

# The Palliser School Division

## ANNUAL EDUCATION RESULTS REPORT 2019-2020 AND THREE-YEAR PLAN 2020-2023

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## Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing September 1, 2020, for The Palliser School Division was prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 an Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

On November 24, 2020, the Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020-2021, 2021-2022 and 2022-2023.

Original signed by Chair

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Robert Strauss, Chair, Board of Trustees

Original signed by Superintendent

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Dave Driscoll, Superintendent of Schools

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## 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.

### Vision

Palliser School Division 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.



## A Profile of the School Authority

Palliser's geographical area stretches from Coaldale to Calgary, Alberta. As of fall 2020, the Division currently has approximately 8,391 students. Palliser serves students in ECS through Grade 12 in 51 schools, including 3 outreach programs, 2 alternative Low-German Mennonite programs, 11 alternative faith-based schools, 17 Hutterite colony schools, and an online school, Palliser Beyond Borders. Ten of Palliser's alternative faith-based schools are located in the City of Calgary.

Palliser employs approximately 1,509 staff members in full-time, part-time and casual positions.

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:

1. fostering effective relationships
2. modelling commitment to professional learning
3. embodying visionary leadership
4. leading a learning community
5. supporting the application of foundational knowledge of First Nations, Metis and Inuit
6. providing instructional leadership
7. developing leadership capacity
8. managing school operations and resources
9. understanding and responding to the larger societal context





## Trends and Issues

### COVID-19

As with all schools in Alberta, Palliser School Division has been challenged by the ever-changing impact of COVID-19. We are proud of the work we have done to prepare our schools, engage stakeholders and monitor COVID-19 within our division. The fluidity of COVID-19 and the evolving changes in practice has kept our administrators, teachers and staff busy since the pandemic began in March 2020.

### Increased Online Supports to Students through Palliser Beyond Borders

Palliser's online high school, Palliser Beyond Borders, was expanded to include Kindergarten to Grade 9, giving parents an added choice when it comes to their children's education during the pandemic. Palliser also offered parents the flexibility to change their minds with two weeks' notice to return to in-person classes or join online classes throughout the 2020-2021 school year.

Palliser also expanded our learning options for our students and expanded online core course options for other school divisions, including Tween Valley Christian School. Palliser has also been in talks with other school divisions and private schools to provide online education to their students. We anticipate the increased demand for online programming and at home learning will persist for the foreseeable future. We continue to adapt the programming to optimize teaching and learning, incorporation of technological advances and responding to research findings.

### Mental Health & Wellness

Through surveys and staff feedback we continue to see increased demand for mental health supports across the division. Palliser has strategically aligned our mental health team to support students and their families during COVID-19 and has added three more members to our team this year. We continue to expand the number of Making Connection Workers to support mental health promotion with both students and families. Additionally Palliser continues to focus on mental health for staff through staff professional learning opportunities.



### **First Nations Metis & Inuit Education**

We continue to see an increase in the number of self-declared Indigenous students. Palliser has increased our focus on professional development for all staff related to First Nations, Metis, and Inuit content and perspectives across all subjects and contexts. We continue to look at engagement and participation rates for all students and focus on early intervention support to address the literacy needs of young learners.

### **Literacy & Numeracy**

Literacy and Numeracy continue to be a focus in Palliser across all subjects. We will continue to create opportunities for students to engage in literacy and numeracy learning that allows for student choice, authenticity and shared learning experiences.

### **Capacity Building in Palliser's School Leadership**

Palliser has increased support for school leadership resulting in increased retention of school administrators throughout the division. Our school administrators are encouraged to collaboratively develop their instructional leadership practices and we have identified the need to establish a robust mentorship program for school administration.

### **Elimination of Regional Collaborative Services Deliveries**

The elimination of the Regional Collaborative Services Deliveries has provided Palliser with more flexibility in offering specialized support services to inclusive education students. Specifically, the Southwest Regional Collaborative Service Delivery was an excellent model and this was used to create a new collaborative model in Southern Alberta; now called the Southwest Collaborative Support Services. This outstanding collaboration could not be replicated in the Bow River or Calgary Region though, leaving school divisions to individually provide support, losing the important benefits of a collaborative, wrap-around approach.

### **New Block Funding Framework for Credit Enrolment Units**

The new funding framework for block funding of credit enrolment units (CEUs) presents financial challenges, as we try to accommodate additional students without requisite and immediate funding through the 3-year rolling average. Palliser will be developing efficiencies to deal with challenges, in particular in our high schools.

### **Changes to Rules and Regulations Governing Home Learning Programs**

New home education programs have come into existence that are providing inaccurate information to families. We have seen an increased number of students move to home education programs provided by a variety of organizations that do not appear to meet the standards established by Alberta Education. As such we are working with our school principals to continue to communicate with families once they have left the school division.

### **English Language Learners Students**

The number of identified English language learner students is increasing significantly, now representing 40% of the student population. We continue to recognize the unique needs of English language learners in our system and provide specialized language support.

## Inclusion

Palliser continues to build an environment of inclusion where diversity is celebrated and all students are supported in their learning endeavours. The recent changes to the support services available through Alberta Health Services is limiting the access to specialized services in some of our schools in the Bow River and Calgary regions.

## Expansion of Off-Campus Programming

As a result of feedback from school administrators and students, Palliser has expanded staffing and support for Off-Campus programming. Palliser has adjusted the Learning Commons Facilitator role to incorporate some career and academic support for students. In response to student feedback, Palliser continues to create opportunities to improve student engagement by adding an Off-Campus Facilitator and a Career Practitioner.





## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.5	82.7	82.7	82.3	N/A*	83.0	High	Maintained	Good	83.5	84.0	84.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	29.0	27.8	29.1	29.8	N/A*	30.0	Very High	Maintained	Excellent	30.0	30.5	31.0

\*Due to COVID-19 exam cancellations, data for PATs are not available for 2020.

### Results

Prior to the cancellation of PAT exams Palliser was outperforming the Alberta provincial average in both grade 6 and 9 PAT scores in acceptable and excellence categories. Palliser continued to provide support within the division through:

- ❖ A series of professional development opportunities were implemented for Palliser staff including Learning Support Teachers and Educational Assistants. Topics included literacy intervention and universal literacy strategies.
- ❖ Early Learning Educators began to explore the new early learning FLIGHT framework. This resource provides direction related to learning at the preschool level, specifically related to communication and literacy.
- ❖ Math Intervention Programming Instrument (MIPI) was used as a diagnostic tool to identify gaps in student numeracy learning. A division-wide item analysis template was created to give administrators quick access to individual student data.

### Strategies for Next Year

- ❖ Support schools in collaboratively identifying and using robust data-collection tools and data analysis related to wellness, numeracy, and literacy.
- ❖ Support schools to establish baseline data by the end of November for wellness, literacy and numeracy through Our School Surveys, Fountas and Pinnell Assessment, and the Math Intervention Programming Instrument.
- ❖ Continue to support elements of the Literacy Framework to ensure balanced literacy, disciplinary literacy, oral language, and digital literacy are central to the framework.
- ❖ Target early language in literacy development with early learning and primary school educators. Early Learning Educators will continue to implement the FLIGHT Framework, particularly the section labeled "Communication and Literacies".
- ❖ Provide teachers with targeted numeracy professional learning opportunities such as Mathematical Mindsets online courses through Stanford.
- ❖ Establish a lead for literacy and numeracy within each school.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.0	83.7	81.6	81.9	N/A*	82.0	Intermediate	Maintained	Acceptable	82.5	83.0	83.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.5	20.3	21.9	19.4	N/A*	20.0	High	Maintained	Good	20.5	21.0	21.0

\*Due to COVID-19 exam cancellations, data for Diplomas are not available for 2020.

## Results

The Palliser School Division had noted a slight decline in the PAT results when looking at the five-year trend and the following measures were implemented. Unfortunately with the cancellation of the PATs there is no performance data to determine their impact.

- ❖ A collaborative approach to changing instructional practice took place between Central Office and three high schools. The collaborative completed a course at the Harvard Graduate School of Education around creating cultures of thinking.
- ❖ Experiential learning week was cancelled as a result of COVID. Off Campus programming continued and students were able to finish their courses, post COVID.
- ❖ Teachers attended numerous individual professional learning opportunities, including 30 wellness sessions, 26 literacy sessions, and 24 numeracy sessions.
- ❖ Continue our focus on comprehension-related literacy skills across subjects and contexts for students from Grades 7 to 12.

## Strategies for Next Year

- ❖ Continue to focus on improved student engagement by creating increased student ownership of learning through the development of thinking routines.
- ❖ Continue to collaborate with the Provincial Consortia for professional development. Palliser has engaged Ron Ritchhart for professional development around Creating Cultures of Thinking and Making Thinking Visible.
- ❖ Will continue to emphasize experiential and student-centered learning. For example, the installation of aquaponics systems at four locations enhances student learning opportunities.
- ❖ Will continue to collaborate with other school Divisions in Zone 6 in curriculum resource development to prepare for the new curriculum being introduced in the 2021-2022 school year.
- ❖ Collaboratively support the identification and use of robust data-collection tools and data analysis within schools focussing on wellness, numeracy, and literacy.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	84.8	78.7	82.8	79.9	81.0	82.0	High	Maintained	Good	82.0	82.5	83.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.1	59.6	57.6	57.8	60.1	60.0	High	Maintained	Good	60.0	61.0	62.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	3.7	3.2	3.6	1.6	1.6	Very High	N/A	N/A	1.6	1.6	1.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	64.2	65.2	64.1	65.0	65.5	65.0	High	Maintained	Good	66.0	66.5	67.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	76.1	74.9	73.9	74.8	75.5	75.0	Very High	N/A	N/A	75.0	76.0	76.0

## Results

The Palliser School Division continues to perform above the provincial average in all measures. This is in large part attributed to the continued commitment to student improving student engagement and increasing the diversity of learning opportunities for students as evidenced by:

- ❖ Continued growth of Off Campus programming with more dual credit opportunities and students participating in the Registered Apprenticeship Program (RAP), Green Certificate and Work Experience programs.
- ❖ Increased Dual Credit Program enrolment by 94% with a 96% completion rate.
- ❖ Collection of student feedback through the newly formed Superintendent's Student Advisory Council.
- ❖ Expansion of high school and Dual Credit Program into the Low German Mennonite communities with great success.
- ❖ Development of an Aviation Ground School Program aimed to increase student engagement.

## Strategies for Next Year

- ❖ Address student concerns identified through the Superintendent's Student Advisory Council by creating more career and post-secondary resources for students.
- ❖ Hire new personnel and train existing staff to respond to student needs.
- ❖ Provide more targeted support and guidance for students focused on post-secondary opportunities.
- ❖ Three school pilot of pedagogical strategies focussed on increasing student ownership of learning through the work of Ron Ritchhart's Cultures of Thinking.
- ❖ Collaboratively support the identification and use of robust data-collection tools and data analysis within schools focussing on wellness, numeracy, and literacy.
- ❖ Support schools in administering Our School survey and interpreting results.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.1	86.9	86.0	85.9	85.0	87.0	Very High	Declined	Good	87.0	88.0	89.0

## Results

Palliser noted a slight decline in this measure and we would attribute this to the work being done throughout the school division to raise awareness of wellness and student leadership. We continue to expand our focus on wellness and student engagement. The following were areas of focus last year.

- ❖ Completed the Palliser Wellness Framework and shared it extensively through various avenues of communication such as presentations to individual schools, Administrator Association, Learning Support Teachers, Health Champions and Family School Liaison Counsellors.
- ❖ Started a Division Wellness Committee with the focus on sharing monthly resources with Palliser staff.
- ❖ Mental Health Literacy Training was provided to staff at all junior high schools.
- ❖ 4th R/Healthy Relationship Plus was implemented in several high schools. Trained two Directors to lead training sessions in 4th R and most junior high schools now have at least one teacher trained in 4th R.
- ❖ Created a parent website focused on COVID resources with a heavy focus on mental wellness. This site contains many recommended resources for parents.



## Strategies for Next Year

- ❖ Continued emphasis on mental health promotion and prevention with the roll out of a social-emotional curriculum in every school.
- ❖ Expansion of Making Connections Workers in schools by adding three full time positions.
- ❖ Continued development of the Learning Commons within schools to emphasize a welcoming and inclusive learning environment for all students.
- ❖ Continue training staff in Mental Health Literacy and Go To Educator.
- ❖ Pilot mental health project will be introduced for elementary schools.
- ❖ Support schools in administering and analyzing Our School surveys for students, parents and staff to identify areas of concern.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages) Target						Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	60.5	67.3	56.2	N/A*	60.0	Very Low	Maintained	Concern	65.0	70.0	70.0
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).	*	2.6	13.5	7.5	N/A*	10.0	Very Low	Maintained	Concern	15.0	20.0	20.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	87.9	74.2	84.6	N/A*	85.0	Intermediate	Maintained	Acceptable	87.0	88.0	88.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	15.2	12.9	11.5	N/A*	12.0	Low	Maintained	Issue	13.0	14.0	14.0

\*Due to COVID-19 exam cancellations, data for Diplomas are not available for 2020.

### Results

Prior to the cancelation of PAT and Diploma exams Palliser was performing at or slightly above the Alberta provincial average in both grade 6 and 9 PAT scores. Historically, students have performed well on the high school measures. Palliser continued to provide develop additional support measures specifically targeting First Nations Metis and Inuit engagement within the division through:

- ❖ Division wide professional learning by Dr. Steve Van Bockern in the Fall of 2019 relating Indigenous education and trauma informed practice.
- ❖ Division facilitated learning opportunities related to Indigenous education in the Teaching Quality Standard. Indigenous content was implemented across all subjects and contexts, reconciliation, and student engagement.
- ❖ Continued focus on the division-wide analysis of student achievement to identify trends contributing to our results, particularly with literacy and student attendance.

### Strategies for Next Year

- ❖ Hire an Indigenous Success Coordinator to support students and administrators with targeted supports for First Nations, Metis and Inuit students.
- ❖ Support schools in collaboratively analyzing the progress of First Nations, Metis and Inuit students throughout their time in Palliser.
- ❖ Continue focus on early language and literacy support.
- ❖ Facilitate learning opportunities for staff related to Indigenous education in the Teaching Quality Standard.
- ❖ Continue to embed Indigenous content across subjects and curricula; reconciliation in education, and student engagement.



### Strategies for Next Year (continued)

- ❖ Conduct ongoing review of attendance data and provide wrap-around supports for students.
- ❖ Continue exploration and development of partnerships with external groups to incorporate Indigenous content and approaches into teaching and learning.

### Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	72.7	88.9	100	90.0	Very High	Improved	Excellent	95.0	95.0	95.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	36.4	44.4	62.5	50.0	High	Maintained	Good	55.0	60.0	60.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.0	4.4	2.7	0.0	0.0	0	Very High	n/a	n/a	0	0	0
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	*	*	50.0	*	*	*	55.0	60.0	60.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	50.0	70.0	75.0	75.0	Very High	n/a	n/a	80.0	85.0	85.0

### Results

Palliser maintained or improved on these measures which were attributed to our continued focus on improving student engagement and professional learning specifically through emphasizing First Nations, Metis, and Inuit perspectives.

### Strategies for Next Year

- ❖ Continue to embed Indigenous perspectives within our focus on wellness, literacy, and numeracy.
- ❖ Continue our focus on comprehension-related literacy skills across subjects and contexts for students from Grades 7 to 12.
- ❖ Increase engagement for students through division-sponsored leadership and learning opportunities.
- ❖ Support teachers with the integration of Indigenous content across curricula.



## Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	79.8	79.9	80.3	80.9	79.7	85	High	Maintained	Good	86.0	87.0	87.0

### Results

Palliser saw a slight decline in this measure this year and it is largely attributed to the work in our communities to identify areas of improvement. The focus on improving the opportunities for students were achieved through:

- ❖ Established a new coding course with school Division partners until COVID ended it abruptly in March.
- ❖ Continued development with Off-Campus programming and new partnerships were established with both Olds College and the University of Calgary.
- ❖ Hosted Zone 6 concept based instruction professional learning until COVID disrupted the second collaborative event.
- ❖ Establishment of Teacher collaborative groups for Career Technology Studies (CTS).

### Strategies for Next Year

- ❖ Expanding Off-Campus programming to include hydroponics, aquaponics and other experiential learning opportunities.
- ❖ Continue to develop programming with our school Division partners in Calgary.
- ❖ Develop a formal Student Leadership Program emphasizing student voice to address concerns of racism, mental health and other issues.
- ❖ Continue to develop partnerships in Dual Credit programming, in particular for agriculture-technology studies.
- ❖ Identify and apply for grants to create a “school farm” onsite at one of our rural high schools.
- ❖ Continued development of a more comprehensive view of wellness focussed on student empowerment and healthy choices.
- ❖ Piloting Wellness Fridays in some schools.



## Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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.	91.2	91.6	91.4	91.0	90.8	92.0	Very High	Maintained	Excellent	92.5	93.0	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.5	91.5	92.0	92.2	91.8	95.0	Very High	Maintained	Excellent	96.0	97.0	97.0
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.	88.9	86.3	86.3	89.5	89.8	90.0	Very High	Improved	Excellent	91.0	92.0	92.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	75.8	78.2	77.3	80.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.1	86.0	85.6	87.7	85.5	89.0	Very High	Maintained	Excellent	90.0	90.0	90.0
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.	80.8	83.1	81.8	84.1	83.5	86.0	Very High	Maintained	Excellent	87.0	88.0	88.0

### Results

Palliser School Division continues to be above the Provincial measures in this area and this is in part due to the following actions:

- ❖ The Making Connection Worker role was expanded from one to two full time positions over the school year.
- ❖ Role and responsibilities of the Making Connections workers were outlined and communicated.
- ❖ Collaborated with Administrators emphasizing the roles and responsibilities of the Making Connections Workers.
- ❖ Making Connection Workers provided classroom presentations on Social Emotional Curriculum to all schools assigned and supported families with system navigation.
- ❖ Trauma informed practice professional development was presented to Health Champions and Learning Support Teachers.
- ❖ Educational Assistants registered and completed "Brain Story Certification" which provides a deeper understanding of brain development.



### Strategies for Next Year

- ❖ The expansion of the Making Connections worker support from two to five full time positions including a new position in northeast Calgary.
- ❖ New Making Connections Worker supports will be successfully implemented. Evidence will include the number of classroom presentations and family contacts in all assigned sites.
- ❖ Create a Mental Health Action Plan in all schools prioritizing student mental health. All schools will also establish a Wellness Committee.
- ❖ Develop common, research based and data driven, attendance procedures, emphasizing a continuum of support for students.
- ❖ Mental health monthly updates and resources will be shared division wide to stakeholders including parents and staff.
- ❖ Schools will be supported in implementing and analyzing the results generated by Our School surveys.
- ❖ Continue to provide professional learning opportunities and training for staff to ensure the continuity of learning in both face to face and online environments.

### Future Challenges

Palliser has considered the current situation within the province with regard to overall health and wellness and the economy and have identified the following areas of potential challenges in the future:

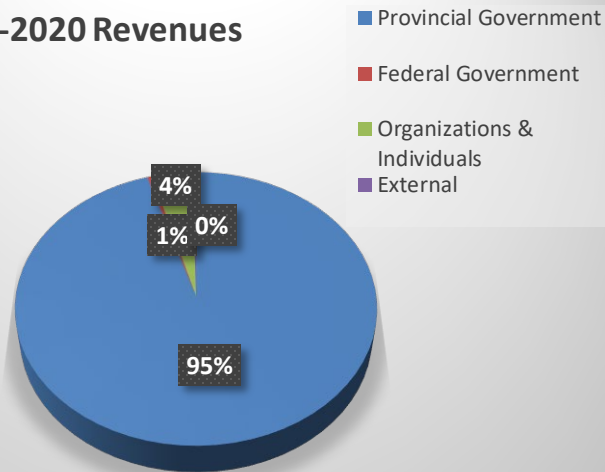
- ❖ Reductions to budgets will reduce the amount of resources and support we offer to students.
- ❖ Continued growth of mental health concerns amongst our staff and students.
- ❖ Cost factors associated with maintaining older infrastructure.
- ❖ Balancing the desire to grow school populations in alternative schools and the impact of changes to the provincial funding framework.
- ❖ Maintaining and encouraging demand for high school programming in our Low German Mennonite and Hutterite communities.
- ❖ Continued decline in numbers in some colony schools
- ❖ Continued pressures to offer online programming in response to COVID-19.
- ❖ Ensuring continuity of learning through resource development for both online and face-to-face instruction.
- ❖ The current and lingering impact of the COVID-19 pandemic on the mental health and wellness of our communities.

## Summary of Financial Results, 2019-2020

### Revenues \$94,441,925

Provincial Government	\$89,948,668	95.24%
Federal Government	\$412,176	0.44%
Organizations & Individuals	\$3,736,734	3.96%
External	\$344,347	0.36%

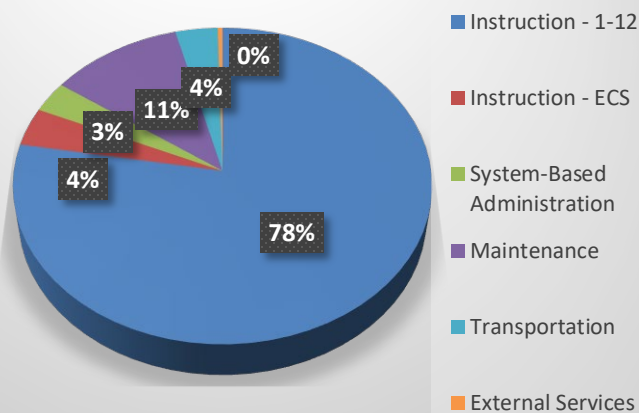
### 2019-2020 Revenues



### Expenditures \$93,739,317

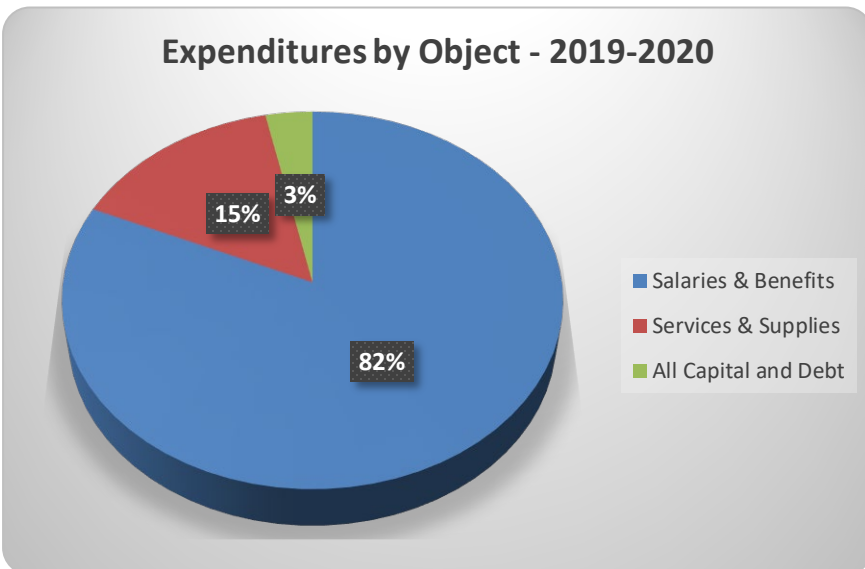
Instruction - 1-12	\$72,861,999	77.73%
Instruction - ECS	\$3,648,395	3.89%
System-Based Administration	\$2,981,036	3.18%
Maintenance	\$10,521,786	11.22%
Transportation	\$3,354,807	3.58%
External Services	\$371,294	0.40%

### Expenditures by Department, 2019-2020





<b>Expenditures by Object</b>	<b>\$93,739,317</b>	
Salaries & Benefits	\$76,538,292	81.65%
Services & Supplies	\$14,086,967	15.03%
All Capital and Debt	\$3,114,058	3.32%



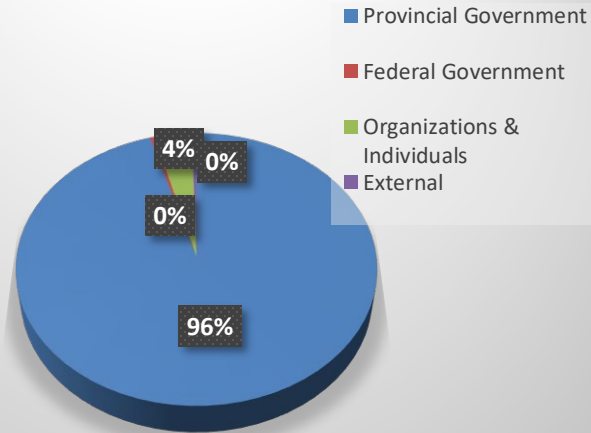
- ❖ For a copy of Palliser's Audited Financial Statement for the 2019-2020 school year, please visit the Trustees section of the Palliser website, under [Planning and Reporting](#)
- ❖ For a copy of Palliser's 2020-2021 budget visit the Trustees section of the Palliser website, under [Planning and Reporting](#)
- ❖ Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.
- ❖ Financial information for the Ministry of Education for Alberta can be found [HERE](#)
- ❖ For information on school-generated funds and their use, please contact Secretary-Treasurer, Dexter Durfey at [dexter.durfey@pallisersd.ab.ca](mailto:dexter.durfey@pallisersd.ab.ca)

## Budget Summary for 2020-2021

### Revenues \$97,825,078

Provincial Government	\$93,381,969	95.46%
Federal Government	\$407,308	0.42%
Organizations & Individuals	\$3,589,332	3.67%
External	\$446,469	0.46%

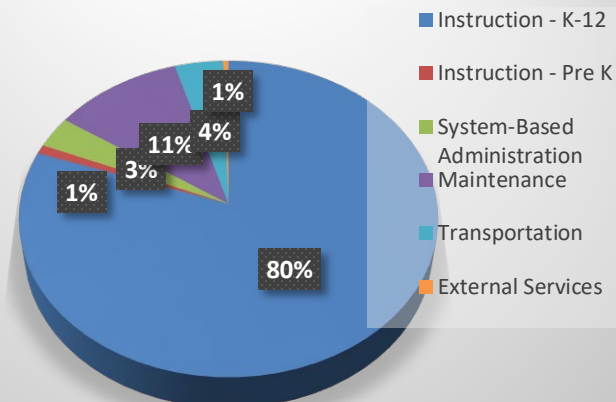
### Revenues 2020-2021



### Expenditures \$98,283,259

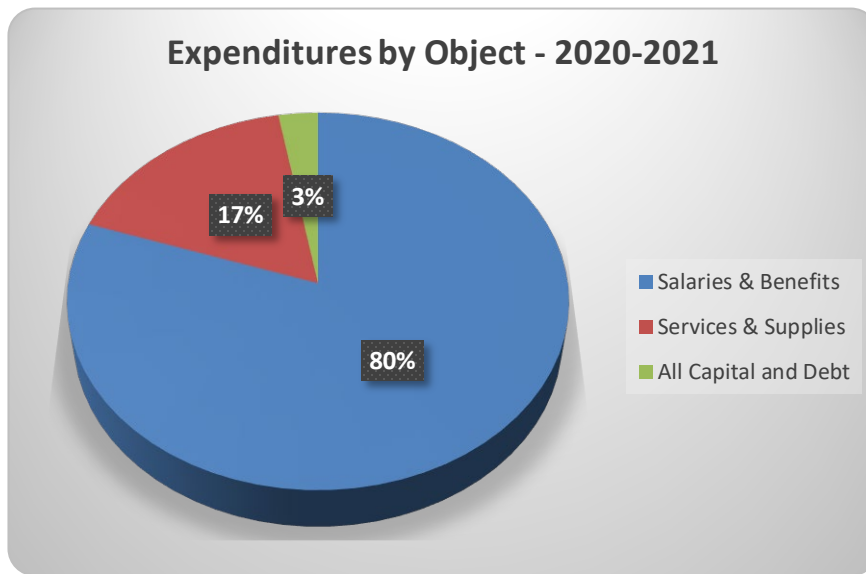
Instruction - K-12	\$79,024,403	80.40%
Instruction - Pre K	\$891,636	0.91%
System-Based Administration	\$3,165,027	3.22%
Maintenance	\$10,737,687	10.93%
Transportation	\$4,018,037	4.09%
External Services	\$446,469	0.45%

### Expenditures by Department, 2020-2021



**Expenditures by Object** **\$98,283,259**

Salaries & Benefits	\$78,895,298	80.27%
Services & Supplies	\$16,649,125	16.94%
All Capital and Debt	\$2,738,836	2.79%



## Facilities and Capital Plan

A detailed inventory of all school properties owned by Palliser Regional Schools was conducted – including any issues which might need to be addressed as well as population trends in their respective communities and the list of priorities for the top four projects have not changed. Those are, in order, an overall solution for Coaldale, Country Central High School in Vulcan, a Coalhurst solution involving both elementary and high school, and Sunnyside School.

Capital Maintenance and Renewal (CMR) funding was accelerated for Education. This investment was intended to allow government and school jurisdictions to act quickly across the province to keep Albertans employed during these challenging times, while also providing much-needed upgrades to existing schools. Palliser School Division proposed school maintenance and renewal projects that included:

- Heating Controls in 74 classrooms
- Access and Security (Main Control/Panel)
- Gym Floors (refinishing and upgrades)
- Paving Projects (bus loops and parking lots)
- Concrete (sidewalks and pads)
- Landscaping (irrigation, grass, fencing)
- LED Lighting Upgrade
- VOIP, DATA Wiring, Cameras and Wireless Access Points
- Flooring Upgrades
- Structural Work - Structural Repairs/Reinforcement
- Learning Commons Development

In the last 12 months, the major development in the area of Capital Projects was the completion of the Huntsville Replacement School. It opened in September 2020. The grand opening for the school has been postponed due to

the COVID-19 restrictions. The Learning Commons area at County Central High School was completed. School grounds, parking and bus loops have been upgraded and landscaping projects completed.

[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.
- ❖ Palliser continues to use its website and social media to engage stakeholders as well. The public can connect with Palliser on Twitter (@PalliserSchools), Instagram (palliserschools) and Facebook ([https:// www.facebook.com/PalliserRegionalSchools](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](http://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](http://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 <https://www.pallisersd.ab.ca/about-us/procedures/1953>.

