



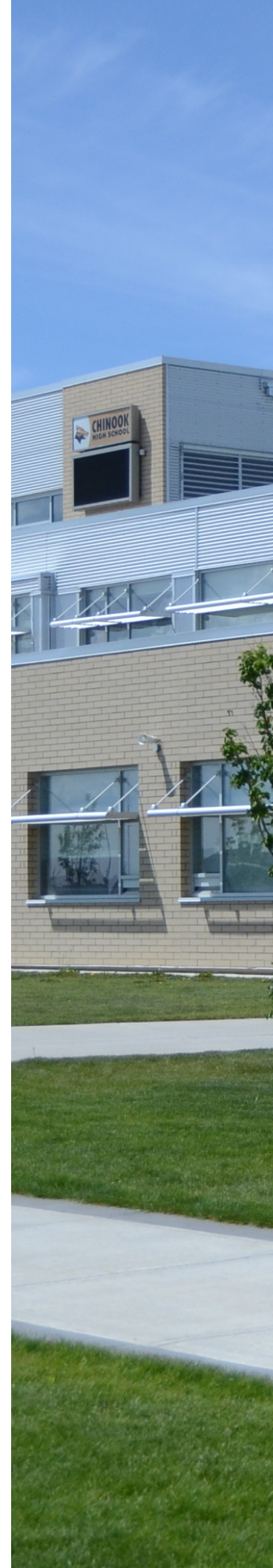
# 2021 2022

ANNUAL  
ASSURANCE  
RESULTS REPORT



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## Message from the Board Chair

On behalf of the Board of Trustees, I am pleased to present the Lethbridge School Division Assurance Results Report for 2020/2021.

The report captures the measures identified in each of the Board priority areas outlined in the Board 2020/2023 Education Plan. It can be noted that some of the measures are not available for reporting for two reasons. First, the provincial examination program (diploma examinations and provincial achievement tests) were not implemented in June 2020 or all of the 2020/2021 school year except for those students who opted to write the provincial diploma examinations. Jurisdiction data for test results is not available for the small number of students who wrote. Second, the survey satisfaction questions for parents, students and staff in the February 2021 provincial APORI survey were different from previous years because they were structured to align with the provincial Assurance Framework rather than the previous APORI framework used for the 2020/2021 Education Plan. The results from the February 2021 survey as reported in this report will serve as benchmarks for subsequent survey results that align with the new Assurance Framework planning cycle.

The division looks at results to inform planning for the next school year.

Parents are the primary educators and critical partners in navigating challenge to ensure student success. We look forward to engaging our partners in ongoing dialogue throughout the year to inform planning and decision-making. Please refer to the Lethbridge School Division Engagement Website for ongoing communication with parents and feedback initiatives. [\[Public Engagement\]](#)

We are very proud of our Division and the tireless efforts of our staff and students and thank them for their continual commitment to making us better tomorrow than we were today.



**Allison Purcell**  
**Board Chair**





## Accountability Statement

The Assurance Results Report for Lethbridge School Division for the 2020/2021 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Assurance Results Report for 2020/2021 was approved by the Board on November 23, 2021.

**Signed:**

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

**Allison Purcell**  
**Board Chair**

**Dr. Cheryl Gilmore**  
**Superintendent of Schools**







## Vision Statement

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

## Mission Statement

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

## Board of Trustees



**Allison Purcell**  
**Board Chair**



**Christine Light**  
**Vice Chair**



**Andrea Andreachuk**  
**Board Member**



**Tyler Demers**  
**Board Member**



**Kristina Larkin**  
**Board Member**



**Genny Steed**  
**Board Member**



**Craig Whitehead**  
**Board Member**

## Senior Administration

**Cheryl Gilmore - Superintendent of Schools**

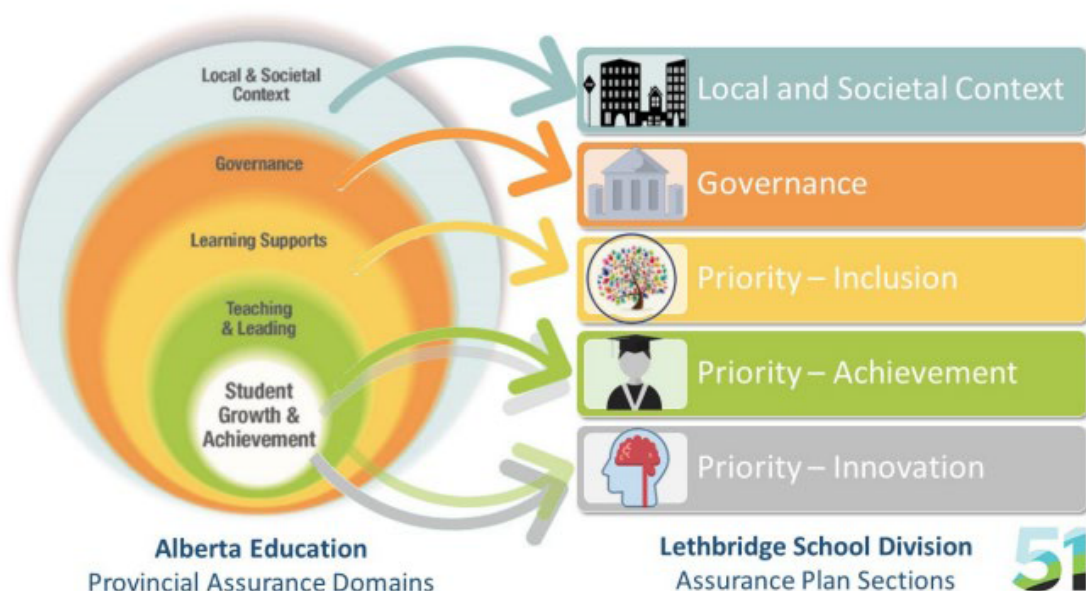
**Morag Asquith - Associate Superintendent, Instructional Services**

**Christine Lee - Associate Superintendent, Business and Operations**

**Mike Nightingale - Associate Superintendent, Human Resources**

## Assurance Domains

The Education Plan for the 2020/2021 school year was not structured using Assurance Domains. The plan was structured according to the three Board priorities: Achievement, Inclusion, and Innovation. The Results Reports blends the priorities within the new provincial assurance framework. The chart below illustrates the connection between the Board priorities as outlined in the 2020/2021 Education Plan and the Assurance framework used for this report.



## Relationship to Provincial Goals

Alberta's students are successful.				
First Nations, Métis, and Inuit students in Alberta are successful.				
Alberta has excellent teachers, school leaders, and school authority leaders.				
Alberta's education system is well governed and managed.				





## DOMAIN: Local and Societal Context

Since 1886, Lethbridge School Division has offered high quality learning experiences over a broad range of programs to meet the needs of a wide variety of learners. In the 2020/2021 school year, the Division educated approximately 11,250 Early Learning through Grade 12 students within the city of Lethbridge and employs 723 full time equivalent (FTE) certificated staff and 497 FTE support staff.



Lethbridge School Division takes pride in the breadth of its programs, the expertise of its staff, and the quality of its facilities in 24 schools and several outreach facilities throughout the city. Our schools have a grade structure composed of Kindergarten to Grade 5 students in elementary schools, Grade 6 to Grade 8 students in middle schools and Grade 9 to Grade 12 students in high schools. With the provincial decision for Scenario 1 school re-entry (close to normal operations) in the fall of 2020, Lethbridge School Division provided parents with the option of enrolling in at-home learning. For the most part, this at-home learning was provided online with assigned teachers. Common delivery platform, Microsoft Teams, was used for at-home delivery. The division provided choice for change of delivery from at-home to in-school or from in-school to at-home with pivot points November 10 and January 29.

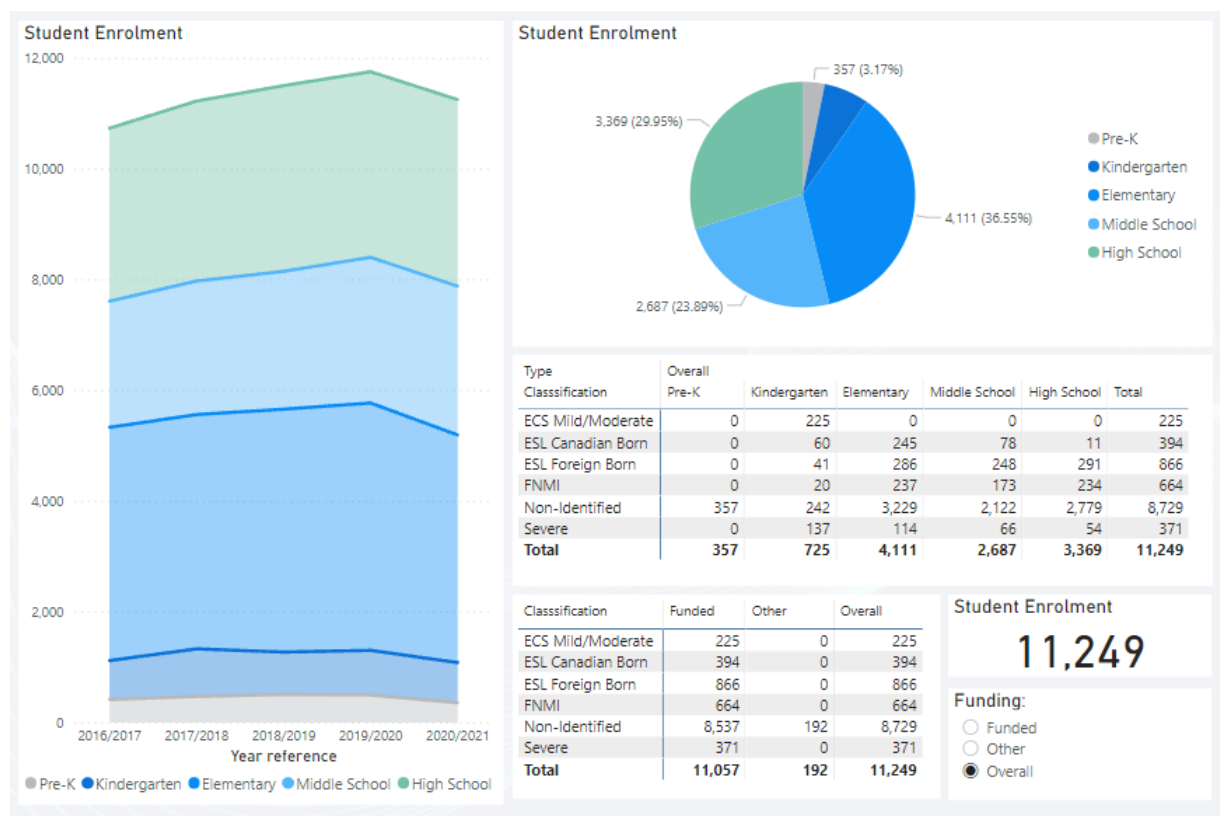
All schools provide instruction in the core subjects (Language Arts, Mathematics, Social Studies and Science), Physical Education, and the Fine Arts. Students at each school have access to Learning Commons that provide a blend of print materials and access to state-of-the art computers and digital resources. French language instruction is offered in Grade 4 through Grade 12 and a French Immersion/French Bilingual program is available for students from Kindergarten through Grade 12. A Spanish Bilingual program is in place at Coalbanks Elementary School. During the 2020/2021 school year, it spanned Kindergarten to Grade 4 and has continued to grow to include Grade 5 this school year.

At the secondary level, students can experience a wide range of complementary courses or options 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, Dual Credit, and Knowledge and Employability courses are also offered to high school students. The Division has an active International Student program involved in recruitment of students from around the world, mainly at the high school level.

Other instructional programs include Kindergarten offered in all elementary schools, Indigenous education, and early literacy. Nineteen Division Early Education Programs were offered in eleven schools during the 2020/2021 school year. A Montessori program is established in Grade 1 to Grade 5. Lethbridge Christian School, Immanuel Christian Elementary School, and Immanuel Christian Secondary School are Alternative Schools that provide Christian education for students from Kindergarten to Grade 12. The Division continues to enhance inclusive practices in order to provide all students with the most appropriate learning environments and opportunity to achieve their potential. The instructional program is enhanced by the provision of counseling services in all schools including social/emotional, educational and career counseling. These services are enriched 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.

## Student Demographics

See below for the student demographics for the 2020/2021 school year. Demographics are updated as information becomes available on our Student Demographic Dashboard available on the website. [Microsoft Power BI](#)







## Staff Demographics

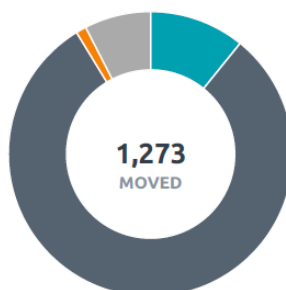
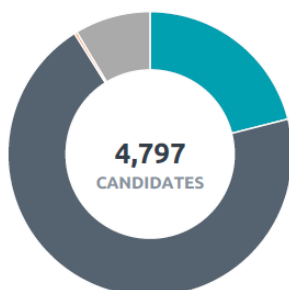
The 2020/2021 school year required Lethbridge School Division to be flexible and adaptable in response to the uncertainty created by the COVID-19 pandemic. The 2021/2022 school year will require the 1,195 contracted employees in Lethbridge School Division to again display tremendous flexibility to ensure high levels of learning for our 11,681 pre-K to Grade 12 students. In response to the changing needs of our learners, the Division introduced three pilot E-Learning programs for students in grades 1-12 at Dr. Robert Plaxton Elementary, Senator Joyce Fairbairn Middle School, and Lethbridge Collegiate Institute. These programs are staffed with teachers who are committed to providing a unique online learning experience that allows students to learn outside of a traditional school setting while maintaining a connection to their school community. The recruitment, retention and development of high-quality staff continues to be a key component in the Division's strategic human resource plan and is critical to our progress in all goal areas. Our continued partnership with post-secondary institutions continues to positively impact recruitment, especially with teachers. Recruiting in other areas has become increasingly complex as the COVID-19 pandemic continues to impact the availability of candidates for non-degree/uncertified positions. Our recruitment and retention strategies are built upon the Division's commitment to providing job security, comprehensive employer paid benefits, as well as a positive, safe, and caring working environment. Further, the Division is committed to supporting staff growth and development. As such, Lethbridge School Division provides staff with a multitude of professional learning opportunities, including a deep commitment to inquiry-based learning.

The Human Resources team continues to provide innovative solutions by using digital job offers with electronic signatures as well as video interviews to augment candidate resumes, which assist in maintaining candidate pools.

Data indicates that almost 4,800 applications were received in the Division from July 2020-June 2021, which resulted in 447 hires, an increase of 108 positions from 2019/2020. The ability to recruit new staff combined with the deep commitment of our existing staff has allowed the Division to provide exceptional learning for our students.

### Lethbridge School Division

Source Report between 1 July 2020 - 30 June 2021



■ Job Boards ■ Internal Applications ■ Company Marketing ■ Referrals ■ Recruiters ■ Sourced ■ Social ■ Other



## Trends, Issues and Opportunities

Examining trends in the planning process informs strategic decisions and ensures Lethbridge School Division 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 school division's re-entry plans during the COVID-19 pandemic, 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 Division and brings exciting opportunities.

## Education Delivery in the Context of the COVID-19 Pandemic – reflection of 2020-21

On July 21, 2020, the province announced that schools would return to operations in September guided by the Alberta School Re-Entry Plan for Scenario 1, near normal operations. This meant that all students had access to school every student day on the calendar and that the division put protocols in place to ensure adherence to all public health measures outlined in the provincial plan. Ensuring adherence to the protocols called for additional caretaking hours and procurement of the necessary PPE and sanitization resources, staggered entry plans, limited access to facilities, transportation protocols, and a host of logistic decisions to maintain distancing wherever possible, as well as cohort configurations of students. Approximately 17% of the student population (1,540) chose at-home learning. Teachers were subsequently assigned and delivered at-home learning to these students using the common delivery platform Office 365 Teams. This required schools to reconfigure in-school classes and teacher assignments. Overall, school start-up was exceptionally well done thanks to the hard work of school administrators throughout August and the flexible, positive approach assumed by teachers. At-home learners were engaged by the end of the first week of school and all classes started in school with assigned teachers communicated to parents in advance of the first day of school. School staff worked exceptionally hard to adjust to changes and move forward with quality instruction.

Challenges continued throughout the year with the need to deliver learning to students who were symptomatic and sent home or in quarantine. Additionally, staff were at home more frequently for the same reasons. This resulted in the need for increased numbers of substitutes for all staff classifications, as well as a pull on resources. Other challenges that came to the forefront in the context of the pandemic included wellness of students and staff, limited access to activities outside of curriculum delivery, and ongoing change with pivot points.

## Summary of Accomplishments

1. Dr. Robert Plaxton, K-5 600 student elementary school, opened its doors on August 31st to students in the community of Southbrook.
2. A new elementary school for west Lethbridge in the community of Garry Station was announced. This school will be constructed to accommodate 900 students from K-Grade 5 and is planned to open at 610 capacity for September 2025.





## Summary of Accomplishments

3. The School Division completed a city-wide boundary review and changes to school boundaries. The goal was to create additional classroom spaces for the significant growth and capacity concerns in west Lethbridge that was putting pressure on the high school and elementary schools. South Lethbridge boundaries were redrawn to accommodate the opening of Dr. Robert Plaxton Elementary School. North Lethbridge boundaries were realigned to better balance school capacity amongst the elementary schools.
4. The Board of Trustees approved a \$4.2 million Energy Improvement and Infrastructure Upgrade Project from Capital Maintenance and Renewal and Infrastructure Maintenance and Renewal funding. The goal of the project is to create energy and water savings, reduction of greenhouse gas emissions, reduce utility and operating costs and improve capital infrastructure. Some of the energy improvements included LED Lighting upgrades, boiler replacements, building envelop upgrades, gym ventilation and controls upgrades.
5. To improve accountability and transparency financial and performance measures dashboards were developed and posted on the Division website to provide information to stakeholders on financial information as well as student performance measures in alignment with the Division's Assurance Plan.
6. The Division received the Canadian Award for Excellence in Financial Reporting (CANFR) from CFOA International for the 2019/2020 Annual Financial Report (governance domain).
7. The Division received the Meritorious Budget Award (MBA) from ASBO International for the 2020/2021 Annual Budget Report (governance domain).
8. A full day professional learning on Creating Cultures of Thinking was provided for the Administrator Committee in September that informed Administrators' Professional Learning for the entire year.
9. Approximately 56 new Numeracy and Mathematics titles or resources were added to the Curriculum Resource Centre for teachers. Electronic flyers with these new titles were shared with teachers and administrators.
10. A Guide for Effective Mathematics Instructional Practices Flipbook was developed. Feedback about the guide was provided by the Elementary and Secondary Numeracy Steering Committees.
11. The board provided funds for the Building Fact Fluency: A Toolkit for Addition and Subtraction resource to be purchased for all schools across the division. Elementary schools were provided as many as possible for K-3 teachers. Middle and High Schools were provided with a few copies to support intervention.
12. Math Intervention Programming Instrument was implemented in all schools in Grades 2-9. An Excel spreadsheet was used for data analysis. The Numeracy Lead Teacher provided support with data analysis and in the creation of resulting Numeracy Action Plans for individuals, grade levels, and schools.



## Summary of Accomplishments

13. The Foundational Skills Interview continued to be shared with schools and over 80 new kits were dispersed. The Numeracy Lead teacher supported schools and teachers with building capacity through individual and school-based professional learning opportunities.

14. Elementary and Secondary Numeracy Steering Committees were established and contacts at every school were identified. The committees met three times throughout the school year. The Elementary Numeracy Committee piloted a new resource and made recommendations to make a division-wide purchase. The Secondary Numeracy Committee specifically worked with Kathy Charchun from SAPDC and engaged in professional learning that they could take back to their colleagues to share.

15. The Lethbridge School Division Narrative Writing Continuum was introduced and began to be used in elementary schools in the 2020/2021 school year. The continuum is used as a formative tool to assess current writing skill development and then to determine next instructional steps. It is used as a tool to communicate strengths and determine goals with students and parents.

16. Literacy residencies continued but with more of an emphasis on individual teacher coaching and planning.

17. Elementary and Middle School Literacy Committees were established and contacts at every school were identified. The committees met three times throughout the school year and each school shared their school-based Literacy Work Plans at these meetings.

18. A new division-wide evergreen cycle has been added for laptops and iPads, based on a 5-year lifespan. This new cycle will create a more equitable model with regards to the number and age of mobile devices in our division.

19. An Anti-racism and Anti-oppression Administrators Committee was started in June of 2021.

20. "Think Outside," a partnership between Helen Schuler Nature Centre and our Indigenous Education Department, grew to support teachers so that they feel more comfortable facilitating learning outside.

21. An additional teacher was hired under the Indigenous Education portfolio to assist teachers with infusing Indigenous content and pedagogical strategies.

22. The Indigenous Education Team hired four "Graduation Coaches" to work closely with our high school students of Indigenous ancestry.

23. Lethbridge School Division is very proud of the teamwork with Alberta Health Services (South) over the 2020/2021 school year. Efficiencies were found in communication so that our schools had faster response times to positive cases and slowed down the spread of COVID in our schools.

24. Our teachers demonstrated their skills and commitment to learning through swiftly shifting to TEAMS and online learning throughout the year.





## Summary of Accomplishments

25. Alberta Health Services and Lethbridge School Division partnered to create a pilot temporary intervention program called "Strive" to support students who would benefit from therapeutic support short term in an academic setting.
26. Lethbridge College initiated a partnership with Zone 6 schools to start to offer dual credit courses for high school students in Lethbridge School Division.
27. Inclusive Education worked with Shelley Moore to look more closely at the application of UDL in the classroom and how Learning Support Teachers (LSTs) can support that work, linking it to our division RTI2 framework. We have begun to shift the role of the LST to working alongside teachers to help them plan units/lessons with built-in supports that ensure all students access learning.
28. The Director of Inclusive Education and English as a Second Language Lead Teacher researched the Sheltered Instruction Observation Protocol (SIOP) Model to implement more effective instruction for English language learners, and both attended a SIOP conference in 2020/2021. The division is moving ahead with this approach and accessing Train-the-Trainer to support teachers in the use of SIOP in the 2021/2022 school year.
29. Our new division therapy team consisting of six Speech Language Pathologists and one Occupational Therapist provided service to over 1,000 students in the 2020/2021 year and worked with division leaders to align their service model with the division RTI2 framework. Speech and language supports are now being provided in the classroom where skills are being reinforced by SLP, teacher, and speech-language assistant (SLA), and we are seeing more evidence of transfer.
30. Following the loss of Regional Collaborative Service Delivery, the division continued to collaborate with other local school divisions and community partners through Southwest Collaborative Support Services (SWCSS) to ensure that low-incidence services were available for students needing individualized supports. These included a complex communication team, a teacher of the deaf and hard of hearing, a teacher of the visually impaired, and an audiologist.
31. In the spring of 2021, our Early Learning team partnered with the Family Centre to offer an online Ages and Stages Questionnaire for families new to the division with children entering an Early Education or Kindergarten program.
32. The Fast Forward Program supported 84 students who earned a total of 1,002 credits. Of these 84 students, 51 earned a High School Diploma, three earned a High School Equivalency Diploma and one earned the prerequisites necessary for upgrading or for post-secondary admission.
33. The Human Resources team worked closely with Dr. Plaxton administration to provide 34 staff for the new school.
34. The Human Resources department coordinated over 50 transfers to staff Dr. Plaxton school and in response to boundary changes across the Division.
35. The Human Resources department processed just under 4,800 employment applications during the 2020/2021 school year.

# Alberta Education Assurance Measures - Overall Summary Spring 2021

Assurance Domain	Measure	Lethbridge School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.9	79.4	79.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	78.4	74.9	73.0	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	84.3	78.9	79.9	86.2	85.3	84.8	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	n/a	71.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	81.3	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	17.6	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.5	89.0	89.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.6	80.7	78.7	79.5	81.8	81.4	n/a	n/a	n/a

## Notes:

1. The 2020/2021 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/2021 survey results are not comparable with other years.

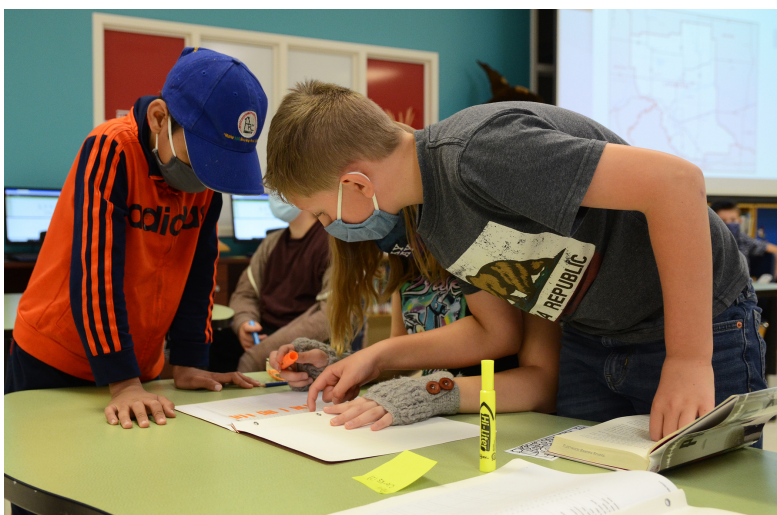


## DOMAIN: Student Growth and Achievement

Lethbridge School Division uses a wide variety of indicators to measure student success. One measure used is the results from the provincial testing program (Provincial Achievement Tests and Diploma Exams). Given the circumstance spanning the spring of 2020 and the entire 2020/2021 school year with the cancellation of PAT and Diploma examinations, updated data from provincial assessment is not available for this report. The school division has had a sustained focus in literacy for five years. A comprehensive literacy strategy delineated through a Division Literacy Work Plan guides strategies and elementary schools have developed Literacy Work Plans specific to their schools. A universal literacy assessment, Fountas and Pinnell Reading Assessment was put in place during the 2015/2016 school year, enabling teachers to use results to inform instruction, implement targeted intervention strategies, and move forward with benchmark data. Many Collaborative Learning Communities across grades and schools continue to focus on literacy intervention strategies and overall literacy across all subject areas. English Language Arts at the elementary and middle school level is also an area of continued focus with literacy initiatives in place that inform best practice in instruction. Work continues to enhance guided reading and cross-curricular literacy strategies.

There has also been a lot of work with writing using Lucy Calkin's resources across the elementary schools. Work with teachers in best practice approaches to teaching literacy is supported by professional learning, literacy resources for classrooms, as well as work with the Division's Literacy Lead Teacher.

Mathematics continues to be an area identified as a focus for growth across all grade levels. A Numeracy Lead Teacher was put in place for the 2019/2020 school year, and this position continues into the current school year. A secondary and elementary mathematics steering committee examines learning gaps and members work together to explore best practice. A mathematics assessment tool, Math Intervention/Programming Instrument (MIPI), was piloted during the 2019/2020 school year, and is now universally used for all students in Grade 1 through Grade 9. The purpose of the tool is to inform instructional practice. The tool provides information to teachers regarding student performance specific to the Mathematics Program of Study. High levels of competency in the areas of literacy and numeracy is an important priority for Lethbridge School Division. Skill in literacy and numeracy provides students with the core competencies necessary for higher-level thinking and the opportunity to think critically, create, and explore innovation.



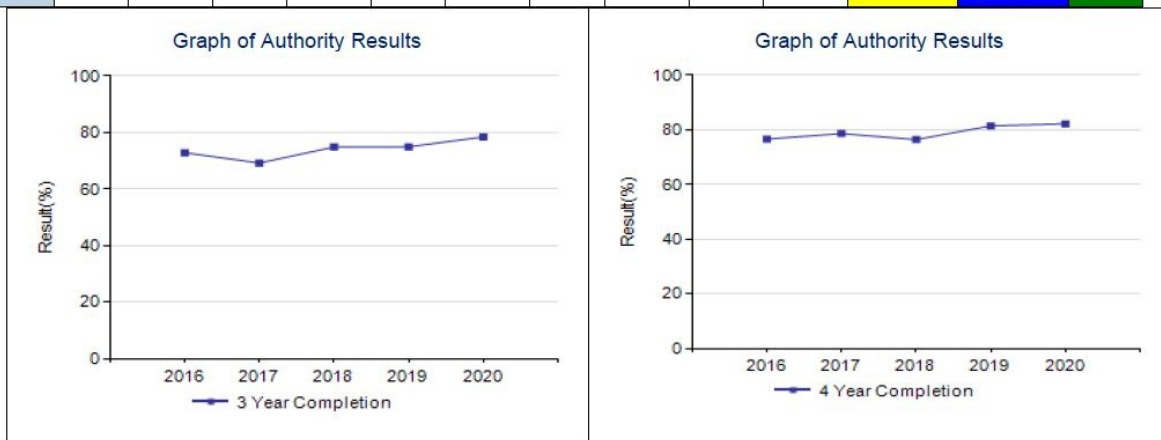


## High School Completion

### All Students:

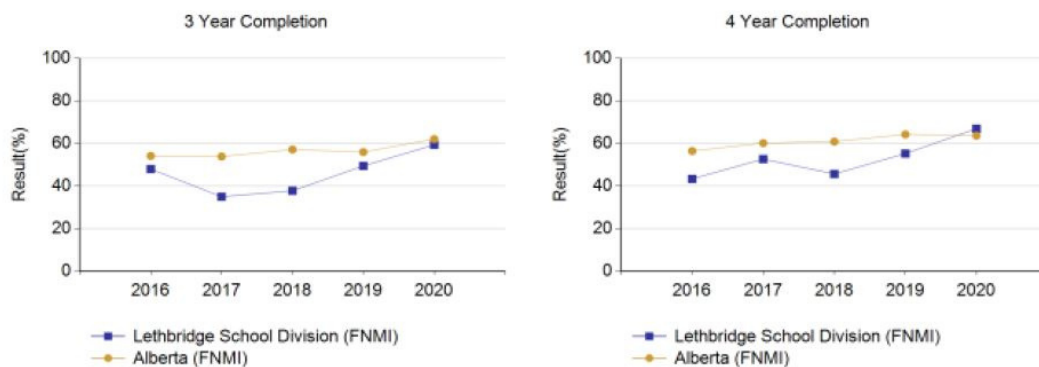
Percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority													
	2016		2017		2018		2019		2020			Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	
3 Year Completion	754	72.8	700	69.2	740	74.8	729	74.9	805	78.4	Intermediate	Improved Significantly	Good	
4 Year Completion	802	76.6	756	78.6	701	76.4	743	81.4	729	82.2	Intermediate	Improved	Good	
5 Year Completion	709	78.8	803	79.7	758	81.1	701	78.9	744	84.3	Intermediate	Improved Significantly	Good	



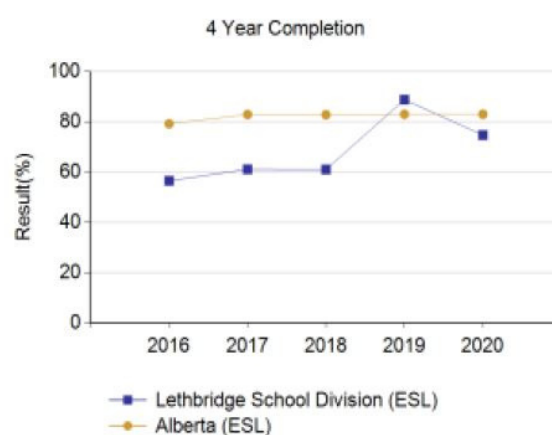
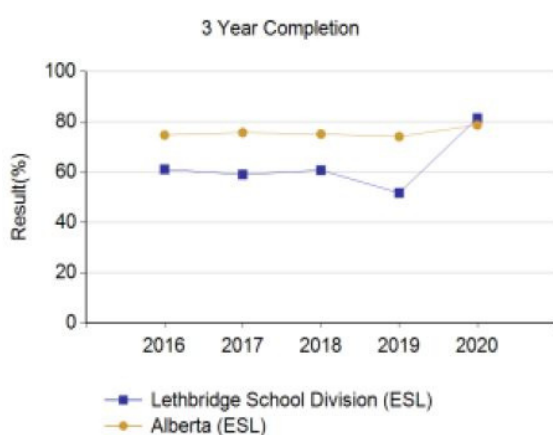
### First Nations, Metis, and Inuit Students:

	Authority											Measure Evaluation		
	2016		2017		2018		2019		2020		Achievement			
	N	%	N	%	N	%	N	%	N	%				
3 Year Completion	59	47.9	45	34.9	52	37.7	52	49.4	57	59.3	Very Low	Improved	Issue	
4 Year Completion	50	43.3	58	52.6	39	45.6	56	55.2	47	66.9	Very Low	Improved	Issue	
5 Year Completion	52	48.6	51	51.4	58	51.6	38	52.2	53	58.0	Very Low	Maintained	Concern	



## English Second Language Students

	Authority												
	2016		2017		2018		2019		2020		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	45	61.1	31	59	28	60.7	51	51.7	41	81.4	Intermediate	Improved Significantly	Good
4 Year Completion	38	56.5	40	61.1	27	61	25	88.8	51	74.7	Low	Maintained	Issue
5 Year Completion	22	83.6	37	60	40	65.6	25	74.1	24	88.3	Intermediate	Improved	Good



## Evaluation

Over the course of the last few years, a number of strategies have been put in place to target high school completion of our high schools students. Of note is the strategies put in place to support our Indigenous high school students as well as our ESL population.

In response to our lower than provincial average FNMI graduation rates, it was collaboratively decided as a system to restructure the Indigenous Education Team and redefine high school support. Graduation Coaches were established to support our high school students of Indigenous ancestry. Recognizing that our high school students present with greater social-emotional complexity, it was also determined that we were not providing sufficient targeted support related to careers and post-secondary orientation to our students of Indigenous ancestry. It is the responsibility of our Grad Coaches- Indigenous Education to track credits, connect with our students of Indigenous ancestry, provide post-secondary learning experiences and support MyBluePrint with our students of Indigenous ancestry. Within the restructuring process an Indigenous Education teaching team was established to support our teachers at each division level- elementary, middle school and high school. We have found within the year the number of Indigenous learning events and cultural opportunities has doubled. Due to the level of interest of Indigenous Education shared by teachers, school sites are now primarily leading and hosting these learning opportunities. Over the next three years we are hoping to exceed the provincial average in graduation rates and close the gap on all learners.



## High School Completion – English Language Learners

To improve high school completion rates for English language learners, we have employed several strategies in recent years. Newcomer refugee students with limited formal schooling may still access a separate LFS classroom in middle and high school to build language proficiency and adjust to schooling in Alberta, but they transition much more quickly to mainstream classes with support to access curriculum. LFS and school-based ESL teachers, together with the division's ESL lead teacher, work closely with teachers to scaffold instruction, develop resources, and implement effective strategies, including identifying the language demands of the curriculum.

Although we still offer ESL courses such as Expository English and Canadian Studies in our high schools, one school with a high number of newcomer refugee students has shifted focus to transition them from the LFS classroom directly into courses such as English 10-2, where they benefit from learning alongside their English-speaking peers, while working towards achieving the outcomes of the program of studies. Even if initially unsuccessful, many have been able to receive credits for Expository English 15 or 25 while benefitting from early exposure to English 10-2 texts and expectations and building their confidence for a second attempt.

A challenge we face each year in terms of high school completion is that not all English language learners attend high school with the goal of graduating. We have students whose plan, whether by choice or necessity, is to build language proficiency so that they can get a job, and some leave school as soon as they have achieved basic proficiency to attend a paid job-training program that prepares them for entry into the work force.

## High School Completion – Indigenous Students

In response to our lower than provincial average FNMI graduation rates it was collaboratively decided as a system to restructure the Indigenous Education Team and redefine high school support. Graduation Coaches were established to support our high school students of Indigenous ancestry. Recognizing that our high school students present with greater social-emotional complexity, it was also determined that we were not providing sufficient targeted support related to careers and post-secondary orientation to our students of Indigenous ancestry.

It is the responsibility of our Grad Coaches- Indigenous Education to track credits, connect with our students of Indigenous ancestry, provide post-secondary learning experiences and support MyBlueprint with our students of Indigenous ancestry. Within the restructuring process an Indigenous Education teaching team was established to support our teachers at each division level- elementary, middle school and high school. We have found within the year the number of Indigenous learning events and cultural opportunities has doubled. Due to the level of interest of Indigenous Education shared by teachers, school sites are now primarily leading and hosting these learning opportunities. Over the next three years we are hoping to exceed the provincial average in graduation rates and close the gap on all learners.



## Citizenship

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

	Authority									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	5,389	81.0	3,593	79.1	3,504	79.2	3,593	79.4	3,125	79.9
Parent	393	81.1	438	75.3	410	76.1	479	80.0	415	77.8
Student	4,560	68.8	2,692	69.2	2,621	70.4	2,686	67.1	2,255	68.8
Teacher	436	93.2	463	92.8	473	91.0	428	91.1	455	93.2

## Evaluation

The measure of Citizenship has remained fairly constant over the past five years. All schools have strategies and programs in place that promote citizenship. Some of the elementary schools implement the Leader in Me program while others use many of the Leader in Me strategies grounded in the language of their school values and beliefs. Other schools have implemented Indigenous ways and the Circle of Courage that promotes the development of belonging, independence, generosity, and mastery. Other schools have a strong branding and student recognition associated with the development of character and citizenship such as LCI high school's Green 2 Gold Program emphasizing grit, respect, empathy, responsibility, and growth, Chinook High School's Coyote Character ([Chinook High School Coyote Character - YouTube](#)), and Winston Churchill High School's "What we Believe" values to guide actions and decisions. The secondary schools have strong leadership programs that focus on development of leader qualities that contribute to community. Many of the schools have strong volunteer programs to ensure that students understand the importance and value of contributing to community. The school division hosts a Division Student Leadership Council that brings students from across the secondary schools together to build leadership skills and share ideas about what they are doing for their school community, city community, and the global community. This past year has been somewhat challenging for bringing students together from across schools given restrictions, but some work was accomplished using interactive technology platforms.

Many of our elementary schools have coupled their citizenship programs and strategies with a focus on self-regulation. This helps students understand that they have personal responsibility for developing strategies to stay regulated with feelings and their own actions and are also responsible for supporting their peers in implementing strategies and making good choices. We brought in an expert in self-regulation from British Columbia (Laura Payant) to work with schools in the implementation of robust self-regulation strategies. The schools that have implemented self-regulation have seen significant decreases in behaviour issues with students and increases in students assuming responsibility for self and others. Self-regulation strategies are starting to be implemented in middle schools as students move into this context well-versed in their own responsibilities.

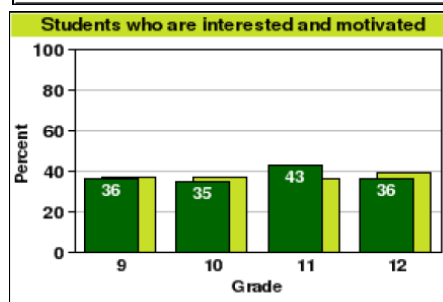
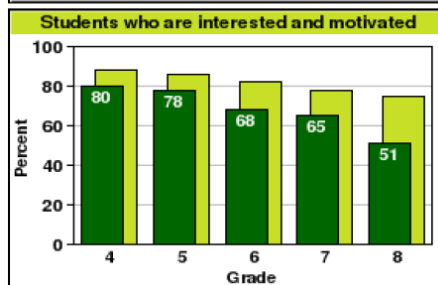
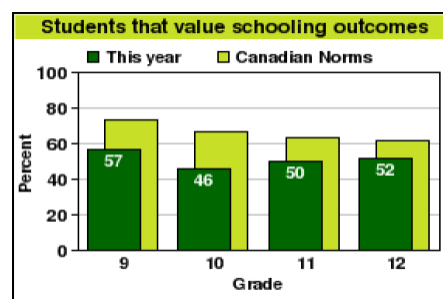
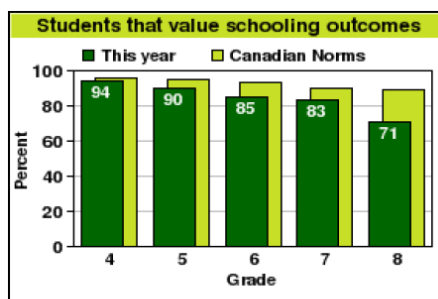
## Student Learning Engagement

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

	Authority									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,126	83.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	415	87.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,256	65.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	455	95.9

## Measures from “Our School” Survey linked to student learning engagement.

The School Division administers an annual survey developed by The Learning Bar research and assessment organization to students across the division. The student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. The measures for the 2020/2021 school year had 1,344 grade 9-12 student participants and 2,862 grade 4-8 student participants.



The results from the Assurance Survey suggest that both parents and teachers agree that students are engaged with their learning to a greater degree than students agree. When combined with the Our Schools survey results, it affirms that students' engagement declines as students move through the years of schooling. The degree of interest and motivation directly correlates to the degree that students value schooling outcomes. Student engagement is a new measure, and it will be interesting to see if the school context of COVID-19 with increased isolation and changed patterns of instructional delivery had an impact on engagement, valuing of school, and motivation. Schools are implementing a variety of strategies to increase student engagement including re-engagement of students in secondary options after experiencing some limitations in 2020-2021. The division has been focusing on connecting learning to real-life contexts, teacher reflection on ensuring delivery emphasizes meaning, integration of technology, and framing learning in inquiry-based approaches.

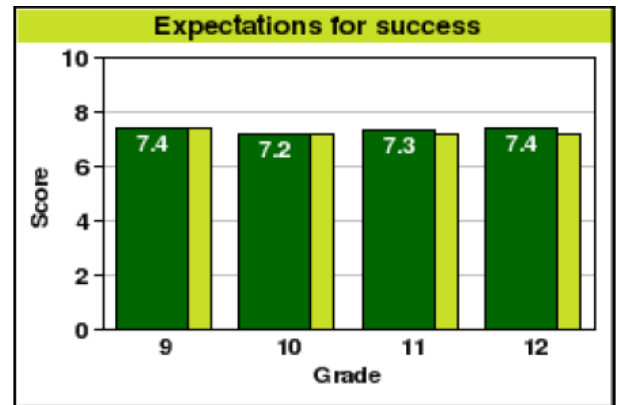
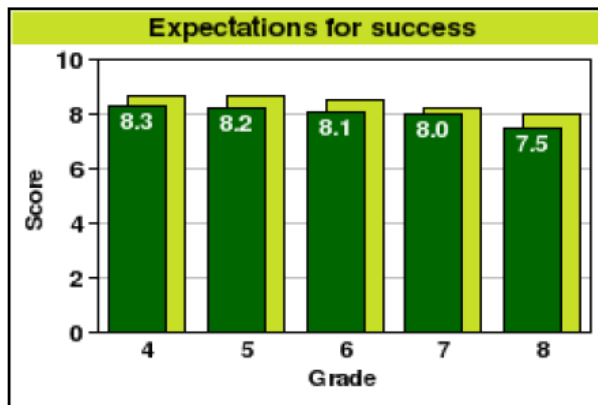
## Lifelong Learning

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

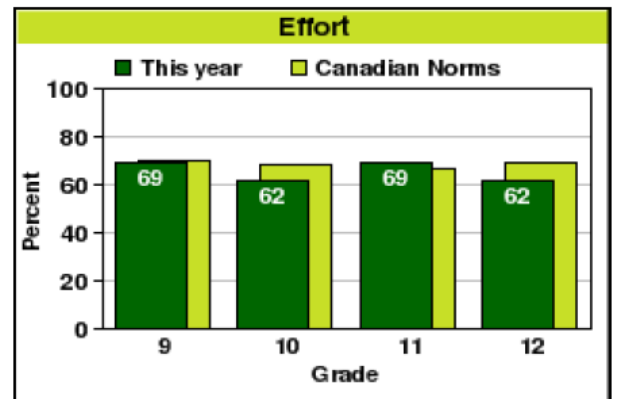
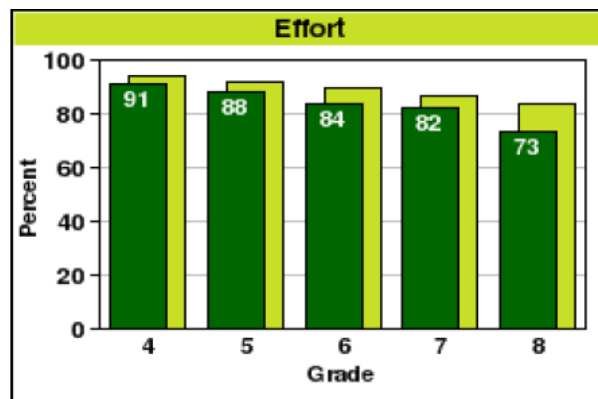
	Authority									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	808	67.6	873	65.0	865	67.8	885	67.7	837	79.8
Parent	373	61.9	412	58.6	393	58.0	461	61.2	387	69.8
Teacher	435	73.3	461	71.4	472	77.5	424	74.2	450	89.8

## Measures from “Our School” Survey linked to lifelong learning

**Expectations for success:** The school staff emphasizes academic skills and hold high expectations for all students to succeed. This is considered a driver of ongoing student success (an important condition that drives student success).

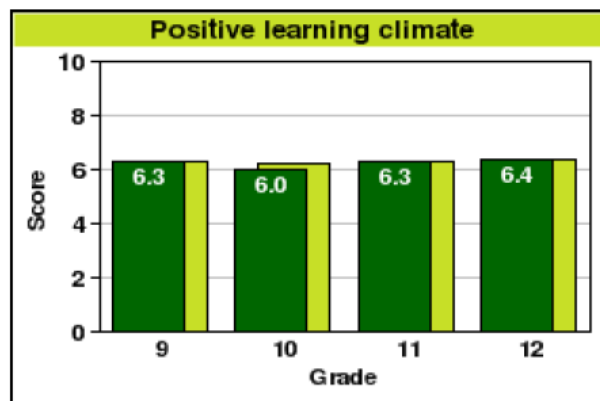
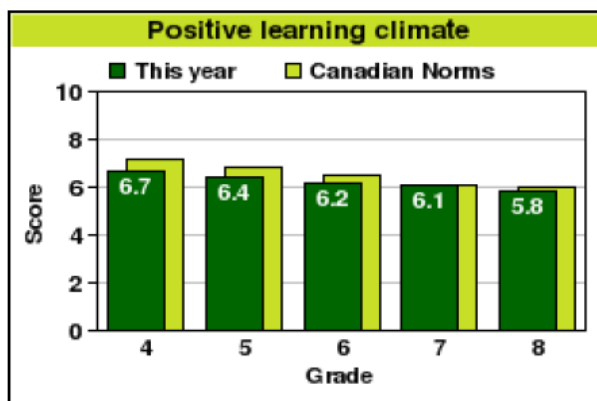


**Effort:** Students who try hard to succeed in their learning. This is considered a social-emotional outcome that impacts ongoing student success (an important condition that underlies and influences student success).





**Positive learning climate:** There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. This is considered a driver of ongoing student success (an important condition that drives student success).



## Evaluation

Based on the provincial Assurance survey, it is apparent that teachers are more confident than parents that students are demonstrating the knowledge, skills, and attitudes necessary for lifelong learning. There may be some contributing factors for this gap in perception. Parents know their children at a deeper level than teachers and would have greater knowledge of how students' learning manifests in real life. Teachers are more familiar with the outcomes in the curriculum and would have greater insight into whether students are achieving relative to the outcomes in the Programs of Study. The gap in perception suggests that the division and schools should implement a strategy for understanding why the gap exists and subsequently work on communication that addresses the gap.

The Our School Survey outcomes suggest that the “drivers” of expectation for success and positive learning climate are relatively stable from grades 4 to 12, while the emotional-social condition of effort declines from grades 4 to 12. This suggests that learning conditions are present in the classroom, but, similar to engagement scores, students become less inclined over the years to put forth effort in their schooling. There are a number of complex factors that may contribute to “effort” including engagement, interest, emotional wellbeing, and stability. Moving forward, the division and schools need to examine these factors and determine if there are some support structures that can be put in place to increase student inclination to put forth effort.

During the 2020/2021 school year, the division began to focus professional learning of school leaders on “Thinking Schools” and “Thinking Classrooms.” The focus is on shifting practice that compels students to think and engage in their learning. School leadership teams are now starting to use the strategies with their staff to model what thinking engagement strategies look like. Most schools have moved forward with in-servicing their teachers. The goal is to have “thinking classroom” strategies become embedded in classroom practice across the division as part of new curriculum implementation. Lifelong learning is about the development of growth mindsets and nurturing of approaching learning through a thinking lens that compels critical thinking, problem solving and innovation.

## DOMAIN: Teaching and Learning

### Education Quality:

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

	Authority									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	5,395	89.2	3,600	89.1	3,507	89.7	3,597	89.0	3,126	87.5
Parent	393	86.1	438	84.6	410	85.8	479	86.3	415	85.1
Student	4,566	86.3	2,699	87.1	2,624	88.2	2,690	84.8	2,256	82.8
Teacher	436	95.2	463	95.5	473	95.2	428	95.8	455	94.7

### In-Service Jurisdiction Needs:

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.

	Authority									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	434	82.4	461	79.3	473	82.4	427	85.1	451	84.0
Teacher	434	82.4	461	79.3	473	82.4	427	85.1	451	84.0

## Evaluation

Our Division celebrates teacher autonomy and choice in Professional Learning (PL) by offering a Collaborative Community (CC) structure two times in the school year. Teachers create the theme of a CC around a topic that they are interested in learning more about and submit it to a platform where all other teachers in our Division can do the very same thing. Then, after a specific date, teachers choose one of these CC themes and join with other colleagues who have the same interest for a half-day of self-directed inquiry and learning. Within the 88 CCs that were created, some common learning themes included concept-based teaching and learning, Indigenous Ways of Knowing, literacy, numeracy, and online teaching and learning.

Our Administrators' symposium focused on creating a culture of thinking in their schools with their staff members. Administrators and Division leaders engaged in thinking routines, reflection, and planning that resulted in increased teachers' awareness around the needs and benefits of engaging in this universal approach. This full-day presentation also set the stage for the year, as that was the recurring theme for recurring administrators' PL.

## Evaluation

Literacy and numeracy PL occurred at schools and with our new teachers and administrators through the expertise of our lead teachers in each of those areas. There was a great deal of professional learning targeting the use of technology and the Teams platform for instructional delivery. This included division delivered professional learning as well as teachers working in collaborative teams to share ideas and best practice. All teacher substitutes have also had access to learning for the use of the Teams platform.

## Local Component: Accountability for Quality Standards

The policies that guide the growth, supervision, and evaluation of professional staff in Lethbridge School Division align with the provincial Growth, Supervision and Evaluation Policy and the provincial Quality Standards.

The school division policies can be found on the website ([Policies | Lethbridge School Division \(letbsd.ab.ca\)](https://www.letbsd.ab.ca/Policies))

Lethbridge School Division implemented a comprehensive plan four years ago to build deep understanding and the professional capacity to meet the provincial quality standards. In partnership with the University of Lethbridge, a year was spent providing in-service to school and central office leaders focused on the Teacher Quality Standard and Leadership Quality Standard. School administrators simultaneously spent time in-servicing teachers using the same strategies.

At the close of the first year in-service targeted system-wide implementation of inquiry based professional learning with inquiry rooted in reflection on practice in the competencies of the TQS (Teacher Quality Standard) and LQS (Leadership Quality Standard). University of Lethbridge worked with the school division for another two years to fully implement Inquiry Based Professional Growth within our schools and division office. School leaders engage teachers and other staff groups in reflection, During the 2020/2021 school year inquiry teams moved from division office led generative dialogue sessions to school leadership teams partnered for generative dialogue with central office personnel present for support. Leaders in schools engage with staff for individual inquiry and collaborative inquiry teams. Time is built in for the collaborative teams to work on their inquiry question throughout the year. The inquiry approach is also used for division-wide professional inquiry teams. The professional inquiry questions derive from teachers and colleagues subsequently choose to join collaborative teams. This approach to professional learning and growth in competencies has been embraced by administrators and staff.





## DOMAIN: Learning Supports

### Welcoming, Caring, Respectful, and Safe Learning Environment:

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

	Authority										Measure Evaluation		
	2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,126	85.9	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	415	86.8	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,256	76.3	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	455	94.5	n/a	n/a	n/a

## Evaluation

The school division and schools work hard to establish school climates that are welcoming, caring, respectful, and safe.

In the 2020/2021 school year, a lot of time was spent on implementing protocols associated with keeping schools safe during a pandemic. Schools had to institute a number of strategies associated with the physical facility (signage, sanitizing, room configurations) as well as strategies with classroom scheduling, student breaks, entrance and egress from schools. Many of the activities that students could traditionally belong to were no longer part of the regular school life, and this impacted some students and their connection to school.

Despite the challenges related to COVID-19 there were several school and class specific wellness activities that took place. Staff Wellness Throwdowns connected staff to different themes: water consumption, learning outdoors, being physically active, gratitude, and healthy eating. These activities also transferred into schools monthly where students participated in activities related to these wellness dimensions. Wellness grants were awarded to 11 schools. These 11 schools focused primarily on self-regulation and creating outdoor learning spaces. The Administrators Committee established an Anti-racism and Anti-oppression Committee that initiated looking at policies and practices that present barriers to learning and teaching. Indigenous Education and Helen Schuler Nature Centre initiated a partnership that blossomed and inspired an outdoor learning opportunity called "Think Outside." This initiative supported and encouraged middle school teachers to take their classes outside and embed nature into the learning outcomes at the grade level taught.

### Access to Supports and Services:

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

	Authority										Measure Evaluation		
	2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,124	81.3	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	415	76.7	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,254	77.9	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	455	89.4	n/a	n/a	n/a

## Evaluation and Local Strategies

In Lethbridge School Division we are committed to creating a learning environment that is inclusive and provides choices to students and parents. Through a collaborative team based approach we work with families and community agencies towards success for each student. We focus on the development of a continuum of supports, services and programming options that are intended to address student needs across a variety of settings. Through differentiating instruction and individually identified supports and services, the diverse learning needs of students are met within the context of the regular classroom to the greatest extent possible. Specialized programming is provided to those students who require a different curricular focus or who require a more structured setting.

## Continuum of Supports and Services

In 2020/2021 we remodeled our continuum of supports and services in response to changes in the provincial funding model, the dissolution of Regional Collaborative Service Delivery (RCSD), and the restructuring of Health and Education mandates in respect to therapy services in schools. As such, it was a transition year that presented both challenges and opportunities, as well as a year impacted by a global pandemic that affected the timeliness of service delivery (given staff and student absences because of isolation requirements) and willingness of families to access supports.

The Specialized Learning Support (SLS) Grant provided an opportunity to expand our division support team to include six speech-language pathologists (SLPs) and an occupational therapist (OT). These therapists joined our psychologists, Early Learning team, division wellness team, Indigenous support team, lead teachers (literacy, numeracy, ESL), the behaviour support team, and the ESL student support worker in providing a continuum of supports and services for division students.

All division supports and services (academic, therapeutic, social/emotional/behavioural) adhere to the guiding principles of our division Response to Instruction and Intervention (RTI2) framework – collective responsibility, certain access, convergent assessment, and concentrated instruction – with a focus on removing barriers to participation and learning through provision of universal, targeted, and individualized supports and strategies based on assessment of student need and frequent progress monitoring. Having our own therapy team has provided the opportunity to have therapists work directly with teachers and students at the core instructional level to support receptive and expressive language, auditory processing, sensory processing, self-regulation, and so on, and embed strategies within the classroom context.

In terms of physiotherapy and low-incidence supports, the division contracted service through Southwest Collaborative Support Services (SWCSS), a regional initiative between local school divisions to share supports when it makes sense to do so, based on demand and availability of specialists. These supports include a teacher of the deaf and hard of hearing, a teacher of the visually impaired, audiology and complex communication (Level 3 Augmentative and Alternative Communication).





## Indigenous Learning

An Indigenous Education team provides support to students and staff in a variety of ways. The programs, services and strategies that are included within the Indigenous Education Assurance plan revolve around student success for students of Indigenous ancestry as well as all students and staff in the system. The system recognizes that for Truth and Reconciliation to truly be realized all parties must take responsibility for healing, learning, and growing.

In 2020/2021 our model shifted in response to the TQS5 and teacher acknowledgement that they needed more support to actualize the TQS5 authentically. Shifting the Indigenous Education model from a targeted Indigenous social-emotional service model to a program that kept achievement, curriculum, cultural connection/sharing and universal instruction at the foundation of our practices has moved our system forward considerably faster than the last five years. We have had the most teacher participation in Indigenous Education professional learning and we have restructured the model so that the learning is occurring in a more intimate relation-based, nature setting. As we know land and place have tremendous meaning to our Indigenous people and first and foremost the Blackfoot First Nations who are our closest neighbour. Moving our model to a targeted social-emotional and cultural support at our high schools with Graduation Coaches where our students experience the most complex issues and require supports that enhance exposure and mapping to post-secondary planning will continue to coach and support our students to be their very best.



## DOMAIN: Governance

### Parental Involvement:

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

	Authority										Measure Evaluation		
	2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	822	79.5	891	76.7	882	78.5	903	80.7	866	76.6	n/a	n/a	n/a
Parent	387	69.4	428	66.7	409	69.0	476	72.9	413	67.1	n/a	n/a	n/a
Teacher	435	89.6	463	86.8	473	88.0	427	88.6	453	86.1	n/a	n/a	n/a

## Evaluation

At the school level, School Councils engage in monthly meetings to discuss items relative to the school community. Principals review and discuss Assurance Plans (previously called Education Plans), and Results Reports. Schools were creative over the 2020/2021 school year continuing School Council meetings using interactive platforms such as Teams. This is continued into this school year. Participation has been sound, and in some schools, participation increased given the ease of access through technology. The percentage of parents and teachers satisfied with parental involvement in decisions about their child's education has declined from the previous year. Access to the school during the pandemic has been restricted for parents and this impacts the ability of parents to feel part of the school. There were also some difficult issues over the 2020/2021 school year including boundary changes, lack of access to athletics and other extra-curricular activities as well as a continuum of perspectives regarding how final marks and final exams should be addressed at the high school level. The division and schools continue to find ways to engage parents, leveraging technology where possible. The restrictions due to the pandemic have not been as pervasive, so it is hoped that parents are feeling a stronger link to the school community.

The Division launched a Public Engagement website in September 2021 as a strategy for ongoing engagement and accountability to parents and the community at large.

## Budget-Actual Comparison

School authorities report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted for 2020/2021, the actual spent and the variance (in both amount and %).

The preliminary budget (as shown on the Financial Statements) had total budgeted expenditures of \$133.69 million; whereas, the budget was updated in the Division's Operating Budget once final enrolment numbers and other information was known. The Operating Budget was updated for the following major factors:

- Reduction for the Weighted Moving Average (WMA) liability which was funded by savings on average teacher costs of \$1.10 million by newer teachers being added to the Division, elimination of approx. \$413,500 contingent staffing not utilized, and additional use of reserves.
- The Safe Return to Class program was also added of \$4.14 million, including \$3.0 million for teaching staff and substitutes, \$437,000 for support staffing, \$108,000 for technology support, and \$290,000 for supplies/PPE.



## Budget-Actual Comparison

- There was also the addition of \$612,200 of Facility Lease costs added to the school owned by Christian Societies, addition of the \$617,500 of Canadian Worker Benefits (CWB) staffing costs, and a significant projected reduction of \$5.16 million in School Generated Funds (SGF) costs due to COVID-19 pandemic as many of the SGF activities were not available in the year.

The Operating Budget resulted in a total of \$131.96 million in budgeted expenditures.

Budget Area	Preliminary Budget	Operating Budget	Actual Expenditures
Instruction - Pre-K	2,733,030	2,681,178	2,490,639
Instruction - K - Grade 12	105,379,192	102,387,324	100,250,944
Operations and maintenance	18,377,017	19,738,879	18,315,364
Transportation	2,723,518	2,750,797	2,194,221
System administration	4,181,195	4,181,195	3,984,953
External services	300,000	216,000	178,930
<b>Total Expenditures</b>	<b>133,693,952</b>	<b>131,955,373</b>	<b>127,415,051</b>

The following are a comparison between Operating Budget and the yearend actuals:

- Instruction - Pre Kindergarten – the Operating Budget was \$2.68 million and resulted in actuals of \$2.49 million (92.9% of operating budget - \$190,539 reduction). Reduction in actuals due to reductions in student numbers, there were staff savings from positions not being filled and other savings on related PreK service costs.
- Instruction – Kindergarten to Grade 12 – the Operating Budget was \$102.39 million and resulted in actuals of \$100.25 million (97.9% of operating budget - \$2.14 million reduction). Reduction in actuals from the Operating Budget is much from the COVID19 pandemic; whereas, there were reduced student enrolment levels (including reductions in complex needs) and as a result some educational staff positions were not specifically filled as they are hired based on student needs. The COVID19 pandemic also created significant delays in supply chain for supplies and equipment; whereas, many products are taking a significantly more time to be produced and shipped than in other prior years. Inclusive Education also had savings on projected Occupational Therapists as specific complex services were covered by Alberta Health Services (was previously provided by RCSD programs).
- Operations and Maintenance – the Operating Budget was \$19.74 million and resulted in actuals of \$18.32 million (92.8% of operating budget - \$1.42 million reduction). Reduction in actuals from the Operating Budget is effectively from the reduced IMR operating expenditure; whereas, many of the IMR projects were capitalized (i.e., major HVAC and LED lighting projects) of approx. \$870,000. There were also savings on building maintenance as much of the departments was allocated towards capital projects (including building new school, CMR and capital IMR projects). There was also savings on contingent staffing, and other savings on supported services.
- Transportation – the Operating Budget was \$2.75 million and resulted in actuals of \$2.19 million (79.8% of operating budget - \$556,575 reduction). Reduction in actuals from the Operating Budget is effectively costs reductions in transportation from the City of Lethbridge rebating invoicing during the year, reduced student ridership with COVID19, and not requiring contributions towards the Bus replacement fund as the City terminated the service agreement for busing.



- System Administration – the Operating Budget was \$4.18 million and resulted in actuals of \$3.98 million (95.3% of operating budget - \$196,242 reduction). Reduction in actuals from the Operating Budget is from contracted services and supplies that were not required during the year.
- External Services (International Program) – the Operating Budget was \$216,000 and resulted in actuals of \$178,900 (82.8% of operating budget - \$37,070 reduction). The Operating Budget was reduced as there was a reduction in projected international student enrolment. Reduction in actuals from the Operating Budget is from contingency accounts not being utilized; whereas, surplus was allocated to schools that had international students.

Please see the Division's 2020-2021 Year End Report for additional details and analysis of the audited financial statements and the related financial information.

## Local Component: Summary of Financial Results

The school authority must identify and report results from local measures that yield useful data and/or provide a succinct description of the processes and strategies to demonstrate that the school authority has effectively managed its resources including how it collaborated with other school authorities, municipalities and community agencies.

- School boards and charter schools must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>. Indicate where more information can be obtained (e.g. contact at central office).

The School Division's completed Audited Financial Statement and information pertaining to the sources and uses of School Generated Funds may be obtained on the Division website: <http://www.letbsd.ab.ca/our-district/plans-reports/financial-reporting>. For provincial school jurisdiction comparative data of the Audited Financial Statement please see the Alberta Education Website: <https://www.alberta.ca/k-12-education-financial-statements.aspx>.

## Stakeholder Engagement

Lethbridge School Division launched a "Public Engagement Website" in September 2021 ([Home | Public Engagement \(schoolsites.ca\)](https://www.letbsd.ab.ca/our-district/plans-reports/financial-reporting)).

The purpose of the website is to increase public involvement, make ongoing engagement initiatives easy to find, provide notice of upcoming engagement projects, and ensure outcomes of previous engagement opportunities are accessible. The 2020/2021 engagement activities can be found on the website under "Past Engagement Projects" including Town Hall, Boundary Review, and Preliminary Budget engagement. As the Division launches projects, initiatives and information campaigns throughout the year, stakeholders are invited to share their ideas, give feedback, participate in information-sharing sessions and review relevant documents.

The engagement initiatives that have been launched so far in the 2021/2022 school year include a 2021/2022 Re-entry Plan Survey that went to all parents/guardians, staff, and students grades 4 to 12. A summary of the responses of over 2,000 participants are on the website. Two Curriculum Feedback evenings were held with the provision of information and opportunity for feedback. As well, feedback loops for written responses are on the engagement website.



## Stakeholder Engagement

An engagement activity for feedback to design concepts for the capital project on the west side of Lethbridge (elementary school in planning phase) was held in October, 2021.

Stakeholders have the option to sign up for email updates as projects are rolled out. This allows the Division to deliver email updates throughout the public-engagement process, and deliver critical information surrounding upcoming surveys, open houses, meetings, and website updates.

The Board's 2021/2022 Assurance Plan that was approved in May was informed by the Town Hall held February 2, 2021, monthly updates at Board meetings regarding work being accomplished in each of the Board's priority areas (see Board Priority Reports in monthly Board agenda packages), and review of data. The Division launched an three Assurance Dashboards in May, 2021 including a Live Financial Dashboard, Financial Reporting Dashboard, and Performance Measures Dashboard.

The Performance Measures Dashboard includes Demographics, Assurance Measures that are updated from provincial reports in a timely manner, Financial Ratios (adjusted accumulated surplus, liquidity ratios, and capital assets), and Our School student survey results including specific measures on social-emotional outcomes and drivers of student outcomes. These are accessible by all members of the public through the Division website ([Financial Reporting | Lethbridge School Division \(letshsd.ab.ca\)](https://www.letshsd.ab.ca/Financial-Reporting))

Planning and reporting information is shared on the Division website. Schools engage with School Councils for Assurance Plan feedback. The final drafts of School Assurance Plans and School Results Reports are shared with School Councils and posted on the school websites.

## Accountability/Assurance System

Lethbridge School Division develops a common template annually that all schools use for the development of their School Assurance Plan. The template ensures that all schools fulfill the school reporting requirements and contributes to coherence of priorities across the division. Schools also use a template for their School Results Report. This ensures all schools meet the reporting requirements and that the reporting across the division is accessible and coherent.

Schools share planning and reporting with School Councils and post planning and reporting documents on the school website. School leadership teams meet with the Division office leadership team to review Assurance Plans and Results Reports. The goal of the meetings is to support ongoing reflection of growth and improvement using evidence-informed decision-making.

Engagement in Inquiry Based Professional Learning using generative dialogue strategies also contributes to a climate of ongoing reflection. Part of the process includes knowing and understanding the measures that will be used to determine the effectiveness of strategies implemented as a school pursues the school's inquiry question.

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR.

There were no disclosures of wrongdoing nor complaints of reprisal during the 2020-2021 school year.



## Web Links

Lethbridge School Division - Budget Report:

<https://www.letbsd.ab.ca/download/365777>

Lethbridge School Division - Assurance Plan:

<https://www.letbsd.ab.ca/download/350767>

Lethbridge School Division - Combined Three Year Plan:

<https://www.letbsd.ab.ca/download/313843>

Lethbridge School Division - Annual Financial Report:

<https://www.letbsd.ab.ca/download/332370>

## For More Information

More detailed information regarding any component of Lethbridge School Division operations can be obtained by contacting the following:

**Mrs. Allison Purcell, Chair - Board of Trustees**

433 - 15th Street South

Lethbridge, AB. T1J 2Z5 Phone 403-329-3747

**Dr. Cheryl Gilmore, Superintendent**

433 - 15th Street South

Lethbridge, AB. T1J 2Z5 Phone 403-380-5301

**Ms. Christine Lee, Associate Superintendent Business Affairs and Secretary-Treasurer**

433 - 15th Street South

Lethbridge, AB. T1J 2Z5 Phone 403-380-5307

Lethbridge School Division prides itself on providing outstanding educational opportunities for the students of the City of Lethbridge and believes in its new mission "Lethbridge School Division 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 Division, view the Division's Three Year Education Plan and Annual Education Results Report and the Audited Financial Statements on the Division's website at [www.letbsd.ab.ca](http://www.letbsd.ab.ca). The website is a great resource to provide further information about Lethbridge School Division's schools services, and resources.