

Palliser Regional Schools

Report to the Community

Annual Education Results
Report 2012-2013
& Three-Year Education Plan
for 2013-2016

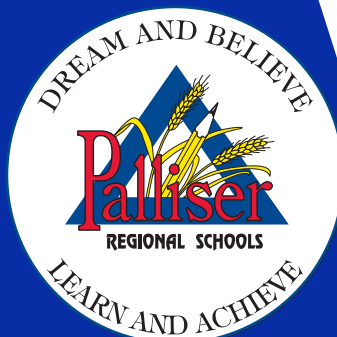


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Meet Your Board of Trustees 2013-2014



Back row from left, Vice-Chair Don Zech, Chair Colleen Deitz, Trustee Esther Willms and Trustee Robert Strauss. Front row from left, Trustee Debbie Laturnus, Superintendent Kevin Gietz and Trustee Joan Boras.

Board Chair Colleen Deitz represents a rural area in Vulcan County east of Highway 23/24 that includes the communities of Arrowwood, Milo and Champion, as well as the communities served by Calgary Christian Schools and Glenmore Christian Academy in Calgary.

Board Vice-Chair Don Zech represents a rural area in the County of Lethbridge that includes the communities of Coalhurst, Nobleford and Barons, as well as the communities served by Glenmore Christian Academy and Heritage Christian Academy, both in Calgary.

Trustee Joan Boras represents the County of Lethbridge area surrounding and including the communities of Picture Butte and Iron Springs, as well as the community

served by Calgary Christian School in Calgary.

Trustee Debbie Laturnus represents the Town of Coaldale, as well as the community served by Trinity Christian School in Calgary.

Trustee Robert Strauss represents a rural area in Vulcan County west and south of Highway 23/24 that includes the Town of Vulcan, as well as the community served by Brant Christian School in Brant and Master's Academy and College in Calgary.

Trustee Esther Willms represents the rural area at the south end of the County of Lethbridge, outside the City of Lethbridge and Town of Coaldale, as well as the community served by Menno Simons Christian School in Calgary.

For maps of the wards and subdivisions, please visit Palliser's webpage at <http://www.pallisersd.ab.ca/board-of-trustees/meet-your-trustees>. Trustees can be contacted by email using the Contact form on our website.

Message from Board Chair Colleen Deitz

On behalf of the Board of Trustees of Palliser Regional Schools, I'm pleased to present our annual Education Results Report, reflecting our school division's performance in 2012-2013, and our Three-Year Education Plan, which reflects how we plan to sustain our excellent results in 2013-2014 through 2015-2016.

The school board election in October 2013 brought a significant change to Palliser's Board of Trustees.

Four veteran trustees were joined by new faces at the governance table: Joan Boras and Debbie Laturnus. Fresh perspectives are always welcome and energizing. These trustees join the Board at an exciting time.

As I begin my sixth term on the Board, I feel invigorated by the work we've accomplished and the plans we have for Palliser's future. Among the most exciting initiatives, I welcome the continued focus on supporting student literacy, the work we've begun to fully develop an international student program which will give our students a deeper appreciation for cultural diversity, and our efforts



Colleen Deitz

to create a school to provide online delivery of courses to enhance programming choices for students across the division.

I also want to take this opportunity to thank my fellow trustee Don Zech, who served as Board Chair for the past nine years and continues to serve as Vice-Chair. His leadership has been instrumental to Palliser's evolution. A life-long educator, Don has truly been a champion for students. As a newcomer to the role of Chair, I know I will continue to lean on Don's experience and wisdom.

As a Board, we have come a long way in the past decade, changing how we budget our resources, rethinking how we manage our schools, and refocusing resources on the classroom and our students. The effort shows in our results. As I consult with my fellow trustees from across the province, I feel proud of how far Palliser has come as a true system of schools working together to a common vision.

There are many challenges ahead, as well as many exciting opportunities. I welcome you to join in Palliser's success story by engaging in the activities and efforts at the Palliser school nearest you. As Palliser's mission says, "Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world."

Message from Superintendent Kevin Gietz

Thank you for taking the time to review this report, which serves a dual purpose. First, it reflects our division's results from the 2012-2013 school year. Second, it looks ahead at how we expect to sustain excellent results for our students across Palliser.

While the 2012-2013 year brought its share of challenges — spring budget reductions that eliminated the Alberta Initiative for School Improvement funding and a significant transportation grant, the June flood that devastated a number of families in Palliser, among them — the year also brought many reasons for celebration. Arrowwood

Community School and Picture Butte High School both celebrated grand reopenings; Trinity Christian School joined Palliser as a faith-based alternative program; we continued work started under AISI including our literacy focus and our school review process; and we maintained our commitment to providing safe learning environments in which students can thrive.



Kevin Gietz

We have maintained priorities despite budget challenges because

we believe our work on school improvement, assessment for learning and literacy are vital to our students attaining the highest level of

success possible. We maintain high expectations for ourselves, our staff and our students, and on all fronts, we continue to rise to whatever challenges come.

Further, our priorities are aligned with the objectives and spirit of Inspiring Education, the vision for Alberta Education today and for the future.

I am deeply proud of Palliser's commitment to the individual student's needs, our ongoing work to develop our skills and expertise as professionals and our overriding motivation to do what's best for students.

Thank you for your interest and partnership in Palliser. Our students deserve our best effort as schools, a school division and community.

Accountability Statement

The Annual Education Results Report for the 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013 for Palliser Regional Division No. 26 (Palliser Regional Schools) was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and

fiscal plans. The Board 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 the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the Three-Year Education Plan for 2013– 2016 on December 10, 2013.

Original signed by Colleen Deitz

Board Chair

Original signed by Kevin Gietz

Superintendent of Schools

Mission Statement

Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world.



Students at Sunnyside School learned how to quilt, play jacks and churn butter as part of the school's 60th anniversary celebration in June 2013.

Our Vision

Palliser Regional Schools is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

The following vision statements are intended to provide the standards that Palliser Regional Schools should strive to achieve and maintain. These standards should serve as both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

Student Learning

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning is at the very heart of its vision. Therefore, the division will provide a learning environment based upon the best professional knowledge and educational research. Professionals within Palliser Regional Schools design their classroom curricula and instructions to enable students to succeed at meeting established outcomes. In our pursuit of excellence for student learning, teachers and instructional leaders:

1. Make curriculum and instruction decisions guided by specific, clearly stated and challenging outcomes for each grade level and subject.
2. Ensure the essential core curriculum is addressed through the examination of scope and sequence from grade to grade and through alignment with the Program of Studies.
3. Provide an assessment system that monitors academic progress of individual students and produces timely feedback to enhance learning.
4. Employ instructional strategies that recognize individual learning styles and that are inherently engaging.
5. Engage in systematic processes of analysis of learning, goal setting and the implementation of change strategies for the continuous improvement of student learning.

Leadership

Palliser Regional Schools, in the pursuit of excellence in providing educational services, requires effective leaders – leaders who are accessible by and attentive in their

relationships with members of the school community; leaders who are collaborative team leaders and problem solvers in a context of mutual respect. Leaders within Palliser schools develop shared goals and strategies to reach the division's vision of excellence. In our pursuit of excellence, our leaders:

1. Promote, protect and champion the division's vision on a daily basis.
2. Model excellence by challenging students and staff to aspire to the highest level of achievement.
3. Commit to continuous improvement, encouraging the ongoing professional development essential to an improving school.
4. Practice shared decision-making by seeking input from affected stakeholders for key decisions.
5. Monitor the continuity of the curriculum.
6. Develop a collaborative culture involving community, parents, personnel and students.

School Climate

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning and achievement is enhanced in an environment that is safe, respectful and welcoming to all. Regardless of the locale, such an environment exemplifies pride, engaged energy and success. In locations where learning is to take place under the authority of Palliser Regional Schools, personnel:

1. Establish a program that teaches self-discipline and responsibility supporting a safe and orderly environment.
2. Commit to providing an emotionally and physically safe and supportive environment.
3. Celebrate the successes of all members of the school community.
4. Engage in proactive measures to reduce the predictable behaviour, or the physical characteristics that might diminish the safety and security of the working and learning environment.
5. Observe division policies that establish fundamental rules and procedures for general behaviour along with fair, consistent and appropriate consequences.

Personnel

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that the quality of learning experiences students engage in is directly related to the personnel the division employs. Therefore, Palliser

Palliser Regional Schools is committed to recruiting and retaining outstanding individuals who will advance the division's vision of excellence. In Palliser Regional Schools, all staff members:

1. Collaborate to set and achieve high standards of student learning and achievement.
2. Model caring and respectful behaviours.
3. Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.

Community Relations

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes in community relationships that produce mutually beneficial and active partnerships that advance our division's vision of excellence. Knowledge and respect for the local community's characteristics and needs are recognized as vital elements in fostering and enhancing student learning. In our pursuit of excellence, we:

1. Engage parents as active partners in educating their children, monitoring their academic progress, and emphasizing the importance of education and our shared commitment to lifelong learning.
2. Develop a dialogue of communication focused on student learning and achievement.

Students

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes success in reaching its vision will be evident through the accomplishments, character and behaviour of its students. Success will be measured by students who:

1. Value learning and take responsibility for their learning, decisions and actions.
2. Proudly and confidently strive to achieve their personal best.
3. Conduct themselves in a way that contributes to a safe, orderly, positive school climate and ensures the rights of others.
4. Contribute to the well-being and success of their community.
5. Recognize themselves as partners, along with parents and teachers, in their own vision of educational excellence.



Students from Coaldale, Champion, Calgary, Picture Butte and Vulcan participated in a unique celebration of arts education in Palliser during Band Day in May 2013.

Goals

Alberta Education has identified as its goals the provision of:

1. Excellent start to student learning
2. Success for every student;
3. Quality teaching and school leadership;
4. Engaged and effective governance.

Palliser Regional School shares these goals as it looks ahead to 2013-2016.

A Profile of Palliser

Palliser Regional Schools was inaugurated as a regionalized division on January 1, 1995. It is comprised of the County of Lethbridge and Vulcan County and covers an area that stretches from the Chin Coulee and Blood Reserve just south of Lethbridge to the Bow River and Siksika First Nation in the north.

A Board made up of six elected trustees governs Palliser Regional Schools, with central administration offices located in Lethbridge.

Palliser employs more than 900 individuals, including about 434 certificated staff and about 488 non-certificated staff in full- or part-time roles (as of Fall 2013). They serve about 7,400 students in early learning programs through Grade 12. For the 2013-2014 school year, Palliser has 15 community schools; 17 Hutterite colony schools; 10 alternative Christian schools, nine of which are in Calgary on six different campuses; four outreach programs; and two alternative Low German Mennonite programs. The division is in the process of developing a school for the online delivery of courses. This as-yet unnamed program is currently based out of County Central High School in Vulcan.

Community served	School	Grades served
Arrowwood	Arrowwood Community School	ECS-9
Barons	Barons School (LGM Alternative)	ECS-6
Brant	Brant Christian School	ECS-12
Calgary	Calgary Christian School Elementary Campus	ECS-6
	Calgary Christian School Secondary Campus	7-12
	Glenmore Christian Academy Elementary	ECS-5
	Glenmore Christian Academy Intermediate	6-9
	Heritage Christian Academy	ECS-12
	Master's Academy	ECS-6
	Master's College	7-12
	Menno Simons Christian School	ECS-9
	Trinity Christian School	ECS-9
Carmangay	Carmangay Outreach School	7-12
Champion	Champion Community School	ECS-9
Coaldale	Jennie Emery Elementary School	ECS-4
	John Davidson School (LGM)	ECS-9
	Kate Andrews High School	9-12
	PASS+ Outreach School	10-12
	R.I. Baker Middle School	5-8
Coalhurst	Coalhurst Elementary School	ECS-6
	Coalhurst High School	7-12
Iron Springs	Huntsville School	ECS-9
Milo	Milo Community School	ECS-9
Nobleford	Noble Central School	ECS-12
Picture Butte	Dorothy Dalgliesh School	ECS-6
	Picture Butte High School	7-12
	Picture Butte Outreach School	10-12
Sunnyside	Sunnyside School	ECS-6
Vulcan	County Central High School	7-12
	Vulcan Outreach School	8-12
	Vulcan Prairievew Elementary School	ECS-6
Colony Schools	17 sites	ECS-9
Home Schooling		1-12
All of Palliser	Online school	10-12

Some of the kindergarten programs in our schools are operated by private partners. Many of our elementary schools offer Early Learning Programs to prepare three- and four-year-olds for school.

Trends and Issues

Palliser Regional Schools continues to maintain some of the strongest results in the province, as measured by Alberta Education's Accountability Pillar. The challenge ahead is maintaining these excellent results.

Palliser schools in Calgary and Brant were closed following the flooding that began June 20, 2013 and students were excused from writing provincial and final exams. The flood devastated parts of the Siksika First Nation and washed out a key bridge between Siksika and Arrowwood. Many of the 47 students who attend Palliser schools from Siksika First Nation were also displaced and unable to attend school. Brant Christian School serves a number of families who live in High River and Okotoks, areas where flood damage was extreme. The lives of many Palliser students and staff were disrupted by this natural disaster.

The results for Grade 9 Provincial Achievement Tests and diploma exams were "substantially impacted" by flooding, and Alberta Education cautions use of that data for comparisons and trends as a result. On Palliser's Accountability Pillar, key categories are marked "n/a" due to the dramatic reduction in exam participation caused by the flood.

Grade 3 and 6 provincial achievement tests occurred before the disaster and can reliably be compared to previous years. These results demonstrate that the vast majority of Palliser students are writing and passing the exams.

The Board received a letter from Education Minister Jeff Johnson notifying Palliser of roughly a 27 per cent reduction to lease funding for privately owned school facilities at Brant Christian School, Heritage Christian School and Menno Simons Christian School. The letter refers to "financial constraints in Budget 2013" and describes the 2013-2014 lease support as "one-time funding." Palliser has long been concerned that its other schools operating from privately owned buildings — Calgary Christian Elementary and Secondary Schools, Master's Academy and College, Glenmore Christian Academy and Trinity Christian School — have never received lease funding.

Depopulation continues to be a concern in many rural areas, including those served by Palliser Regional Schools. Although Palliser's enrolments have been rising steadily division-wide, there are small rural communities where the trend line has been declining. Palliser trustees

and administration have committed significant resources to sustaining small schools in recognition of the vital role schools play in the sustainability of rural communities.

Like many school divisions across Alberta, Palliser is identifying a growing number of students of all ages who come to school with limited English knowledge and limited formal schooling. Significant time and resources are being invested to develop their language skills so other learning can occur. Palliser has embraced Alberta Education's English as a Second Language benchmarks as a standard for identifying the student's instructional needs and reporting student progress.

The impact of the March 7, 2013 provincial budget announcement on Palliser operations was significant, not only delivering reductions for the 2013-2014 school year, but almost immediately eliminating funding for 2012-2013. Funding for Alberta Initiative for School Improvement (AISI) and a fuel contingency grant were eliminated by April 1, 2013. The fuel grant represented \$325,000 a year to Palliser. For 2013-2014, the budget brought slight increases of two per cent to Inclusive Education Funding and Class Size Funding for kindergarten to Grade 3. The Infrastructure Maintenance and Renewal grant was reduced by 20 per cent for the coming year. A change to the Plant Operations and Maintenance funding formula also resulted in a significant reduction to Palliser. The Credit Enrolment Unit (CEU) funding for Alberta Distance Learning Consortium (ADLC) was reduced by 56 per cent, which has resulted in exploring ways of providing distance learning programs to our high schools throughout Palliser.

Student attendance can be an issue. In 2012-2013, Palliser referred three students to the Alberta Attendance Board for support and intervention with students and families with chronic non-attendance issues.

Palliser continues to be challenged to offer a broad range of programs to meet student interest and needs, particularly in our small, rural schools. The division continues to use its Career and Technology Studies (CTS) mobile classrooms to extend course options to students from seven schools across Palliser. Alberta Distance Learning Centre, videoconferencing and online education are other options Palliser explores to meet students' diverse needs. Our Calgary Christian alternative programs continue to grow in enrolment, and are housed in facilities that are reaching capacity. Several of our Calgary schools are adding

instructional space to meet the increasing demand. In 2012-2013 we added another program, Trinity Christian School, in south Calgary, which faces the same space issue.

Construction continued in September 2012 on Palliser's major construction project, the \$13.5-million modernization of Picture Butte High School. Students and staff had been working around the construction zone since work began in spring 2010. The project was completed in 2012 and the re-opening celebration was in May 2013.

In August 2012, Palliser, Alberta Education and community representatives spent time at Noble Central School, reviewing the facility with an eye to the school's modernization and accessibility needs. Palliser has identified modernization of Noble Central School as its No. 1 priority on its Three-Year Capital Plan.

In 2012-2013, Palliser began investigating the creation of an online school and an international student program.



Guests arriving at the grand reopening of Picture Butte High School signed a banner commemorating the completion of the modernization project.

Summary of Accomplishments from 2012-2013

Palliser Regional Schools continues to maintain some of the strongest results in the province, as measured by Alberta Education's Accountability Pillar. Of particular note, more than 92 per cent of key stakeholders (students, parents and staff) are satisfied with the quality of education being provided and the safe and caring atmosphere in our schools. Eighty-seven per cent of Grade 3, 6 and 9 students writing the Provincial Achievement Tests (PATs) achieve the acceptable standard, meaning they are passing these exams; 89 per cent of students writing provincial diploma exams also achieve the acceptable standard. Further, nearly one in three students writing PATs achieve Alberta Education's standard of excellence, as do one in five high school students writing diploma exams.

The division attributes this success to our unwavering focus on students including assessment for learning practices, instruction that meets individual needs and provision of a learning environment in which students feel safe, respected and valued. Palliser also continues to focus resources on strengthening literacy skills, supporting instructional leadership, a process to establish meaningful goals at the school level and conducting school reviews that collect data from students, parents and staff to help inform school improvement efforts.

In other highlights:

Palliser had 7,237 students from kindergarten through Grade 12 at September 30, 2012 compared to 6,627 in 2011-2012. About 350 students in the increase are at Trinity Christian School in south Calgary, which joined Palliser as a faith-based alternative program in 2012-2013. Overall, Palliser had about 200 more students than the division had projected in the spring. This is the first time Palliser has served more than 7,000 students.

In the fall of 2012, Palliser was accepted as a full partner in the Calgary Rocky View Student Health Partnership, joining Calgary Board of Education, Calgary Catholic School District, Rocky View Schools, Alberta Health

Services, and the Calgary and Area Child and Family Services Authority. Palliser had been working for a number of years to become a full partner in the Rocky View SHP in order to address the health services needs of the division's students in Calgary. This made Palliser a partner in three student health partnerships: Calgary Rocky View; Chinook Country; and Westview. In 2012-2013, work began on transitioning student health partnerships, Child and Youth with Complex Needs and other service providers

to a regional collaborative model aimed at integrating and providing seamless service to students.

Palliser's literacy expert continued to build capacity in the teaching of reading and writing in Palliser classrooms. By the end of 2012-2013, teachers from only three schools serving students from Grades 1 to 6 had not yet been trained in the use of Fountas and Pinnell benchmark assessment tools.

Palliser's school bus safety program, Think of Us on the Bus, launched at the beginning of the 2012-2013 school year with a four-week campaign of education, awareness and enforcement. Elements included a media campaign on radio and print, assemblies on bus safety, etiquette and evacuation procedures in elementary and middle schools and ride-alongs by Alberta Sheriffs, Commercial Vehicle Enforcement and RCMP. The campaign was made possible by a \$17,000 grant from the Alberta Traffic Safety Fund. The campaign was presented regionally, provincially and nationally as Palliser invited other jurisdictions to join the effort.

Palliser shared its expertise in literacy, school goals and its school review process through a variety of presentations in southern Alberta, Saskatchewan and the United States.

The division's school review process, which is based on 30 years of Effective Schools research, drew the attention of Canada's Effective Schools leader, Wayne Hulley. Hulley visited Palliser in November 2012, presenting to Palliser Administrators' Association and first-year Administrator



Noted author and educational consultant Wayne Hulley speaks to Palliser principals and vice-principals.

Induction and Mentorship program, and attended a school review team's visit to Coalhurst Elementary School. In his feedback he praised this use of Effective Schools research for school improvement. During his visit, Hulley recommended Palliser explore the creation of a professional learning community with Upper Canada District School Board, in southern Ontario. A team from Upper Canada visited Palliser in April 2013, observing a school review team visit to Arrowwood Community School and joining a school review presentation to the Board of Trustees.



Administrators from Upper Canada District School Board in southern Ontario listen to student presentations at Huntsville School during a board meeting Palliser trustees held there.

Palliser Regional Schools was the host and organizer of the annual conference of the College of Alberta School Superintendents and Association of School Business Officials of Alberta in Waterton in August 2012. Palliser's "open spaces" format for the conference, which gave participants opportunity to identify topics of discussion, was well received.

The division, in conjunction with Kevin Cameron, executive director of the Canadian Center for Threat Assessment and Trauma Response, offered an introduction to Violence Threat Risk Assessment training to representatives from the RCMP, other school jurisdictions and human service agencies. The session laid the groundwork for additional training in identifying students at risk of harming themselves or others.

Palliser Regional Schools held its Band Day on May 4, 2013 at Glenmore Christian Academy, bringing together bands from across Palliser to share a workshop and then perform as a group. Students from Coaldale, Champion, Calgary, Picture Butte and Vulcan participated in a unique celebration of arts education in Palliser.

Palliser students continue to shine at a provincial and national level. A Noble Central School student received a bronze medal at the Canada-Wide Science Fair, held in Lethbridge in May 2012. A Kate Andrews High School

student competed in the Skills Canada National Baking Competition in June 2013 in Vancouver. Two students from County Central High School and one from Picture Butte High School also competed at the Provincial Skills Canada Competition in Edmonton. A student from Kate Andrews High School received a Great Kids Award for her work raising money and awareness of child sexual abuse. The Grade 4 choir at Master's Academy was invited to participate in the provincial music festival following a stellar performance at

the Kiwanis Music Festival in Calgary.

Several Palliser employees were recognized with provincial awards, including a semi-finalist for the 2013 Excellence In Teaching Award, a finalist for the Early Learning and Child Care Professional Awards of Excellence, and the Distinguished Leadership Award from the Alberta Teachers' Association Council for School Leadership. A Palliser teacher was inducted to the Lethbridge Sports Hall of Fame in the Builder category for his dedication to and promotion of high school sports. The Superintendent was nominated for the Solution Tree Redefining Excellence District Award as well as as the Alberta Congress Board Distinguished Workplace Leader Award.

A parent received the Alberta School Councils' Association Parent of Distinction Award for her work with the school council at County Central High School. It was the third consecutive year the ASCA has recognized a Palliser parent or school council.

PASS+ School, an outreach program in Coaldale, received a Nutrition Innovation Award from Alberta Milk in recognition of a program that encourages students to try new fruits and vegetables and make healthy food choices. Students also cooked a monthly hot lunch.

Calgary Christian Secondary School organized a student versus staff hockey game for charity in the memory of a recent graduate who passed away. The game raised money for two causes: a foundation that supports organ donation; and a scholarship to encourage student artists. The scholarship was open to all Grade 12 students across Palliser who planned to pursue post-secondary education in the arts. The success of the first event has given rise to this becoming an annual fundraiser.

A Palliser teacher from Jennie Emery Elementary School completed a teacher exchange to Australia, returning to Coaldale in January 2013. During that year, a teacher from Lake Albert Public School in New South Wales worked at Jennie Emery.

In August 2012, the division launched its Twitter feed and Facebook page and began work on creation of a new division website, slated for launch in 2013-2014. Training was provided to school webmasters on the new website in May 2013.

The division hired a Healthy Schools Coach with the task of supporting the division's Healthy Schools initiative. The position is funded through a Wellness Fund grant from Alberta Health Services.

Palliser Regional Schools joined a pilot project offered



A teacher from New South Wales, Australia leads students in song during Aussie Day at Jennie Emery Elementary. The day celebrated the end of her year-long exchange.

through the Alberta School Boards Association in Spring 2013. Palliser is one of eight boards across Alberta in the pilot program, with each school jurisdiction working with a professional marketing firm over the course of the year to develop experience and skills in comprehensive marketing and communications planning. The focus on Palliser's effort will be a communications plan to support the division's literacy project.

Students from PASS+ School, an outreach program in Coaldale, serve soup they made during the hot lunch program the school introduced to encourage healthy eating.



October 2013 Accountability Pillar Overall Summary

Authority: 2255 Palliser Regional Division No. 26

Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.2	92.2	91.7	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.0	81.6	79.6	81.5	80.7	80.7	Very High	Improved Significantly	Excellent
		Education Quality	92.6	92.9	91.9	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	2.4	2.4	2.0	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	83.3	83.0	82.6	74.8	74.1	72.7	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	87.4	89.1	88.7	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	29.0	29.3	28.5	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma Exam Participation Rate (4+ Exams)	61.2	61.0	59.9	56.6	56.2	54.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	78.1	73.1	70.7	61.3	61.5	59.4	Very High	Improved Significantly	Excellent
	n/a	Diploma: Acceptable	89.1	89.5	89.0	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	20.1	27.0	24.7	21.7	20.7	20.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	68.7	68.2	66.1	59.5	58.4	59.2	Very High	Maintained	Excellent
		Work Preparation	87.5	87.0	86.0	80.3	79.7	79.9	Very High	Maintained	Excellent
		Citizenship	87.5	88.0	86.8	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	87.1	87.3	87.0	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.4	83.4	81.2	80.6	80.0	80.0	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 (*).
 6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Partners from Commercial Vehicle Enforcement and the Alberta Sheriffs help a student during an emergency rear door evacuation practice as part of Palliser's Think of Us on the Bus safety campaign.

October 2013 Accountability Pillar Summary — FNMI

Authority: 2255 Palliser Regional Division No. 26

Combined 2013 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	4.5	1.7	3.9	8.5	9.0	10.2	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	58.0	*	n/a	43.9	40.2	37.5	Low	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	69.6	100.0	81.2	61.8	58.4	58.6	n/a	n/a	n/a
		PAT: Excellence	8.7	12.5	7.2	6.1	6.6	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	77.1	75.8	76.0	*	*	*
		Diploma: Excellence	*	*	n/a	9.5	9.2	8.5	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	43.5	*	n/a	21.2	19.6	18.5	Low	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	66.7	*	n/a	35.1	34.4	31.4	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	32.2	30.2	31.8	*	*	*

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Students sing O Canada in Blackfoot as part of the celebration of the reopening of Arrowwood Community School. The school was damaged by fire in April 2012. Students moved back into the building in November 2012 and celebrated the like-new building in January 2013.

What's Measured and How

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)

Goal One: An Excellent Start To Learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school*

Our results

Palliser started early learning programs (formerly preschool programs) in many of its communities and a before- and after-school program in Coaldale for elementary school children. These programs provide opportunities for children to learn through play and help prepare children for school success.

Information on early childhood development was collected for every community in Alberta as part of the Government of Alberta's Early Child Development (ECD)

Strategies

Division-wide training in ABC and Beyond, for early learning and kindergarten children, and intervention based on a Reading Recovery approach for Grade 1 and 2 students, was implemented in 2012-2013 to give Palliser's youngest learners the best start to literacy.

Palliser employs Family School Liaison Counsellors to assist students and families in all programs. The Healthy Schools Coach worked with schools to develop healthy nutrition for students.

Mapping Initiative. Approximately 80 per cent of Palliser kindergarten students are developing appropriately in terms of their physical well-being, social competencies, emotional maturity, language and thinking skills and communication skills. Although the majority of children are developing appropriately, a large percentage are experiencing difficulty or great difficulty, particularly in communication skills and general knowledge, and language and thinking skills.

In 2012-2013, the division developed Early Learning Program Guidelines which have been implemented for 2013-2014.

Palliser participated in the Inclusive Education Planning Tool pilot project through Alberta Education in 2011-2012 and 2012-2013. The department discontinued the project in June 2013. The division continues to encourage ways to share strategies that both address individual student needs while also benefitting others in the classroom.



A group of Palliser staff hold certificates upon completion of ABC and Beyond training.

Goal Two: Success For Every Student

Outcome: *Students achieve student learning outcomes*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.7	88.8	88.7	89.5	89.1		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.8	23.5	23.8	27.0	20.1		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	78.5	79.5	85.5	83.0	83.3		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.4	1.8	1.9	2.4	2.4		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	64.5	64.7	65.4	68.2	68.7		Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	62.6	64.7	74.3	73.1	78.1		Very High	Improved Significantly	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	52.7	57.5	61.2	61.0	61.2		High	Maintained	Good			

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Our results

Palliser students continue to demonstrate high academic achievement.

The high school to post-secondary transition rate, the number of students eligible for the Rutherford Scholarship and a low drop-out rate continue to be strong points.

A steady rise in the percentage of students writing four or more diploma exams and the transition rate to post-secondary education indicate Palliser's commitment to supporting students to achieve at their highest level possible.

Strategies

Palliser believes student success is driven by key factors: collaboration among students and teachers; assessment for learning; strong literacy skills; excellent teaching; and strong partnerships between school and home. Research supports the importance of these factors to student success. The division also collects and analyzes data from a variety of sources and is building staff capacity to use data to inform instruction.

The teacher has the greatest influence on student success in the classroom. The principal has the greatest impact on the quality of teaching in the school. Palliser's approach to professional development, collaboration and instructional leadership reflects this reality. The result is reflected in the division's success.

Palliser has career and academic counsellors in its high schools to ensure and support student graduation, career exploration and post-secondary aspirations.

Palliser's literacy focus extends to the high school level.

The division continues to offer flexible programming through its four outreach programs. In 2013-2014, Palliser initiated its new online school. This will ensure that students across the division are able to access courses that they may not ordinarily be able to take.

A full wireless infrastructure upgrade occurred at every Palliser facility, enabling staff and students to connect electronic devices to a reliable and stable network. This promotes ease of technology integration to improve teaching and learning.

Palliser is working on giving students access to dual credit programs through a partnership at Lethbridge College.

Palliser participated in the transition from student health partnerships to Regional Collaborative Service Delivery models in 2012-2013. The goals are to improve access, build capacity and improve integration and co-ordination of services.



Noble Central School student Clara Kuk wears the medal she won at the regional science fair. She earned an opportunity to compete in the national competition held in Lethbridge where she won bronze.



A student from Sunnyside School packs a shoebox with school supplies, small toys and toiletries as part of Operation Christmas Child. The boxes are delivered to children in the developing world at Christmas.

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	87.9	87.9	89.2	89.1	87.4		n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	24.3	28.5	27.8	29.3	29.0		n/a	n/a	n/a			

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Our results

Palliser students continue to demonstrate high academic achievement.

We attribute this success to several factors: professional development during division-wide collaboration days during which teachers work in small professional learning teams with a goal of improving student achievement. Palliser administrators and teachers examine Provincial Achievement Test results data to celebrate areas of strength and identify areas for improvement; and instructional

leadership practices including classroom observation provide feedback that will improve teaching practice.

Palliser invested in 2012-2013 in a division literacy coach who worked with classroom teachers and entire schools staffs to support best practices in literacy. In 2013-2014, a second full-time literacy coach was hired. The division considers literacy skills a keystone to student success in school and in life.

Strategies

Literacy coaches work with teachers across the division to improve support for student literacy skills at every grade level and in all subject matter. The goal is to empower all teachers to be teachers of literacy. In doing so, Palliser teachers will be better able to support student learning and achievement.

In 2012-2013, teachers in Palliser began the collection of baseline student data using Fountas and Pinnell Reading Assessment from elementary and middle school students. The focus will continue on all teachers becoming reading teachers, using comprehension strategies throughout the school day, and increasing the time available for student conversation.

A literacy symposium for Palliser's principals and vice-

principals is planned for October 2013 led by the division's own personnel, as Palliser continues to develop leadership in literacy.

The literacy effort meshes with Palliser's ongoing emphasis on assessment for learning, as each student from Grades 1 to 6 will be assessed to determine their reading skills in early fall. The teacher can then tailor instruction to the individual student's needs. A second assessment in the spring will demonstrate how the student's skills have improved, and give the teacher an opportunity to further individualize instruction to ensure student progress. The division's literacy focus will be reflected in Palliser's theme for the 2013-2014 school year: "Literacy: Today a Reader, Tomorrow a Leader."

Outcome: *Students demonstrate citizenship and entrepreneurship*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.4	86.5	85.8	88.0	87.5		Very High	Maintained	Excellent			
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.	84.3	85.5	85.6	87.0	87.5		Very High	Maintained	Excellent			

Our results

Palliser Regional Schools is pleased with the results in this category. For the past six years, Palliser has emphasized and supported assessment for learning as key to student success. Through assessment for learning, students are active, engaged partners in the learning process, not passive subjects to what occurs in the classroom. Through this process, students assume responsibility for their own learning which will prepare them for the rigours and demands of the world of work.

Strategies

Every school is expected to identify one school goal annually that promotes a safe and caring school, character education or citizenship.

Palliser students and staff support and initiate a myriad of community activities, fundraisers and public services for causes that are local, regional, national and international.

At every grade level, student leadership is promoted so students model this ethical behaviour for their peers. Our schools are home to a variety of mentorship and buddy programs, service clubs and community service initiatives.

The good works of students and staff are celebrated in schools, on Palliser's website and shared with media outlets.

Palliser's schools offer a range of programs, particularly through its Career and Technology Studies for high school and exploratories at the middle school level, to encourage students to extend their learning into the larger community.

Palliser's students travel extensively to learning opportunities in Canada and beyond, whether exploring Canada's West Coast marine life, building playgrounds in developing countries or exploring the rich history of Europe or Asia. These cultural experiences deepen student sense of social responsibility and enrich their global education.



Students from Kate Andrews High School had an opportunity to buy and sell shares at the Centre for Financial Market Research and Teaching at the University of Lethbridge. They were taking part in simulations on the trading floor.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.3	71.4	72.2	100.0	69.6		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.7	3.6	5.6	12.5	8.7		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	*	*	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	*	*	58.0		Low	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.7	10.0	0.0	1.7	4.5		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	n/a	*	*	66.7		High	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	43.5		Low	n/a	n/a			

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Our results

The vast majority of FNMI students in Palliser live on the Siksika First Nation and attend school at Milo or Arrowwood, schools which do not offer high school programming. At this time, Siksika Board of Education does not fund students from Milo and Arrowwood transitioning to Palliser's high school program in Vulcan. As a result, the performance measures listed would only reflect the results of a very small number of students in Palliser

schools who self-identify as FNMI. There should be caution when reviewing the results because of the very small sample size.

Palliser continues to believe our targeted efforts with assessment for learning, inclusive education and literacy has improved outcomes for all learners, including our First Nations students.

Strategies

As part of our historic tuition agreement with Siksika First Nation, Palliser recognizes the special significance of First Nations culture to all students. In 2012-2013, for

example, one school had an award-winning dancer and drummer perform. Another had a guest speaker meet with students to discuss the history and significance of Treaty 7.



Representatives from Siksika First Nation took part in the reopening celebration at Arrowwood Community School, offering a blessing Blackfoot and presenting a plaque in honour of the day.

Goal Three: Quality Teaching and School Leadership

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		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	80.2	78.4	78.9	81.6	83.0		Very High	Improved Significantly	Excellent			

Our results

Palliser's stakeholders continue to show strong support for the work the division has done to provide a broad program of studies for students across the division. For students in small schools, in particular, there is a broad

range of programs encouraging students to explore a variety of interests and passions. Examples include band, construction, art, drama, robotics and second language instruction.

Strategies

In 2012-2013, Palliser's principals and vice-principals completed the third year of a three-year plan to establish a rigorous model of instructional supervision. As the educational leaders of the school, principals play the primary role of knowing what occurs in the classroom and providing feedback and opportunity for reflection to improve teacher practice. The plan moved to its next phase which was paired observations, in which two administrators observed a teacher and then shared and reflected on what they've observed to improve their own supervision practices. With the three-year plan concluded, the Administrators' Association has indicated its intent to complete a new three-year plan focusing on instructional supervision, literacy and assessment for learning.

Palliser continues to provide two years of mentorship and support to new administrators. This provided them valuable experience of observing a teacher with a more experienced educator with the opportunity to share their observations. They were also provided a professional development opportunity focused on assessment for learning.

The correlates for the school review were revisited by a committee of administrators to ensure that the data gathered would reflect the division's commitment to inclusive education. The ongoing refinement of the correlates is consistent with Effective Schools research, tailored to the Palliser context.

The division continues to provide opportunities

for collaboration at its four scheduled division-wide professional development days in 2013-2014 which gives professional staff from across the division time to work in small learning groups.

Palliser administrators are encouraged to use their school data in collaboration with their staff and school councils to develop school goals that drive school improvement.

Palliser staff and students have access to Google Apps for Education and the various collaborative tools available through this cloud service. Chromebook notebook devices were offered to schools.

A technology integration specialist continues to support Palliser teachers in the use of technology to encourage student engagement and support learning. Palliser continues to promote the effective use of social media as a way for principals to communicate with school communities and parents.

Palliser introduced academic wrap-around as a pilot project in two schools in 2012-2013. The project assembled expertise from Central Office, such as the division's assessment, literacy and technology integration experts, on a team that worked with classroom teachers. While the team may have been providing support for a particular student, the resources and strategies extended to others in the classroom and provided valuable professional development to the participating teachers. The project continues in 2013-2014 at 11 schools..

Goal Four: Engaged and Effective Governance

Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.7	86.9	86.9	87.3	87.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.9	91.6	91.2	92.9	92.6		Very High	Maintained	Excellent			

Our results

Palliser adopted the theme of Student Success Is Everyone's Business for 2012-2013 to reflect the importance of community engagement to student achievement. The theme was born out of the stakeholders' meeting held in Spring 2012 which invited a broad cross-section of students, staff, parents and the public to share their ideas on what makes schools successful.

Palliser conducted nine school reviews in 2012-2013. As part of that process, parents, staff and students are invited to participate in a survey to share their thoughts on the facility, learning and school culture. In addition, focus groups are held with students, parents and support staff. Each teacher is also interviewed to discuss curriculum and instruction.

Palliser routinely collects feedback from staff following key activities, including the Opening Day celebration, division-wide collaborative days, Superintendent's Leadership Team/Administrators' Association meetings and following induction and mentorship program meetings.

The school council serves an important role in

providing advice on the ongoing development of the school's mission, vision and philosophy, its annual education plan and goals and its policies. Palliser continues to support and encourage parental involvement in schools. The division pays the membership fees for all school councils to the Alberta School Councils' Association, and sponsors one representative's attendance to the ASCA annual conference.

The Board of Trustees works closely with members of the society boards that oversee the religious and facility components of the faith-based alternative programs. Twice a year, representatives of the societies in Calgary and Brant meet with the full Board and senior administration. Additional meetings to discuss issues specific to individual societies are accommodated as needed. Each trustee is assigned to serve as the liaison to at least one of the alternative programs outside Palliser's traditional geographic boundaries.

Trustees attend school council meetings on a regular basis and a multitude of school events.

Strategies

Palliser Regional Schools held its first Council of School Council meetings in January 2013. School council members from across the Division joined together to discuss matters of mutual concern and shared ideas and strategies about their schools and communities. Palliser has committed to continuing to build this relationship.

Principals work closely with their school councils to

ensure input from the parent community on key school decisions.

In 2012-2013, the division created a full-time Communications Officer position.

Palliser's Board of Trustees holds four meetings a year in schools, giving students an opportunity to see local government in action.

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

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
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.	91.6	91.5	91.4	92.2	92.2		Very High	Maintained	Excellent			
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.	82.2	79.7	80.5	83.4	85.4		Very High	Improved Significantly	Excellent			

Our results

Palliser's outstanding results relating to students feeling safe in school reflects a long tradition of promoting and encouraging initiatives that ensure our schools are safe,

caring and respectful places.

Palliser has long stated that a safe environment is foundational to learning.

Strategies

In addition to the data provided by Alberta Education, Palliser uses its school review process to collect information from parents, staff and students about the quality of their education and what they want from their school. In 2012-2013, a committee of school principals worked with Central Office staff to refine the survey tool that is part of the review process. The result better defined bullying behaviour, giving students opportunity to identify incidents of repeated teasing. This refined tool helped clarify the kind of culture and atmosphere that exists at the school.

A collaborative practice wraparound project which was piloted at one school in 2011-2012 was extended to two additional schools in 2012-2013. The project brings together a school and Central Office staff with Alberta Health professionals to support the teacher in meeting individual student health or learning needs.

Palliser has increased the number of Covey Certified 7 Habits Facilitators, from four trainers to six, to support the safe and caring efforts of schools. Three schools in Palliser also planned to expand their training in the 7 Habits of Highly Effective People in August 2013. This further addressed the safe and caring culture established in schools. In addition, Palliser continues to offer its 7 Habits

training to Third-Year Induction teachers and Second-Year Administrator Induction and Mentorship principals and vice-principals.

Every school is expected to identify one goal each year that improves the school's safe and caring culture of the school and/or provides character building opportunities for students.

The Facilities Services department completed a playground safety audit. The process identified priority areas and recommended a long-term plan for improvement. Two schools celebrated construction of new playgrounds in 2012-2013.

A full wireless infrastructure upgrade occurred at every Palliser facility, enabling staff and students to connect electronic devices to a reliable and stable network. This promotes ease of technology integration to improve teaching and learning.

A website for use by Family School Liaison Counsellors to provide online access to resources was developed as a means to standardize practice and share high expectations for programming.

Summary of Financial Results for the 2012-2013 School Year

Palliser's revenue exceeded expenses for the 2012-13 school year resulting in a surplus of \$107,849. Actual revenues and expenses exceeded budget revenues and expenses.

Key Financial Information as at August 31, 2013:

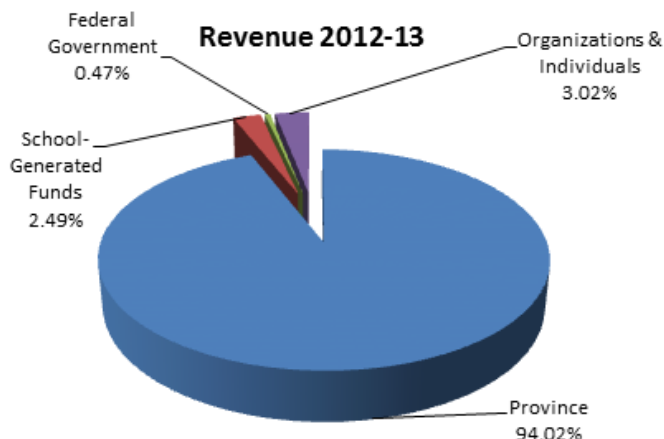
- Annual Operating Surplus - \$107,849
- Capital Reserves - \$0

For a copy of Palliser's Audited Financial Statements for the 2012-13 school year, please visit the Division Documents section of our website, under Reports and Plans, or click on the link provided here. Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

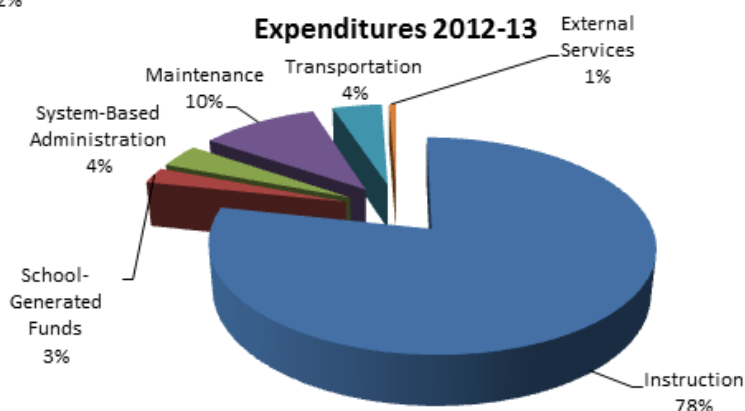
- [Palliser Audited Financial Statement 2012-13](#)
- Audited Financial Statements for all jurisdictions are posted on Alberta Education's website at <http://education.alberta.ca/admin/funding/audited.aspx>

Total Revenue 2012-2013		
	\$82,513,525	
Province	\$77,582,301	94.02%
School-Generated Funds	\$2,052,420	2.49%
Federal Government	\$390,709	0.47%
Organizations & Individuals	\$2,488,095	3.02%

Expenditures 2012-2013		
	\$82,405,676	
Instruction	\$64,552,407	78.33%
School-Generated Funds	\$2,052,420	2.49%
System-Based Administration	\$3,063,843	3.72%
Maintenance	\$8,600,541	10.44%
Transportation	\$3,627,256	4.40%
External Services	\$509,209	0.62%

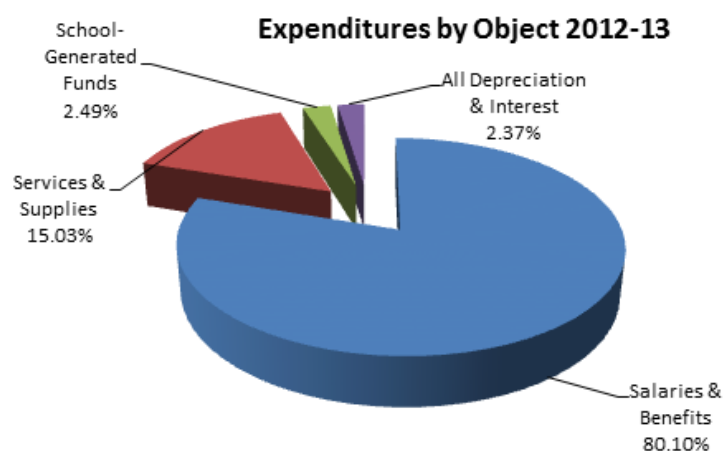


For further information on school generated funds and their use please contact Dale Backlin, Associate Superintendent.
dale.backlin@pallisersd.ab.ca



Expenditures by Object 2012-2013

	\$82,405,676	
Salaries & Benefits	\$66,010,603	80.10%
Services & Supplies	\$12,386,879	15.03%
School-Generated Funds	\$2,052,420	2.49%
All Depreciation & Interest	\$1,955,774	2.37%



Budget Summary for 2013-2014 School Year

The Board approved the 2013-14 budget with a surplus of \$22,309. A needs-based budgeting approach was used for all departments as well as school budgets. Under this budget approach, needs are identified and funded from the total revenue received at the district level.

Budget Assumptions:

- There was a 0% increase for staff salaries (certificated and non-certificated)
- Benefit rates remained consistent with the 2012-13 budget
- Average teacher cost used is \$95,000
- Class size guidelines are projected to be met across Palliser schools.

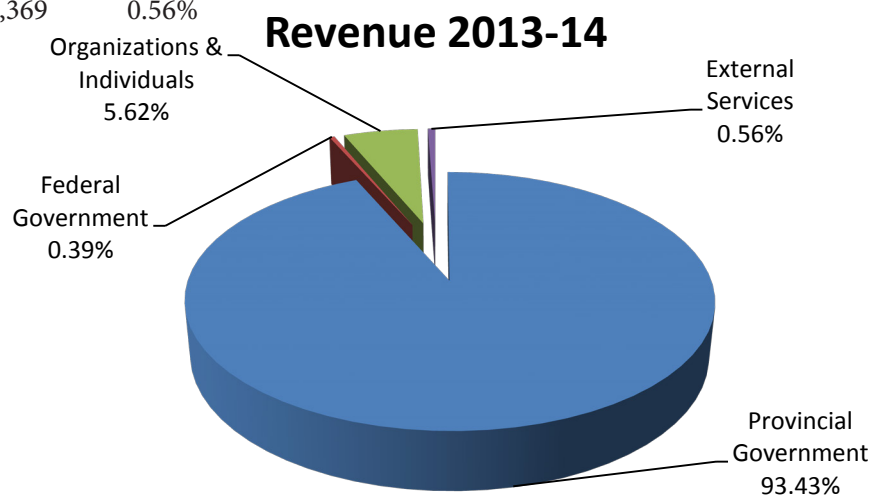
A budget summary is available on Palliser's website at the following link: [Budget 2013-14](#)

For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-677-1234.

Budgeted Revenues

2013-2014

	\$83,218,470	
Provincial Government	\$77,754,671	93.43%
Federal Government	\$324,809	0.39%
Organizations & Individuals	\$4,674,621	5.62%
External Services	\$464,369	0.56%

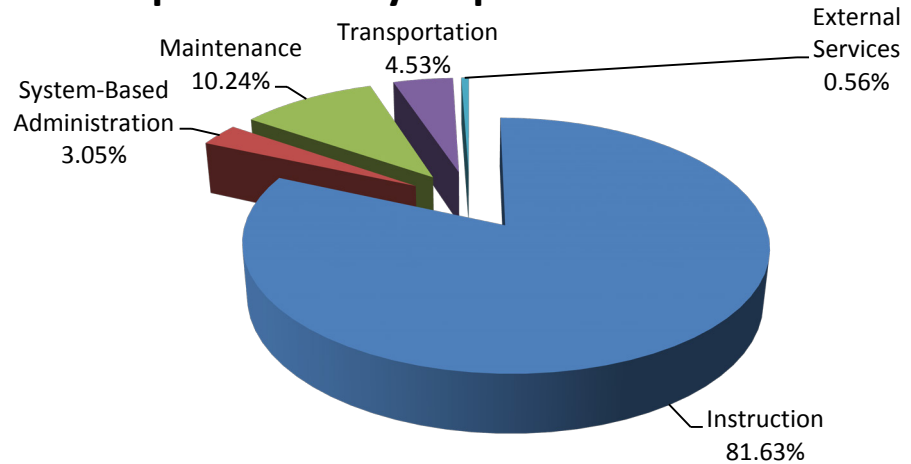


**Budgeted Expenditures
2013-2014 by Department**

\$83,196,161

Instruction	\$67,913,528	81.63%
System-Based Administration	\$2,533,991	3.05%
Maintenance	\$8,515,526	10.24%
Transportation	\$3,768,747	4.53%
External Services	\$464,369	0.56%

Expenditure by Department 2013-14

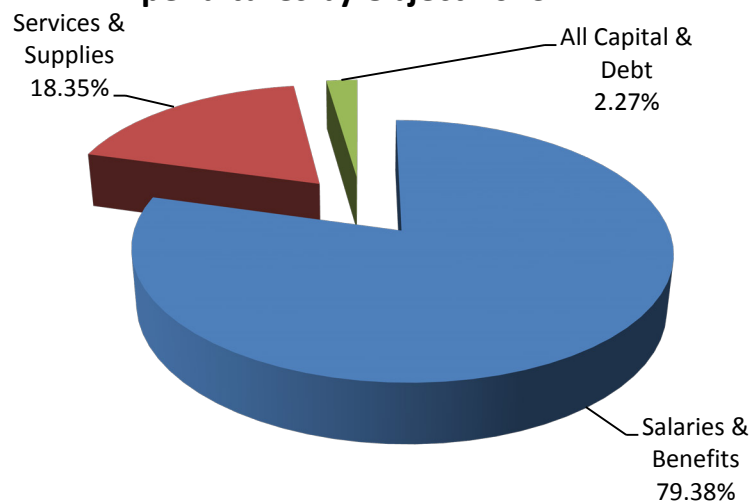


**Budgeted Expenditures
2013-2014 by Object**

\$83,196,161

Salaries & Benefits	\$66,042,207	79.38%
Services and Supplies	\$15,264,642	18.35%
All Capital and Debt	\$1,889,312	2.27%

Expenditures by Object 2013 - 14



Capital and Facilities Projects

All scheduled IMR projects for the 2012-13 school season have been completed or are currently in progress. This includes major summer projects in Huntsville (new flooring and cabinets), Milo (bus loop and building drainage), Champion (sidewalks), Dorothy Dalglish (roof section) and Jennie Emery (new shingles).

Arrowwood Community School celebrated its grand reopening in January 2013. The school suffered substantial fire damage in April 2012.

The modernization of Picture Butte High school was completed in the 2012-2013 school year and they held the grand reopening in May 2013.

Palliser's Capital Plan consists of five priorities for modernization or addition. In priority order, they are:

1. Modernize Noble Central School
2. Modernize Coalhurst High School
3. Kate Andrews High School Renovations. Enclose the courtyard area at Kate Andrews High School in Coaldale to provide a lunch area/cafeteria
4. Expand the gymnasium at Champion School to provide for a full gymnasium
5. Renovate the front entrance area at County Central High School in Vulcan to provide a lunch area/cafeteria

Palliser's Capital Plan also consists of two priorities in the Lease Funding section. The first priority is to continue the lease funding received for Brant Christian School, Menno Simons Christian School and Heritage Christian Academy. The second priority is to secure new lease funding for Glenmore Christian Academy, Master's Academy and College, Calgary Christian School and Trinity Christian School.

For a summary of Palliser's Three-Year Capital Plan for the 2013-14 school year to the 2014-15 school year, please click [here](#). For a hard copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.



Kevin Cameron, a North American expert in threat assessment, meets with local law enforcement and representatives of other agencies that work with young people, at an information session organized by Palliser.

Palliser Class Size

The attached class size information for the 2013-2014 school year reflects staffing as of November 30, 2013.

Palliser is at or below Alberta Education's class size guidelines in all core subjects at most grade levels this year. Smaller class sizes, particularly in core subjects of math, language arts, social studies and science for the youngest learners, has been a Palliser priority over the past several years.

Class size data in all subjects (see next page) are slightly higher than provincial guidelines only in kindergarten to Grade 3.

The suggested provincial guidelines for class size are:

- Kindergarten to Grade 3 — 17 students
- Grades 4 to 6 — 23 students
- Grades 7 to 9 — 25 students
- Grades 10 to 12 — 27 students

Jurisdiction Report - to be included with AERR

CORE SUBJECTS ONLY

2255 - Palliser Regional Division No. 26

Jurisdiction:

Number of Schools Reported:

27

Total Number of Schools:

27

	K to 3			4 to 6			7 to 9			10 to 12		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Arrowwood Community School	20.5	17.0	15.0	20.3	19.5	21.0	12.0	15.7	20.0			
Barons School	20.2	16.8	19.2	26.0	23.0	17.3	17.0					
Brant Christian School	15.0	17.5	13.5	18.5	18.0	20.0	23.0	18.0	16.0	25.6	6.0	6.0
Calgary Christian High School							21.4	21.6	22.8	20.8	22.3	22.6
Calgary Christian School	16.9	18.3	19.9	20.9	23.7	20.9						
Champion School	15.3	14.0	23.0	18.0	19.5	19.0	22.0	15.2	19.0			
Coalhurst Elementary School	18.9	18.9	21.6	19.1	18.7	19.6						
Coalhurst High School							24.7	22.5	24.1	14.5	12.3	16.4
County Central High School							19.1	21.0	19.8	25.3	22.0	21.5
Dorothy Dalglish School	19.2	20.6	20.2	17.7	17.0	18.5						
Glenmore Christian Academy					24.3	21.1		23.8	19.3			
Glenmore Christian Academy Elementary	18.1	18.4	20.0	23.8	24.5	24.0	24.0					
Heritage Christian Academy	17.7	19.4	19.3	20.7	21.5	23.3	19.4	20.1	19.7	15.3	14.9	19.3
Huntsville School	14.0	11.3	15.7	22.5	21.0	20.5	19.0	18.0	22.0			
Jennie Emery Elementary School	17.5	17.4	18.2	21.8	21.7	23.0						
John Davidson School Program	13.9	15.8	18.3	16.8	28.0	22.0	18.0	27.0	15.0			
Kate Andrews High School							20.5	27.0	22.1	19.6	19.7	19.0
Master's Academy	20.7	20.0	20.5	23.8	23.3	22.3						
Master's College							25.3	24.7	20.3	13.5	15.9	15.6
Menno Simons Christian School	19.0	19.3	19.5	20.7	23.3	22.3	22.3	21.7	22.5			
Milo School	12.0	12.0	13.8	12.0	20.0	17.3	18.4	21.0	18.6			
Noble Central School	17.9	12.7	12.8	20.7	19.0	20.7	16.3	16.7	18.7	11.6	15.3	16.4
Picture Butte High School							25.7	26.6	23.5	17.2	15.8	15.7
R. I. Baker Middle School				19.7	22.4	22.0	26.0	22.8	25.0			
Sunnyside School	12.7	13.0	16.2	18.5	21.0	19.0						
Trinity Christian School		18.4	21.1		18.0	19.2		22.4	21.2			
Vulcan Prairieview Elementary School	15.0	17.0	21.8	19.9	19.9	19.7						
Total for Jurisdiction 2255	17.0	16.6	18.5	19.5	20.6	20.3	21.7	22.6	20.8	17.9	17.4	17.9

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Colony/Hutterite schools have been excluded
 Outreach/alternative schools have been excluded
 Virtual/Home Ed/Distance Ed programs have been excluded

Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

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Note:
 This information has not been verified by Alberta Education and is subject to change.

**Jurisdiction Report - to be included with AERR
ALL SUBJECTS**

Jurisdiction: 2255 - Palliser Regional Division No. 26

Number of Schools Reported: 27

Total Number of Schools: 27

	K to 3			4 to 6			7 to 9			10 to 12		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Arrowwood Community School	20.7	17.0	15.3	20.3	19.0	19.8	13.1	14.1	18.5			
Barons School	20.4	16.9	19.4	26.0	23.0	17.3	17.8					
Brant Christian School	15.0	17.5	13.5	18.6	18.0	19.9	21.6	16.9	15.0	20.5	15.3	14.0
Calgary Christian High School							21.6	22.4	23.6	16.2	16.4	18.3
Calgary Christian School	16.9	18.5	20.1	22.6	23.6	20.6						
Champion School	15.8	14.0	23.0	19.3	19.5	19.0	22.0	16.6	16.6			
Coalhurst Elementary School	18.9	18.9	21.6	19.1	18.7	21.3						
Coalhurst High School							23.9	21.6	22.0	16.2	11.3	16.9
County Central High School							19.3	20.5	20.0	21.9	18.5	20.8
Dorothy Dalglish School	20.8	22.9	21.1	17.7	19.4	20.4						
Glenmore Christian Academy					22.2	22.8		21.7	19.9			
Glenmore Christian Academy Elementary	18.1	18.4	20.0	23.5	24.5	23.9	22.8					
Heritage Christian Academy	17.9	19.8	20.6	20.4	22.3	23.3	20.4	21.3	21.6	18.5	18.5	21.2
Huntsville School	13.8	10.9	15.7	21.3	20.5	20.5	18.4	18.0	22.0			
Jennie Emery Elementary School	18.0	17.4	18.2	21.8	21.7	23.0						
John Davidson School Program	15.4	16.2	18.3	18.4	28.0	22.0	18.0	27.1	15.0			
Kate Andrews High School							19.5	26.3	20.0	19.3	18.2	18.2
Master's Academy	20.7	20.0	20.5	23.8	23.3	22.3						
Master's College							20.4	22.9	18.9	12.0	15.8	14.5
Menno Simons Christian School	19.0	19.3	19.5	20.7	23.3	22.3	22.3	21.5	22.7			
Milo School	12.0	12.0	14.0	14.7	20.0	19.3	20.7	21.0	21.8			
Noble Central School	18.3	12.5	12.8	20.7	18.9	20.7	16.7	18.9	19.7	11.6	15.6	15.4
Picture Butte High School				37.0		9.0	24.6	25.0	22.0	14.2	15.1	16.3
R. I. Baker Middle School				18.1	22.3	22.0	21.1	22.8	25.0			
Sunnyside School	12.7	13.0	17.3	18.5	21.0	19.0						
Trinity Christian School		18.4	21.1		20.0	19.0		21.7	18.8			
Vulcan Prairieview Elementary School	15.1	17.0	21.8	19.9	19.9	19.7						
Total for Jurisdiction 2255	17.8	17.9	19.5	20.7	21.6	21.2	20.8	21.7	20.8	17.2	16.7	18.3

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded

Note:
This information has not been verified by Alberta Education and is subject to change.

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12/12/2013

Parental Involvement

Palliser Regional Schools encourages parental involvement in all our schools. Consultation with parents through school councils is ingrained in Palliser Administrative Procedures, including Administrative Procedure 102, 3 Year School Plan/Annual Education Results Report. This AP states that school plans and annual education results reports must be prepared by the principal in collaboration with staff, school council and, where appropriate, students.

Palliser's trustees regularly attend school council meetings across Palliser to engage parents.

Since the start of the 2012-2013 school year, Palliser has

been active on Twitter ([@PalliserSchools](https://twitter.com/PalliserSchools)) and Facebook (www.facebook.com/PalliserRegionalSchools), adding to the variety of tools the division uses to engage the public in matters of education. Palliser also shares information through a YouTube channel (<http://www.youtube.com/user/PalliserRegSch>).

In 2012-2013, the Board organized a meeting of school council representatives at three sites in the division, united by videoconference technology. This meeting was positively received as councils from the division were able to meet and share ideas and experiences.

Learn More

Palliser Regional Schools encourages our families and community partners to maintain an active interest in the operation of Palliser and our schools, whether through participation in school council or other methods. A great deal of Palliser information is shared publicly through our website, including Board agendas, minutes and highlights packages. As well, dozens of stories and photos about happenings in the division and our schools are regularly posted in the "News" section of our homepage at www.pallisersd.ab.ca. Updates to our website are also posted on Twitter and Facebook.

The Board holds regular meetings monthly, except for July. These meetings are open to the public. Most meetings are held at Palliser Education Centre in Lethbridge, although the Board holds four meetings a year in schools. Information about the Board and its meetings can be found on Palliser's website.

Our Central Office is located in Lethbridge at #101 3305 18 Avenue North. We are open from 8:15 a.m. to 4:30 p.m. Monday to Friday. Should you have questions, please call the office at 403-328-4111 or toll-free at 1-877-667-1234



Volunteers build a piece of equipment for the Brant Christian School's playground. The playground was built days after a flood devastated the communities of High River and Okotoks where many of the Brant families live.

