the prior budget year.

Staffing costs comprise approximately 78% of the District's budget. While total growth in expenditures will have risen by 24.86% over the five-year period, teacher staffing costs have risen by 20.86%, and support staffing costs by 23.79%. Wage rate increases have been frozen from 2012-2013 until 2014-2015. In 2015-2016 there is an increase to all staff of 2%, with teachers receiving a 1% lump sum bonus. In 2016-2017 and for 2017-2018 there is not increase for teacher contracts. Support staff received a 2% increase in 2016-2017 and 0% for 2017-2018.

In the five-year period, spending on services, contracts and supplies varies and is often influenced by spending related to the computer evergreening cycle or one-time resource purchases from available reserve funds.

There is a significant increase in budget 2015-2016, 2016-2017 and 2017-2018 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 2013-2014 and 2017-2018 teacher staffing will have increased by 20.46% and support staff by 23.95%.

### Expenditures by Object - Forecasted 2019 to 2021

#### **Certificated Salaries and Benefits Projection**

Certificated salaries and benefits have been historically around 56% 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 2018-2019 to 2020-2021 has not yet been negotiated.

In 2019, teacher salary costs are expected to increase by \$529,000 or .76%. 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 1.27% 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 2020, teacher salary costs are expected to increase by \$1 million or 1.46%. This projection is based on a 1.5% increased cost of experience increments and ½ a percent for increased cost of benefits. In

2020, enrolment is expected to increase by 2.45%, 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 this projection, one-time reserve funds are allocated for purposes of addressing teacher experience increment costs.

In 2021, teacher salary costs are expected to increase by \$1.1 million or 1.66%. This projection is based on a 1.5% increased cost of experience increments and ½ a percent for increased cost of benefits. In 2021, enrolment is expected to increase by 2.78%, 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 22% of total expenditures.

The forecasts for 2019 to 2021 take into consideration a growth of ½ a percent to reflect increased cost of benefits and experience increments. For 2019, 2020, and 2021 support staff costs will increase by .77%, 1.3%, and 1.45% 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 22% of total expenditures.

The assumptions for the 2019 to 2021 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 1.9% as per the Alberta Economic Outlook for 2017 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 2019 and 2021, expenditures decrease to reflect funds allocated for one-time expenditures in 2017 and 2019 such as resources for new school start up and computer evergreening and drawing on one-time reserves that have been accumulated for these purposes.

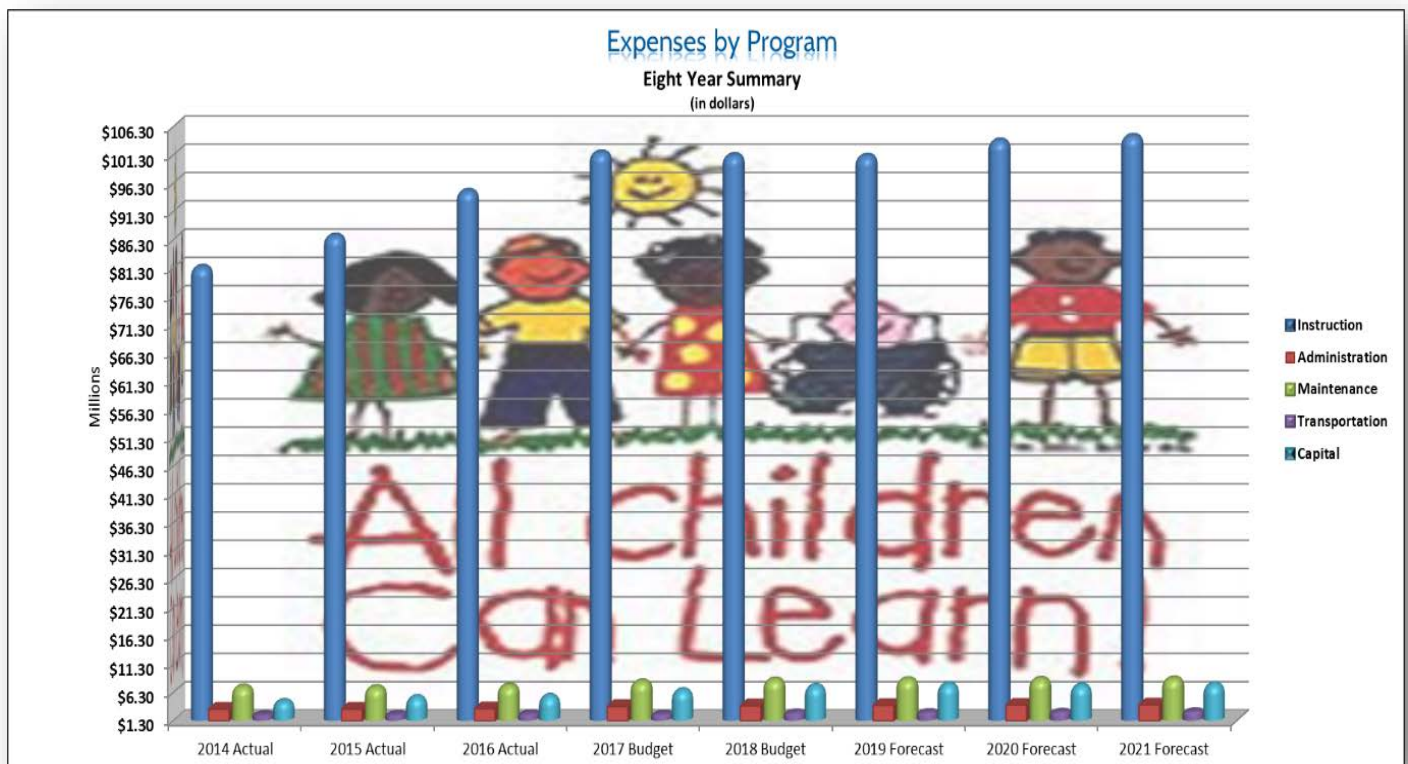
## School Generated Activities Projection

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 in the first projection year of 2019 to reflect historical activity and then remains stable for the remaining years of the projection. As these activities and enhanced educational opportunities vary from year to year, these estimates reflect a reasonable forecast.

## Capital and Debt Services Projection

The increase in 2019 and 2021 is for the amortization of new capital projects that will be completed in 2018 and 2020. In 2019-2020 capital and debt services expenditures decrease due to older capital assets being fully amortized. The District will have a new school scheduled to open in September 2018, and another new school is anticipated to be completed by 2020. 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.

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 2017-2018 budget, and to meet the District's Goals, Outcomes, and Performance Measures in the 2016-2017 to 2018-2019 three-year planning cycle.



*The chart above illustrates expenditures by program for the 2013-2014, 2014-2015, 2015-2016 actual results, 2016-2017 and 2017-2018 budgets, and 2018-2019, 2019-2020 and 2020-2021 forecast.*

## **Expenditures by Program and Object**

### **Expenditures by Program and Object - 2014 Actual to Budgeted 2017-2018**

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 82% of total expenditures in the 2017-2018 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 24.23% 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 3.22% of the 2017-2018 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 17.76% 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 6.86% of total expenditures in 2017-2018 and have increased by 16.75% 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 2017-2018. This has resulted in the budget decreasing from around 9% of the total district budget to under 7%. Since 2010-2011 a new high school has been added and 43 modular classrooms. In 2017-2018 another elementary school will be added. 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 13.92% 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 2.23% of the 2017-2018 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 6.03% of the District's 2017-2018 budget. Expenditures have increased by 57% 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 and 2017-2018.

### Expenditures by Program - Forecasted 2019 to 2021

Instruction expenditures are anticipated to increase by \$3.4 million or 3.4% over the projection period. This is mainly related to enrolment growth and maintaining Instructional expenditures at 82% of total district expenditures. There is a significant increase in 2020, particularly related to services, supplies and contracts, 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 \$153,000 or 3.8% 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 2.3% 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 2.3% of total expenditures are anticipated to increase by 8.1% 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 6% of total expenditures are anticipated to increase by 3.8% over the projection period. Capital and Debt Services will decrease in 2020, due to the full amortization of older school facilities. In 2019 and 2021 there will be increases due to the amortization of new facilities being completed in September 2018 and September 2020. School facilities are fully funded by the Province 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**

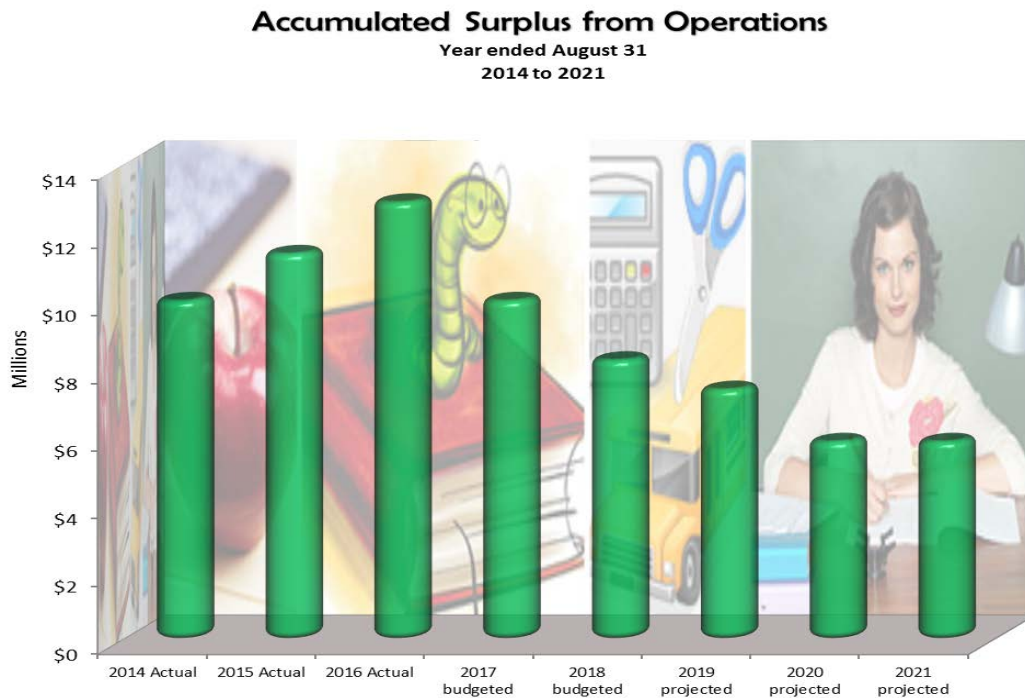
### Accumulated Surplus from Operations - 2014 Actual to Budgeted 2017-2018

The District has been able to build the Accumulated Surplus from Operations (ASO) in the years 2014 to 2016 as funds were being saved for the District's evergreening of computers at the elementary school level in 2016-2017. At August 31, 2014, the District had an ASO of \$10 million or 10% of operating expenditures. For the year ended August 31, 2015 ASO was \$11.4 million or 11% of expenditures. In 2015-2016 ASO increased to \$12.9 million or 11.3% of expenditures. Included in ASO for all years is approximately \$2 million of unspent school generated activity funds which are now included in ASO as required under Public Sector Accounting Standards.

In the 2016-2017 school year there was a total of \$6.1 million in reserve funds planned to be utilized to balance expenditures. The District planned to 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 Coalbanks Elementary School. School sites allocated some one-time reserve funds to address class size concerns at the secondary level and purchase furniture and equipment and resources. Analysis of spending during 2016-2017 would indicate that only \$3 million will actually be drawn from reserves. The reduction in the use of one-time reserves over the planned budget is due to increased funding received over original estimates, lower average salary costs, and some planned spending deferred to the 2017-2018 year. As a result, the estimated ASO as of August 31, 2017 will be \$10 million or 8% of planned expenditures.

In budget 2017-2018 one-time reserves will be used for students entering our school jurisdiction that require additional support, support for literacy assessment at elementary schools, school based priorities and the costs of commissioning the new middle school in west Lethbridge. The use of one-time reserves will reduce the Accumulated Surplus from Operations (ASO) of the District to approximately \$8.3 million or 6.65% of operating expenditures of which \$2.1 million is restricted for School Generated Funds. This leaves an ASO of 4.94% 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.



*The chart above compares Accumulated Surplus from Operations for the 2013-2014, 2014-2015, 2015-2016 actual results, 2016-2017 and 2017-2018 budgets, and 2018-2019, 2019-2020 and 2020-2021 forecast.*

### Accumulated Surplus from Operations - Forecasted 2019 to 2021

Accumulated Surplus from Operations (ASO) is expected to decrease in 2019 by \$447,000 as funds are put into ASO for the evergreening of elementary computers in 2020 and funds are allocated to address priority areas such as covering teacher experience increments. In 2020 there is a draw of \$1.1 million on ASO to purchase secondary computers. In 2021, funds will be added to ASO to begin replenishing the technology evergreening reserve for the replacement of elementary school computers in the year 2021 - 2022. Other than for the provision of technology replacement, and addressing experience increments, expenditures have been matched to revenues for the forecast period. At the end of 2020, ASO is projected to be around 4.56% 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 \$420,000 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	\$861,341					
School site and program priorities		\$949,119				
Stability, Growth and Grid Movement		\$899,919				
Technology Replacement		\$571,737				
Instructional Program supports (FNMI, ESL, Poverty Intervention, Inclusive Learning)		\$413,018				
New school start up costs		\$885,250				
Emergent facilities maintenance support				\$608,055		
Administrative facility, small equipment and software upgrade			\$552,612			
School bus replacement costs through transportation service provider contract					\$386,574	
School Generated Activities		\$2,128,063				
<b>Estimated Balance, August 31, 2018</b>	<b>\$861,341</b>	<b>\$5,847,106</b>	<b>\$552,612</b>	<b>\$608,055</b>	<b>\$386,574</b>	<b>\$8,255,688</b>



# 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 2014	Actual 2015	Actual 2016	Budget 2017	Budget 2018	Projected 2019	Projected 2020	Projected 2021
<b>REVENUES</b>								
Government of Alberta	\$93,698,085	\$101,048,920	\$109,945,165	\$112,121,898	\$116,532,931	\$118,134,710	\$120,044,948	\$122,672,533
Federal Government and/or First Nations	\$405,531	\$209,490	\$443,985	\$338,928	\$348,928	\$352,417	\$355,941	\$359,501
Fees	\$2,226,473	\$2,596,969	\$2,636,800	\$1,342,368	\$1,364,896	\$1,382,230	\$1,416,095	\$1,455,462
Other sales and services	\$552,899	\$591,137	\$696,780	\$771,717	\$882,396	\$900,000	\$900,000	\$900,000
Investment income	\$141,431	\$153,383	\$173,949	\$143,000	\$193,000	\$190,000	\$190,000	\$190,000
Gifts and Donations	\$831,760	\$462,451	\$620,605	\$390,000	\$390,000	\$390,000	\$390,000	\$390,000
Rentals of facilities	\$35,006	\$34,704	\$34,704	\$34,704	\$34,704	\$49,500	\$49,500	\$49,500
Fundraising	\$2,324,679	\$2,207,993	\$2,482,034	\$2,461,000	\$2,461,000	\$2,492,255	\$2,553,315	\$2,624,297
<b>Total Revenues</b>	<b>\$100,215,864</b>	<b>\$107,305,047</b>	<b>\$117,034,022</b>	<b>\$117,603,615</b>	<b>\$122,207,855</b>	<b>\$123,891,112</b>	<b>\$125,899,800</b>	<b>\$128,641,293</b>
<b>EXPENSES</b>								
Certificated salaries and benefits	\$57,807,271	\$59,603,446	\$66,682,566	\$68,136,372	\$69,460,242	\$69,989,529	\$71,013,207	\$72,191,044
Uncertificated salaries and benefits	\$22,171,962	\$23,564,849	\$26,049,242	\$26,218,086	\$27,445,618	\$27,655,977	\$28,015,224	\$28,421,411
Services, contracts and supplies	\$9,959,620	\$12,688,059	\$11,314,655	\$17,836,573	\$15,521,219	\$14,610,887	\$16,118,304	\$15,546,350
School Generated Activities	\$4,576,337	\$4,118,966	\$4,379,941	\$4,050,000	\$4,050,000	\$4,300,000	\$4,300,000	\$4,300,000
Capital and debt services	\$4,765,466	\$5,510,402	\$5,716,916	\$6,728,148	\$7,481,845	\$7,781,864	\$7,571,975	\$7,762,488
<b>Total Expenses (See Note)</b>	<b>\$99,280,656</b>	<b>\$105,485,722</b>	<b>\$114,143,320</b>	<b>\$122,969,179</b>	<b>\$123,958,924</b>	<b>\$124,338,257</b>	<b>\$127,018,710</b>	<b>\$128,221,293</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$935,208</b>	<b>\$1,819,325</b>	<b>\$2,890,702</b>	<b>(\$5,365,564)</b>	<b>(\$1,751,069)</b>	<b>(\$447,145)</b>	<b>(\$1,118,910)</b>	<b>\$420,000</b>
Accumulated Surplus from Operations (Deficit) beginning of Period	\$9,312,352	\$9,942,946	\$11,391,086	\$12,909,700	\$10,006,757	\$8,255,688	\$7,388,543	\$5,849,632
Surplus (Deficit) of Revenues over Expenses	\$935,208	\$1,819,325	\$2,890,702	(\$5,365,564)	(\$1,751,069)	(\$447,145)	(\$1,118,910)	\$420,000
Forecasted adjustment to Budgeted Surplus (Deficit) to year end	\$0	\$0	\$0	\$2,742,917	\$0	\$0	\$0	\$0
Transfer from (to) Capital	(\$243,629)	(\$371,185)	(\$1,372,088)	(\$280,296)	\$0	(\$420,000)	(\$420,000)	(\$420,000)
Accumulated Surplus from Operations (Deficit) End of Period	\$10,003,931	\$11,391,086	\$12,909,700	\$10,006,757	\$8,255,688	\$7,388,543	\$5,849,632	\$5,849,633
<b>Note:</b>								
<b>Expenses by Program</b>								
Instruction	\$81,458,507	\$86,961,008	\$94,895,013	\$101,673,343	\$101,196,508	\$101,086,004	\$103,792,239	\$104,603,911
Administration	\$3,389,293	\$3,403,665	\$3,467,509	\$3,880,837	\$3,991,250	\$4,041,949	\$4,090,894	\$4,144,291
Plant Operations and Maintenance	\$7,293,347	\$7,167,112	\$7,480,377	\$8,187,488	\$8,515,321	\$8,580,208	\$8,645,589	\$8,711,468
Transportation	\$2,435,028	\$2,443,535	\$2,583,505	\$2,499,462	\$2,774,000	\$2,848,232	\$2,918,014	\$2,999,135
Capital and Debt Services	\$4,765,466	\$5,510,402	\$5,716,916	\$6,728,048	\$7,481,845	\$7,781,864	\$7,571,975	\$7,762,488
<b>Total Expenses by Program</b>	<b>\$99,341,641</b>	<b>\$105,485,722</b>	<b>\$114,143,320</b>	<b>\$122,969,178</b>	<b>\$123,958,924</b>	<b>\$124,338,257</b>	<b>\$127,018,710</b>	<b>\$128,221,293</b>

Lethbridge School District No. 51

STATEMENT OF REVENUES AND EXPENSES  
Comparative Summary  
*Expenses by Program and Object*  
(three years actual, two years budgeted and three years projected)  
for the Year Ended August 31  
(in dollars)

	Actual 2014		Actual 2015		Actual 2016		Budget 2017		Budget 2018		Projected 2019		Projected 2020		Projected 2021	
Expenses by Program and Object																
Instruction		\$81,458,507		\$86,961,008		\$94,895,013		\$101,673,343		\$101,196,508		\$101,086,004		\$103,792,239		\$104,603,911
Certificated salaries and benefits	\$57,043,223		\$58,754,308		\$65,950,593		\$67,411,943		\$68,735,813		\$69,259,580		\$70,277,696		\$71,449,928	
Uncertificated salaries and benefits	\$15,973,715		\$17,348,750		\$19,570,393		\$19,606,936		\$20,581,995		\$20,738,830		\$21,043,691		\$21,394,699	
Services, contracts and supplies	\$3,865,232		\$6,738,984		\$4,994,086		\$10,604,464		\$7,828,700		\$6,787,595		\$8,170,852		\$7,459,284	
School Generated Activities	\$4,576,337		\$4,118,966		\$4,379,941		\$4,050,000		\$4,050,000		\$4,300,000		\$4,300,000		\$4,300,000	
Administration		\$3,389,293		\$3,403,665		\$3,467,509		\$3,880,837		\$3,991,250		\$4,041,949		\$4,090,894		\$4,144,291
Certificated salaries and benefits	\$764,048		\$787,002		\$731,973		\$724,429		\$724,429		\$729,949		\$735,511		\$741,116	
Uncertificated salaries and benefits	\$1,836,774		\$1,911,931		\$2,097,834		\$2,126,163		\$2,220,113		\$2,237,030		\$2,254,076		\$2,271,252	
Services, contracts and supplies	\$788,471		\$704,732		\$637,702		\$1,030,245		\$1,046,708		\$1,074,969		\$1,101,306		\$1,131,922	
Plant Operations and Maintenance		\$7,293,347		\$7,167,112		\$7,480,377		\$8,187,488		\$8,515,321		\$8,580,208		\$8,645,589		\$8,711,468
Uncertificated salaries and benefits	\$4,265,820		\$4,184,507		\$4,284,012		\$4,387,552		\$4,546,076		\$4,580,717		\$4,615,622		\$4,650,793	
Services, contracts and supplies	\$3,027,527		\$2,982,605		\$3,196,365		\$3,799,936		\$3,969,245		\$3,999,491		\$4,029,967		\$4,060,675	
Transportation		\$2,435,028		\$2,443,535		\$2,583,505		\$2,499,462		\$2,774,000		\$2,848,232		\$2,918,014		\$2,999,135
Uncertificated salaries and benefits	\$95,653		\$119,661		\$97,003		\$97,435		\$97,435		\$99,400		\$101,835		\$104,666	
Services, contracts and supplies	\$2,339,375		\$2,323,874		\$2,486,502		\$2,402,027		\$2,676,565		\$2,748,832		\$2,816,179		\$2,894,468	
Capital and Debt Services		\$4,765,466		\$5,510,402		\$5,716,916		\$6,728,048		\$7,481,845		\$7,781,864		\$7,571,975		\$7,762,488
Capital and debt services	\$4,765,466		\$5,510,402		\$5,716,916		\$6,728,048		\$7,481,845		\$7,781,864		\$7,571,975		\$7,762,488	
Total Expenses by Program and Object		\$99,341,641		\$105,485,722		\$114,143,320		\$122,969,178		\$123,958,924		\$124,338,257		\$127,018,710		\$128,221,293



## **Lethbridge School District 51**

### **Revenue and Expenditure Highlights**

### **2017-2018 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 2017-2018. Therefore, 2017-2018 grant rates will remain the same as 2016-2017 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 2017-2018 was very welcomed news.

The District's total funding for 2017-2018 is \$124.1 million, as compared to a total budget of \$123.7 million for 2016-2017. An analysis of the projected revenues and expenditures for the 2017-2018 budget follows.

#### **REVENUES**

Total budgeted revenues for 2017-2018 are \$122.2 million prior to the use of one-time reserve funds. One-time reserve funds of \$1.9 million have been allocated to address Board priorities, supplement staffing, and student needs. With the use of one-time reserves, total budgeted revenues are \$124.1 million.

The chart on the next page illustrates the change in revenues from the prior year.



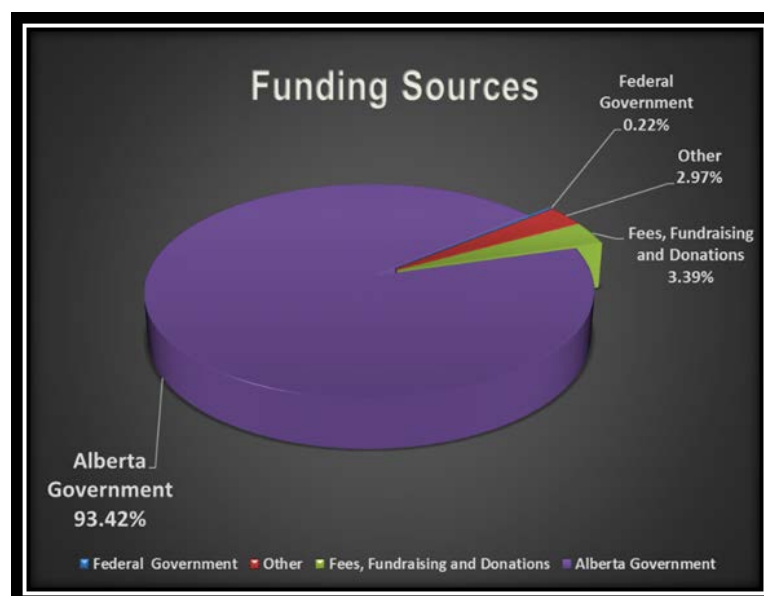
Revenues	2017-2018	2016-2017	Variance	Change %
<b>Total Revenue</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>	<b>\$380,722</b>	<b>+0.31%</b>
Base Funding	\$74,536,809	\$72,426,211	\$2,110,598	+2.91%
Differential Cost Funding	\$10,619,543	\$10,001,665	\$617,877	+6.18%
Projects/Contracts	\$5,337,373	\$5,084,134	\$253,239	+4.98%
Federal Government Revenue	\$348,928	\$338,928	\$10,000	+2.95%
Other Provincial Revenue	\$1,390,732	\$1,147,732	\$243,000	+21.17%
Teacher Pension Costs paid by Government	\$6,500,000	\$6,500,000	\$0	+0%
Transportation	\$2,761,000	\$2,486,462	\$274,538	+11.04%
Plant Operations and Maintenance	\$8,208,255	\$7,831,496	\$376,759	+4.81%
Other Revenues	\$5,325,997	\$5,142,789	\$183,208	+3.56%
Capital Block	\$7,179,219	\$6,387,247	\$791,972	+12.40%
Previous Year Reserves (one-time funds)	\$1,918,451	\$6,141,969	-\$4,223,518	-68.76%

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. A new grant has been provided to school jurisdictions in 2017-2018 related to *Bill 1, An Act to Reduce School Fees*. School jurisdictions are required to eliminate all basic instructional fees charged to parents in 2017-2018. To facilitate this elimination of fees a new grant has been provided. The District eliminated these fees already for the 2016-2017 school year but will receive \$252,000 from this grant based on fees charged in the 2015-2016 school year. These fees related to secondary school students only (grades 6-12) as fees for grades 1-5 were eliminated in the 2011-2012 school year.

Transportation and Plant Operations and Maintenance grant rates were also frozen at 2016-2017 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 2017-2018 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 3.72% in 2017-2018.

The Base Grant did not receive a rate increase. Base Funding is calculated on the number of students enrolled as of September 30<sup>th</sup> of each school year. With projected enrolments to increase by 4.91% there is about \$2.1 million that will be received for enrolment growth. Base Grant Funding makes up 60% of district revenue.

Grant rates for Differential Funding were frozen at 2016-2017 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 6.18%. Differential Cost Funding makes up 9% of district revenue.

Provincial grants for Projects/Contracts will increase by 4.98%. The increase is due to funding for pre-kindergarten students requiring specialized support under the Program Unit Funding Grant (PUF) which continue to increase in 2017-2018 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 81.86% 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 2016-2017. Funding rates for the operation and maintenance of school facilities did not increase, however total funding increased due to student growth in 2016-2017. Infrastructure Maintenance and Renewal Funding has been increased by 14.38% to support major maintenance upgrades.

## **Comparison of Provincial Grant revenues provided by Alberta Education:**

### **Revenue Estimates**

(Excluding reserves and other revenue sources)

	<b>Projected 2017-2018</b>	<b>September 2016-2017</b>	<b>Difference</b>	<b>% Change</b>
<b>Alberta Education Operating Grants</b>	\$101,614,209	\$97,971,793	\$3,642,416	+3.72%
<b>Operations and Maintenance</b>	\$8,208,255	\$8,088,447	\$119,808	+1.48%
<b>Transportation</b>	\$2,761,000	\$2,486,462	\$274,538	+11.04%
<b>Infrastructure Maintenance Renewal (Capital)</b>	\$3,372,223	\$2,948,234	\$423,989	+14.38%
<b>Total</b>	\$115,955,687	\$111,494,936	\$4,460,751	+3.11%

## **Enrolment**

Overall, enrolment in early education and kindergarten to grade 12 is expected to increase by 523 students in 2017-2018. Overall, preschool student enrolment will increase by 201 students due to the addition of preschool programs in the District. Kindergarten will increase by 122 students and grades 1 to 12 enrolment will increase by 200 students for the 2017-2018 school year. Preschool and Kindergarten represent the largest area of growth with enrolment at grades 1-5 decreasing by 2 students, grades 6-8 by 130 students and grades 9 to 12 by 72 students.

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

### **Enrolment Statistics**

	<b>Projected 2017-2018</b>	<b>September 2016-2017</b>	<b>Difference</b>	<b>% Change</b>
<b>Early Education</b> (Preschool)	550	349	+ 201	+ 57.59%
<b>Kindergarten</b>	821	699	+122	+17.45%
<b>Elementary</b> (Grade 1 to 5)	4190	4192	-2	-.048%
<b>Middle School</b> (Grade 6 to 8)	2396	2266	+130	+5.74%
<b>High School</b> (Grade 9 to 12)	3213	3141	+ 72	+2.29%
<b>Total</b>	<b>11170</b>	<b>10647</b>	<b>+523</b>	<b>+4.91%</b>

## **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 \$1.9 million in reserve funds will be utilized to balance the expenditures of the 2017-2018 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, support for literacy assessment at elementary schools, school based priorities, and the costs of commissioning the new middle school in the Watermark subdivision in west Lethbridge.

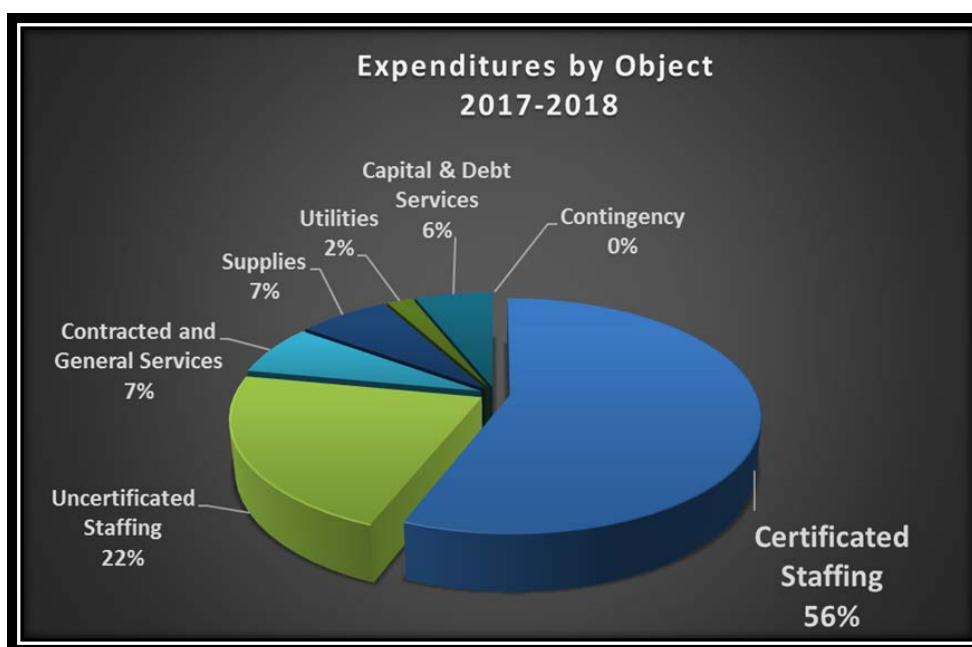
The use of one-time reserves will reduce the Accumulated Surplus from Operations (ASO) of the District to approximately \$8.26 million or 6.65% of operating expenditures of which \$2.1 million is restricted for School Generated Funds. This leaves an ASO of 4.94% that is available for addressing other 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:

Expenditures by Object	2017-2018	2016-2017	Variance	Change %
<b>Total Expenditures</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>	<b>\$380,722</b>	<b>+ .31%</b>
Certificated Staffing	\$69,460,242	\$68,136,372	\$1,323,870	+1.94%
Uncertificated Staffing	\$27,445,618	\$26,218,086	\$1,227,532	+4.68%
Contracted and General Services	\$8,760,276	\$8,910,883	-\$150,607	-1.69%
Supplies	\$8,563,343	\$10,712,552	-\$2,149,208	-20.06%
Utilities	\$2,172,600	\$1,968,137	\$204,463	+10.39%
Capital and Debt Services	\$7,481,845	\$6,728,148	\$753,697	+11.20%
Transfers	\$242,382	\$1,071,406	-\$829,024	-77.38%



### Salary and Benefit Costs

The District expends approximately 78% of the budget on salary and benefits. Approximately \$69.5 million is expended on teaching staff (certificated staffing) which is approximately 56% of the total district budget. The District will expend **1.94%** more on teaching staff in 2017-2018. Benefit costs remain steady in 2017-2018. There is no increase in wage rates in the budget. Additional teachers have been included in the budget to help address enrolment growth, and class sizes. **Overall there are approximately 16.39 FTE teachers more than in 2016-2017, which is a 2.9% increase in the number of teaching staff.**

Approximately \$27.4 million is spent on support staff, which is approximately 22% of the total District budget. There is no change to wage rates in the budget. **Overall there is a 19.23 FTE or 4.25% increase in support staff.**

Position	2016-2017 Actual	2017-2018 Budget
<b>Total Certificated Staffing</b>	<b>566.050</b>	<b>582.442</b>
Year over year change FTE- Certificated Staff	13.080	16.392
%	2.37%	2.90%
<b>Total Non Certificated Staffing</b>	<b>452.500</b>	<b>471.725</b>
Year over year change FTE- Support Staff	5.665	19.225
%	1.27%	4.25%
<b>Total District Staffing</b>	<b>1018.550</b>	<b>1054.167</b>
Year over year change FTE - All staff	18.745	35.617
%	1.87%	3.50%

### **Expenditure Impact**

The chart below illustrates the areas impacted in the 2017-2018 budget based on enrolment, available resources, costs, and spending priorities.

Impact on 2017- 2018 Budget	Change from prior year
<b>Teaching Staff</b>	Increase 16.39 FTE
<b>Support Staff</b>	Increase 19.23 FTE
<b>Contracted Services and Supplies</b>	Decrease \$2,095,352
<b>Funds held in reserve/contingency</b>	Decrease \$829,024

In the development of the budget for 2017-2018, there is a certificated staffing increase of 16.39 FTE. There is an increase at **elementary schools of 5.87 FTE** (increase of 1.85 FTE gr 1-5 and increase at Kindergarten of 4.02 FTE). There is .91 FTE unassigned in the Shared Instructional Services budget. This makes the total elementary increase 6.78 FTE. **Middle School** teaching FTE will increase by **5.96 FTE**. **High School** Teaching Staff will increase by **1.725 FTE** teaching staff.

There is a total of 2.83 **FTE teachers at central sites**. In the Shared Instructional Services site budget there is 1.1 FTE designated for middle school and .91 designated for elementary school that has not been assigned, the removal of .67 FTE related to principal for Coalbanks Elementary school startup and 1.0 FTE addition for the new principal of West Lethbridge middle School for school startup. There is .5 FTE Teacher related to the PUF program.

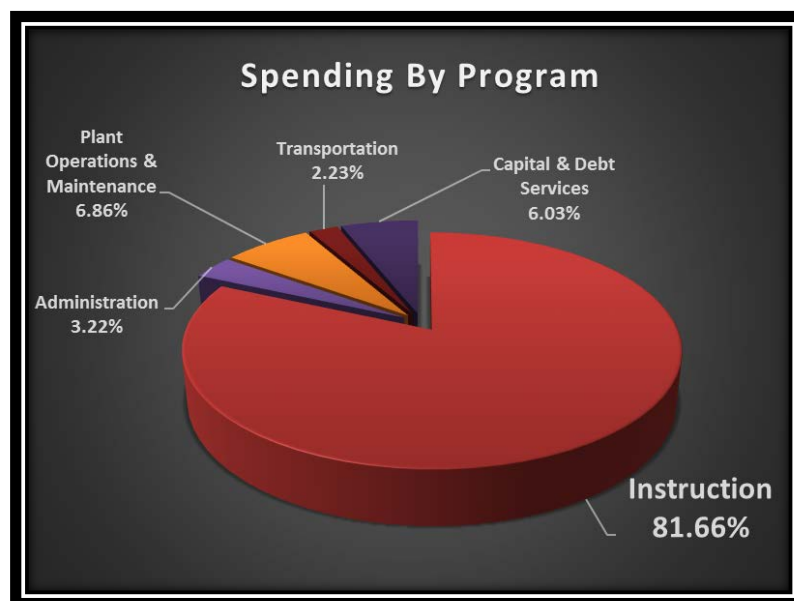
**Overall, support staff positions will increase by 19.23 FTE.** There is an increase in administrative assistant time and library support due to the opening of Coalbanks Elementary School. The largest increase in support staff is related to educational assistant positions of 12.94 FTE related to increased support required for inclusive learning, PUF and the Early Education Program. Other increases include speech language support for PUF and early education managers for the expanded early education program.

Contracted and General Services and Supplies will decrease over 2016-2017 by \$2 million. Reductions will occur in building maintenance, Wi-Fi access, miscellaneous services, consulting, professional learning and general supplies. Most of these reductions are due to the use of one-time reserves in 2016-2017 for priority areas.

### **Spending by program area**

Lethbridge School District No. 51 will spend \$124.1 million in 2017-2018. The chart below illustrates the major areas of spending:

Spending by Program	2017-2018	2016-2017	Variance	Change %
<b>Total Expenditures</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>	<b>\$380,722</b>	<b>+.31%</b>
Instruction	\$101,363,893	\$102,449,749	-\$1,085,856	-1.06%
Administration	\$3,991,250	\$3,880,838	\$110,412	+2.85%
Plant Operations and Maintenance	\$8,515,321	\$8,187,487	\$327,834	+4.00%
Transportation	\$2,774,000	\$2,499,462	\$274,538	+10.98%
Capital and Debt Services	\$7,481,845	\$6,728,048	\$753,797	+11.20%





## **Instruction**

The table below shows the projected class sizes for [Lethbridge School District No. 51](#) for the 2017-2018 school year:

Average Class Size	K to 3			4 to 6			7 to 9			10 to 12		
	17-18	16-17	15-16	17-18	16-17	15-16	17-18	16-17	15-16	17-18	16-17	15-16
All classes LSD #51	*21.3	21.3	21.6	*24.4	24.4	24.6	*26	26	25.8	*23.9	23.9	26

\*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. Reducing class sizes and maintaining other supports and services is a difficult balancing act. According to an Alberta School Boards Association Survey, in 2016-2017, [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 4.99 years and teacher experience is 7.97 years. The District average is 5.27 years of teacher training and 7.98 years of experience. This means that [Lethbridge School District No. 51](#) would spend approximately \$1,165 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 \$662,000.

## **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 2017-2018 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 2016-2017 and represents 3.22% of the district budget. The provincial average for administration spending in 2015-2016 was 3.34%.

## **Operations and Maintenance**

The Plant Operations and Maintenance grant from the province increased due to an increase in enrolment in 2016-2017, however the grant rate was frozen at 2016-2017 rates. This budget has had many years where the grant has not increased while operating costs have increased. As a result in 2017-2018 it is necessary to use one-time reserve funds in order to fund additional costs of utilities due to additional modular facilities and a new elementary school. The carbon tax levy is also impacting heating fuel costs. Due to the significant amount of modular facilities added to the district due to growth in the last five years, and now a new elementary school, 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.

## **Capital**

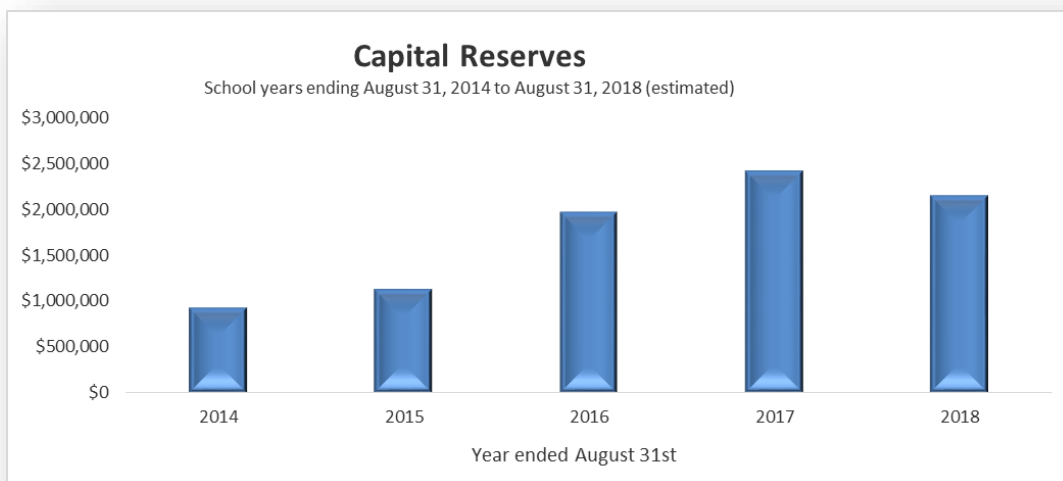
The capital block will see a 14.4% increase in the Infrastructure Maintenance Renewal (IMR) grant to assist boards with deferred maintenance of facilities. IMR grants are utilized to address safety issues and perform significant upgrades and maintenance to school facilities.

[Lethbridge School District No. 51](#) is excited about the opening of Coalbanks Elementary School, a new 600 student Westside K-5 elementary school opening in August 2017. Also in August 2017, the District will complete the modernization of Wilson Middle School. In 2014 the District received approval of a 910 student Westside 6-8 middle school which is well on its way to open in August 2018. In budget 2017 the Province of Alberta provided approval for planning of a new K-5 elementary in southeast Lethbridge. 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 \$243,600 as of August 31, 2016. 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 2017-2018 interest on debenture debt is anticipated to be \$4,334. All Debenture debt will be paid by the end of August 2018. 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 2017-2018 related to maintenance on the Education Centre building, possible non-supported costs on the New West Lethbridge Middle School and vehicle and equipment replacement.





# Budget

2017

## Enrolment

+523  
students

2017-2018

Enrolment

**11,170**

4.91%

**+201**  
Early Education

**550**



Early Education Program

**821**



Kindergarten

**4190**



Elementary School

**2396**



Middle School

**3213**



High School

**\$124.1** Million

## Revenue

NO Basic Instruction  
Fees K to 12!

**.31% Increase**  
as compared to 2016-2017

**93%**

Received from AB  
Gov't

**\$1.9 million**

Drawn from Reserves to  
address Board and School  
Site Priorities

Base Grant is **60%** of revenue

## Spending our Savings

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

- School Improvement initiatives such as supporting student learning needs and literacy assessment at elementary schools
- School based resources, furniture and equipment needs
- costs to start up new middle school in west Lethbridge

## Expenditures

**82%**

Of the District Budget is spent on  
Instructional services for  
students

Increase in staff of  
**16 FTE**  
**19 FTE**

**78% Total Staffing**  
of Budget

Teachers **582 FTE**

Support Staff **472 FTE**

**\$124.1** Million

Inclusive Learning  
support to students  
**14%**

Technology  
**2%**

Other Instructional  
Supports  
**2%**

Non-Instructional  
Support Services  
**18%**

Transportation  
**2%**

Administration  
**3%**

Facilities  
**13%**

School Based  
**64%**

School Based Expenditures are:

**88%** STAFFING

**12%** Supplies and Services

Support Services Expenditures are:

**33%** STAFFING

**67%** Supplies and Services

## Vision:

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

**2017-2018 School Year**

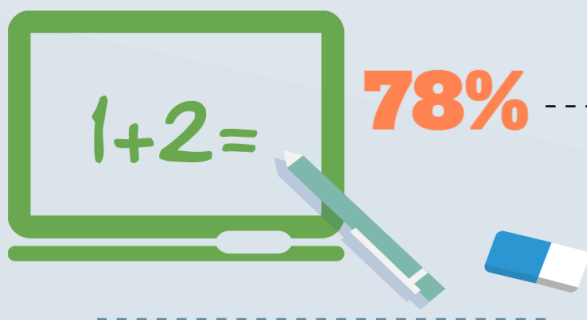
### Instruction

**82%**

of the District Budget is spent on  
Instructional activities



#### School Based Instruction



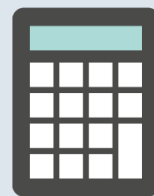
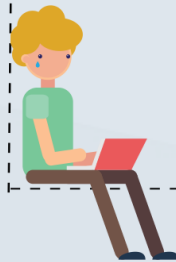
**78%**

**88%**

**STAFFING**

**RESOURCES**

**12%**

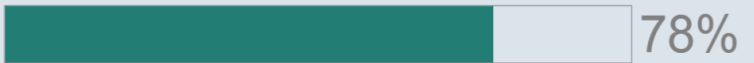


#### Instructional Support

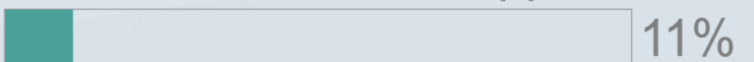


**22%**

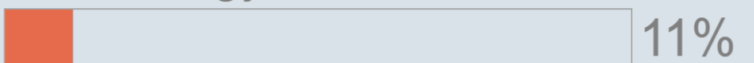
Inclusive Learning Supports



Other Instructional Supports



Technology



### Support Services

**Services that support  
educating a student**

**18%**

**of District Budget**



**Transportation**

**2%**

Transporting  
Students to and  
from School



**Facilities**

**13%**

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

**\$124.1 million  
budget**

**11,170 students**

**10,485 FTE (ecs=.5)**



**Cost to educate a  
student in 2017-2018  
=\$11,838**



**\$1.9 million spent  
from reserves**

**Lethbridge School District No. 51**  
**Summary of Budgeted Revenues and Expenditures**  
**2017-2018 Preliminary Budget**

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget*
<b>REVENUES</b>		
Government of Alberta <a href="#">(note 1)</a>	\$116,532,931	\$112,121,898
Federal Government and/or First Nations	\$348,928	\$338,928
Fees	\$1,364,896	\$1,342,368
Other sales and services	\$882,396	\$771,717
Investment income	\$193,000	\$143,000
Gifts and Donations	\$390,000	\$390,000
Rentals of facilities	\$34,704	\$34,704
Fundraising	\$2,461,000	\$2,461,000
<b>Total Revenues</b>	<b>\$122,207,855</b>	<b>\$117,603,615</b>
<b>EXPENSES (object category)</b>		
Certificated salaries and benefits	\$69,460,242	\$68,136,372
Uncertificated salaries and benefits	\$27,445,618	\$26,218,086
Services, contracts and supplies	\$15,521,219	\$17,836,573
School Generated Activities	\$4,050,000	\$4,050,000
Capital and debt services	\$7,481,845	\$6,728,148
<b>Total Expenses <a href="#">(note 2)</a></b>	<b>\$123,958,924</b>	<b>\$122,969,179</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES <a href="#">(note 3)</a></b>	<b>(\$1,751,069)</b>	<b>(\$5,365,564)</b>
Accumulated Surplus (Deficit) from Operations beginning of Period	\$10,006,757	\$12,909,700
Surplus (Deficit) of Revenues over Expenses <a href="#">(note 3)</a>	(\$1,751,069)	(\$5,365,564)
Forecasted adjustment to Budgeted Surplus (Deficit) to year end	\$0	\$2,742,917
Transfer from (to) Capital	\$0	(\$280,296)
<b>Accumulated Operating Surplus (Deficit) End of Period</b>	<b>\$8,255,688</b>	<b>\$10,006,757</b>

\* September 30th Budget- The 2016-2017 School Year begins on September 1, 2015. The preliminary budget

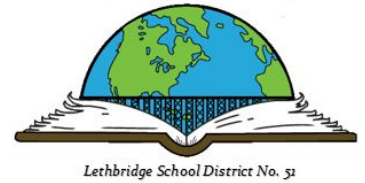
for 2016-2017 was developed and approved as per legislation in May 2016 and is revised after September 30th enrolment counts and forms the official operating budget for the 2016-2017 school year.

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget*
<b><a href="#">Note 1: Government of Alberta Revenue</a></b>		
Base Funding	\$74,536,809	\$72,426,211
Differential Cost Funding	\$10,619,543	\$10,001,665
Projects/Contracts	\$5,337,373	\$5,084,134
Teacher Pension Costs paid by Government	\$6,500,000	\$6,500,000
Other Provincial Revenue	\$1,390,732	\$1,147,732
Transportation	\$2,761,000	\$2,486,462
Plant Operations and Maintenance	\$8,208,255	\$8,088,447
Infrastructure Maintenance and Renewal Grant Funding	\$3,372,223	\$2,948,234
Amortization of capital allocations	\$3,802,662	\$3,414,960
Supported Capital Interest	\$4,334	\$24,053
<b>Total Government of Alberta Revenue</b>	<b>\$116,532,931</b>	<b>\$112,121,898</b>

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget*
<b><a href="#">Note 2 : Expenses by Program</a></b>		
Instruction	\$101,196,508	\$101,673,344
Administration	\$3,991,250	\$3,880,837
Plant Operations and Maintenance	\$8,515,321	\$8,187,488
Transportation	\$2,774,000	\$2,499,462
Capital and Debt Services	\$7,481,845	\$6,728,048
<b>Total Expenses by Program</b>	<b>\$123,958,924</b>	<b>\$122,969,179</b>

**[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. Funds allocated to revenues *from* Accumulate Operating Surplus is \$1,918,451. Funds allocated *to* Accumulated Operating Surplus from expenses is \$167,382. This leaves a net draw on Accumulated Surplus of \$1,751,069.



## **Lethbridge School District No. 51**

### **Major Sources of Funding**

**Lethbridge School District No. 51** receives 93% of its funding from the Province of Alberta. This funding is received from various departments; Alberta Education, which comprises approximately 93.31% and other provincial departments which is .11% 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 2017 calendar year, the provincial uniform education property tax rates have been maintained at 2016 levels which is \$2.48 per \$1000 of equalized assessment for residential and farmland property, and \$3.64 per \$1000 of equalized assessment for non-residential. This is the 24<sup>th</sup> 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, education property taxes, collected on behalf of the province is approximately 23% of a residential property tax bill. 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, this is approximately \$6.5 million per year. These contributions are now recorded by the District in grant revenues and the expenditure in Certificated Salary and Benefit costs. The province contributes a total of \$410 million per year for the current employer portion of teacher pensions for the province.

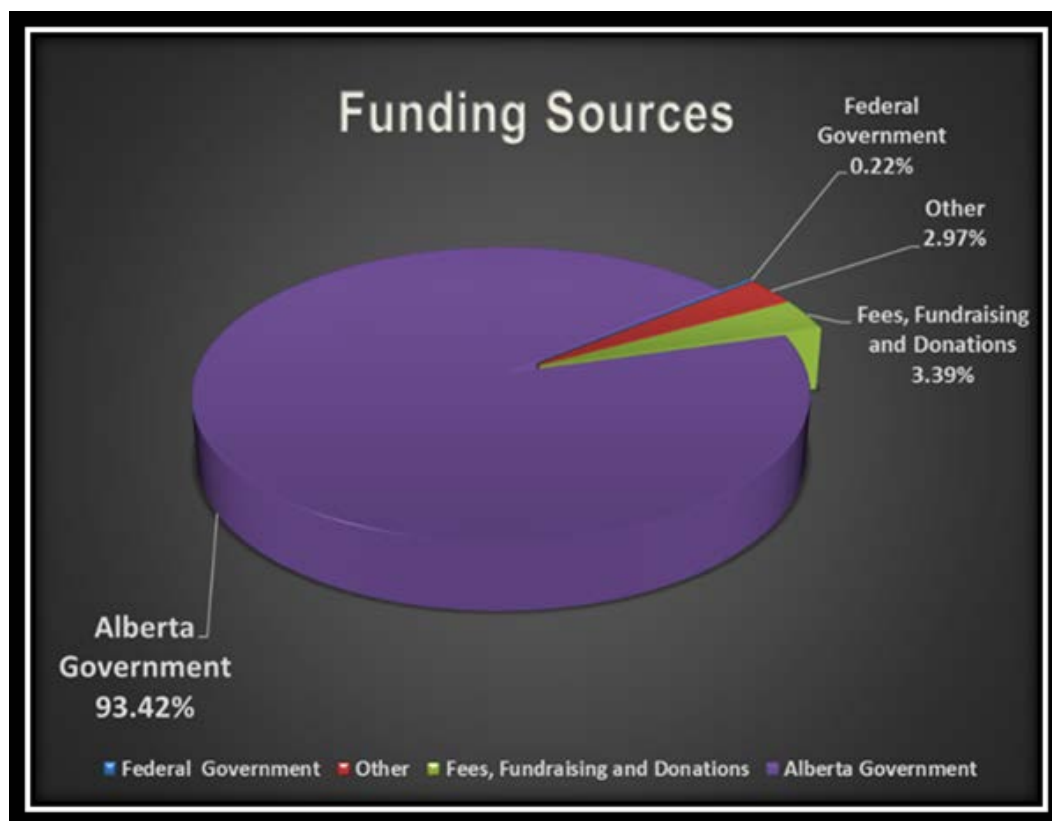
Alberta Education also provides funding for the transportation of students to and from school through a grant for each student eligible for transportation. For a student to be eligible, they must live 2.4 kilometers or beyond from their boundary school.

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.

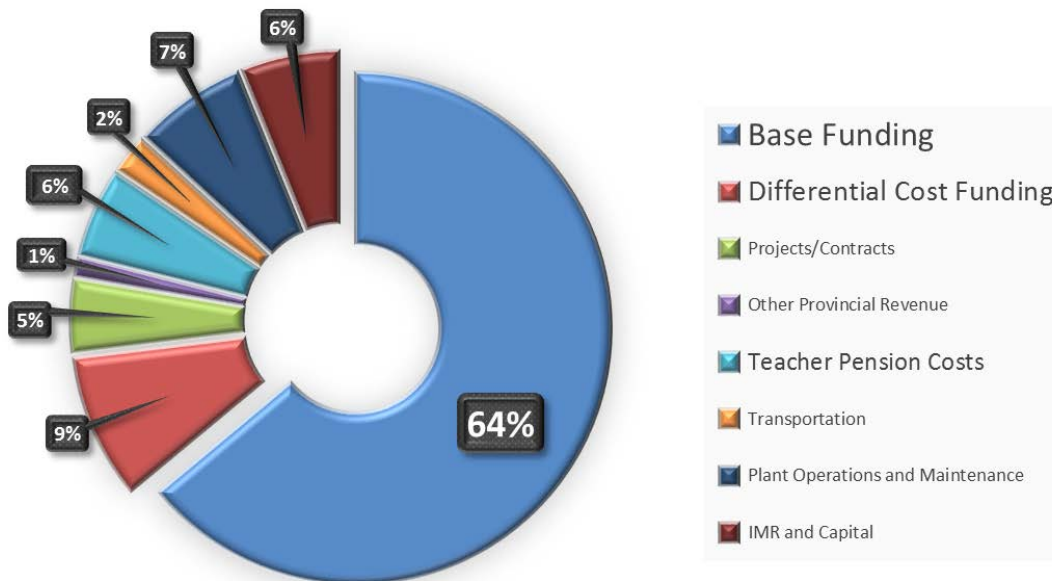
Alberta Education, in co-operation with Alberta Infrastructure and Transportation, also approves and funds the building of new school facilities. New facilities are requested in the School District's Capital Plan. In 2017-2018 the province will expend \$1.3 billion across the province to fund the construction of new schools, modernization of existing schools, modular classrooms, and IMR funding to support life-cycle management activities of existing schools.

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. Debenture debt related to the District will be completely extinguished in the 2017-2018 budget year. In 2017-2018 the province will expended \$42 million across the province in debt servicing costs.

*The chart below illustrates the major funding sources for the District in 2017 – 2018 as well as funding from the District's major funding source, the Alberta Government.*



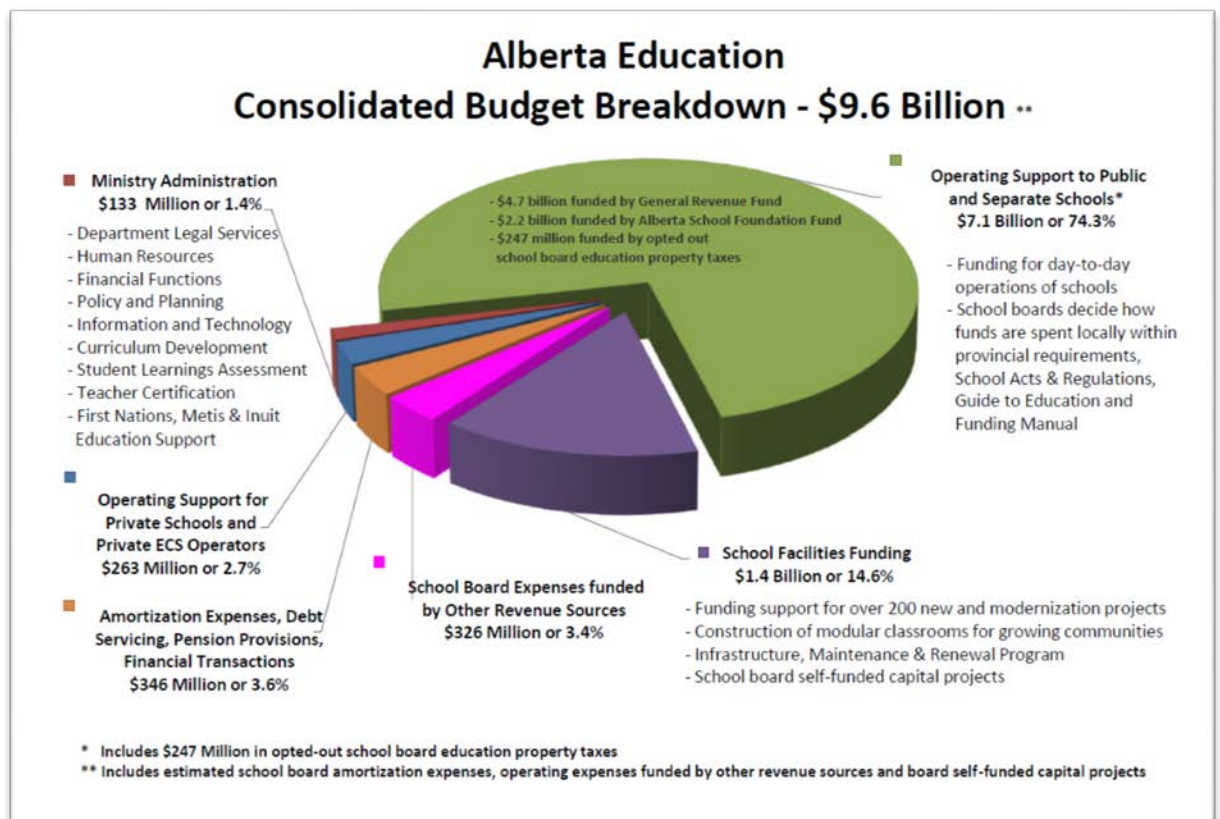
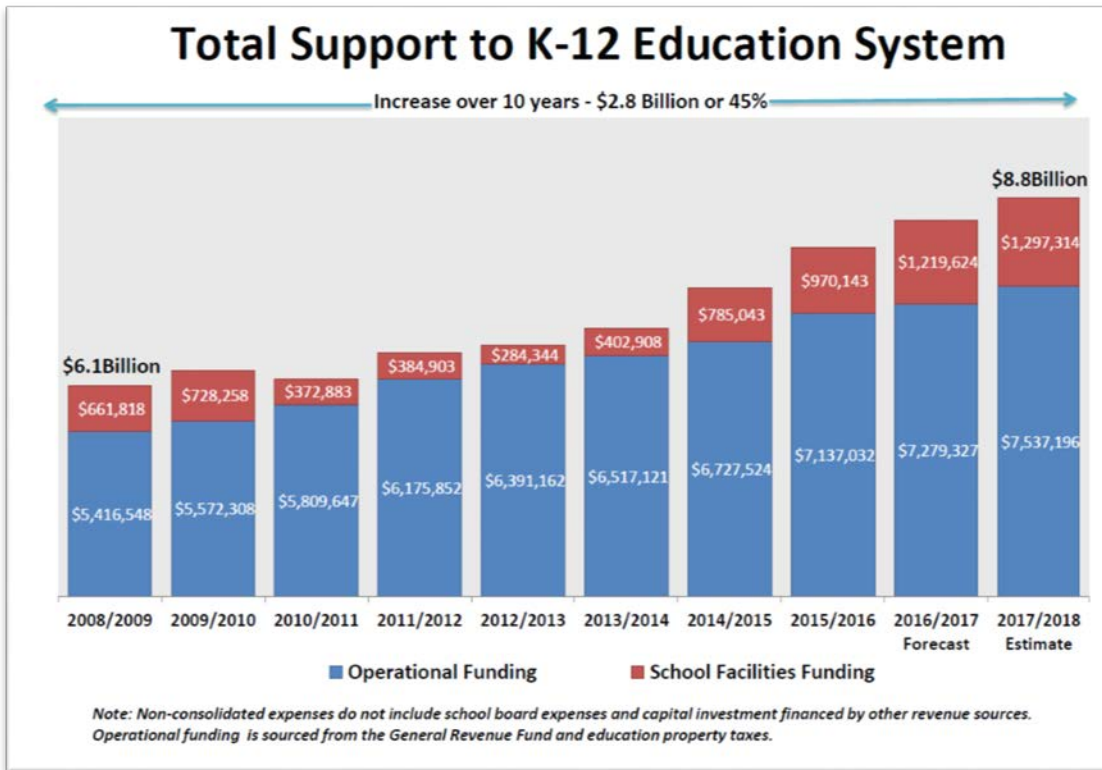
The 93% of Alberta Education funding is represented by major funding area in the following chart:



## Funding from Alberta Education

The following page illustrates information contained in Alberta Education's budget for 2017-2018 to show impacts to education spending in the K-12 education system as a whole for the Province of Alberta.

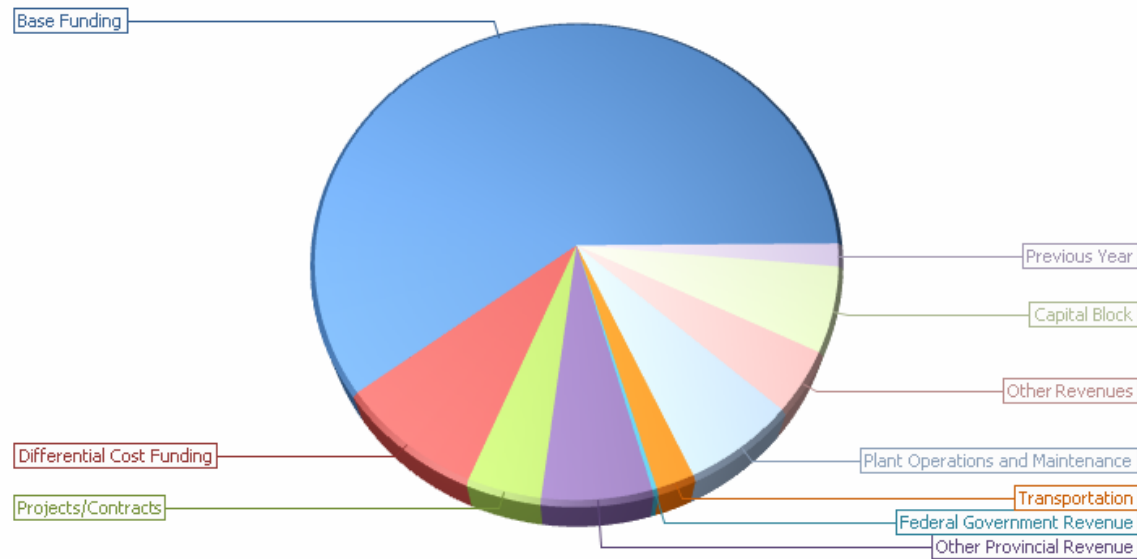
# Alberta Education Funding Support to the Alberta K-12 Education System 2017-2018



## Revenues

### Lethbridge School District No. 51

2017-2018 Preliminary Budget



Category	Amount	Percentage
Base Funding	\$74,536,809	60%
Differential Cost Funding	\$10,619,543	9%
Projects/Contracts	\$5,337,373	4%
Other Provincial Revenue	\$7,890,732	6%
Federal Government Revenue	\$348,928	0%
Transportation	\$2,761,000	2%
Plant Operations and Maintenance	\$8,208,255	7%
Other Revenues	\$5,325,997	4%
Capital Block	\$7,179,219	6%
Previous Year	\$1,918,451	2%
<b>Revenues</b>	<b>\$124,126,306</b>	

# Total Revenue

## Lethbridge School District No. 51

2017-2018 Preliminary Budget

### Revenue And Allocations To Budget Center

Base Funding	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
ECS Base Instruction Revenue	\$4,494,411	\$3,674,263
ECS Basic Grant Rate	\$3,339.90	\$3,339.90
ECS Class Size Rate	\$760.84	\$760.84
ECS in Preschool	275 students	197 students
ECS Regular Enrollment	821 students	699 students
Grade 1 to 3 Basic Instruction Revenue	\$20,996,301	\$20,955,292
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)	2,560 students	2,555 students
Grade 4 to 6 Base Instruction Revenue	\$16,386,040	\$15,871,680
Grade 4 to 6 Basic Grant Rate	\$6,680	\$6,680
Grade 4 to 6 Enrollment (Excluding First Nations Students)	2,453 students	2,376 students
Grade 7 to 9 Base Instruction Revenue	\$15,350,640	\$14,989,920
Grade 7 to 9 Basic Grant Rate	\$6,680	\$6,680
Grade 7 to 9 Enrollment (Excluding First Nations Students)	2,294 students	2,240 students
Institutional Enrollment Gr1-9	4 students	4 students
Grade 10 to 12 Base Instruction Revenue	\$17,246,444	\$16,872,083
# 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	\$225,000	\$208,000
Enrollment Contingency	0.00 fte	0.00 fte
Grade 10 -12 FTE enrollment (excluding First Nations students)	2,485 FTE	2,419 FTE
Tier 4 Revenue - Off Campus	\$400,000	\$480,000
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
<b>Base Funding</b>	<b>\$74,536,809</b>	<b>\$72,426,211</b>
<b>Revenue And Allocations To Budget Center</b>	<b>60%</b>	<b>59%</b>

Differential Cost Funding	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Aboriginal Funding	\$874,636	\$828,726
Aboriginal Factor	0.6235 factor	0.6235 factor
Aboriginal Students Identified	743 students	704 students
Learning Grant	\$1,888	\$1,888
English as a Second Language Funding	\$860,510	\$820,486
ESL Enrollment	731 students	697 students
ESL Factor	0.6235 factor	0.6235 factor
Learning Grant	\$1,888	\$1,888
Small School by Necessity	\$99,327	\$110,000
Socio Economic Status Funding	\$1,092,070	\$1,062,453
Learning Grant	\$1,888	\$1,888
Social Economic Status Index student population	2,323 students	2,260 students
Socio Economic Status Factor	0.2490 factor	0.2490 factor
Inclusive Education Funding	\$7,693,000	\$7,180,000
<b>Differential Cost Funding</b>	<b>\$10,619,543</b>	<b>\$10,001,665</b>
<b>Revenue And Allocations To Budget Center</b>	<b>9%</b>	<b>8%</b>



# Total Revenue

## Lethbridge School District No. 51

### 2017-2018 Preliminary Budget

Projects/Contracts	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
ECS Severely Disabled PUF Revenue	\$3,700,000	\$3,300,000
Institutional Program Grants	\$880,348	\$880,348
Lethbridge FCSS - MC#4	\$152,000	\$152,000
Parent Link - MC#2	\$26,509	\$26,509
Regional Collaborative Services Delivery Revenue	\$235,266	\$365,767
SuperNet Funding	\$259,200	\$249,600
Building Collaboration & Capacity in Education	\$10,050	\$15,910
Community Futures - Career Prep Grant	\$0	\$20,000
French Language Enhancement Project (FLEP)	\$74,000	\$74,000
<b>Projects/Contracts</b>	<b>\$5,337,373</b>	<b>\$5,084,134</b>
<b>Revenue And Allocations To Budget Center</b>	<b>4%</b>	<b>4%</b>

Other Provincial Revenue	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Alberta Mental Health - MC#3	\$374,400	\$374,400
Equity of Opportunity Grant	\$1,031,000	\$1,005,000
Narrowing Teacher's Salary Gap Funding	\$90,332	\$90,332
School Fee Reduction Grant	\$252,000	
Southwest Child and Family Services - MC#1	\$100,000	\$100,000
Grant Claw back from Alberta Education	(\$457,000)	(\$422,000)
Teacher Pension Costs Paid by Government	\$6,500,000	\$6,500,000
<b>Other Provincial Revenue</b>	<b>\$7,890,732</b>	<b>\$7,647,732</b>
<b>Revenue And Allocations To Budget Center</b>	<b>6%</b>	<b>6%</b>

Federal Government Revenue	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
First Nation's Revenue	\$268,928	\$268,928
First Nation's Gr. 10-12 Tuition Rate	\$10,032	\$10,032
First Nations 10-12 Enrollment	4 students	4 students
First Nations 1-9 Enrollment	22 students	22 students
First Nations ECS Enrollment	0 students	0 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	\$80,000	\$70,000
<b>Federal Government Revenue</b>	<b>\$348,928</b>	<b>\$338,928</b>
<b>Revenue And Allocations To Budget Center</b>	<b>0%</b>	<b>0%</b>

Transportation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
ECS Severely Disabled Transportation Revenue	\$40,967	\$19,976
Special Transportation for Disabilities Revenue	\$175,448	\$161,952
Urban Transportation Revenue	\$2,544,585	\$2,304,534
<b>Transportation</b>	<b>\$2,761,000</b>	<b>\$2,486,462</b>
<b>Revenue And Allocations To Budget Center</b>	<b>2%</b>	<b>2%</b>

Plant Operations and Maintenance	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Plant Operation and Maintenance Revenue	\$8,208,255	\$8,088,447
<b>Plant Operations and Maintenance</b>	<b>\$8,208,255</b>	<b>\$8,088,447</b>
<b>Revenue And Allocations To Budget Center</b>	<b>7%</b>	<b>7%</b>

## Total Revenue

### Lethbridge School District No. 51

#### 2017-2018 Preliminary Budget

Other Revenues	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Early Education Program Fees	\$337,500	\$226,800
Fees for Optional Courses or Materials	\$269,876	\$247,368
Fee Revenue Collected	\$269,876	\$247,368
Fundraising Revenue	\$2,461,000	\$2,461,000
Gifts and Donations	\$390,000	\$390,000
Interest and Investment Income	\$193,000	\$143,000
Miscellaneous Sales Revenue	\$138,802	\$138,802
Rentals - Facilities	\$34,704	\$34,704
School Fees - School Generated Funds	\$1,095,000	\$1,095,000
Teacher Secondment Revenue	\$153,115	\$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
<b>Other Revenues</b>	<b>\$5,325,997</b>	<b>\$5,142,789</b>
<b>Revenue And Allocations To Budget Center</b>	<b>4%</b>	<b>4%</b>

Capital Block	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Amortization of Capital Allocations	\$3,802,662	\$3,414,960
Infrastructure Maintenance and Renewal Grant Revenue	\$3,372,223	\$2,948,234
Supported Capital Interest	\$4,334	\$24,053
<b>Capital Block</b>	<b>\$7,179,219</b>	<b>\$6,387,247</b>
<b>Revenue And Allocations To Budget Center</b>	<b>6%</b>	<b>5%</b>

Previous Year	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Instruction Surplus/(Deficit) Carry Forward	\$1,716,119	\$5,981,181
Maintenance Surplus/(Deficit) Carry Forward	\$202,332	\$0
Previous Year Committed funds	\$0	\$160,788
Prior Year Committed funds	\$0	\$160,788
<b>Previous Year</b>	<b>\$1,918,451</b>	<b>\$6,141,969</b>
<b>Revenue And Allocations To Budget Center</b>	<b>2%</b>	<b>5%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>
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## School Fees 2017-2018 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 2017-2018 with 2016-2017.

### Lethbridge School District No. 51 BUDGETED SCHEDULE OF FEE REVENUE

	Preliminary Budget 2017/2018	September 30th Budget 2016/2017
<b>FEES</b>		
Fees for optional courses	\$372,410	\$247,368
Activity Fees	\$80,000	\$120,000
Extra-curricular fees	\$371,066	\$383,600
Non-curricular supplies and materials	\$271,400	\$271,400
Non-curricular travel	\$270,000	\$320,000
International and out of province student revenue	\$253,000	\$253,000
Preschool	\$337,500	\$226,800
<b>TOTAL FEES</b>	<b>\$1,955,376</b>	<b>\$1,822,168</b>

## District Levied Student Fees

As of the 2017-2018 School year, through *Bill 1, An Act to Reduce School Fees*, fees for specific instructional supplies and materials as well as transportation fees for students who live 2.4 kilometers or more away for their designated school are prohibited from being charged by school jurisdictions.

**All District Levied School Fees were eliminated one year prior to *Bill 1*, as of the 2016-2017 school year. The District has never charged a fee to transport students to or from their designated school.**

### District Levied Student Fees History:

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

## 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 2017-2018.

## Early Education Fees

Fees charged to students who are attending one of the 25 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 per month for 10 months***. No change to Early Education Fees from 2016-2017.

## Other Instructional, programming and non-curricular Fees

Under *Bill 1*, for the 2017-2018 school year, school jurisdictions may continue to charge optional, programming and non-curricular fees to enhance the student's educational experience.

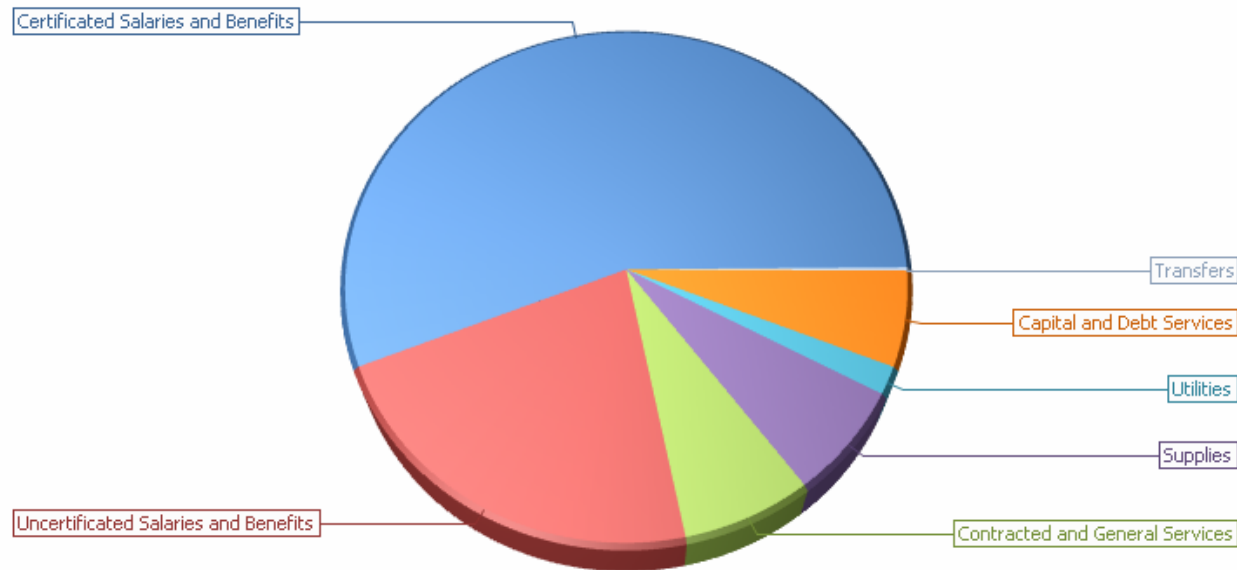
School Fees for each school will be published in August 2017 under the new *Bill 1* guidelines after initial consultation has occurred with the Minister of Education on proposed fee schedules. They have not been included in this document.



## Expenditures

### Lethbridge School District No. 51

2017-2018 Preliminary Budget



Category	Amount	Percentage
Certificated Salaries and Benefits	\$69,460,242	56%
Uncertificated Salaries and Benefits	\$27,445,618	22%
Contracted and General Services	\$8,760,276	7%
Supplies	\$8,563,343	7%
Utilities	\$2,172,600	2%
Capital and Debt Services	\$7,481,845	6%
Transfers	\$242,382	0%
<b>Expenditures</b>	<b>\$124,126,306</b>	



# Total Expenditures

## Lethbridge School District No. 51

2017-2018 Preliminary Budget

### Expenditures

Certificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Certificated Salaries and Benefits	\$69,460,242	\$68,136,372
Expenditures	56%	55%

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Uncertificated Salaries and Benefits	\$27,445,618	\$26,218,086
Expenditures	22%	21%

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Alberta Home and School AGM Registration Fees	\$7,000	\$7,000
Board Communications	\$35,000	\$35,000
Building Maintenance	\$707,171	\$769,595
Employee Assistance	\$20,160	\$20,160
Grounds Maintenance	\$53,000	\$52,500
Insurance/Bond Premium	\$404,050	\$424,868
Multimedia Evergreen and Wi-Fi Access	\$0	\$200,000
District Health and Wellness Committee	\$24,000	\$24,000
Extra Curricular	\$90,368	\$92,264
Professional Learning	\$972,522	\$989,581
Auditor	\$27,500	\$27,500
Legal Services	\$25,000	\$25,000
Computer Services	\$190,868	\$178,868
Consultants	\$399,937	\$511,673
Election Expenses	\$12,000	\$12,000
Employee Assistance Expense	\$720	\$720
Postage	\$56,025	\$55,325
Telephone	\$174,109	\$174,109
Wide Area Network (WAN) Communications	\$362,000	\$362,000
Bussing Costs	\$2,354,465	\$2,096,927
Bus Pass Purchases	\$235,000	\$223,000
Bussing - Field Trips	\$114,498	\$127,275
Equipment Repair	\$125,662	\$127,170
Building Rentals	\$9,710	\$9,710
Equipment Rental/Leases	\$114,800	\$120,800
Server Evergreen	\$70,901	\$70,901
Dues/Fees	\$321,158	\$298,046
ASBA Membership Fees	\$64,957	\$64,957
Membership Zone 6	\$2,850	\$2,850
Printing	\$299,130	\$282,400
Advertising	\$33,700	\$33,700
Advertising & Recruitment of Personnel	\$6,000	\$6,000
Banquets and Lunches	\$56,277	\$55,277
Miscellaneous Services	\$1,020,252	\$1,065,036
Employee Recognition	\$10,000	\$10,000
Technology Department Costs	\$26,795	\$26,795
Multimedia Infrastructure Repairs	\$18,617	\$18,617
Travel and Subsistence	\$123,275	\$121,275
Car Allowances	\$134,185	\$131,370
Co-curricular	\$56,614	\$56,614
<b>Contracted and General Services</b>	<b>\$8,760,276</b>	<b>\$8,910,883</b>
<b>Expenditures</b>	<b>7%</b>	<b>7%</b>

# Total Expenditures

## Lethbridge School District No. 51

### 2017-2018 Preliminary Budget

Supplies	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Services, Contracts and Supplies School Generated Activities	\$4,050,000	\$4,050,000
Supplies	\$2,649,171	\$2,540,072
Media Materials	\$85,026	\$121,626
Computer Supplies and Software	\$372,337	\$325,592
Textbooks	\$206,713	\$573,370
Furniture and Equipment (Under \$5000)	\$303,357	\$355,903
Computer Purchases	\$896,739	\$2,745,989
<b>Supplies</b>	<b>\$8,563,343</b>	<b>\$10,712,552</b>
<b>Expenditures</b>	<b>7%</b>	<b>9%</b>

Utilities	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Electricity	\$1,375,000	\$1,275,000
Gas	\$605,000	\$500,537
Water and Sewer	\$192,600	\$192,600
<b>Utilities</b>	<b>\$2,172,600</b>	<b>\$1,968,137</b>
<b>Expenditures</b>	<b>2%</b>	<b>2%</b>

Capital and Debt Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Amortization of Capital Assets	\$4,209,783	\$3,860,256
Infrastructure Maintenance and Renewal	\$3,267,728	\$2,843,739
Interest on Capital Debt	\$4,334	\$24,053
Other Interest and Bank Charges	\$0	\$100
<b>Capital and Debt Services</b>	<b>\$7,481,845</b>	<b>\$6,728,148</b>
<b>Expenditures</b>	<b>6%</b>	<b>5%</b>

Transfers	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Capital Purchases (Over \$5000)	\$75,000	\$295,000
Commitments from prior year	\$0	\$160,788
Prior Year Committed funds	\$0	\$160,788
Reserves	\$36,633	\$10,000
Contingency (Unallocated Expense)	\$130,749	\$605,618
<b>Transfers</b>	<b>\$242,382</b>	<b>\$1,071,406</b>
<b>Expenditures</b>	<b>0%</b>	<b>1%</b>

<b>Expenditures</b>	<b>\$124,126,306</b>	<b>\$123,745,584</b>
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#### Summary

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Total Revenues and Allocations To Budget	\$124,126,306	\$123,745,584
Total Expenditures	\$124,126,306	\$123,745,584
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

## **Lethbridge School District No.51**

### **Expenditures by Program and Object Category**

#### **2017-2018 Preliminary Budget**

#### **Expenditures**

Object Category	Capital and Debt Services	Plant Operations and Maintenance	Total Administration	Total Instruction	Transportation	Total
Certificated Salaries and Benefits			\$724,429	\$68,735,813		\$69,460,242
Uncertificated Salaries and Benefits		\$4,546,076	\$2,220,113	\$20,581,995	\$97,435	\$27,445,618
Contracted and General Services		\$1,628,102	\$865,808	\$3,652,401	\$2,613,965	\$8,760,276
Supplies		\$201,143	\$102,000	\$8,250,200	\$10,000	\$8,563,343
Utilities		\$2,120,000	\$52,600			\$2,172,600
Capital and Debt Services	\$7,481,845			\$0		\$7,481,845
Transfers		\$20,000	\$26,300	\$143,482	\$52,600	\$242,382
<b>Total</b>	<b>\$7,481,845</b>	<b>\$8,515,321</b>	<b>\$3,991,250</b>	<b>\$101,363,891</b>	<b>\$2,774,000</b>	<b>\$124,126,306</b>

#### **2016-2017 September 30th Budget**

#### **Expenditures**

CategoryName	Capital and Debt Services	Plant Operations and Maintenance	Total Administration	Total Instruction	Transportation	Total
Certificated Salaries and Benefits			\$724,429	\$67,411,943		\$68,136,372
Uncertificated Salaries and Benefits		\$4,387,552	\$2,126,163	\$19,606,936	\$97,435	\$26,218,086
Contracted and General Services		\$1,658,791	\$853,808	\$4,058,857	\$2,339,427	\$8,910,883
Supplies		\$201,144	\$102,000	\$10,399,408	\$10,000	\$10,712,552
Utilities		\$1,920,000	\$48,137			\$1,968,137
Capital and Debt Services	\$6,728,048			\$100		\$6,728,148
Transfers		\$20,000	\$26,300	\$972,506	\$52,600	\$1,071,406
<b>Total</b>	<b>\$6,728,048</b>	<b>\$8,187,487</b>	<b>\$3,880,837</b>	<b>\$102,449,750</b>	<b>\$2,499,462</b>	<b>\$123,745,584</b>

## 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

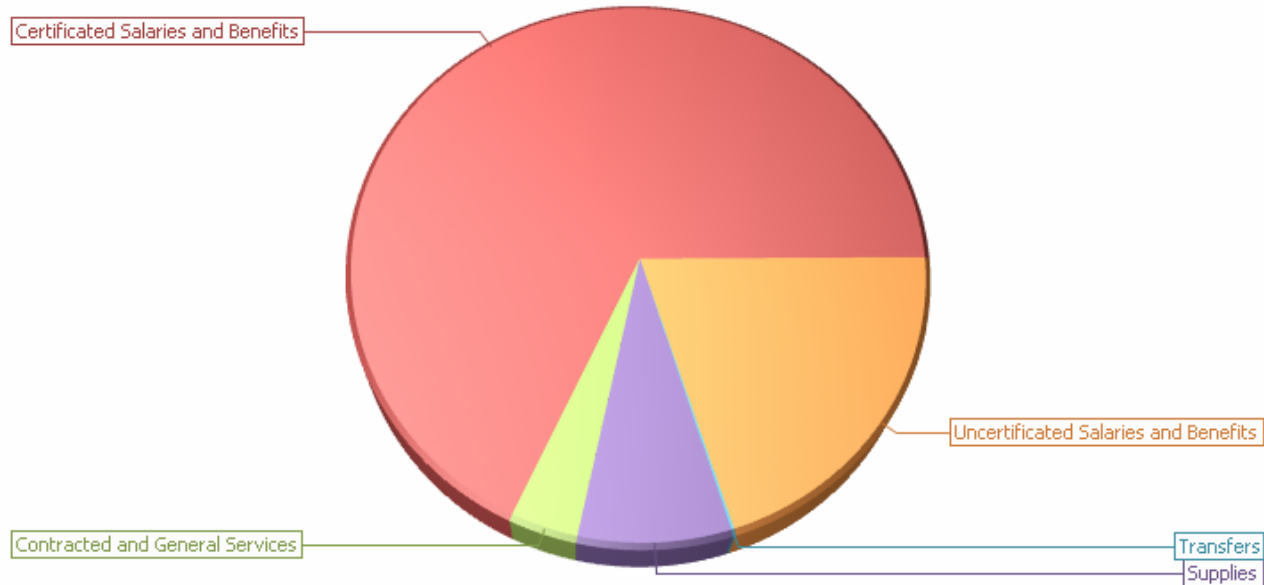




## Instruction

### Lethbridge School District No. 51

2017-2018 Preliminary Budget



Category	Amount	Percentage
Certificated Salaries and Benefits	\$68,735,813	68%
Contracted and General Services	\$3,652,402	4%
Supplies	\$8,250,200	8%
Transfers	\$143,482	0%
Uncertificated Salaries and Benefits	\$20,581,995	20%
<b>Expenditures</b>	<b>\$101,363,893</b>	

## Instruction

### Lethbridge School District No. 51 2017-2018 Preliminary Budget

#### Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$101,363,893</b>	<b>\$102,449,749</b>
Revenue And Allocations To Budget Center	100%	100%

Revenue And Allocations To Budget Center	\$101,363,893	\$102,449,749
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#### Expenditures

Certificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$68,735,813</b>	<b>\$67,411,943</b>
Expenditures	68%	66%

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$20,581,995</b>	<b>\$19,606,936</b>
Expenditures	20%	19%

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Building Maintenance	\$169,943	\$225,996
Employee Assistance	\$16,800	\$16,800
Insurance/Bond Premium	\$30,000	\$30,000
Multimedia Evergreen and Wi-Fi Access	\$0	\$200,000
District Health and Wellness Committee	\$24,000	\$24,000
Extra Curricular	\$90,368	\$92,264
Professional Learning	\$914,969	\$932,028
Consultants	\$333,017	\$448,753
Postage	\$42,875	\$42,175
Telephone	\$112,109	\$110,109
Wide Area Network (WAN) Communications	\$362,000	\$362,000
Bussing - Field Trips	\$114,498	\$127,275
Equipment Repair	\$74,562	\$76,070
Building Rentals	\$9,710	\$9,710
Equipment Rental/Leases	\$83,800	\$89,800
Server Evergreen	\$70,901	\$70,901
Dues/Fees	\$303,358	\$280,246
Printing	\$282,130	\$265,400
Advertising	\$7,700	\$7,700
Banquets and Lunches	\$19,777	\$18,777
Miscellaneous Services	\$330,138	\$374,922
Technology Department Costs	\$26,795	\$26,795
Multimedia Infrastructure Repairs	\$18,617	\$18,617
Travel and Subsistence	\$50,175	\$49,175
Car Allowances	\$107,545	\$102,730
Co-curricular	\$56,614	\$56,614
<b>Total</b>	<b>\$3,652,402</b>	<b>\$4,058,857</b>
Expenditures	4%	4%

## Instruction

### Lethbridge School District No. 51

#### 2017-2018 Preliminary Budget

Supplies	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Services, Contracts and Supplies School Generated Activities	\$4,050,000	\$4,050,000
Supplies	\$2,386,928	\$2,287,828
Media Materials	\$85,026	\$121,626
Computer Supplies and Software	\$370,437	\$323,692
Textbooks	\$206,713	\$573,370
Furniture and Equipment (Under \$5000)	\$279,357	\$321,903
Computer Purchases	\$871,739	\$2,720,989
<b>Total</b>	<b>\$8,250,200</b>	<b>\$10,399,408</b>
<b>Expenditures</b>	<b>8%</b>	<b>10%</b>

Capital and Debt Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Other Interest and Bank Charges	\$0	\$100
<b>Total</b>	<b>\$0</b>	<b>\$100</b>
<b>Expenditures</b>	<b>0%</b>	<b>0%</b>

Transfers	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Capital Purchases (Over \$5000)	\$55,000	\$275,000
Transfers to (-) / from other sites (+)	(\$78,900)	(\$78,900)
Commitments from prior year	\$0	\$160,788
Prior Year Committed funds	\$0	\$160,788
Reserves	\$36,633	\$10,000
Contingency (Unallocated Expense)	\$130,749	\$605,618
<b>Total</b>	<b>\$143,482</b>	<b>\$972,506</b>
<b>Expenditures</b>	<b>0%</b>	<b>1%</b>

<b>Expenditures</b>	<b>\$101,363,893</b>	<b>\$102,449,749</b>
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#### Summary

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Total Revenues and Allocations To Budget	\$101,363,893	\$102,449,749
Total Expenditures	\$101,363,893	\$102,449,749
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

## 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 and Immanuel Christian Elementary School that provides instruction from Kindergarten to grade six.

**Lethbridge School District No. 51** operates 14 elementary schools:

Agnes Davidson School

Coalbanks Elementary 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

Elementary Schools is the detailed budget for the Elementary Schools as a group. Increase in enrolment of 2 students (.047%) (Includes Lethbridge Christian grades 6-8). Kindergarten enrolment is projected to increase 122 students.

There is an increase at elementary schools of 5.87 FTE teachers (increase of 2.76 FTE gr 1-5 and increase at Kindergarten of 4.02 FTE). In the Shared Instructional Services site budget there is also .91 FTE of a teacher designated for elementary school that has not yet been assigned.

Immanuel Christian  
Elementary School celebrating  
Canada's 150<sup>th</sup> birthday



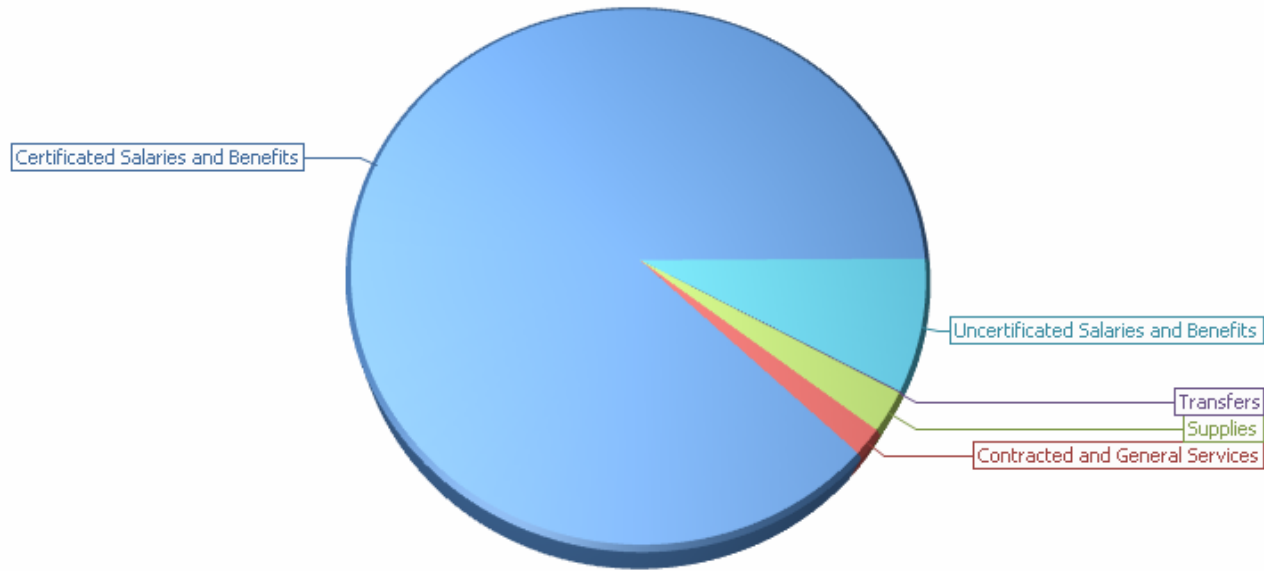
There is a 1.0 FTE increase in Administrative support and Library Operations Support due to the addition of Coalbanks Elementary school and a reduction in Educational Assistants due Speech Language Assistants now charged out through the Inclusive Learning budget centre.

There is a decrease in Contracted and General Services in the area of building maintenance, professional learning, consultants, and field trips. Most of the decreases relate to the use of one-time reserves in 2016-2017.

Decrease in supplies is 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 2016-2017.

## Elementary Schools

Lethbridge School District No. 51  
2017-2018 Preliminary Budget



Category	Amount	Percentage
Certificated Salaries and Benefits	\$26,731,873	88%
Contracted and General Services	\$507,522	2%
Supplies	\$762,203	3%
Transfers	\$24,502	0%
Uncertificated Salaries and Benefits	\$2,456,858	8%
<b>Expenditures</b>	<b>\$30,482,957</b>	

# Elementary Schools

## Lethbridge School District No. 51 2017-2018 Preliminary Budget

### Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Allocation from (to) Early Education Program	\$96,046	\$81,811
Early Literacy Gr1-2 Allocation	\$397,579	\$437,312
Early Literacy Allocation per student	\$246.79	\$246.79
Grade 1 Enrolment	766 students	821 students
Grade 2 Enrolment	845 students	951 students
Elementary Materials Allocation	\$950,880	\$950,431
Total Enrollment	4,238 students	4,236 students
Elementary Support Staff Allocation	\$1,597,046	\$1,551,477
Elementary Teacher Allocation	\$22,762,052	\$22,720,327
Extra Curricular Honarium Allocation	\$16,293	\$16,296
French Immersion Allocation	\$58,535	\$63,324
Inclusive Education Base Allocation	\$8,000	\$8,000
Inclusive Education Teacher Allocation	\$1,700,710	\$1,736,902
Kindergarten Assistant Allocation	\$536,362	\$617,680
Kindergarten Materials Allocation	\$33,621	\$28,982
Kindergarten Teacher Allocation	\$2,296,874	\$1,841,586
Special Budget Allocation	\$0	\$3,800
Special Language Programming	\$11,040	
Speech Language Assistant Allocation	\$0	\$318,098
Surplus (Deficit) Carry forward	\$17,920	\$480,038
Prior Year Committed funds	\$0	\$89,942
<b>Total</b>	<b>\$30,482,958</b>	<b>\$30,946,006</b>
<b>Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$30,482,958</b>	<b>\$30,946,006</b>
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### Expenditures

Certificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$26,731,873</b>	<b>\$26,409,883</b>
<b>Expenditures</b>	<b>88%</b>	<b>85%</b>

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$2,456,858</b>	<b>\$2,716,390</b>
<b>Expenditures</b>	<b>8%</b>	<b>9%</b>

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Building Maintenance	\$19,602	\$80,655
Extra Curricular	\$15,018	\$16,914
Professional Learning	\$129,843	\$147,439
Consultants	\$56,554	\$58,070
Postage	\$9,325	\$8,325
Telephone	\$44,050	\$41,050
Bussing - Field Trips	\$33,500	\$53,000
Equipment Repair	\$11,500	\$13,008
Equipment Rental/Leases	\$36,800	\$38,800
Printing	\$127,230	\$112,500
Banquets and Lunches	\$3,000	\$3,000
Miscellaneous Services	\$20,500	\$17,000
Travel and Subsistence	\$600	\$600
<b>Total</b>	<b>\$507,522</b>	<b>\$590,361</b>
<b>Expenditures</b>	<b>2%</b>	<b>2%</b>

<b>Supplies</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Supplies	\$588,187	\$607,297
Media Materials	\$27,400	\$34,000
Computer Supplies and Software	\$20,370	\$42,261
Textbooks	\$35,046	\$50,584
Furniture and Equipment (Under \$5000)	\$69,200	\$117,998
Computer Purchases	\$22,000	\$70,250
<b>Total</b>	<b>\$762,203</b>	<b>\$922,390</b>
<b>Expenditures</b>	<b>3%</b>	<b>3%</b>

<b>Transfers</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Commitments from prior year	\$0	\$89,942
Prior Year Committed funds	\$0	\$89,942
Contingency (Unallocated Expense)	\$24,502	\$217,041
<b>Total</b>	<b>\$24,502</b>	<b>\$306,983</b>
<b>Expenditures</b>	<b>0%</b>	<b>1%</b>

<b>Expenditures</b>	<b>\$30,482,957</b>	<b>\$30,946,006</b>
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### Summary

	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Total Revenues and Allocations To Budget	\$30,482,958	\$30,946,006
Total Expenditures	\$30,482,957	\$30,946,006
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

## L.H. Bussard medal awarded to 12 District elementary students



The Board of Trustees of the Lethbridge School District No. 51, in recognition of the valued services rendered by former Superintendent L. H. Bussard, authorized the annual presentation of a medal to an upper elementary student showing exceptional creative ability.

The original medal, which was cast in copper alloy and treated with acid, was designed by N.C. Johnson, a former Art Co-ordinator for Lethbridge School District No. 51. The swirling design sweeps the eye outward from Mr. Bussard's profile, symbolizing the spread of the arts.

On the reverse side of the original medal, unity was maintained by six swirling areas symbolic of Art, Music, Drama, with their related fields, Structural Creativity, Creative Rhythmical Movement and Creative Writing. Each of these respective fields was bound at the centre, showing their interdependence and cohesion.

This medal is a tribute to a man whose high educational ideals symbolize the intent of this award.

The L.H. Bussard Medal and certificate is presented each year to a Division II student in each elementary school. This student should have demonstrated outstanding ability, imagination and originality in the area(s) of music, art, drama, language arts and physical education.



**Lethbridge School District No. 51**  
**Elementary School Budgets**

**2017-2018 Preliminary Budget**

**Expenditures**

Object Category	Agnes Davidson School	Coalbanks Elementary 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	\$2,522,305	\$1,995,425	\$2,732,197	\$1,815,325	\$2,200,084	\$706,073	\$1,316,213	\$2,558,237	\$1,046,012	\$2,681,032	\$2,660,566	\$1,710,949	\$1,498,104	\$1,289,351	\$26,731,873
Uncertificated Salaries and Benefits	\$233,221	\$168,489	\$254,538	\$119,154	\$193,898	\$107,486	\$147,916	\$221,078	\$122,650	\$223,587	\$251,078	\$169,797	\$119,180	\$124,787	\$2,456,858
Contracted and General Services	\$72,654	\$45,000	\$45,387	\$44,980	\$34,346	\$11,096	\$19,354	\$42,047	\$20,600	\$54,755	\$41,885	\$28,850	\$21,606	\$24,962	\$507,522
Supplies	\$102,137	\$57,096	\$70,984	\$75,494	\$40,700	\$24,997	\$44,907	\$64,043	\$25,543	\$72,823	\$79,282	\$38,906	\$37,991	\$27,300	\$762,203
Transfers	\$0	\$0	\$0	\$7,593	\$7,766	\$0	\$0	\$0	\$4,399	\$0	\$0	\$0	\$2,955	\$1,789	\$24,502
<b>Total</b>	<b>\$2,930,317</b>	<b>\$2,266,010</b>	<b>\$3,103,106</b>	<b>\$2,062,546</b>	<b>\$2,476,794</b>	<b>\$849,652</b>	<b>\$1,528,389</b>	<b>\$2,885,404</b>	<b>\$1,219,204</b>	<b>\$3,032,197</b>	<b>\$3,032,811</b>	<b>\$1,948,502</b>	<b>\$1,679,835</b>	<b>\$1,468,190</b>	<b>\$30,482,957</b>

**2016-2017 September 30th Budget**

**Expenditures**

Object Category	Agnes Davidson School	Coalbanks Elementary 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	\$3,376,534		\$2,792,192	\$1,964,723	\$2,440,301	\$713,556	\$1,211,481	\$2,676,916	\$1,027,851	\$2,984,491	\$2,895,579	\$1,654,563	\$1,521,660	\$1,150,036	\$26,409,883
Uncertificated Salaries and Benefits	\$321,938		\$293,818	\$165,909	\$226,374	\$118,825	\$133,592	\$285,748	\$134,292	\$300,773	\$273,082	\$160,364	\$156,379	\$145,297	\$2,716,390
Contracted and General Services	\$103,654	\$0	\$46,811	\$68,533	\$48,600	\$11,096	\$19,354	\$72,189	\$21,108	\$72,025	\$45,557	\$34,866	\$21,606	\$24,962	\$590,361
Supplies	\$163,738	\$0	\$80,385	\$85,244	\$102,366	\$24,987	\$37,854	\$88,819	\$34,889	\$83,013	\$79,282	\$65,361	\$41,152	\$35,300	\$922,390
Transfers	\$120,185	\$0	\$13,526	\$39,961	\$17,101	\$339	\$595	\$6,562	\$3,909	\$67,448	\$3,189	\$24,463	\$1,627	\$8,078	\$306,983
<b>Total</b>	<b>\$4,086,049</b>	<b>\$0</b>	<b>\$3,226,732</b>	<b>\$2,324,370</b>	<b>\$2,834,742</b>	<b>\$868,803</b>	<b>\$1,402,875</b>	<b>\$3,130,235</b>	<b>\$1,222,050</b>	<b>\$3,507,750</b>	<b>\$3,296,689</b>	<b>\$1,939,616</b>	<b>\$1,742,424</b>	<b>\$1,363,672</b>	<b>\$30,946,006</b>

This document compares each of the Elementary School Budgets for the 2017-2018 school year with the 2016-2017 school year. Each budget shows the school's expenditures by object 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

Student enrolment will increase by 131 students across the three middle schools.

**Middle School** teaching FTE will increase by **5.96 FTE** due to an increase in enrolment. In the Shared Instructional Services site budget there is also 1.1 FTE teachers designated for middle school that have not yet been assigned.

Support staffing will increase with a .21 increase in Family School Liaison support.

Contracted and general services increased overall with a decrease in the area of professional learning, and increases in the areas of building maintenance and field trips.

There is a slight increase in general supplies, computer software, and furniture and equipment.



Wilson Middle School students learn from the pros through the Golf Exploratory program

## Middle Schools

**Lethbridge School District No. 51**  
**2017-2018 Preliminary Budget**



Category	Amount	Percentage
Certificated Salaries and Benefits	\$11,257,266	88%
Contracted and General Services	\$308,759	2%
Supplies	\$552,340	4%
Transfers	\$26,633	0%
Uncertificated Salaries and Benefits	\$653,870	5%
<b>Expenditures</b>	<b>\$12,798,868</b>	



## Middle Schools

### Lethbridge School District No. 51 2017-2018 Preliminary Budget

#### Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Allocation for Middle School Teacher Staffing	\$347,919	\$351,516
Basic Allocation - Middle Schools	\$11,496,639	\$10,817,928
Middle School Rate	\$5,181	\$5,181
Total Enrollment	2,219 students	2,088 students
Co-curricular Allocation	\$13,780	\$13,780
Extra Curricular Honarium Allocation	\$17,445	\$17,445
Fee Revenue Collected	\$37,426	\$37,426
French Immersion Allocation	\$21,000	\$27,022
Inclusive Education Teacher Allocation	\$644,672	\$714,404
Middle School K&E Allocation	\$69,987	\$69,987
School Contribution towards Supernet Costs	\$0	(\$7,200)
Surplus (Deficit) Carry forward	\$150,000	\$336,827
Prior Year Committed funds	\$0	\$28,312
<b>Total</b>	<b>\$12,798,868</b>	<b>\$12,407,447</b>
<b>Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$12,798,868</b>	<b>\$12,407,447</b>
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#### Expenditures

Certificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$11,257,266</b>	<b>\$10,757,379</b>
<b>Expenditures</b>	<b>88%</b>	<b>87%</b>

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$653,870</b>	<b>\$647,407</b>
<b>Expenditures</b>	<b>5%</b>	<b>5%</b>

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Building Maintenance	\$45,000	\$40,000
Extra Curricular	\$38,000	\$38,000
Professional Learning	\$46,000	\$36,000
Consultants	\$13,000	\$13,000
Postage	\$11,700	\$11,700
Telephone	\$18,000	\$19,000
Bussing - Field Trips	\$28,000	\$23,000
Equipment Repair	\$15,000	\$15,000
Equipment Rental/Leases	\$15,000	\$15,000
Printing	\$38,700	\$38,700
Miscellaneous Services	\$18,000	\$18,000
Travel and Subsistence	\$2,000	\$2,000
Co-curricular	\$20,359	\$20,359
<b>Total</b>	<b>\$308,759</b>	<b>\$289,759</b>
<b>Expenditures</b>	<b>2%</b>	<b>2%</b>

<b>Supplies</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Supplies	\$305,227	\$304,529
Media Materials	\$13,000	\$13,000
Computer Supplies and Software	\$57,000	\$53,000
Textbooks	\$49,340	\$50,893
Furniture and Equipment (Under \$5000)	\$127,773	\$126,456
<b>Total</b>	<b>\$552,340</b>	<b>\$547,878</b>
<b>Expenditures</b>	<b>4%</b>	<b>4%</b>

<b>Transfers</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Commitments from prior year	\$0	\$28,312
Prior Year Committed funds	\$0	\$28,312
Reserves	\$26,633	\$0
Contingency (Unallocated Expense)	\$0	\$136,712
<b>Total</b>	<b>\$26,633</b>	<b>\$165,024</b>
<b>Expenditures</b>	<b>0%</b>	<b>1%</b>

<b>Expenditures</b>	<b>\$12,798,868</b>	<b>\$12,407,447</b>
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#### Summary

	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Total Revenues and Allocations To Budget	\$12,798,868	\$12,407,447
Total Expenditures	\$12,798,868	\$12,407,447
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>



# Lethbridge School District No. 51

## Middle School Budgets

### 2017-2018 Preliminary Budget

#### Expenditures

Object Category	G.S. Lakie Middle School	Gilbert Paterson Middle School	Wilson Middle School	Total
Certificated Salaries and Benefits	\$4,340,816	\$3,658,279	\$3,258,170	\$11,257,266
Uncertificated Salaries and Benefits	\$254,666	\$212,100	\$187,105	\$653,870
Contracted and General Services	\$161,816	\$62,246	\$84,697	\$308,759
Supplies	\$235,727	\$130,198	\$186,415	\$552,340
Transfers	\$26,633	\$0	\$0	\$26,633
Total	\$5,019,658	\$4,062,823	\$3,716,387	\$12,798,868

### 2016-2017 September 30th Budget

#### Expenditures

Object Category	G.S. Lakie Middle School	Gilbert Paterson Middle School	Wilson Middle School	Total
Certificated Salaries and Benefits	\$4,218,175	\$3,411,759	\$3,127,446	\$10,757,379
Uncertificated Salaries and Benefits	\$257,697	\$210,446	\$179,264	\$647,407
Contracted and General Services	\$156,816	\$61,246	\$71,697	\$289,759
Supplies	\$225,280	\$143,500	\$179,098	\$547,878
Transfers	\$85,595	\$77,822	\$1,607	\$165,024
Total	\$4,943,563	\$3,904,772	\$3,559,112	\$12,407,447

This document compares each of the Middle School budgets for the 2017-2018 school year with the budgets from 2016-2017. Each budget shows the school's expenditures by object 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)



**Elevate Introduction to Iron Working Program**  
**High School Students get introduced to Iron working and renewable energy**



## High Schools

Enrolment at high school is expected to increase overall by 67 students. Included is Immanuel Christian High School grades 6 – 8 in this category.

High School teaching staff will increase by 1.725 FTE.

There is no change to support staff FTE at High Schools.

Contracted and General Services decreased mainly in the areas of professional learning, consultants and miscellaneous services. A portion of these expenditures in 2016-2017 were funded by one-time reserves.

There is a small decrease overall in general supplies.

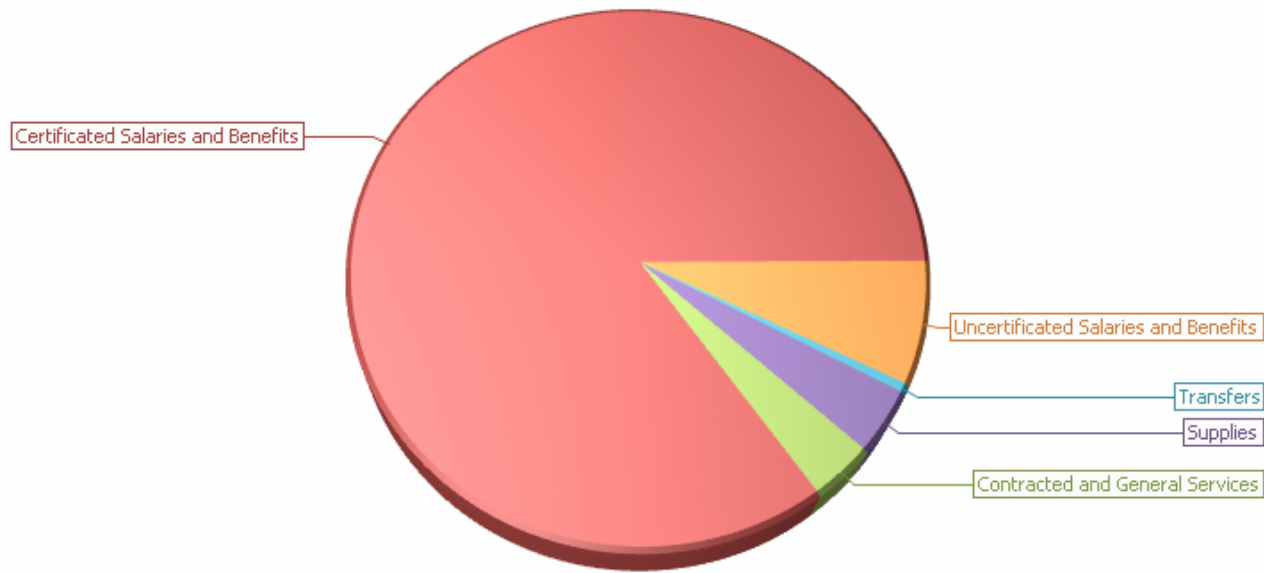


Chinook High School Drama Production



## High Schools

Lethbridge School District No. 51  
2017-2018 Preliminary Budget



Category	Amount	Percentage
Certificated Salaries and Benefits	\$16,485,092	85%
Contracted and General Services	\$681,284	3%
Supplies	\$754,662	4%
Transfers	\$105,660	1%
Uncertificated Salaries and Benefits	\$1,439,595	7%
<b>Expenditures</b>	<b>\$19,466,293</b>	

# High Schools

Lethbridge School District No. 51  
2017-2018 Preliminary Budget

## Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Basic Allocation - High School	\$14,194,082	\$13,913,370
High School Rate	\$5,186	\$5,211
Total Enrollment	2,737 students	2,670 students
Class Size Teacher Allocation	\$214,800	\$214,800
Co-curricular Allocation	\$39,782	\$39,782
District Course Offering (Automotive)	\$51,194	
Extra Curricular Honarium Allocation	\$43,433	\$43,433
Fee Revenue Collected	\$232,450	\$209,942
French Immersion Allocation	\$19,500	\$8,688
Immanuel Christian High School Per Student Funding Allocation	\$1,763,408	\$1,742,238
Inclusive Education Teacher Allocation	\$982,358	\$1,071,089
Special Budget Allocation	\$51,195	\$258,537
Victoria Park Per Student Funding Allocation	\$1,629,184	\$1,636,584
Total Enrollment	296 students	296 students
Counselling Allocation	\$0	\$72,141
High School Completion (Fast Forward) Allocation	\$102,389	
High School K&E Allocation	\$67,518	\$67,518
Surplus (Deficit) Carry forward	\$75,000	\$537,247
Transfer (to)/ from Outreach Programs	\$0	\$27,178
Prior Year Committed funds	\$0	\$42,534
<b>Total</b>	<b>\$19,466,293</b>	<b>\$19,885,082</b>
<b>Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$19,466,293</b>	<b>\$19,885,082</b>
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## Expenditures

Certificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$16,485,092</b>	<b>\$16,476,973</b>
<b>Expenditures</b>	<b>85%</b>	<b>83%</b>

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$1,439,595</b>	<b>\$1,450,687</b>
<b>Expenditures</b>	<b>7%</b>	<b>7%</b>

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Building Maintenance	\$105,341	\$105,341
Extra Curricular	\$37,350	\$37,350
Professional Learning	\$70,503	\$108,705
Consultants	\$30,400	\$39,400
Postage	\$21,800	\$22,100
Telephone	\$33,500	\$33,500
Bussing - Field Trips	\$42,875	\$42,875
Equipment Repair	\$28,500	\$28,500
Building Rentals	\$9,710	\$9,710
Equipment Rental/Leases	\$32,000	\$36,000
Printing	\$114,150	\$112,150
Banquets and Lunches	\$2,000	\$1,000
Miscellaneous Services	\$107,000	\$87,000
Travel and Subsistence	\$9,900	\$9,900
Co-curricular	\$36,255	\$36,255
<b>Total</b>	<b>\$681,284</b>	<b>\$709,786</b>
<b>Expenditures</b>	<b>3%</b>	<b>4%</b>

<b>Supplies</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Supplies	\$458,362	\$449,834
Media Materials	\$44,626	\$74,626
Computer Supplies and Software	\$52,950	\$52,950
Textbooks	\$100,306	\$101,806
Furniture and Equipment (Under \$5000)	\$54,500	\$53,500
Computer Purchases	\$43,918	\$44,918
<b>Total</b>	<b>\$754,662</b>	<b>\$777,634</b>
<b>Expenditures</b>	<b>4%</b>	<b>4%</b>

<b>Capital and Debt Services</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Other Interest and Bank Charges	\$0	\$100
<b>Total</b>	<b>\$0</b>	<b>\$100</b>
<b>Expenditures</b>	<b>0%</b>	<b>0%</b>

<b>Transfers</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Capital Purchases (Over \$5000)	\$55,000	\$275,000
Commitments from prior year	\$0	\$42,534
Prior Year Committed funds	\$0	\$42,534
Contingency (Unallocated Expense)	\$50,660	\$152,367
<b>Total</b>	<b>\$105,660</b>	<b>\$469,901</b>
<b>Expenditures</b>	<b>1%</b>	<b>2%</b>

<b>Expenditures</b>	<b>\$19,466,293</b>	<b>\$19,885,082</b>
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#### Summary

	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Total Revenues and Allocations To Budget	\$19,466,293	\$19,885,082
Total Expenditures	\$19,466,293	\$19,885,082
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>





# Lethbridge School District No. 51

## High School Budgets

### 2017-2018 Preliminary Budget

#### Expenditures

Object Category	Chinook High School	Immanuel Christian High School	Lethbridge Collegiate Institute	Victoria Park High School	Winston Churchill High School	Total
Certificated Salaries and Benefits	\$5,036,657	\$1,686,203	\$4,297,838	\$1,575,874	\$3,888,520	\$16,485,092
Uncertificated Salaries and Benefits	\$437,637	\$109,756	\$345,766	\$159,915	\$386,520	\$1,439,595
Contracted and General Services	\$266,698	\$46,100	\$93,591	\$47,880	\$227,015	\$681,284
Supplies	\$306,798	\$109,674	\$106,954	\$76,546	\$154,690	\$754,662
Transfers	\$0	\$5,000	\$0	\$16,486	\$84,174	\$105,660
Total	\$6,047,790	\$1,956,734	\$4,844,149	\$1,876,701	\$4,740,919	\$19,466,293

### 2016-2017 September 30th Budget

#### Expenditures

Object Category	Chinook High School	Immanuel Christian High School	Lethbridge Collegiate Institute	Victoria Park High School	Winston Churchill High School	Total
Certificated Salaries and Benefits	\$5,192,077	\$1,752,649	\$3,959,708	\$1,643,847	\$3,928,692	\$16,476,973
Uncertificated Salaries and Benefits	\$440,526	\$110,773	\$347,906	\$162,109	\$389,374	\$1,450,687
Contracted and General Services	\$300,900	\$60,400	\$93,591	\$47,880	\$207,015	\$709,786
Supplies	\$336,798	\$102,218	\$107,382	\$76,546	\$154,690	\$777,634
Transfers	\$332,781	\$9,789	\$86,366	\$4,924	\$36,141	\$470,001
Total	\$6,603,081	\$2,035,829	\$4,594,953	\$1,935,306	\$4,715,812	\$19,885,082

This document compares each of the High School budgets for the 2017-2018 school year with the 2016-2017 school year. Each budget shows the school's expenditures by object 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)

Community Outreach School

Counseling Program

Developing Life Long Assets Program

Distance Learning Program

Division of Instructional Services

Early Education Programs

English as a Second Language (ESL) Central Program

First Nations Métis and Inuit (FNMI) Program

Harbour House School

High School Off Campus Program

Inclusive Learning Supports

International Services

Making Connections #1-SWCFS

Making Connections #2-Parent Link

Making Connections #3 – Alberta Mental Health

Making Connections #4- FCSS

Pitawani School

Program Unit Funding

School Generated Funds

Shared Instructional Services

Stafford Ridge School (AADAC)

Technology



Westside Grade 5 Activity Day

# **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 has been 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.

### **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 2017-2018**

Most of the changes in this budget revolve around moving expenditures to other budget centers or the discontinuance of one-time funding support. There is a reduction in teaching staff due to moving Distance Learning teaching staff to Victoria Park High School. There is a reduction in professional learning related to funding provided by one-time funding and moving professional learning for curriculum redesign support to the Shared Instructional Services budget to align with the in-service budget included in that site. The supplies budget has been reduced as funding for one-time literacy resources were expended in 2016-2017.

### **Early Education Programs**

Early Education Programs (EEP), also known as Pre-school, is an early education program that provides support for children with Mild Moderate needs through 25 early education programs.

#### **Budget 2017-2018**

In 2017-2018 five new EEP programs to make a total of 25 programs for 2017-2018. There is 2.5 FTE early education managers and 9.5 FTE Educational Assistants added for the growth in this program.



### **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.



### **First Nations and 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.

### **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**

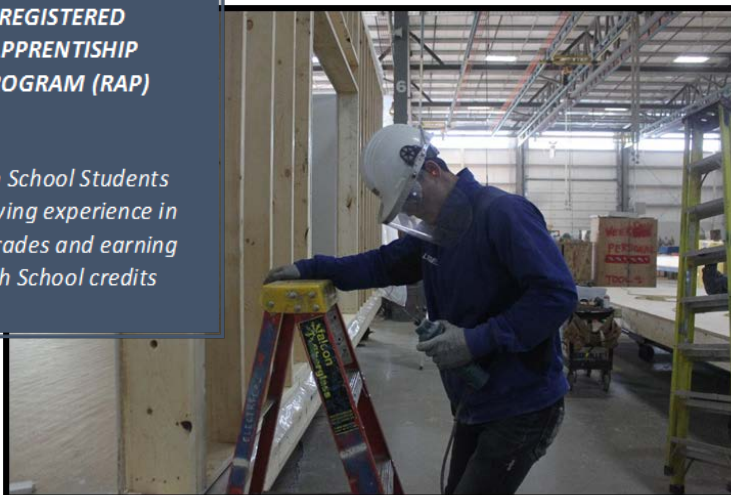
High Schools in Lethbridge School District No. 51 have been providing students with opportunities to gain valuable learning opportunities through work placements for many years. Support provided to students from all four high schools will now be centralized in 2014-2015 to provide greater opportunities 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.

### **Budget 2017-2018**

There is a reduction in Administrative Support to this program for 2017-2018.

#### **REGISTERED APPRENTISHIP PROGRAM (RAP)**

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



### **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 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, as well as, assessment, program development and student monitoring.

### **Budget 2017-2018**

The allocation to Inclusive Learning was increased based on additional revenue from enrolment increases. In this budget, there is an increase of educational assistants of 9.9 FTE to support student needs.

One-time reserve funds are anticipated to be available to support the Inclusive Learning program in 2017-2018.



### **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.



### **Pitawani School**

Pitawani School is attached to the Sifton Family and Youth Services site and provides educational programming to students who reside 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 2017-2018:**

Due to continued growth in the number of early learners requiring specialized supports, this program will see increased grant revenues in 2017-2018, and as a result support has increased for this program. A .5 FTE teacher has been added to this budget, .25 FTE Educational Assistants, and 1.78 FTE Speech Language Pathologists to provide additional support required.

### **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 2017-2018:**

Increases in this budget reflect additional administrative allowances for administration at Coalbanks Elementary, and an increase in certificated replacement costs due to increased staff and usage. There is .91 FTE teacher at elementary and 1.1 teachers at middle school to be assigned in September based on enrolment and class configuration.

### **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 2017-2018:**

The technology budget was increased to recognize increased enrolment and the addition of Coalbanks Elementary. A .5 FTE Technology Support position has been added to provide technology support to schools.

## Lethbridge School District No. 51

### Instructional Programs

#### 2017-2018 Preliminary Budget

#### Expenditures

Object Category	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
Certificated Salaries and Benefits	\$145,699	\$102,329	\$1,398,339	\$102,329	\$54,345	\$579,951		\$105,333	\$128,620	\$145,699	\$119,432	\$511,052	\$84,419
Uncertificated Salaries and Benefits	\$61,356	\$55,970	\$889,066	\$47,412		\$142,718	\$1,244,991	\$49,013	\$473,944	\$16,811	\$110,509	\$7,914,283	
Contracted and General Services	\$2,500	\$6,704	\$29,725	\$8,875	\$500	\$37,779	\$0	\$11,454	\$56,000	\$1,000	\$13,700	\$183,750	\$168,581
Supplies	\$11,896	\$7,148		\$13,535	\$146	\$153,532	\$24,378	\$10,000	\$10,060	\$5,511	\$7,767	\$103,935	
Transfers	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
<b>Total</b>	<b>\$221,451</b>	<b>\$172,151</b>	<b>\$2,317,130</b>	<b>\$172,151</b>	<b>\$54,991</b>	<b>\$913,981</b>	<b>\$1,269,369</b>	<b>\$175,800</b>	<b>\$668,624</b>	<b>\$169,021</b>	<b>\$251,408</b>	<b>\$8,713,020</b>	<b>\$253,000</b>

#### 2016-2017 September 30th Budget

#### Expenditures

Object Category	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
Certificated Salaries and Benefits	\$145,719	\$103,387	\$1,240,640	\$103,387	\$32,607	\$703,172		\$105,333	\$128,620	\$145,719	\$119,432	\$511,052	\$84,419
Uncertificated Salaries and Benefits	\$61,353	\$56,001	\$889,066	\$49,281		\$142,718	\$692,844	\$49,013	\$473,343	\$16,809	\$137,827	\$7,643,439	
Contracted and General Services	\$2,500	\$4,981	\$21,236	\$7,875	\$500	\$212,779	\$0	\$11,454	\$56,000	\$1,000	\$13,700	\$253,185	\$168,581
Supplies	\$11,879	\$7,147		\$11,070	\$147	\$514,426	\$39,087	\$10,000	\$10,060	\$5,493	\$7,767	\$80,893	
Transfers	\$0	\$0		\$0	\$0	\$56,372	\$0	\$0	\$43,126	\$0		\$0	\$0
<b>Total</b>	<b>\$221,451</b>	<b>\$171,516</b>	<b>\$2,150,941</b>	<b>\$171,612</b>	<b>\$33,254</b>	<b>\$1,629,468</b>	<b>\$731,931</b>	<b>\$175,800</b>	<b>\$711,149</b>	<b>\$169,021</b>	<b>\$278,726</b>	<b>\$8,488,568</b>	<b>\$253,000</b>

This document compares each of the Instructional Program budgets for the 2017-2018 school year with the 2016-2017 school year. Each budget shows the program's expenditures by object category.

## Lethbridge School District No. 51

### Instructional Programs

#### 2017-2018 Preliminary Budget

#### Expenditures

Object Category	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 Instructional Programs
Certificated Salaries and Benefits			\$0		\$264,483		\$507,238		\$9,663,107	\$186,210	\$162,999	\$14,261,582
Uncertificated Salaries and Benefits	\$82,574	\$26,200	\$359,270	\$122,726	\$68,398		\$2,942,559		\$367,689	\$62,205	\$993,977	\$16,031,671
Contracted and General Services	\$3,440	\$309	\$14,960	\$29,274	\$1,555		\$193,780		\$840,837	\$1,700	\$548,413	\$2,154,836
Supplies	\$13,986	\$0	\$170	\$0	\$10,813	\$50,000	\$56,424	\$4,050,000	\$650,000	\$5,528	\$996,167	\$6,180,996
Transfers					\$0		\$0		\$10,000	\$0	(\$78,900)	(\$13,313)
<b>Total</b>	<b>\$100,000</b>	<b>\$26,509</b>	<b>\$374,400</b>	<b>\$152,000</b>	<b>\$345,249</b>	<b>\$50,000</b>	<b>\$3,700,000</b>	<b>\$4,050,000</b>	<b>\$11,531,633</b>	<b>\$255,643</b>	<b>\$2,622,656</b>	<b>\$38,615,773</b>

#### 2016 - 2017 September 30th Budget

Object Category	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 Instructional Programs
Certificated Salaries and Benefits			\$68,056		\$264,503		\$473,951		\$9,188,629	\$186,407	\$162,678	\$13,767,708
Uncertificated Salaries and Benefits	\$82,574	\$26,200	\$275,790	\$122,726	\$68,396		\$2,594,625		\$367,689	\$62,204	\$980,554	\$14,792,452
Contracted and General Services	\$3,440	\$309	\$14,960	\$29,274	\$1,555		\$175,000		\$715,509	\$1,700	\$773,413	\$2,468,951
Supplies	\$13,986	\$0	\$15,594	\$0	\$10,795	\$142,094	\$56,424	\$4,050,000	\$420,000	\$5,333	\$2,739,311	\$8,151,506
Transfers					\$0		\$0		\$10,000	\$0	(\$78,900)	\$30,598
<b>Total</b>	<b>\$100,000</b>	<b>\$26,509</b>	<b>\$374,400</b>	<b>\$152,000</b>	<b>\$345,249</b>	<b>\$142,094</b>	<b>\$3,300,000</b>	<b>\$4,050,000</b>	<b>\$10,701,827</b>	<b>\$255,643</b>	<b>\$4,577,056</b>	<b>\$39,211,216</b>

This document compares each of the Instructional Program budgets for the 2017-2018 school year with the 2016-2017 school year. Each budget shows the program's expenditures by object category.

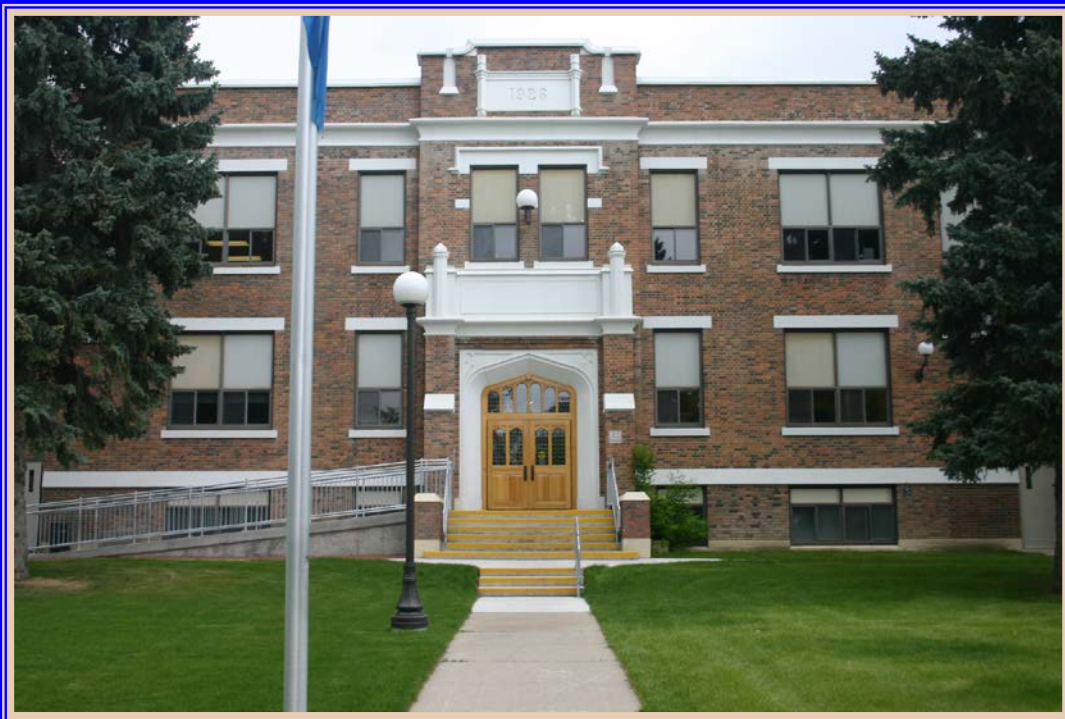
## Governance and System Administration

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 2017-2018. The provincial average of all school boards in Alberta was 3.34% in 2015-2016.

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

Overall staffing FTE in system administration remains unchanged, other than a one month overlap with the retiring Associate Superintendent of Business Affairs.

There will be an overall increase in contracted and general services, due to an increase in computer software licensing and maintenance costs for the District's accounting, human resource, and budgeting software. There is also an anticipated increase in utility costs due to the impact of the carbon tax levy.

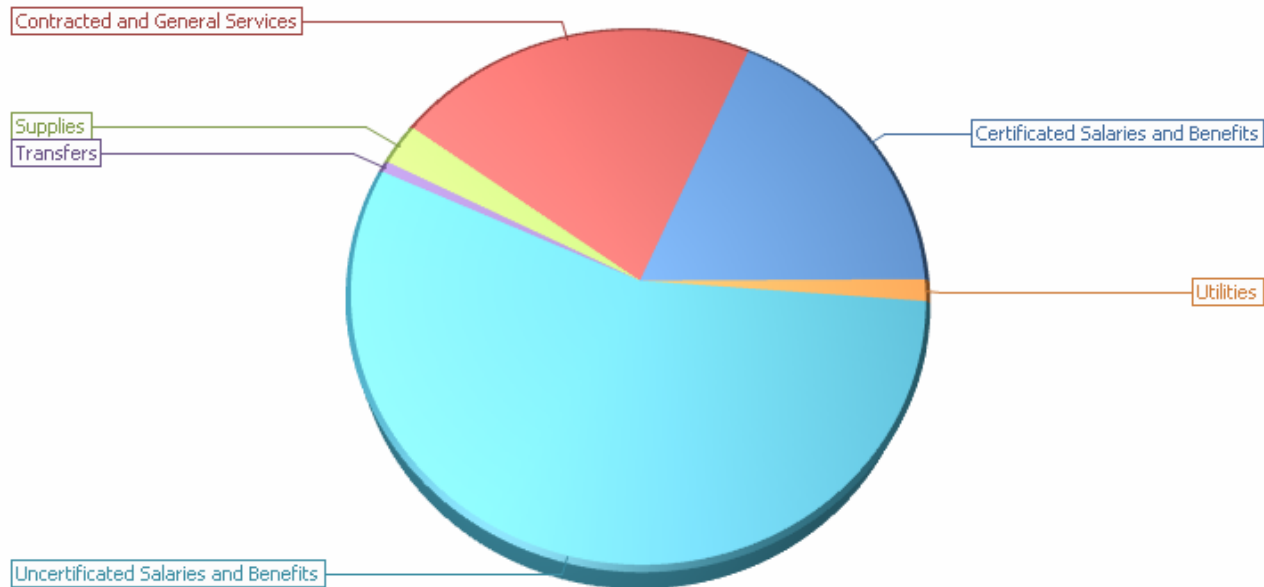




## Administration

### Lethbridge School District No. 51

2017-2018 Preliminary Budget



Category	Amount	Percentage
Certificated Salaries and Benefits	\$724,429	18%
Contracted and General Services	\$865,808	22%
Supplies	\$102,000	3%
Transfers	\$26,300	0%
Uncertificated Salaries and Benefits	\$2,220,113	56%
Utilities	\$52,600	1%
<b>Expenditures</b>	<b>\$3,991,250</b>	

# Administration Budget

## Lethbridge School District No. 51 2017-2018 Preliminary Budget

### Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Administration Budget Allocation	\$4,054,544	\$3,953,549
Allocation to Capital for Amortization of Assets	(\$63,294)	(\$72,712)
<b>Total</b>	<b>\$3,991,250</b>	<b>\$3,880,837</b>
<b>Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$3,991,250</b>	<b>\$3,880,837</b>
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### Expenditures

Certificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$724,429</b>	<b>\$724,429</b>
<b>Expenditures</b>	<b>18%</b>	<b>19%</b>

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$2,220,113</b>	<b>\$2,126,163</b>
<b>Expenditures</b>	<b>56%</b>	<b>55%</b>

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Alberta Home and School AGM Registration Fees	\$7,000	\$7,000
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	\$190,868	\$178,868
Consultants	\$46,920	\$46,920
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	\$36,500
Miscellaneous Services	\$18,000	\$18,000
Employee Recognition	\$10,000	\$10,000
Travel and Subsistence	\$67,000	\$67,000
Car Allowances	\$22,640	\$22,640
<b>Total</b>	<b>\$865,808</b>	<b>\$853,808</b>
<b>Expenditures</b>	<b>22%</b>	<b>22%</b>

# Administration Budget

## Lethbridge School District No. 51 2017-2018 Preliminary Budget

Supplies	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Supplies	\$75,000	\$75,000
Furniture and Equipment (Under \$5000)	\$12,000	\$12,000
Computer Purchases	\$15,000	\$15,000
<b>Total</b>	<b>\$102,000</b>	<b>\$102,000</b>
<b>Expenditures</b>	<b>3%</b>	<b>3%</b>

Utilities	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Electricity	\$25,000	\$25,000
Gas	\$25,000	\$20,537
Water and Sewer	\$2,600	\$2,600
<b>Total</b>	<b>\$52,600</b>	<b>\$48,137</b>
<b>Expenditures</b>	<b>1%</b>	<b>1%</b>

Transfers	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Transfers to (-) / from other sites (+)	\$26,300	\$26,300
<b>Total</b>	<b>\$26,300</b>	<b>\$26,300</b>
<b>Expenditures</b>	<b>1%</b>	<b>1%</b>

<b>Expenditures</b>	<b>\$3,991,250</b>	<b>\$3,880,837</b>
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### Summary

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Total Revenues and Allocations To Budget	\$3,991,250	\$3,880,837
Total Expenditures	\$3,991,250	\$3,880,837
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

# Lethbridge School District No. 51

## Administration

### 2017-2018 Preliminary Budget

#### Expenditures

Object Category	Board Governance	Business and Finance	Human Resources	Office of the Superintendent	System Instructional Support - Administration	Total
Certificated Salaries and Benefits			\$210,670	\$303,089	\$210,670	\$724,429
Uncertificated Salaries and Benefits	\$171,567	\$1,282,925	\$459,654	\$207,319	\$98,648	\$2,220,113
Contracted and General Services	\$191,810	\$471,474	\$91,788	\$85,540	\$25,196	\$865,808
Supplies	\$0	\$80,000	\$4,000	\$17,000	\$1,000	\$102,000
Utilities		\$52,600				\$52,600
Transfers	\$0	\$26,300	\$0	\$0	\$0	\$26,300
Total	\$363,377	\$1,913,299	\$766,112	\$612,948	\$335,514	\$3,991,250

### 2016-2017 September 30th Budget

#### Expenditures

Object Category	Board Governance	Business and Finance	Human Resources	Office of the Superintendent	System Instructional	Total
Certificated Salaries and Benefits			\$210,670	\$303,089	\$210,670	\$724,429
Uncertificated Salaries and Benefits	\$171,567	\$1,196,865	\$451,764	\$207,319	\$98,648	\$2,126,163
Contracted and General Services	\$191,810	\$459,474	\$91,788	\$85,540	\$25,196	\$853,808
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	\$363,377	\$1,810,776	\$758,222	\$612,948	\$335,514	\$3,880,837

This document compares each of the administrative department budgets for the 2017-2018 school year with the 2016-2017 school year. Each budget shows the department's expenditures by object 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 Director of Facilities 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 2016-2017 that is used for calculating the 2017-2018 grant.

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), a new elementary school opening in September 2017 (Coalbanks Elementary School) and 34 modular facilities, with 4 more modular classrooms being installed for September 2017. 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 2017-2018, 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.

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 elementary school (Coalbanks Elementary School) opening September 2017 and New Westside Middle School that is under construction, when opened in 2018.

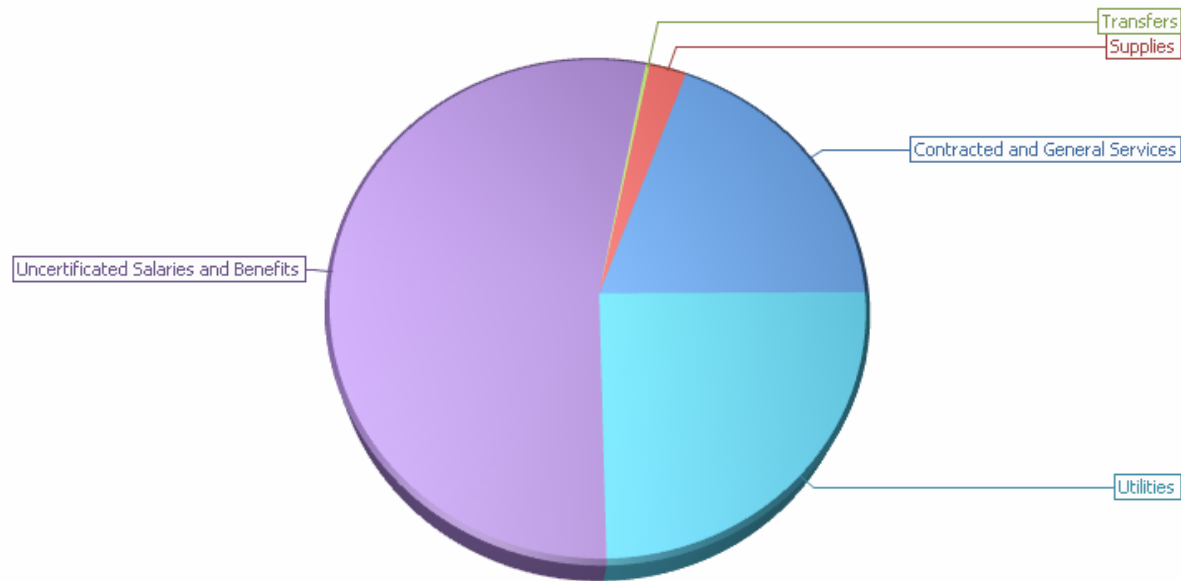
In January 2017, a new Carbon Tax Levy was introduced by the Province of Alberta and school districts are not exempt from this tax. The Carbon Tax Levy will also increase by a further 50% in January 2018. The Carbon Tax Levy will increase the cost of heating school facilities and electrical services. Along with the new tax, addition of a new school facility available for occupancy in the spring of 2018, and the addition of modular facilities, the budget for utility costs has been increased to reflect these additional costs. As a result one-time operating reserves were required to balance these increased expenditures.



## Plant Operations and Maintenance

### Lethbridge School District No. 51

2017-2018 Preliminary Budget



Category	Amount	Percentage
Contracted and General Services	\$1,628,102	19%
Supplies	\$201,143	2%
Transfers	\$20,000	1%
Uncertificated Salaries and Benefits	\$4,546,076	53%
Utilities	\$2,120,000	25%
<b>Expenditures</b>	<b>\$8,515,321</b>	

# Plant Operations and Maintenance

## Lethbridge School District No. 51

2017-2018 Preliminary Budget

### Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Plant Operations and Maintenance Funding Allocation	\$8,260,255	\$8,140,447
Allocation to Capital for Amortization of Assets	(\$51,760)	(\$57,454)
IMR project Consulting	\$104,495	\$104,495
Surplus (Deficit) Carry forward	\$202,331	\$0
<b>Total</b>	<b>\$8,515,321</b>	<b>\$8,187,488</b>
<b>Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$8,515,321</b>	<b>\$8,187,488</b>
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### Expenditures

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$4,546,076</b>	<b>\$4,387,552</b>
<b>Expenditures</b>	<b>53%</b>	<b>54%</b>

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Building Maintenance	\$507,228	\$513,599
Employee Assistance	\$3,360	\$3,360
Grounds Maintenance	\$53,000	\$52,500
Insurance/Bond Premium	\$280,350	\$301,168
Professional Learning	\$22,050	\$22,050
Telephone	\$34,500	\$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	\$4,000	\$6,000
<b>Total</b>	<b>\$1,628,102</b>	<b>\$1,658,791</b>
<b>Expenditures</b>	<b>19%</b>	<b>20%</b>

Supplies	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Supplies	\$187,243	\$177,244
Computer Supplies and Software	\$1,900	\$1,900
Furniture and Equipment (Under \$5000)	\$12,000	\$22,000
<b>Total</b>	<b>\$201,143</b>	<b>\$201,144</b>
<b>Expenditures</b>	<b>2%</b>	<b>2%</b>

Utilities	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Electricity	\$1,350,000	\$1,250,000
Gas	\$580,000	\$480,000
Water and Sewer	\$190,000	\$190,000
<b>Total</b>	<b>\$2,120,000</b>	<b>\$1,920,000</b>
<b>Expenditures</b>	<b>25%</b>	<b>23%</b>

## ***Plant Operations and Maintenance***

### **Lethbridge School District No. 51**

#### **2017-2018 Preliminary Budget**

<b>Transfers</b>	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Capital Purchases (Over \$5000)	\$20,000	\$20,000
<b>Total</b>	<b>\$20,000</b>	<b>\$20,000</b>
<b>Expenditures</b>	<b>0%</b>	<b>0%</b>

<b>Expenditures</b>	<b>\$8,515,321</b>	<b>\$818,748</b>
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#### **Summary**

	<b>2017-2018 Preliminary Budget</b>	<b>2016-2017 September 30th Budget</b>
Total Revenues and Allocations To Budget	\$8,515,321	\$8,187,488
Total Expenditures	\$8,515,321	\$8,187,488
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

# Lethbridge School District No. 51

## Plant Operations and Maintenance

### 2017-2018 Preliminary Budget

#### Expenditures

CategoryName	Custodial	Plant Operations and Maintenance	Total
Uncertificated Salaries and Benefits	\$3,541,708	\$1,004,368	\$4,546,076
Contracted and General Services	\$6,750	\$1,621,352	\$1,628,102
Supplies	\$174,250	\$26,893	\$201,143
Utilities		\$2,120,000	\$2,120,000
Transfers	\$0	\$20,000	\$20,000
Total	\$3,722,708	\$4,792,613	\$8,515,321

### 2016-2017 September 30th Budget

#### Expenditures

Object Category	Custodial	Plant Operations and Maintenance	Total
Uncertificated Salaries and Benefits	\$3,406,495	\$981,058	\$4,387,552
Contracted and General Services	\$6,750	\$1,652,041	\$1,658,791
Supplies	\$174,251	\$26,893	\$201,144
Utilities		\$1,920,000	\$1,920,000
Transfers	\$0	\$20,000	\$20,000
Total	\$3,587,496	\$4,599,992	\$8,187,487

This document compares the Maintenance department budgets for the 2017-2018 school year with the 2016-2017 school year. Each budget shows the department's expenditures by object 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 2017-2018 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.

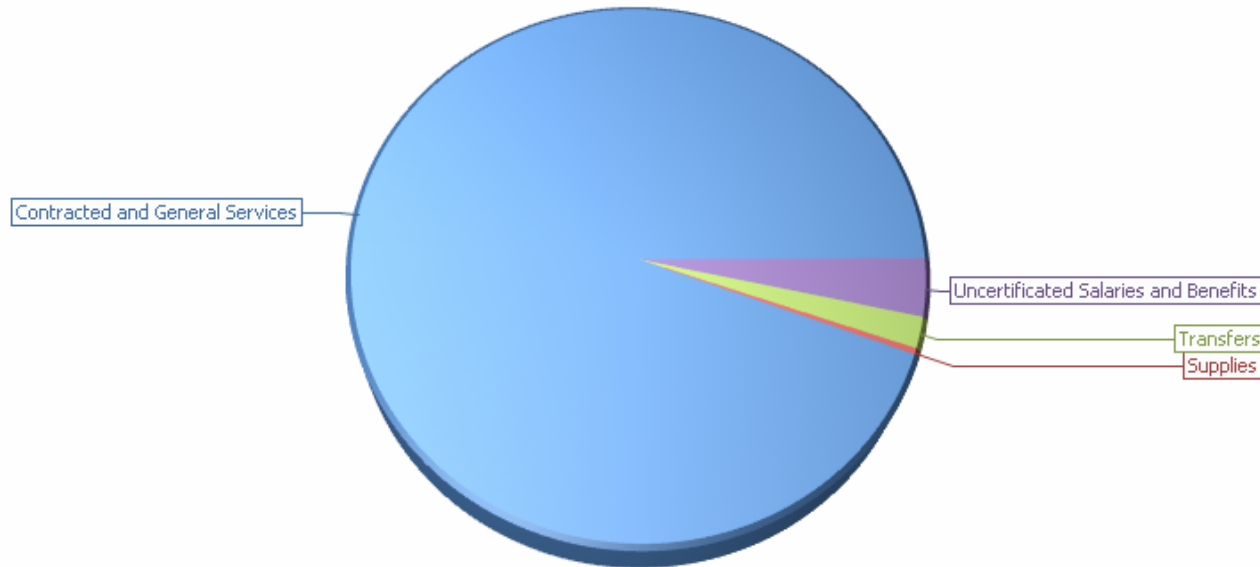
The District is proud that it continues to offer busing to students who live 2.4 kilometres or greater for their boundary school without charging additional fees. All students are supervised at lunch hour without a fee for this lunch supervision.



## Transportation

### Lethbridge School District No. 51

2017-2018 Preliminary Budget



Category	Amount	Percentage
Contracted and General Services	\$2,613,965	94%
Supplies	\$10,000	0%
Transfers	\$52,600	2%
Uncertificated Salaries and Benefits	\$97,435	4%
<b>Expenditures</b>	<b>\$2,774,000</b>	

# Transportation

## Lethbridge School District No. 51

### 2017-2018 Preliminary Budget

#### Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Transportation Block Allocation	\$2,774,000	\$2,499,462
<b>Total</b>	<b>\$2,774,000</b>	<b>\$2,499,462</b>
<b>Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$2,774,000</b>	<b>\$2,499,462</b>
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#### Expenditures

Uncertificated Salaries and Benefits	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
<b>Total</b>	<b>\$97,435</b>	<b>\$97,435</b>
<b>Expenditures</b>	<b>4%</b>	<b>4%</b>

Contracted and General Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Professional Learning	\$2,500	\$2,500
Consultants	\$20,000	\$16,000
Bussing Costs	\$2,354,465	\$2,096,927
Bus Pass Purchases	\$235,000	\$223,000
Travel and Subsistence	\$2,000	\$1,000
<b>Total</b>	<b>\$2,613,965</b>	<b>\$2,339,427</b>
<b>Expenditures</b>	<b>94%</b>	<b>94%</b>

Supplies	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Computer Purchases	\$10,000	\$10,000
<b>Total</b>	<b>\$10,000</b>	<b>\$10,000</b>
<b>Expenditures</b>	<b>0%</b>	<b>0%</b>

Transfers	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Transfers to (-) / from other sites (+)	\$52,600	\$52,600
<b>Total</b>	<b>\$52,600</b>	<b>\$52,600</b>
<b>Expenditures</b>	<b>2%</b>	<b>2%</b>

<b>Expenditures</b>	<b>\$2,774,000</b>	<b>\$2,499,462</b>
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#### Summary

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Total Revenues and Allocations To Budget	\$2,774,000	\$2,499,462
Total Expenditures	\$2,774,000	\$2,499,462
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

## 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. This debt obligation on behalf of **Lethbridge School District No. 51** will be completely extinguished in the 2017-2018 school year.

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:

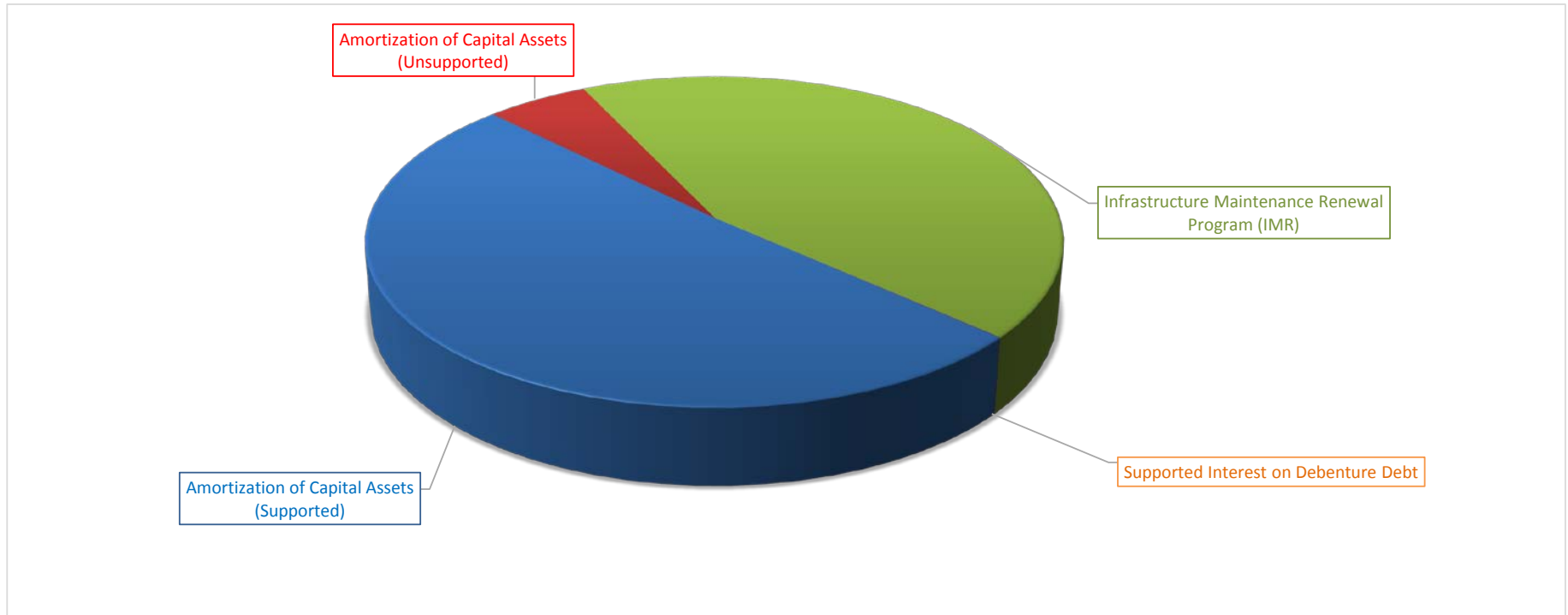
- The Infrastructure Maintenance Renewal Program (IMR) is to upgrade building components to meet health and safety requirements or replace failed components.
- New construction projects (new schools, additions, and re-locatable classrooms) to accommodate enrolment increases.
- Modernization projects 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

## Lethbridge School District No. 51

2017-2018 Preliminary Budget



Category	Amount	Percentage
Amortization of Capital Assets (Supported)	\$3,802,662	51%
Amortization of Capital Assets (Unsupported)	\$407,121	5%
Infrastructure Maintenance Renewal (IMR)	\$3,267,728	44%
Supported Interest on Debenture Debt	\$4,334	0%
<b>Total Expenditures</b>	<b>\$7,481,845</b>	

# Capital and Debt Services

## Lethbridge School District No. 51

2017-2018 Preliminary Budget

### Revenue And Allocations To Budget Center

Basic Program Allocation	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Amortization of Capital Assets	\$3,802,662	\$3,414,960
Amortization of Capital Allocations		
Block Allocations for Capital Asset Amortization	\$407,121	\$445,296
IMR Revenue Allocation	\$3,372,223	\$2,948,234
Supported Debt Interest Allocation	\$4,334	\$24,053
Supported Capital Interest		
IMR project Consulting	(\$104,495)	(\$104,495)
<b>Basic Program Allocation</b>	<b>\$7,481,845</b>	<b>\$6,728,048</b>
<b>Revenue And Allocations To Budget Center</b>	<b>100%</b>	<b>100%</b>

<b>Revenue And Allocations To Budget Center</b>	<b>\$7,481,845</b>	<b>\$6,728,048</b>
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### Expenditures

Capital and Debt Services	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Amortization of Capital Assets	\$4,209,783	\$3,860,256
Infrastructure Maintenance and Renewal	\$3,267,728	\$2,843,739
Interest on Capital Debt	\$4,334	\$24,053
<b>Capital and Debt Services</b>	<b>\$7,481,845</b>	<b>\$6,728,048</b>
<b>Expenditures</b>	<b>100%</b>	<b>100%</b>

<b>Expenditures</b>	<b>\$7,481,845</b>	<b>\$6,728,048</b>
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### Summary

	2017-2018 Preliminary Budget	2016-2017 September 30th Budget
Total Revenues and Allocations To Budget	\$7,481,845	\$6,728,048
Total Expenditures	\$7,481,845	\$6,728,048
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>



# Indicators of Financial Health Report

**For the year ended August 31, 2016**

*Updated for provincial data March 2017*

**March 2017**

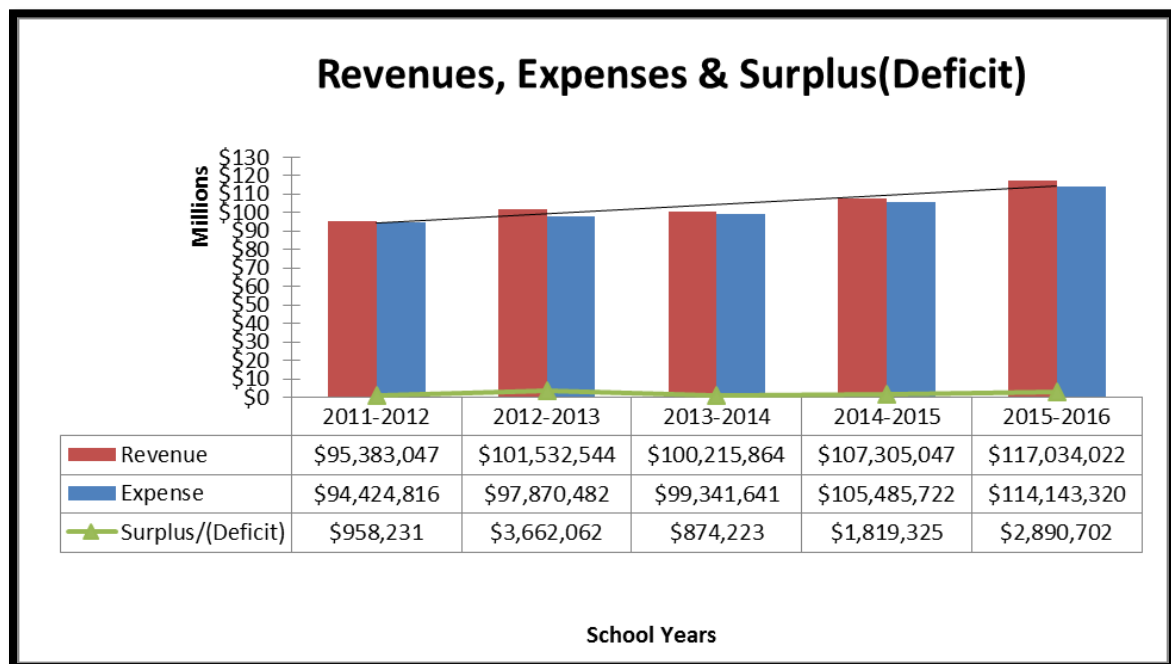
Prepared by the Department of Business Affairs

## ***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 2011-2012 to the 2015-2016 school year. In 2014-2015, due to increased enrolment, the District is now compared to other Districts that have enrolment from 9000 to 20,000 FTE students.

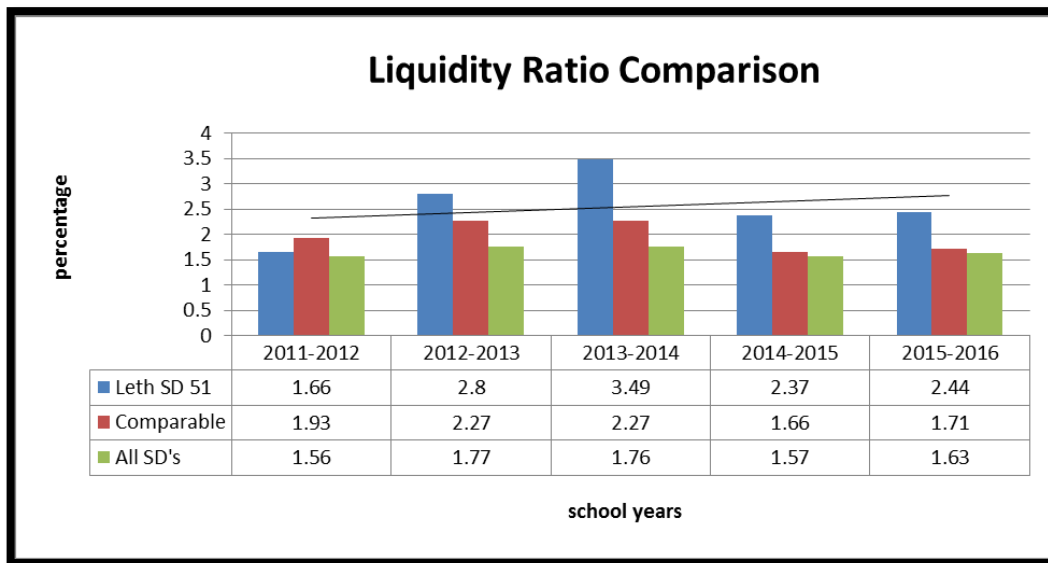
### **Revenues, Expenses and Operating Surplus**



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. In 2015-2016 Immanuel Christian Elementary and High Schools joined the District which significantly increased both revenues and expenditures. Revenues are impacted by enrolment and grant rate increases; while expenditures are primarily impacted by staffing decisions. In 2012-2013, 2014-2015 and 2015-2016 the surplus is higher than in the previous year 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 \$2 million, which would equal 1.8% 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.

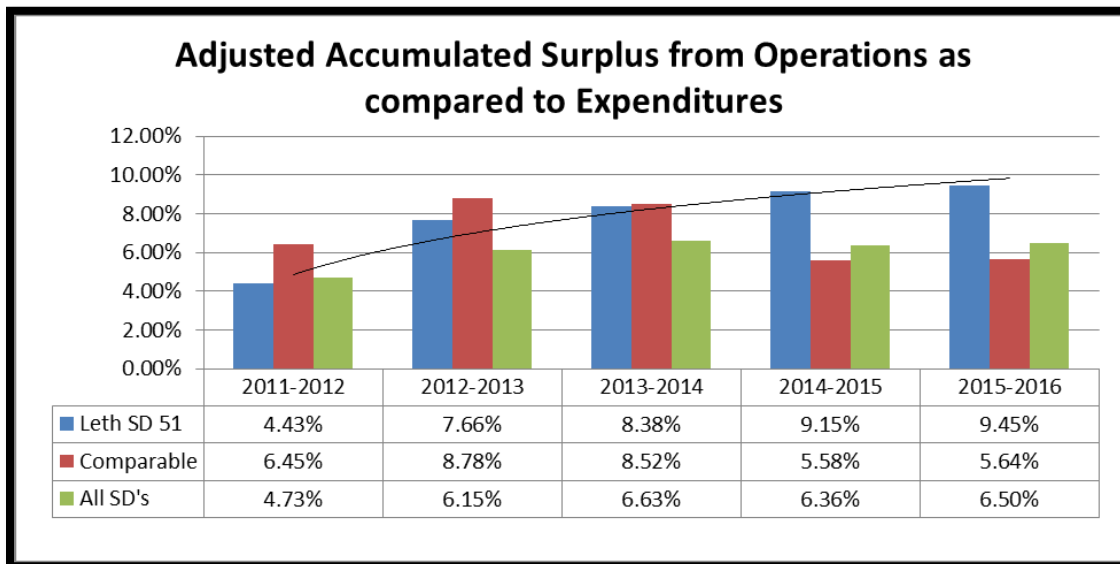


The chart above shows that the District has a liquidity ratio greater than one and there is an increase in the District's liquidity in 2012-2013 and in 2013-2014 mainly due to having excess revenues over and above expenditures which increased the Accumulated Surplus from Operations. The transition to 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 decreases due to amounts owing on contractual obligations related to capital projects at the fiscal year-end. There is a slight increase in liquidity in 2015-2016.

## 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.





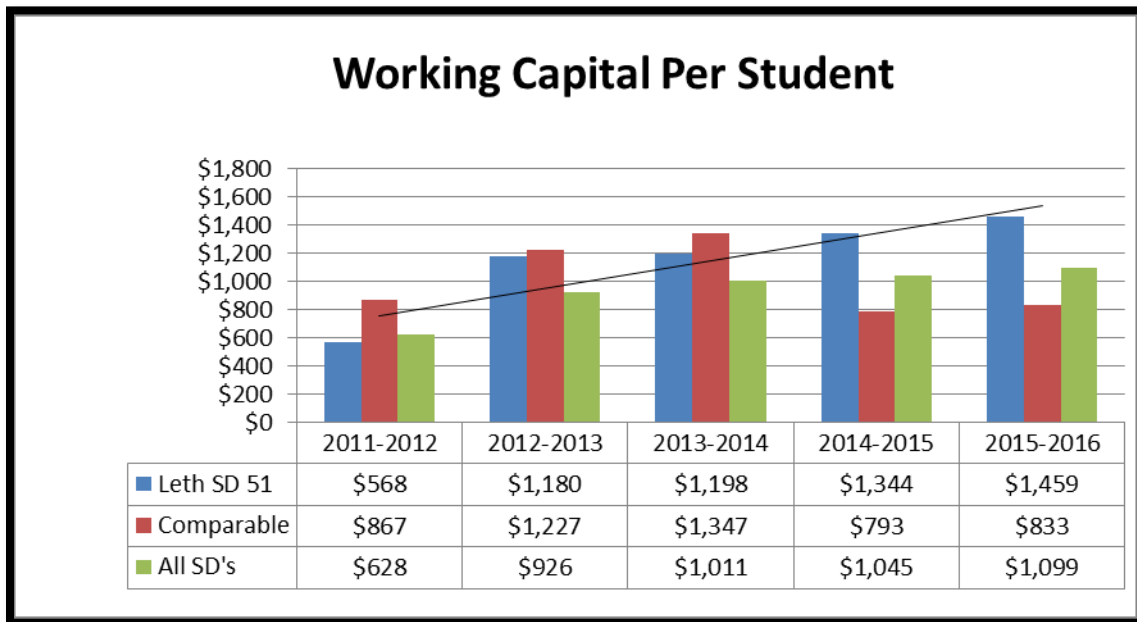
The chart above shows the five-year comparison of the “Adjusted” Accumulated Surplus from Operations as compared to Expenditures of Lethbridge SD 51, comparable, and all other School Districts in the province. “Adjusted” Accumulated Surplus from Operations is the Accumulated Surplus from Operations less 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 in 2013-2014, [Lethbridge School District No. 51](#) is higher than the average of all School Districts, but is similar to School Districts with comparable enrolment.

The District has had an adjusted ASO between 4.73% and 9.44% in the last five years. Adjusted ASO has increased due to the transition to PSAS which required the inclusion of endowments in ASO. Adjusted ASO has 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, 2014-2015, and 2015-2016 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 2016-2017 to literacy initiatives at elementary schools and middle school, high school completion, assist students requiring specialized supports, and funds provided to support curriculum, new programming and new school startup costs, technology evergreening 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 2015-2016. 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 unexpended 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 2011-2012. In 2013-2014 the District is above the average of all school districts, but is lower than districts of comparable size.

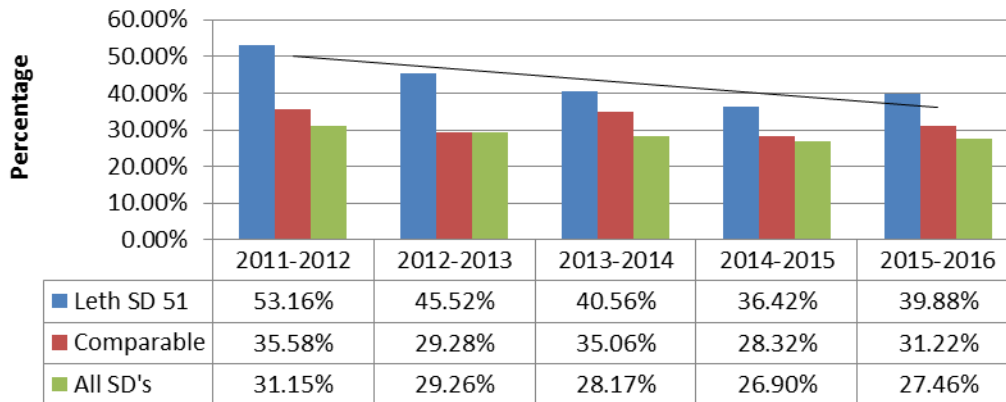
In 2012-2013, working capital per student increased due to the increase in Accumulated Surplus from Operations which also includes unexpended school generated funds. There was a small increase in working capital in 2013-2014 and then another increase in 2014-2015 and 2015-2016 due to unexpended funds at year end.

## Capital Assets – Net Book Value Compared to Historical Cost

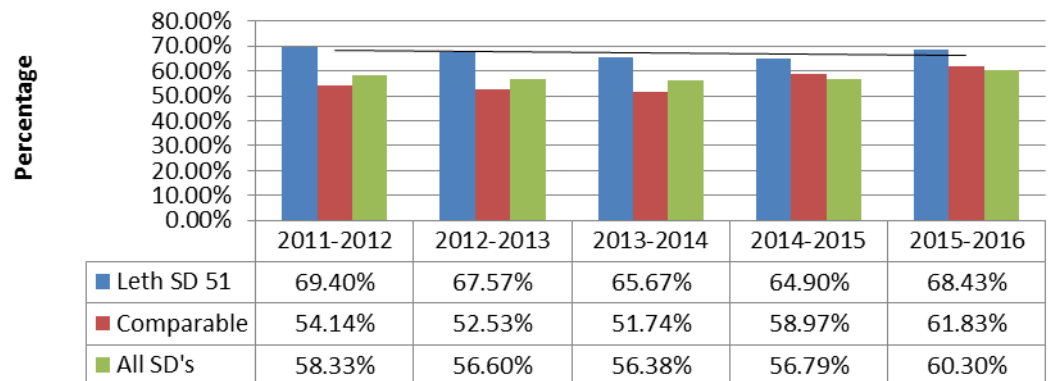
School district's build new school facilities and purchase vehicles and equipment. The cost of these items, when built or purchased, is called the historical cost. These capital assets are depreciated (amortized) over their useful lives. For example, a maintenance truck purchased is considered to have 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



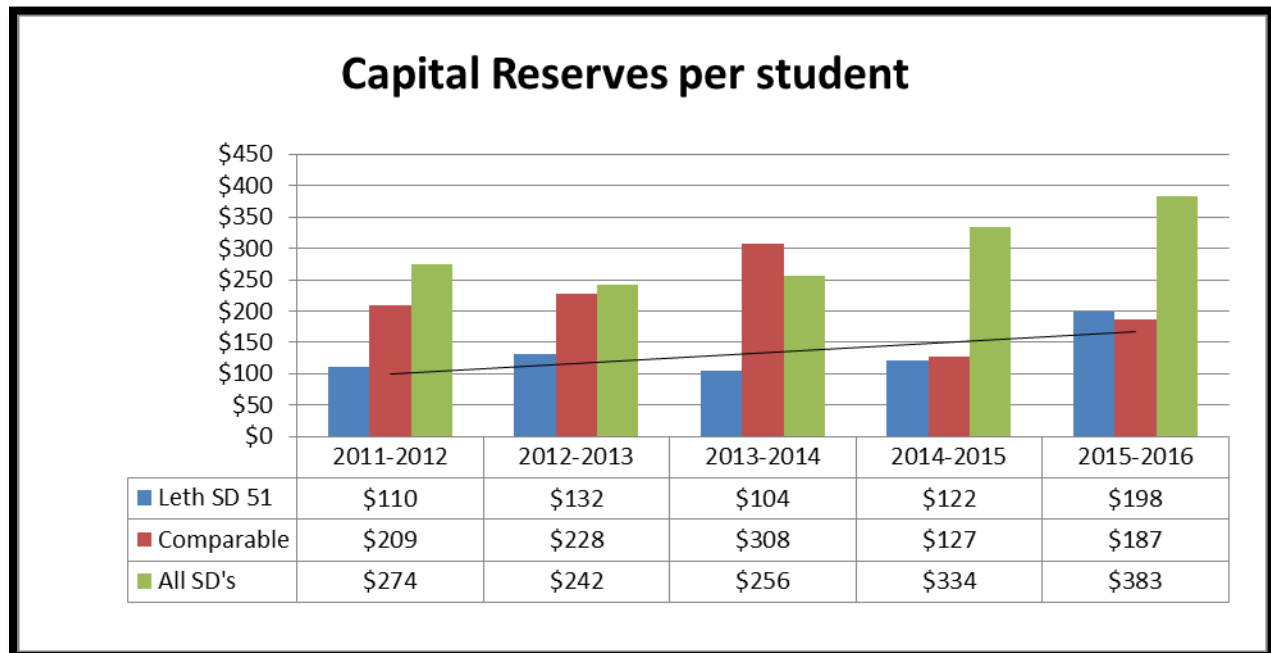
### Capital Asset Net Book Value to Cost Schools and Other Buildings



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 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. In 2015-2016 funds were transferred to capital reserves to assist with the future cost of the replacement of District owned equipment and vehicles.

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**  
2010/2011 to 2015/2016 School Years

GRE Password

	2010/2011 Actuals	2011/2012 Actuals	2012/2013 Actuals*	2013/2014 Actuals*	2014/2015 Actuals*	2015/2016 Actuals*
<b>TOTAL FTE ENROLLED (K - 12)</b>	8,027	8,226	8,717	8,881	9,307	10,035
<b>ANNUAL OPERATIONS</b>						
<b>Total Revenues</b>	\$87,478,615	\$95,560,185	\$101,532,544	\$100,215,864	\$107,305,047	\$117,034,022
<b>Total Expenses</b>	\$85,858,663	\$94,709,745	\$97,870,482	\$99,341,641	\$105,485,722	\$114,143,320
<b>Excess (Deficiency) of Revenues over Expenses</b>	\$1,619,952	\$850,440	\$3,662,062	\$874,223	\$1,819,325	\$2,890,702
<b>Add (Deduct) Board-funded Capital &amp; Unsupported Debt Transactions</b>	(\$175,627)	(\$383,483)	(\$359,163)	(\$41,217)	(\$490,439)	(\$1,765,318)
<b>Net Change to A.O.S. (A.O.D.) / A.S.O. (A.D.O.)</b>	\$1,444,325	\$466,957	\$3,302,899	\$833,006	\$1,328,886	\$1,125,384
<b>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)</b>						
<b>A.O.S. (A.O.D.) &amp; *Adjusted A.S.O. (A.D.O.)</b>	\$3,724,506	\$4,191,463	\$7,494,362	\$8,327,368	\$9,656,254	\$10,781,638
<b>A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) To Expenses Ratio:</b>						
3040 Lethbridge School District No. 51	4.34%	4.43%	7.66%	8.38%	9.15%	9.45%
Average of All Jurisdictions	5.22%	4.73%	6.08%	6.63%	6.36%	6.50%
Median of All Jurisdictions	6.62%	6.69%	8.16%	8.34%	7.64%	6.25%
Average of Jurisdictions having Comparable FTE Enrolment Size	6.06%	6.45%	8.59%	8.52%	5.58%	5.64%
Median of Jurisdictions having Comparable FTE Enrolment Size	5.33%	6.68%	8.69%	8.38%	6.21%	5.29%
<b>A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) Per Student:</b>						
3040 Lethbridge School District No. 51	\$464	\$510	\$860	\$938	\$1,038	\$1,074
Average of All Jurisdictions	\$592	\$573	\$733	\$798	\$770	\$809
Average of Jurisdictions having Comparable FTE Enrolment Size	\$666	\$756	\$1,001	\$1,008	\$651	\$662
<b>A.O.S. (A.O.D.) / *Adjusted A.S.O. (A.D.O.) - Days of Operation (Note 1):</b>						
3040 Lethbridge School District No. 51	10.84	11.06	19.14	20.96	22.89	23.61
Average of All Jurisdictions	13.06	11.82	15.21	16.58	15.90	16.26
Average of Jurisdictions having Comparable FTE Enrolment Size	15.15	16.13	21.47	21.29	13.94	14.10
<b>Capital Reserves</b>	\$812,507	\$906,028	\$1,148,579	\$925,976	\$1,132,607	\$1,985,515
<b>Capital Reserves Per Student:</b>						
3040 Lethbridge School District No. 51	\$101	\$110	\$132	\$104	\$122	\$198
Average of All Jurisdictions	\$216	\$274	\$242	\$256	\$334	\$383
Average of Jurisdictions having Comparable FTE Enrolment Size	\$170	\$209	\$228	\$308	\$127	\$187
<b>LIQUIDITY</b>						
<b>Current Ratio; *Adjusted Net Financial Assets (Debt) Ratio (Note 2):</b>						
3040 Lethbridge School District No. 51	1.73	1.66	2.80	3.49	2.37	2.44
Average of All Jurisdictions	1.61	1.56	1.77	1.76	1.57	1.63
Average of Jurisdictions having Comparable FTE Enrolment Size	1.87	1.93	2.27	2.27	1.66	1.71
<b>Net Working Capital; *Adjusted NFA per Student (Note 3):</b>						
3040 Lethbridge School District No. 51	\$565	\$568	\$1,180	\$1,198	\$1,334	\$1,459
Average of All Jurisdictions	\$617	\$628	\$926	\$1,011	\$1,045	\$1,099
Average of Jurisdictions having Comparable FTE Enrolment Size	\$755	\$867	\$1,227	\$1,347	\$793	\$833
<b>CAPITAL ASSETS</b>						
<b>Schools and Other Buildings - NBV to Historical Cost:</b>						
3040 Lethbridge School District No. 51	71.26%	69.40%	67.57%	65.67%	64.90%	68.43%
Average of All Jurisdictions	57.91%	58.33%	56.60%	56.38%	56.79%	60.30%
Average of Jurisdictions having Comparable FTE Enrolment Size	54.43%	54.14%	52.53%	51.74%	58.97%	61.83%
<b>Equipment &amp; Vehicles - NBV to Historical Cost:</b>						
3040 Lethbridge School District No. 51	58.20%	53.16%	45.52%	40.56%	36.42%	39.88%
Average of All Jurisdictions	31.30%	31.15%	29.26%	28.17%	26.90%	27.46%
Average of Jurisdictions having Comparable FTE Enrolment Size	35.31%	35.58%	33.63%	35.06%	28.32%	31.22%
<b>Notes:</b> 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. 1. <b>ASNPO:</b> A.O.S. - Days of Operation = A.O.S. / (Total Expenses / 250 Operating Days) <b>*PSAS:</b> A.S.O. - Days of Operation = A.S.O. (adjusted for SGF) / (Total Expenses / 250 Operations Days) 2. <b>ASNPO:</b> Current Ratio (Expressed as a value) = Current Assets / (Current Liabilities net of current portion of supported L/T Debt). <b>*PSAS:</b> Adjusted Net Financial Assets (Debt) Ratio: Financial Assets / (Liabilities - Expended Deferred Capital Revenue) 3. <b>Net Working Capital per Student</b> = (Current Assets - Current Liabilities net of current portion of supported L/T debt) / Total FTE Enrolled. <b>*PSAS:</b> 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 2017 - 2018 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 22 schools. Of those 22 schools, looking at the core and not including portables and relocatable modular units, 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, which is in the northwest end of West Lethbridge. Followed by the Elementary School in the south end 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
2018/2019	<b>Galbraith Elementary School</b> – Modernization	\$15,000,000	Requested	
	<b>Senator Buchanan Elementary School</b> - Modernization	\$9,272,000	Requested	
	<b>Westminster Elementary School</b> - Modernization	\$9,787,000	Requested	
2019/2020	<b>Nicholas Sheran Community School</b> - Modernization	\$13,346,000	Requested	
	<b>Park Meadows Elementary School</b> - Modernization	\$11,523,000	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.



**Coalbanks Elementary School  
Ready for the 2017-2018 School Year**

NEW SCHOOL APPLICATIONS				
Year	Project	Estimate Project Cost	Approved/ Requested	Estimated Completion Date if Approved
2018/2019	<b>South Lethbridge Elementary School</b> Core Only 600 Student School	\$17,400,000	Approval to design only	Design to be complete by December 2017
2019/2020	<b>West Lethbridge Garry Station Elementary School</b> – New Construction – Core Only 600 Student School	\$17,400,000	Requested	
	<b>South West Lethbridge Elementary - New Construction – Core Only 600 Student School</b>	\$17,400,000	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 is currently opening a new elementary school, Coalbanks Elementary School in September 2017, which will cost \$16 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 will be complete in August 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 and will cost approximately \$26 million. In spring 2017 the district received approval to begin the design phase of a new K-5, 600 student elementary school in Southeast Lethbridge. This project is the number one new construction project on the District's capital plan.

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 Moderation	\$14.7 million	<i>In Construction Phase</i> <i>89% Completion</i>	August 2017
New West Lethbridge Elementary School <i>600 student spaces</i>	\$16 million	<i>In Construction Phase</i> <i>100% Completion</i>	September 2017
New West Lethbridge Middle School <i>910 student spaces</i>	\$25.7 million	<i>In Construction Phase</i> <i>58% 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 2017:

New Middle School in Watermark subdivision is now under construction

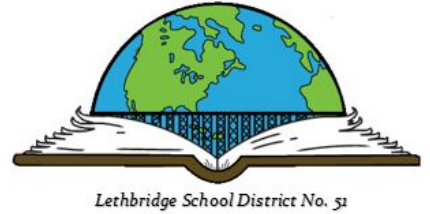


## Section D:

# 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 student 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.

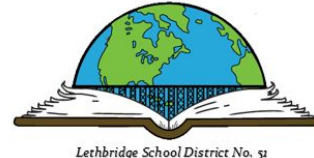
The Board priorities were developed after extensive consultation with education stakeholders of the community. This consultation included a highly successful Town Hall meeting which provided the opportunity for approximately 200 parents, students, district staff, and community members to provide comments and feedback to the trustees. This year's consultation used a World Café format and centered on a question directly related to one of the key themes in the District Vision statement: What strategies can be implemented to develop innovative thinkers within schools, outside of schools in collaboration with parents, business, industry and community? This question also focused on the Board priority of supporting the implementation of initiatives designed to develop innovative thinkers. The Board of Trustees received all the feedback from this consultation to develop the priorities and outcomes to be achieved for the 2017-2018 school year.

Three priorities have been developed for the 2017-2018 school year:

- ✓ Supporting student achievement and closing the achievement gap.
- ✓ Supporting the implementation of initiatives designed to develop innovative thinkers.
- ✓ Supporting Student Diversity.



Details on the priorities, outcomes, and strategies and measures follow on the next page. Wherever possible, estimated costs were provided to support the priorities.



## 2017-18 DISTRICT PRIORITIES

### **PRIORITY ONE: Supporting Student Achievement and closing the achievement gap.**

#### Related Provincial Goals (2017-18)

- Alberta's students are successful
- Alberta has excellent teachers, and school and school authority leaders.
- The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.
- Alberta's education system is well governed and managed.

#### **Outcomes and Strategies**

- 1. 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.**

#### **Building Capacity (staff, student, school, leadership, District, parent, community)**

Build capacity in literacy and numeracy instructional practices across all subject areas to improve student achievement.

##### Actions:

- Literacy professional learning: Literacy Lead Teacher residency in schools, leveled reading, comprehensive literacy, literacy in content areas, writing.
- District Elementary Literacy Steering Committee
- District Secondary Math Steering Committee
- Literacy resource purchasing and professional learning to support the resource
- Enhanced literacy intervention for targeted FNMI students.

Build capacity in literacy and numeracy assessment and instructional practices across all subject areas to improve student achievement.

##### Actions:

- Professional learning in assessment: Fountas and Pinnell as needed.
- Professional learning: Using assessment to inform instructional practice and differentiate instruction.

Design a structure that provides for a designate in each school as a literacy lead to work with the Literacy Lead Teacher to build capacity in each school.

Examine structures that will facilitate the development of leaders in mathematics with the goal of building capacity at the school level.

#### **Program Implementation Strategies**

Implementation of District Literacy and School Literacy Plans. **Cost: Literacy Lead Teacher -\$115,000**

Engage in cross-curricular planning recognizing multiple literacies in the classroom (reading, writing, mathematics, technology, language, media). **Cost: Release time for teachers \$202 per day sub costs: \$100,000**

Continue to investigate potentials numeracy assessment tools.

Volunteer elementary schools pilot Pearson Mathology.

#### **Measures**

- Data from Fountas & Pinnell (literacy scores grades 1-5), universal literacy measures at middle school
- Required provincial measures:**
- **Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort) and diploma exams.**

<ul style="list-style-type: none"> <li>Percentage of Grade 12 students eligible for a Rutherford Scholarship.</li> <li>Percentage of students writing four or more Diploma Examinations within 3 years of entering Grade 10.</li> </ul>
<p>2. Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing or the world of work.</p>
<p><b>Building Capacity (staff, student, school, leadership, District, parent, community)</b></p>
<p>Support staff in the implementation of student learning opportunities that build soft skills associated with future success (e.g. communication, work ethic, collaboration, initiative, leadership, organization, decision-making, critical thinking).</p>
<p>Expand connections with business and industry for the purpose of furthering student experience with real-world learning both in and out of the classroom.</p>
<p><b>Program Emphasis</b></p>
<p>Implement strategies that support the areas of focus identified by each high school under the umbrella of High School Redesign: flexible learning environments, personalization of learning, rigorous and relevant curriculum, assessment, meaningful relationships.</p>
<p>Implement strategies that support school to school and school to work preparation and transition.</p> <p>Actions: (Cost: 5 FTE teacher \$51,154)</p> <ul style="list-style-type: none"> <li>Health curriculum scope and sequence will include an examination of how career exploration and digital career portfolios scaffold across the grades in preparation for transition.</li> <li>Expand off-campus experiential programs, such as Work Experience, to reflect the vision that off-campus opportunities are an integral part of exploring potential career pathways for all students.</li> <li>Support existing dual credit opportunities and explore expansion of these opportunities including participation in the Alberta Education announcement of support for new projects.</li> <li>Review and refine roles of the career practitioners and health/CALM teachers with respect to career exploration, off-campus, and digital career portfolios.</li> <li>Plan for purposeful exposure to next generation employment opportunities such as robotics, coding, and small business.</li> </ul>
<p>Explore how more emphasis can be placed at the elementary and middle school level for real-world learning, off-campus opportunities, and career exploration.</p>
<p><b>Measures</b></p>
<ul style="list-style-type: none"> <li>Number of students involved in Work Experience &amp; RAP; Visits to career counselling.</li> <li><b>Required provincial measures:</b></li> <li><b>Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</b></li> <li><b>Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</b></li> <li><b>High school completion rate of students within three years of entering Grade 10.</b></li> <li><b>Annual dropout rate of students aged 14 to 18.</b></li> <li><b>High school to post-secondary transition rate of students within six years of entering Grade 10.</b></li> </ul>

### 3. First Nations, Metis and Inuit (FNMI) student achievement will meet or exceed provincial standards.

#### Building Capacity (staff, student, school, leadership, District, parent, community)

Provide opportunities to build school staff foundational knowledge of FNMI culture and Truth and Reconciliation via professional learning, and curriculum and resource development.

Build capacity of FNMI staff to share their knowledge with all students.

More purposeful review of data relative to FNMI students to develop strategies for academic improvement.

Collaborate with other Districts who are having success and explore best practice.

#### Program Emphasis

Integrate FNMI content into delivery of instruction across curriculum areas for all learners. *Cost work of FNMI District Principal \$115,000*

Designated administrators at each school site responsible for supporting the work of the FNMI team in an effort to have a coherent and consistent implementation of strategies.

Curriculum resources and artefacts that recognize FNMI culture and history in support of FNMI for all learners "FNMI for all" *Costs: resources within FNMI budget*

Events that celebrate FNMI culture and create pride in FNMI ancestry.

Provide enhanced services for targeted FNMI students (attendance, academic achievement, interagency support) *Cost through FNMI District Principal \$115,000*

Board FNMI Standing Committee will establish a District vision, connect with community, and implement community based strategies related to TRC within the education system as per the Calls to Action.

#### Measures

- TTFM (if able to disaggregate), attendance data, family participation in school events
- All schools acknowledge the traditional territory at key events.
- Increase in Elder and Knowledge Keepers' participation in schools.

#### *Required provincial measures:*

- Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort) and Diploma Examinations.
- High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- Annual dropout rate of students aged 14 to 18.
- High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of self-identified FNMI students writing four or more Diploma Examinations within 3 years of entering Grade 10

<b>4. School Leaders are highly skilled in all areas of the Principal Leadership Quality Standard and Teachers are highly skilled in all areas of the Teaching Quality Standard.</b>
<b>Building Capacity (staff, student, school, leadership, District, parent, community)</b>
Participation in the University of Lethbridge Project building capacity of school leaders to engage in inquiry based professional growth using generative dialogue.
Develop consistent inquiry based process for engaging District leaders, school leaders and teachers in professional growth using generative dialogue.
Develop a professional learning plan for the implementation of the new TQS and a tool to measure teacher efficacy with this new standard.
Engage in professional growth opportunities that are broadened and diversified through the use of technological media.
Build teacher competency in using assessment to improve instructional practice, differentiate instruction, and enhance student learning.
<b>Program Emphasis</b>
Implementation of the Administrator Mentorship Program with structure of content deriving from the Principal Leadership Quality Standard. <b>Cost \$15,000</b>
Implementation of Teacher Induction Program (TIP) for first and second year teachers with focus on the development of knowledge, skills and attitudes to meet the TQS. <b>Cost \$40,000</b>
Implementation of software that enhances instructional capacity such as i-pad apps and Microsoft Classroom.
<b>Measures</b>
<ul style="list-style-type: none"> <li>• Pre and post teacher efficacy scale relative to the new TQS.</li> <li>• Teacher participation in collaborative communities.</li> <li>• Alignment of collaborative community areas of focus with Board priorities.</li> <li>• Collaborative community use of technology to further learning as a group.</li> <li>• University of Lethbridge research study measures relative to Inquiry-based professional growth.</li> </ul>
<b>5. Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.</b>
<b>Building Capacity (staff, student, school, leadership, District, parent, community)</b>
The Alberta Framework for School System Success will provide the structure for building capacity among District and school leaders.
Collaborative Communities will be an integral structure for building instructional capacity and professionalization.
Leaders are knowledgeable about the effective and innovative use of technology and apply this knowledge to build staff capacity for best practice in effective integration of technology.
The Professional Learning of administrators will include a focus on: leadership in literacy, UDL, process based learning, and FNMI
<b>Program Emphasis</b>
<b>Measures</b>
<b>Performance Measures</b> <ul style="list-style-type: none"> <li>• APORI – Satisfaction with quality of schools; satisfaction that schools have improved.</li> <li>• New Administrator Mentorship participants' pre and post gap analysis.</li> <li>• School staff professional learning targets areas identified as challenges or in need of improvement.</li> </ul>



## **PRIORITY TWO: Supporting the implementation of initiatives designed to develop innovative thinkers.**

### **Related Provincial Goals (2017-18)**

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.
- Alberta's education system is well governed and managed.

### **1. Students demonstrate the attributes of innovation, creativity and critical thinking in a process based learning environment.**

#### **Building Capacity (staff, student, school, leadership, District, parent, community)**

Build a common understanding of the meaning of student success and language for innovation, creativity and critical thinking.

Conduct a literature/research review to inform understanding of innovation and process learning.

Use research and leadership learning to design professional learning that will support teacher capacity towards creating "process based learning environments"

Build the common understanding that the core business of student achievement and meeting provincial standards aligns with best practice in innovation.

Emphasize the application of the student competencies as part of building an understanding of the new curriculum framework (e.g. innovation and creativity, critical thinking).

Build a culture of risk-taking as part of everyday practice in teaching and learning.

Support teacher engagement in the provincial curriculum development process and leverage this participation to build leader and teacher knowledge across the district.

#### **Program Emphasis**

Implement learning opportunities in the classroom that require critical thinking, creativity, and innovation, and align with the Programs of Study.

Build capacity to implement process learning in the classroom at all grade levels/ subject areas.

Promote and celebrate engaging learning opportunities that support creative and innovative thinking.

Access to technology is embedded as part of the tools students can use to solve problems and think critically.

#### **Measures**

- TTFM – add new questions specific to innovation, creativity and critical thinking.
- Participation in professional learning that targets development of pedagogy associated with innovation.
- Student attendance / dropout rate
- APORI satisfaction surveys as applicable
- Explore Buck Institute as potential for assessment that measures project based learning.
- Canada 150 ICE Scholarships

#### **Required provincial measures:**

**Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.**

**Overall 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.**

<b>2. All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.</b>
<b>Building Capacity (staff, student, school, leadership, District, parent, community)</b>
The Learning Technology Policy Framework will be the impetus for the development of a technology learning plan that purposefully addresses district priorities.
Develop common understandings of how the parameters that guide the use of technology are integrated as part of overall program delivery (e.g. digital citizenship, social media, accessibility to devices).
Build capacity among school leaders to model how the integration of technology can be seamless and reflect conscious choices of tools that align with delivery of curriculum outcomes. <b>Cost: Through work of technology Integration Lead Teacher: \$115,000.</b>
Actions: <ul style="list-style-type: none"> <li>• Support teachers and administrators in the application of research related to technology, such as online and digital learning, in the classroom context. Support includes access to technology, secondary technology lead teacher, and professional learning.</li> <li>• Support includes access to technology, secondary technology lead teachers, and professional learning.</li> <li>• Examine structures that support the development of leadership at the elementary school level for building teacher capacity in the effective integration of technology.</li> </ul>
<b>Program Emphasis</b>
Implement standards and guidelines around digital citizenship within the Health/CALM scope and sequence.
Engage the parent community in digital citizenship. <b>Cost: Through work of Technology Integration lead teacher \$115,000</b>
<b>Measures</b>
<ul style="list-style-type: none"> <li>• School annual plans reflect an alignment with the strategies of the LTPF.</li> </ul>
<b>3. The education system demonstrates collaboration and engagement to further District priorities, including innovative thinking.</b>
<b>Building Capacity (staff, student, school, leadership, District, parent, community)</b>
Provide opportunities for stakeholders to be involved in feedback loops regarding District priorities, budgeting, and new policy.
The District will build connections in the community for the purpose of providing opportunities for innovative experiences for students.
The District will recognize and celebrate innovative approaches in schools and innovative accomplishments of students.
<b>Program Emphasis</b>
Develop a comprehensive strategy to engage parents & community as part of the Board Communication Plan.
Schools will purposefully implement strategies that focus on increasing student engagement as part of moving the District's broadened understanding of success forward.
<b>Measures</b>
<b>Performance Measures</b>
<ul style="list-style-type: none"> <li>• Public engagement measures such as participation in surveys, participant count on social media sites.</li> <li>• Tell Them From Me student engagement data.</li> </ul>
<b>Required provincial measures:</b>
<b>Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.</b>

**Overall 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.**  
**Overall teacher, parent and student satisfaction with the overall quality of basic education.**

### **PRIORITY THREE: Supporting Student Diversity**

Related Provincial Goals (2016-17)

- Alberta's students are successful.
- The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.
- Alberta's education system is inclusive.

**1. Schools are welcoming, caring, respectful and safe learning environments.**

**AND**

**2. Schools are learning environments that promote healthy lifestyles.**

#### **Building Capacity (staff, student, school, leadership, District, parent, community)**

Vision and subsequent implementation of the DIS work plan focuses on Wellness for all.

Build community partnerships through Healthy Schools Committee work.

Build staff capacity for Trauma informed practice.

#### **Program Emphasis**

Celebrate what we currently are doing to support diversity and inclusion for all students.

Realigning Wellness Services to support our School Community.

Actions

- Determine what an integrated wellness model looks like and develop a Wellness Work Plan.
- Early intervention for Wellness includes strategies relative to Early Learning, universal programming in schools, and early identification of targeted needs.
- Identify policy/procedural work that needs to be done to reflect best practice.
- Wellness grant applications to build school capacity around self-regulation, resilience, outdoor learning, and physical activity.
- Counsellors provide universal Wellness support in the classroom.

Promotion of healthy lifestyles is integrated into overall plan for Wellness Services

Actions

- Healthy Schools Committee will identify Wellness Goal(s) and strategies for next three years
- Parent engagement in learning (nutrition, sleep, core story, trauma, FNMI, addiction, mental health)

Access provincial funding to implement a food/nutrition program that aligns with provincial requirements for the project.

#### **Measures**

- Tell Them From Me measures associated with wellness
- APORI: Satisfaction with services; safe and caring schools measure
- Alberta Health services data
- EDI
- Participation rates in the Healthy Schools Forum

### 3. Schools are inclusive learning environments.

#### Building Capacity (staff, student, school, leadership, District, parent, community)

Administrators and teachers value diversity and demonstrate strategies that develop an increasingly inclusive school environment.

Actions:

- Ongoing professional learning regarding the Inclusive Policy Framework
- Create a shared vision that values and supports diverse learning needs.
- Identify and provide learning opportunities for staff and parents that will develop a shared understanding of Universal Design for Learning.
- Positive Spaces Committee continues to work with the administrative committee to build common commitment and understandings relative to diversity.

#### Program Emphasis

Implementation of an English as a Second Language (ESL) Work Plan to support transition to school and literacy development for all English Language Learners (ELL). **Costs: through work of ESL Lead Teacher \$115,000**

School communities will use a continuum of supports framework to identify and implement effective supports for all students.

Enhance teacher competence in the implementation of universal classroom strategies to support diverse learning environments through the lens of Universal Design for Learning.

#### Measures

- Education Centre work with schools in circumstances regarding guidance or intervention indicate that school staff have an understanding of how students' needs are met through inclusion and UDL.
- Attendance at parent education nights.
- Student attendance
- Tell Them From Me survey data relative to school belonging
- Literacy measures of ELL learners; transition or completion measures of ELL learners

**Required provincial measure:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.



Proving perseverance and hard work pay off, this Grade 4/5 class at Ecole Agnes Davidson School get a Skype call from Jon Bon Jovi after several student letters written to encourage him to visit Lethbridge.



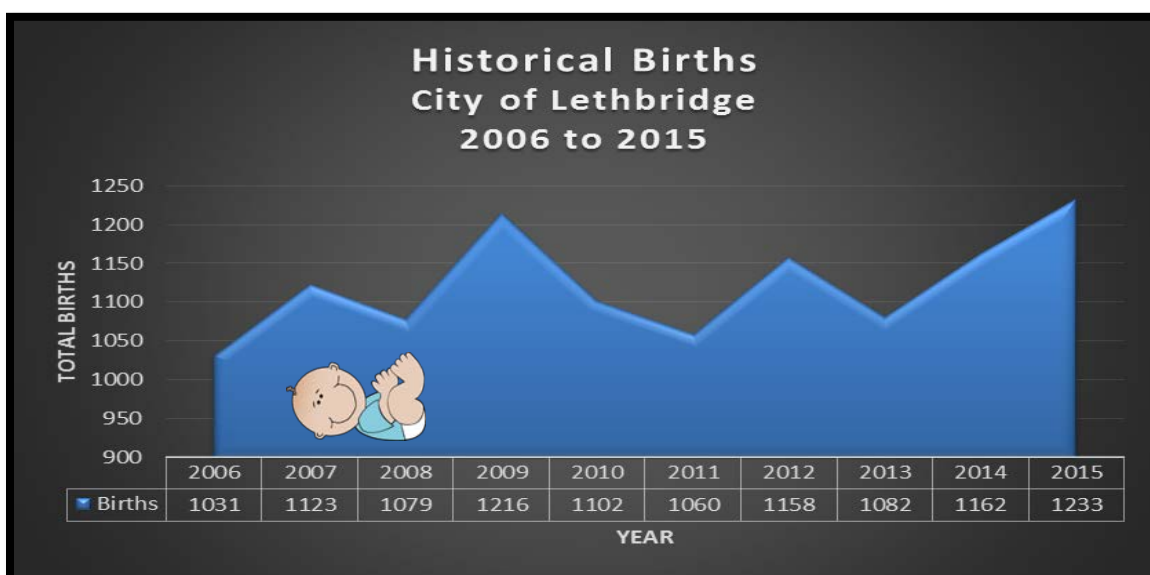
## Lethbridge School District No. 51 Enrolment Statistics

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 2017 the district reviews actual enrolments as of September 2016 and January 2017, 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 2017-2018 school year. The District relies heavily on current information and local knowledge of the community for developing current projections. Projections for 2018 through 2020 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 2006 to 2015. In 2006 and 2007 there is an increase in births that represents an 8.9% 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 followed by a further increase of 6.11% in 2015. Overall there is an upward trend in birth rates since 2006, 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



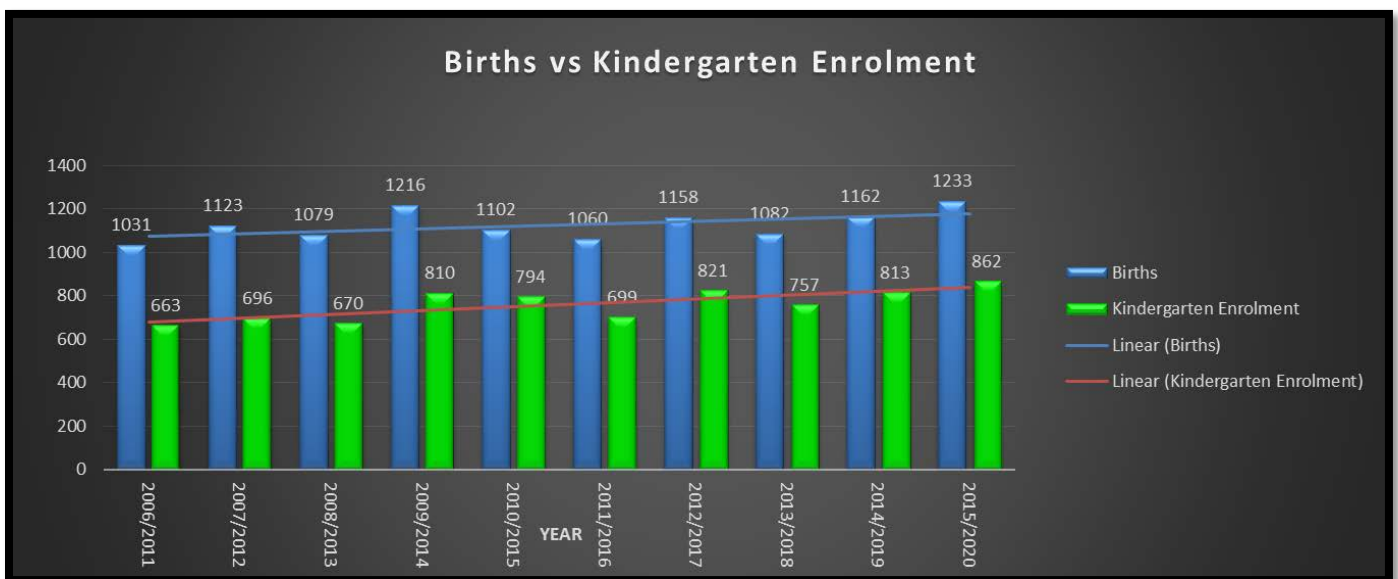
## Enrolment Trend by Program

The chart on the next page illustrates the historical enrolment data by program for the period September 2013 to September 2016. Projected enrolments by program are also illustrated for September 2017 to 2020. 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 through to 2019. At the middle school level, enrolment is expected to increase the most over the projection period of 2017



through to 2019. High School will also see steady increases in enrolment up to 2020. 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. 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.



A review of program enrolments indicates that elementary, middle school, and high school enrolment will generally show enrolment growth over the period 2013 to 2020.

**Lethbridge School District No. 51**  
**Enrolment Trend by Program**

Program	Actual				Projected			
	September 2013	September 2014	September 2015	September 2016	September 2017*	September 2018*	September 2019*	September 2020*
Early Education	287	349	349	349	550	550	550	550
Kindergarten	670	810	794	699	821	770	804	858
Elementary (Grades 1 - 5)	3407	3624	4087	4192	4190	4305	4369	4286
Middle School (Grades 6 - 8)	1943	1985	2169	2266	2396	2497	2602	2804
High School (Grades 9 - 12)	3016	3053	3095	3141	3213	3189	3264	3413
Total	9323	9821	10494	10647	11170	11312	11589	11912

\* Source: Baragar Demographics trend information

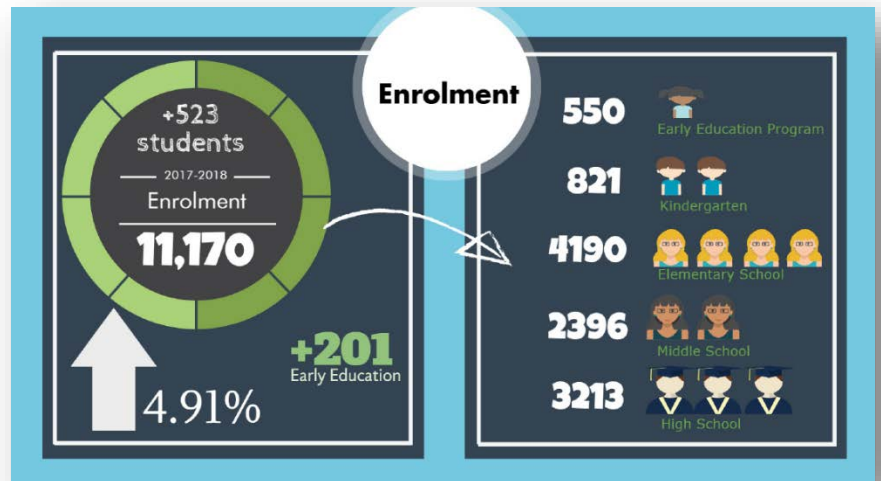
Elementary enrolment has grown from 2013 until 2016, remains stable in 2017, and is projected to keep increasing until 2018, followed by a slight dip in 2020. Elementary enrolment is expected to be 879 students higher in 2020 than in 2013. The District received approval in April 2013 for a new West Lethbridge Elementary school which will add 600 spaces for kindergarten to grade five students and is opening in September 2017. This new school will help to address enrolment growth at the elementary school level. Another elementary school has been approved for planning in Southeast Lethbridge that will help address future growth at the elementary level. 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.

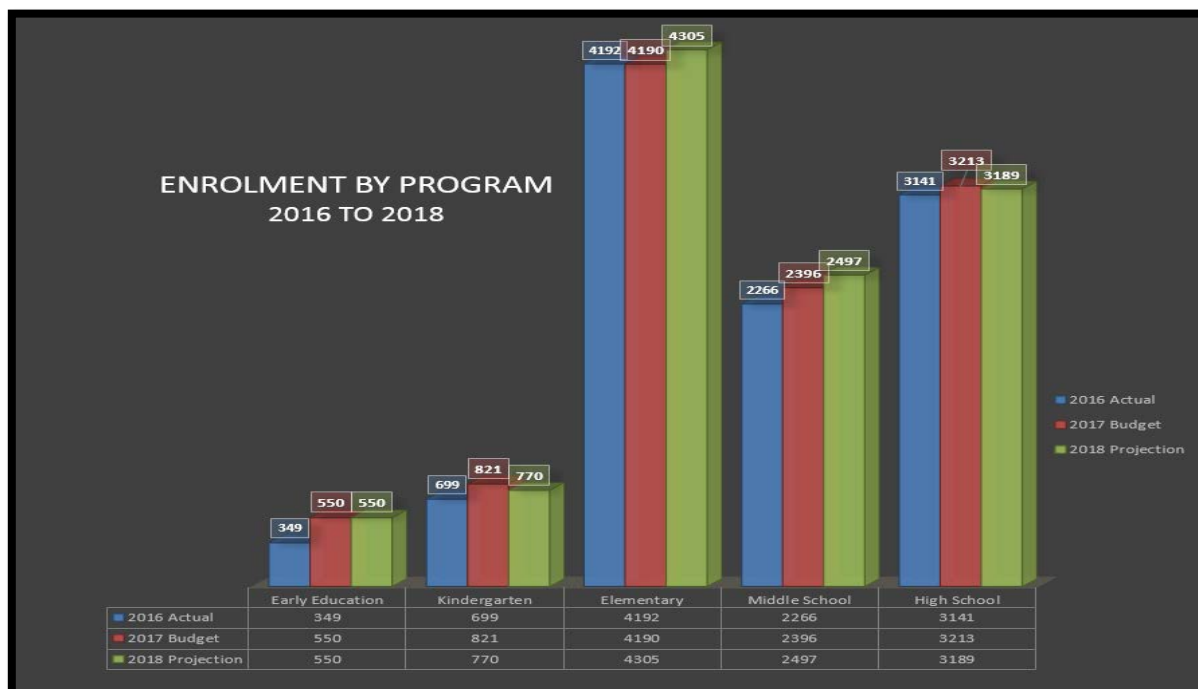
The District continues to provide early education (preschool) programs to provide assistance to early learners and will have 25 programs in the fall of 2017. These measures should continue to attract more students to the District in the long term. In the 2015-2016 school year, Immanuel Christian Elementary School added 263 students for Kindergarten to Grade 6 to the District.

Middle school enrolment has had modest growth from 2013 to 2014. From 2015 to 2020 there is expected to be a significant increase in enrolment. At the end of 2020, middle school enrolment will be 861 students higher than in 2013. The District is currently in construction of a new West Lethbridge Middle School scheduled to open September 2018. The new 910 student space school will ease growth pressures and accommodate the additional growth anticipated for west Lethbridge.

High school enrolment increases from 2013 through to 2017, there is a decrease in 2018, and then increases through to 2020. This roller coaster effect of enrolment will result in, at the end of 2020, high school enrollment 397 students higher than in 2013. 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 2016 to 2018 period. The chart indicates that enrolment will decrease for kindergarten and high school in 2018, but will increase for elementary school and middle school programs.

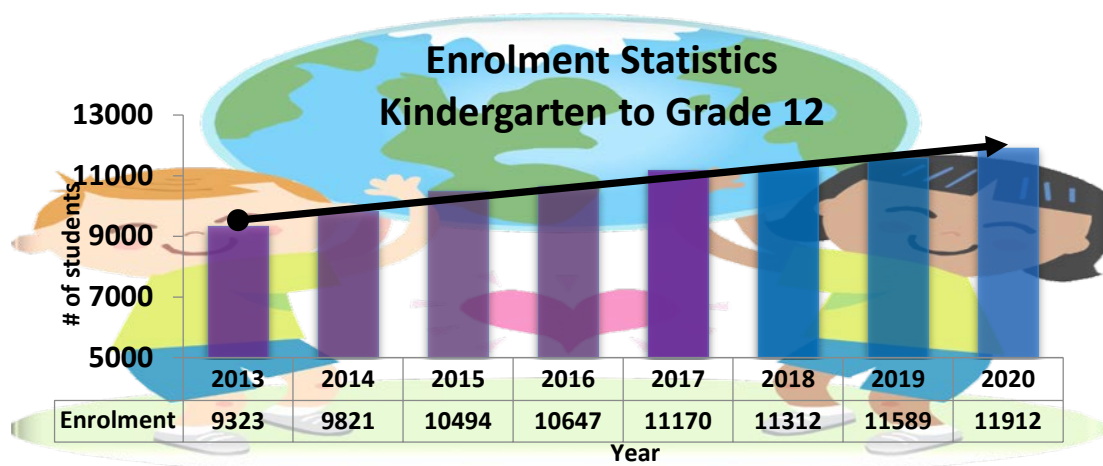




## Enrolment Statistics by Grade

The chart on the next page illustrates historical enrolment from September 2013 to September 2016 and projected enrolment over the next four years to September 2020. The data shows that in the periods between 2013 and 2016, enrolment increased overall by 14.2%. According to data in the *City of Lethbridge 2016 Census Report*, the City of Lethbridge increased its population by 7.09% in this time period.

Projected enrolments over the next four-year period show an increase of 11.88%. There is a projected increase of 4.91% in 2017, an increase in 2018 of 1.27%, followed by further increases in enrolment in 2019 and 2020.



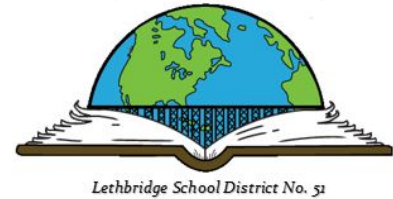
This chart shows a steady increase in enrolment over the nine-year period reviewed. Enrolment will increase from 9323 in 2013 to 11,912 in 2020, which is an increase of 2589 students, or 27.77%.

**Lethbridge School District No. 51**  
**Enrolment Statistics by Grade**

Grade Level	Actual					Projection			
	September 2013	September 2014	September 2015	September 2016		September 2017	September 2018*	September 2019*	September 2020*
Early Education	287	349	349	349		550	550	550	550
Kindergarten	670	810	794	699		821	770	804	858
Grade 1	745	767	943	821		766	845	791	827
Grade 2	742	755	813	951		845	788	868	814
Grade 3	630	746	813	788		954	870	809	893
Grade 4	673	663	811	814		798	982	893	833
Grade 5	617	693	707	818		827	821	1008	919
Grade 6	628	653	761	753		837	851	843	1037
Grade 7	655	646	702	794		763	861	874	868
Grade 8	660	686	706	719		796	785	885	899
Grade 9	667	688	728	735		743	819	806	910
Grade 10	724	675	744	746		787	765	841	830
Grade 11	759	746	707	765		773	810	785	866
Grade 12	866	944	916	895		910	795	832	808
Total Students	9323	9821	10494	10647		11170	11312	11589	11912
% change		5.34%	6.85%	1.46%		4.91%	1.27%	2.45%	2.78%

\* 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 30<sup>th</sup>, student numbers are confirmed in early September, and then after September 30<sup>th</sup>, 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. 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.

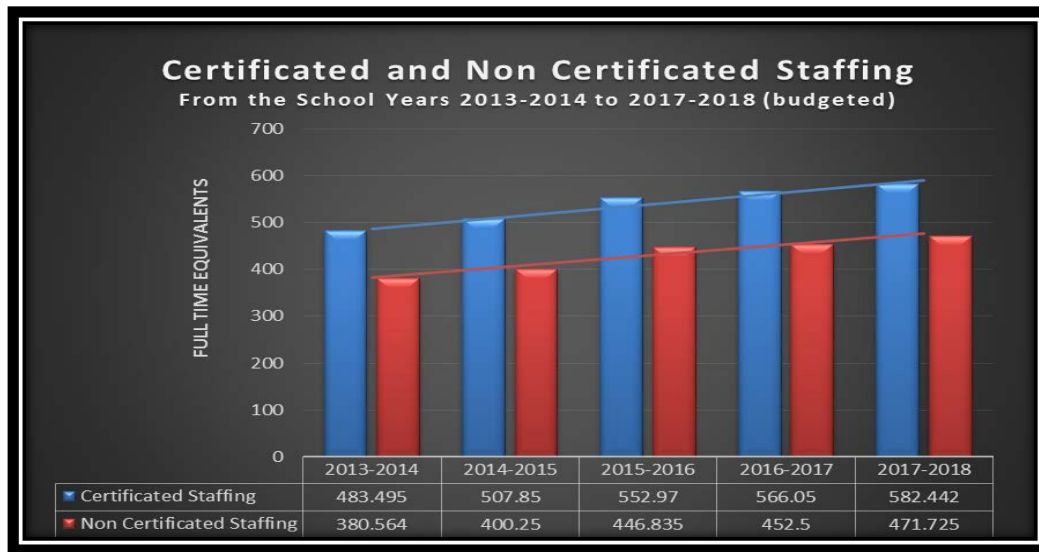
## **District Staffing from a Historical Perspective**

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 2014-2015 teacher staffing increased by 24.36 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 increased by 13.08 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 is a slight increase in support staff at 5.67 FTE.

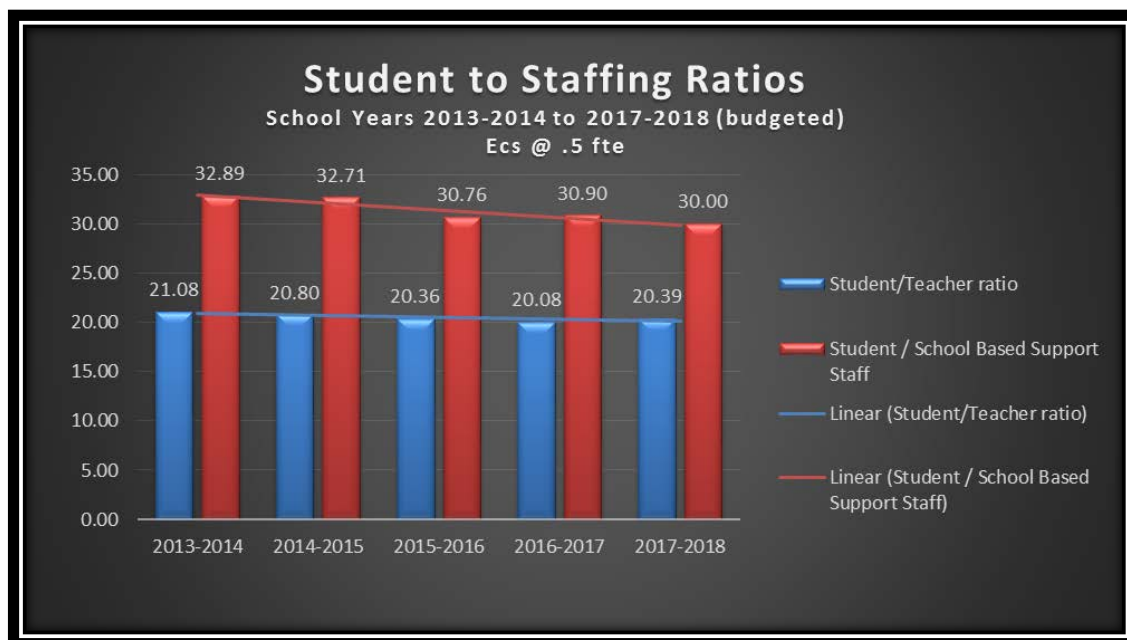
In 2017-2018 teacher staffing will increase by 16.39 FTE due to enrolment growth and addressing class size concerns at elementary school and a new middle school principal to prepare for the opening of the new middle school in west Lethbridge in 2018. Support Staff will increase by 18.75 staff for office and library support for the new elementary school, staff for the five additional early education programs and assistant support for a growing student population with identified learning needs.

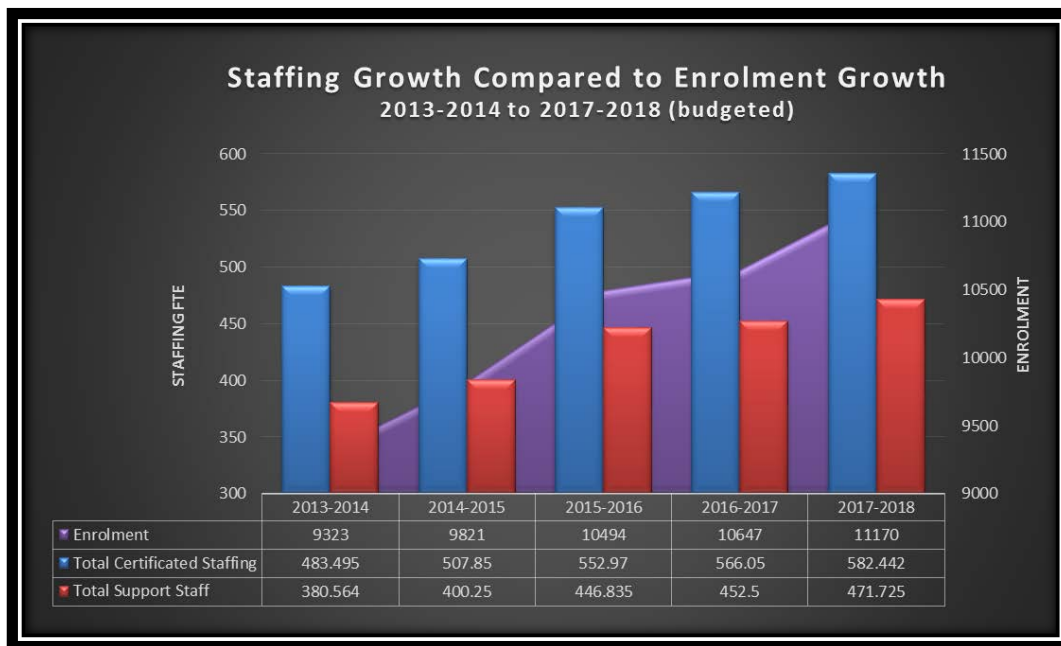
Over the period of 2013 – 2017, there has been a significant increase in the number of support staff, in particular, the number of Educational Assistants who provide direct support for students with severe disabilities. Additional Educational Assistants are normally hired in September after students 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 2013–2014 to 2016–2017 and the budget year 2017-2018. Student/Teacher ratios, which are different from class size ratios, show that there has been a decreasing trend from 2013-2014 to 2016-2017, then increasing slightly in 2017-2018. Support Staff Ratios decrease significantly in 2015-2016 and then increase in 2016-2017 and decrease in 2017-2018 due to additional educational assistant support provided to meet diverse learning needs.





In the five year period from 2013-2014 total district staffing will have increased by 190.1 FTE or 22%. Teaching staff will have increased by 98.95 FTE, or 20.46% and support staff has increased by 91.16 FTE or 23.95%. Enrolment has grown by 1847 students since September 2013 which is a 19.81% increase. Support staff have grown significantly in the last five years. In particular Educational Assistant positions have increased by 26.15% over the last five years, due to an increased number of students requiring additional support.

Reducing class sizes and maintaining other supports and services is a difficult balancing act. According to an Alberta School Boards Association Survey, in 2016-2017, [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 4.99 years and teacher experience is 7.97 years. The District average is 5.27 years of teacher training and 7.98 years of experience. This means that [Lethbridge School District No. 51](#) would spend approximately \$1,165 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 \$662,000. Due to enrolment growth and the ability to hire new teachers this provincial cost differential is lower than in 2016-2017 which was \$1.6 million.

The chart below illustrates the changes in class sizes over a three year period from 2015-2016 until projected in the 2017-2018 school year.

Average Class Size	K to 3			4 to 6			7 to 9			10 to 12		
	17-18	16-17	15-16	17-18	16-17	15-16	17-18	16-17	15-16	17-18	16-17	15-16
All classes LSD #51	*21.3	21.3	21.6	*24.4	24.4	24.6	*26	26	25.8	*23.9	23.9	26

\*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 class size concerns at grade five. 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 2013-2014 through 2017-2018*, details the staffing level of the district over the past four years and projected staffing for the 2017-2018 budget. Staffing full time equivalents are outlined for the major Certificated Staffing positions (Teachers/Administration) and Non-Certificated Staffing (Support Staff).

### **Celebrating Canada's 150 Years at Ecole Agnes Davidson Elementary School**





# Lethbridge School District No. 51

## District Staffing Levels

The years 2013-2014 through 2017-2018

(reported as Full Time Equivalents)

Position	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Budget
Teacher	419.495	444.255	487.370	499.260	514.452
Principal/ Vice Principal/Assistant Principal	49.000	49.000	51.000	51.690	52.690
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	9.000	8.600	8.600	9.100	9.300
<b>Total Certificated Staffing</b>	<b>483.495</b>	<b>507.855</b>	<b>552.970</b>	<b>566.050</b>	<b>582.442</b>
<b>Year over year change FTE- Certificated Staff</b>		<b>24.360</b>	<b>45.115</b>	<b>13.080</b>	<b>16.392</b>
<b>%</b>		<b>5.04%</b>	<b>8.88%</b>	<b>2.37%</b>	<b>2.90%</b>
<b>Five year change- Certificated Staff</b>					<b>98.947</b>
<b>%</b>					<b>20.46%</b>
School Administrative Assistants/School Support	38.400	39.370	40.430	41.185	41.665
Student Support Workers	15.740	14.740	16.620	16.740	16.740
Early Education Managers	5.864	8.780	10.000	10.000	12.500
Educational Assistants/Advanced Education Support	197.000	209.380	244.360	235.580	248.520
Speech Language Pathologists			4.440	4.060	5.840
Family School Liaison	2.000	3.000	3.000	5.790	6.000
Making Connections Staff				10.000	9.870
School Business Support	3.000	3.000	3.000	3.000	3.000
Library Operations Support	14.780	16.060	18.205	18.005	18.575
District Technology Support	10.000	10.000	11.000	11.500	12.000
First Nations Metis and Inuit program staff	8.570	8.570	8.570	9.430	9.430
Central Office Support Staff	19.000	21.140	21.000	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	53.925
Maintenance Staff	10.660	10.660	10.660	10.660	10.660
<b>Total Non Certificated Staffing</b>	<b>380.564</b>	<b>400.250</b>	<b>446.835</b>	<b>452.500</b>	<b>471.725</b>
<b>Year over year change FTE- Support Staff</b>		<b>19.686</b>	<b>46.585</b>	<b>5.665</b>	<b>19.225</b>
<b>%</b>		<b>5.17%</b>	<b>11.64%</b>	<b>1.27%</b>	<b>4.25%</b>
<b>Five year change FTE -Support Staff</b>					<b>91.161</b>
<b>%</b>					<b>23.95%</b>
<b>Total District Staffing</b>	<b>864.059</b>	<b>908.105</b>	<b>999.805</b>	<b>1018.550</b>	<b>1054.167</b>
<b>Year over year change FTE - All staff</b>		<b>44.046</b>	<b>91.700</b>	<b>18.745</b>	<b>35.617</b>
<b>%</b>		<b>5.10%</b>	<b>10.10%</b>	<b>1.87%</b>	<b>3.50%</b>
<b>Five year change FTE - All staff</b>					<b>190.108</b>
<b>%</b>					<b>22.00%</b>



## **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 30<sup>th</sup> each year. The performance results that follow are related to results of the 2015-2016 school year and performance measures and strategies are for the 2016-2017 school year. The 2016-2017 school year results and 2017-2018 measures and strategies will be developed and reported in November 2017.

## 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	88.7	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	69.6	70.2	70.8	73.6	72.9	73.4	Low	Maintained	Issue
		PAT: Excellence	18.3	17.7	16.6	19.4	18.8	18.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	82.8	85.5	84.5	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.8	15.5	15.9	21.0	21.0	20.5	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	Issue	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





## 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 focusing on a comprehensive literacy strategy in grades 1-8. A District Literacy Work Plan has been developed and schools are developing Literacy Work Plans to align with the District Plan. A universal literacy assessment was put in place during the 2015-16 school year. As such, the schools can now use the results to inform instruction, implement targeted intervention strategies, and move forward with benchmark data. 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. The District is putting structures in place for lateral collaboration and knowledge building across high schools. As well, school leaders are developing strategies to address school transitions and develop clear understandings of priority pre-requisite outcomes for successful transition.



Although results improved at the grade 6 level, grade 9 continues to reflect a gap in achievement. 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 English Language Learner (ELL) population has continued to grow. During the past school year, the number of foreign born students new to our district was 213, and this school year to date, we have welcomed 105 more. This population has increased the demand for differentiated teaching strategies and supports for English Language Learners. There are currently 918 ELL receiving supports in our district. Lethbridge has also been identified



as one of three settlement centres in Canada for Bhutanese refugees. Many of the ELL students with limited formal education integrated into the school system previous to this year were from Bhutanese refugee camps in Nepal. Starting January 2016 and continuing into the current school year, the District has been receiving a number of students from Syrian refugee families. 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 English as a Second Language 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. A High School ESL Assessment and Intake classroom for students arriving to our district with limited formal schooling has been in place since 2011. 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. A middle school Assessment and Intake Program for students in Grades 6-8 who arrive with limited formal schooling was launched in 2013. In the 2015-16 school year, the District added the position of ESL Lead Teacher. This skilled teacher helps students transition to school and supports teachers in developing the instructional capacity to meet the needs of our growing ELL population.

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 two years ago. In the new structure, trained professionals support personal, social, and career counselling. Career counselling is also being supported by two on-line career exploration programs 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:

Lethbridge School District No. 51 values and supports the best possible start in a child's learning journey and life success by providing Early Childhood Services programming that is based on current research in the field of early learning and development. There are twenty District Early Education Programs offered in nine schools. 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. With the belief that strong brain foundations are critical to support future learning and life success, Lethbridge School District continues to look at ways to provide expanded program offerings.



### 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 21<sup>st</sup> 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.



With a new District vision that focuses on the development of “innovative thinkers,” Lethbridge School District is focusing on instructional strategies that promote critical thinking. Intent on building pedagogy that is grounded in process based learning, the goal is to develop learner competencies associated with creative thinking, innovation, and collaboration.

### 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. 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*. 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.





## Summary of Accomplishments

1. In keeping with our inclusive schools philosophy, the District developed and implemented a Welcoming, Caring, Respectful and Safe Learning Environment policy for students as well as a Sexual Orientation, Gender Identity and Gender Expression policy.
2. The Board hosted a Town Hall with stakeholders representing students, parents, staff, and community members for the purpose of collaboratively developing a new vision and mission for the District.
3. A Policy for Responsible Use of Technology with a focus on Digital Citizenship was developed as well as a Use of Social Media Procedure.
4. A new student information system, PowerSchool, was launched at the beginning of this school year.
5. Lethbridge School District No. 51 continues to successfully juggle three major capital projects: Wilson Middle School modernization, the west side Coalbanks Elementary School scheduled to open August 2017, and a new west side middle school scheduled to open August 2018.
6. We are just completing a major upgrade of our wireless network. As a result, all schools will have ubiquitous wireless coverage with the most current 802.11 AC technologies.
7. The District Leadership Team has committed to participate in the upcoming CASS/ATLE project Leveraging Technology Systemically: Engaging System Leadership Initiative.
8. Lethbridge School District No. 51 now uses Microsoft Office 365 as it's primary email client.
9. The District celebrated 51 FNMI graduates, up from 26 in the previous school year, and an all-time high for the District.
10. The Board established a Community Engagement Committee to connect with the parent community, business and industry.
11. Making Connections transitioned into a sustainable funding model committed to by Alberta Education with a new emphasis on mental health promotion while continuing with family and student service priorities.
12. Immanuel Christian High School and Immanuel Christian Elementary School successfully transitioned into Lethbridge School District as Alternative Programs.
13. The second year of a new off-campus model at the high school level was highly successful with over 500 students engaged in Work Experience and 140 students enrolled in the Registered Apprenticeship Program (RAP)
14. A dual credit partnership between LCI and The University of Lethbridge is in its second year of implementation with demonstrated success. The District will be working with The University of Lethbridge this year to frame on-line access to the dual credit classes to increase accessibility.
15. Lethbridge School District No. 51's FNMI mentorship program started in 2015/16. Between 30-40 students participated in the mentorship program throughout the year, as high school students act as mentors to elementary school students. The program also delivers instruction in study skills, and aims to help FNMI students gain an appreciation for their culture.



## 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 were *High* and for Citizenship were *Very High*.

## Highlights of Academic Achievement

- Provincial Achievement Tests (PAT's - Grades 6 and 9)
  - We have experienced 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, over a period of five years.
  - In all Grade 6 subjects, results were above the provincial average in the Acceptable Standard category.
  - In Grade 9 subjects, we have increased the average score in all PATs from last year's scores.
  - We continue to be close to the average Provincial Acceptable Standard in Grade 6 in our French Immersion results. All subject areas in French Immersion are above the average Provincial Acceptable Standard at the Grade 9 level.
- Diploma Exams (Grade 12)
  - The percentage of district students achieving the Acceptable Standard exceeded the provincial average in five out of the eleven exams.
  - Many students did exceptionally well. Lethbridge School District NO. 51 increased or maintained from the 2012 Diploma Exams results in achieving a Standard of Excellence in the following: English 30-1 (2012-9.9%, 2016-10.9%), Physics 30 (2012-24.8%, 2016-39.0%), Science 30 (2012-14.3%, 2016-17.4%), English 30-2 (2012-13.9%, 2016-14%)



## District Priority 1

### Supporting Student Achievement and Closing the Achievement Gap

#### Related Provincial Goals:

- Alberta's students are successful
- The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated
- Alberta's education system is inclusive
- Alberta has excellent teachers, school and school authority leaders



#### 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
- Teachers are highly skilled in all areas of the Teaching Quality Standard
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools

#### Learning Outcomes:

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.1	84.2	83.9	85.5	82.8	85.0	Intermediate	Maintained	Acceptable	85	86	87
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.9	16.8	15.3	15.5	15.8	17.0	Intermediate	Maintained	Acceptable	16.5	18	19

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.6	67.5	69.1	68.7	69.9	71.0	Intermediate	Maintained	Acceptable	71	73	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.5	4.2	4.8	4.9	4.6	4.3	Intermediate	Maintained	Acceptable	4.4	4.2	4
High school to post-secondary transition rate of students within six years of entering Grade 10.	57.0	57.5	58.8	55.6	57.2	60.0	High	Maintained	Good	58	60	61

Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	53.2	55.0	n/a	n/a	n/a	55	58	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	48.8	48.4	44.5	42.1	43.4	46.0	Low	Maintained	Issue	45	46	47

#### Literacy and Numeracy Outcomes:

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.2	71.4	70.9	70.2	69.6	72.0	Low	Maintained	Issue	71	73	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.9	16.5	15.7	17.7	18.3	19.0	Intermediate	Improved	Good	19	20	21

#### Strategies to Achieve Outcomes:

- Build capacity in literacy and numeracy strategies and assessment practices across all subject areas
- Implement District Literacy Plan
- Emphasize Numeracy in Collaborative Communities and through an Inquiry Project Group
- Cross-curricular planning recognizing multiple literacies in the classroom (reading, writing, mathematics, technology, language, media)
- Support staff in the implementation of student learning opportunities outside of academics that build soft skills associated with future success (e.g. communication, work ethic, collaboration, initiative, leadership, organization, decision-making, critical thinking)
- Expand connections with business and industry for the purpose of furthering student experience with real-world learning both in and out of the classroom
- Implement strategies that support the areas of focus identified by each high school under the umbrella of High School Redesign: flexible learning environments, personalization of learning, rigorous and relevant curriculum, assessment, meaningful relationships
- Expand off-campus experiential programs, such as Work Experience, to reflect the vision that off-campus opportunities are an integral part of exploring potential career pathways for all students
- Develop a purposeful learning and career pathway planning process that all students engage in at a secondary level
- Support existing dual credit opportunities and explore expansion of these opportunities including participation in a southern Alberta strategy to develop and advocate for a new dual credit model



- Provide opportunity to create a digital presence (digital portfolio) supporting past success in preparation to join the work force or to make application to post-secondary institutions (apprenticeship programs)
- Develop consistent expectations throughout the District for Professional Growth Plans, ensuring they are linked to District and school priorities, the Teacher Quality Standard, and the Leadership Quality Standard
- Develop a professional learning plan for the implementations of the new Teacher Quality Standard and a tool to measure teacher efficacy with this new standard
- Implement a Teacher Induction Program (TIP) for first and second year teachers to focus on knowledge, skills, and attitude development to meet the Teacher Quality Standard
- Collaborative Communities will be an integral structure for building instructional capacity and professionalization
- The Alberta Framework for School System Success will provide the structure for building capacity among District and school leaders
- New Administrator Mentorship Program will purposefully build knowledge, skills, and attributes directly linked to the Leadership Quality Standard

#### **Performance Measures:**

- Provincial achievement tests and diploma exam results
- Rutherford scholarship eligibility and participation in four or more diploma examinations
- APORI data relative to quality of schools and improvement of schools
- Fountas and Pinnell results as measures of literacy growth
- APORI data relative to citizenship and behaviours for success after school completion
- High school completion, dropout rate and transition rates of students
- Number of students involved in Work Experience and RAP
- Use of Buck Institute assessment for project-based learning
- New Administrator Mentorship participants' pre- and post- gap analysis
- Participation rates in Collaborative Communities





## FNMI Learning

### Related Provincial Goals:

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

### Outcome:

- First Nations, Metis, and Inuit student achievement will meet or exceed provincial standards



### Performance Measures

Combined 2016 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	10.3	15.6	14.3	6.1	7.0	7.2	Very Low	Improved	Issue
		High School Completion Rate (3 yr)	39.1	33.6	34.9	50.2	47.7	46.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	37.2	46.3	47.3	52.4	52.1	52.8	Very Low	Declined	Concern
		PAT: Excellence	4.7	5.0	4.8	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.1	93.3	86.0	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	8.9	13.3	10.7	10.0	9.5	9.4	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	18.5	16.8	17.1	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	30.8	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	28.3	27.1	28.9	33.5	33.0	33.3	Very Low	Maintained	Concern



Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	40.2	49.5	46.1	46.3	37.2	48.0	Very Low	Declined	Concern	45	50	55
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).	2.7	4.5	5.1	5.0	4.7	5.5	Very Low	Maintained	Concern	8	10	12
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	88.9	84.5	80.3	93.3	85.1	87.0	Intermediate	Maintained	Acceptable	87	88	89
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	20.6	6.9	11.8	13.3	8.9	15.0	Low	Maintained	Issue	12	14	16



Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	39.1	37.8	33.2	33.6	39.1	45.0	Very Low	Maintained	Concern	41	45	50
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.9	11.5	15.7	15.6	10.3	8.0	Very Low	Improved	Issue	8	6	5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	24.7	29.1	30.3	27.1	28.3	35.0	Very Low	Maintained	Concern	32	34	36
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	30.8	35.0	n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	9.0	21.3	13.3	16.8	18.5	21.0	Very Low	Maintained	Concern	20	25	28

#### Strategies to Achieve Outcomes:

- Provide opportunities to build school staff understanding of FNMI culture and TRC via curriculum and resource development
- Build capacity of FNMI staff to share their knowledge with all students.
- Strategies as delineated in the District FNMI Strategic Plan
- Advocacy for equitable funding for FNMI students

#### Performance Measures:

- Provincial achievement tests and diploma exam results
- APORI: High school completion, dropout rates, transition rates, Rutherford eligibility
- Fountas and Pinnell results as a measure of growth in literacy
- Number of students involved in Work Experience and RAP
- Attendance data
- Tell Them from Me survey data
- Family and elder participation in school events
- All schools acknowledge traditional territory at key events

***Please see the FNMI Strategic Plan for 2016-17 which is an addendum to this Annual Education Plan.***

## District Priority 2

### Supporting the Implementation of Initiatives designed to Develop Innovative Thinkers

#### Related Provincial Goals:

- Alberta's students are successful
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

#### Outcomes:

- Students demonstrate the attributes of innovation, creativity, and critical thinking in a process-based learning environment
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing, and creating knowledge
- The education system demonstrates collaboration and engagement to further District priorities including innovative thinking

Students demonstrate attributes of innovation, creativity, and critical thinking:

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	74.5	77.7	78.1	80.7	80.1	82.0	High	Maintained	Good	82	83	84

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	84.8	85.4	85.1	84.2	85.0	87.0	Very High	Maintained	Excellent	86	88	89

The education system demonstrates collaboration and engagement:

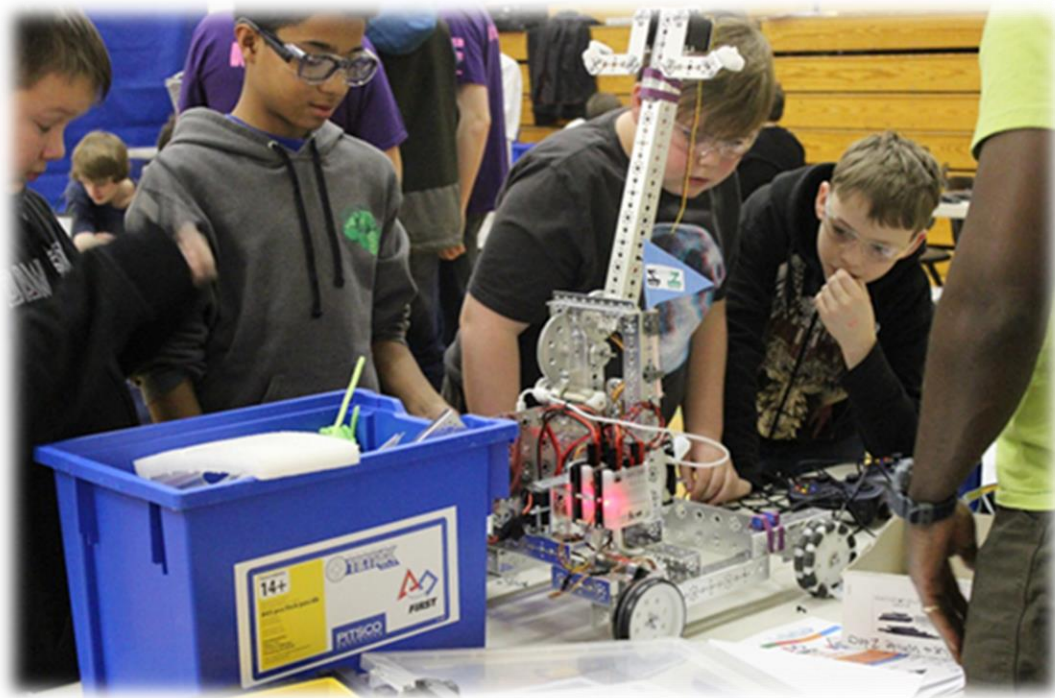
Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.8	77.9	80.1	76.2	79.0	81.0	High	Maintained	Good	80	82	83
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.5	88.2	89.1	89.1	88.7	90.0	High	Maintained	Good	89	90	91
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.	74.5	79.9	79.0	77.9	79.8	82.0	High	Maintained	Good	82	83	84

#### Strategies to Achieve Outcomes:

- Build a common understanding of the meaning of student success and language for innovation, creativity, and critical thinking
- Emphasize the application of the Student Competencies as part of building an understanding of the new curriculum framework (e.g. innovation and creativity, critical thinking)
- Build a culture of risk-taking as part of everyday practice in teaching and learning
- Possess the common understanding that the core business of student achievement and meeting provincial standards aligns with best practice in innovation
- Support teacher engagement in the provincial curriculum development process and leverage this participation to build leader and teacher knowledge across the District
- Build instructional capacity to create classrooms characterized by learning opportunities that require critical thinking, creativity, and innovation, and align with the Programs of Study
- Access to technology is embedded as part of the tools students can use to solve problems and think critically
- Use the provincial Learning Technology Policy Framework as the impetus for development of a technology learning plan that purposefully addresses District priorities
- Develop common understandings of how the parameters that guide the use of technology are integrated as part of overall program delivery (e.g. digital citizenship, social media, accessibility to devices)
- Build capacity among school leaders to model how the integration of technology can be seamless and reflect conscious choices of tools that align with delivery of curriculum outcomes
- Support teachers and administrators in the application of research related to technology, such as online and digital learning, in the classroom context. Support includes access to technology, secondary technology lead teacher, and professional learning.
- Develop a coherent alignment for the use of technology across the curriculum



- Provide opportunities for stakeholders to be involved in feedback loops regarding District priorities, budgeting, and new policy
- The District will build connections in the community for the purpose of providing opportunities for innovative experiences for students
- The District will recognize and celebrate innovative approaches in schools and innovative accomplishments of students
- Develop a comprehensive strategy to engage parents and community as part of the Board Communication Plan
- Schools will purposefully implement strategies that focus on increasing student engagement as part of moving forward the District's broadened understanding of success



**Performance Measures:**

- Tell Them from Me data on specific questions pertaining to innovation, creativity, and critical thinking
- Participation in Professional Learning for staff that targets development of pedagogy associated with innovation
- Attendance/drop out rate
- APORI: satisfaction with parental involvement in decisions; satisfaction with the overall quality of basic education; school improvement
- Public engagement measures such as participation in surveys, participant count on social media sites
- School annual plans reflect alignment with the strategies of the Learning and Technology Policy Framework

## District Priority 3

### Supporting Student Diversity

#### **Related Provincial Goals:**

- Alberta's students are successful
- The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated
- Alberta's education system is inclusive

#### **Outcomes**

- Schools are welcoming, caring, respectful, and safe learning environments
- Schools are inclusive learning environments
- Schools are learning environments that promote healthy lifestyles

#### **Strategies to Achieve Outcomes:**

- Vision and subsequent implementation of the Division of Instructional Services work plan focuses on Wellness for All Students
- Celebrate what we are currently doing to support diversity and inclusion for all students
- Ensure early intervention for mental health and trauma awareness
- Realign wellness services to support our school community
- Identify policy/procedural work that needs to be done to reflect best practice
- Ensure that administrators and teachers understand and apply the Inclusive Policy Framework from Alberta Education
- Implementation of an English as a Second Language (ESL) Work Plan to support transition to school, and literacy development for all English Language Learners (ELL)
- Identify and provide learning opportunities for staff and parents that will develop a shared understanding of Universal Design for Learning
- Ensure school communities use a continuum of support framework to identify and implement effective supports for all students
- Healthy Schools Committee will identify wellness goals and strategies for the next three years

#### **Performance Measures:**

- Tell Them from Me results particularly in the areas of mental health and wellness
- APORI satisfaction results: satisfaction with support services and safe and caring schools
- Alberta Health Services data
- EDI results
- Conversations with staff will reflect knowledge of inclusive policy framework, Universal Design for Learning and ELL Work Plan
- Attendance at parent education nights
- Student attendance data
- Tell Them From Me survey data relative to school belonging
- Literacy measures of ELL learners; transition or completion measures of ELL learners
- Participation rates in the Healthy Schools Forum



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.2	87.5	88.2	88.8	88.7	90.0	Very High	Maintained	Excellent	90	91	92
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.8	80.1	80.4	80.2	81.4	83.0	Very High	Improved	Excellent	82	83	84



## **Lethbridge School District No. 51**

### **2015-2016 Results**

The information that follows is the Accountability Pillar results for the 2015-2016 school year as provided by Alberta Education. These results inform strategies and improvement for the 2017-2018 school year which will be reported in the District's three year Education Plan and Annual Education Results report in November 2017.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2017**  
**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	88.6	88.7	88.5	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	84.2	85.0	84.7	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	89.2	88.7	89.0	90.1	90.1	89.6	High	Maintained	Good
		Drop Out Rate	4.3	4.6	4.8	3.0	3.2	3.3	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	72.5	69.9	69.2	77.9	76.5	76.1	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	69.6	70.2	70.8	73.6	72.9	73.4	Low	Maintained	Issue
		PAT: Excellence	18.3	17.7	16.6	19.4	18.8	18.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	82.8	85.5	84.5	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.8	15.5	15.9	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	46.1	43.4	43.3	54.9	54.6	53.1	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate	56.8	53.2	53.2	62.3	60.8	60.8	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	57.1	57.2	57.2	57.9	59.4	59.3	High	Maintained	Good
		Work Preparation	79.0	80.1	79.6	82.7	82.6	81.9	High	Maintained	Good
		Citizenship	81.0	81.4	80.7	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Good	Parental Involvement	79.5	79.0	78.4	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	Good	School Improvement	79.7	79.8	78.9	81.4	81.2	80.2	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (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).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
10. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.



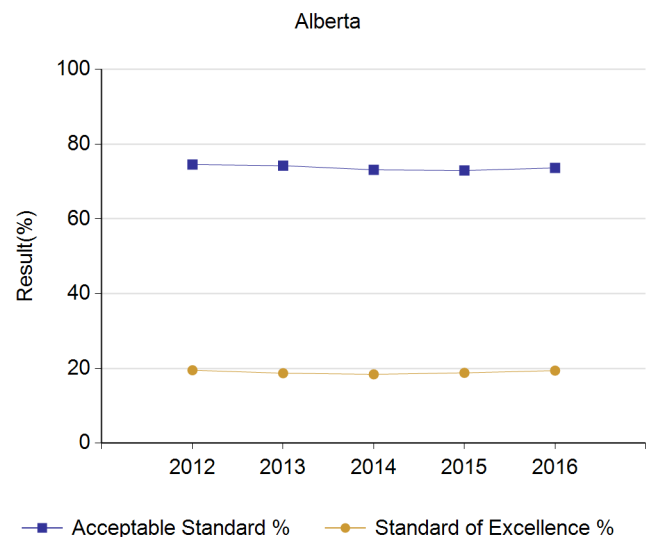
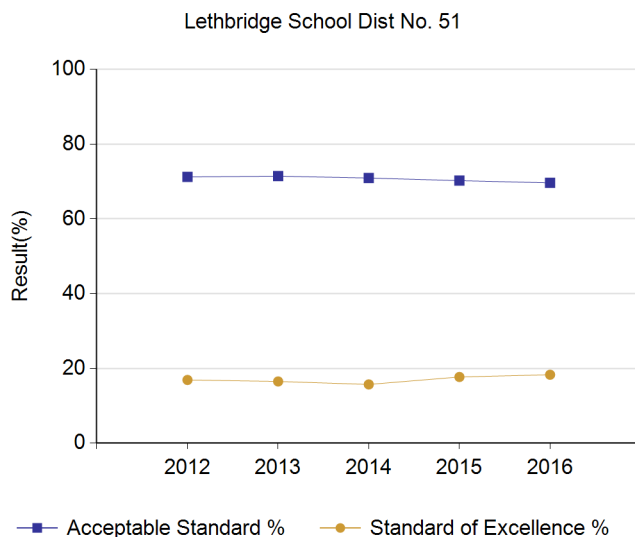
# Student Learning Achievement (Grades K-9)

## PAT Results By Number Enrolled Measure History

**Authority: 3040 Lethbridge School District No. 51**

**Province: Alberta**

	Lethbridge School Dist No. 51					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
N	1,336	1,322	1,285	1,333	1,510	87,280	77,241	91,327	93,095	93,217
Acceptable Standard %	71.2	71.4	70.9	70.2	69.6	74.5	74.2	73.1	72.9	73.6
Standard of Excellence %	16.9	16.5	15.7	17.7	18.3	19.5	18.7	18.4	18.8	19.4



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# Student Learning Achievement (Grades K-9)



## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3040 Lethbridge School District No. 51

Course	Measure	Lethbridge School Dist No. 51							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
<a href="#">English Language Arts 6</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	759	79.6	633	81.2	47,606	82.9	45,843	82.4
	Standard of Excellence	High	Improved	Good	759	18.3	633	15.6	47,606	20.4	45,843	17.8
<a href="#">French Language Arts 6</a>	Acceptable Standard	Intermediate	Declined	Issue	47	83.0	52	91.1	2,854	87.7	2,780	88.0
	Standard of Excellence	High	Maintained	Good	47	17.0	52	11.0	2,854	14.2	2,780	15.1
<a href="#">Français 6</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
<a href="#">Mathematics 6</a>	Acceptable Standard	Low	Maintained	Issue	758	70.7	633	71.5	47,512	72.2	45,774	73.2
	Standard of Excellence	Intermediate	Improved	Good	758	14.6	633	12.6	47,512	14.0	45,774	15.3
<a href="#">Science 6</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	757	78.6	632	76.8	47,543	78.0	45,788	76.6
	Standard of Excellence	High	Maintained	Good	757	27.7	632	26.3	47,543	27.1	45,788	25.3
<a href="#">Social Studies 6</a>	Acceptable Standard	Intermediate	Declined	Issue	757	70.8	633	74.7	47,522	71.4	45,710	71.0
	Standard of Excellence	High	Improved Significantly	Good	757	25.8	633	20.4	47,522	22.0	45,710	17.9
<a href="#">English Language Arts 9</a>	Acceptable Standard	Low	Maintained	Issue	699	72.1	613	73.9	43,780	77.0	38,487	76.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	699	14.0	613	13.0	43,780	15.2	38,487	14.8
<a href="#">English Lang Arts 9 KAE</a>	Acceptable Standard	Very Low	Declined Significantly	Concern	45	24.4	61	48.4	1,638	59.8	1,514	62.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	2.2	61	0.8	1,638	6.2	1,514	4.1
<a href="#">French Language Arts 9</a>	Acceptable Standard	High	Improved	Good	43	95.3	37	85.7	2,611	83.0	2,584	86.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	43	16.3	37	9.0	2,611	10.8	2,584	11.7
<a href="#">Français 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
<a href="#">Mathematics 9</a>	Acceptable Standard	Low	Maintained	Issue	701	60.3	613	61.4	43,253	67.8	38,217	66.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	701	13.4	613	15.3	43,253	17.5	38,217	17.8
<a href="#">Mathematics 9 KAE</a>	Acceptable Standard	Low	Maintained	Issue	43	37.2	60	41.3	2,125	61.2	1,872	63.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	43	7.0	60	4.6	2,125	13.0	1,872	14.6
<a href="#">Science 9</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	709	68.4	618	69.6	43,834	74.2	38,760	73.4
	Standard of Excellence	Very High	Maintained	Excellent	709	18.5	618	16.6	43,834	22.4	38,760	21.6
<a href="#">Science 9 KAE</a>	Acceptable Standard	Low	Maintained	Issue	41	43.9	58	50.1	1,591	63.8	1,492	65.7
	Standard of Excellence	Low	Maintained	Issue	41	7.3	58	12.4	1,591	14.3	1,492	15.7
<a href="#">Social Studies 9</a>	Acceptable Standard	Low	Declined	Issue	702	60.8	616	63.6	43,775	64.7	38,759	65.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	702	16.7	616	17.9	43,775	18.0	38,759	19.5
<a href="#">Social Studies 9 KAE</a>	Acceptable Standard	Very Low	Declined Significantly	Concern	44	27.3	59	47.0	1,608	58.0	1,454	61.2
	Standard of Excellence	Low	Maintained	Issue	44	4.5	59	6.2	1,608	11.6	1,454	11.6

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

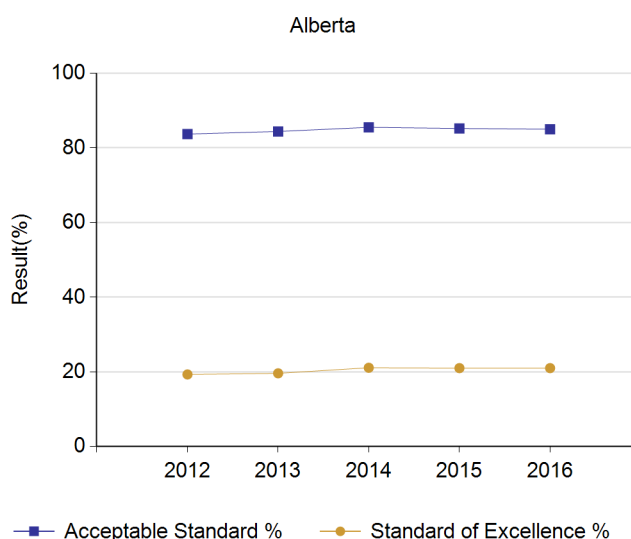
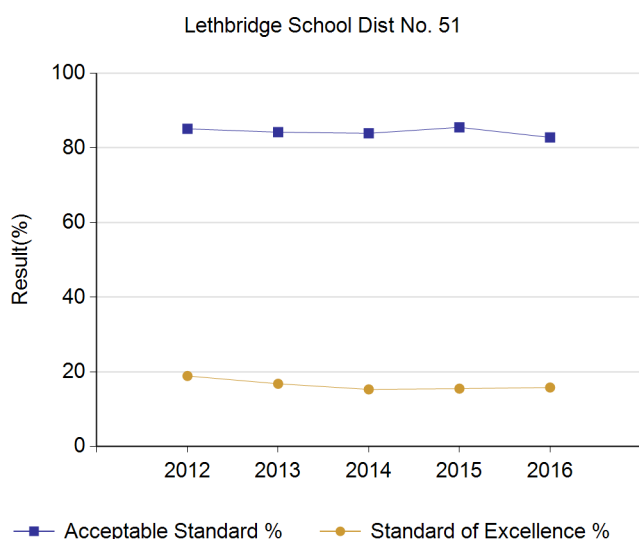
# Student Learning Achievement (Grades 10-12)

## Diploma Exam Results By Students Writing Measure History

**Authority: 3040 Lethbridge School District No. 51**

**Province: Alberta**

	Lethbridge School Dist No. 51					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
N	779	842	806	888	865	58,438	57,776	58,758	58,463	61,250
Acceptable Standard %	85.1	84.2	83.9	85.5	82.8	83.7	84.4	85.5	85.2	85.0
Standard of Excellence %	18.9	16.8	15.3	15.5	15.8	19.3	19.6	21.1	21.0	21.0



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# 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	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	412	89.8	370	88.8	29,730	86.8	28,663	86.7
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	412	10.9	370	8.0	29,730	10.7	28,663	11.2
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	Low	Declined	Issue	242	88.4	251	91.9	16,707	89.1	15,920	89.3
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	242	14.0	251	13.2	16,707	12.3	15,920	11.7
<a href="#">French Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	9	100.0	23	94.9	1,282	93.8	1,247	95.8
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	9	0.0	23	1.0	1,282	8.7	1,247	12.3
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
<a href="#">Pure Mathematics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
<a href="#">Applied Mathematics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	Low	Declined Significantly	Concern	227	57.7	248	77.4	20,492	70.7	20,735	77.4
	Diploma Examination Standard of Excellence	Very Low	Declined Significantly	Concern	227	13.7	248	24.8	20,492	25.9	20,735	31.8
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	High	Maintained	Good	169	79.3	152	75.2	13,631	75.4	11,425	71.6
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	169	17.2	152	11.7	13,631	16.8	11,425	13.4
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	Intermediate	Declined Significantly	Issue	399	82.0	351	87.5	22,494	84.9	21,869	86.0
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	399	11.8	351	14.3	22,494	14.3	21,869	15.2
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	Low	Declined Significantly	Concern	257	75.1	253	82.4	19,790	81.1	19,060	82.5
	Diploma Examination Standard of Excellence	Low	Declined Significantly	Concern	257	5.1	253	10.2	19,790	13.1	19,060	13.7
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	341	79.8	339	78.6	22,539	85.1	21,806	85.2
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	341	22.3	339	23.7	22,539	32.4	21,806	32.3
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	234	75.2	215	77.9	19,265	81.5	18,126	80.8
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	234	22.6	215	26.9	19,265	34.5	18,126	33.7
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	High	Improved	Good	136	87.5	117	79.0	10,291	85.8	10,126	82.9
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	136	39.0	117	24.2	10,291	39.8	10,126	33.5
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	High	Maintained	Good	23	87.0	15	83.1	8,790	84.4	6,841	84.3
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	23	17.4	15	13.2	8,790	27.6	6,841	25.9

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# Student Learning Opportunities

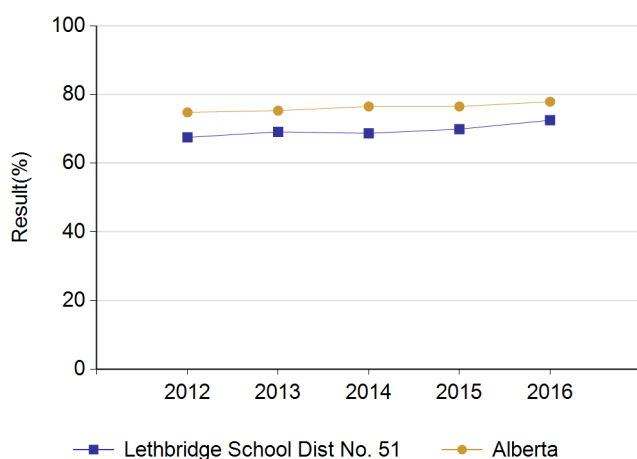
## High School Completion Rates - Measure History

**Authority: 3040 Lethbridge School District No. 51**

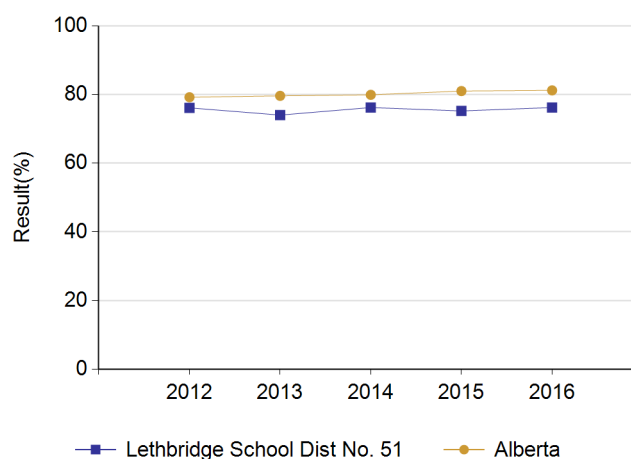
**Province: Alberta**

	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	%
<b>3 Year Completion</b>	<b>640</b>	<b>67.5</b>	<b>744</b>	<b>69.1</b>	<b>677</b>	<b>68.7</b>	<b>751</b>	<b>69.9</b>	<b>758</b>	<b>72.5</b>	<b>45,143</b>	<b>74.8</b>	<b>45,052</b>	<b>75.3</b>	<b>44,328</b>	<b>76.5</b>	<b>43,810</b>	<b>76.5</b>	<b>45,077</b>	<b>77.9</b>
4 Year Completion	701	76.1	645	74.0	742	76.2	680	75.2	800	76.2	45,141	79.2	45,239	79.6	45,101	79.9	44,394	81.0	43,918	81.2
5 Year Completion	699	78.8	704	78.5	645	76.6	743	79.2	714	78.0	45,815	80.6	45,151	81.5	45,243	82.0	45,111	82.1	44,418	83.2

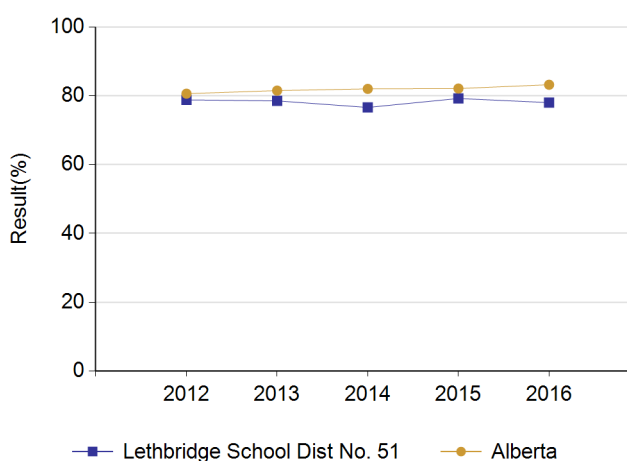
3 Year Completion



4 Year Completion



5 Year Completion



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



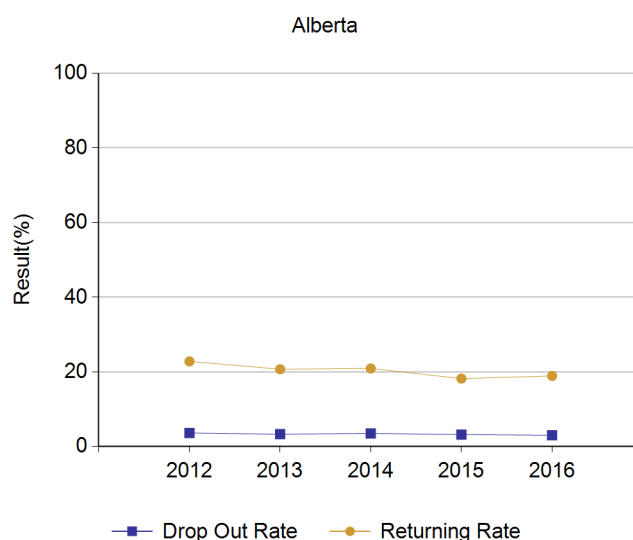
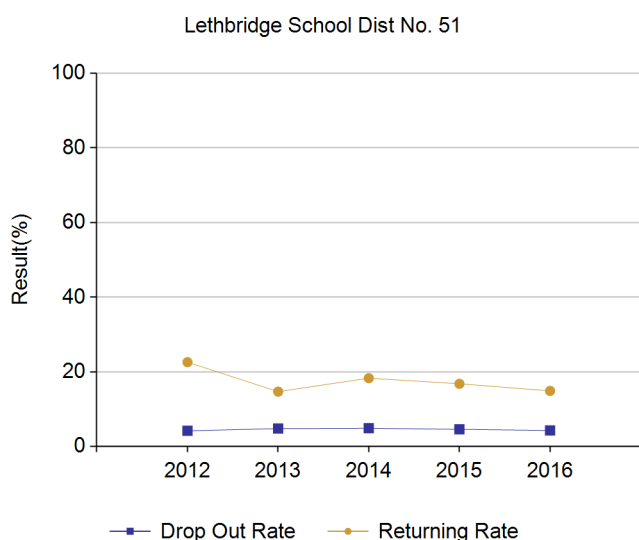
# Student Learning Opportunities

## Drop Out Rate - Measure History

**Authority: 3040 Lethbridge School District No. 51**

**Province: Alberta**

	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	%
<b>Drop Out Rate</b>	2,630	4.2	2,739	4.8	2,826	4.9	2,783	4.6	2,989	4.3	179,427	3.6	177,748	3.3	179,794	3.5	180,104	3.2	181,382	3.0
<b>Returning Rate</b>	164	22.6	136	14.7	159	18.3	161	16.8	155	14.9	9,044	22.8	8,553	20.7	7,733	20.9	7,960	18.2	7,614	18.9



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

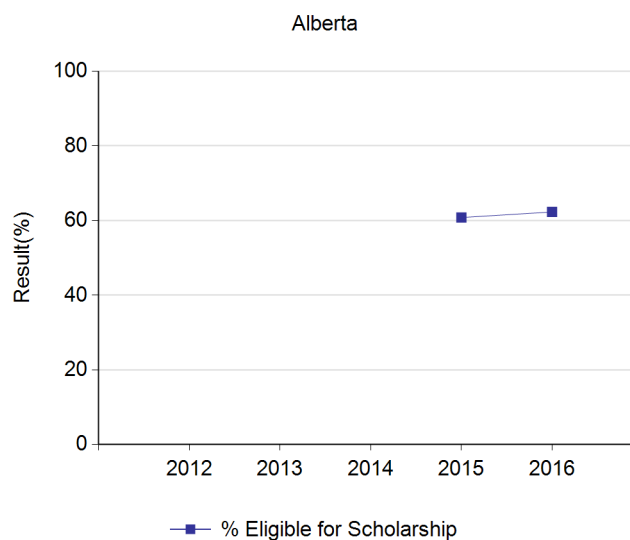
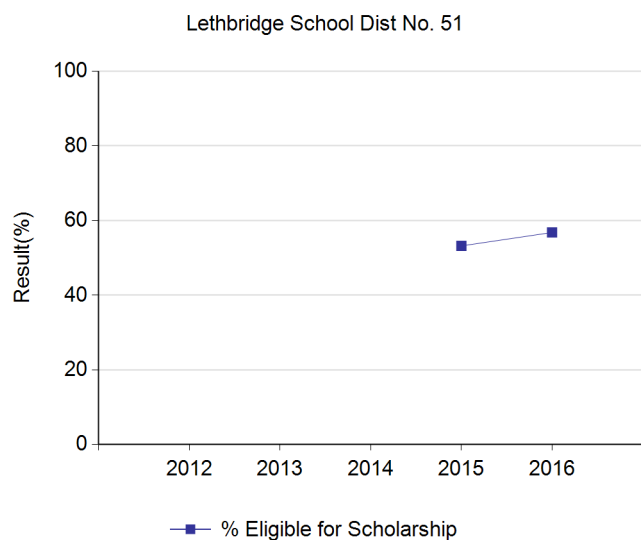
# Student Learning Achievement (Grades 10-12)

## Rutherford Scholarship Eligibility Rate - Measure History

**Authority: 3040 Lethbridge School District No. 51**

**Province: Alberta**

	Lethbridge School Dist No. 51					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Total Gr 12 Students	n/a	n/a	n/a	909	881	n/a	n/a	n/a	58,041	59,063
Percent Eligible for Scholarship	n/a	n/a	n/a	53.2	56.8	n/a	n/a	n/a	60.8	62.3



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

# Preparation for Lifelong Learning, World of Work, Citizenship

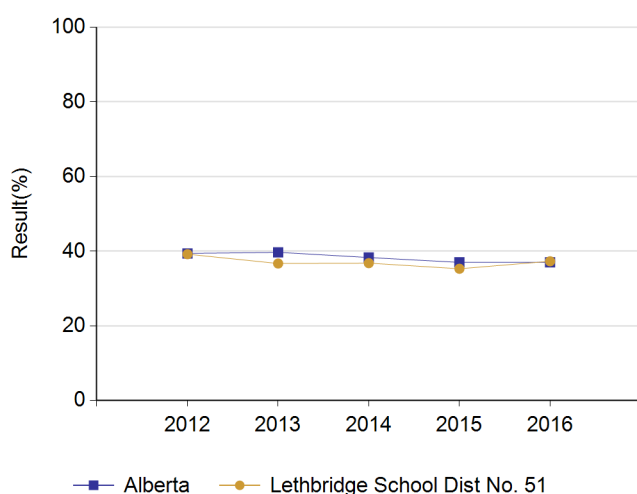
## High School to Post-Secondary Transition Rates - Measure History

Authority: 3040 Lethbridge School District No. 51

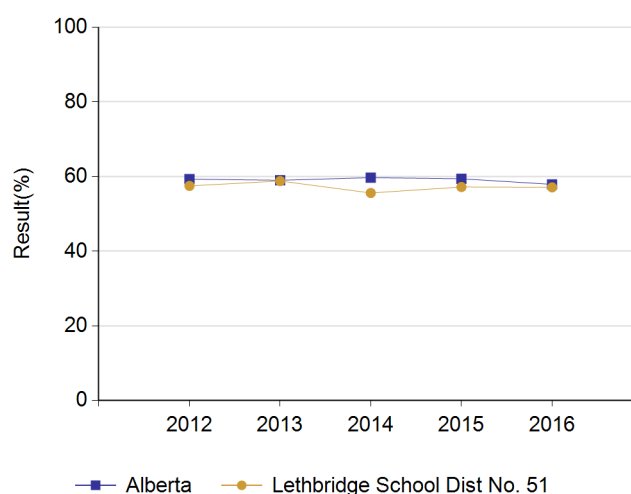
Province: Alberta

	Lethbridge School Dist No. 51										Alberta									
	2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	701	39.2	645	36.7	742	36.8	680	35.3	800	37.3	45,141	39.4	45,239	39.7	45,101	38.3	44,394	37.0	43,918	37.0
6 Year Transition	637	57.5	698	58.8	705	55.6	643	57.2	790	57.1	45,554	59.3	45,803	59.0	45,131	59.7	45,231	59.4	45,105	57.9

4 Year Transition (%)



6 Year Transition (%)



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

# Student Learning Opportunities

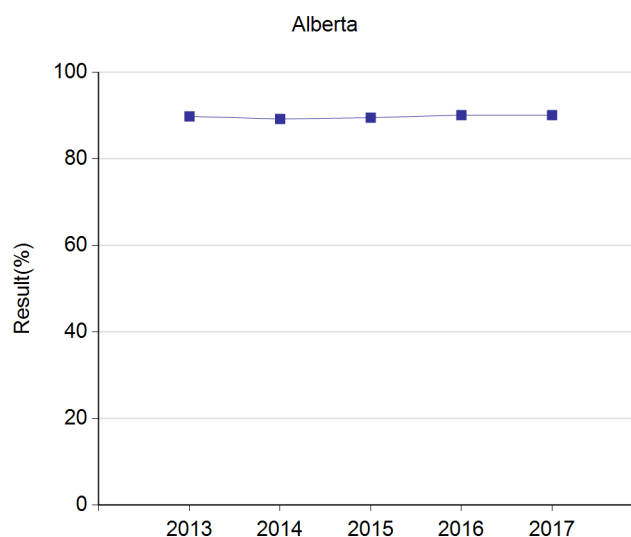
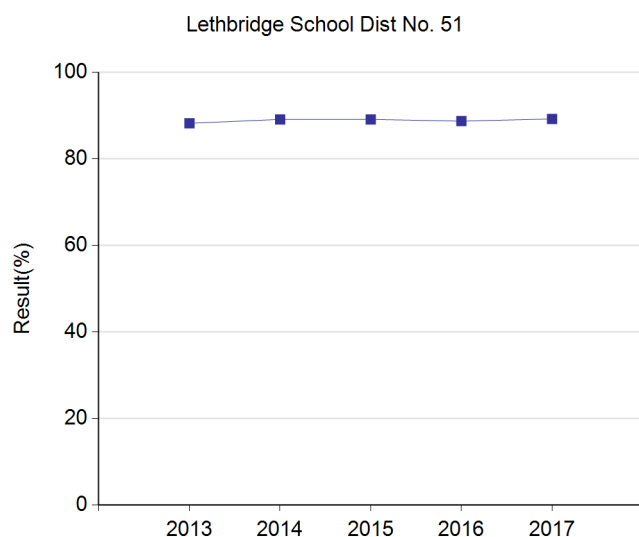
## A.4 Education Quality Measure History

**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									
2013		2014		2015		2016		2017		2013		2014		2015		2016		2017	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2,667	88.2	4,144	89.1	4,350	89.1	4,930	88.7	5,395	89.2	206,853	89.8	259,083	89.2	310,056	89.5	285,217	90.1	300,253	90.1



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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/TTFM (Tell Them From Me) survey tool in 2014.

## ACOL Measure

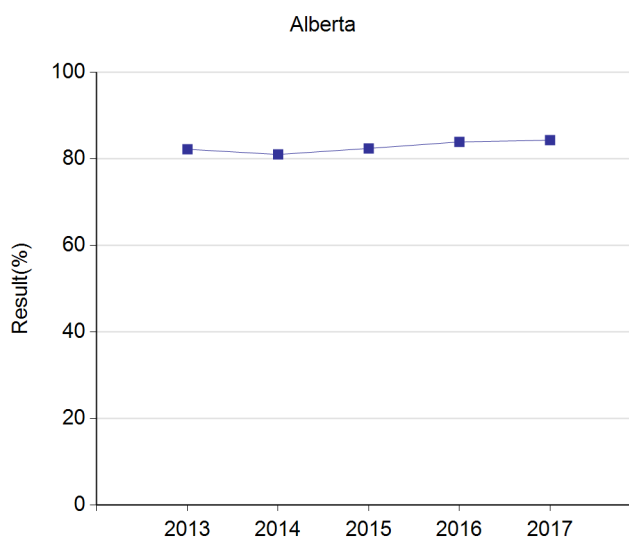
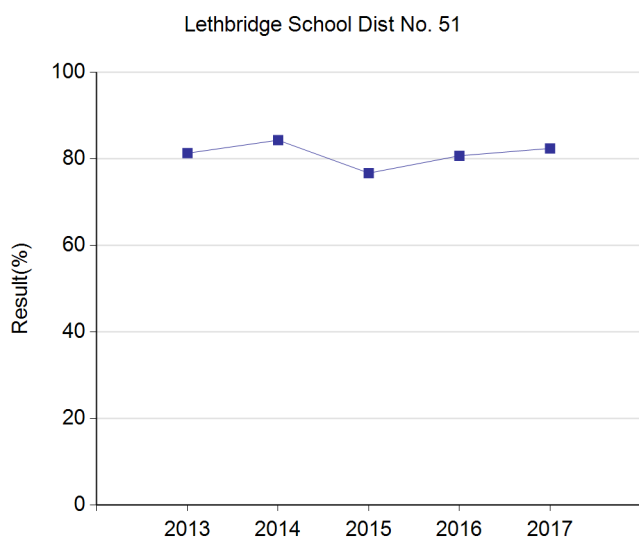
### D.6 In-service jurisdiction Needs Measure History

**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									
2013		2014		2015		2016		2017		2013		2014		2015		2016		2017	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
414	81.3	433	84.3	429	76.7	417	80.7	434	82.4	27,640	82.2	27,137	81.0	28,738	82.4	30,287	83.9	31,288	84.3



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## Students in Lethbridge School District No. 51

### Bullying and School Safety - Secondary (2016/2017)



A safe school environment is critical for students' learning and well-being. Schools are safer when school staff, students, parents and community agencies work together to prevent bullying, exclusion and sexual harassment. **Bullying** is when a person tries to hurt another person, and does it more than once. It can be physical, verbal, or social, and can also take place over the internet with emails or text messages. Sometimes a group of students will bully others. **Exclusion** is when students feel excluded or treated unfairly at school because of ethnic or cultural background, gender, social class, sexual orientation, religion, disability, or other perceived categorical boundary. **Sexual harassment** is any unwanted or inappropriate language or touching that makes a person feel upset, hurt or angry. Exclusion and sexual harassment are forms of bullying, and often students that are excluded or harassed are victims of other forms of bullying. Students who are bullied are prone to experiencing low self esteem, anxiety, depression, and disaffection from school. In extreme cases bullying can lead to suicide.

#### Key Findings from the Research

- Data from *OurSCHOOL* surveys in 2009-10 found students who reported being victims of bullying were five-and-a-half times as likely to be suffering depression, and were almost three times as likely to have a low sense of belonging at school. They were also less likely to be intellectually engaged.
- Schools vary in their reported prevalence of moderate and severe bullying. In 2009-10, data from *OurSCHOOL* found that among middle schools the prevalence of moderate and severe bullying varied from 4% to 52%, with one-half of all schools having a prevalence between 24% and 35%. The prevalence of moderate and severe bullying reported was less in secondary schools; on average it was 22% compared with the middle school average of 29%.
- There are several actions schools can take to prevent bullying, exclusion and sexual harassment. School staff must be able to recognize different forms of bullying and be willing to step in when they observe a student being bullied.<sup>1</sup> Positive school policies and practices can make it safe for students to report bullying when it occurs and ensure that there are clear consequences for bullying that are consistently enforced. Schools can help equip students with appropriate strategies to deal with bullying, exclusion and sexual harassment.<sup>2</sup>
- Data from students can help school staff develop positive practices and policies.

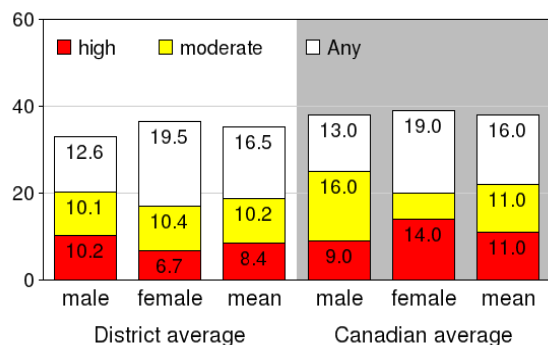
Students from Lethbridge School District No. 51 completed the *OurSCHOOL* survey which included questions about bullying, school safety and exclusion and sexual harassment. This report summarizes their views.

## 1. The prevalence of school bullying

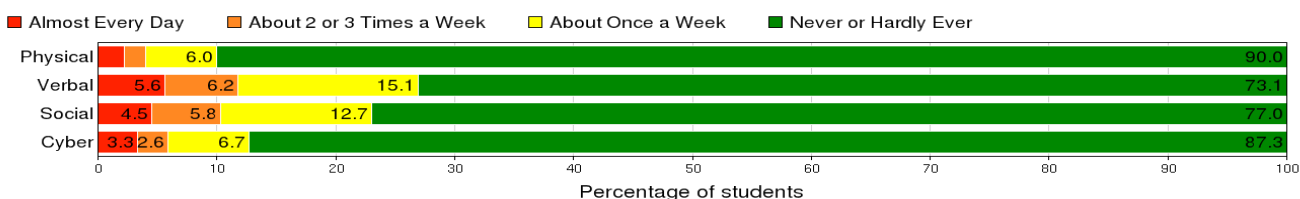
The literature distinguishes between bullies, victims and those who are both bullies and the victims of bullying.<sup>3</sup> The percentage of students who report being victims of bullying is a useful school-level measure of the extent of bullying and its potential effects on youth. Students' reports of taking part in bullying and students' accounts of witnessing bullying are less useful as a school measure, because even a single incident of bullying may be seen or talked about by a wide range of students.

Overall, 35.2% of students in Lethbridge School District No. 51 reported being a victim of bullying about once a week or more often, for at least one of the four types of bullying. In addition, *OurSCHOOL* classifies students as being moderate or severe victims. Figure 1 - shows the results for all students in Lethbridge School District No. 51 , and separately for boys and girls, compared with the national average. Figure 2 indicates the types of bullying most often experienced by the students at Lethbridge School District No. 51 . The results are based on students' reports of being victims of physical, social, verbal and cyber bullying in the previous 30 days.

**Figure 1: Prevalence of bullying in Lethbridge School District No. 51**



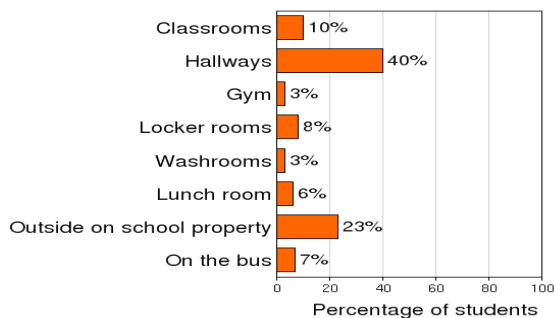
**Figure 2: Bullying by Type in Lethbridge School District No. 51**



## 2. Where and when bullying occurs

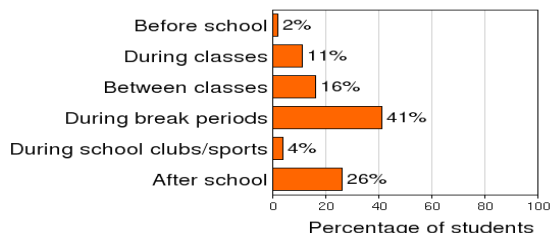
Bullying tends to occur most frequently in classrooms, hallways and the lunchroom, but this can vary among schools.<sup>4</sup> Students quickly learn where the 'hot-spots' are, which tend to be places where there is inadequate supervision.<sup>5</sup> Students in Lethbridge School District No. 51 were asked where bullying happened most often in and near their school. The results are shown in Figure 3.

**Figure 3: Where bullying occurs in Lethbridge School District No. 51**



The students in Lethbridge School District No. 51 were also asked when bullying most often occurred. Figure 4 displays the results.

**Figure 4: When bullying occurs in Lethbridge School District No. 51**



### 3. How students respond to bullying

Students in Lethbridge School District No. 51 who reported being bullied in the past 30 days were asked what they did the last time they were bullied. Figure 5 summarizes their responses.

**Figure 5: How students respond when bullied in Lethbridge School District No. 51**

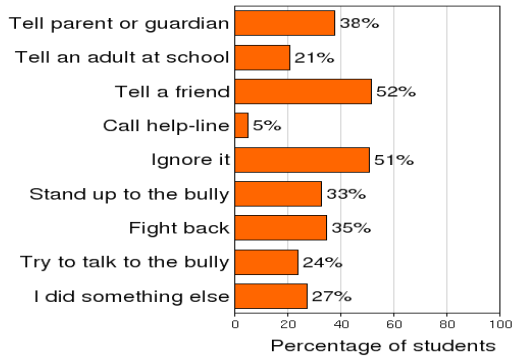
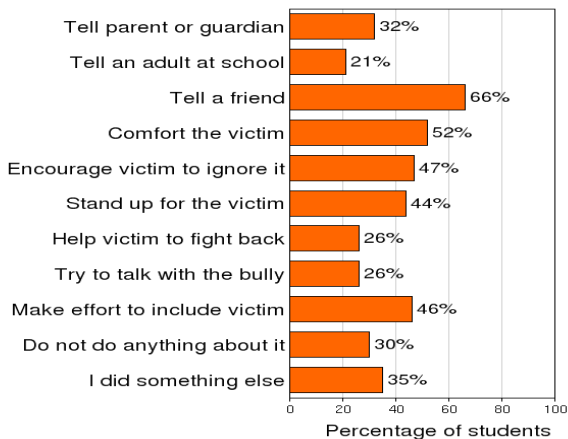


Figure 6 summarizes student responses when they saw or heard about a student being bullied.

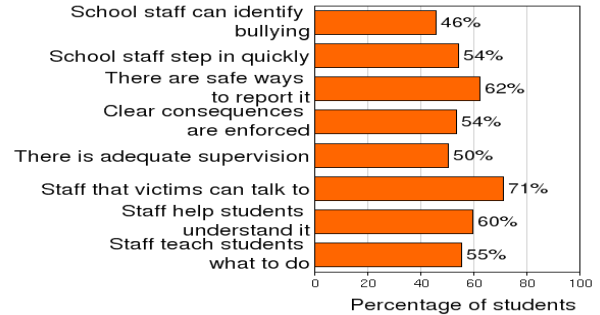
**Figure 6: Response when others are bullied in Lethbridge School District No. 51**



### 4. Measures to prevent bullying

School policies and practices can help prevent student bullying. Students in Lethbridge School District No. 51 indicated the extent to which they felt certain anti-bullying measures were practiced in their school. Figure 7 shows the percentage of students that agreed or strongly agreed that these practices were evident in their school.

**Figure 7: Measures to prevent bullying in Lethbridge School District No. 51**



### 5. Students who feel excluded

Many students feel excluded by their peers or treated unfairly by school staff because of their ethnic or cultural background, gender, social class, sexual orientation, religion, disability, or other perceived categorical boundaries. Figure 8 shows the percentage of students who felt excluded by other students for various reasons.

**Figure 8: Reasons students feel excluded in Lethbridge School District No. 51**

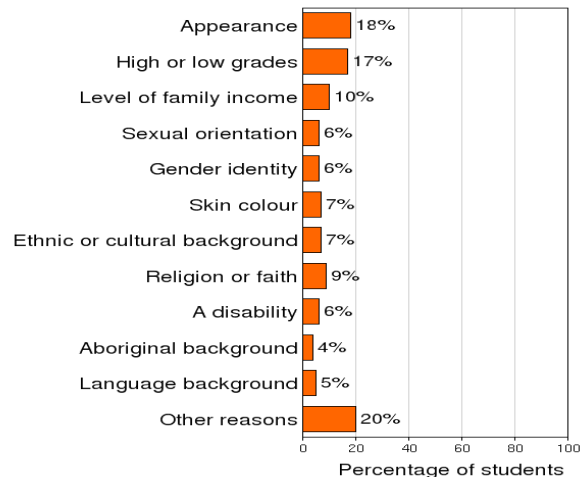
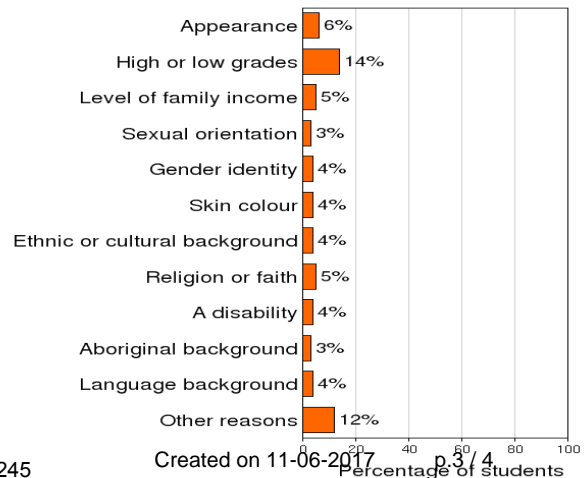


Figure 9 shows the percentage of students who felt they were treated unfairly by school staff for these same reasons.

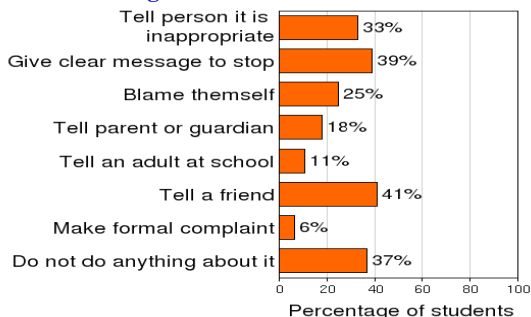
**Figure 9: Reasons students feel they are treated unfairly by staff in Lethbridge School District No. 51**



## 6. Sexual harassment at school

Students were presented with a definition of sexual harassment and asked if they had felt sexually harassed at school in the past 30 days. In Lethbridge School District No. 51, 10.1% of girls and 6.6% of boys felt they had been sexually harassed. Those who indicated being sexually harassed were asked how they responded at the time. Figure 10 summarizes their responses.

**Figure 10: How students respond if they are sexually harassed in Lethbridge School District No. 51**



## 7. Feeling Safe at School

Students were asked whether they felt safe at school, and safe going to and from school. Overall, 9.2% of girls and 9.5% of boys in Lethbridge School District No. 51 indicated that they did not feel safe at school. A further 16% of girls and 14.9% of boys indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school. Figure 11 shows the percentage of students that felt safe at school.

**Figure 11: Students who feel safe in Lethbridge School District No. 51**

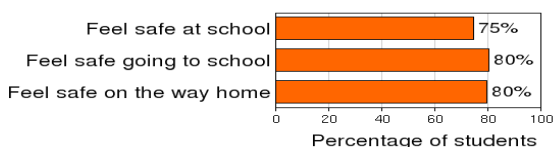
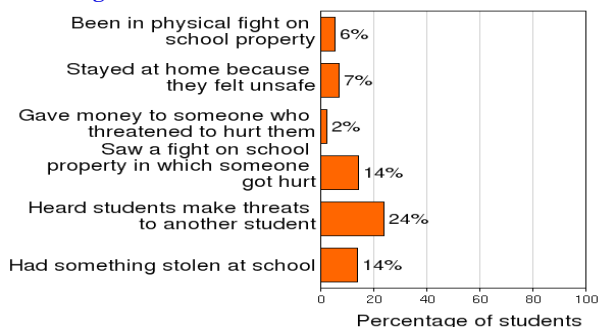


Figure 12 shows students' responses to six other questions concerning how safe they felt at school.

**Figure 12: Indicators of an unsafe environment in Lethbridge School District No. 51**



## About OurSCHOOL

*OurSCHOOL* is an evaluation system that includes a dynamic web-based student survey, and optional teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see [www.thelearningbar.com](http://www.thelearningbar.com) for further information.

## About this School Report

This report was prepared by Dr. J. Douglas Willms, Director of the Canadian Research Institute for Social Policy at the University of New Brunswick. It was based on data from 3000 students in Lethbridge School District No. 51 that completed the *OurSCHOOL* student survey in 2016. Schools can print this report free of charge for use in staff meetings and professional development activities. It can also be reproduced for distribution to parents.

### References:

1. Pepler, D. J., Craig, W. M., Ziegler, S. & Charach, A. (1994). "An Evaluation of an Anti-Bullying Intervention in Toronto Schools". *Canadian Journal of Community Mental Health*, 13(2): 95-110.
2. O'Morre, M. (2000). Critical issues for teacher training to counter bullying and victimisation in Ireland. *Aggressive Behaviour*, 26, 99-111.
3. Haynie, D. L., Nansel, T., Eitel, P., Crump, A.D., Saylor, K., Yu, K. and Simons-Morton, B. (2001). Bullies, victims, and bully/victims: Distinct groups of at-risk youth. *Journal of Early Adolescence*, 21, 29-49.
4. Leff, S. S., Power, T. J., Costigan, T. E., & Manz, P. H. (2003). Assessing the climate of the playground and lunchroom: Implications for bullying prevention programming. *School Psychology Review*, 32, 418-430.
5. Craig, W. M. & Pepler, D. (1997). "Observations of Bullying and Victimization in the School Yard". *Canadian Journal of School of Psychology*, 13(2): 41-60.

## Students in Lethbridge School District No. 51

### Student Engagement – Primary (2016/2017)



Student engagement is "a disposition towards learning, working with others, and functioning in a social institution".<sup>1</sup> It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early – during the primary years or even earlier – and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

#### Key Findings from the Research

- The average levels of the three types of engagement tend to be quite stable during the primary school years. However, student engagement declines steadily as students proceed through middle and secondary school.
- At the primary level, teachers need to be aware of early signs of disengagement. Students who are prone to becoming disengaged tend to have a low sense of belonging at school, display poor social behaviours, and lack interest in their school work.
- Students who are intellectually engaged are more likely to feel confident in their skills and challenged in their classes. Students who lack confidence in their skills are more than one-and-a-half times as likely to suffer anxiety problems during middle and secondary school.<sup>2</sup>
- Aboriginal students and students from low socioeconomic families are less likely to be engaged at school. Immigrant students tend to be more engaged than non-immigrant students on measures of institutional and intellectual engagement, but this is not the case for measures of social engagement. Girls have slightly higher levels of engagement than boys.
- Schools vary in their levels of engagement, even after taking account of the family background of students attending each school. Some of this variation is attributable to five "drivers of student outcomes": quality instruction, teacher-student relations, classroom learning climate, expectations for success, and student advocacy.<sup>3</sup> However, there is less variation among primary schools than among secondary schools.
- Data from students can help school staff develop policies and practices that increase student engagement.

Students from Lethbridge School District No. 51 completed the *OurSCHOOL* survey which included nine measures of student engagement alongside the five drivers of student outcomes. This report summarizes the results.



## 1. A Framework for Assessing Student Engagement

The *OurSCHOOL* Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement (see Figure 1).

**Figure 1: Measures of student engagement in *OurSCHOOL***

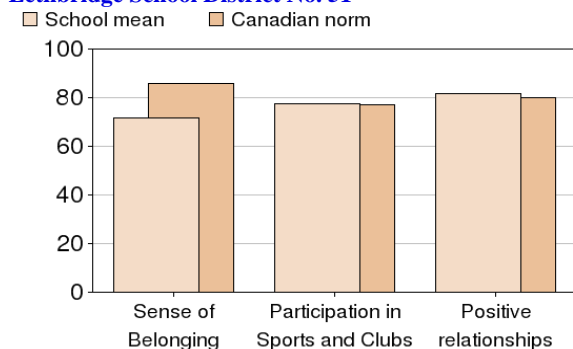
Social Engagement	Institutional Engagement	Intellectual Engagement
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Positive School Behaviour	Effort
Positive Relationships at School	Positive Homework Behaviour	Quality Instruction

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

## 2. Social Engagement

Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.<sup>5</sup> Figure 2 shows the percentage of students in Lethbridge School District No. 51 that were socially engaged compared with national norms for students at the year levels assessed in this school.

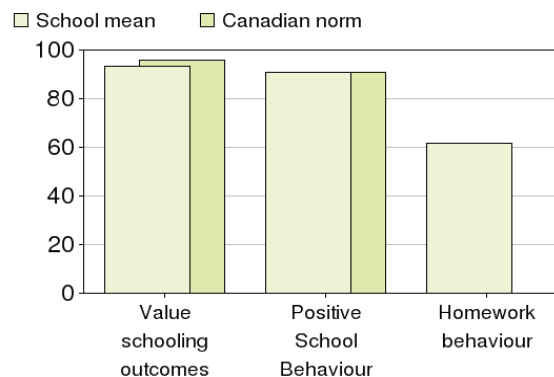
**Figure 2: Percentage of students socially engaged in Lethbridge School District No. 51**



## 3. Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered *institutionally* engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Lethbridge School District No. 51 are shown in Figure 3.

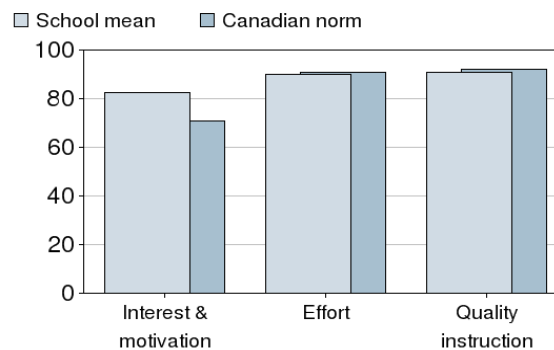
**Figure 3: Percentage of students institutionally engaged in Lethbridge School District No. 51**



## 4. Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge.<sup>4</sup> It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Figure 4 displays the results for Lethbridge School District No. 51 on the three measures of intellectual engagement.

**Figure 4: Percentage of students intellectually engaged in Lethbridge School District No. 51**

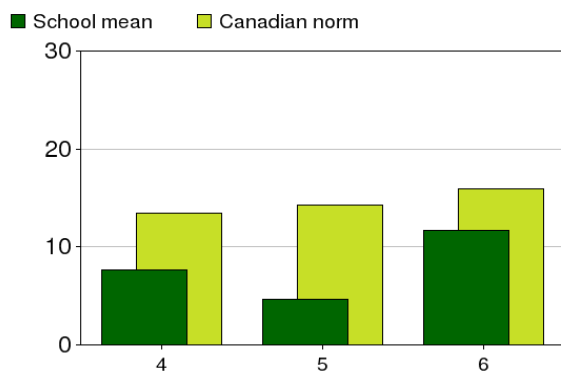


## 5. Early signs of disengagement

A small percentage of students display signs of disengagement during the primary school years. Some of these children exhibit intense anxiety or other psychological problems, which is sometimes characterised as "school phobia".<sup>5</sup> For most children however, early disengagement is associated with learning and behavioural problems which are evident in kindergarten or even earlier. Early disengagement is also associated with family socio-economic factors, and some analysts attribute it to factors associated with living in poverty as well as parenting styles and levels of parental involvement in their children's education. However, the school's role is increasingly being recognised as important.

A composite measure of student engagement derived from the nine *OurSCHOOL* measures of engagement can be used to discern the prevalence of students displaying early signs of disengagement. Figure 5 shows the prevalence in Lethbridge School District No. 51 by year.

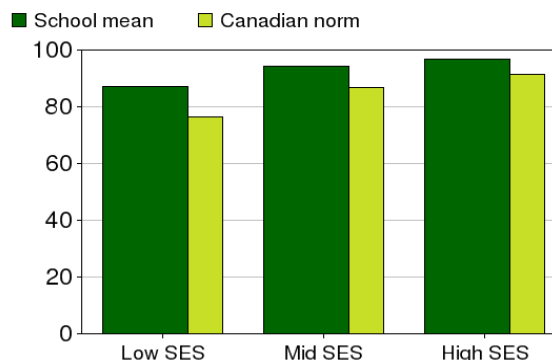
**Figure 5: Percentage of students in Lethbridge School District No. 51 displaying early signs of disengagement.**



## 6. Equality of Engagement Outcomes

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home. Students were classified into three equal groups, which are referred to as low, middle, and high SES. Figure 6 shows the extent of inequalities among these socioeconomic groups in Lethbridge School District No. 51 for the composite measure of engagement.

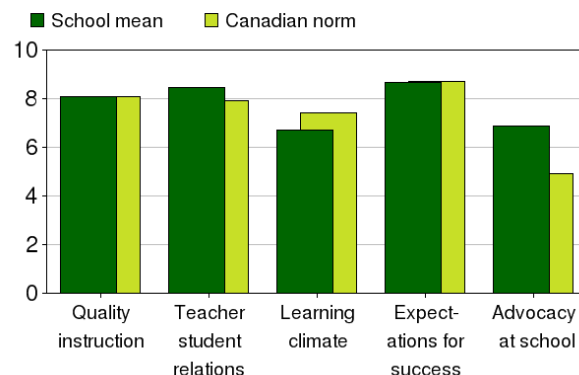
**Figure 6: Extent of inequalities in student engagement among socioeconomic groups at in Lethbridge School District No. 51**



## 7. Drivers of Student Engagement

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. Figure 7 shows the average scores on a ten-point scale for each factor for Lethbridge School District No. 51 compared with national norms for students at the year levels assessed in this school.

**Figure 7: School-levels factors associated with student engagement in Lethbridge School District No. 51**



## 8. What Schools Can Do

First and foremost, all students need an advocate – someone at school who consistently provides encouragement and to whom they can turn to for advice. School staff need to identify the students showing early signs of disengagement and regularly monitor their progress. Someone on staff needs to check in with each of these students regularly, in some cases every day. Improving student engagement cannot be seen as solely the role of support personnel, such as counsellors or psychologists; it needs to be viewed as a key role of classroom teachers.

A substantial number of disengaged students have poor literacy skills. The majority of these students did not learn to read well during the first three years of primary school and by the fourth year they feel inadequate as learners at school. They need an intervention aimed at improving their basic reading and math skills. Some of these students are disruptive in class and disrespectful with others. These students need short- and long-term plans for school success guided by school staff. Many students need help in developing positive friendships and resolving conflicts in constructive ways.

A number of students who are disengaged suffer anxiety. The school can play a role in reducing anxiety by supporting programs designed to improve students' emotional resilience, by tackling issues concerning bullying and school safety, and by building effective family-school partnerships. These measures can dramatically improve levels of social and institutional engagement.

Increasing the intellectual engagement of students is perhaps more difficult to achieve as it requires a marked change in classroom practice. Educators will need to challenge and alter some of the long-standing structural features of schools, such as teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

## About OurSCHOOL

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### References:

1. **Willms, J.D.** (2003). *Student engagement at school: A sense of belonging and participation*. Paris: Organization for Economic Cooperation and Development.
2. **Tramonte, L.. & Willms, J. D.** (2010). The prevalence of anxiety among middle and secondary school students in Canada. *Canadian Journal of Public Health*, 101(Suppl. 3), S19-S22.
3. **Willms, J. D.** (2011). *Student engagement in Alberta schools*. Edmonton, AB: Alberta Education.
4. **Willms, J. D.**, Friesen, S. & Milton, P. (2009). *What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement* (First National Report). Toronto: Canadian Education Association.

## Students in Lethbridge School District No. 51 School Completion (2016/2017)



Only about three of every four Canadian students graduate from secondary school in the typical timeframe, although many students who drop out of school later pursue adult education programs that lead to a high school diploma.<sup>1</sup> School completion is a significant predictor of a students' long-term health, economic success and general well-being. Therefore, the 'completion rate' is a key marker of the efficiency of the formal K-12 school system. Longitudinal studies that have followed students through to the school-leaving age have identified a number of demographic and school-related factors related to school completion.<sup>2,3</sup> Literacy skills, engagement, and positive mental health are among the most important protective factors. Data on these factors can be used to gauge a student's chance of completing secondary school. Schools can improve school completion rates by increasing students' literacy skills, monitoring student engagement, building trusting relationships, tackling issues concerning bullying and school safety, and establishing effective family-school partnerships.<sup>4,5</sup>

### Key Findings from the Research

- All children have a certain probability of completing school, which depends on a complex set of factors associated with their family background, academic achievement, engagement, mental health, and the learning climate of their school.
- The *OurSCHOOL* student survey provides reliable measures of these factors, which can be conceived as *assets* that children acquire as they progress through school.
- We can use data on students' assets to identify different types of students based on a profile of their academic grades, engagement, and mental health. Analyses of data from over 500,000 Canadian students identified five types of students with differing profiles of these key assets.
- Measures of students' assets can also be used to estimate the probability that a student will complete secondary school. The formula for predicting the probability takes into account the relative importance of the various predictive factors based on the findings from several longitudinal studies.
- We can consider two types of interventions. The first type entails whole-school initiatives aimed at increasing the academic and social-emotional assets of all students, thereby increasing the likelihood they will graduate. The second type involves identifying students who are most at risk of dropping out, and providing a targeted intervention to help them complete school.
- Schools can make a difference. The Alberta study, *School Completion in Alberta Schools*, provides compelling evidence that schools vary in their school completion rates, even after taking account of students' family backgrounds.

Students from Lethbridge School District No. 51 completed the *OurSCHOOL* survey, which included measures of the most important assets related to school completion. This report summarizes the results and discusses how they relate to whole-school and targeted interventions.

## 1. Pathways to School Completion

For most students, the pathway to school completion begins early: the successful development of literacy skills leads to greater participation in school activities and a strong sense of belonging at school. Students who do not learn to read well during the primary school years tend to fall further and further behind in their academic skills and gradually withdraw from school.<sup>5</sup> Some students fall off the path to completion later in their school career: they encounter difficulties in making the transition to secondary school or suffer unexpected or traumatic events.<sup>6</sup>

## 2. Personal Assets Leading to School Completion

Longitudinal studies that have followed children through to their school-leaving age have identified a number of protective factors related to school completion. These can be grouped into seven broad categories:

**Demographic:** grade, gender, parents' level of education, educational possessions in the home, having an advocate at home or in the community;

**Academic:** school grades, no grade repetition;

**Social engagement:** a sense of belonging at school, participation in sports and clubs, the ability to make positive friendships at school;

**Institutional engagement:** valuing schooling outcomes, school attendance, positive homework behaviours, and positive school behaviours;

**Intellectual engagement:** interest and motivation, effort, and being appropriately challenged in class;

**Positive mental health:** positive self-esteem, not experiencing anxiety or depression;

**Learning climate of the school:** high expectations for success, has an advocate at school.

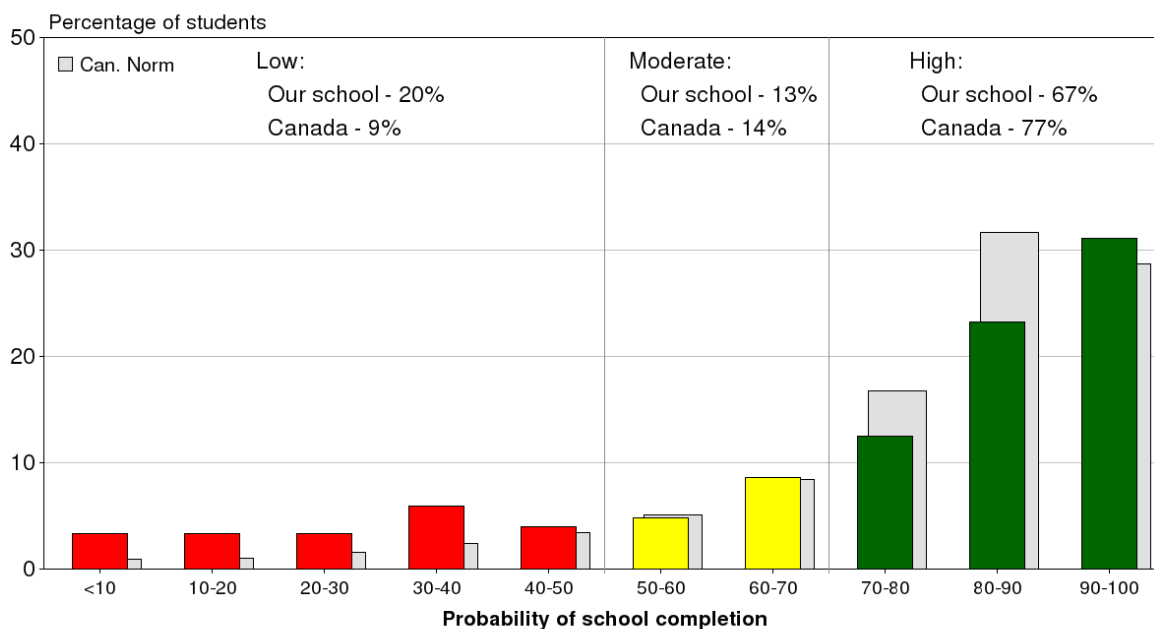
## 3. Probability of School Completion

*OurSCHOOL* includes measures of each of these protective factors, which are considered personal assets that increase a student's likelihood of completing school. Some assets are more important than others, based on the results of a number of longitudinal studies. The assets can be weighted accordingly to estimate each child's probability of school completion. The distribution of the probabilities for Lethbridge School District No. 51 is shown in Figure 1.

In Lethbridge School District No. 51, 67% of the students have a probability of school completion that is greater than 70%. A further 13% have a moderate chance of completion, with a probability of school completion between 50 and 70%. About 20% of the students have a probability of school completion that is less than 50%.

The average probability of school completion at Lethbridge School District No. 51 is 72%, while the Canadian average is 78%.

Figure 1. Percentage of students with varying probabilities of school completion in Lethbridge School District No. 51





## 4. Five Types of Students

A statistical technique called cluster analysis was used to identify types of students that have similar profiles in terms of their assets for school completion. Canadian students that participated in *OurSCHOOL* in 2012-13 fell into five groups:

**Engaged.** These students have high grades, high scores on all three types of engagement, and positive mental health. Their average probability of school completion is 93%.

**Disconnected.** These students also have high grades and comply with the formal rules of schooling. However, they have very low scores on social engagement and many have low self-esteem accompanied with high levels of anxiety and depression. Their average probability of school completion is 82%.

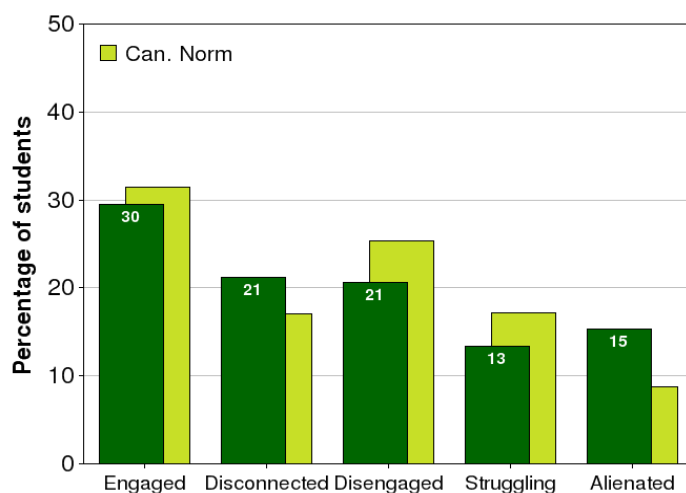
**Disengaged.** Although these students have reasonably good grades, they have low scores on all three types of engagement. Their average probability of school completion is 79%.

**Struggling.** These students have very low grades, but they strive to comply with the formal rules of schooling and have a positive self-esteem and positive mental health. Their average probability of school completion is 61%.

**Alienated.** As with struggling students, this group has very low grades and low levels of engagement. They tend to have poor attendance, poor homework behaviours and do not value schooling. They have very low levels of self-esteem and poor mental health. Their average probability of school completion is 45%.

The percentages of students in each group for the Canadian population and for Lethbridge School District No. 51 are shown in Figure 2.

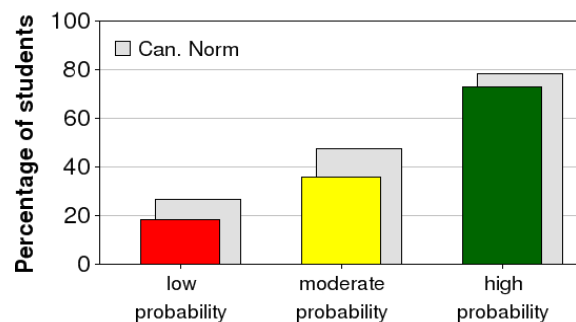
**Figure 2. Percentage of students in each of the five types in Lethbridge School District No. 51**



## 5. Building Assets with School-Wide Reforms

These findings can help school staff consider how much emphasis to place on *school-wide* reforms that improve the chances of completion for all students versus *targeted* interventions for high-risk youth.<sup>7</sup> A common characteristic of all students that are at risk of dropping out is that they have low levels of social engagement. *OurSCHOOL* includes three indicators of social engagement. The results for sense of belonging in Lethbridge School District No. 51 are shown in Figure 3, broken down by the probability of school completion.

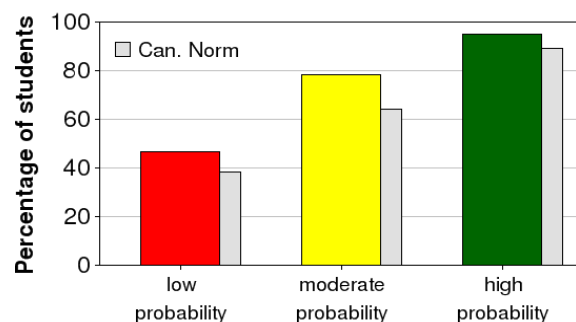
**Figure 3: Percentage of students with a positive sense of belonging by probability of school completion in Lethbridge School District No. 51**



Students are more likely to stay in school if they are able to make positive friendships. Schools can take an active role in fostering these skills, which can also reduce the prevalence of anxiety and depression. Similarly, increasing students' participation in sports and clubs improves their connectedness with school.

School-wide interventions can also focus on the key elements of a positive school climate. Maintaining high expectations for success is strongly related to school completion. The results for Lethbridge School District No. 51 are shown in Figure 4.

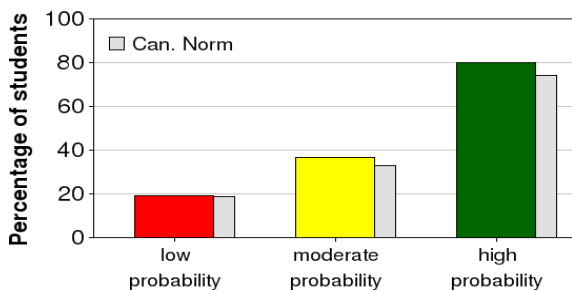
**Figure 4: Percentage of students with a high expectation of success by probability of school completion in Lethbridge School District No. 51**



## 6. Targeted Interventions for High-risk Youth

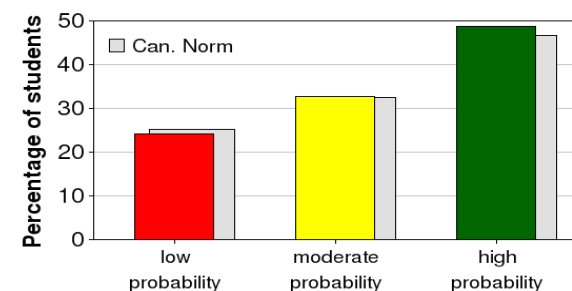
Poor literacy skills, low academic grades, and grade repetition are among the most important risk factors for dropping out. Thus, any intervention aimed at improving school completion rates needs to have a strong program for improving students' literacy skills. Figure 5 shows the percentage of students with grades of B or higher in Lethbridge School District No. 51.

**Figure 5: Percentage of students with grades of B or higher by probability of school completion in Lethbridge School District No. 51**



*Check and Connect*, a targeted program for high-risk youth, has four components: a mentor working with students and families; regular monitoring of students' academic progress and engagement; efforts to connect students with school; and strong family-school partnerships.<sup>4</sup> Mentorship is especially important, as many youth do not feel they have someone at school they can turn to for help. Figure 6 shows the results for Lethbridge School District No. 51.

**Figure 6: Percentage of students that have an advocate at school by probability of school completion in Lethbridge School District No. 51**



The first step a school staff can take to improve school completion rates is to take stock of its strategies for increasing the literacy skills of low-performing students. Are their literacy skills accurately monitored and are the instructional strategies measurably effective? Next, schools can establish a plan for increasing student engagement. Third, teachers can collectively identify their high-risk youth and ensure that each one has a mentor who will commit to supporting the student through

graduation.

## About OurSCHOOL

*OurSCHOOL* is an evaluation system that includes a dynamic web-based student survey, and optional teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see [www.thelearningbar.com](http://www.thelearningbar.com) for further information.

## About this School Report

This report was prepared by Dr. J. Douglas Willms, Director of the Canadian Research Institute for Social Policy at the University of New Brunswick. It was based on data from 3 students in Lethbridge School District No. 51 that completed the *OurSCHOOL* student survey in 2016. Schools can print this report free of charge for use in staff meetings and professional development activities. It can also be reproduced for distribution to parents.

### References:

1. Janosz, M., Bisset, S. L., Pagani, L. S., & Levin, B. (2009). *Educational systems and school dropout in Canada*. In S. Lamb, E. Markussen, N. Sandberg, & J. Polesel (eds.) *International studies of school completion and dropout: Research, theory, and policy*. New York: Springer-Verlag.
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## Students in Lethbridge School District No. 51 Student Engagement (2016/2017)



Student engagement is "a disposition towards learning, working with others, and functioning in a social institution".<sup>1</sup> It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early - during the primary grades or even earlier - and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

### Key Findings from the Research

- A study conducted by the Canadian Education Association, in collaboration with Galileo Educational Network and The Learning Bar, found that all three types of engagement markedly decline as students progress through middle and secondary school. For example, in Grade 6 about 60% of students were considered to be intellectually engaged, but by Grade 9 the percentage was about 30%.<sup>2</sup>
- Students who are intellectually engaged are more likely to feel confident in their skills and challenged in their classes. Students who lack confidence in their skills are more than one-and-a-half times as likely to suffer anxiety problems during middle and secondary school.<sup>3</sup>
- Data from the *OurSCHOOL* survey in 2009-10 found that Aboriginal students and students from low socioeconomic families are less likely to be engaged at school. Immigrant students tend to be more engaged than non-immigrant students on measures of institutional and intellectual engagement, but this is not the case for measures of social engagement. Girls have higher levels of engagement than boys.
- Schools make a difference. There is considerable variation among schools in their levels of engagement, even after taking account of the family background of students attending each school.
- Some of this variation is attributable to five "drivers of student outcomes": quality instruction, teacher-student relations, classroom learning climate, expectations for success, and student advocacy.<sup>4</sup>
- Data from students can help school staff develop policies and practices that increase student engagement.

In Lethbridge School District No. 51, 3000 students completed the *OurSCHOOL* survey which included ten measures of student engagement alongside the five drivers of student outcomes. This report summarizes the results.

## 1. A Framework for Assessing Student Engagement

The *OurSCHOOL* Effective Schools Survey includes nine measures of student engagement, categorized as social, institutional and intellectual engagement.

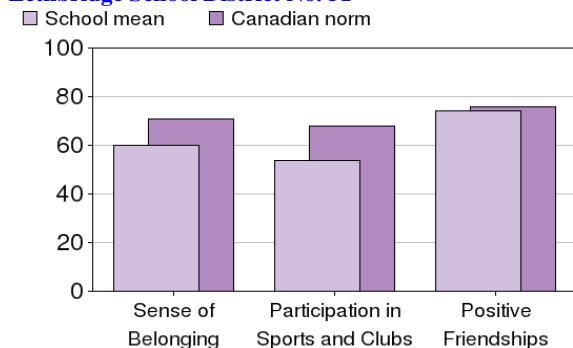
Social Engagement <i>Student is involved in the social life of the school</i>	Institutional Engagement <i>Student values and strives to meet the formal requirements for school success</i>	Intellectual Engagement <i>Student makes an emotional and psychological investment in learning</i>
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Attendance	Effort
	Positive Behaviour	
Positive Friendships at School	Homework and Study Habits	Appropriately Challenged

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and school attendance.

## 2. Social Engagement

Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Lethbridge School District No. 51 that were socially engaged compared with national norms for students at the grade levels assessed in this school.

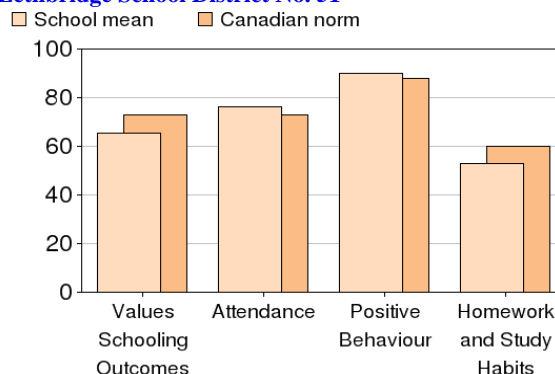
**Figure 1: Percentage of students socially engaged in Lethbridge School District No. 51**



## 3. Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered *institutionally* engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in Lethbridge School District No. 51 are shown in Figure 2.

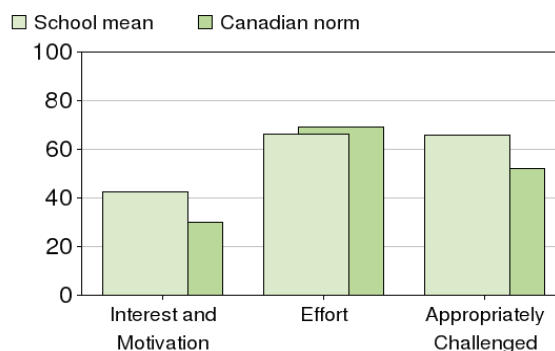
**Figure 2: Percentage of students institutionally engaged in Lethbridge School District No. 51**



## 4. Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge.<sup>2</sup> Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes.<sup>5</sup> These students are often deeply absorbed in academic activities. Figure 3 displays the results for Lethbridge School District No. 51 on the three measures of intellectual engagement.

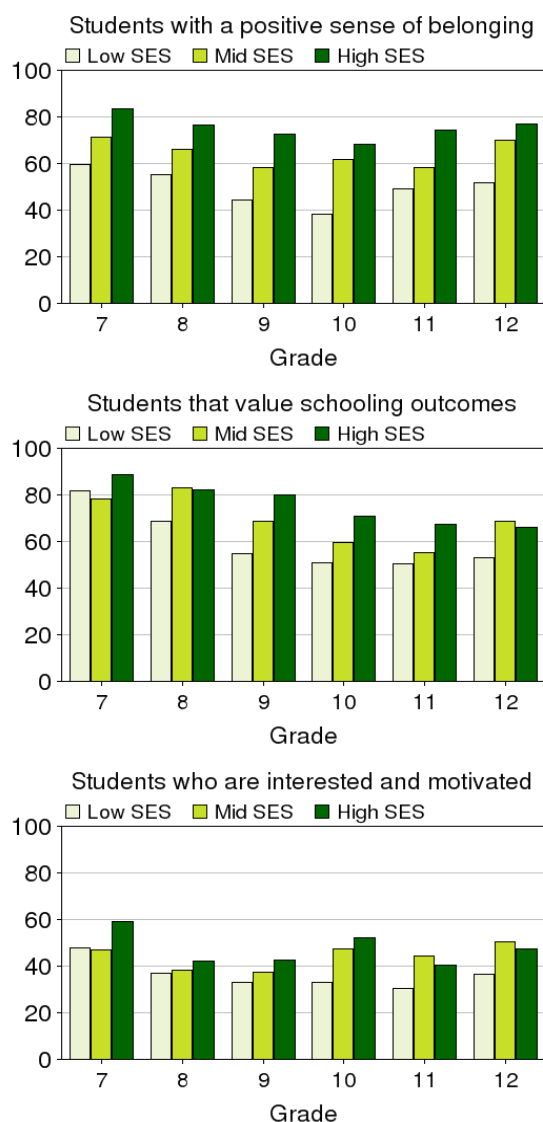
**Figure 3: Percentage of students intellectually engaged in Lethbridge School District No. 51**



## 5. Equality of Engagement Outcomes

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home, their parents' level of education, and whether they were living in a two-parent family. Students were classified into three groups, which are referred to as low, middle, and high SES. Figure 4 shows the extent of equalities among these socioeconomic groups in Lethbridge School District No. 51 for three measures of student engagement.

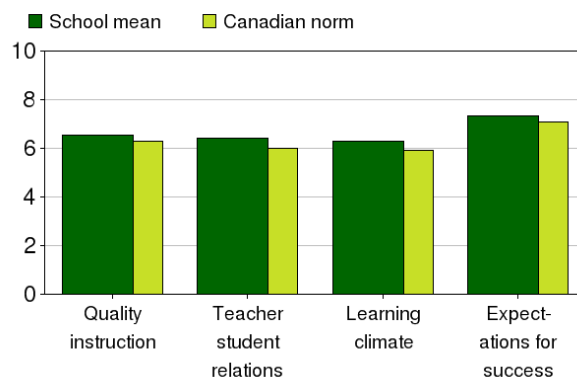
**Figure 4: Extent of equalities in student engagement among socioeconomic groups in Lethbridge School District No. 51**



## 6. Drivers of Student Engagement

Findings from Alberta's *OurSCHOOL Project: Measuring Student Engagement* found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares Lethbridge School District No. 51 to national norms for each factor on a ten-point scale.

**Figure 5: School-levels factors associated with student engagement in Lethbridge School District No. 51**



## 7. What Schools Can Do

Rather than seeing student engagement as an immutable *trait* of students, it is better to think of it as a fluid *state of being*, which can change as students proceed through school.<sup>6</sup> The onus to succeed at school rests with the student, but peers, families, and school staff can play an important role in shaping student engagement. Research conducted by The Learning Bar provides compelling evidence that schools vary substantially in their levels of engagement, even when students' backgrounds are taken into account. Moreover, school staff can take concrete steps towards increasing student engagement.



First and foremost, all students need an advocate - someone at school who consistently provides encouragement and to whom students can turn to for advice. School staff need to know who the acutely disengaged students are and regularly monitor their progress. Someone on staff needs to check in with each of these students regularly, in some cases every day. Improving student engagement cannot be seen as solely the role of the school counsellor or district psychologist; it needs to be viewed as a key role of classroom teachers.

A substantial number of disengaged students have poor literacy skills. Most of these students did not learn to read well during elementary school and therefore have a long history of feeling inadequate as learners at school. They need an intervention aimed at improving their basic reading and math skills. Some disengaged students are disruptive and disrespectful, and prone to participating in risky behaviours, including smoking, excessive drinking, drug use, and unsafe sexual practices. They need short- and long-term plans for school success guided by school staff. Many of them need help in developing positive friendships and resolving conflicts in constructive ways. Some require professional help to overcome addictions.

A number of students who are disengaged suffer anxiety and depression. The school can play a role in reducing anxiety and depression by supporting programs designed to improve students' emotional resilience, by tackling issues concerning bullying and school safety, and by building effective family-school partnerships. These measures can dramatically improve levels of social and institutional engagement.

Increasing the intellectual engagement of students is perhaps more difficult to achieve as it requires a marked change in classroom practice. Educators will need to challenge and alter some of the long-standing structural features of schools, such as teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

## About *OurSCHOOL*

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5. **Csikszentmihalyi, M.** (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Harper & Row.
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## 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.

*Learners are innovative thinkers who are successful,  
confident, respectful, and caring*



*Lethbridge School District No. 51*