

# Lloyd Garrison School



## Annual Education Results Report/Three Year Education Plan 2015-2018



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## Lloyd Garrison School 3 Year Education Plan 2015-2018

*Principal: Janet McKnight*

*School Council Representative: Robyn Ouellette*

### Accountability Statement

Peace River School Division subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3YEP).  
This report is a summary of Lloyd Garrison School's achievements for the 2014-15 school year and a Three Year Education Plan for 2015-2018. The school has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve students learning and results.

### Foundation Statement

**Lloyd Garrison School is the best choice for education.**

**Mission Statement:** Learning, Growing, Succeeding Together

**Vision Statement:** To provide opportunities for learning that foster growth and success for each individual learner.

At Lloyd Garrison School we value:

Belonging: Creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.

Excellence in learning: Setting high expectations within a positive environment will lead to high levels of achievement.

Accountability: Ownership and accountability for one's learning and behaviour results in academic success

Respect: Treating others with kindness and dignity and caring for the learning.

Safety: We believe that a safe and caring environment creates emotional and physical safety for all.

### **Beliefs:**

Learning: Setting high expectations within a positive environment will lead to high levels of achievement.

Safety: A safe and caring environment ensures emotional and physical safety for all.

Responsibility: Ownership and accountability for one's learning and behaviour results in continuous growth.

Respect: Treating others with kindness and dignity and caring for the learning environment fosters positive relations.

Success: Recognizing and celebrating success and achievement promotes self-confidence and self-efficacy.

Belonging: Creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.



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## School Profile

Lloyd Garrison School is located in the northern community of Berwyn, Alberta. The population of Berwyn is approximately 200.

Enrollment (as of September 30, 2015)

Grade Level Student Population: 37

Kindergarten - 6

Grade One/Two – 8

Grade Three/Four - 11

Grade Five/Six - 12

LGS takes pride in its strong mission and vision statements and principle beliefs that guide instruction and school based decision making.

Lloyd Garrison School (LGS) offers progressive programming for kindergarten to grade six students. Extended fine arts, options and French as Second Language (FSL) opportunities are offered in addition to basic programming.

Parents, families and community members are encouraged to take part in school activities and experience the positive school culture.

Lloyd Garrison School supports and promotes community partnerships. Presently utilizing space within the school facility: Parent Link/Book Bugz for parents and tots under 5 and the Berwyn Playschool for 3-5 year olds. The school promotes health and wellness and opens its doors to community use of the gym, as well as use of the PRSD meeting room which offers students and community members' access to state-of-art VC opportunities.

Lloyd Garrison students are leaders. Students are undertaking activities that are both rewarding and challenging and our school places a high priority on nurturing character development. Through various activities and programs our students are experiencing a character education, with a focus on values, leadership, respect and global awareness. Every effort is made in programs throughout our school, from early learning opportunities to off campus schooling, creating a culture where all students have options, support and dedication to succeed. New initiatives for 2015-16: 1) MindUP Program – encouraging students to focus their energy and increase mental wellness for academic success, and; 2) Genius Hour – inspired by Google's 80/20 Rule, students explore and engage in interest areas for 1 hour a week, promoting innovative thinking with tomorrow's leaders.



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## School: 1501 Lloyd Garrison School

### Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Lloyd Garrison School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	84.0	n/a	78.0	89.2	89.1	88.9	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	63.9	81.3	81.3	81.2	n/a	n/a	n/a
		Education Quality	90.0	n/a	72.1	89.5	89.2	89.5	Very High	Improved	Excellent
		Drop Out Rate	n/a	*	0.0	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	74.6	73.0	73.1	73.9	*	*	*
		PAT: Excellence	*	*	21.9	18.8	18.4	18.9	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	n/a	n/a	31.3	82.0	81.2	80.4	n/a	n/a	n/a
		Citizenship	80.0	n/a	70.5	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	n/a	Parental Involvement	n/a	n/a	57.7	80.7	80.6	80.2	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	100.0	n/a	60.2	79.6	79.8	80.1	Very High	Improved Significantly	Excellent

**Notes:**

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



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### Measure Evaluation Reference (Optional)

#### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

#### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

#### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

#### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)





## Desired Outcome One: Success for Every Student

### *Specific Outcome: Students achieve student learning outcomes*

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	73.0	77.5	63.4	n/a	80.0	80	High	Maintained	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	46.2	50.0	12.5	n/a	n/a	n/a	n/a	n/a	n/a			

#### Comment on Results

Numbers reflect emphasis on having students involved in community, working with Seniors and promoting leadership within school activities.

Grade 3 students are currently included in 3 Year Student Learner Assessment pilot that will provide achievement results in 2017.

#### Strategies

Teaching staff model lifelong learning skills through PD.

Students encouraged to identify career possibilities and to complete school.

Within mixed grade setting, students are learning how to engage and work alongside multi-age peers, building long-term relationships.

MindUP Program – encouraging students to use daily focus sessions to encourage good decision making and academic success.

Continuation of adult mentoring program: “Relationship Building” – students who feel connected with and encouraged by significant adults statistically are more academically successful.

Genius Hour - During genius hour students of all levels are empowered to explore their own passions encouraging innovation and entrepreneurial spirit.



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**Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.**

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	61.7	87.5	*	*	75	*	*	*	76	77	78
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.7	6.4	37.5	*	*	15.0	*	*	*	5.5	6.0	6.5

**Comment on Results**

- Target for 2015/16 is reflective of the average over the past 5 years, due to lower than 6 respondents per category.
- Numbers are equated to high fluctuations and are typical representative of a small school population.

**Strategies**

- Implement 6 week evaluation check-in through utilizing grade 1 – 6 literacy and numeracy assessment tools to provide benchmarks for student programming. Focusing on Divisional goals of Response to Intervention and Progress Monitoring: students are being grouped into Flexible Reading Groups with the intent to target reading levels and improve skills to be better prepared to read the test questions
  - Analyze PAT/SLA results and along with data from the divisional grade 1 – 6 assessment tool to inform instruction in literacy and numeracy:
    - Teachers will know the 5 essential elements of reading
    - Teachers will engage students in critical thinking and problem solving
  - Facilitate grades 3 and 6 local marking sessions of written portion of SLA and ELA PAT to inform future teaching practice. Incorporate Learning Coach to assist teachers in continuing with learner profiles to identify student needs as part of a continuum of supports through the Student Services Department
- Continued development of a culture of learning within the school through collaborative learning opportunities and within the school community and through engaging family literacy and math workshops.



**Desired Outcome Two: Alberta has quality teaching and school leadership**

**Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	67.6	67.4	60.3	n/a	n/a	65.0	n/a	n/a	n/a	66.0	67.0	68.0

**Comments on Targets:**

Target has been developed based on 5 year average, due to lower than 6 respondents per category .  
 A continued effort to expand students' option opportunities will be explored. Continuing to access more community members and their expertise will enhance the broad program of studies.  
 Increase parent communication through weekly e-mail, Facebook/Twitter, phone calls, newsletters, workshops and invitations for parents to be included in assemblies and classroom activities.  
 Through increased technology activities (Multi-grade school VC and Genius Hour), art endeavors (tapping into local artists), utilizing local sports facilities and bell choir/music program students will be exposed to a broad program of studies.





## Desired Outcome Three: Alberta's education system is governed effectively

### *Specific Outcome One: The education system demonstrates collaboration and engagement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	53.1	66.7	48.7	n/a	n/a	59	n/a	n/a	n/a	60	61	62
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	70.7	79.1	65.0	n/a	90.0	85	Very High	Improved	Excellent	87	89	91

#### Strategies

Open door policy welcoming parents into school.

School council meetings include free babysitting in order to allow more opportunities for parents to become involved in children's education.

Communication of academic achievement within the school in the newsletter on a regular basis and inviting parents to attend assemblies.

Increased parent interaction through weekly e-mail updates, phone calls and increased communication through website/twitter/newsletter.

Increased community connections through Parent Link (mom & tots library time) and

Playschool offered within school space.

Continue utilizing learning coach as capacity builder for supporting inclusive education (coaching, PLCs, PD).



**Specific Outcome Two: Students and communities have access to safe and healthy learning environments.**

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	81.5	86.1	70.0	n/a	84.0	85	Intermediate	Maintained	Acceptable	86	87	88
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	53.8	76.7	43.8	n/a	100.0	80	Very High	Improved Significantly	Excellent	82	84	86

**Comment on Targets**

Targets for Safe and Caring Schools will be reset based on previous 5 year average, due to lower than 6 respondents per category.

**New Strategies**

- 1) Incorporate Fit Break within scheduled class time
- 2) Healthy Active Schools – develop leadership and wellness, designated students to lead
- 3) Incorporating CPS (Collaborative Positive Solutions) for behavior issues.
- 4) MindUP – developing positive attitudes and increased student ability to focus and de-stress

**Strategies showing positive effect and to be continued include**

- 1) Maintain safe and caring through utilizing Youth Education Support Workers and Positive Behavior Supports
- 2) Monthly assemblies designed to promote a positive school culture – emphasis on Bear Dens and school spirit.
- 3) Communication of key messages on Safe and Caring in the newsletter.

**Increased emphasis on following strategies:**

- 1) Student leadership and mentoring with older/younger students.
- 2) Staff members “adopt” students to mentor and “check-in” with – “Relationship Building” – students who feel connected with and encouraged by significant adults statistically are more academically successful.



## Desired Outcome Four: First Nations, Métis and Inuit students are successful

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

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

The school considers the success of FNMI students to be of great importance and we will make every effort to promote success for all students at Lloyd Garrison School, within achieving and promoting lifelong learning through attaining optimal academic and social skills.

### Continued Strategies:

- Differentiating Instruction – Students are taught at their level, regardless of grade placement
- Response to Intervention (RtI) – frequent assessments and individualizing instruction based on the assessment results
- Work with Alberta Health Services to connect with community
- Implement culturally relevant literature
- Tie-in with Western Cree, Duncan First Nations Elders, YES Workers and Learning Coaches



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## Desired Outcome Five: Positive Safety Attitudes

**Specific Outcome: *Communicate and celebrate the importance of safety to all stakeholders.***

### Strategies

- Lloyd Garrison School will provide meaningful on-going safety education/activities, including Public School Works courses and key messages within staff meetings.
- Key safety messages included in the yearly communication plan.
- Monthly Safety and Health check-in at staff meetings.

### New Strategies

- Provide safety education/activities on the monthly Google tracking form for safety activities throughout the year.
- Incorporate key safety messages into monthly newsletter.

**Specific Outcome: *Develop an effective health and safety plan.***

### Strategies

- Develop/upgrade school safety plan that includes awareness and compliance of legislation.



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## Budget Report

Peace River School Division No. 10

2015-16 November 30 Fall Update

### SCHOOL: Lloyd Garrison School

#### Revenue And Allocations To Budget Center

AB ED: Base Funding	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total AB ED: Base Funding	\$213,608	\$201,144
% of Revenue And Allocations To Budget Center	50%	49%

AB ED: Differential Cost Funding	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$141,468	\$138,935
% of Revenue And Allocations To Budget Center	33%	34%

AB ED: Other Support Funding	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total AB ED: Other Support Funding	\$21,567	\$19,309
% of Revenue And Allocations To Budget Center	5%	5%

Federal Government	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Federal Government	\$75	\$38
% of Revenue And Allocations To Budget Center	0%	0%

Instruction Resource Fees	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
School Based Course Material Fees	\$450	\$450
Textbook Rentals	\$3,700	\$3,700
Total Instruction Resource Fees	\$4,150	\$4,150
% of Revenue And Allocations To Budget Center	1%	1%

Investment Income	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Investment Income	\$816	\$744
% of Revenue And Allocations To Budget Center	0%	0%

Transfers	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Transfers	\$48,244	\$48,244
% of Revenue And Allocations To Budget Center	11%	12%

Total Revenue And Allocations To Budget Center	\$429,928	\$412,564
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#### Expenditures

Certificated	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Certificated	\$277,472	\$302,697
% of Expenditures	61%	61%

Uncertificated	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Uncertificated	\$126,616	\$148,244
% of Expenditures	28%	30%

Other Staffing Costs	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
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\* - See the notes section for details about Line Item notes on this page





# School: 1501 Lloyd Garrison School

SCHOOL: Lloyd Garrison School - Budget Report

2015-16 November 30 Fall Update

Other Staffing Costs	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
School Based Certificated Sub Cost	\$1,776	\$1,776
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	8.00 Days	8.00 Days
School Based Certificated Sub Benefits	\$178	\$178
School Based Certificated Sub Cost	\$1,776	\$1,776
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
<b>Total Other Staffing Costs</b>	<b>\$2,454</b>	<b>\$2,454</b>
<b>% of Expenditures</b>	<b>1%</b>	<b>0%</b>

Contracted Services	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Certificated Inservice/Reg Fees	\$3,200	\$3,200
Uncertificated Inservice/Reg Fees	\$700	\$700
Professional Fees	\$35	\$35
Postage & Phone	\$1,000	\$1,000
Advertising	\$700	\$700
Expense Reimbursement	\$700	\$700
Field Trips	\$3,000	\$3,000
Contracted Equipment & Vehicle Maintenance	\$14,100	\$14,100
Association Fees	\$31	\$31
<b>Total Contracted Services</b>	<b>\$23,466</b>	<b>\$23,466</b>
<b>% of Expenditures</b>	<b>5%</b>	<b>5%</b>

Supplies	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Supplies	\$12,921	\$12,921
Library Supplies (Minimum Standard)	\$481	\$429
ECS Enrolment	6 Students	4 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	31.00 Students	29.00 Students
Library Supplies	\$1,500	\$1,500
Furniture & Equipment	\$6,500	\$6,500
<b>Total Supplies</b>	<b>\$21,402</b>	<b>\$21,350</b>
<b>% of Expenditures</b>	<b>5%</b>	<b>4%</b>

<b>Total Expenditures</b>	<b>\$451,410</b>	<b>\$498,211</b>
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## Summary

	2015-16 November 30 Fall Update	2015 - 16 May Preliminary Budget
Total Revenues and Allocations To Budget	\$429,928	\$412,564
Total Expenditures	\$451,410	\$498,211
<b>Variance</b>	<b>(\$21,482)</b>	<b>(\$85,647)</b>



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**Parental Involvement**

Lloyd Garrison School Council was presented with the draft version of the Three Plan/AERR at its October meeting. It was shared that initial goals, targets and strategies were a result of LGS staff analysis and collaboration over the previous months. The report was reviewed in detail and council members were asked to provide feedback and comments regarding results, goals, targets and strategies. The principal indicated that the document has been taken to the staff and will be posted on the school website by November 30, 2015.

**Deadlines and Communication**

This report will be made available for public viewing by November 30, 2015 on Lloyd Garrison School's website.

For additional information regarding Peace River School Division please visit [www.prsd.ab.ca](http://www.prsd.ab.ca).

Information regarding the Division's Three Year Education Plan 2015-18 can be found at: [https://docushare.prsd.ab.ca/docushare/dsweb/Get/Document-100134/2015-2018%20SUMMARY%20FAST%20facts\\_Revised.pdf](https://docushare.prsd.ab.ca/docushare/dsweb/Get/Document-100134/2015-2018%20SUMMARY%20FAST%20facts_Revised.pdf)

Information regarding class size can be found at:

<https://docushare.prsd.ab.ca/docushare/dsweb/Get/Document-78970/All%20Subjects.pdf>

