



2023  
2024

# ASSURANCE PLAN



Lethbridge  
SCHOOL DIVISION

[WWW.LETHSD.AB.CA](http://WWW.LETHSD.AB.CA)



Lethbridge  
SCHOOL DIVISION



# Message from the Board

On behalf of the Board of Trustees, I am proud to present the 2023/2024 Assurance Plan.

As we head into a new school year, the Board of Trustees has developed a set of values which we feel confident everyone will be able to see themselves in. These values are grounded in the concept that our Division is growing, leading and supporting. Based on this statement, the Division has developed five core values - learning, inclusion, well-being, respect and leadership. The development of these values came about following a comprehensive survey sent out to students, staff and members of the community. The Board engaged in careful conversation to land on the final set of values you see before you. The work, and the decisions the Board makes in the future, will be grounded on these values, as we strive to support students to reach their full potential.

This plan seeks to provide assurance and accountability to stakeholders in the areas of local and societal context, governance, student growth and achievement, teaching and leading and learning supports. Division priorities are also highlighted, along with section that shines a focus on trends, issues, opportunities, accomplishments and strategies. The plan also provides details on the 2023/2024 Preliminary Operating Budget.

Our Town Hall, held each year in February, provides the Board with information to inform our strategic planning. The Assurance Plan is a reflection of the responses collected from this engagement opportunity. Weaved within the Assurance Plan is the consideration of wellness for our students and staff. One of the ways we are addressing wellness throughout our Division is with the newly-created Digital Wellness Team, which strives to assist students and staff maintain a healthy and balanced relationship with technology.

The Board continues to recognize the pressures placed on students and staff surrounding new curriculum, and pledges to continue to advocate for a curriculum that best supports our students in the pursuit of becoming 21st century learners. Our staff are dedicated professionals who strive to deliver the curriculum in a way that best reflects our Division's values.

In terms of advocacy, engagement continues to be a top priority. This includes active participation in the Alberta provincial election process, through involvement in local forums and development of the Board's Election Advocacy document, which highlights areas of concern for the Division. Community Conversations, held monthly, provide an opportunity to hear what is most important to our stakeholders. Our Board members attend School Council meetings, engage in school activities and are always available for a quick call or email to learn more about ideas, concerns or successes. Our goal is to create relationships with members of the community, to give opportunities for Trustees to know what matters most when making decisions around the Board table. We truly want to hear your feedback and welcome engagement. We want to grow, lead and support, and require your engagement to assist in this process.

We, as a Board, are committed to support our students and staff to continually focus on the process of learning, being inclusive and focusing on the well-being of themselves and others, all while being respectful and displaying leadership. The Board recognizes everyone can be a leader within our Division.



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

# Accountability Statement

The Education Plan for Lethbridge School Division, commencing Aug. 1, 2023, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2023/2024 Education Plan on May 23, 2023.

Signed:



Allison Purcell, Board Chair

Signed:



Cheryl Gilmore, Superintendent

## OUR VALUES

WE ARE GROWING, LEADING AND SUPPORTING:





## Priorities:

- Growing Learning and Achievement
- Leading Learning and Capacity Building
- Supporting Learning and Well-Being

## Board of Trustees:



**Allison Purcell**  
Board Chair



**Genny Steed**  
Board Vice-Chair



**Andrea Andreachuk**



**Tyler Demers**



**Kristina Larkin**



**Christine Light**



**Craig Whitehead**

## Senior Administration:

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Superintendent  
of Schools

**Morag Asquith**  
Associate  
Superintendent,  
Instructional  
Services

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

**Mike Nightingale**  
Associate  
Superintendent,  
Human  
Resources



# Jurisdiction Profile



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. The Division educates approximately 11,957 early learning through Grade 12 students within The City of Lethbridge and employs approximately 683 full time equivalent (FTE) certificated staff and approximately 552 FTE support staff.

Lethbridge is a growing, vibrant city with over 100,000 residents. It 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 southwestern part of Alberta, Lethbridge residents enjoy access to state-of-the-art cultural and recreational facilities. Comprehensive retail services attract consumers from southern Alberta, southeastern British Columbia and northern Montana.

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 as well as 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 and G.S. Lakie Middle School. It will span Kindergarten to Grade 7.

The school division piloted an e-Learning Program for the 2021/2022 school year, and continued with the program for the 2022/2023 school year for grades 1 to 8. The demand for this program has reduced significantly. The Division will be offering the program for grades 6-9 in the fall of 2023.

# Jurisdiction Profile

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. In 2023/2024, 10 Early Education Programs are offered in seven locations. A Montessori program is established in grades one to five. Lethbridge Christian School, Immanuel Christian Elementary School and Immanuel Christian Secondary School provide Christian education as alternative schools for students from Kindergarten to Grade 12 as well as an early education program. The Division continues to enhance inclusive practices 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 a Wellness Team in 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. Traditionally, strong co-curricular and extra-curricular programs include a variety of athletic, fine arts and student leadership opportunities flourish.



# Assurance Framework

The Alberta Assurance Framework is a broad and balanced approach to accountability, with the goal of continual improvement and enhanced public assurance.

## Guiding Principles for Assurance

The guiding principles below describe the ideals that all education partners must embrace to ensure sound and consistent decision-making in all areas assurance is provided. Public assurance providers:

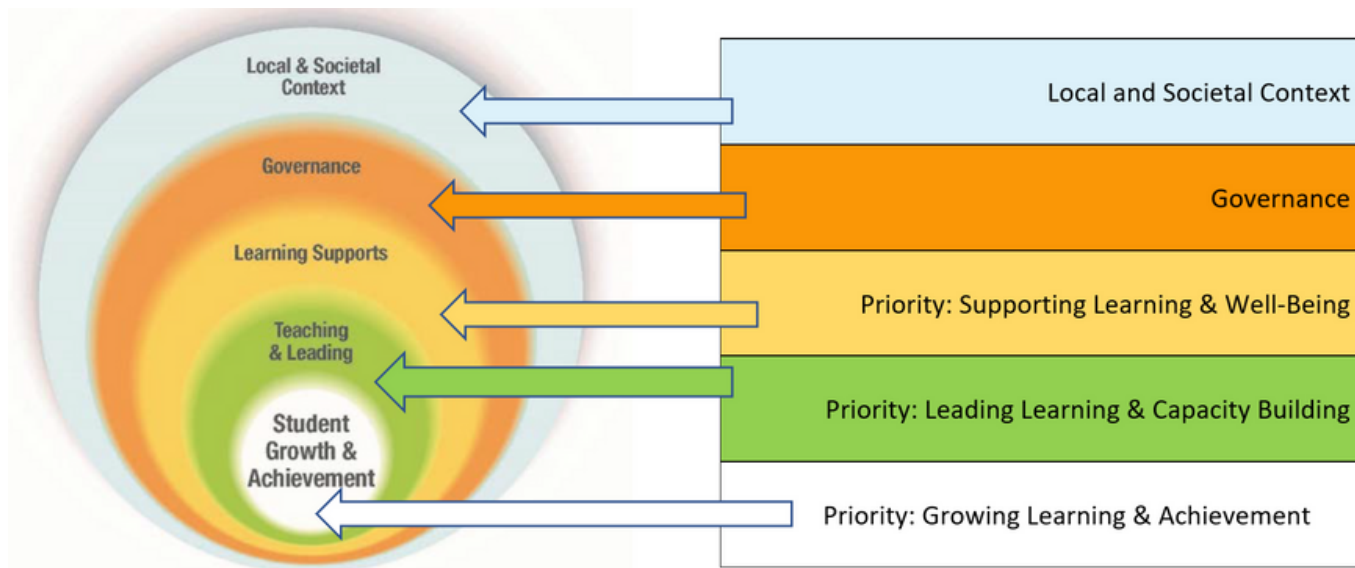
- Recognize that all education partners, each with unique contributions, share responsibility for student growth and achievement;
- Build professional capacity and a commitment to continuous improvement;
- Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action;
- Engage regularly with education partners, across the spectrum of public engagement strategies (informing, consulting, involving, collaborating and empowering);
- Acknowledge that communication must be a constant throughout the engagement process;
- Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making;
- Reflect local and societal contexts, enabling innovative and flexible responses in classrooms, schools, school authorities and the government;
- Recognize the unique learning needs of students and foster equitable and inclusive learning environments;
- Commit to demonstrating fiscal responsibility and effective stewardship of resources in supporting system/student outcomes; and
- Provide a structure to ensure that what is measured and reported is consistent with the best interests of student growth and achievement, and the goals of education in the province of Alberta.



# Assurance Domains

Lethbridge School Division Assurance Plan addresses the provincial assurance domains. The model below illustrates the relationship between the assurance domains and the three Board priorities of (1) Growing Learners and Achievement (2) Leading Learning and Building Capacity (3) Supporting Learning and Well-Being.

## Assurance Plan Section



## Ongoing Reporting of Measures

This plan is part of a cyclical process that reflects on data on an ongoing basis. Measures and the “report locations” of the measures are identified in each Domain. Some measures are reported as part of the November Results Report annually, while others are updated as data is available on the Division website using a Reporting Dashboard: [Financial Reporting | Lethbridge School Division \(lethsd.ab.ca\)](https://www.letshsd.ab.ca/financial-reporting)





# Ongoing Reporting of Measures

These performance measures allow the Division to review trends and continually look for improvements. The Dashboard allows an individual to click on the specific financial information within the dashboard and the report will be adjusted to focus into the selected information. This dashboard includes the following performance measures:

- Assurance Measures: Performance measure on the instructional and operational activities of the Division, including student achievement, opportunities, involvement and preparedness for their future.
- Financial Ratios: Performance measures on the some of the financial aspects of the Division, including Adjusted Accumulated Surplus, Liquidity ratios and on our capital assets.
- Student Surveys - Social-Emotional and Student Outcomes: Performance measures on the Division's student survey measures, including specific measures on Social-Emotional Outcomes and the Drivers of Student Outcomes.
- Student Demographics: Performance measures on the student demographics, including the different types of funding classifications and groups.





# Domain: Local and Societal Context

This domain focuses on identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. It is important for education partners to anticipate local and societal needs and circumstances and respond with flexibility and understanding.

## Programs

### English as an Additional Language (EAL) and Limited Formal Schooling

*\*Please note that the term English as an Additional Language (EAL) has replaced the term English as a Second Language (ESL) and English Language Learner (ELL), as per Alberta Education.*

Lethbridge School Division continues to welcome EAL students, including newcomer/refugees, into our schools. Currently, we have 1,223 English as an Additional Language learners. A total of 263 students have refugee status. Recently, our EAL student numbers have experienced a slight increase with the intake of displaced Ukrainian students arriving in Lethbridge. We expect our EAL student numbers to continue to rise in the coming school year.

As in previous years, a significant number of students new to Canada have limited formal schooling. While newcomers at the elementary level with limited or interrupted schooling join inclusive classrooms with EAL support, students at middle school and high school join a program called Limited Formal Schooling (LFS). Our school division EAL team is looking to rename this program and re-assess the processes that accompany it, including registration within the program and the transition out. Working to support our LFS students as they transition into adulthood is also a goal that our division EAL team has set for the upcoming year.

Students in LFS classrooms at Wilson and GS Lakie Middle Schools and Winston Churchill High School, focus on developing language proficiency, building literacy and numeracy skills and adapting to the social, behavioural, cultural and educational norms of a typical Canadian classroom. Additionally, supports are provided for students who manifest behaviours associated with trauma. Teachers in LFS classrooms work closely with Settlement Workers in schools from Lethbridge Family Services, an EAL Student Support Worker, the EAL lead teacher and the Director of Inclusive Education. Our Division EAL lead teacher completes academic intake assessments for all students new to Canada, and together with the Director of Inclusive Education, makes decisions about appropriate placements and programming.



# Programs

## English as an Additional Language (EAL) and Limited Formal Schooling

During intake assessments, the EAL Student Support Worker also meets with parents and students to learn more about family make up and needs, and to gather important information on necessary supports and services to enable students to be successful in school.

This year, we continue to support several refugee students with exceptional needs who require significant specialized assistance to function in the school environment. In addition to team support from an educational assistant, when needed, the Division has provided special transportation, specialized technology/equipment and access to the Low Incidence Team (teacher of the blind/visually impaired and/or deaf and hard of hearing, and the Complex Communication Team).

Lethbridge School Division is fortunate to have such diversity within our schools. It provides opportunity to learn about and celebrate different cultures, and to contribute to the future of our diverse Lethbridge community. Structuring programs to meet the needs of EAL learners provides students with the opportunity to develop language proficiency, gain skills and become successful, contributing citizens in our community.



## Supporting Families

The Division has always provided support to children and their families. The Division's Mental Health Capacity Building (MHCB) program is an externally-funded program that provides prevention and promotion of mental health. MHCB predominantly provides universal mental health programming for all K-12 schools, with four Wellness Coaches leading mental health and wellness initiatives for students, families and staff. Lethbridge School Division also supports families through a team of four Family Support Workers. The Family Support Workers are externally funded with a primary focus to assist in connecting families with community supports and services by responding to referrals made by school-based wellness teams throughout the school year. This spring, we were able to launch a Digital Wellness initiative supported by targeted Alberta Education Funding. The project has one Digital Wellness teacher and a social worker. They have already started implementing universal strategies for all students, as well as targeted support for students and families on referral. We are excited to have this project continue into the 2023/2024 school year.

Lethbridge School Division continues to support families through the Off-Campus Program. The Off-Campus Education Coordinator, in collaboration with school-based teams, has been working diligently to connect students with off-campus employment opportunities. The Off-Campus Coordinator works to build relationships with community partners and businesses to allow for increased variety and exposure to employment during high school years.

Careers and post-secondary support continue to be an important part of the work our schools do at the secondary level to support families. School-based teams, comprised of health and CALM teachers, counselling teams and administration, all work to share information regarding transitioning from high school to post-secondary education. Students are provided access to utilize the online platform myBlueprint.ca. Lethbridge School Division is one of the partner jurisdictions approved for Collegiate Funding. In collaboration with other Zone 6 school divisions and Lethbridge College, planning will commence in the 2023/2024 school year to develop a facility and program for career pathways in the trades.

Anti-racism and anti-oppression work continues to be a priority area of development. An ARAO Admin Committee developed policy that was approved in September, 2022. Processes are in place to develop a Procedure/Guidelines to support the policy.



## Health and Wellness

The Division and educational stakeholder partners have long recognized the need for a focus on the health and wellness of students and staff. As we move out of the pandemic, we recognize we must address many different factors that are now presenting in our schools. Activity promotion, nutrition programs, self-regulation and preventative programming related to mental health are a focus in the 2023/2024 school year. The Associate Superintendent and the Director of Curriculum and Instruction started the year in October working with elementary administrators around new health curriculum and identifying health curriculum as a key factor in promoting wellness in our students.

Structures in our system that support wellness continue to grow. Wellness Committee, Health Champions at each school, Wellness Teams (Counselling and social emotional supports), Health curriculum promotion and a newly-hired Digital Wellness Team are providing a lot of support and guidance to our system around wellness. The Digital Wellness Team composed of a Digital Wellness Teacher and a Family Support Worker are funded for 2023/2025 from the Alberta Education Mental Health Grant for two years. Wellness Grants will continue to be allocated out to schools for targeted initiatives for the 2023/2024 school year. This initiative has happened for six years and schools very much appreciate the support to plan wellness initiatives honouring school culture.



## Health and Wellness

Breakfast, lunch or healthy snack programs have been implemented in some schools for several years, made possible with the generous support of industry, business, service clubs and volunteers. For the fourth year, the nutrition programs in some schools have expanded with the infusion of money for school nutrition programs by the province. We are delighted to receive the Alberta Education announcement that our nutrition funding for the 2023/2024 year will increase by \$50,000.

In February, 2023, a Student Forum - Wellness and Inclusion was hosted by Instructional Services, Trustee representation and Wellness Team support from middle and high schools, and some impactful data was gathered. As schools create their school plans for the 2023/2024 school year, they are tasked with incorporating goals inspired by the data gathered from the Student Forum event. This data will also be shared with the Diversity and Inclusion Parent group in June, 2023.

Family Support is an externally-funded program embedded within the Division that assists in connecting families with community support and services that directly impact wellness. Family Support is an action focused resource that becomes involved when a family wants to connect to community services but is unable to do so independently. Family Support within the Division also facilitates the distribution of resources made available through Poverty Intervention Committee such as Weekends and More emergency food support, winter attire, shoes and hygiene supplies.

Mental Health Capacity Building (MHCB) is an externally-funded program implanted within the Division to provide prevention and promotion of mental health. MHCB provides universal mental health programming within all K-12 schools, leads mental health and wellness initiatives for students, families and staff and serves as a community link to additional mental health initiatives in Lethbridge. Currently, MHCB facilitates three wellness throwdowns per school year: Amazing Race, Kindness Call Out and Connect 4 Wellness.

Our Think Outside programming partnership with Helen Schuler Nature Centre will be wrapping up this year. We were so fortunate to be able to support this program for three years and in the third year this year the Think Outside Team was able to target elementary schools.



## Inclusive Education

Lethbridge School Division is committed to creating inclusive learning environments. Using a collaborative team 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 intended to address student needs across a variety of settings. Through responsive teaching and identified supports/strategies, we strive to meet the diverse learning needs of all students within the context of the regular classroom. In consultation with parents, we may decide to offer specialized programming to students who require a different curricular focus or educational environment.

Inclusive learning experiences that afford all students opportunities to experience success require educational practices that are flexible and responsive to the strengths and needs of individual students (Alberta Education). Division schools will utilize Universally Designed Learning (UDL) strategies and enhance their existing Response to Instruction and Intervention (RTI<sup>2</sup>) framework. These practices inform the instruction and supports required for students to access their learning. Teachers use benchmark and formative assessments to guide their instruction for all students within the classroom. If students are not responding to quality core instruction, they can access targeted supports, such as literacy and numeracy interventions, typically within the classroom setting. Regular progress monitoring will inform areas of growth or whether further, individualized interventions are required.



## Inclusive Education

All Division supports and services (academic, therapeutic, social/emotional/behavioural) 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. Our Division student services team includes: six speech-language pathologists (SLPs), an occupational therapist (OT), school psychologists, early learning team, Division wellness team, Indigenous support team, lead teachers (literacy, numeracy and English as an Additional Language or EAL), behaviour support team and an EAL student support worker. Having our own student services team allows therapists to work directly with teachers and students at the core instructional level to support receptive and expressive language, auditory processing, sensory processing, self-regulation and other strategies that can be embedded within the classroom context.

To access physiotherapy and low-incidence supports for students, the Division contracts 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 blind and visually impaired, an educational audiologist and an Augmentative and Alternative Communication (AAC) team.

Staff professional learning is critical in meeting the diverse and unique needs of our students. Throughout the course of the school year, all our educational assistants will take part in purposeful educational learning through their participation in modules addressing foundational concepts and knowledge to effectively support students in an inclusive environment. Emphasis and priority are placed on having staff members certified in Supporting Individuals Through Valued Attachments (SIVA). Multiple training opportunities exist throughout the school year to provide this valuable professional learning.







## Early Education Programming with the Public Education System

Lethbridge School Division values and promotes the best possible start to a child's learning journey by providing Early Childhood Services programming informed by current research in the field of early learning and development. In 2023/2023, we will offer 10 Early Education Programs at seven school sites supporting three and four-year old children.

Early Education programs provide opportunity for enhanced growth at an early age when physical development, brain development and social competencies respond best to targeted programming and intervention. Our programs are primarily designed for children with identified developmental delays. As available, we offer some spaces to the public on a fee-paying basis.

The Division dedicates time each spring to completing assessments for children entering programming in the fall. This assists in planning supports to meet the needs of all children. The Program Unit Funding (PUF) grant supports children with severe developmental delays and moderate language delays, meeting Alberta Education criteria. Programs are led by certified early learning educators and the program planning for children accessing specialized supports is coordinated by Division learning support teachers. For the most effective use of resources, we continue to support children at consolidated locations.

Based on our belief that strong brain foundations are critical to support future learning and life success, Lethbridge School Division partners with University of Lethbridge neuroscientists in implementing activities in Early Education Programs that improve executive functioning in young children. Increased emphasis on executive functioning development provides children with increased resilience when facing present and future challenges.



## Curriculum Development and Assessment

As a Division, we embrace professional learning that emphasizes quality teaching and best practices with a sustained focus on the needs of contemporary learners that align with the integration of learning competencies throughout the curriculum.

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





## Technology

The utilization of technology in education is extensive in today’s learning settings. Modern technology provides opportunities to facilitate and enhance the teaching and learning process in unprecedented ways that were inconceivable only 10 years ago. We have transformed the way students communicate, submit assignments and interact with each other. Technology has become a fundamental aspect of learning and an essential component of the education system.

Teaching and learning ethical digital citizenship has become ever more prevalent as technology becomes ingrained in our daily lives. Digital citizenship plays a pivotal role in equipping students to engage in responsible and ethical online behaviour. Prioritizing digital citizenship allows both students and teachers to use technology judiciously, innovatively and critically, thereby creating novel knowledge and understanding.

## Growth and Staff Demographics

The 2022/2023 school year once again demonstrated the exceptional commitment of the Division’s 1,235 contracted employees and 238 individuals on our substitute and casual lists.

### Employee Demographics\*

	% Teachers	% Non-Teachers	Average Age Employees	Average Age Teachers	Average Age Non - Teachers
Lethbridge School Division	56.8%	43.2%	43	40	47

### Teacher Age Distribution Breakdown

	18 – 29	30-39	40-49	50-59	60+
Lethbridge School Division	8.7%	20.7%	16.7%	9.4%	1.3%

### Non-Teacher Age Distribution Breakdown

	18 – 29	30-39	40-49	50-59	60+
Lethbridge School Division	4.4%	7.8%	11.7%	13.0%	6.3%

\*Demographic information is for contracted employees that qualify for full health benefits

## Growth and Staff Demographics

The recruitment, retention and development of high-quality staff is a key component in the Division's strategic human resource plan and is critical to our progress in all goal areas. Our partnerships with post-secondary institutions continue to positively impact recruitment especially with teachers. 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.

During the 2022/2023 school year, the Human Resources department engaged in staff wellness focus sessions with staff members from across the Division. The sessions provide staff members with an opportunity to engage in deep conversations related to wellness and identify ways in which the Division can move staff wellness forward.

## Indigenous Education

Close to 800 students (approximately seven per cent of the total student population) in Lethbridge School Division self-identify as Indigenous. A Three-Year Assurance Plan for Indigenous Education has been developed. It aligns with and enhances the Division Assurance Plan. The plan can be found on the Division website under [Indigenous Education](#).





# Governance

This domain focuses on governing leaders attending to local and societal context, determining strategic direction, evaluating policy implementation and managing fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

GOVERNANCE OUTCOMES
Outcome 1: Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
Outcome 2: Legislation, policy and regulation provides clarity regarding the roles and responsibilities of partners in matters of governance.
Outcome 3: Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.
Outcome 4: Curriculum is clearly articulated and implemented in a relevant and meaningful manner.
Outcome 5: Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.
Outcome 6: Governors engage in advocacy to promote change and action with government policy, priorities, and/or financial allocation that impact Board priorities and the well-being of students.
Measures
Assurance Survey measure of Parent Involvement Budget reporting for 2022/23 provides the amount budgeted, the amount spent, and the variance between these amounts for operational expense categories.

Outcome 1: Engagement of stakeholders
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Review Annual Town Hall Meeting process and subsequent feedback loop for effectiveness.</li> <li>• Community Engagement Website structured to provide information regarding engagement opportunities, summaries of feedback, and host feedback loops/ surveys. Review Communication Survey and structure of website to assess for effective utilization including ease of access and navigation.</li> <li>• Board continues to host Community Conversations for the purpose of listening to community members’ perspectives.</li> <li>• Inclusion and Diversity Parent Table to engage different minority populations in feedback.</li> <li>• Board Community Engagement Committee structured to provide parent engagement ideas and feedback regarding engagement.</li> <li>• School Councils are formed at all schools in accordance with the provincial School Council Regulation.               <ul style="list-style-type: none"> <li>○ Board members are assigned as liaisons with the different schools to attend meetings when possible as well as school special events.</li> </ul> </li> <li>• The Board hosts a Division School Council comprised of representatives from all the School Councils.</li> <li>• Learning sessions for parents are hosted with topics decided by the Division School Council members.</li> <li>• Trustees engage with students by attending Student Leadership opportunities.</li> <li>• The Board will implement strategies that foster positive staff group relationships:               <ul style="list-style-type: none"> <li>○ ATA Working Conditions Committee</li> <li>○ Non-Union Board Committee</li> <li>○ Recognition events such as 51/25, Spirit of 51, Education Week, Welcome Back event</li> <li>○ Recognition on regular Board agenda and website</li> </ul> </li> <li>• The Board will implement strategies that foster positive community relationships:               <ul style="list-style-type: none"> <li>○ Friends of 51 recognition program.</li> <li>○ Recognition of donations in Board agenda and on website.</li> </ul> </li> <li>• The Board will recognize and celebrate student and staff achievements and success.</li> <li>• The Board will seek information and feedback that conveys student voice.</li> </ul>



# Governance

## Outcome 2: Collaboration with other school authorities, municipalities, and community.

### Strategies

- Joint City of Lethbridge/ School Division Committee meets three times a year to explore common items including joint use of facilities agreement, grounds and playgrounds, safety, and programs.
- Member of the City of Lethbridge Chamber and Business and Economic Development Lethbridge.
- Ongoing communication and collaboration with Holy Spirit Catholic School Division and other neighbouring Zone 6 school divisions.
- Collaborative partnerships across Health and other community agencies for service delivery to children and families.
- Lethbridge School Division a member of the South West Collaborative Support Services (SWCSS).
- Zone 6 meetings with all jurisdictions, including Kainai, to explore best practice with Indigenous education delivery, professional learning, and shared services.
- Will maintain administration membership on CWSS Advisory Committee membership that focuses on community wellbeing and safety.
- Continue connection with Alberta Health Services Regional Advisory Committee.
- Partnerships with organizations that intersect with the work of the Poverty Intervention Committee.
- Partnerships with the University of Lethbridge as well as the Lethbridge College for dual credit programming.
- Explore the possibility of an Urban Caucus through Alberta School Board Association (ASBA) partnerships.
- Board Policy Committee: Cyclical review of existing policies and review of new policies. Committee comprised of Board Member, Superintendent, Coordinator of Learning, and representatives from Division School Council, ATA, CUPE groups, and school administration.

## Outcome 3: Fiscal Resources

### Strategies

- Budget process begins with Board strategic planning. Board decisions regarding the budget will be informed by feedback gathered from the community using budget feedback engagement strategies. The budget is developed to align with the Board's Budget Belief Statement and priority strategies.
- Financial reporting includes Quarterly Financial Reports and Audited Financial Statement.
- Board Budget Committee and Board Audit Committee with Board representatives
- Risk Management: The Enterprise Risk Management (ERM) matrix will be reviewed annually by the Board.

## Outcome 4: Curriculum articulated and designed for implementation in local context.

### Strategies

- Board is informed of changes in curricula as Draft and final Programs of Study are rolled out.
- Implementation of curriculum is monitored by the Curriculum Director. Curriculum Director works with a committee to plan professional learning to support curriculum implementation and determine resource selection.
- Collaborate to provide ongoing response to government regarding the nature and quality of the curriculum.
- Allocate resources to literacy, numeracy, and intervention.
- The Division will continue to prioritize EAL benchmarking that informs curriculum delivery as well as Limited Formal Schooling programs for middle and high school age students who do not have the education background or language to engage in regular curriculum.
- The Division will prioritize career development strategies for secondary students including planning for career pathways, off-campus opportunities (including RAP), and dual credit with post-secondary institutions.

# Governance

## Outcome 5: Cycle of continuous improvement.

### Strategies

- Processes for ongoing review of progress and results.
  - Assurance Dashboard on Division website to provide current information regarding provincial testing, Assurance survey results, measures from “Our School” (student survey associated with student engagement, health and wellness), and financial reporting.
  - Community Engagement website serves as a tool for ongoing seeking of feedback and the location to post the outcomes of any surveys or processes with public feedback (eg. Town Hall; surveys)
- Board engagement in Assurance Planning cycle.
  - Strategic planning in March including review of information and completion of Board Assurance Plan
  - Review of the Division Assurance Results Report in November.
  - The Board Assurance Plan and Results Report are approved by the Board and posted on the website.
- Engagement and Reflection
  - Board members grow their knowledge of schools and school context by visiting schools and attending presentations at Board meetings.
  - Board implements process for evaluating the effectiveness of change.
  - Board demonstrates how feedback from parents and the public has impacted decision making (e.g. Town Hall)
  - The Board engages in self-evaluation
  - Board members demonstrate active engagement in learning by (a) visiting schools (b) attending presentations at Board meetings (c) reporting on formalized professional learning attended by trustees and (d) providing a monthly Governance Report on the Board agenda.



## Outcome 6 Strategies: Advocate to remove barriers to learning.

### Strategies

- Structure opportunities to engage local MLAs to build understanding of education priorities and advocate for desired change.
- Structure opportunities to engage with municipal government to build understanding of education priorities, explore opportunities for partnerships that benefit students, and advocate for change.
- Active engagement with the Alberta School Board Association and Public School Board Association of Alberta to keep abreast of provincial issues and advocacy positions
- Take action on advocacy positions such as writing letters and meeting with stakeholders.



# Growing Learners and Achievement

## GROWING LEARNERS AND ACHIEVEMENT OUTCOMES

Outcome 1: Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

Strength in Literacy and Strength in Numeracy

Instructional practices and assessment that target disrupted learning (learning gaps)

Address barriers to student engagement (screen time/ cell phone/ social media)

Explore challenges of grade 6 and 9 transition years.

Outcome 2: Application of knowledge, understanding and skills in real life contexts and situations (learning competencies, experiential learning including off-campus, career exploration, dual credit, e-learning, thinking classrooms digital literacy)

Outcome 3: Students use ongoing assessment feedback to reflect on their progress, identify strengths and areas of need and set new learning goals.

Outcome 4: Advance reconciliation – acquire and apply foundational knowledge; support Indigenous learning

### Measures

Provincial Achievement Test results (all students, Indigenous students, EAL students)

Provincial Diploma Exam results (all students, Indigenous students, EAL students)

High School Completion results (all students, Indigenous students, EAL students)

Provincial literacy and numeracy results

Data trends from Fountas & Pinnell (literacy scores grades 1 to 5)

Data trends from MIPI data (numeracy scores grades 1 to 9)

Provincial Assurance Survey measures of Citizenship

Provincial Assurance Survey measures of Student Learning Engagement

**Outcome 1: Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.**

**Strategy: Strength in Literacy and Strength in Numeracy**

Strength in Literacy

- Explore literacy development, pedagogy, and other possibilities within a high school context.
- Elementary and Middle School Literacy Steering Committees to guide implementation of strategies, assessment practices, and resources that improve literacy across all grades and subject areas.
- Implementation and analysis of student assessment data to inform instruction and intervention strategies.
- Elevate best practice in comprehensive literacy pedagogy to serve as the foundation for the implementation of curriculum.
- Support purchase and effective implementation of division-recommended, curriculum-aligned resources.

Strength in Numeracy

- Elementary and Secondary School Numeracy Steering Committees to guide the implementation of strategies, assessment practices, and resources that improve numeracy across all grades and subject areas.
- Implementation and analysis of numeracy assessment data to inform instruction and intervention strategies.
- Elevate best practice pedagogy (for example, as outlined in the Division "Guide to Effective Mathematics Instructional Practices" flipbook) to serve as the foundation for the implementation of curriculum.
- Support purchase and effective implementation of division-recommended, curriculum-aligned resources.

**Strategy: Disrupted learning, barriers to engagement, and transitions**

Instructional practices and assessment that target disrupted learning.

Address barriers to student and parent engagement and readiness for learning:

- Focus on purposeful use of technology that is grounded in learning.
- Form an Ad Hoc committee to assess current use of technology, understand perspectives of students, parents, and staff regarding use of technology in schools, and develop an action plan to address best practice.
- Determine if there are barriers for using technology to access learning for students in difficult socio-economic conditions or with English as a new language; develop strategies to address barriers.





Explore the challenges, including pedagogical differences and expectations, in the transition years between grades 5 and 6, and 8 and 9, and determine how transition can be better supported for increased student success.

- Look at structures and supports currently in place that address student learning and social needs developmentally.
- Create opportunities for grade 5 and 6, and 8 and 9 teachers to connect for the purpose of developing and implementing strategies that better support student success during the transition years.
- Deepen staff understanding of what Gr. 9 students need for success in grade 9 and the transition to high school.

**Outcome 2: Students apply knowledge, understanding and skills in real life contexts and situations.**

**Strategies**

**Learning Competencies Focus**

- Connect learning competencies outlined in the curriculum to real life situations.

**Experiential Learning Focus**

- Off-campus experiential learning opportunities: Work Experience, RAP, Dual Credit (University of Lethbridge, Lethbridge College).
- Integration of My Blueprint for online career planning.
- Examine the gap in supporting career and post-secondary opportunities and develop a plan to address the gap including access to Career Transitions and school staff who oversee career planning and the off-campus portfolio.
- Develop and implement a strategy for engaging / informing parents using PowerSchool, School Messenger, and the Division Communication Plan.
- Expose students to non-traditional career paths outside of the trades and academia.

**Innovation Focus**

Maintain an e-learning pilot project for students at the middle school level who choose to pursue learning using an online delivery platform.

- Implement strategies that increase student engagement.
- Develop nontraditional experimental opportunities in schools.

**Outcome 3: Students use ongoing assessment feedback to reflect on their progress, identify strengths and areas of need and set new learning goals.**

**Strategies**

- Focus on process-based pedagogy that includes student reflective practice, including inquiry-based learning.
- Strengthen meaningful and consistent feedback to students, engaging all stakeholders in the process.
- Engage parents/guardians and students in understanding assessment feedback and reporting to facilitate parent/guardian support of learning.

**Outcome 4:**

**-Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.**

**-The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.**

**Strategies**

**Indigenous Student Achievement Focus**

- Ongoing reflection regarding effectiveness of the strategies in the Indigenous strategic plan that emphasizes targeted, personalized supports to promote Indigenous student success.
- Review of strategies that support the learning of Indigenous students in grades K to 6.
- Continue to support tangible Indigenous culture in schools that supports positive development of identity with events and visual representation such as Bingos to connect families, teaching of the Blackfoot language, culture classes, and student artwork.
- Continue to support high school students with Grad Coaches.
- Develop strategies to close the gap in the transition to high school.

# Growing Learners and Achievement

## Indigenous Foundational Knowledge and Learning of Indigenous World View Focus

- Continue anti-racism work system wide and support strategies in our schools (e.g., monitor the implementation of new policy and facilitate time to reflect upon perspectives).
- Continue to support teachers to weave Indigenous Ways of Knowing into their course content with Indigenous Education Teacher support.
- Plan events that celebrate Indigenous culture such as clubs, smudging, Treaty 7 and TRC events, Indigenous dance, and other cultural celebrations.
- Develop learning opportunities for all students to learn Blackfoot language, create and understand visual representations, and access authentic Indigenous resources.
- Expand the Indigenous library collection and make Indigenous resources and visuals accessible to teachers and students.
- Honour the Blackfoot naming of the Education Centre with signage and communication.





# Leading Learning and Building Capacity

## LEADING LEARNING AND BUILDING CAPACITY OUTCOMES

Outcome 1: Respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all (complex classrooms, staff cultural capacity, Indigenous staff/ ways of knowing, anti-racism/ anti-oppression)

Outcome 2: Collaborative engagement (inquiry; collaborative communities)

Outcome 3: Collaborative partnerships (agencies; parent education, digital wellness team, partners with parents for solution seeking)

Outcome 4: Ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.

Outcome 5: Ongoing professional learning programs and support structures to build capacity of support staff across all classification.

Outcome 6: Use of data to inform continuous learning; effective communication strategies to work with parents/guardians as partners

### Measures

Assurance survey measure of Educational Quality

Local Measure: Description of strategies the Division uses to support teaching and leadership quality through professional learning, supervision, and evaluation processes.

## Outcome 1: Respond with skill and competence to the unique learning needs, interests and cultural, social, and economic circumstances of all.

### Strategies

- Continue to build staff capacity to teach effectively in complex classrooms by providing a broad range of professional learning opportunities accompanied with targeted professional learning related to Universal Design for Learning(UDL) and trauma informed practice.
- Continue to build staff capacity to implement Indigenous Ways of Knowing by emphasizing land-based learning and collaboration between the Indigenous education team and school-based staff.
- Continue to build staff capacity in creating school communities that affirm all students belong by celebrating diversity and supporting professional learning related to anti-oppressive and anti-racist practices.
- Develop a recruitment and retention strategy for Indigenous Education staff and other staff representative of minority communities.

## Outcome 2

**-Improve professional practice through collaborative engagement in processes of growth supervision and evaluation.**  
**-Accountable to standards of professional conduct and a standard of professional practice.**

### Strategies

- Engage staff in inquiry based professional learning and generative dialogue.
- Engagement in a transparent and collaborative evaluation process.

## Outcome 3: Collaboration amongst teachers, leaders, students, and their families, and other professionals enables optimal student learning.

### Strategies

- Collaborative partnerships across agencies for service delivery to children and families.
- Provide learning opportunities to parents (for example: Early Education Programs [EEP], Social Council Learning Sessions, digital citizenship).
- Utilize the expertise of the Digital Wellness Teacher and Family Support Worker to increase knowledge and understanding of responsibility at a universal level for all secondary students, as well as intervention support at a student and family level.
- Provide opportunities for feedback through engagement activities such as: student forums, town hall, teacher created interest groups, and community conversations.



# Leading Learning and Building Capacity

## Outcome 4: Ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.

### Strategies

- Literacy and Numeracy
  - Professional learning that targets the development of a deep understanding of pedagogy for literacy & numeracy across all subjects and grades
- Support the implementation of the new ELAL, Mathematics, Science, and PEW (Physical Education and Wellness) curricula:
  - Leverage teachers', administrators' and Education Centre staffs' foundational skills in concept-based learning, comprehensive literacy and numeracy, and thinking classrooms as entry points for applying the new curricula.
  - Deliver professional learning focusing on content and delivery of the new curricula (e.g., using the "train the trainer" model) and support teachers in review of new resources acquired to support implementation of new curricula.
- Build common understanding of effective instructional practices that foster growing learning and achievement, leading learning and capacity building, supporting learning and well-being, and critical thinking in all classrooms.
  - Division professional learning that supports concept-based instruction and thinking classrooms.
  - Build teacher capacity for pedagogy using emergent educational technologies.
- Examine, apply and implement ongoing assessments and processes to reflect best pedagogical practices.
- Nurture leaders committed to living in a learning way.
  - Continue to reflect on and structure the Administrator Mentorship Program using the Leadership Quality Standard
  - Build the capacity of Divisional leaders with a professional learning plan compiled by the Administrator PL Committee
- Continue to reflect on and implement the Teacher Induction Program (TIP) (mentorship) according to the Teaching Quality Standard.

## Outcome 5 – Ongoing professional learning programs and support structures to build capacity of support staff across all classifications.

### Strategies

- Create a division plan for support staff professional learning that recognizes the breadth of responsibilities across the different grade divisions (e.g., Parabytes sessions, CUPE 290 Leadership Program, and SIVA training [Supporting Individuals through Valued Attachments]).

## Outcome 6

-Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.

-Teachers and leaders apply effective communication strategies to work with parents, guardians, and students as partners.

### Strategies

- Support teacher learning that develops skill to use student assessment data (e.g., Fountas & Pinnell, ongoing classroom assessments, and AB Education assessments) to inform instruction.
- Continual cycle of reflection using data from: Assurance surveys, Town Hall, student, parent and community feedback loops, provincial assessments, Our School survey.
- Develop teacher capacity to communicate student achievement and targeted strategies to parents/guardians and students in a meaningful and reciprocally engaging way.
- Develop capacity of staff for skilled and effective communication with parents/guardians and students as partners in learning and achievement.
- Annual analysis of the need for data and whether current measures meet the data needs to inform instruction and decision making.



# Supporting Learning and Well-Being

SUPPORTING LEARNING AND WELL-BEING
Outcome 1: Welcoming, caring, respectful, inclusive, and safe learning environments
Outcome 2: Students are active, healthy and well
Outcome 3: Adaptation of learning environment (UDL; collaborative professional support; support staff)
Outcome 4: Shared understanding of inclusive ed and collaborative partnerships
Outcome 5: Cross ministry initiatives/ wrap around services
Outcome 6: Infrastructure, including technology, supports learning and meets needs
Measures
Assurance Survey measure of Welcoming, Caring, Respectful, and Safe Learning Environment
Assurance Survey measure of Access to Supports & Services
Local Measure outlining access to continuum of supports and services
Local Measure outlining Indigenous student success
Our Schools Survey measures associated with belonging and expectations
Our School Survey measures associated with safe and caring schools

Outcome 1: Welcoming, caring, respectful, inclusive, and safe learning environments that demonstrate understanding and respect for the uniqueness of all learners.
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Follow the procedures, documents and policies created by Lethbridge School Division committees and groups that support valuing diversity.</li> <li>Build a common understanding among parents/guardians and community of what diversity is and that all students are unique.</li> <li>Acknowledge that supports and practices that support authentic inclusion require on going reflection and accountability of all members of the educational system.</li> </ul>

Outcome 2: Learning environments meet learner needs and emphasize a sense of belonging and high expectations for all.
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Provide ongoing learning opportunities that will build staff capacity.</li> <li>Teachers implement and demonstrate evidence-based strategies and pedagogy to ensure all learners are engaged in their learning and value high expectations.</li> <li>Provide and build on collaborative professional support (Speech Language Pathologist (SLP), Occupational Therapist (OT), Physio Therapist (PT), Learning Support Teacher, Psychologist, Support Staff) for teachers in the classroom to help remove barriers to learning.</li> <li>Address middle school programming to support students presenting with learning struggles to improve achievement</li> </ul>

Outcome 3: Shared understanding of inclusive education and collaborative partnerships to support learning.
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Continue to support the implementation of the RTI2 framework.</li> <li>Access and collaborate with division specialists and other professionals to remove barriers to learning by supporting universal, targeted, and individualized strategies within the learning environment.</li> <li>Engage students and parents in the development, implementation, and review of student support plans (Instructional Support Plans, Behavior Support Plans, EAL Benchmarks)</li> </ul>



# Supporting Learning and Well-Being

## Outcome 4: Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.

### Strategies

- Collaborate with Southwest Collaborative Supports Services (SWCSS) and representatives from Education, Health, Community and Social Services, and Children’s Services to:
  - ensure wraparound supports for children, youth and families in local community.
  - access low-incidence supports such as Augmentative and Alternative Communication (AAC), Teacher of the Deaf and Hard of Hearing, Teacher of the Blind and Visually Impaired, Complex Communication Team (through Alberta Health Services partnership), and participate in shared regional initiatives
  - participate in Complex Case Consultation with representatives to share expertise and problem solve around supports for children and youth with complex needs that significantly impact learning.
- Continue to work collaboratively with Lethbridge Family Services- Immigrant Services and other community supports

## Outcome 5: Students are active, healthy and well

### Strategies

#### The vision and implementation of the Instructional Services work plan focuses on Wellness for “All.”

- The Wellness and Poverty Committees align efforts to reinforce and further build community partnerships.
- Inform Division staff, students, and families of:
  - Division Wellness Plan
  - Division Wellness Model
  - School Wellness Models
  - Roles and responsibilities of those within the Wellness Model (teacher counsellor, Student Support Worker, Family Support)
  - Mental Health Capacity Building Team
- Ensure universal health lessons are implemented that build student knowledge and provide them with strategies for good mental health.
- Provide opportunities for land-based learning and outdoor learning to enhance wellness.
- Implement trauma informed practice.
- Implement self-regulation strategies in schools.
- Ensure students have access to sustainable food programs at the school level (i.e.: WAM bags, Wellness supports, family supports, Provincial nutrition grant funding, community partnerships, etc.

## Outcome 6: Infrastructure, including technology, supports learning and meets the needs of Alberta students and their families, staff, and communities.

### Strategies

- Implement new transportation registration system that will inform decision making for new transportation eligibility effective in 2024-2025 and work with Southland to implement new school bus routing that meets goals of timeliness, instructional time, predictability, and safety.
- Conduct a study of west Lethbridge school facilities to examine facility utilization challenges, future growth, and opportunities that promote the business case for additional capital investment in school facilities in west Lethbridge. School Boundary Alignment Committee to study west Lethbridge boundaries and propose new boundary for new K-5 elementary school in Garry Station and other potential adjustments that may be evident to committee from review of demographic and West Side Study data.
- Utilize School Planning Funds to further develop scope and predesign work of modernization for Galbraith Elementary School. Continue to advocate for full funding of modernization in 2024 Provincial Budget.
- Form a Technology Standing Committee to review technology needs and allocations which would involve an audit of current usage of technology at school sites to determine gaps, and redundancies. This data and committee input will be used to inform the technology evergreening plan.
- Connect with the City of Lethbridge Transportation and Emergency Services departments to discuss ways in which concerns with traffic congestion, flow, and student safety in and around schools may be addressed.
- Continued advocacy for infrastructure needs as identified in the Capital Plan
- Boundary Alignment Committee to review other boundaries such as middle school and high school in other areas of the city after west side review completed.



# Lethbridge School Division 2023/2024 Preliminary Budget

## Board of Trustees Belief Statements for Preparation of the 2023/2024 Budget

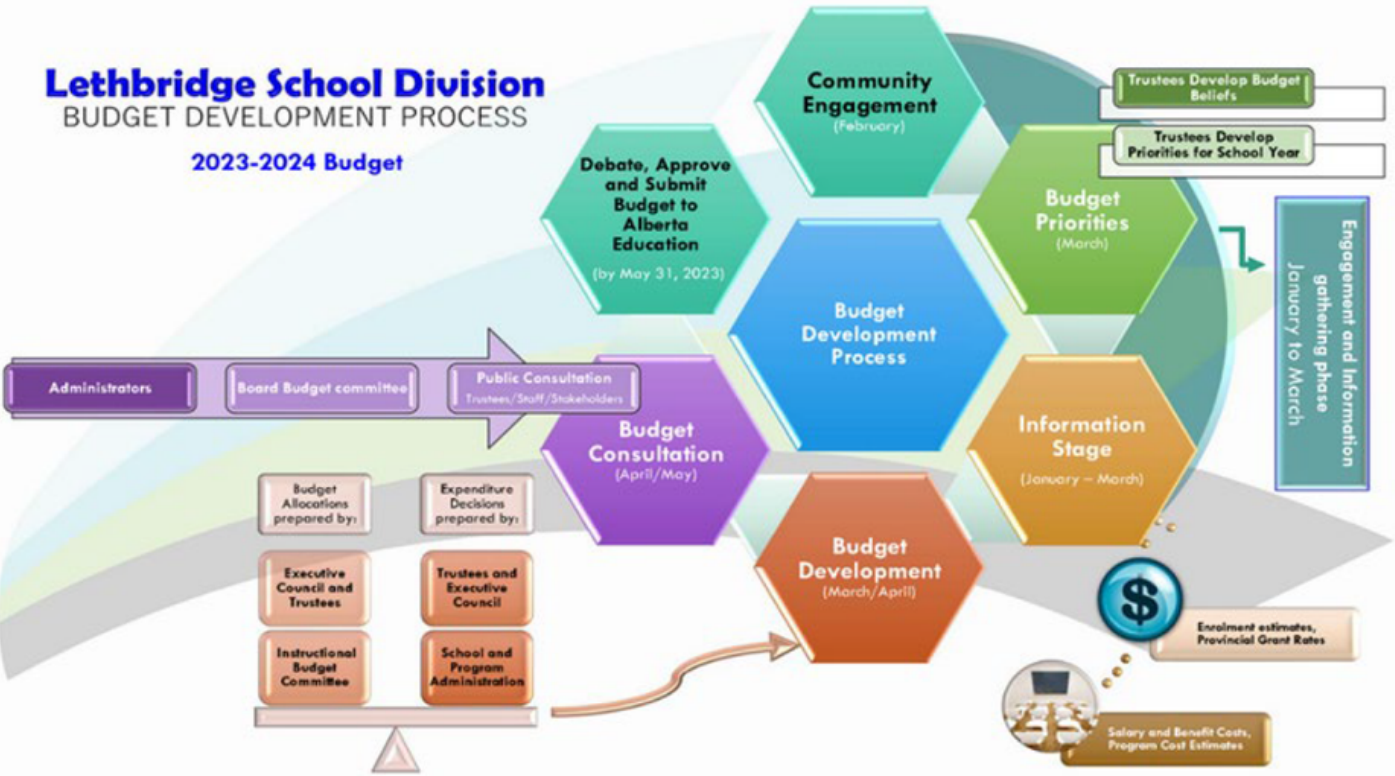
Lethbridge School Division is primarily funded by Alberta Education. The Board is legally obligated to create and approve the annual Division budget and to fiscally manage the Division's funds in a responsible manner, ensuring that the educational needs of students are met within a balanced budget, as required by the Education Act.

- The Board believes the Budget should be developed in the best interests of all students.
- The Board believes in a budget process that is open and transparent.
- The Board believes the Budget shall provide for staffing to facilitate educational opportunities for all students.
- The Board believes in collaboration with municipalities, other boards and community-based service agencies to effectively address the needs of all students which promotes the efficient use of public resources.
- The Board believes education at the primary level is foundational to student success, and as such, is a priority.
- The Board believes funds need to be allocated to promote equitable access to educational opportunities and resources for all students.
- The Board believes in keeping Division 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 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.

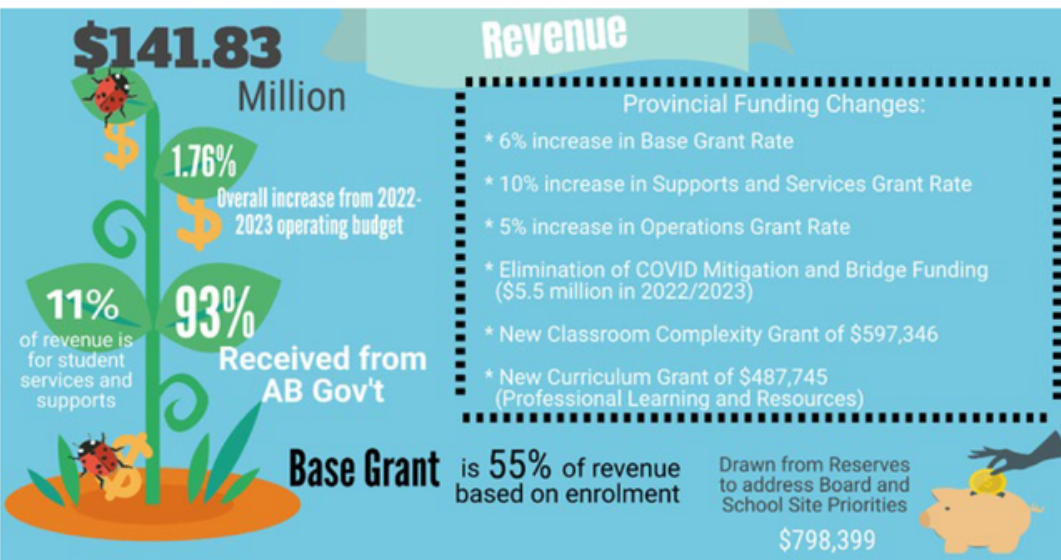
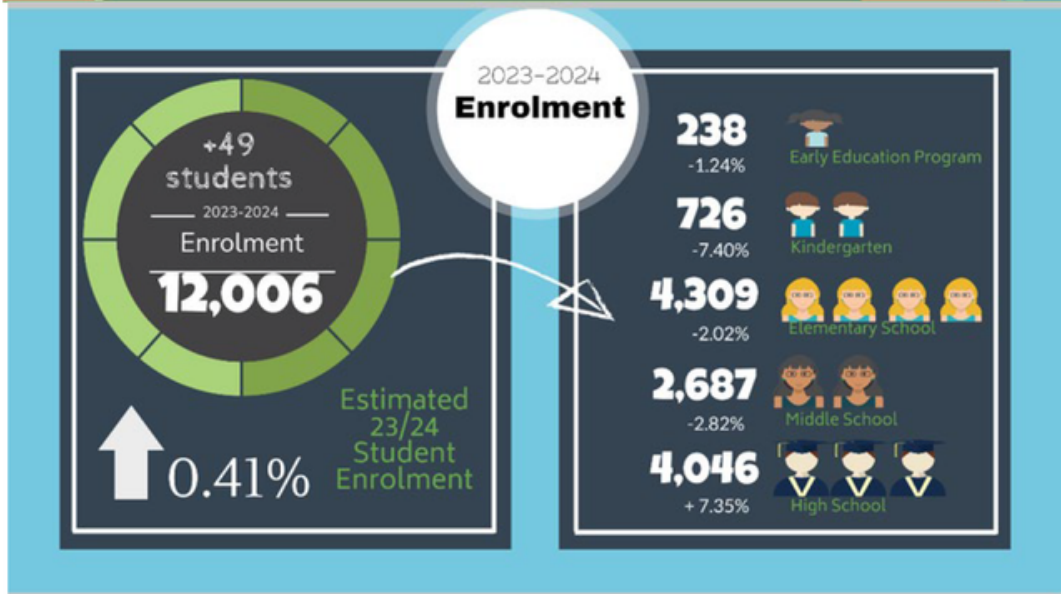


# Lethbridge School Division BUDGET DEVELOPMENT PROCESS

2023-2024 Budget







## Expenditures

**82%**

**\$141.83**  
Million

Of the Division's Budget is spent on Instructional services for students



Total Staffing  
of Budget  
77%

4th Largest Employer  
in Lethbridge

Inclusive Learning  
support to students

13%

Technology 2%  
Other Instructional  
Supports 3%

**18%**

Non-Instructional  
Support Services

Non-Instructional  
Support Services

School Based  
**64%**

Facilities  
**13%**

Transportation  
2%

Administration  
3%

Instruction Based Expenditures are:

**86%** STAFFING

**14%** Supplies and Services

**33%** STAFFING

**67%** Supplies and Services



## Values

Learning / Inclusion / Well-being /  
Respect / Leadership

Board Priorities

Leading Learning and  
Building Capacity



Supporting Learning  
and Wellbeing

Growing Learners  
and Achievement





# 2023/2024 Preliminary Budget Summary

Lethbridge School Division has a total operating budget of \$141.83 million and provides public education services to the citizens of the City of Lethbridge, Alberta, Canada.

The School Division was established in 1886 and proudly serves a community that grown to over 100,000 residents. Lethbridge School Division serves approximately 11,957 students from Early Education (pre-school) to Grade 12. The Division provides high-quality learning experiences for students through a broad range of educational programs in 24 schools and four institutional programs.

A graphic for a Town Hall event. It is divided into four quadrants. Top-left: "LETHBRIDGE SCHOOL DIVISION" in teal, "TOWN HALL" in white, and a large stylized "51" in teal and green. Top-right: "TUESDAY, FEB. 7, 2023" in white. Bottom-right: "HAVE YOUR SAY!" in dark grey on a green background.

## Division Priorities and Strategies

The Board of Trustees held a consultation session with the education stakeholders of the community. After two years of virtual Town Halls, the Division was happy to once again welcome the stakeholders back to an in-person session. Over 1,000 responses were received for the following two questions:

**In what ways are we successfully supporting students to grow as learners?**

**Where do you see room for improvement in supporting students as learners?**

# Division Priorities and Strategies

There were five main themes that emerged from the discussions and feedback our Division received from the Town Hall:

1. Learning (flexibility, technology)
2. Student Support and Resources
3. Opportunities
4. Mental Health and Wellness
5. Diversity and Inclusion

**The feedback assisted the Board of Trustees in establishing priorities for 2023/2024.**





# Meritorious Budget Award Program

Lethbridge School Division is pleased to participate in the Association of School Business Officials (ASBO) International Meritorious Budget Award Program (MBA) for presentation of the 2023/2024 budget.

The Division received its first MBA for excellence in the presentation of the 2006/2007 budget and 17 subsequent years up to and including the 2022/2023 budget. Once the budget is approved by the Board of Trustees, the Division develops the 2023/2024 comprehensive budget report for the public, and for the submission to ASBO for consideration for the Meritorious Budget Award.





# Budget Process

The Division's budget process involves stakeholders to ensure there is involvement in the development of the budget from start to final approval. The Division undertook a number of consultations with stakeholders to discuss the current fiscal situation and to develop expenditure priorities for the 2023/2024 budget. An in person Town Hall meeting was held in February, 2023 involving parents, students, staff and the community to explore and discuss two main questions:

- In what ways are we successfully supporting students to grow as learners?
- Where do you see room for improvements in supporting students as learners?

The feedback on these questions influenced the development of Board priorities. The Board of Trustees developed belief statements in March, 2023 and set priorities which guided the development of the 2023/2024 budget. The budget process and policies used to develop the budget remained relatively consistent from the development of the 2022/2023 budget.

New for the 2023/2024 year was the creation of a budget engagement survey which sought input into the development of the instruction area of the budget. Using this tool, respondents had the opportunity to provide input into the percentage of the instruction budget that should be allocated to each area. A total of 419 responses were received and the feedback was considered in the development of the instruction budget for 2023/2024.

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 review the online presentation of the budget in May, 2023 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 29, 2023. 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 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 Sept. 30, 2023.

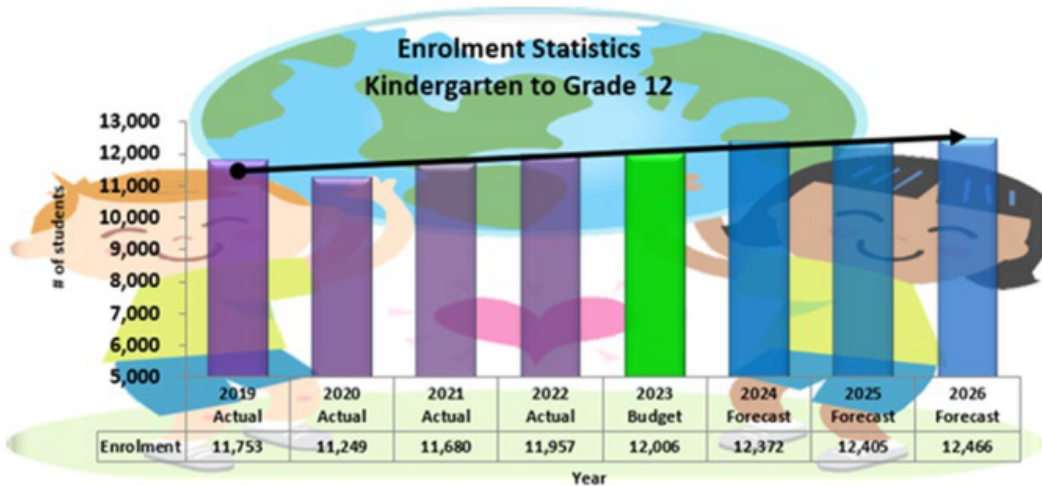
# Enrolment

Lethbridge School Division has 12,006 students projected to be enrolled in Early Education (pre-school) through Grade 12 in the 2023/2024 school year as compared to 11,957 in 2022/2023. This is an increase of 49 students or 0.41% from the prior year.

These enrolment numbers are based on estimates submitted to Alberta Education in December, 2022. Actual enrolment numbers for the 2023/2024 are then submitted on Sept. 30, 2023.

Elementary and Middle School show slight decreases. High School is anticipated to see the largest increase due to a large Grade 8 class in 2022/2023 that will be entering high school in 2023/2024. The Grade 8 class for 2022/2023 is the largest grade within the Division (with over 1,000 students).

Program	Actual				September 2023	Change	
	September 2019	September 2020	September 2021	September 2022			
Early Education	497	357	299	241	238	-3	-1.24%
Kindergarten	806	725	747	784	726	-58	-7.40%
Elementary (Grades 1 - 5)	4,467	4,111	4,279	4,398	4,309	-89	-2.02%
Middle School (Grades 6 - 8)	2,631	2,687	2,787	2,765	2,687	-78	-2.82%
High School (Grades 9 - 12)	3,352	3,369	3,568	3,769	4,046	277	7.35%
<b>Total</b>	<b>11,753</b>	<b>11,249</b>	<b>11,680</b>	<b>11,957</b>	<b>12,006</b>	<b>49</b>	<b>0.41%</b>
% Change		-4.29%	3.83%	2.37%	0.41%		



Historical enrolment data and other factors are used to predict enrolment for subsequent budget periods. The preceding chart illustrates the change in enrolment from September, 2019 to September, 2022 and projected enrolment over the next four years to September, 2026. There has typically been an upward trend in enrolment due in part to the significant growth that The City of Lethbridge has experienced in prior years. In the four-year period 2023 to 2026, enrolments are projected to increase by 509 students or 4.24%.

# Enrolment

Enrolment fluctuations have a significant impact on future grant revenues as approximately 55% of the Division’s funding is specifically for Base Instruction. The Provincial funding is based on a Weighted Moving Average (WMA) based on the following weighting for the 2023/2024 funding:

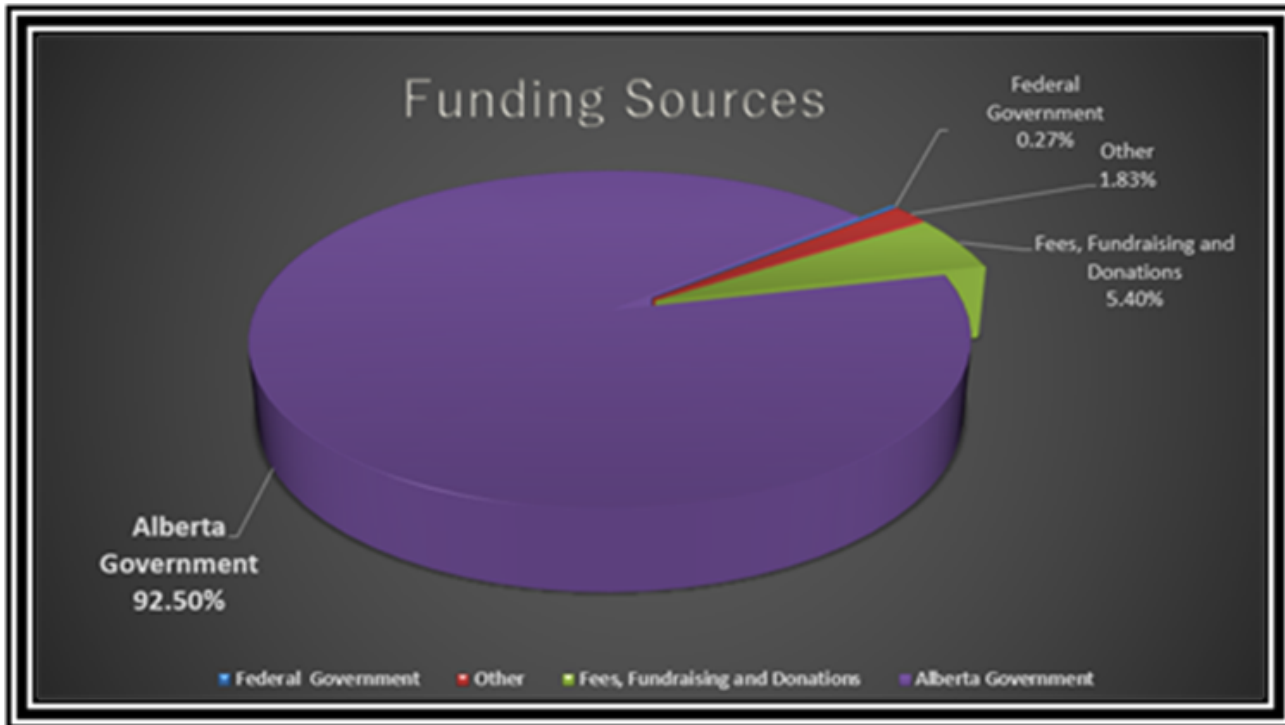
School Year	FTE	Weighting	WMA
2021-2022 Actual FTE Enrolment	10,990.0	20%	2,198.0
2022-2023 Estimated FTE Enrolment	11,312.0	30%	3,393.6
2023-2024 Projected FTE Enrolment	11,523.5	50%	5,761.8
<b>Weighted Moving Average (WMA) FTE Enrolment</b>			<b><u>11,353</u></b>

Due to the Weighted Moving Average (WMA), the Division will not be funded for 170.5 FTE students.  
*Provincially funded Full-Time Equivalents (FTE) enrolment is factored at 0.5 FTE for Early Education and KG programs*





# Funding sources



Lethbridge School Division is financially dependent on funding from the Province of Alberta. The School Division receives approximately 92.50% of its funding from the Provincial Government. The Division has control over other revenues such as school fees, school-generated funds, outside grants, investment revenues and one-time reserve funds, which comprise 7.5% of the Division’s revenue.

Total budgeted revenues and allocations for 2023/2024 are \$141.83 million. Included in these revenues is approximately \$798,400 of prior year’s reserves. Total revenues and allocations for the Division increased by 1.76% over 2022/2023.

Revenues and Allocations	2023-2024 Preliminary Budget	2022-2023 Operating Budget	Variance from 22-23 Operating Budget	Change %	2022-2023 Preliminary Budget	Variance from 22-23 Operating Budget	Change %
Alberta Education - Base Instruction	\$77,934,815	\$76,357,845	\$1,576,970	2.07%	\$74,747,458	\$3,187,357	4.26%
Alberta Education - Services and Supports	\$16,227,405	\$14,547,679	\$1,679,726	11.55%	\$14,549,077	\$1,678,328	11.54%
Alberta Education - Schools/Facilities	\$15,885,740	\$14,802,435	\$1,083,305	7.32%	\$14,790,441	\$1,095,299	7.41%
Alberta Education - Community	\$3,772,018	\$3,723,161	\$48,857	1.31%	\$3,723,161	\$48,857	1.31%
Alberta Education - Jurisdiction	\$4,253,325	\$4,092,216	\$161,109	3.94%	\$4,092,216	\$161,109	3.94%
Projects/Contracts	\$667,745	\$269,153	\$398,592	148.09%	\$0	\$667,745	100.00%
Other Provincial Revenue	\$803,279	\$1,304,787	(\$501,508)	-38.44%	\$606,101	\$197,178	32.53%
Teacher Pension Costs	\$6,500,000	\$6,500,000	\$0	0.00%	\$6,500,000	\$0	0.00%
Federal Government Funding	\$388,944	\$388,944	\$0	0.00%	\$388,944	\$0	0.00%
Other Revenues	\$9,452,773	\$8,012,800	\$1,439,973	17.97%	\$8,765,766	\$687,007	7.84%
Capital and Debt Services	\$5,145,860	\$5,084,555	\$61,305	1.21%	\$5,255,006	(\$109,146)	-2.08%
<b>Total Operating Revenue</b>	<b>\$141,031,904</b>	<b>\$135,083,575</b>	<b>\$5,948,329</b>	<b>4.40%</b>	<b>\$133,418,170</b>	<b>\$7,613,734</b>	<b>5.71%</b>
Prior Years Reserves (one-time funds)	\$798,399	\$4,298,912	(\$3,500,513)	-81.43%	\$2,542,697	(\$1,744,298)	-68.60%
<b>Total Revenue and Allocations</b>	<b>\$141,830,303</b>	<b>\$139,382,487</b>	<b>\$2,447,816</b>	<b>1.76%</b>	<b>\$135,960,867</b>	<b>\$5,869,436</b>	<b>4.32%</b>



# Alberta Education - Base Instruction

## 54.95% of Division Revenues

As part of the Provincial Funding Framework, the Base Instruction funding is based on the Weighted Moving Average (WMA) of funded full-time equivalent (FTE) student enrolment. The 2023/2024 WMA is calculated based the following:

- 20% of actual FTE enrolments of 2021/2022,
- 30% of the estimated final FTE enrolments of 2022/2023, and
- 50% of the projected funded FTE student enrolments for 2023/2024.

The Base Instruction grant is the largest grant the Division receives and is based on WMA enrolment amounts for ECS, grades 1-9, High School and Outreach Programs. The WMA is set by Alberta Education for the 2023/2024 school year during the preliminary budget based on initial student enrolment projections. In September, the final student enrolment counts are updated but do not take account until the following budget year as part of estimated enrolments and as part of a prior year WMA adjustment.

The Base Instruction grant will see an increase of 6% in its grant rates for the 2023/2024 year. As well, included in this area of the budget is \$2.3 million of funding for teacher salary settlement to address the 2% salary grid increase for teachers for Sept. 1, 2023.

Although, there is a 6% increase in the Base Instruction Grant, Lethbridge School Division will also see the elimination of Bridge Funding and COVID Mitigation Funding that the Division received for the last several years. It was anticipated that this funding would not continue for the 2023/2024 school year. The Division received \$5.5 million in 2022/2023 in relation to these two funding areas and over 99% of this funding was used to support instruction.

# Alberta Education - Services and Supports

## 11.44% of Division Revenues

As part of the Provincial Funding Framework, the Services and Supports funding includes various grants to support the specialized learning needs and/or groups of students that may require additional supports, such as through the Specialized Learning Supports (both for Kindergarten and grades 1 to 12), Program Unit Funding (PUF), Moderate Language Delay, English as an Additional Language (EAL), First Nations Metis and Inuit Education, Refugee and other Institutional Programs. Most of these grants also use the WMA to determine the funding levels. For the 2023/2024 school year, the Services and Supports funding will see an increase of 10% in its grant rates. There is also a new classroom-complexity grant that has been introduced for the 2023/2024 school year.

This funding (\$597,346 for the 2023/2024 school year) can be used to address students' diverse needs within the classroom.



# Alberta Education - Schools/Facilities

## 11.20% of Division Revenues

As part of the Provincial Funding Framework, the Schools/Facilities funding includes Operations and Maintenance funding, Transportation, and Infrastructure Maintenance and Renewal (IMR) funding. There was a 5% increase in the Operations and Maintenance grant for the 2023/2024 school year. The Operations and Maintenance funding is allocated in a combination of the WMA enrolment and the facility space utilization.

School divisions apply for Capital Maintenance and Renewal (CMR) funding for specific projects. For 2023/2024, the Division will receive approximately \$778,000 in CMR funding. These funds are capital grants and not included in the operating budget. The CMR funding the Division will receive will continue to be used for the Victoria Park modernization project that started in the 2022/2023 school year.

A new transportation funding model will be implemented starting September 1, 2024 (for the 2024/2025 school year). The distance for eligible riders will change from 2.4 KM to 1.0 KM for grades K-6 and 2.0 KM for grades 7-12. The transportation grant rate for 2023/2024 will increase by 32%, which will help address cost pressures for fuel and contracted bussing costs.

# Alberta Education - Community

## 2.66% of Division Revenues

As part of the Provincial Funding Framework, the Community funding is a category of provincial funding that includes various grants such as Socio-Economic, Geographic and School Nutrition. These funding allocations are specific provincial allocations based on the Division's factors and indexes compared to the province and the respective funding allocations.

For the 2023/2024 budget, Lethbridge School Division is receiving an increase of \$49,500 for its School Nutrition Grant, which is dispersed throughout the Division.





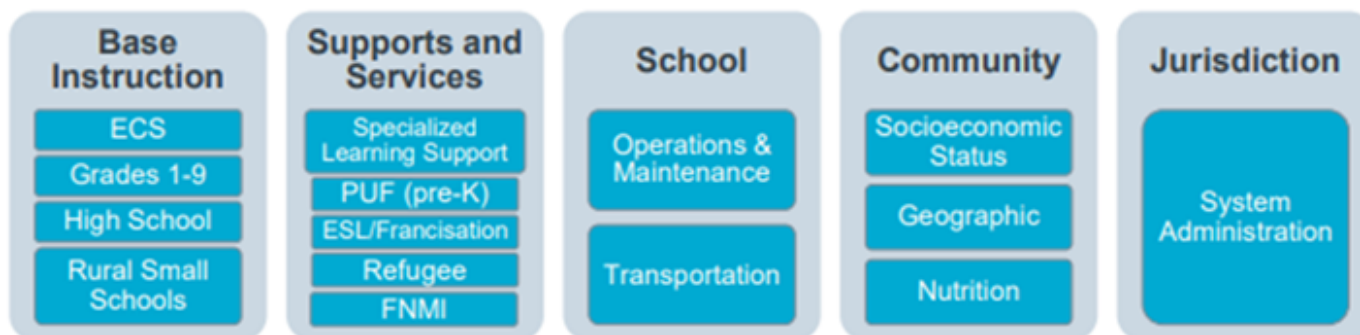
# Alberta Education - Jurisdiction

## 3% of Division Revenues

As part of the Provincial Funding Framework, the Jurisdiction funding is specifically separated to identify the funding specifically for the board and system administration.

Although this funding is based on a base allocation and WMA factors, the total grant is limited to a specific adjustment factor that reduces the funding to a specified portion of the Division’s budget.

For the 2023/2024 budget, the grant amount has increased by approximately \$161,000.



# Projects/Contracts

## 0.47% of Division Revenues

Project/contract funding is for specific one-time targeted grants that have been provided for specific projects/contracts. For the 2023/2024 budget, two Alberta Education specific grants have been included, \$487,745 for new curriculum funding and \$180,000 for the mental health in schools pilot program (known in the Division as the Digital Wellness program).

# Other Provincial Revenues

## 0.57% of Division Revenues

Other provincial revenue includes the provincially funded Making Connections programs for Alberta Mental Health and the Family Resource Network.



## Teacher Pension Costs

### 4.58% of Division Revenues

To appropriately account for current year teacher pension costs that are paid by the province of Alberta on behalf of school boards, the Division is required to record teacher pension costs paid as part of total Division revenues along with the corresponding expenditure as part of certificated salaries and benefit costs.

## Federal Government

### 0.27% of Division Revenues

The revenues from the federal government relates to the funding received from Kainai Board of Education (KBE) for their students attending our Division.

## Other Revenues

### 6.66% of Division Revenues

Other revenues include donations, fees and fundraising related to school generated activities, optional course fees, early education fees and international student tuition fees.

## Capital Block

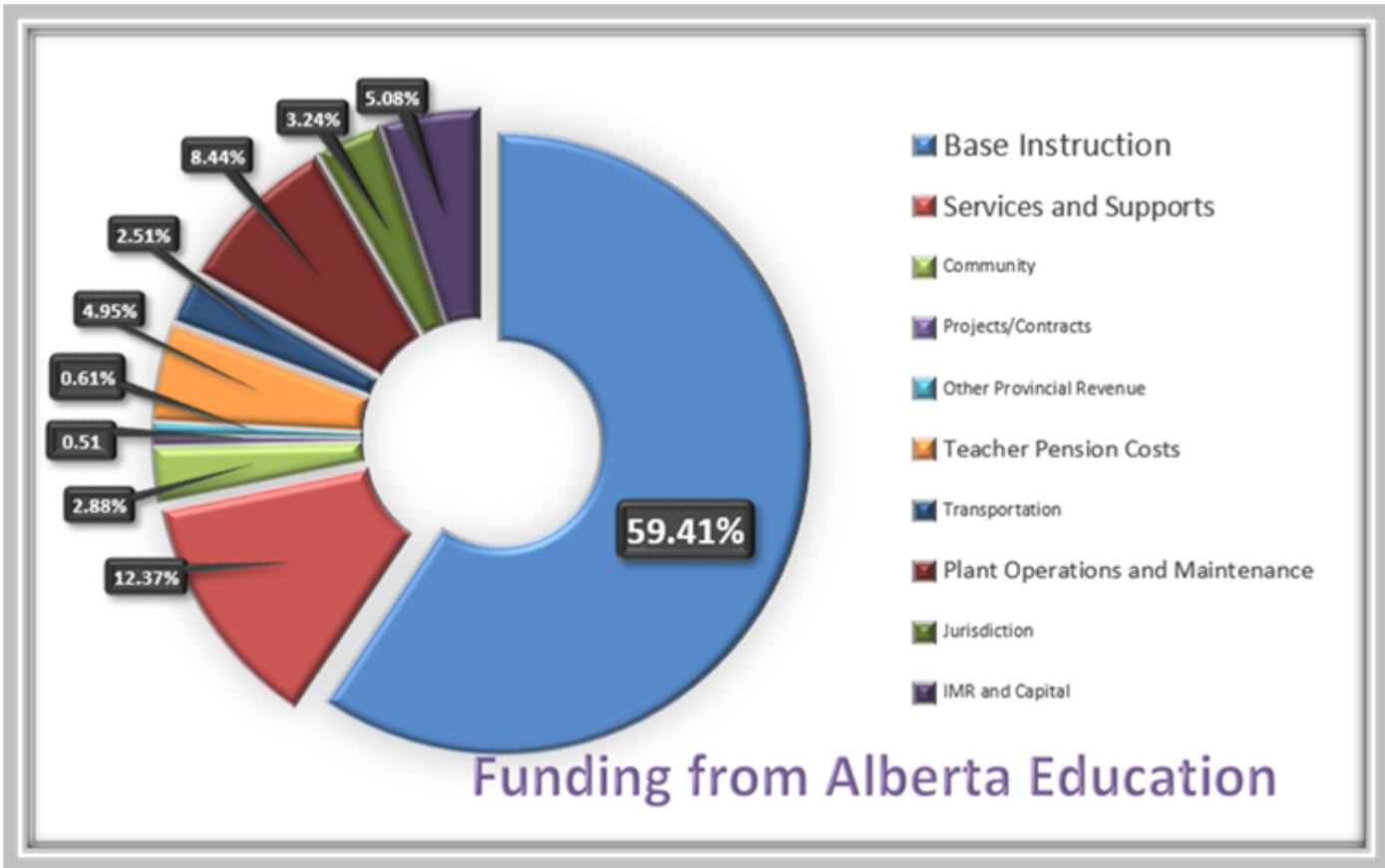
### 3.63% of Division Revenues

The capital block funding relates to the capital allocation revenues recognized for the supported tangible capital assets.

## Prior Year Reserves

### 0.57% of Division Revenues

Prior year reserves are the amounts of one-time reserves used to address priority areas. All reserve usage for the 2023/2024 preliminary budget are within instruction.



• Chart and percentages are based on total Alberta Education funding (excludes other Division revenues)

### Provincial Revenue Estimates:

(Excluding reserves and other revenue sources)

Alberta Education Operating Grants  
 Operations and Maintenance  
 Transportation  
 Capital and Debt Servicing  
 Infrastructure Maintenance Renewal (IMR)  
 Jurisdiction

	Projected 2023-2024	September 2022-2023	Total Change	% Change
Alberta Education Operating Grants	105,905,262	102,702,625	\$3,202,637	3.12%
Operations and Maintenance	11,069,462	10,419,912	\$649,550	6.23%
Transportation	3,292,559	2,848,800	\$443,759	15.58%
Capital and Debt Servicing	5,145,860	5,084,555	\$61,305	1.21%
Infrastructure Maintenance Renewal (IMR)	1,523,719	1,533,723	(\$10,004)	-0.65%
Jurisdiction	4,253,325	4,092,216	\$161,109	3.94%
<b>Total</b>	<b>131,190,187</b>	<b>126,681,831</b>	<b>\$4,508,356</b>	<b>3.56%</b>



# Funding Allocations and Programs:

Funding is allocated to Division programs and services to ensure the programs meet the needs of the students and align with the Division’s priorities. Based on the available revenue sources, funding is allocated to the Division major program areas. The following is a comparison of the available revenue sources:

Revenues Sources	2023-2024 Preliminary Budget			2022-2023 Operating Budget			Variance from 22-23 Operating Budget			
	Operating Revenues	One-time Reserves	2023-2024 Preliminary Budget	Operating Revenues	One-time Reserves	2022-2023 Operating Budget	Operating Revenues	One-time Reserves	Variance from 22-23 Operating Budget	Change %
Alberta Government	\$131,190,187	\$0	\$131,190,187	\$126,681,831	\$0	\$126,681,831	\$4,508,356	\$0	\$4,508,356	3.56%
Fees, Fundraising and Donations	\$7,657,971	\$0	\$7,657,971	\$6,649,105	\$0	\$6,649,105	\$1,008,866	\$0	\$1,008,866	15.17%
Other Revenues	\$1,794,802	\$0	\$1,794,802	\$1,363,695	\$0	\$1,363,695	\$431,107	\$0	\$431,107	31.61%
Federal Government	\$388,944	\$0	\$388,944	\$388,944	\$0	\$388,944	\$0	\$0	\$0	0.00%
One-time Reserves	\$0	\$798,399	\$798,399	\$0	\$4,298,912	\$4,298,912	\$0	(\$3,500,513)	(\$3,500,513)	-81.43%
<b>Total Allocations</b>	<b>\$141,031,904</b>	<b>\$798,399</b>	<b>\$141,830,303</b>	<b>\$135,083,575</b>	<b>\$4,298,912</b>	<b>\$139,382,487</b>	<b>\$5,948,329</b>	<b>(\$3,500,513)</b>	<b>\$2,447,816</b>	<b>1.76%</b>

As shown above, there is a \$2.4 million increase in revenue from the 2022/2023 budget. This is mainly due to the increases in school-generated funds (SGF) revenue and Alberta Education grant funding increase. This is offset by a decrease in one-time reserves for 2023/2024, as reserves were spent in 2022/2023 to meet Alberta Education’s reserve cap of 3.20% by Aug. 31, 2023. The overall net effect was a 1.76% increase in funding available for allocations.

Funding Allocations	2023-2024 Preliminary Budget			2022-2023 Operating Budget			Variance from 22-23 Operating Budget			
	Operating Revenues	One-time Reserves	2023-2024 Preliminary Budget	Operating Revenues	One-time Reserves	2022-2023 Operating Budget	Operating Revenues	One-time Reserves	Variance from 22-23 Operating Budget	Change %
Instruction	\$115,941,206	\$798,399	\$116,739,605	\$110,333,659	\$3,778,912	\$114,112,571	\$5,607,547	(\$2,980,513)	\$2,627,034	2.30%
Administration	\$4,253,329	\$0	\$4,253,329	\$4,159,340	\$0	\$4,159,340	\$93,989	\$0	\$93,989	2.26%
Plant Operations and Maintenance	\$10,751,228	\$0	\$10,751,228	\$10,585,214	\$220,000	\$10,805,214	\$166,014	(\$220,000)	(\$53,986)	-0.50%
Transportation	\$3,332,559	\$0	\$3,332,559	\$2,888,800	\$300,000	\$3,188,800	\$443,759	(\$300,000)	\$143,759	4.51%
Capital and Debt Services	\$6,753,582	\$0	\$6,753,582	\$7,116,562	\$0	\$7,116,562	(\$362,980)	\$0	(\$362,980)	-5.10%
<b>Total Allocations</b>	<b>\$141,031,904</b>	<b>\$798,399</b>	<b>\$141,830,303</b>	<b>\$135,083,575</b>	<b>\$4,298,912</b>	<b>\$139,382,487</b>	<b>\$5,948,329</b>	<b>(\$3,500,513)</b>	<b>\$2,447,816</b>	<b>1.76%</b>

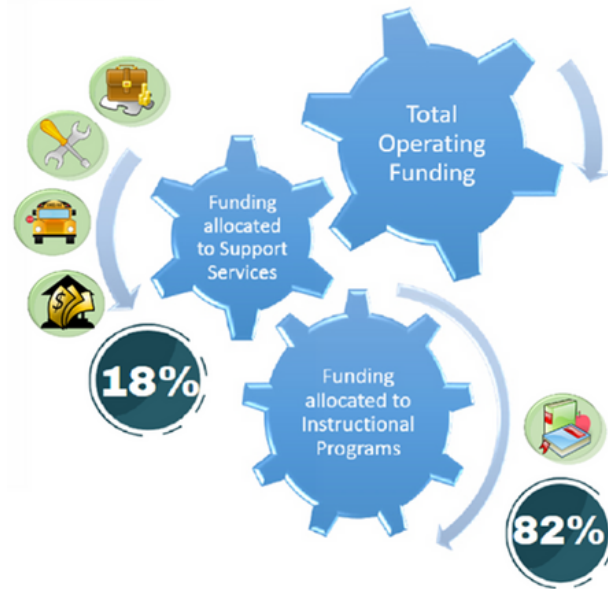
The five major programs include Instruction, Administration, Plant Operations and Maintenance (POM), Transportation and Capital and Debt Services. Many of these funding allocations are directly correlated to the types and amounts of funding provided for each area and the applicable restrictions that may be included in the funding.



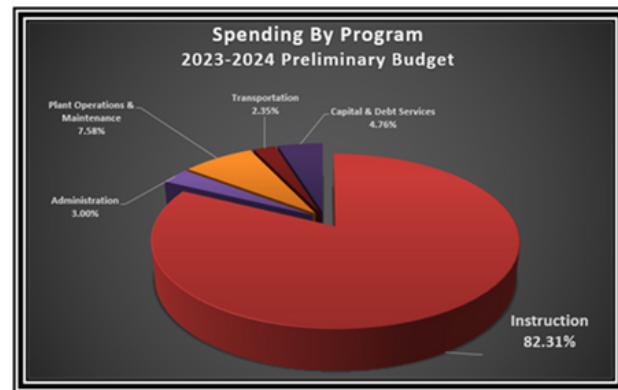
# Funding Allocations and Programs:

The Budget Allocation Model first allocates the targeted/restricted funding (as it must be used for that specific purpose), then allocates the remaining funding based on the Division and its priorities.

The Support Services areas of Administration, Plant Operations and Maintenance, Transportation and Capital & Debt Services are funded by specific/targeted provincial funding for their respective areas of supports. These represent approximately 18% of the total operating budget.



The Instructional Programs represents approximately 82% of the total operating budget. The Instructional Programs include some specific/targeted provincial funding such as the Program Unit Funding (PUF), Institutional Programs, and School Nutrition Funding. The remaining operating funding is then available for allocations for schools and other institutional programs.



Funding is allocated to Division programs and services to ensure that programs meet the needs of students and schools to remain viable. The \$141.83. million of funding resources are allocated to five major program areas including Instruction, Plant Operations and Maintenance, Transportation, Administration and Capital and Debt Services.

The chart below compares spending by program of the 2023/2024 Preliminary Budget, the 2022/2023 Operating Budget, and with the 2022/2023 Preliminary Budget:

Spending by Program	2023-2024 Preliminary Budget	2022-2023 Operating Budget	Variance from 22-23 Operating Budget	Change %	2022-2023 Preliminary Budget	Variance from 22-23 Operating Budget	Change %
Instruction	\$116,739,605	\$114,112,571	\$2,627,034	2.30%	\$111,185,031	\$5,554,574	5.00%
Administration	\$4,253,329	\$4,159,340	\$93,989	2.26%	\$4,092,217	\$161,112	3.94%
Plant Operations and Maintenance	\$10,751,228	\$10,805,214	(\$53,986)	-0.50%	\$10,257,562	\$493,666	4.81%
Transportation	\$3,332,559	\$3,188,800	\$143,759	4.51%	\$3,088,800	\$243,759	7.89%
Capital and Debt Services	\$6,753,582	\$7,116,562	(\$362,980)	-5.10%	\$7,337,257	(\$583,675)	-7.95%
<b>Total Expenditures and Transfers</b>	<b>\$141,830,303</b>	<b>\$139,382,487</b>	<b>\$2,447,816</b>	<b>1.76%</b>	<b>\$135,960,867</b>	<b>\$5,869,436</b>	<b>4.32%</b>





# Instructional Allocations

## 82.31% of Division Spending % of Division Spending

The Budget Allocation Model is a collaborative process through the Division’s Instructional Budget Committee (IBC), which includes representatives from elementary, middle and high schools. It also includes members of board administration. This committee, through board priorities and consultation with our schools/groups within the Division, determines the funding allocations for the instructional programs.

Instruction is the allocation to all schools (elementary, middle and high), Inclusive learning, technology and other instructional programs and services offered to provide educational opportunities to students within the Division. Some of the other instructional programs and services include Indigenous education, school generated funds (SGF), early learning, international students and other initiatives both within the Division and by Alberta Education (examples new curriculum funding and dual credit).

Below is a summary of certain budget items under instruction and how they align with the Board Priorities, Budget Engagement Tool Feedback, and the Instructional Budget Committee priorities.

Budget Item	Board Priorities Informed by Town Hall & Strategic Planning	Budget Engagement Tool Feedback	Instructional Budget Committee Priority
Inclusive Learning Supports - Approximately \$1,000,000 of funding allocated from K-12 Base Grant to support services	Growing Learners and Achievement Supporting Learning and Wellbeing	Inclusive Learning Supports	Supports for Inclusive Learning
- New Classroom Complexity grant (approximately \$597,000) - To be allocated to: VTRA Supports, E-Learning, Bridge Program at the Middle and High Schools and EA Supports at Elementary	Supporting Learning and Wellbeing	Support Wellbeing Inclusive Learning Supports Intervention Strategies	Support Wellbeing Inclusive Learning Supports Intervention Strategies
- Mental Health in Schools Pilot Program (Digital Wellness Initiatives) - Maintaining counselling supports at the middle and high school levels and additional money for elementary counselling supports	Supporting Learning and Wellbeing	Support Wellbeing	Maintain Counselling Supports
- Continuance of Learning Loss Grant (BOOST program) for the 23/24 school year (exact amounts to be announced from Alberta Education in the future)	Growing Learners and Achievement	Intervention Strategies	
- Maintain Lead Teachers and support teachers in the classroom	Leading Learning and Building Capacity	Intervention Strategies	
- Early Education Program has been right sized to reflect the continued decrease in enrolment. Not supported by Alberta Education but is supported from a transfer from the K-12 Base Grant (approximately \$485,000)	Growing Learners and Achievement	Intervention Strategies	
- Maintaining Elementary allocation to support increased costs and staffing	Growing Learners and Achievement	Maintain Class Size	Maintain Class Size
- Allocated funding to secondary schools to address enrolment growth and salary costs	Growing Learners and Achievement	Maintain Class Size	Maintain Class Size
- Maintained technology evergreening capital fund to ensure planned and equitable replacements of technology	Growing Learners and Achievement	Technology and Other Materials to Support Learnings	
-New Curriculum funding from Alberta Education for resources and professional learning opportunities (Division receiving \$487,745)	Leading Learning and Building Capacity		

# Instructional Allocations

The increase in instructional expenses of 2.30% is a combination of the following:

- An increase (approximately \$2.9 million or 3.81%) in certificated staffing is due to an increase in salary costs (4% increase in average teacher rate for 2023/2024).
- A decrease (approximately \$226,000 or -1.10%) in uncertificated staffing due to the right sizing of the early education programs due to declining enrolment in the last number of years. Early Education is not funded specifically by Alberta Education. Funds have been allocated from the K-12 Base Grant to support Early Education.
- An increase (approximately \$408,000 or 11.80%) in contracted and general services from an increase in professional learning (from the new curriculum funding), increase in international student homestay costs (offset by international student revenue) and increase in insurance premiums.
- An increase (approximately \$482,000 or 4.21%) in supplies from an increase in school-generated funds, and in general supplies (new curriculum funding and classroom complexity grants).
- A decrease (approximately \$977,635 or -71.83%) in contingency and capital purchases from a decrease in the technology evergreening transfer, as well as in 2022/2023, many of the schools used excess reserves to purchase capital items (furniture and equipment) for the individual school's needs.



# Administration Allocations

## 3 % of Division Spending

The allocation to Administration directly correlates to the specific provincial funding the jurisdiction (covering Board and System Administration). There was approximately \$161,000 increase in the funding for these areas for 2023/2024 (from the 2022/2023 preliminary budget). Administration includes Board Governance, Business and Finance, Human Resources, Office of the Superintendent and System Instructional Support.

This funding increase has been used to cover increased costs of salaries and benefits, Board Governance memberships and professional learning and consultants.

# Plant Operation and Maintenance (POM)

## 7.58% of Division Spending

The allocation to Plant Operation and Maintenance (POM) directly correlates to the specific provincial funding within the schools/facilities. Based on the 2023/2024 grant funding, the POM allocation resulted in a \$166,014 increase as the POM grant rates were increased from the prior year. However, the overall budget is less than in 2022/2023 as the Division utilized \$220,000 of one-time reserves to support the continued pressures in this program due to inflation. This funding was no longer available for the 2023/2024 year.

The Plant Operations and Maintenance activities relate to the Division'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.





# Transportation

## 2.35% of Division Spending

The allocation to the Transportation program directly correlates to the specific provincial funding within the schools/facilities (for Transportation). There was a 15.58% increase (or approximately \$443,760) in the grant funding for the 2023/2024 school year. However, this is being offset by increased bussing costs due to a 2% service contract increase, increased fuel charges and additional buses being added. The Division is continuing to provide the coordination of transportation services for another school division so that both divisions can maximize the combined services (fee revenues for services).

As well, in 2022/2023, \$300,000 was used from reserves in the Transportation budget to help offset raising costs. This funding is no longer available for the 2023/2024 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 walking distance of 2.4 kilometers or greater away from their resident school.

# Capital and Debt Services

## 4.76% of Division Spending

The allocation to Capital and Debt Services directly correlates to the specific provincial funding for Infrastructure, Maintenance and Renewal (IMR) and the specific projected capital allocation revenues for the supported tangible capital assets.

Capital and Debt Services includes the amortization of capital assets and the Infrastructure Maintenance Renewal Program (IMR). For the 2023/2024 school year, the Division saw a \$10,000 decrease in its IMR funding.

Expenditures by Program and Object	Instruction	Administration	Plant Operations and Maintenance	Transportation	Capital and Debt Services	Total
Certificated Staffing	\$80,178,818	\$749,509	\$0	\$0	\$0	\$80,928,327
Uncertificated Staffing	\$20,402,425	\$2,301,070	\$5,209,174	\$129,947	\$0	\$28,042,616
Contracted and General Services	\$3,874,144	\$1,041,913	\$2,435,651	\$3,140,012	\$0	\$10,491,720
Supplies	\$11,900,817	\$81,937	\$416,403	\$10,000	\$0	\$12,409,157
Utilities	\$0	\$47,600	\$2,690,000	\$0	\$0	\$2,737,600
Capital and Debt Services	\$0	\$0	\$0	\$0	\$6,753,582	\$6,753,582
Transfers - Contingency/Other	\$33,401	\$31,300	\$0	\$52,600	\$0	\$117,301
<b>Total Operating Expenditures</b>	<b>\$116,389,605</b>	<b>\$4,253,329</b>	<b>\$10,751,228</b>	<b>\$3,332,559</b>	<b>\$6,753,582</b>	<b>\$141,480,303</b>
Transfers - Reserve Allocations	\$350,000	\$0	\$0	\$0	\$0	\$350,000
Transfers - Board Funded Capital	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Expenditures and Transfers</b>	<b>\$116,739,605</b>	<b>\$4,253,329</b>	<b>\$10,751,228</b>	<b>\$3,332,559</b>	<b>\$6,753,582</b>	<b>\$141,830,303</b>

# Expenditures by Object

Lethbridge School Division will spend approximately \$108.92 million on staffing, which is about 77% of the Division's \$141.83 million budget.

The chart below compares the expenditures of the 2023/2024 Preliminary Budget, the 2022/2023 Operating Budget and with the 2022/2023 Preliminary Budget:

Expenditures by Object	2023-2024 Preliminary Budget	2022-2023 Operating Budget	Variance from 22-23 Operating Budget	Change %	2022-2023 Preliminary Budget	Variance from 22-23 Operating Budget	Change %
Certificated Staffing	\$80,928,327	\$77,915,397	\$3,012,930	3.87%	\$76,333,514	\$4,594,813	6.02%
Uncertificated Staffing	\$28,042,616	\$28,142,092	(\$99,476)	-0.35%	\$27,792,974	\$249,642	0.90%
Contracted and General Services	\$10,491,720	\$10,287,013	\$204,707	1.99%	\$9,476,047	\$1,015,673	10.72%
Supplies	\$12,409,157	\$11,965,887	\$443,270	3.70%	\$11,438,462	\$970,695	8.49%
Utilities	\$2,737,600	\$2,510,600	\$227,000	9.04%	\$2,477,600	\$260,000	10.49%
Capital and Debt Services	\$6,753,582	\$7,116,561	(\$362,979)	-5.10%	\$7,337,257	(\$583,675)	-7.95%
Transfers - Contingency/Other	\$117,301	\$124,828	(\$7,527)	-6.03%	\$108,513	\$8,788	8.10%
<b>Total Operating Expenditures</b>	<b>\$141,480,303</b>	<b>\$138,062,378</b>	<b>\$3,417,925</b>	<b>2.48%</b>	<b>\$134,964,367</b>	<b>\$6,515,936</b>	<b>4.83%</b>
Transfers - Reserve Allocations	\$350,000	\$1,320,109	(\$970,109)	-73.49%	\$996,500	(\$646,500)	-64.88%
Transfers - Board Funded Capital	\$0	\$0	\$0	0.00%	\$0	\$0	0.00%
<b>Total Expenditures and Transfers</b>	<b>\$141,830,303</b>	<b>\$139,382,487</b>	<b>\$2,447,816</b>	<b>1.76%</b>	<b>\$135,960,867</b>	<b>\$5,869,436</b>	<b>4.32%</b>

## Certified Staffing

### 57.02% of Division Spending

Approximately \$80.88 million is expended on teaching staff (certificated staffing), which includes all staff that hold a teaching certificate (i.e., classroom teachers, principals, directors and superintendents). There is an approximate \$3.0 million increase (or 3.70%) to certificated staffing costs from the 2022/2023 operating budget. Average teacher costs are projected to increase about 4% from 2022/2023 operating budget due to salary grid increases, grid movement and benefit costs. Much of this increase is from a 2% salary grid increase for certificated staff for Sept. 1, 2023. The Division received specific funding (\$2.3 million) to help with these cost increases.





## Uncertified Staffing

### 19.77% of Division Spending

Approximately \$28.04 million is spent on support staff (uncertificated staffing), which includes all other support staffing (i.e., educational assistants, administrative support/assistants, caretaking, maintenance and other support staffing). The Division expects an increase in average support staff costs in 2023/2024, the majority of the increase relates to the increased benefit costs.

There is an approximate \$99,000 decrease (or -0.35%) to uncertificated staffing costs from the 2022/2023 operating budget. Much of this decrease is from the right sizing to the Early Education programs throughout the Division, as more families are deciding to have their preschoolers remain in subsidized daycare programs.

Staffing levels have been maintained in other areas, in particular the Inclusive Learning supports budget.

## Contracted and General Services

### 7.40% of Division Spending

Contracted and General Services are expected to increase from 2022/2023 by \$204,707 (or 1.99%). The majority of this increase is from higher insurance premiums and higher bussing contractor costs.

## Supplies

### 8.79% of Division Spending

Supplies are expected to increase from 2022/2023 by \$443,270 (or 3.70%). The majority of the increase is due to the increase in School Generated Funds (SGF) activity costs (which correlates directly with the increased SGF fee revenue) and additional resources to be purchased from the new curriculum grant.

## Utilities

### 1.93% of Division Spending

Utilities are expected to increase from 2022/2023 by \$227,000 (or 9.04%). While the Division has entered into fixed contracts for the majority of its utility expenses, there are increases in admin and carbon tax fees.



## Capital and Debt Services

**4.76% of Division Spending**

Capital and Debt Services expenses directly correlate to the revenue allocation which includes amortization, and the Infrastructure Maintenance and Renewal (IMR) grant for the 2023/2024 year. This area has decreased due to less IMR funding received and less budgeted amortization.

## Transfers - Contingency/Other

**0.08% of Division Spending**

Contingencies and Commitments are projected to be similar to the 2022/2023 operating budget.

## Transfers – Reserve Allocations

**0.25% of Division Spending**

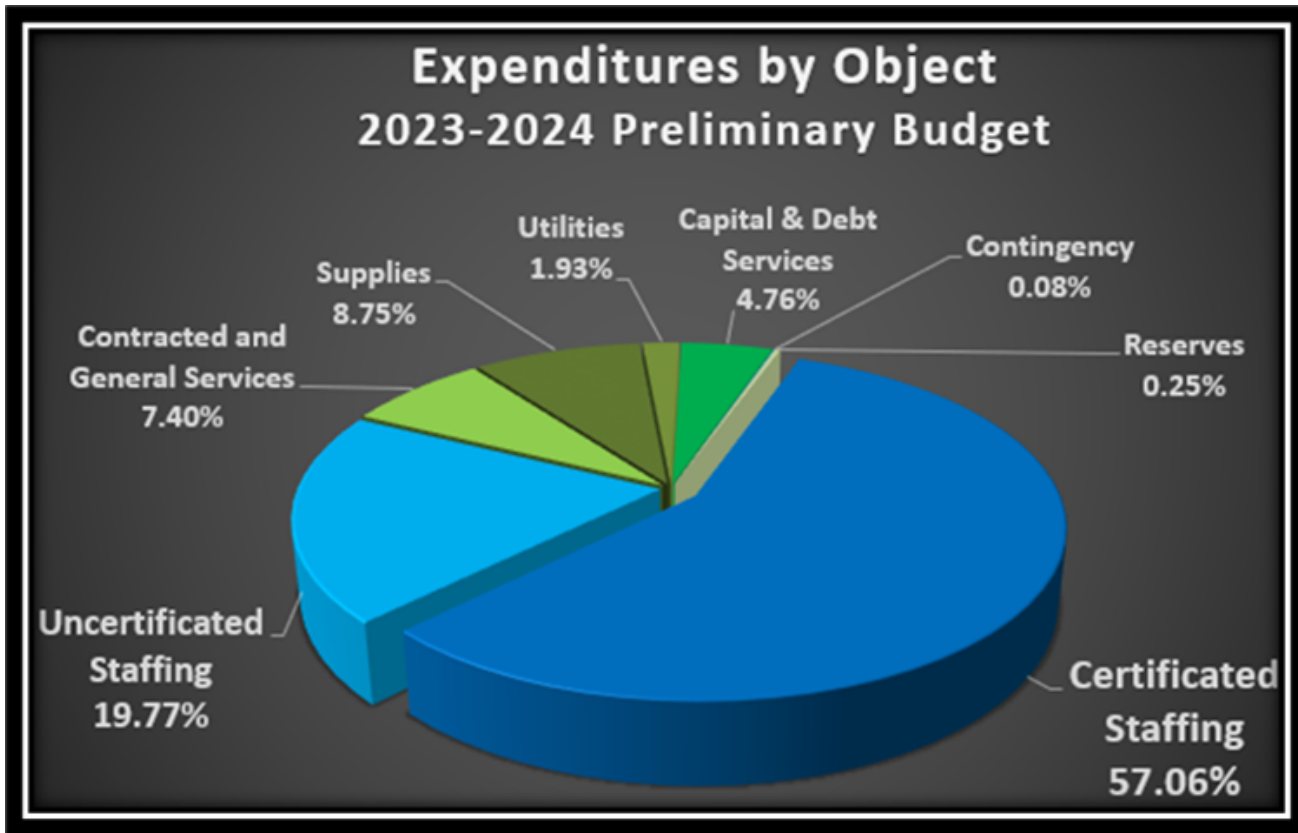
Reserve Allocations includes the operating funding to be set aside for future use, including the \$350,000 funding saved for the technology evergreening capital reserves (saved for future large evergreening cycles). The Division is able to obtain significant cost savings by replacing technology in large evergreening cycles (economies of scale) compared to replacing technology on an annual basis.

## Transfers – Board Funded Capital

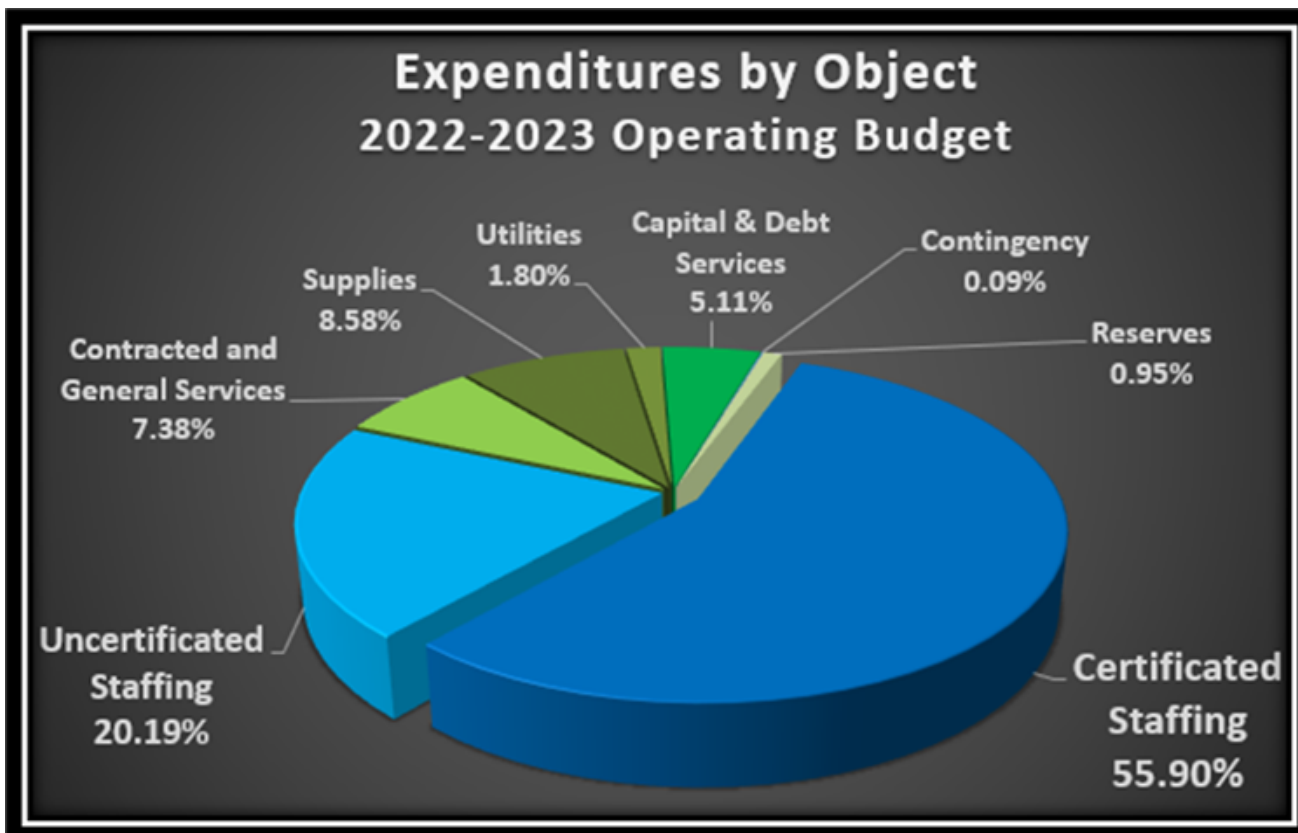
**0.00% of Division Spending**

Board Funded Capital includes the operating funding used for Division funded capital such as major furniture and equipment replacements.

In 2021/2022, the cost was approximately \$11,913 to educate a full time equivalent (FTE) student in Lethbridge School Division as compared to the provincial average of all public school authorities of \$11,665 per FTE student (most recent info available from 2020/2021). In 2022/2023, this cost is estimated to be \$12,064 per FTE student (we will know the actual cost once the year-end is completed). For 2023/2024, the cost is estimated to be \$12,194 for FTE student. The Board implements a responsible fiscal plan to ensure that resources entrusted to the Division are spent efficiently, effectively and reflects the Board's priorities to provide the best learning opportunities for Lethbridge School Division students.



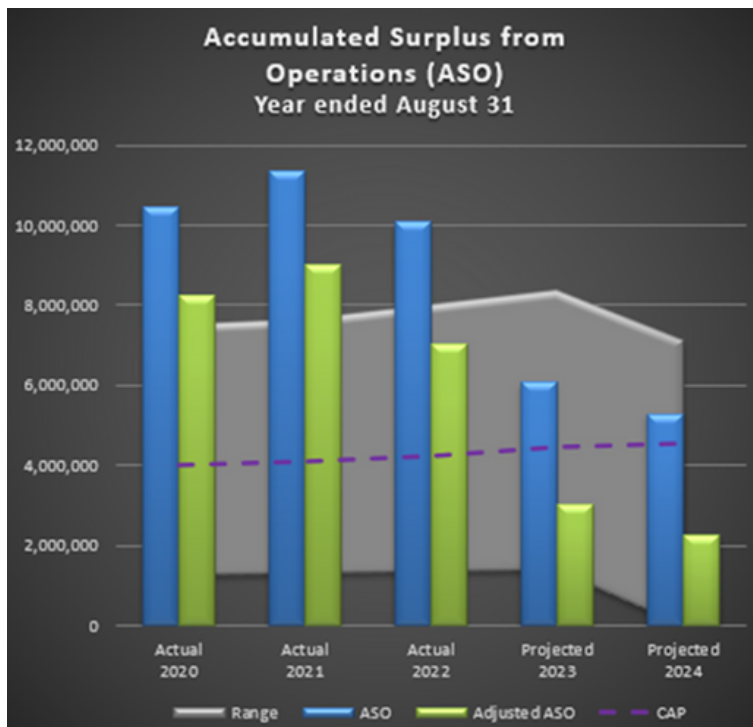
Expenditures for the 2023/2024 budget are compared with budgeted expenditures from 2022/2023 to illustrate the similarity between the two years.





# Financial Impact

The Division has been able to build the Accumulated Surplus from Operations (ASO) as the Division has been fiscally responsible and set funds aside for long-term planning and future projects.



In accordance with Public Sector Accounting Standards (PSAS), the unspent school generated funds (SGF) is included in the Division’s ASO. The “Adjusted ASO” excludes these unspent SGF funds which are held at the schools. The Adjusted ASO is typically reviewed and compared to expenditures to review the financial health of the Division.

The province has declared a limit on reserves with a maximum Adjusted ASO of 3.20% by the end of 2022/2023 (Aug. 31, 2023). The Division continues to monitor its reserve balances to ensure proper planning is being done to meet this limit.

	Actual	Actual	Actual	Projected	Projected
School Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Adjusted ASO ratio	6.61%	7.07%	5.29%	2.18%	1.58%

In budget 2022/2023, there was a total of \$4.00 million in reserve funds planned to be utilized to balance expenditures. The Division allocated \$540,000 to supporting counselling at the middle and high school levels and \$25,000 for Spanish Resources for the new Grade 6 at G.S. Lakie. Operations and Maintenance will use \$220,000 of its reserve to support with budget pressures due to increased costs. Transportation will use \$300,000 of its reserve to support with budget pressures due to increased costs.

System administration will use \$23,700 to cover the Board of Trustees membership for the Public School Board of Alberta. Lastly, the remaining \$1.85 million are carry forward funding to be allocated to specific school or departments for spending priorities.

In budget 2023/2024, there was a total of \$798,000 in reserve funds planned to be utilized to balance expenditures. The entire amount is to be used within instruction and will be used within specific schools or departments for staffing.

# Financial Impact

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

# Human Resources

Division staffing has the greatest impact on the educational opportunities provided to students within Lethbridge School Division and consequently makes up 77% of the Division’s budget. The Division will employ 657 full-time equivalent (FTE) teachers and 454 full-time equivalents (FTE) support staff in 2023/2024.

The Division spends 57% of the budget on teaching staff. For the 2023/2024 school year, there is an overall increase of 3.5 FTE throughout the Division. The main increase is at the high school level, where the largest growth in the Division is anticipated.

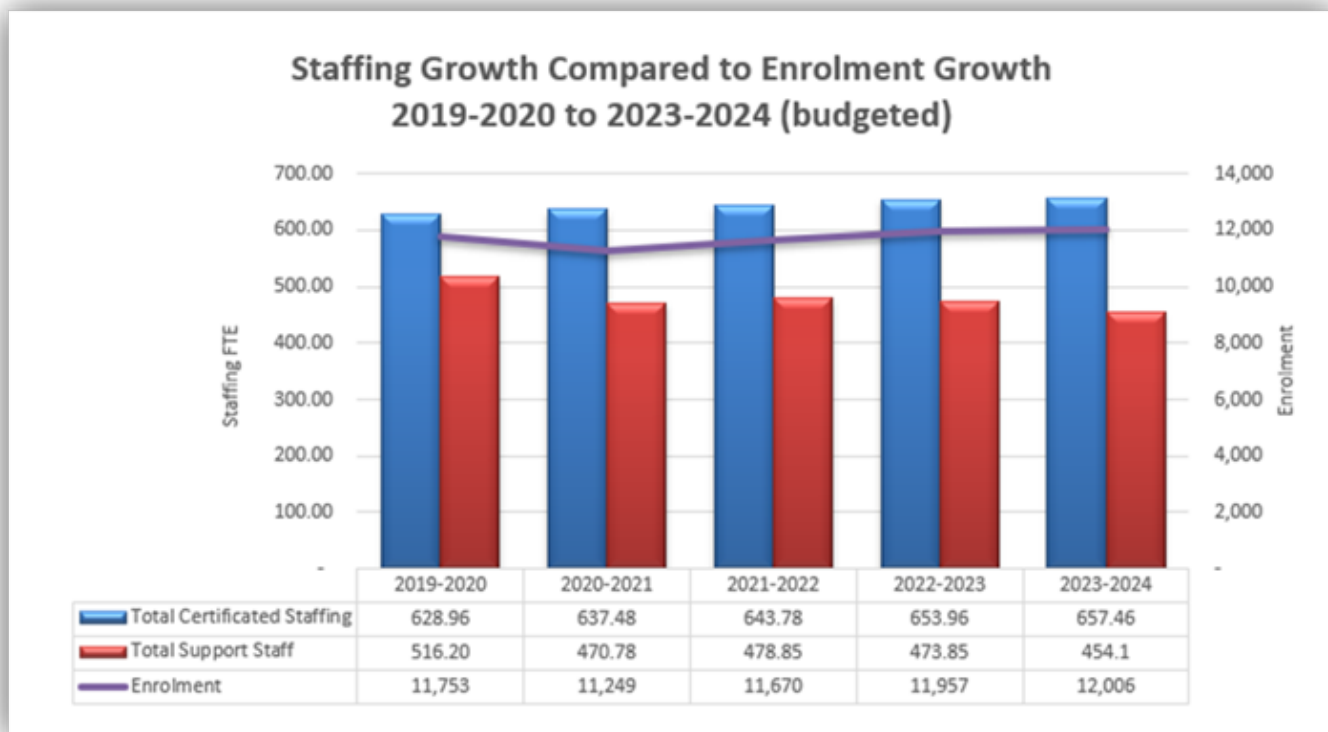
Teacher Staffing (Certificated):					
	2023/2024	2022/2023	FTE Change	% Change	
Elementary Schools	288.40	288.40	0.00	0.00%	
Middle Schools	128.08	129.58	(1.50)	(1.16%)	
High Schools	190.14	183.44	6.70	3.65%	
Inclusive Learning & Early Learning	25.00	24.85	0.15	0.60%	
Other Instructional	11.25	11.20	0.05	0.45%	
<b>Classroom Teachers</b>	<b>642.86</b>	<b>637.46</b>	<b>5.40</b>	<b>0.85%</b>	
Other Certificated Staffing	14.60	16.50	(1.90)	(11.52%)	
<b>Total Teacher Staffing</b>	<b>657.46</b>	<b>653.96</b>	<b>3.50</b>	<b>0.54%</b>	



# Human Resources

The Division spends 20% of the budget on support staff. For the 2023/2024 school year, there is an overall decrease of 19.75 FTE throughout the Division. The main decrease in Educational Assistants (the largest group within the support staff) is within the Early Learning program, that will be right sized going forward due to the decreased enrolment over the last number of years as a result of the COVID-19 pandemic and the \$10 a day daycare subsidy now available to more families. The decrease in the Other Support Staffing is from a decrease in Early Education Managers as the number of programs are decreasing.

<b>Support Staffing (Uncertificated):</b>					
	<b>2023/2024</b>	<b>2022/2023</b>	<b>FTE Change</b>	<b>% Change</b>	
Grade 1 - Grade 12	183.59	185.63	(2.05)	(1.10%)	
Specialized Learning Supports - Severe KG	17.25	17.45	(0.20)	(1.15%)	
Program Unit Funding (PUF)	11.62	24.80	(13.18)	(53.15%)	
Early Education Program (EEP)	3.60	3.77	(0.17)	(4.51%)	
<b>Educational Assistants</b>	<b>216.05</b>	<b>231.65</b>	<b>(15.60)</b>	<b>(6.73%)</b>	
Other Support Staffing	238.05	242.20	(4.15)	(1.71%)	
<b>Total Support Staffing</b>	<b>454.10</b>	<b>473.85</b>	<b>-19.75</b>	<b>(4.17%)</b>	



# Capital Plan

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

The Division's comprehensive Three Year Capital Plan (2023/2024 to 2025/2026) provides details on the Division's capital planning processes and priorities, reviews utilization and provides details on the Division's plans for capital projects and modernizations. The Capital Plan is available to the public on the Division's website.

Construction on the new westside elementary school that was announced as part of the provincial budget in 2021 is scheduled to start construction in the summer of 2023. It is anticipated this new 900-student school will be opened for the 2025/2026 school year. It will be the Division's first two-story elementary build since the 1950s when Senator Buchanan Elementary School and Westminster Elementary School were constructed. The Division's number one modernization priority in the Capital Plan is the modernization of Galbraith Elementary School, the Division's oldest elementary school, that resides in north Lethbridge. The Division received planning funds to begin the pre-design work for this project in the 2023 budget.

The Division's Capital Maintenance and Renewal (CMR) funding will be used to begin the upgrade of Victoria Park High School, which has been approved by the Board of Trustees and Alberta Education. The update of Victoria Park will be done over a 3-4 year period in phases, as CMR and IMR funding is available. The project will cost approximately \$4.2 million. Priority areas for the upgrade include ventilation, air conditioning and accessibility to all learning spaces: [Capital Plan | Lethbridge School Division \(letshsd.ab.ca\)](https://www.letshsd.ab.ca/capital-plan)





## Parental Involvement

Parents are involved in the process of planning on several different levels. First, schools have School Councils that actively engage in providing input at the school level. School Assurance Plans are developed with input from School Councils. All schools share finalized Assurance Plans and Assurance Results Reports.

At a Division level, a Division School Council meets monthly. The final draft of the Assurance Plan is shared with the Division School Council, as is the Assurance Results Report. Division School Council sends parent representatives to sit on the Division Policy Advisory Committee, Community Engagement Committee and Wellness Committee. The Division School Council hosts learning sessions for parents prior to the meetings. The topics of these sessions are guided by parent input and range from more in-depth information about the Division, such as budgeting processes, to literacy and numeracy strategies to support children at home. The Board hosts an annual Town Hall meeting where stakeholders, including staff, parents, students and community members provide input into the strategic priorities for the next school year. This Assurance Plan reflects the input provided during the Town Hall meeting held in February, 2023. Trustees host Community Conversations monthly. These are informal gatherings at different locations in the city that parents and community members can attend to discuss ideas and share thoughts about how the Division is doing.

The Division also has a Community Engagement website that parents and community members can go to for information, such as learning sessions and learning session resources, past and current community engagement projects, social media resources and performance measures. This site also hosts parent surveys and posts survey results. During the 2022/2023 school year the Board sought feedback from parents on the topics of communication, values, the Town Hall questions and the budget.

The Board of Trustees reviews and approves the Assurance Plan at the May Board meeting to comply with Alberta Education requirements of a May 30 submission date for the province.

## Whistleblower Protection

There were no disclosures of wrongdoing nor complaints of reprisal during the 2022/2023 school year.

## Fraud Prevention, Identification and Reporting

There were no disclosures of identified or potential frauds during the 2022/2023 school year.



WWW.LETHSD.AB.CA

## Web Links

### **Lethbridge School Division - Budget Report:**

[www.letbsd.ab.ca/our-district/plans-reports/financial-reporting](http://www.letbsd.ab.ca/our-district/plans-reports/financial-reporting)

### **Lethbridge School Division Assurance Plan 2023/2024:**

[www.letbsd.ab.ca/our-district/plans-reports/assurance-plan](http://www.letbsd.ab.ca/our-district/plans-reports/assurance-plan)

### **Lethbridge School Division Capital Plan:**

[www.letbsd.ab.ca/our-district/plans-reports/capital-plan](http://www.letbsd.ab.ca/our-district/plans-reports/capital-plan)

## For More Information

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

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 and Operations 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. For further information about Lethbridge School Division, view the Division's Assurance 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.

