

Palliser School Division

2020-2021 Education Results Report



NOVEMBER 30, 2021



PRESENTED TO
Palliser Board of Trustee

2020-2021 AERR

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Accountability Statement

The Education Plan for Palliser School Division for the four years commencing Sept. 1, 2021 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Division has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021-2025 on May 25, 2021.

Our Commitment

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.



Lorelei Bexte, Chair, Board of Trustees



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.

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.

Priorities

To achieve our Education Plan, we will focus on:

Schools

- Student engagement - Enhance and promote student voice in their learning.
- Inclusion - Palliser continues to build an environment where diversity is celebrated and all students are supported in their learning endeavours.
- Assessment Practices - Align pedagogical approaches to ensure assessment is relevant and meaningful for students.
- Mental Health - Continue to enhance support for students and staff.

System

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.

Creating Cultures of Thinking

We value education as a transformative process that engages students by creating school cultures that value excellence, accountability, integrity, equity and empathy.

The following beliefs and values are essential to achieve our mission.

Accessibility, Cooperation, Communication, Inclusivity, Diversity, Creativity, Excellence, Critical Thinking, Lifelong Learning, Continuous Improvement, Transparency, Accountability, Respect, Integrity, Fairness, Equity, Empathy, Trust, Responsibility, Commitment.

A Profile of the School Authority

Palliser's geographical area stretches from Coaldale to Calgary, Alberta. As of fall 2021, the Division currently has approximately 9,040 students. Palliser serves students in ECS through Grade 12 in 52 schools, including 2 outreach programs, 5 alternative Low-German Mennonite programs, 12 alternative 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 1,660 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 situations related to the impact of COVID-19. Palliser has worked very closely with all of our stakeholders to ensure that our actions to the ever evolving situation has remained responsive and balanced.

Increased Online Supports to Students through Palliser Beyond Borders

Palliser's online school, Palliser Beyond Borders, remained in its expanded state this year continuing to course offerings from grade 1 through 9, providing palliser families with added options to continue schooling in response to the challenges associated with the Pandemic. was expanded to include Kindergarten to Grade 9, giving parents an added choice when it comes to their children's education during the pandemic. Our partnership with Tween Valley Christian School has continued and we have expanded to include Coaldale Christian School and Renert school allowing students to access our online high school programming.

Mental Health & Wellness

We continue to see the rise in the demand for mental health needs. We have collected feedback from our communities and in response to the increased demands have added staff to both our Family School Liaison Counsellor team as well as our Family connection worker team. These two complementary teams work strategically to support students and their families. We are also seeing the need to focus on mental health for staff. Our focus has been on raising awareness of the supports available as well as through staff professional learning opportunities.

First Nations Metis & Inuit Education

Palliser continues our increased focus on the professional development for all staff related to First Nations, Metis, and Inuit content and perspectives. 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

Our focus on Literacy and Numeracy across all subjects continues and we are seeing the measurable impacts that Covid 19 has had on students. Much emphasis has been placed on the identification of the learning gaps so that teachers can provide the needed supports. 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.

Zone 6 Regional Collaborative Services Deliveries

The shift in approach in the funding for Regional Collaborative Services Deliveries precipitated the current partnership with other Zone 6 jurisdictions. This has provided Palliser with more flexibility in offering specialized support services to inclusive education students. The Southwest Collaborative Support Services continues to operate and see increased demand for their service.

English Language Learners Students

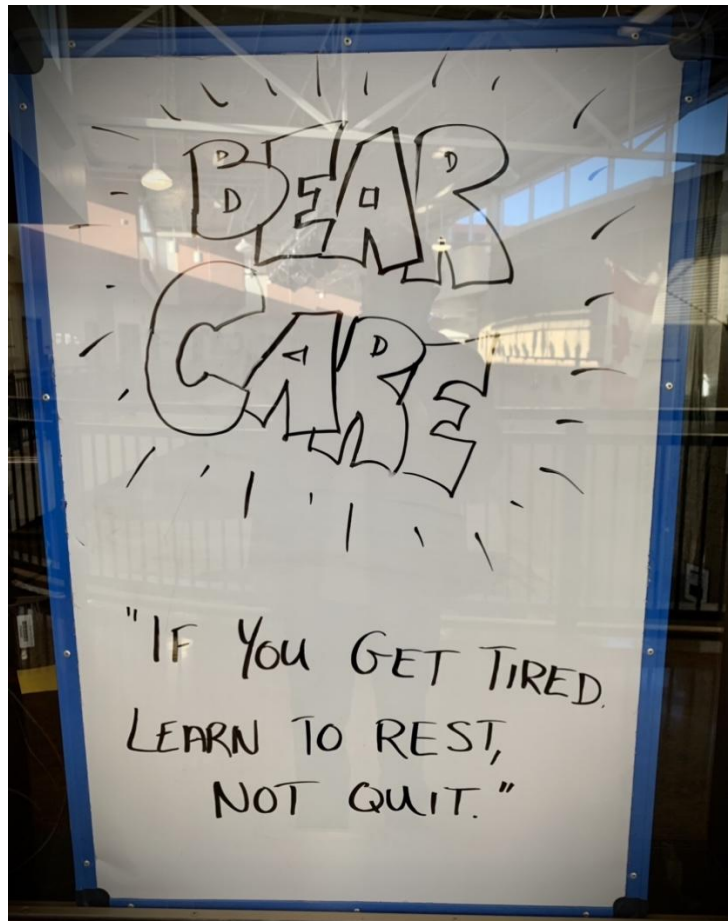
The number of identified English language learner students is increasing significantly, now representing 40% of the student population. We continue to recognize the unique needs of English language learners in our system and provide specialized language support. Inclusion Palliser continues to build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

Palliser continues to expand the support and offerings for Off-Campus programming. Palliser has adjusted the Learning Commons Facilitator role to incorporate some career and academic support for students.

Continued requirements for staff training in Mental Health Supports

The Making Connections workers were trained in Mental Health Literacy during the 2020-2021 school year. Palliser recognizes the importance of capacity building means in supporting students with mental health. Additional training opportunities beyond Mental Health Literacy will include 4th R, Healthy Relationships Plus, Go To Educator, CSTAG threat assessment and Know Before You Go for effective student transitions. Administrators, classroom teachers and Learning Support teachers will have opportunities to participate throughout the school year.



Palliser School Division Goals

Palliser School Division has aligned division goals with those established by Alberta Education. Alberta Education goals are:

- Our students are successful.
- Enhance educational outcomes for First Nations, Metis and Inuit students and all other students.
- Our system is inclusive.
- We have excellent teachers, school and school authority leaders.
- Our system is well-governed and managed.

Our Division goals are:

WELLNESS - Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

Strategies for 2021-2022 to achieve this goal are:

- Continue emphasis on mental health promotion and prevention with the rollout of a social-emotional curriculum in every school.
- Expansion of Making Connections Workers in schools.
- Continue 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.
- Continue with the mental health project for elementary schools.
- Support schools in administering and analyzing Our School surveys for students, parents and staff to identify areas of strength and concerns.

LITERACY - All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.

Strategies for 2021-2022 to achieve this goal are:

- Continue emphasis on recognizing various forms of language and literacy across subjects and contexts. Continue student participation in engaging literacy learning experiences that allows for student choice, authenticity, and shared literacy experiences.
- Create opportunities for community partnerships that provide literacy support for students and families. Support schools in implementing a comprehensive whole-school approach to literacy.
- Continue emphasis on creating opportunities to share and celebrate literacy learning.
- Continue review and support of assessment practices with reading, writing, and language .

NUMERACY - All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.

Strategies for 2021-2022 to achieve this goal are:

- Map out numeracy initiatives and needs.
- Continue focus on instructional and assessment areas with each school.
- Support schools in using robust data locally administered assessments that support program planning and intervention.
- Continue to provide teachers and schools with targeted numeracy professional learning opportunities.
- Identify and use district teachers and administrators to support numeracy across the curriculum. Continue recognizing forms of numeracy across subjects and contexts.
- Support schools with implementing a comprehensive whole-school approach to numeracy. Continue to support opportunities to celebrate numeracy within Palliser.

Results for 2020-2021

The following results reflect the second year of our plan and highlights the accomplishments and initiatives designed to help students in their pursuit of living a healthy life and engaging in both literacy and numeracy in their daily lives.

Palliser School Division is proud of the progress we have made in destigmatizing the concept of mental health. Our continued emphasis on the importance and promotion of student wellbeing with students, parents and school staff has served the students well during the pandemic.

Advancements have been made in the areas of literacy and numeracy and the Directors of Learning have worked closely with the school principals, teachers and support staff to ensure that they have the tools and resources they need to support the students within each unique school setting.

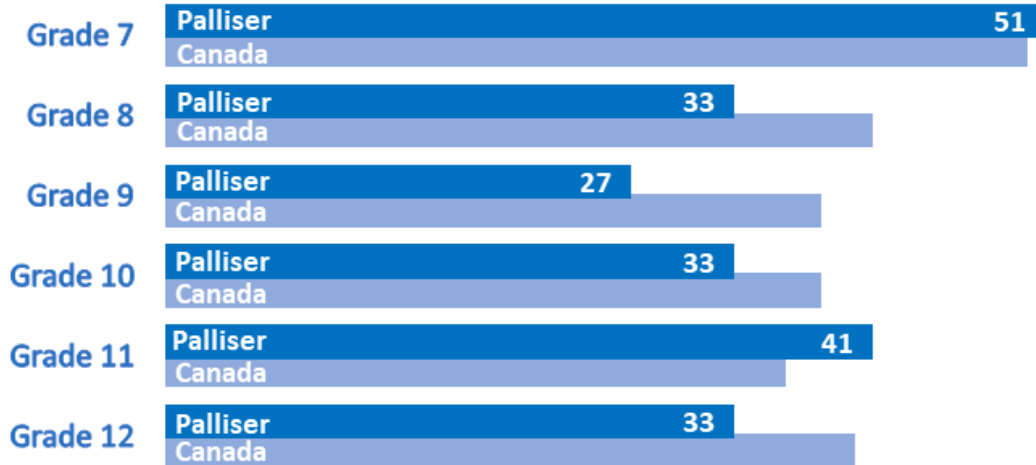
This report provides our stakeholders with the summary of Palliser School Division's successes from the 2020-2021 school year. The COVID-19 pandemic interrupted schooling and as a result some data we would typically report on was unavailable and is noted throughout the report. We use multiple sources for the data that is shared in this report. Come is collected locally and identified as PSD: while other information is provided by Alberta Education and identified as ABED:. Some of the measures normally used for this report were not collected as a result of COVID 19 but they are still referenced as a placeholder to demonstrate how we would normally report student achievement in the AERR.



Student Growth and Achievement Domain

Goal 1: Wellness

PSD: Percentage of students who are interested and motivated from “OurSCHOOL” surveys.



These results support the need to continue the implementation of programs that provide students with meaningful ways to engage in their learning. More investigation needs to occur with our grade 8 and 9 student groups specifically,

PSD: Student exit interviews

“Overall, taking this course has been a very good experience. My professor was amazing and quickly answered any questions I had, whether they related to the course or to the veterinary profession in general (I took Intro to the Vet Profession). I would highly recommend it.”

“It was cool how it was on-campus, and the administrators treated us like regular students, not just high-school students; so I really feel it prepared me for the general experience I would have at university.”

“I took the post secondary course in Medical Terminology 1 at Bow Valley College. This was an amazing experience for me. I learned so many interesting things to do within the field I want to get into. I would recommend taking a dual credit course mainly for the experience as well as an increased learning opportunity.”

From the student statements it is clear that Dual credit offers students the ability to explore potential career and educational opportunities and engage them in education in a different way. Dual credit has a positive impact on students' wellness as it creates excitement for potential post secondary opportunities and gives students a deeper sense of purpose.

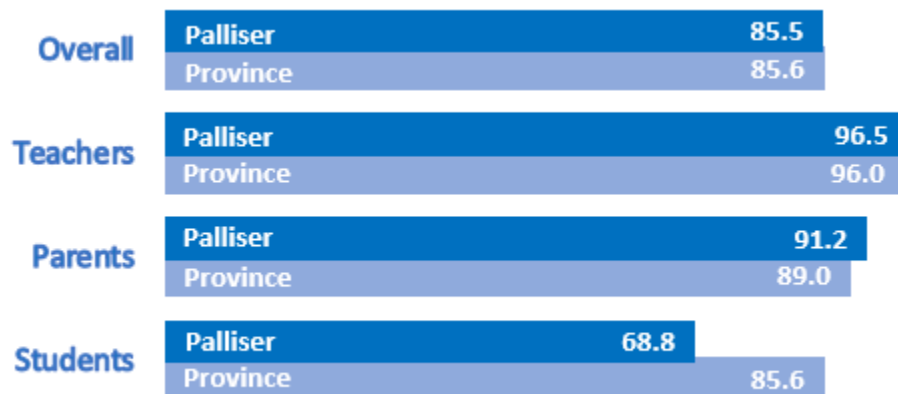


ABED: Citizenship



Palliser continues to have high results in this area and outperformed the provincial levels according to parents, students and teachers. We take great pride in the confidence all stakeholders have in our abilities in this area.

ABED: Student Engagement



Overall stakeholder satisfaction in this area is aligned with the provincial results in this area but we do see the student reported results as an area of concern and continue to implement strategies to improve student engagement.

Goal 2: Literacy

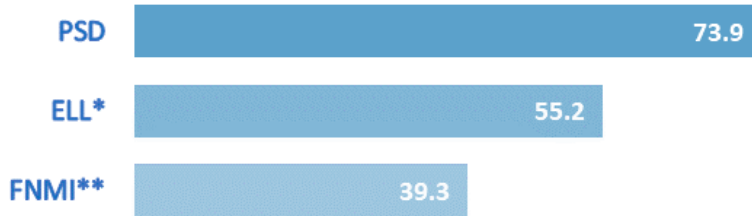
With the COVID 19 pandemic the provincial achievement tests and diploma exams did not proceed. The tables are included as a placeholder to demonstrate how we would normally report student achievement in the AERR

ABED: Overall percentage of students who achieve the acceptable standard and standard of excellence on provincial achievement tests and diploma exams.

Provincial Achievement Tests	ACCEPTABLE				EXCELLENCE			
	PSD	Prov.	PSD FNMI**	Prov. FNMI	PSD	Prov.	PSD FNMI**	Prov. FNMI
Grade 6								
LA	##	##	##	##	##	##	##	##
Math	##	##	##	##	##	##	##	##
Science	##	##	##	##	##	##	##	##
Social	##	##	##	##	##	##	##	##
Grade 9								
LA	##	##	##	##	##	##	##	##
Math	##	##	##	##	##	##	##	##
Science	##	##	##	##	##	##	##	##
Social	##	##	##	##	##	##	##	##

Diploma Exams	ACCEPTABLE				EXCELLENCE			
	PSD	Prov.	PSD FNMI**	Prov. FNMI	PSD	Prov.	PSD FNMI**	Prov. FNMI
English Language Arts 30-1	##	##	##	##	##	##	##	##
English Language Arts 30-2	##	##	##	##	##	##	##	##
Social Studies 30-1	##	##	##	##	##	##	##	##
Social Studies 30-2	##	##	##	##	##	##	##	##
Pure Mathematics 30	##	##	##	##	##	##	##	##
Applied Mathematics 30	##	##	##	##	##	##	##	##
Mathematics 30-1	##	##	##	##	##	##	##	##
Mathematics 30-2	##	##	##	##	##	##	##	##
Biology 30	##	##	##	##	##	##	##	##
Chemistry 30	##	##	##	##	##	##	##	##
Physics 30	##	##	##	##	##	##	##	##
Science 30	##	##	##	##	##	##	##	##
Francais 30-1	##	##	##	##	##	##	##	##
French Language Arts 30	##	##	##	##	##	##	##	##

PSD: Percentage of students/ELL*/FNMI students who achieve grade level standards on reading assessments**



* English Language Learners (ELL)

** First Nations, Metis, and Inuit (FNMI)

Palliser schools utilized various benchmark reading assessments throughout the school year to support continuous student improvement. We supported a variety of professional learning opportunities related to literacy assessment and interventions. From an analysis of benchmarked reading results using Fountas and Pinnell Benchmark Assessment System, reading acquisition continues to be a strength in Palliser with 73.9% of students meeting grade level expectations. Although we continue to excel in supporting reading assessment and intervention, we are committed to increasing the numbers of English Language Learners and First Nations, Metis, and Inuit students who meet grade level reading expectations in our division. We have arranged a series of professional learning opportunities specifically for literacy and numeracy assessments and interventions this academic year.

PSD: Percentage of students who are provided with choice to demonstrate learning in different ways

Grades	Question	Very Often	Often	Sometimes	Rarely	I Don't Know
4 - 6	How often are you able to show your learning in different ways that you have choice in?	23.1	38.0	28.2	6.1	4.7
7 - 12	How often are you able to show your learning in different ways that you have choice in?	20.0	38.6	27.3	11.3	2.8

PSD: Percentage of students who have opportunity to assess their own work

Grades	Question	Very Often	Often	Sometimes	Rarely	I Don't Know
4 - 6	How often do you assess your own work?	31.6	31.9	20.2	8.6	7.7
7 - 12	How often do you have opportunities to assess your own work, reflect on your own learning, and set future goals based on the assessment results?	18.2	38.0	27.0	12.2	4.6

PSD: Percentage of students who have opportunity for their work to be reviewed by other students

Grades	Question	Very Often	Often	Sometimes	Rarely	I Don't Know
4 - 6	How often do other students review work that you have done?	7.4	16.9	34.7	32.6	8.3
7 - 12	How often do other students review pieces of work that you have done?	8.1	20.4	35.9	31.9	3.7

PSD: Percentage of students who are provided feedback that improves learning

Grades	Question	Very Often	Often	Sometimes	Rarely	I Don't Know
4 - 6	How often do teachers provide feedback that helps you to improve your learning?	57.9	26.6	10.6	3.2	1.6
7 - 12	How often do teachers provide feedback that helps you to improve your learning?	34.9	38.6	17.6	7.8	1.0

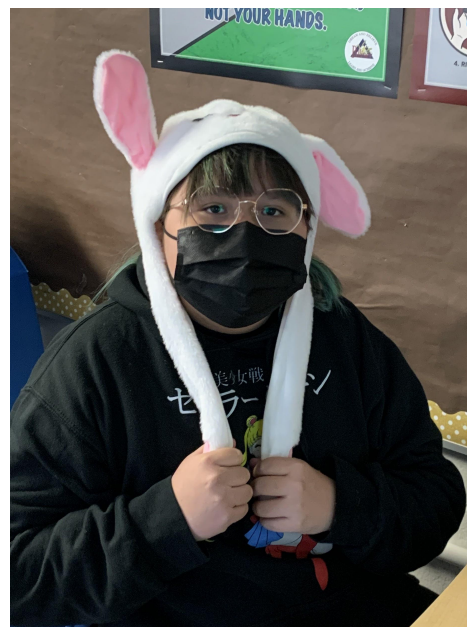
PSD: Percentage of students who are able to re-do their work after they receive feedback

Grades	Question	Very Often	Often	Sometimes	Rarely	I Don't Know
4 - 6	How often are you able to practice or re-do your work after you get feedback?	22.6	35.0	25.4	11.7	5.4
7 - 12	How often are you able to practice or re-do your work after you get feedback?	12.4	35.1	32.9	16.2	3.4

PSD: Percentage of students who state that assessment tasks are set in realistic context

Grades	Question	Very Often	Often	Sometimes	Rarely	I Don't Know
7 - 12	How often are assessment tasks set in a realistic context and require you to use skills to complete them?	12.4	35.1	32.9	16.2	3.4

Student voice is essential to their success and our overall goals. We sought feedback from students through surveys to gauge our professional learning needs with aspects of assessment. A summary from 621 student responses is included above. The results of this student survey have served to inform the work we are doing with schools in regard to assessment practices. These results demonstrate that there continues to be a need to work on developing well balanced assessment practices.

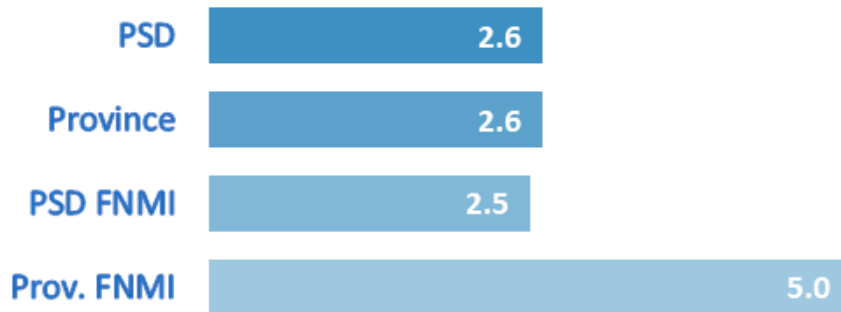


ABED: High School Completion Rate of students/FNMI who Complete Within Three Years of Entering Grade 10



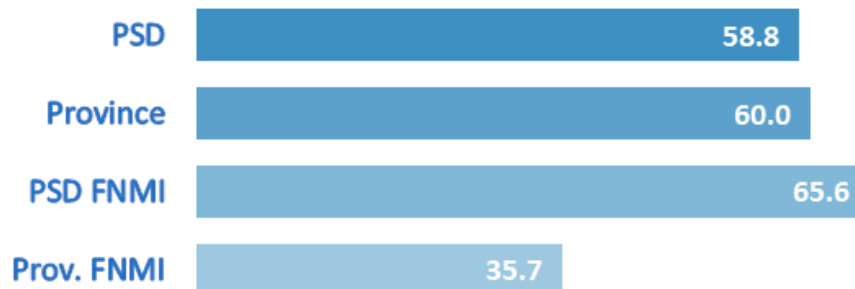
Palliser continues to have very strong high school completion rates when compared to the provincial average with the exemption of First Nations, Metis, and Inuit students where Palliser surpasses the province by 25%. The fact that our graduation rates for First Nations, Metis, and Inuit students continues to be below the provincial average is an area of concern for us and requires further investigation.

ABED: Annual Drop-Out Rate of Students/FNMI Students Aged 14-18



The drop out rates for students within Palliser are generally consistent each year and are aligned with the provincial results. The annual dropout rate for our First Nations, Inuit and Metis students have improved significantly over the past few years and are half that of the province. We attribute this success in part to our efforts in raising the staff awareness and integrating First Nations, Metis and Inuit perspective into the instructional practices within the schools.

ABED: High School to Post-Secondary Transition Rate of Students/FNMI Within Six Years of Entering High School



Palliser remains committed to increasing the number of students that transition into a post-secondary institution. The rates of Palliser First Nations, Metis, and Inuits students transitioning to post-secondary institutions is well above the provincial average for Alberta.

Goal 3: Numeracy

With the COVID 19 pandemic the provincial achievement tests and diploma exams did not proceed. The tables are included as a placeholder to demonstrate how we would normally report student achievement in the AERR.

Provincial Achievement Tests	ACCEPTABLE				EXCELLENCE			
	PSD	Prov.	PSD FNMI**	Prov. FNMI	PSD	Prov.	PSD FNMI**	Prov. FNMI
Grade 6								
LA	##	##	##	##	##	##	##	##
Math	##	##	##	##	##	##	##	##
Science	##	##	##	##	##	##	##	##
Social	##	##	##	##	##	##	##	##
Grade 9								
LA	##	##	##	##	##	##	##	##
Math	##	##	##	##	##	##	##	##
Science	##	##	##	##	##	##	##	##
Social	##	##	##	##	##	##	##	##

Diploma Exams	ACCEPTABLE				EXCELLENCE			
	PSD	Prov.	PSD FNMI**	Prov. FNMI	PSD	Prov.	PSD FNMI**	Prov. FNMI
English Language Arts 30-1	##	##	##	##	##	##	##	##
English Language Arts 30-2	##	##	##	##	##	##	##	##
Social Studies 30-1	##	##	##	##	##	##	##	##
Social Studies 30-2	##	##	##	##	##	##	##	##
Pure Mathematics 30	##	##	##	##	##	##	##	##
Applied Mathematics 30	##	##	##	##	##	##	##	##
Mathematics 30-1	##	##	##	##	##	##	##	##
Mathematics 30-2	##	##	##	##	##	##	##	##
Biology 30	##	##	##	##	##	##	##	##
Chemistry 30	##	##	##	##	##	##	##	##
Physics 30	##	##	##	##	##	##	##	##
Science 30	##	##	##	##	##	##	##	##
Francais 30-1	##	##	##	##	##	##	##	##
French Language Arts 30	##	##	##	##	##	##	##	##

Teaching and Leading Domain

Goal 1: Wellness

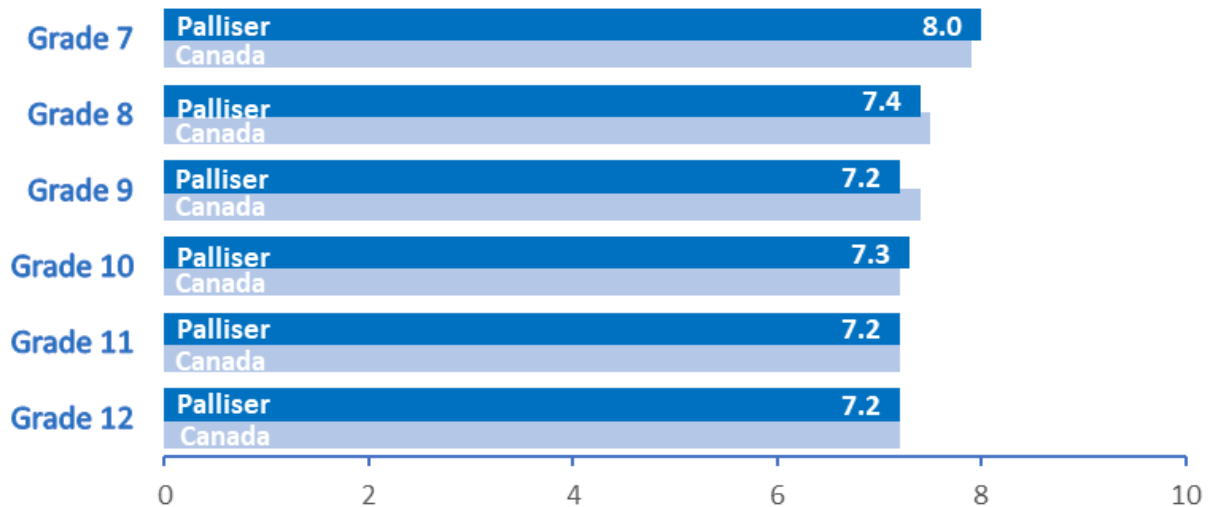
ABED: Education Quality



Palliser School division is outperforming the provincial measures in education quality with respect to the perceptions of both parents and students, however we are underperforming the provincial measure when we consider the students' perceptions. Continued exploration into the causes of this are required and are reflected in our strategies for the coming year.

Goal 2: Literacy

PSD: Expectations for Success from "OurSCHOOL" surveys.



These results from "OurSchools" student surveys have remained consistent each year. The gap in grade 8 and grade 9 when compared to the national results requires further investigation.



Goal 3: Numeracy

PSD: Palliser students increase financial knowledge by 234%

Palliser Schools participated in a pilot with Enriched Academy. Between November of 2020 and June 2021, 227 students from 6 schools enrolled in Enriched Academy. The user satisfaction rating of those who completed the course was 80%, and the overall knowledge level increase was 234% when it came to personal finance. As a result of these encouraging numbers, Palliser has expanded the pilot to include all schools for the 2021-2022 school year.

Learning and Supports Domain

Goal 1: Wellness

ABED: Welcoming, Caring, Respectful and Safe Learning Environments



Palliser's results in this measure are very positive and slightly above the provincial measure according to all groups. We are pleased that our stakeholders recognize our commitment to providing our students with a welcoming, caring, respectful and safe learning environment.

ABED: Access to Support services



Parents and teachers expressed high levels of satisfaction regarding the access to support services provided. Palliser parents reported higher satisfaction rates than that provincial average. Further to these results our Family School Liaison Counsellors reported meeting with over 3000 students and referred over 100 students for additional support services. This data will serve as our baseline as we investigate the support service needs of our students further.

PSD: Percentage of Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task from “OurSCHOOL” surveys.

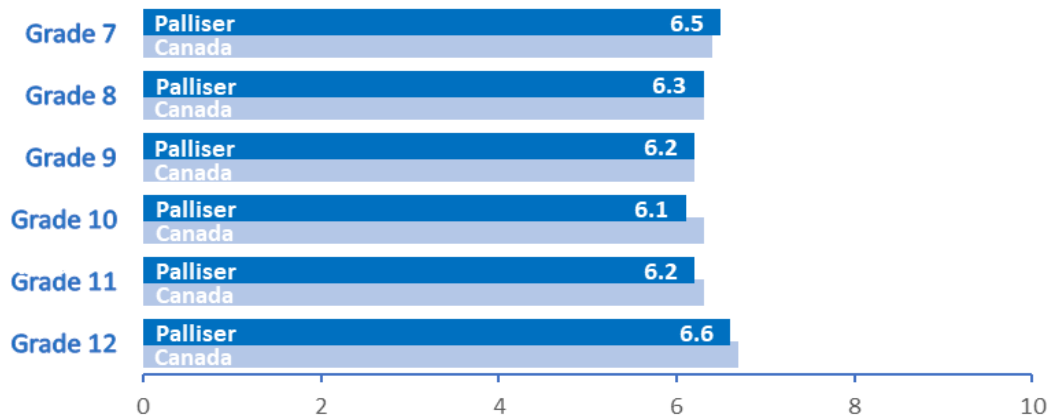


From these results, self regulation or self management has been identified as an area of focus as it is an integral skill in social/emotional development. Staff are providing explicit instruction and skill building related to self regulation with the belief that students will more effectively manage emotions and behaviours leading to increased positive wellness.

PSD: Mental health literacy project for elementary schools

Work has continued on developing the mental health literacy project with a provincial committee. Current plans are for Palliser to pilot the Elementary Mental Health Literacy curriculum in the spring of 2022.

PSD: Percentage of students who report a positive learning environment from “OurSCHOOL” surveys.



These results taken from “OurSCHOOL” surveys are generally in alignment with the national averages for the grade 7 through nine students but the grade 10 results require further investigation as to why our numbers are below the national averages.

PSD: 87% of Schools are using Social Emotional Learning (SEL) Resources.

We are very proud of the fact that 87% of our schools have committed to using these resources to support explicit teaching and learning of Social Emotional Curriculum. These resources support school staff in teaching students lifelong skills that support their development both socially and emotionally. More information about social emotional learning can be found here (<https://casel.org/fundamentals-of-sel/>)

Goal 2: Literacy

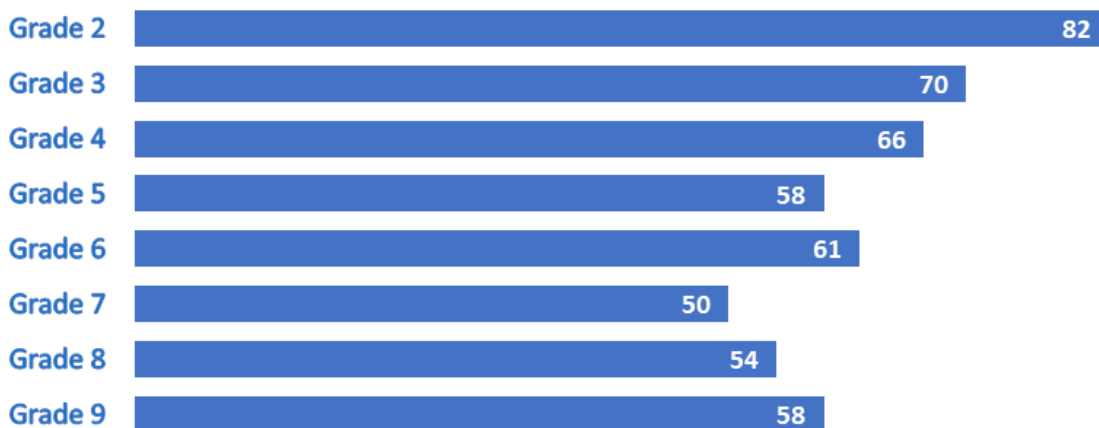
PSD: Learning commons pilot project emphasizing a welcoming and inclusive environment implemented in 5 schools.

The 5 school pilot project received positive feedback from staff and students alike and has been expanded to include all 13 Palliser High Schools for 2021-2022. Students (surveyed in June 2021) felt the Learning Commons Facilitators are approachable and helpful in making plans for the future beyond high school. 85.8% of students agree they have access to people and resources to help them plan their future. (independent survey)

When students were asked what do you enjoy about your Learning Commons as it is now? They indicated that it is clean and a peaceful palace to be and the staff are pushing the students to be their best,

Goal 3: Numeracy

PSD: Average grade-level percentage of students on the MIPI*



* Math Intervention Programming Instrument

Palliser schools utilized numeracy assessments throughout the school year to guide student interventions. We supported a variety of professional learning opportunities related to numeracy and Mathematics during division-wide professional learning days. The Math Intervention Programming Instrument was utilized to assess 1141 students, many of whom were deemed in need of intervention. From an analysis of student achievement gathered through the Math Intervention Programming Instrument in Grades 2 to 6, student achievement related to statistics and probability was strong while achievement in number sense is in need of further improvement. From Grades 7 to 9, student achievement related to statistics and probability was strong while achievement in shape and space are in need of improvement.

Governance Domain

ABED: Student Engagement

Overall	Palliser	85.5
	Province	85.6
Teachers	Palliser	96.5
	Province	96.0
Parents	Palliser	91.2
	Province	89.0
Students	Palliser	68.8
	Province	71.8

The feedback from students was collected through the Superintendent's Leadership Council, a small representative sample of high school students held twice in the 2020-2021 school year. The meetings brought together a total of 30 students from school across our division to solicit input about topics that mattered to them. The topics that were raised focus on the effectiveness of online learning, the difficulty transitioning between school and home due to COVID rules, mental health and equity and inclusion. The feedback was provided directly to the Superintendent with many suggestions being implemented or addressed with school administration.



ABED: Parent Involvement



Palliser is exceeding the provincial average in the parent and teacher perceptions of this measure. According to the data provided by parents through the ourSchool survey, 69% of parents attended at least one or more meetings throughout the school year. We see it as an area of concern that 31% of parents have not attended a meeting at the school throughout the year. We continue to work with Principals to engage their parent community to address this issue.

PSD: An overwhelming majority of parents feel their children are included and are treated fairly at school from “OurSCHOOL” surveys.

From the survey, we learned that 86% of parents felt their children are included in activities in school and 93% of parents felt their children are treated fairly at school

Local and Societal Context Domain

PSD: South West Collaborative Support Services

In the South West region, the core partners, including Palliser Regional Schools, were committed to continuing to work together to address the needs of children/youth and families with the resources available. SWCSS was launched on September 1, 2020 based on the originally established Regional Collaborative Service Delivery (RCSD) model.

SWCSS is the shortened name for Southwest Collaborative Support Services. We work together in support of children, youth and families in Southwest Alberta. Our cross-ministry partnership has representation from:

- Alberta Children’s Services
- Alberta Community and Social Services
- Alberta Education (public, separate, and independent schools)
- Alberta Health / Alberta Health Services
- First Nations (Blood Tribe and Piikani Nation)
- Pooling resources, including over 1.6 million dollars, The SWCSS coordinates a staff of fifteen including
- Regional Coordinator

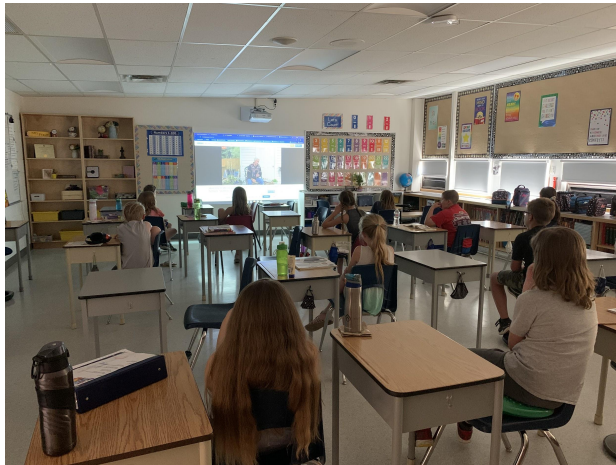
- Speech Language Pathologists
- Occupational Therapists
- Physical Therapists
- Low Incidence (teacher of the deaf and hard of hearing/teacher of the blind and visually impaired)

PSD: Making Connections Worker Program Expansion

The Palliser Making Connections Worker (MCW) Program continues to have a significant impact on the communities they serve. In the 2020/21 school year, the MCW program expanded from two staff to 4.0 full time staff serving the communities of Coaldale, Coalhurst, Vulcan County and NE Calgary.

The vision of the Making Connections Program is to have families, schools, and the community working together to strengthen the relationship between the students and their families. This increases the resiliency and success of all children.

- The program has positively supported families through
- 1794 parent connections
- 1008 community agency connections
- 862 mental health presentations and or student group work
- \$38270 in successful grant applications in support of sensory and nutrition
- \$26 630 allocated in support of students during the summer months (camps, activities, groceries, bus passes)



Future Challenges

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

- The increasing cost factors and reductions to budgets are negatively impacting the resources and support we offer to students.
- The pandemic has caused significant growth of mental health concerns amongst our staff and students.
- 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 pressures to offer online programming in response to student and parental demand as we move beyond the COVID-19 pandemic..
- The implementation of curricular changes will be an added strain on the system as we move out of the pandemic.



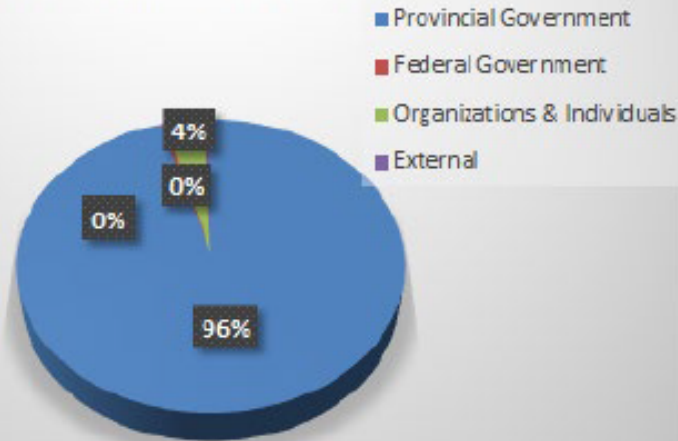
2020-2021 Budget Summary

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%

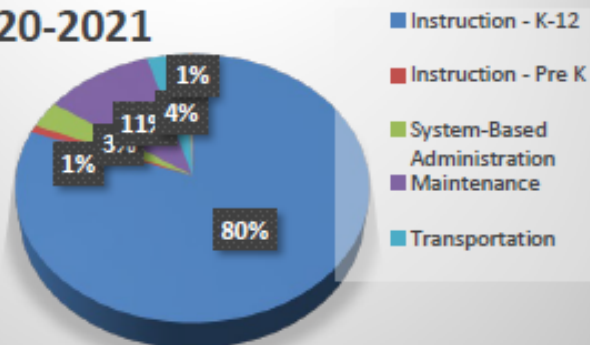
Revenues 2020-2021



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



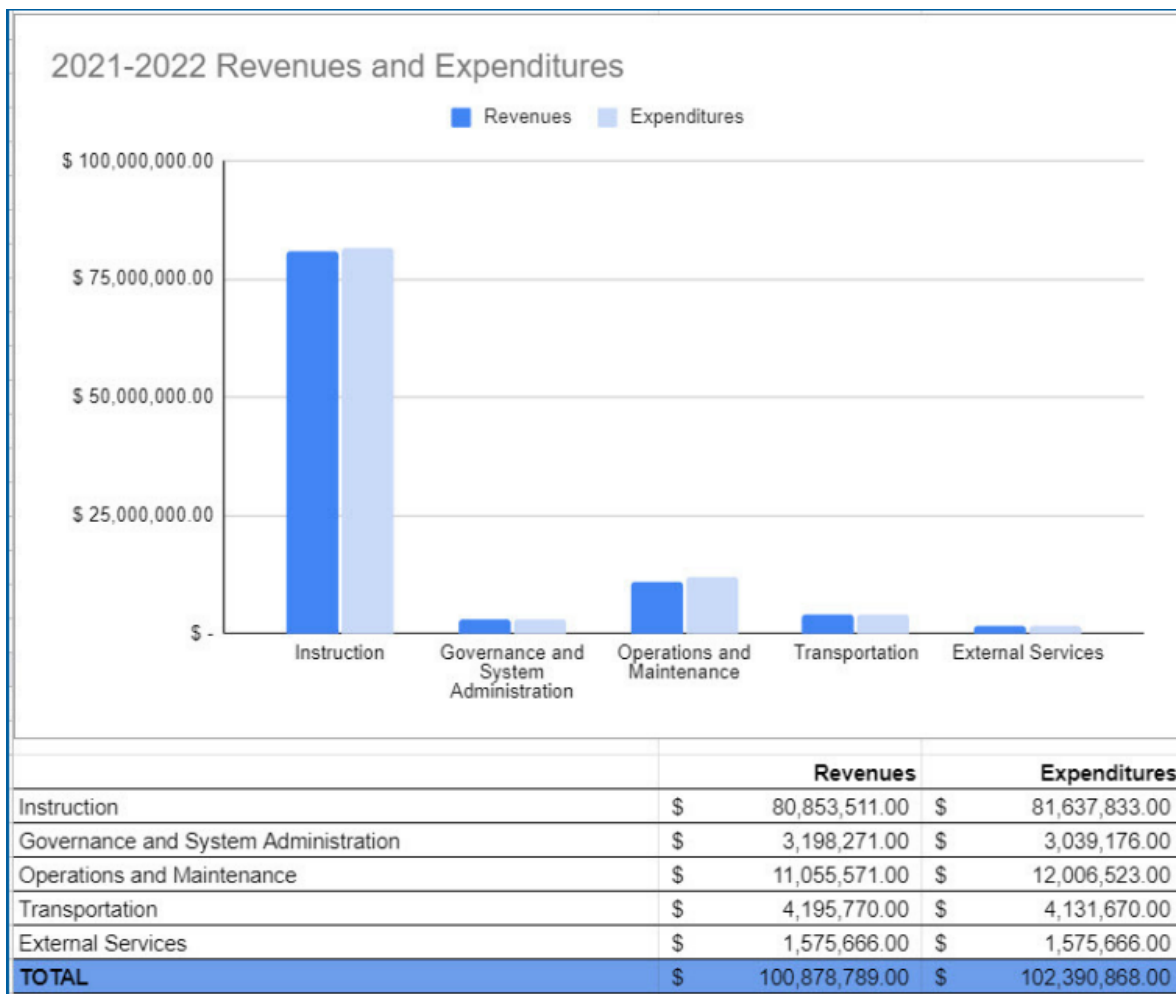
2021-2022 Budget

Budget Principles May 31, 2021

Palliser School Division is committed to providing the best education it can afford students. Staffing accounts for approximately 80% of the total budget.

Palliser School Divisions' annual budget is driven by the goals and strategies of its Four Year Plan while addressing the operational needs of the jurisdiction. Recognizing that the superintendent will demonstrate fiscal responsibility by continuing to pursue efficient and effective services, the Board of Trustees has identified the following key priorities to guide the 2021-2022 budget.

- direct classroom funding to maximize student success;
- providing school-based supports for students with complex needs;
- wellness supports; and
- literacy and numeracy skill development.



Revenues and Expenses

For a copy of Palliser's Audited Financial Statement for the 2020-2021 school year, please visit the Trustees section of the Palliser website, under [Planning and Reporting](#).

For a copy of Palliser's 2021-2022 budget visit the Trustees section of the Palliser website, under [Planning and Reporting](#).

Paper copies are available by contacting the 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.

Facilities and Capital Plan

In developing the 3-Year Capital Planning Priorities, the Core Values, Vision, Mission, and Guiding Principles of Palliser School Division have led the decision-making process. The priorities developed through this process are envisioned to improve the sustainability of facility operations and maintenance, and to advance the capability and diversity of programming available to students. With historical and current data, three main priorities have been developed. Consultation has led to the development of priority scenarios for the Coalhurst High School, the County Central High School, and Sunny Side School.

Coalhurst High School Modernization or Replacement

Given Coalhurst's proximity to West Lethbridge, several Coalhurst high school students leave to attend Chinook High School because the newer facility provides more learning options to students. Palliser School Division would like to modernize or replace the Coalhurst High School to keep students within their community.

County Central High School Modernization or Replacement

Located in the town of Vulcan, County Central High School acts as a central hub for the community. It shares the same site as the town community centre and in part forms the community's recreational hub. The high school has a "body works fitness" facility which is open to the public. The school lacks natural sunlight and has poor ventilation. The low utilization rate can be addressed with modernization or replacement as it will provide the opportunity to right-size the facility and reduce operation and maintenance costs.

Sunnyside School

Located on the outskirts of Lethbridge, Sunnyside Elementary School was Constructed in 1952 and received an addition in 1953. Despite lacking programmatic features found in new schools,

lacking natural sunlight, and adequate ventilation, the school is very popular. Utilization rates are predicted to increase to 112% in ten years.

[LINK TO CAPITAL PLAN](#)

Infrastructure, Maintenance and Renewal Projects

Barons, Carmanagay, Champion and Arrowwood parking lots will be paved. New office, washroom reconfiguration at Barons School this summer. Dorothy Dalglish School and Huntsville School will have the fields sodded and seeded. The new school in Coaldale has begun construction.

Parental Engagement

Palliser School Division 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.

Palliser School Division 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.

Palliser leveraged G-Suite and specifically Google forms to collect immediate feedback from parents as we made adjustments to our continuity of learning plan. These surveys allowed us to identify the best approach to deliver instruction to the diverse groups within our division. We will continue to use this tool to collect feedback from our stakeholders moving forward.

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, except during COVID but can be accessed virtually.

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>

