

Palliser Regional Division No. 26

Annual Education Results Report for 2017-2018
and
Three-Year Plan for 2018 to 2021

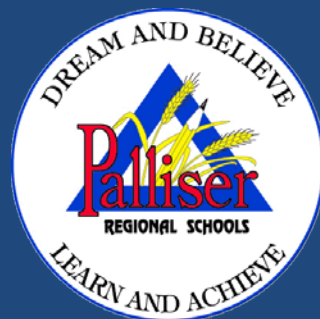


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Meet Our Trustees

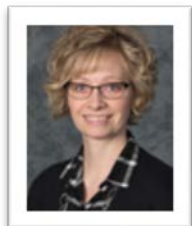
Board Chair Robert Strauss

Representing a rural area in Vulcan County west and south of Highway 23/24 that includes the Town of Vulcan, Village of Carmangay as well as the community served by Brant Christian School in Brant, Calgary Islamic School, Calgary Christian School, Heritage Christian Academy and Horizon Elementary School, all of Calgary. He was returned as Board Chair at the organizational meeting held in October 2018. Click [here](#) for a map of Ward 2, Subdivision 2, and the area he represents.



Vice-Chair Debbie Laturnus

Representing the Town of Coaldale, as well as the community served by Trinity Christian School in Calgary. Click [here](#) for a map of Ward 1, Subdivision 2, and the area she represents.



Alternate Vice-Chair Kristine Cassie

Representing the rural area of Lethbridge County including Coalhurst, Nobleford and Barons. Click [here](#) for a map of Ward 1, Subdivision 3, and the area she represents.



Trustee Lorelei Bexte

Representing 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 School, Horizon Elementary School and Menno Simons Christian School, all of Calgary. Click [here](#) for a map of Ward 2, Subdivision 1, and the area she represents.



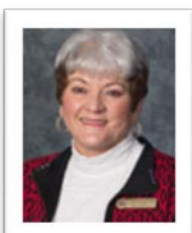
Trustee Don Boras

Representing Picture Butte and surrounding area, as well as Iron Springs and the communities served by Calgary Islamic Schools and Master's Academy & College, all of Calgary. Click [here](#) for a map of Ward 1, Subdivision 4, and the area he represents.



Trustee Sharon Rutledge

Representing the rural area at the south end of Lethbridge County, outside the City of Lethbridge and Town of Coaldale. Click [here](#) for a map of Ward 1, Subdivision 1, and the area she represents.



Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2018, for Palliser Regional Division No. 26 (Palliser Regional Schools) were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency 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.

On November 22, 2018, the Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2018-2019, 2019-2020 and 2020-2021.

Original Signed by Chair

Robert Strauss, Chair, Board of Trustees

Original Signed by Superintendent

Dave Driscoll, Superintendent of Schools



Foundation Statements

Mission Statement

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

Mandate

The primary mandate for Palliser Regional Schools is to:

- ❖ Educate all children in the school jurisdiction in an equitable manner.
- ❖ Encourage and motivate the progressive development of fundamental knowledge, skills and attitudes.
- ❖ Provide an educational program through a partnership of school, family and community, thereby preparing students academically, socially and emotionally to be responsible, caring and knowledgeable citizens.
- ❖ Provide quality life skill education to all students.
- ❖ Foster positive self-esteem in students, assisting them to complete their educational program and achieve personal goals.
- ❖ Create and maintain positive, safe and supportive learning environments.



Beliefs and Values

The Board of Trustees has endorsed the following values in order to have a well-functioning School Division: team work, empathy, integrity, respect, trust, responsibility and accountability should govern the interactions within the division and in relation to our internal and external interactions.

Vision

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. 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.

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:

- ❖ Make curriculum and instruction decisions guided by specific, clearly stated and challenging outcomes for each grade level and subject.
- ❖ 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.
- ❖ Provide an assessment system that monitors academic progress of individual students and produces timely feedback to enhance learning.
- ❖ Employ instructional strategies that recognize individual learning styles and that are inherently engaging.
- ❖ Engage in systematic processes of analysis of learning, goal setting and the implementation of change strategies for the continuous improvement of student learning.
- ❖ Embed curriculum so that all students will learn about the history and legacy of residential schools, along with a historical context and contemporary knowledge of First Nations Metis and Inuit peoples.



Leadership

In October of 2017, Palliser Regional Schools appointed a new Superintendent, Dave Driscoll. Under Dave's leadership, Palliser is emphasizing accountability, transparency and collaboration. The Senior Leadership Team is using the *Leadership Quality Standards* as the foundational document to shape decision making for the division. As a result, our administrators and senior division leadership are working closely to pursue excellence in the following areas:

- ❖ Promote, protect and champion the division's vision on a daily basis.
- ❖ Model excellence by challenging students and staff to aspire to the highest level of achievement.
- ❖ Commit to continuous improvement encouraging the ongoing professional development essential to improving schools.
- ❖ Practice shared decision-making by seeking input from affected stakeholders for key decisions.
- ❖ Monitor the implementation process around new curriculum.
- ❖ Develop a collaborative culture involving community, parents, employees and students.

Employees

Palliser Regional Schools believes that the quality of learning experiences students engage in is directly related to the employees. Therefore, 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:

- ❖ Collaborate to set and achieve high standards of student learning and achievement.
- ❖ Model caring and respectful behaviors.
- ❖ Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.
- ❖ Are conscious of individual student needs and respond to these needs in a timely and accountable manner.
- ❖ Model good citizenship and caring, respectful behaviours.

School Climate

Palliser Regional Schools 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. Employees will:

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

Community Relations

Palliser Regional Schools 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:

- ❖ 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.
- ❖ Develop a dialogue of communication focused on student learning and achievement.
- ❖ Partner with community members to provide resources – personnel, leadership, facilities, materials, equipment and time – enabling schools to offer programs of excellence.

Students

Palliser Regional Schools believes success in reaching its vision will be evident through the accomplishments, character and behavior of its students. Success will be measured by students who:

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

Palliser Regional Schools believes in the power of aligning goals so that every part of the system is working together toward a common vision.

To that end, Palliser's goals for 2018-2021 echo the goals of Alberta Education.

Students will be successful in working towards attaining their academic potential.

Our system will continue to support diverse learners and encourage whole child development.

Palliser will continue to recruit excellent teachers, school and school authority leaders.

Under the leadership of our recently appointed Superintendent and Senior Executives, Palliser will continue to build trust with teachers and encourage school cultures that embrace wellness for staff and students alike.

Palliser will continue to strengthen partnerships and look for opportunities to collaborate and build capacity.



A Profile of Palliser

Palliser Regional Schools was created on January 1, 1995. It is comprised of Lethbridge County and most of Vulcan County. Since 2006-2007, the division has also operated programs in Calgary. The Division's Central Office is located in Lethbridge and is governed by six elected Board of Trustees.

Palliser's geographical area stretches from just south of Lethbridge to the Bow River south of Calgary. As of fall 2018, the Division has approximately 8,494 students slightly up from the 2017 enrolment numbers of 8,265. Palliser serves students ECS through Grade 12 in 51 schools, including 5 outreach programs, 2 alternative Low-German Mennonite programs, 11 alternative faith-based schools, 17 Hutterite colony schools, an online school, Palliser Beyond Borders, Calgary Islamic Schools (Akram Jomaa and Omar Bin-Al-Khattab), Palliser's newest school, Horizon Leadership Academy, and the Palliser Alternative Outreach School in Calgary. Ten of Palliser's alternative faith-based schools are located in the City of Calgary.

Palliser employs about 1,642 individuals, including 575 certificated teaching staff and 521 non-certificated staff in full- or part-time roles (as of Fall 2018) and 546 substitute and casual employees.

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



Community	School	Grades
Arrowwood	Arrowwood Community School	ECS-9
Barons	Barons School (LGM Alternative)	ECS-6
Brant	Brant Christian School	ECS-12
Calgary	Calgary Christian School Elementary	ECS-6
	Calgary Christian School Secondary	7-12
	Calgary Islamic School AJ campus	ECS-12
	Calgary Islamic School OBK campus	ECS-9
	Heritage Christian Academy	ECS-12
	Horizon Leadership Academy	ECS-6
	Master's Academy	ECS-6
	Master's College	7-12
	Menno Simons Christian School	ECS-9
	Trinity Christian School	ECS-9
	Palliser Beyond Borders at Calgary	10-12
Carmangay	Carmangay Outreach School	7-12
Champion	Champion Community School	ECS-9
Coaldale	Jennie Emery Elementary School	ECS-4
	John Davidson School (LGM)	ECS-10
	Kate Andrews High School	9-12
	Palliser Beyond Borders at Coaldale	10-12
Coalhurst	R.I. Baker Middle School	5-8
	Coalhurst Elementary School	ECS-6
	Coalhurst High School	7-12
Iron Springs	Huntsville School	ECS-10
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
	Palliser Beyond Borders at Picture Butte	10-12
Sunnyside	Sunnyside School	ECS-6
Vulcan	County Central High School	7-12
	Palliser Beyond Borders at Vulcan	8-12
	Vulcan Prairieview Elementary School	ECS-6
Colony Schools	17 sites	ECS-9
All of Palliser	Home School Program	1-12
All of Palliser	Palliser Beyond Borders	10-12

Trends and Issues

Budget

Fiscal restraints on the Division as a whole, and looking for innovative ways to support student learning while being fiscally responsible. Identifying and aligning areas of Provincial funding to ensure that student needs are addressed.

School Leadership

Under Palliser's new leadership model, principals have been provided more autonomy to lead their schools with the support of Central Office Leadership including hiring staff, budget and school goals/priorities. This model differs from previous years when the decision model was centralized decision-making.

Student Achievement

Palliser saw a slight decrease in Diploma results and has put into place supports for school leadership and teachers to address the anomalies in student's results for the past year.

First Nations Metis and Inuit Education

Intentional focus on stronger and more intensified professional development for all staff. We continue to look at engagement and participation rates for all students. Early intervention supports being put into place for literacy gaps.

English Language Learners Students

The number of identified English language learner students is increasing significantly, now representing 36% of the student population. Continue to recognize the unique needs of English language learners in our system and provide specialized language support.

Building Leadership Capacity

The new *Leadership Quality Standards* is guiding our leadership development with intentional and targeted professional development for principals. Palliser is aware of the turnover rates in leadership levels and is focused on bringing stability into the Division.

Expanded Partnerships

Palliser continues to build and engage partnerships in all aspects of education with a variety of partners. Enhancing our relationships with external partners by sharing our knowledge and expertise.

Student Anxiety

Students within Palliser are seeing a marked increase in anxiety. Palliser has hired a Coordinator of Counselling to assist in developing additional mental health strategies to assist with student anxiety.

Student & Staff Wellness

There is a greater focus and commitment toward student and staff wellness. Palliser is becoming more intentional in our efforts in the implementation of internal wellness frameworks and partnering with external agencies.

Inclusion

Palliser continues to build an environment of inclusion where diversity is celebrated and all students are supported in their learning endeavours.

Student Population Changes

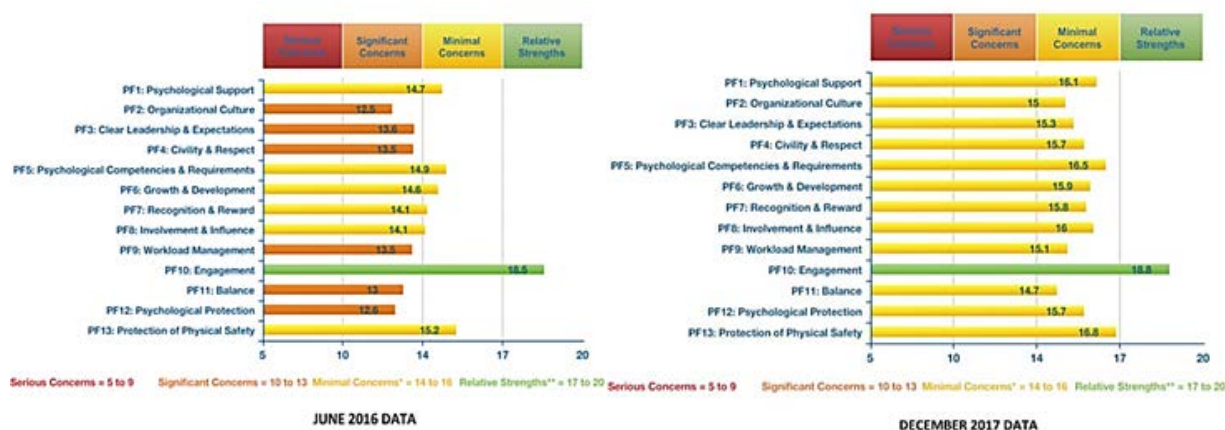
The trend within student populations within Palliser is seeing enrolment increases in certain schools, while other schools are in decline.

Summary of Accomplishments

New Leadership

Palliser Regional Schools has been led by Superintendent, Dave Driscoll, since October 2017. Under his new leadership, Palliser continues to make improvements to the safe and caring working environment for staff. Since undertaking the role of Superintendent, Dave Driscoll has appointed three Senior Executives; 1) Mike Nightingale, Chief Deputy Superintendent/Associate Superintendent, Human Resource Services, 2) Tom Hamer, Associate Superintendent, Learning Services and 3) Dexter Dufey, Secretary-Treasurer. This team guides the learning and work environment for all students and staff, and provides leadership to the Division consistent with Alberta Education's *Leadership Quality Standards*.

Data collected through the Guarding Minds at Work Survey through the Canadian Standards Association has indicated that Palliser's overall workplace climate has continued to improve. As per the attached graph, the June 2016 results show that 6 of the 13 categories of psychological wellness were areas of significant concern. Upon repeating the survey in December 2017 there were 0 of 13 categories of concern and furthermore, Palliser is now at or above the Canadian norms in all categories of psychological health.



First Nations Metis & Inuit Education

In an effort to further knowledge and understanding as put forth in the *Alberta Education Business Plan*, Palliser has prioritized First Nations Metis and Inuit education throughout the division primarily through professional development and supports for Indigenous students.

Palliser has held a number of sessions in 2017-2018 such as the Blanket Exercise, sessions for staff with prominent author, David Bouchard, and we have continued collaboration with local elders on school visits and at Division-wide events.

Student Achievement

Palliser outperformed the Province on 12 out of 16 measures on the 2017-2018 Accountability Pillar results. The learning environment throughout the Division focuses on teaching excellence and student learning.

Teacher Professional Development

Palliser's first-ever summit-style professional development was held in May 2017 with a focus on health and wellness. After the keynote speaker, teachers chose from a variety of sessions such as building student resilience, technology integration in the classroom, self-care, wellness and First Nations, Metis and Inuit reconciliation. The overall rating from the day was a 8.1 out of 10, which was one of the highest ratings to date. Due to this success, Palliser held two additional summit-style events; October 2017 and October 2018.

Building on the positive relationship with the local Alberta Teachers' Association Executive Team, a new Professional Development Committee was struck with the Board of Trustees. The goal of this committee is to shape plans for teacher professional development from both the teacher and division perspectives.



Student Leadership Program

Over 450 of Palliser's high school student leaders gathered in November 2017 to take part in a full day of leadership activities. Over the course of the leadership day, students heard a keynote speaker and participated in peer-led breakout sessions. These sessions led into school action planning time where students develop plans to improve their schools and communities. Over 75% of students attending said they gained an idea to better their school and/or community. One of Palliser's head student leaders, Shaye Pierson, won the STEAM scholarship in spring 2018 valued at \$25,000. Shaye credits her four years on Palliser's divisional student leadership team for providing her the confidence to become a positive change agent. Palliser also has an elementary student leadership program which saw over 300 elementary students from across the Division participate in a leadership

day in May 2018 with a keynote speaker and breakout sessions all geared towards inspiring our young leaders. Through this leadership program, two former leadership students have received prestigious scholarships; \$80,000 Schulich Leader and \$25,000 STEAM.

Dual Credit Agreements/Enhanced Student Learning Opportunities

Palliser has approximately 20 dual credit opportunities with post-secondary institutions in the Calgary and Lethbridge regions. Current partnerships with SAIT, Ambrose University, Bow Valley College, University of Lethbridge and others enhance student-learning opportunities for students at a post-secondary level. Students receive an advantage when entering college or university by already having credits on their record and thereby, decreasing their required post-secondary credits and providing cost savings. Programs include pre-employment trades training, Business, Engineering, Religion, Outdoor Education, Pharmacy Assistant and others.



Experiential Learning Week

Hundreds of high school students had the opportunity to experience alternative learning opportunities within the framework of the school day in May 2018. Students were given the opportunity to explore future careers or pursue their passion in fields such as photography, outdoor education, media arts, coding, culinary arts, welding and sports nutrition, to name a few. This learning week was done in partnership with SAIT and Lethbridge College.



Self-Regulation/Student Mental Health

Mental health issues are becoming more prevalent within our student population. According to the OurSCHOOL data provided at a jurisdictional level, we have levels of anxiety that are above the Canadian norms. To deal with increasing student anxiety, Palliser entered into a self-regulation pilot project with the Mehrit Centre based on the work of Dr. Stuart Shanker. The self-regulation model was effective in all five schools that participated. Palliser will be continuing to expand the self-regulation project into all schools over the coming years.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	91.4	91.6	91.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.3	79.9	80.6	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	92.0	91.5	91.5	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	3.2	3.7	3.1	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	82.8	78.7	82.5	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.7	82.7	82.0	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	29.1	27.8	28.6	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.6	83.7	85.1	83.7	83.0	83.0	Intermediate	Declined	Issue
	Diploma: Excellence	21.9	20.3	20.5	24.2	22.2	21.7	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	57.6	59.6	59.3	55.7	54.9	54.7	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	73.9	74.9	75.5	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.1	65.2	65.6	58.7	57.9	59.0	High	Maintained	Good
	Work Preparation	86.3	86.3	87.8	82.4	82.7	82.4	Very High	Declined	Good
	Citizenship	86.0	86.9	87.5	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	85.6	86.0	86.2	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.8	83.1	82.8	80.3	81.4	80.7	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Palliser Regional Div No. 26 (FNMI)			Alberta (FNMI)			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	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	2.7	4.4	6.0	4.8	5.8	6.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	72.7	*	52.1	53.3	53.7	50.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.3	60.5	64.6	51.7	51.7	52.0	Low	Maintained	Issue
	PAT: Excellence	13.5	2.6	7.6	6.6	6.7	6.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	74.2	87.9	87.9	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma: Excellence	12.9	15.2	15.2	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	36.4	*	26.0	24.4	21.8	21.2	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	50.0	*	n/a	35.9	34.2	33.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.2	42.6	55.7	33.0	31.8	32.8	Low	Maintained	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
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.

Improvement	Achievement				
	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)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.7	80.9	82.5	82.7	82.7	83.2	High	Maintained	Good	83.7	84.2	84.7
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	26.7	28.9	29.0	27.8	29.1	29.6	Very High	Maintained	Excellent	30.1	30.6	31.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Results

Palliser continues to outperform the Alberta provincial average in Grade 6 and 9 PATs scores in both the acceptable and excellence categories. Classroom teachers within Palliser have access to a variety of specialized services offered by our Central Office team. Supports for teachers include specialists in literacy, technology and behaviour which enhances teacher practice in successful teaching strategies in the classroom. Using the responsive professional development model Just-in-Time, Palliser provides classrooms supports and strategies to teachers. Building capacity within our system through supporting classroom teachers continues to improve teacher capacity which, in turn, translates to student success. Palliser also has a network of Learning Support Teachers in each school to provide classrooms strategies and interventions to teachers to assist at-risk students with academic success strategies.

Specific classroom supports include:

- ❖ Early learning interventions such as speech language pathologist and occupational therapists.
- ❖ Academic Wrap Around where a team of professionals meet to discuss student cases.
- ❖ Collaborative professional development for teachers.
- ❖ Learning Support Teachers capacity building; professional development on classroom accommodations and Level B assessments.
- ❖ Specialized assessments to support students and provide learning strategies for staff.

Teacher induction program for first year teachers that focuses on classroom strategies and interventions all with the mindset of student success.

Strategies for Coming Year

- ❖ Provide professional development for early learning educators in Hanen that is a specialized program for staff working with young children focusing on strategies for language delays.
- ❖ Palliser has initiated a collaborative direction with literacy and English language acquisition through a literacy and English Language Learners committees that will continually engage staff to guide a division literacy strategy.
- ❖ Continue early intervention programs such as speech and occupational therapists.
- ❖ Teacher-led collaborative groups focusing on PAT and Diploma preparation.
- ❖ Palliser will hold a Literacy Symposium for administrators and lead teachers that will focus on information sharing and classroom best practices.
- ❖ Palliser has six teachers that were nominated to the Provincial PAT working group.

- ❖ Improve access to technology for students and staff through a Division-wide Chromebook deployment in fall 2018. The goal is to have a student to device ratio of 2:1 by 2020.
- ❖ Revise the School Goals process to allow the school principal more input and autonomy into not only their individual school goals, but the system as a whole. This new School Goals approach provides each school administrative team the opportunity to have an open dialogue with Central Office Senior Executives on celebrations, priorities and challenges specific to their sites.



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.2	86.7	85.0	83.7	81.6	82.1	Intermediate	Declined	Issue	81.6	82.1	82.6
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.1	19.8	21.5	20.3	21.9	22.4	High	Maintained	Good	22.9	23.4	23.9

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	85.4	84.0	84.8	78.7	82.8	83.3	Very High	Maintained	Excellent	83.8	84.3	84.8
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	2.6	3.1	3.7	3.2	3.0	High	Maintained	Good	2.9	2.8	2.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	66.8	67.3	64.2	65.2	64.1	64.6	High	Maintained	Good	65.1	65.6	66.1
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	76.1	74.9	73.9	75	n/a	Maintained	n/a	76	77	78
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	55.2	60.3	58.1	59.6	57.6	58.1	High	Maintained	Good	58.6	59.1	59.6

Results

Palliser continues to achieve high and very high results in the categories above, with the exception of Diploma acceptable rates that are slightly lower than the Provincial average. The cause of our decline were attributed to the Diploma Math and Science results. Palliser is putting into place strategies for improvements such as targeted supports for teacher and student capacity building in Math and Science, design thinking for high school administrators and sharing of best practices throughout our high schools. Palliser has been consistently maintaining a high level of achievement in terms of the Standard of Excellence on our diploma results.

Palliser continues to achieve high ranking for high school completion rates, dropout rates, transition to post-secondary, Rutherford scholarship eligibility and writing four or more Diploma exams within three years of entering Grade 10. We continue to encourage students to take a variety of subjects and strive for excellence in all aspects of their schooling.

Strategies for Coming Year

- ❖ Palliser's focus is on increasing student engagement through curricular and instructional practice change. Teachers are being encouraged to engage students through opportunities such as experiential learning week, understanding by design lesson/unit creation and a variety off-campus programming.
- ❖ Professional collaborative session for teachers on designing high school student lessons.
- ❖ Palliser has expanded our high school grades in two schools to encourage our Low German Mennonite students to complete their high school diploma.
- ❖ Intentional mentorship for administrators that focuses on school and personal growth that employs generative dialogue for goal setting. Central Office leaders lead this process to provide a support network for an administrative group that is relatively young in terms of experience.

- ❖ Restructuring of administrator meetings to embed purposeful professional development as a portion of the meeting. This includes regular opportunities to share best practices in schools through activities such as collaborative educational conversations and celebrating school successes.
- ❖ Palliser Regional Schools is seeking collaborative opportunities for capacity building through a multi-jurisdictional lens. We are seeking out opportunities to work with other school divisions that have similar divisional priorities, such as student leadership, curriculum implementation and health and wellness initiatives.
- ❖ Palliser is actively seeking grants to support mental health initiatives and student success. We intend to partner with The Wellness Fund, Alberta Health Services, Alberta Education, Innovation in First Nations Education, Family and Community Support networks, Royal Bank, KPMG amongst many others. The proceeds from these grants will be used to support student and staff wellness through classroom supports such as professional development, resources and special events to encourage and inspire our students.
- ❖ Palliser is emphasizing creative and engaging instructional methodologies through design thinking professional development for administrators for schools, with an emphasis on our high schools.
- ❖ Palliser staff continue to mark Provincial Diploma exams as a form of professional development.
- ❖ Palliser is thinking forward by engaging teachers in dialogue around new curriculum implementation for K-4 schools and emphasizing concept based lesson planning for all teachers from K-12.
- ❖ Palliser is engaging our administrators and teachers on disciplinary literacy focus with an emphasis on high schools.
- ❖ Palliser has hired a Coordinator of Counselling to address the significant mental health issues we are facing in our student population. This has allowed the Director of Inclusive Education more time to focus on assessment, learning and self regulation.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.9	88.6	87.1	86.9	86.0	86.5	Very High	Declined	Good	87.0	87.5	88.0
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.	90.8	88.3	88.9	86.3	86.3	86.8	Very High	Declined	Good	87.3	87.8	88.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Results

We have maintained a very high achievement rate in both citizenship, work preparation, and continue to be above the Provincial average. Although this graph shows a slight decline from previous years, the achievement is still in the very high category.

Palliser continued to provide student leadership opportunities both high school and elementary students through its Student Leadership Program. Over 450 high school students and 300 elementary students participated in leadership activities, with the mindset of improving their schools and communities. The project was successful as 75% of the students who participated said they took away at least one idea to improve their school and community. This leadership program has also been successful from a scholarship standpoint as well. Many of our leadership graduates are the recipients of prestigious scholarships due to their inspirational work.

Mental health first aid training was provided to school administrators and health champions within Palliser. As a result of this training, staff were better equipped to recognize mental health trends and provide assistance to students and staff to access school and community resources.

Palliser and Ever-Active Schools began a physical literacy mentorship project in five of our schools. Ever Active Schools encouraged our teachers to create student-led activities, outdoor classrooms, physical literacy education, a lending library and inclusive physical education practices to create more movement and well being in their schools. The partnership has provided teachers and students with education around the importance of physical activity and movement that they will use well beyond their school age years.

Strategies for Coming Year

- ❖ Continue to pursue professional development on digital citizenship for teachers to better equip them in teaching safe and responsible use for all. Mike Ribble, a renowned digital citizenship expert, will be providing professional development to Palliser staff in early 2019.
- ❖ Strengthening our district wide Student Leadership Committee Program and soliciting input from K-12 stakeholders.
- ❖ Continue to expand our collaborative professional development opportunities to include support staff.
- ❖ Use Alberta's K-12 ESL benchmarks to identify English language learners and to guide instructional teaching practices and align additional supports.
- ❖ Expand on dual credit programs with post-secondary institutions to provide more opportunities for students to develop their skills and explore post-secondary options.
- ❖ Continue to focus on workplace preparation for students by hiring two Off-campus Coordinators who are responsible for dual credits, Registered Apprenticeship Program (RAP) and work experience that encourages students to pursue their career and educational goals.

- ❖ Continue to develop CTF and off campus programs for upper elementary and middle school grades to ease their transitions and encourage them to think about future options.
- ❖ Implement a mentorship program between schools, building leaders and developing skills and role models.
- ❖ Furthering our wellness framework to embed wellness into all aspects of Palliser to positively impact teacher practice and student learning.
- ❖ Strengthen our health champion network to create individual school action plans based on the comprehensive school health model.
- ❖ To share our knowledge and expertise, Palliser staff and students will be presenting at the Shaping the Future conference in Lake Louise sponsored by Ever Active Schools in early 2019.
- ❖ Expansion of the Nutrition Program from 3 schools to 8 schools. This will increase the amount of nutritious meals and nutrition education from 300 to 1,100 students within our Division.
- ❖ Central Office Leadership leading professional development on fostering effective relationships and cultures of wellness within their schools. This will support our administrators with *Leadership Quality Standards* and *Teacher Quality Standards* well-being by fostering effective relationships.
- ❖ Continue to provide training for staff on responsible use of technology and internet safety.
- ❖ Completing the installation of video surveillance cameras in all of our schools.



Blue Team – Student Conference, University of Lethbridge

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	77.2	77.2	75.8	78.2	77.3	77.8	n/a	n/a	n/a	78.3	78.8	79.3

Results

Palliser has expanded the ability for high school students to make informed choices about potential careers through introducing a variety of dual credit courses with post-secondary institutions. Dual credit courses with post-secondary schools offer students the opportunity to take college/university credit courses, while also earning high school credits. The emphasis on off campus education has spread beyond dual credit and also includes Registered Apprenticeship Program (RAP), work experience and green certificate programs to provide a hands-on educational experience for students. Career and Academic Counsellors support students by providing information on career options for post-secondary studies.

Palliser continues to excel in its Student Leadership Program as over 750 Palliser students attended leadership conferences from grades 4-12. The leadership skills developed during these days will serve our students well beyond their formative learning years. Several of our Palliser leadership students have won prestigious scholarships; in particular Andrew teLinde received an \$80,000 Schulich Leader scholarship and Shaye Pierson received the \$25,000 STEAM scholarship. Schools within Zone 6 have an interest in partnering with Palliser for the high school student leadership day next year.

Strategies for Coming Year

- ❖ Continue to focus on workplace preparation for students by hiring two Off-campus Coordinators who are responsible for dual credits, Registered Apprenticeship Program (RAP) and work experience that encourages students to pursue their career and educational goals.
- ❖ With over 20 dual credit opportunities with post-secondary institutions, Palliser is expanding opportunities to engage students in their areas of interest beyond high school, while earning credits in both high school and college/university.
- ❖ Strengthening our district wide Student Leadership Committee Program and soliciting input from K-12 stakeholders.
- ❖ Expand Palliser's Student Leadership Program into Zone 6 school districts.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	68.8	*	60.5	67.3	68.3	Low	Maintained	Issue	68.8	69.3	69.8
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).	*	12.5	*	2.6	13.5	14.0	Intermediate	Maintained	Acceptable	14.5	15.0	15.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	84.2	*	*	87.9	74.2	76.0	Low	Maintained	Issue	76.5	77.0	77.5
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.5	*	*	15.2	12.9	13.5	Intermediate	Maintained	Acceptable	14.0	14.5	15.0

Results

Palliser conducted a Division-wide analysis of literacy achievement and overall achievement for student cohorts to identify trends. Increased professional development opportunities were offered for all staff: The Division held numerous workshops and a Collaborative keynote speaker specific to Indigenous perspectives and education to increase knowledge and awareness. As well, Blackfoot Elders and Indigenous partners attended school and division events. Palliser received the Building Collaboration and Capacity in Education grant to support cultural awareness and professional development activities. There was continued and significant increases in self-declaration of students in 2017-2018.

Strategies for Coming Year

- ❖ Using the data collected last year, administrators will identify student trends and will put plans in place for literacy achievement to address gaps. Continue to use PowerSchool and Dossier to better produce school-level data for administrators.
- ❖ Continue to partner with Elders and indigenous partners at prominent events to promote and foster a better understanding of the First Nations Metis and Inuit cultures.
- ❖ Through the Innovation in First Nations Education grant, additional supports for early learning literacy and numeracy acquisition.
- ❖ There will be additional staff support for First Nations students as they transition to Grade 1 and building cultural awareness opportunities for staff and students.
- ❖ Increased engagement with indigenous partners through liaisons and division-sponsored opportunities to collaboratively support student success.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	50.0	52.1	*	*	72.7	73.2	Intermediate	Improved	Good	73.7	74.2	74.7
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.2	9.4	4.0	4.4	2.7	2.5	Very High	Maintained	Excellent	2.4	2.3	2.2
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	68.8	42.6	45.2	45.7	Low	Maintained	Issue	46.2	46.7	47.2
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	*	*	50.0	60.0	n/a	n/a	n/a	60.5	61.0	61.5
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	16.7	26.0	*	*	36.4	37.0	Low	Maintained	Issue	37.5	38.0	38.5

Results

Palliser Regional Schools will continue to focus on student health, wellness, and leadership. The data from the 'Our School' surveys provides insight as to how best understand underlying trends and to support all students including our First Nations, Metis, and Inuit students. Collaborative repositories were created and shared with staff to contribute and share curricular and literary resources that support First Nations, Metis, and Inuit perspectives.

Strategies for Coming Year

- ❖ Increased engagement with indigenous partners through liaisons and division-sponsored opportunities to collaboratively support student success.
- ❖ Continue to partner with Elders and indigenous partners at prominent events to promote and foster a better understanding of the First Nations Metis and Inuit cultures.
- ❖ Through the Innovation in First Nations Education grant, additional supports for early learning literacy and numeracy acquisition.
- ❖ Continued professional development in partnership with a variety of shared professional development and learning opportunities.
- ❖ Continued emphasis on the *Teaching Quality Standards* and *Leadership Quality Standards* and provide opportunities for teachers to increase their knowledge and understanding of First Nations Metis and Inuit peoples.
- ❖ Embed curriculum so that all students will learn about the history and legacy of residential schools, along with a historical context and contemporary knowledge of First Nations Metis and Inuit peoples.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	93.5	92.1	91.2	91.6	91.4	92.0	Very High	Maintained	Excellent	92.5	93.0	93.5

Results

Palliser continues to be above the Provincial average for safe and caring learning environments and is in the excellent category as shown above. Specifically:

- ❖ Palliser's Safe and Caring Learning Environment Policy was revised to become more inclusive for all students by incorporating the LGBTQ+ policy updates as required by Alberta Education. School staff support students and an inclusive community accepting of all students is encouraged in Palliser schools.
- ❖ To support our cultural diversity, the Division employs a Low German Mennonite Liaison, Siksika First Nations Liaison and supports for Islamic schools.
- ❖ Collaborative professional teams meet to discuss strategies for at-risk students.
- ❖ The Division implemented *SIVA (Supporting Individuals through Valued Attachments)* training and now has approximately 200 staff trained in this safety program. The SIVA program trains staff on how to deal with students with challenging and complex behaviours; de-escalating behaviours and how to safely manage interactions.
- ❖ Palliser is part of the Southwest VTRA (Violence Threat Risk Assessment) Protocol. Training is held annually for administrators to recognize and react to at-risk student behaviours and bring in supports to assist student(s).
- ❖ Annually parents are provided a letter stating that Palliser has a zero tolerance for any type of student bullying behaviours.
- ❖ Self-regulation pilot was successful in five of Palliser schools, with administrators reporting the benefits to students who used the self-regulation techniques.

Strategies for Coming Year

- ❖ Supporting teachers and Principals with new *Leadership and Teaching Quality Standards* related to inclusion - Palliser is embedding these standards into our framework.
- ❖ Hired Coordinator of Counselling for greater Family School Liaison Counsellor support and supervision. Support student safety through Violence Risk Threat Assessment (VTRA) process.
- ❖ Palliser is part of a multi-jurisdictional VTRA protocol creating a common procedure for dealing with at-risk student behaviours.
- ❖ Collaboration with Barons-Eureka Family and Community Support Services to hire a Family Coordinator in that area.
- ❖ Partnering with the Coaldale Family and Community Support Services, Palliser will receive a \$60,000 grant to hire mental health staff for this region.
- ❖ Participating in a regional pilot project with Southwest Regional Collaborative Services Delivery that will have that organization serve as a hub for complex student cases to share knowledge and expertise through this forum.

- ❖ Enhancing process for students with violent tendencies to increase student and staff safety.
 - ❖ Continued professional development with Learning Support Teachers to build inclusive strategies and school culture.
 - ❖ Building on the success of the self-regulation pilot, Palliser will be expanding this project into all schools.
 - ❖ Continue to offer SIVA training for staff.
- Continue to upgrade Palliser sites to ensure accessibility for all students.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.



Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	83.3	82.0	79.8	79.9	80.3	80.8	High	Maintained	Good	81.3	81.8	82.3

Results

Palliser strives to continue its excellent teaching and student learning results as shown in the *Alberta Education Accountability Pillars*. This year, Palliser outperformed the Provincial average in 12 out of 16 categories.

The Division continues to hire excellent teachers and supports them in the Palliser teaching practices by offering a Teacher Induction Program for first year teachers that helps them through their first year. This forum provides an opportunity for first year teachers to learn more about best practices in teaching, provides a forum for peer-to-peer connections and support from the Central Office Team.

Palliser continues to build capacity and support new administrators through an Administrator Induction Mentorship Program that meets quarterly. This program provides supports to new administrators providing a forum for dialogue and information sharing through their first year in a leadership position within the school.

Over the past year, Palliser has had a new Senior Executive Team appointed. Through this new leadership style, teachers and staff feel they have a safe and supportive teaching and learning environments, as noted in the Canadian Psychological Standards survey. Principals have been provided more autonomy under this new leadership model, providing administrators the opportunity to make more site-based decisions versus the previous centralized decision-making model. Palliser provided a summit-style professional development day for teachers and support in October 2017, and as a result of the resounding success, offered another summit in May 2018. By offering teachers and support staff a variety of professional development sessions, they can tailor professional development opportunities to suite their own needs. The Board of Trustees and Local ATA Executive formed a new Professional Development Committee to look at the overall structure and professional development offerings for teachers.

Continued collaboration and engagement in the high school design-thinking model to re-envision teaching curriculum and modalities for high school studies.

Student leadership has become part of Palliser's framework where students are provided top-notch leadership training with a goal to better their schools and/or communities. One of the student leaders, Shaye Pierson, won a prestigious \$25,000 STEAM scholarship to pursue post-secondary studies and



she credits her time in the Student Leadership Program to her success. For 2018-2019, Southern Alberta schools in Zone 6 will be taking part and this is a testament to Palliser's leadership program.

Strategies for Coming Year

- ❖ Palliser has appointed a new Senior Executive Team over the past year and is remodelling the structure for decision making in the division. The Senior Team is committed to intentionally integrating the new *Leadership Quality Standards* and *Teaching Quality Standards* to guide the decision making process and grow leadership capacity within the division.
- ❖ Continue to offer the programs for newly appointed teachers and administrators; Teaching Induction Program and Administrator Induction Program.
- ❖ Work will begin on concept based instruction/curriculum to accommodate the transition to new curriculum changes.
- ❖ In the next school year, Palliser will hold a Design Thinking Symposium for administrators and teachers as part of the high school curriculum restructuring process.
- ❖ With over 20 dual credit opportunities with post-secondary institutions, Palliser is expanding opportunities to engage students in their areas of interest beyond high school, while earning credits in both high school and college/university.
- ❖ Continue to offer Palliser innovation grant for teachers looking to integrate new technologies into their instructional teaching model.
- ❖ Continue to integrate of elders into prominent events to promote and foster a better understanding of the First Nations Metis and Inuit cultures.
- ❖ Intentional mentorship for administrators that focuses on school and personal growth that employs generative dialogue for goal setting. Central Office leaders lead this process to provide a support network for an administrative group that is relatively young in terms of experience.
- ❖ Restructuring of administrator meetings to embed purposeful professional development as a portion of all meetings. This includes regular opportunities to share best practices in schools through activities such collaborative educational conversations and celebrating school successes.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	85.9	84.5	80.8	83.1	81.8	83.0	Very High	Declined	Good	84.0	85.0	86.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.4	87.5	85.1	86.0	85.6	86.0	Very High	Maintained	Excellent	86.5	87.0	87.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.7	92.5	90.5	91.5	92.0	92.5	Very High	Maintained	Excellent	93.0	93.5	93.5

Results

Palliser continues to demonstrate very high levels of achievement in the categories above. The Board of Trustees has placed emphasis on creating a culture that is more transparent, collaborative and responsive to the unique needs of the school communities we serve. The Board of Trustees has become more engaged with our community stakeholders through collaborative discussions by visiting schools and attending community and school council meetings. Embracing a new style of leadership was a priority for the Board when they appointed a new Superintendent in October 2017. Since then Palliser has seen significant improvements in terms of the Psychological Health and Safety of our employees (as seen on through measures on the Guiding Minds @ Work survey).

[LINK TO VIDEO FROM COALHURST GRADUATING STUDENT TO STAFF](#)

Strategies for Coming Year

- ❖ Palliser will be establishing a retreat with Central Office Leadership, Principals and the Board of Trustees to reassess and determine division priorities and goals using data informed practices.
- ❖ Ongoing revising and updating Board and administrative policies and procedures.
- ❖ Reframing the school goal process to provide our Administrators with greater autonomy and accountability in establishing their school priorities.
- ❖ Focus on building capacity with school Administrators through a collaborative coaching model.
- ❖ Forming a Staffing Allocation Committee to increase transparency in the process.
- ❖ Continued revision and updating of Division Administrative Procedures
- ❖ Increasing the amount of professional development for administrative assistants for financial processes and student information management systems.

Notes:

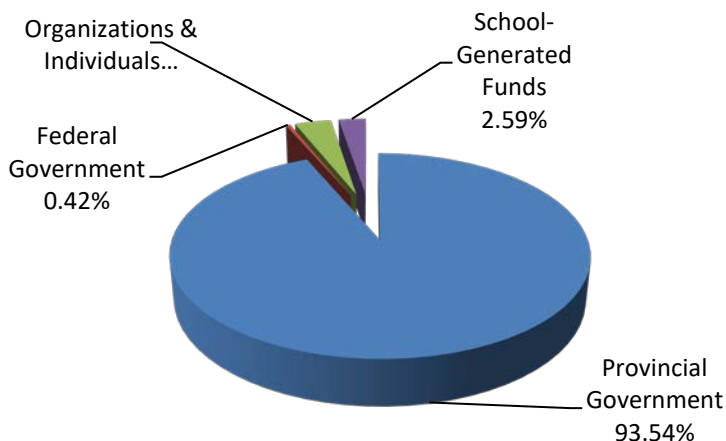
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

[Palliser Financial Information ONLINE](#)

Summary of Financial Results

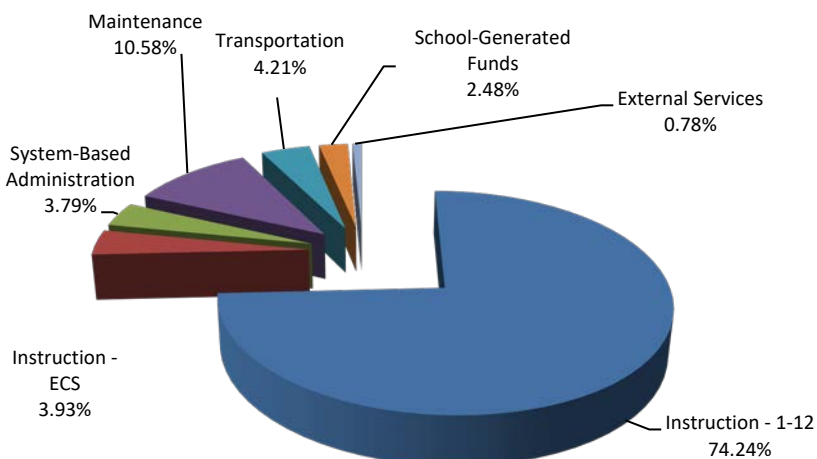
Revenues	\$96,378,658	
Provincial Government	\$90,151,779	93.54%
Federal Government	\$409,126	0.42%
Organizations & Individuals	\$3,322,513	3.45%
School-Generated Funds	\$2,495,240	2.59%

Revenues 2017-2018



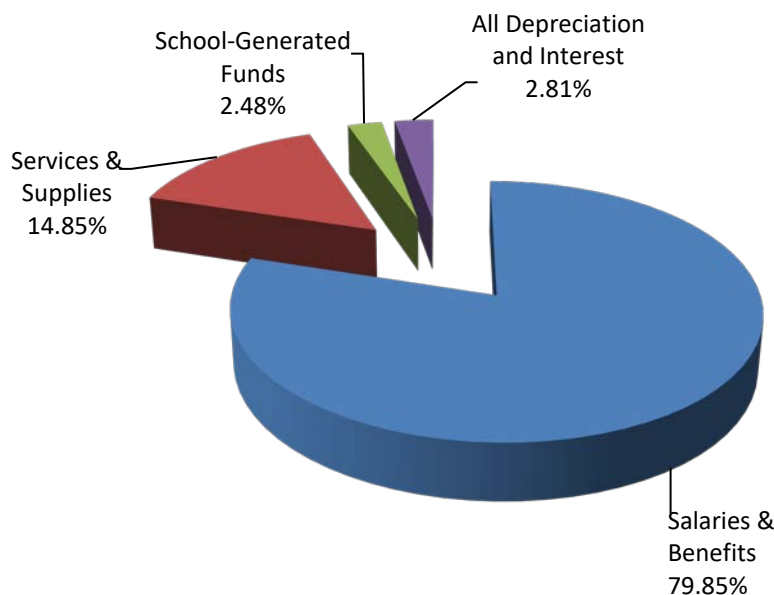
Expenditures	\$98,166,419	
Instruction - 1-12	\$72,874,075	74.24%
Instruction - ECS	\$3,857,372	3.93%
System-Based Administration	\$3,720,725	3.79%
Maintenance	\$10,389,316	10.58%
Transportation	\$4,129,505	4.21%
School-Generated Funds	\$2,434,436	2.48%
External Services	\$760,990	0.78%

Expenditures by Department, 2017-2018



Expenditures by Object	\$98,166,419	
Salaries & Benefits	\$78,389,245	79.85%
Services & Supplies	\$14,580,839	14.85%
School-Generated Funds	\$2,434,436	2.48%
All Depreciation and Interest	\$2,761,899	2.81%

Expenditures by Object - 2017-2018



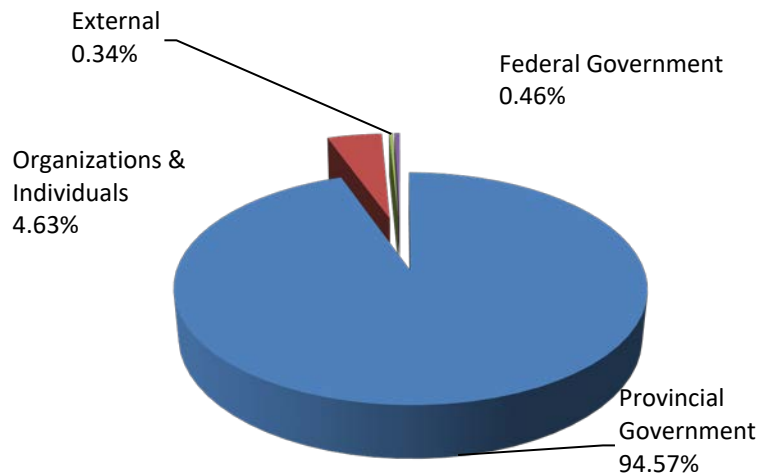
- ❖ For a copy of Palliser's Audited Financial Statement for the 2017-2018 school year, please visit the Trustees section of the Palliser website, under [Planning and Reporting](#)
- ❖ Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.
- ❖ Audited financial statements for all jurisdictions are posted on Alberta Education's website at <https://education.alberta.ca/financial-statements/school-jurisdictions/>
- ❖ For information on school generated funds and their use please contact Secretary-Treasurer. Dexter Durfey at dexter.durfey@pallisersd.ab.ca



Budget Summary

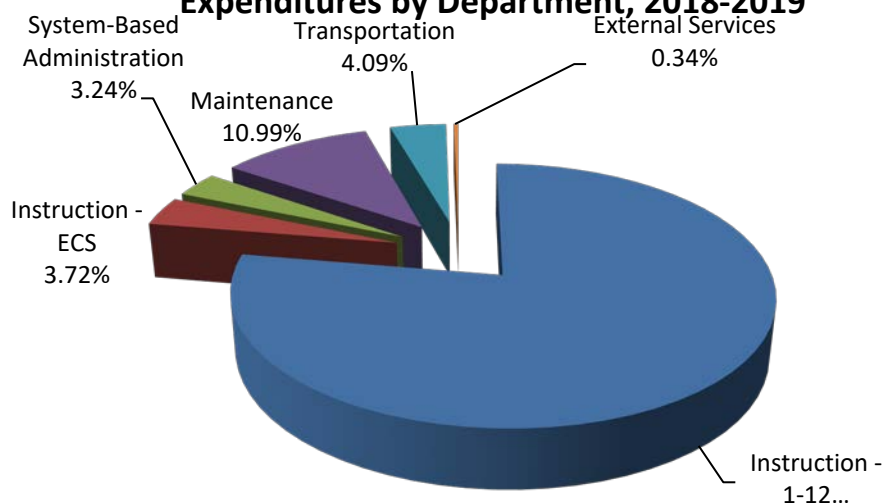
Revenues	\$97,377,576	
Provincial Government	\$92,090,143	94.57%
Organizations & Individuals	\$4,507,591	4.63%
External	\$329,842	0.34%
Federal Government	\$450,000	0.46%

Revenue 2018-2019



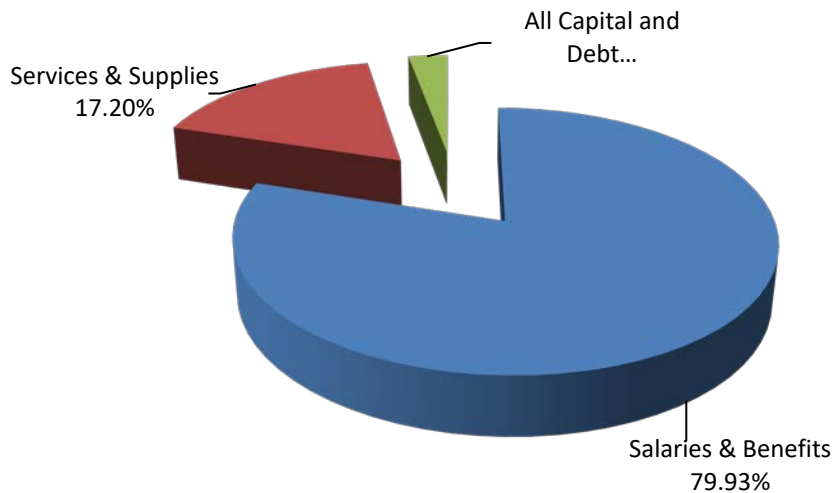
Expenditures	\$97,377,576	
Instruction - 1-12	\$75,592,935	77.63%
Instruction - ECS	\$3,622,442	3.72%
System-Based Administration	\$3,150,760	3.24%
Maintenance	\$10,698,003	10.99%
Transportation	\$3,983,594	4.09%
External Services	\$329,842	0.34%

Expenditures by Department, 2018-2019



Expenditures by Object	\$97,377,576	
Salaries & Benefits	\$77,830,109	79.93%
Services & Supplies	\$16,745,393	17.20%
All Capital and Debt	\$2,802,074	2.88%

Expenditures by Object - 2018-2019



Fall Budget Summary for 2018-2019 School Year

- ❖ The Board of Trustees approved a balanced budget for 2018-2019.

Budget Assumptions:

- ❖ Salaries have been increased to reflect grid increments earned by staff.
- ❖ Benefit rates have been kept the same as in 2015-2016.
- ❖ Average teacher salary cost is \$107,000, including benefits.
- ❖ The budget summary is available on Palliser's website in the Trustees, Planning and Reporting Section at <http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.



Capital and Facilities Projects

Over the past year Palliser Administration and Plant Operations and Maintenance has undergone significant changes in leadership and with that new leadership has come a new perspective on the Capital and the current condition of the physical facilities in Palliser.

There has been a large amount of Infrastructure, Maintenance, Renewal (IMR) funds used to upgrade the exterior appearance of several schools including paving, landscaping and improved playground, sports fields, and perimeter fencing. Palliser intends to continue this work over the next several years to enhance the curb appeal of our buildings as showpieces in the communities.

Ferrari Westwood Babits Architects (FWBA) were contracted to provide a renewed 3 and 10 year capital plan that reorders the capital priority list. The list in priority order is summarized below:

1. Coaldale Schools Solution
2. County Central High School
3. Coalhurst High School
4. Coalhurst Elementary
5. Sunnyside School

Over the last 10 months there has been several developments in the area of Capital Projects as summarized below:

- ❖ The Noble Central School modernization project has been completed and the grand re-opening was held November 15, 2018
- ❖ The Huntsville Replacement School has proceeded to tender and contractor should be named prior to the New Year. This project is slated for completion prior to the beginning of the 2020/2021 school year.
- ❖ Work on the new capital priority project aptly named the "Coaldale Schools Solution" has also proceeded very well. In the late spring of 2018 a community meeting was held describing the need for a grade reconfiguration in Coaldale and the desire to build a new 7-12 school with capacity for 800 students. In addition the Town of Coaldale has provided a 20 acre parcel of land to house this new plant as well as they have committed to provide an additional \$10 million dollars to build an attached Recreation Centre on the same property. In October of 2018 a Value Scoping Session was held in Coaldale with community leaders, ministry leaders, school board, town council and school leaders to consider the various alternatives. The session was well attended and the recommendations will be forwarded to Alberta Education and Infrastructure for consideration for approval of this project.
- ❖ In the coming months FWBA will be tasked with completing the Capital Plan so that is provides a priority order that includes all of the current facilities in Palliser.
- ❖ [LINK TO CAPITAL PLAN](#)

Parental Involvement

- ❖ Palliser Regional Schools encourages parental and community involvement in all schools. Consultation with parents/guardians through school councils is ingrained in Palliser Administrative Procedures, including [Administrative Procedure 102](#) Three Year School Education Plan which states school plans and results must be prepared by the principal in collaboration with staff, school council, and where appropriate, students.
- ❖ Palliser Trustees are committed to working with school councils, and they regularly attend school council meetings across the division.
- ❖ Parents/guardians are a key stakeholder group that is consulted in depth during school reviews. In 2016-2017, 4 school reviews were conducted. As part of those reviews, parents/guardians attended focus group sessions where they could talk face-to-face with someone from Central Office administration about their school. In addition, all parents/guardians are invited to provide feedback through online surveys.
- ❖ Palliser continues to use its website and social media to engage stakeholders as well. The public can connect with Palliser on Twitter (@PalliserSchools) and Facebook (<https://www.facebook.com/PalliserRegionalSchools>). Palliser's website allows the public to comment on news stories, as another way to connect and offer feedback. Palliser also invites the public to subscribe to a weekly email newsletter offering links to new content on the division website and online information from other groups, including Alberta Education. To subscribe, please visit our homepage at www.pallisersd.ab.ca.

Timelines and Communication

- ❖ 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. Palliser information is shared publicly through our website, including Board of Trustee 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.
- ❖ The Board of Trustees holds regular meetings monthly, except for July. These meetings are open to the public. Meetings are held at Palliser Education Centre in Lethbridge.
- ❖ This Annual Education Results Report and Three-Year Education Plan is posted on Palliser's website and can be downloaded as a PDF. Previous year's reports and plans are also posted online and can be accessed by visiting the About Us → Documents section of our website. Paper copies are available by calling Central Office.
- ❖ Palliser Central Office is located in Lethbridge at #101 3305 18 Avenue North. The office is open from 8:00 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.

Whistleblower Protection

- ❖ In keeping with Alberta's Public Interest Disclosure (Whistleblower Protection) Act and Palliser's [Administrative Procedure 407](#), Public Interest Disclosure Act (Whistleblower Protection), the Associate Superintendent Human Resources is the division's designated officer. In 2017-2018, he received no disclosures of wrongdoing and, therefore, he commenced no investigations.
- ❖ Palliser's administrative procedure can be found online using the hyperlink above or by visiting <http://www.pallisersd.ab.ca/about-us/procedures/796>.

